



**Faculty Survey
of Student Engagement**

Howard University

Respondent Characteristics

August 2009



**Faculty Survey
of Student Engagement**

**FSSE 2009 Respondent Characteristics
Howard University**

Response rate	31%			
Number of invited faculty members	197			
Total number of respondents	61 (24 Lower Division, 27 Upper Division, 6 Other, 4 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	20%	17%	17%	18%
Biological science	0%	0%	0%	0%
Business	10%	25%	0%	16%
Education	5%	0%	0%	2%
Engineering	5%	0%	0%	2%
Physical science	45%	8%	0%	22%
Professional	5%	21%	0%	12%
Social science	10%	13%	33%	14%
Other	0%	17%	50%	14%
Rank				
Professor	22%	19%	33%	22%
Associate Professor	17%	27%	33%	24%
Assistant Professor	22%	50%	33%	36%
Instructor	22%	4%	0%	11%
Lecturer	9%	0%	0%	4%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	9%	0%	0%	4%
Tenure status				
Tenured	45%	41%	67%	45%
On tenure track but not tenured	23%	30%	33%	27%
Not on tenure track	32%	30%	0%	27%
No tenure system	0%	0%	0%	0%
Highest degree earned				
First professional degree	0%	4%	0%	2%
Doctoral degree	70%	78%	100%	77%
Master's degree	26%	15%	0%	18%
Bachelor's degree	0%	0%	0%	0%
Associate's degree	0%	0%	0%	0%
Other	4%	4%	0%	4%
Full-time/Part Time				
Full-time	91%	92%	83%	91%
Part-time	9%	8%	17%	9%



	Lower Division	Upper Division	Other	Total
Number of courses taught 08-09¹				
None	0%	0%	0%	0%
1-3	9%	27%	0%	17%
4-6	68%	54%	80%	62%
7 or more	23%	19%	20%	21%
Years of teaching experience				
4 or less	5%	21%	20%	14%
5-9	5%	8%	20%	8%
10-14	15%	8%	0%	10%
15 or more	75%	63%	60%	67%
Age				
34 or younger	0%	8%	17%	6%
35-44	19%	20%	17%	19%
45-54	24%	16%	0%	17%
Older than 54	57%	56%	67%	58%
Gender				
Male	52%	37%	50%	45%
Female	48%	63%	50%	55%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	9%	4%	0%	5%
Black or African American	52%	70%	33%	59%
White (non-Hispanic)	17%	11%	67%	20%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	4%	0%	0%	2%
Multiracial	0%	4%	0%	2%
Other	4%	0%	0%	2%
Prefer not to respond	13%	11%	0%	11%
Citizenship status				
U.S. citizen, native	65%	70%	50%	66%
U.S. citizen, naturalized	26%	22%	33%	25%
Permanent resident of the U.S.	9%	7%	17%	9%
Temporary resident of the U.S.	0%	0%	0%	0%

1: Includes 2008-2009 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



**Faculty Survey
of Student Engagement**

Howard University

Frequency Distributions

August 2009



Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample

The *Frequency Distributions* report is based on information from all faculty at your institution who responded to the survey based on their experiences teaching either a lower or upper division course. Faculty who responded based on another type of course or who did not report the course level are not included in this report.

Survey Items

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

Course Level


Frequency distributions are reported separately for faculty who teach lower division and upper division courses.

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.



Faculty Survey
of Student Engagement

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

FSSE 2009 Frequency Distributions
NSSEville State University

Lower Division	Upper Division	Total
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Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment <i>FINTERN</i>	Not important	8	9%	3	3%	11	6%
	Somewhat important	9	10%	10	9%	19	10%
	Important	21	23%	18	17%	39	20%
	Very important	55	59%	76	71%	131	66%
	Total	93	100%	107	100%	200	100%
b. Community service or volunteer work <i>FVOLUNTR</i>	Not important	16	17%	11	10%	27	14%
	Somewhat important	26	28%	21	20%	47	24%
	Important	26	28%	40	37%	66	33%
	Very important	25	27%	35	33%	60	30%
	Total	93	100%	107	100%	200	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together <i>FLERNCOM</i>	Not important	19	20%	21	20%	40	20%
	Somewhat important	35	38%	34	32%	69	35%
	Important	26	28%	26	25%	52	26%
	Very important	13	14%	25	24%	38	19%
	Total	93	100%	106	100%	199	100%

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

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



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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	1	4%	0	0%	1	2%
		Somewhat important	3	13%	1	4%	4	8%
		Important	4	17%	4	15%	8	16%
		Very important	15	65%	22	81%	37	74%
		Total	23	100%	27	100%	50	100%
b. Community service or volunteer work	FVOLUNTR	Not important	1	4%	0	0%	1	2%
		Somewhat important	6	26%	4	15%	10	20%
		Important	7	30%	14	52%	21	42%
		Very important	9	39%	9	33%	18	36%
		Total	23	100%	27	100%	50	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	2	9%	8	30%	10	20%
		Somewhat important	5	22%	11	41%	16	32%
		Important	12	52%	5	19%	17	34%
		Very important	4	17%	3	11%	7	14%
		Total	23	100%	27	100%	50	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	2	9%	4	15%	6	12%
		Somewhat important	3	13%	6	22%	9	18%
		Important	9	39%	10	37%	19	38%
		Very important	9	39%	7	26%	16	32%
		Total	23	100%	27	100%	50	100%
e. Foreign language coursework	FFORLANG	Not important	3	13%	3	11%	6	12%
		Somewhat important	4	17%	8	30%	12	24%
		Important	9	39%	9	33%	18	36%
		Very important	7	30%	7	26%	14	28%
		Total	23	100%	27	100%	50	100%
f. Study abroad	FSTUDYAB	Not important	6	27%	2	7%	8	16%
		Somewhat important	2	9%	7	26%	9	18%
		Important	7	32%	12	44%	19	39%
		Very important	7	32%	6	22%	13	27%
		Total	22	100%	27	100%	49	100%



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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	5	22%	2	7%	7	14%
		Somewhat important	6	26%	15	56%	21	42%
		Important	7	30%	8	30%	15	30%
		Very important	5	22%	2	7%	7	14%
		Total	23	100%	27	100%	50	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	0	0%	0	0%	0	0%
		Somewhat important	4	17%	4	15%	8	16%
		Important	5	22%	3	11%	8	16%
		Very important	14	61%	20	74%	34	68%
		Total	23	100%	27	100%	50	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	0	0%	1	4%	1	2%
		3	0	0%	1	4%	1	2%
		4	2	9%	1	4%	3	6%
		5	3	14%	9	33%	12	24%
		6	15	68%	9	33%	24	49%
		Friendly, Supportive, Sense of Belonging	2	9%	6	22%	8	16%
		Total	22	100%	27	100%	49	100%
		Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%
2	0			0%	1	4%	1	2%
3	1			5%	1	4%	2	4%
4	4			18%	3	11%	7	14%
5	5			23%	9	33%	14	29%
6	10			45%	10	37%	20	41%
Available, Helpful, Sympathetic	2			9%	3	11%	5	10%
Total	22			100%	27	100%	49	100%



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVADM	Unhelpful, Inconsiderate, Rigid		3	14%	5	19%	8
	2		4	18%	4	15%	8	16%
	3		4	18%	6	22%	10	20%
	4		3	14%	4	15%	7	14%
	5		6	27%	3	11%	9	18%
	6		2	9%	4	15%	6	12%
	Helpful, Considerate, Flexible		0	0%	1	4%	1	2%
	Total		22	100%	27	100%	49	100%

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	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSCO	Very little		0	0%	1	4%	1
	Some		7	30%	7	26%	14	28%
	Quite a bit		7	30%	11	41%	18	36%
	Very much		9	39%	8	30%	17	34%
	Total		23	100%	27	100%	50	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	2	9%	2	8%	4	8%
		Some	8	35%	7	27%	15	31%
		Quite a bit	6	26%	10	38%	16	33%
		Very much	7	30%	7	27%	14	29%
		Total	23	100%	26	100%	49	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIR	Very little	4	17%	3	11%	7	14%
		Some	6	26%	6	22%	12	24%
		Quite a bit	7	30%	10	37%	17	34%
		Very much	6	26%	8	30%	14	28%
		Total	23	100%	27	100%	50	100%



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FSSE 2009 Frequency Distributions Howard University

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	2	9%	2	7%	4	8%
		Some	8	36%	12	44%	20	41%
		Quite a bit	8	36%	10	37%	18	37%
		Very much	4	18%	3	11%	7	14%
	Total		22	100%	27	100%	49	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	2	9%	1	4%	3	6%
		Some	9	39%	4	15%	13	26%
		Quite a bit	10	43%	16	59%	26	52%
		Very much	2	9%	6	22%	8	16%
	Total		23	100%	27	100%	50	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	1	4%	1	4%	2	4%
		Some	6	26%	4	15%	10	20%
		Quite a bit	10	43%	12	44%	22	44%
		Very much	6	26%	10	37%	16	32%
	Total		23	100%	27	100%	50	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	1	4%	1	4%	2	4%
		Some	3	13%	3	11%	6	12%
		Quite a bit	13	57%	15	56%	28	56%
		Very much	6	26%	8	30%	14	28%
	Total		23	100%	27	100%	50	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	0	0%	0	0%
		Some	4	17%	2	7%	6	12%
		Quite a bit	8	35%	10	37%	18	36%
		Very much	11	48%	15	56%	26	52%
	Total		23	100%	27	100%	50	100%



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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	0	0%	1	4%	1	2%
		1-4	4	17%	4	15%	8	16%
		5-8	9	38%	7	26%	16	31%
		9-12	7	29%	9	33%	16	31%
		13-16	1	4%	4	15%	5	10%
		17-20	1	4%	2	7%	3	6%
		21-30	1	4%	0	0%	1	2%
		More than 30	1	4%	0	0%	1	2%
			Total	24	100%	27	100%	51
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	7	29%	11	41%	18	35%
		5-8	8	33%	8	30%	16	31%
		9-12	5	21%	3	11%	8	16%
		13-16	3	13%	2	7%	5	10%
		17-20	1	4%	3	11%	4	8%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
			Total	24	100%	27	100%	51
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	0	0%	0	0%
		1-4	13	54%	10	37%	23	45%
		5-8	5	21%	10	37%	15	29%
		9-12	4	17%	1	4%	5	10%
		13-16	2	8%	2	7%	4	8%
		17-20	0	0%	2	7%	2	4%
		21-30	0	0%	1	4%	1	2%
		More than 30	0	0%	1	4%	1	2%
			Total	24	100%	27	100%	51



**Faculty Survey
of Student Engagement**

**FSSE 2009 Frequency Distributions
Howard University**

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	0	0%	0	0%	0	0%
		1-4	6	25%	6	22%	12	24%
		5-8	6	25%	10	37%	16	31%
		9-12	9	38%	4	15%	13	25%
		13-16	1	4%	4	15%	5	10%
		17-20	2	8%	3	11%	5	10%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	24	100%	27	100%	51	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	1	4%	1	2%
		1-4	13	54%	11	42%	24	48%
		5-8	6	25%	8	31%	14	28%
		9-12	2	8%	2	8%	4	8%
		13-16	1	4%	1	4%	2	4%
		17-20	1	4%	2	8%	3	6%
		21-30	1	4%	0	0%	1	2%
		More than 30	0	0%	1	4%	1	2%
		Total	24	100%	26	100%	50	100%
f. Research and scholarly activities	SCHOLAR	0	1	4%	0	0%	1	2%
		1-4	6	25%	6	22%	12	24%
		5-8	6	25%	4	15%	10	20%
		9-12	3	13%	8	30%	11	22%
		13-16	3	13%	4	15%	7	14%
		17-20	2	8%	2	7%	4	8%
		21-30	2	8%	3	11%	5	10%
		More than 30	1	4%	0	0%	1	2%
		Total	24	100%	27	100%	51	100%

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	8	33%	12	44%	20	39%
		1-4	8	33%	6	22%	14	27%
		5-8	3	13%	7	26%	10	20%
		9-12	2	8%	1	4%	3	6%
		13-16	1	4%	1	4%	2	4%
		17-20	2	8%	0	0%	2	4%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		24	100%	27	100%	51
h. Advising undergraduate students	ADVISE	0	3	13%	0	0%	3	6%
		1-4	13	54%	13	48%	26	51%
		5-8	3	13%	8	30%	11	22%
		9-12	3	13%	2	7%	5	10%
		13-16	0	0%	1	4%	1	2%
		17-20	1	4%	2	7%	3	6%
		21-30	0	0%	1	4%	1	2%
		More than 30	1	4%	0	0%	1	2%
		Total		24	100%	27	100%	51
i. Supervising internships or other field experiences	FIELDEXP	0	15	65%	12	44%	27	54%
		1-4	5	22%	6	22%	11	22%
		5-8	0	0%	3	11%	3	6%
		9-12	2	9%	3	11%	5	10%
		13-16	0	0%	1	4%	1	2%
		17-20	0	0%	2	7%	2	4%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	4%	0	0%	1	2%
		Total		23	100%	27	100%	50



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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>
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	10	43%	8	30%	18	36%
		1-4	9	39%	12	44%	21	42%
		5-8	3	13%	4	15%	7	14%
		9-12	0	0%	0	0%	0	0%
		13-16	0	0%	3	11%	3	6%
		17-20	0	0%	0	0%	0	0%
		21-30	1	4%	0	0%	1	2%
		More than 30	0	0%	0	0%	0	0%
		Total	23	100%	27	100%	50	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	3	13%	3	11%	6	12%
		1-4	12	52%	15	56%	27	54%
		5-8	4	17%	4	15%	8	16%
		9-12	1	4%	2	7%	3	6%
		13-16	2	9%	3	11%	5	10%
		17-20	0	0%	0	0%	0	0%
		21-30	1	4%	0	0%	1	2%
		More than 30	0	0%	0	0%	0	0%
		Total	23	100%	27	100%	50	100%
l. Conducting service activities	SERVICE	0	5	22%	5	19%	10	20%
		1-4	12	52%	13	48%	25	50%
		5-8	4	17%	4	15%	8	16%
		9-12	0	0%	0	0%	0	0%
		13-16	1	4%	3	11%	4	8%
		17-20	0	0%	1	4%	1	2%
		21-30	1	4%	0	0%	1	2%
		More than 30	0	0%	1	4%	1	2%
		Total	23	100%	27	100%	50	100%



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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	23	100%	27	100%	50	100%
		Classroom, auxiliary location	0	0%	0	0%	0	0%
		Distance education	0	0%	0	0%	0	0%
		Total	23	100%	27	100%	50	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	9	38%	15	56%	24	47%
		Yes	15	63%	12	44%	27	53%
		Total	24	100%	27	100%	51	100%
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	3	12%	3	6%
		10 to 19	8	33%	8	32%	16	33%
		20 to 29	8	33%	6	24%	14	29%
		30 to 49	5	21%	7	28%	12	24%
		50 to 99	2	8%	1	4%	3	6%
		100 or more	1	4%	0	0%	1	2%
		Total	24	100%	25	100%	49	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	1	5%	0	0%	1	2%
		1 to 2	2	10%	4	17%	6	14%
		3 to 9	9	43%	9	39%	18	41%
		10 to 19	3	14%	5	22%	8	18%
		20 or more	6	29%	5	22%	11	25%
		Total	21	100%	23	100%	44	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	4	18%	5	21%	9	20%
		Biological science	1	5%	1	4%	2	4%
		Business	2	9%	5	21%	7	15%
		Education	1	5%	0	0%	1	2%
		Engineering	1	5%	0	0%	1	2%
		Physical science	9	41%	2	8%	11	24%
		Professional	0	0%	6	25%	6	13%
		Social science	3	14%	3	13%	6	13%
		Other	1	5%	2	8%	3	7%
		Total	22	100%	24	100%	46	100%



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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%	1	4%	1	2%
		1-24%	9	38%	7	26%	16	31%
		25-49%	4	17%	7	26%	11	22%
		50-74%	6	25%	9	33%	15	29%
		75% or higher	5	21%	3	11%	8	16%
		Total	24	100%	27	100%	51	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	0	0%	0	0%
		1-24%	8	35%	12	44%	20	40%
		25-49%	8	35%	7	26%	15	30%
		50-74%	5	22%	4	15%	9	18%
		75% or higher	2	9%	4	15%	6	12%
		Total	23	100%	27	100%	50	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	1	4%	3	11%	4	8%
		1-24%	5	21%	15	56%	20	39%
		25-49%	9	38%	4	15%	13	25%
		50-74%	6	25%	2	7%	8	16%
		75% or higher	3	13%	3	11%	6	12%
		Total	24	100%	27	100%	51	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	6	26%	9	33%	15	30%
		25-49%	7	30%	7	26%	14	28%
		50-74%	8	35%	3	11%	11	22%
		75% or higher	2	9%	8	30%	10	20%
		Total	23	100%	27	100%	50	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	1	4%	1	2%
		1-24%	5	21%	7	26%	12	24%
		25-49%	8	33%	6	22%	14	27%
		50-74%	5	21%	5	19%	10	20%
		75% or higher	6	25%	8	30%	14	27%
		Total	24	100%	27	100%	51	100%



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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	0	0%	0	0%	0	0%
		1-24%	14	58%	9	33%	23	45%
		25-49%	3	13%	4	15%	7	14%
		50-74%	4	17%	5	19%	9	18%
		75% or higher	3	13%	9	33%	12	24%
	Total	24	100%	27	100%	51	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	1	4%	1	4%	2	4%
		1-24%	13	54%	12	44%	25	49%
		25-49%	4	17%	5	19%	9	18%
		50-74%	2	8%	4	15%	6	12%
		75% or higher	4	17%	5	19%	9	18%
	Total	24	100%	27	100%	51	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	8	35%	3	11%	11	22%
		Sometimes	7	30%	8	30%	15	30%
		Often	4	17%	3	11%	7	14%
		Very often	4	17%	13	48%	17	34%
	Total	23	100%	27	100%	50	100%	
b. Work with other students on projects during class	FCLASSGR	Never	3	13%	3	11%	6	12%
		Sometimes	10	43%	6	22%	16	32%
		Often	6	26%	9	33%	15	30%
		Very often	4	17%	9	33%	13	26%
	Total	23	100%	27	100%	50	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	13	59%	16	59%	29	59%
		Sometimes	5	23%	7	26%	12	24%
		Often	3	14%	4	15%	7	14%
		Very often	1	5%	0	0%	1	2%
	Total	22	100%	27	100%	49	100%	



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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	6	26%	2	7%	8	16%
		Sometimes	7	30%	9	33%	16	32%
		Often	3	13%	7	26%	10	20%
		Very often	7	30%	9	33%	16	32%
		Total	23	100%	27	100%	50	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	4%	0	0%	1	2%
		Sometimes	1	4%	4	15%	5	10%
		Often	9	38%	7	26%	16	31%
		Very often	13	54%	16	59%	29	57%
		Total	24	100%	27	100%	51	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	9	39%	7	26%	16	32%
		Sometimes	7	30%	6	22%	13	26%
		Often	2	9%	6	22%	8	16%
		Very often	5	22%	8	30%	13	26%
		Total	23	100%	27	100%	50	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	6	26%	3	11%	9	18%
		Sometimes	9	39%	7	26%	16	32%
		Often	2	9%	9	33%	11	22%
		Very often	6	26%	8	30%	14	28%
		Total	23	100%	27	100%	50	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	4%	0	0%	1	2%
		1	15	65%	14	52%	29	58%
		2-3	6	26%	9	33%	15	30%
		4-6	1	4%	2	7%	3	6%
		More than 6	0	0%	2	7%	2	4%
		Total	23	100%	27	100%	50	100%



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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	18	78%	19	76%	37	77%
		1	3	13%	5	20%	8	17%
		2-3	0	0%	1	4%	1	2%
		4-6	1	4%	0	0%	1	2%
		More than 6	1	4%	0	0%	1	2%
		Total		23	100%	25	100%	48
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	9	41%	6	22%	15	31%
		1	5	23%	8	30%	13	27%
		2-3	5	23%	11	41%	16	33%
		4-6	2	9%	1	4%	3	6%
		More than 6	1	5%	1	4%	2	4%
		Total		22	100%	27	100%	49
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	5	22%	8	30%	13	26%
		1	5	22%	3	11%	8	16%
		2-3	4	17%	8	30%	12	24%
		4-6	2	9%	4	15%	6	12%
		More than 6	7	30%	4	15%	11	22%
		Total		23	100%	27	100%	50

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	6	26%	4	15%	10	20%
		1-2	10	43%	20	74%	30	60%
		3-4	2	9%	1	4%	3	6%
		5-6	1	4%	2	7%	3	6%
		More than 6	4	17%	0	0%	4	8%
		Total		23	100%	27	100%	50
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	13	59%	9	33%	22	45%
		1-2	5	23%	10	37%	15	31%
		3-4	0	0%	6	22%	6	12%
		5-6	2	9%	2	7%	4	8%
		More than 6	2	9%	0	0%	2	4%
		Total		22	100%	27	100%	49



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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	4%	3	11%	4	8%
		3-4	3	13%	7	26%	10	20%
		5-6	3	13%	4	15%	7	14%
		7-8	3	13%	4	15%	7	14%
		9-10	6	26%	3	11%	9	18%
		11-12	3	13%	4	15%	7	14%
		More than 12	4	17%	2	7%	6	12%
		Total	23	100%	27	100%	50	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	0	0%	3	11%	3	6%
		1-2	6	25%	11	41%	17	33%
		3-4	7	29%	8	30%	15	29%
		5-6	4	17%	2	7%	6	12%
		7-8	4	17%	1	4%	5	10%
		9-10	2	8%	0	0%	2	4%
		11-12	0	0%	2	7%	2	4%
		More than 12	1	4%	0	0%	1	2%
		Total	24	100%	27	100%	51	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	50%	7	26%	18	37%
		Somewhat important	4	18%	3	11%	7	14%
		Important	3	14%	8	30%	11	22%
		Very important	4	18%	9	33%	13	27%
		Total	22	100%	27	100%	49	100%



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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>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	5	24%	3	11%	8	17%
		Somewhat important	3	14%	3	11%	6	13%
		Important	2	10%	4	15%	6	13%
		Very important	11	52%	17	63%	28	58%
		Total	21	100%	27	100%	48	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	3	14%	3	11%	6	12%
		Somewhat important	6	27%	5	19%	11	22%
		Important	11	50%	7	26%	18	37%
		Very important	2	9%	12	44%	14	29%
		Total	22	100%	27	100%	49	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	6	27%	3	11%	9	18%
		Somewhat important	6	27%	3	11%	9	18%
		Important	4	18%	9	33%	13	27%
		Very important	6	27%	12	44%	18	37%
		Total	22	100%	27	100%	49	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	4	19%	2	7%	6	13%
		Somewhat important	4	19%	7	26%	11	23%
		Important	8	38%	7	26%	15	31%
		Very important	5	24%	11	41%	16	33%
		Total	21	100%	27	100%	48	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	5	24%	5	19%	10	21%
		Somewhat important	7	33%	11	41%	18	38%
		Important	6	29%	8	30%	14	29%
		Very important	3	14%	3	11%	6	13%
		Total	21	100%	27	100%	48	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	2	9%	1	4%	3	6%
		Somewhat important	3	14%	1	4%	4	8%
		Important	8	36%	13	48%	21	43%
		Very important	9	41%	12	44%	21	43%
		Total	22	100%	27	100%	49	100%



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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	32%	3	11%	10	20%
		Somewhat important	0	0%	3	11%	3	6%
		Important	7	32%	6	22%	13	27%
		Very important	8	36%	15	56%	23	47%
		Total	22	100%	27	100%	49	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	0	0%	1	4%	1	2%
		Somewhat important	1	4%	2	7%	3	6%
		Important	9	39%	5	19%	14	28%
		Very important	13	57%	19	70%	32	64%
		Total	23	100%	27	100%	50	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	4%	1	4%	2	4%
		1-9%	1	4%	0	0%	1	2%
		10-19%	1	4%	5	19%	6	12%
		20-29%	4	17%	5	19%	9	18%
		30-39%	2	9%	4	15%	6	12%
		40-49%	1	4%	2	7%	3	6%
		50-74%	8	35%	9	33%	17	34%
		75% or more	5	22%	1	4%	6	12%
		Total	23	100%	27	100%	50	100%
b. Teacher-led discussion	TEACHLED	0%	2	9%	1	4%	3	6%
		1-9%	1	4%	3	11%	4	8%
		10-19%	7	30%	7	26%	14	28%
		20-29%	4	17%	7	26%	11	22%
		30-39%	2	9%	3	11%	5	10%
		40-49%	1	4%	1	4%	2	4%
		50-74%	4	17%	4	15%	8	16%
		75% or more	2	9%	1	4%	3	6%
		Total	23	100%	27	100%	50	100%



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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>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	7	30%	4	15%	11	22%
		1-9%	4	17%	7	26%	11	22%
		10-19%	5	22%	7	26%	12	24%
		20-29%	4	17%	6	22%	10	20%
		30-39%	1	4%	1	4%	2	4%
		40-49%	0	0%	0	0%	0	0%
		50-74%	1	4%	1	4%	2	4%
		75% or more	1	4%	1	4%	2	4%
			Total	23	100%	27	100%	50
d. Student computer use	COMPMED	0%	10	45%	10	37%	20	41%
		1-9%	4	18%	6	22%	10	20%
		10-19%	1	5%	2	7%	3	6%
		20-29%	4	18%	5	19%	9	18%
		30-39%	2	9%	1	4%	3	6%
		40-49%	0	0%	1	4%	1	2%
		50-74%	0	0%	1	4%	1	2%
		75% or more	1	5%	1	4%	2	4%
			Total	22	100%	27	100%	49
e. Small group activities	GROUPSML	0%	4	17%	5	19%	9	18%
		1-9%	10	43%	6	22%	16	32%
		10-19%	4	17%	9	33%	13	26%
		20-29%	4	17%	6	22%	10	20%
		30-39%	1	4%	0	0%	1	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	1	4%	1	2%
		75% or more	0	0%	0	0%	0	0%
			Total	23	100%	27	100%	50



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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%	8	35%	5	19%	13	26%
		1-9%	9	39%	7	26%	16	32%
		10-19%	3	13%	7	26%	10	20%
		20-29%	1	4%	4	15%	5	10%
		30-39%	1	4%	1	4%	2	4%
		40-49%	0	0%	2	7%	2	4%
		50-74%	0	0%	1	4%	1	2%
		75% or more	1	4%	0	0%	1	2%
		Total		23	100%	27	100%	50
g. In-class writing	CLSWRITE	0%	8	35%	12	44%	20	40%
		1-9%	9	39%	6	22%	15	30%
		10-19%	5	22%	6	22%	11	22%
		20-29%	0	0%	1	4%	1	2%
		30-39%	1	4%	1	4%	2	4%
		40-49%	0	0%	1	4%	1	2%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	0	0%	0	0%
		Total		23	100%	27	100%	50
h. Testing and evaluation	TESTEVAL	0%	1	5%	1	4%	2	4%
		1-9%	7	32%	9	35%	16	33%
		10-19%	6	27%	9	35%	15	31%
		20-29%	5	23%	4	15%	9	19%
		30-39%	1	5%	2	8%	3	6%
		40-49%	0	0%	1	4%	1	2%
		50-74%	2	9%	0	0%	2	4%
		75% or more	0	0%	0	0%	0	0%
		Total		22	100%	26	100%	48



**Faculty Survey
of Student Engagement**

**FSSE 2009 Frequency Distributions
Howard University**

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)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	18	82%	21	78%	39	80%
		1-9%	2	9%	1	4%	3	6%
		10-19%	1	5%	2	7%	3	6%
		20-29%	1	5%	2	7%	3	6%
		30-39%	0	0%	1	4%	1	2%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	0	0%	0	0%
		Total	22	100%	27	100%	49	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	13	59%	13	48%	26	53%
		1-9%	3	14%	5	19%	8	16%
		10-19%	2	9%	4	15%	6	12%
		20-29%	2	9%	3	11%	5	10%
		30-39%	0	0%	1	4%	1	2%
		40-49%	1	5%	1	4%	2	4%
		50-74%	1	5%	0	0%	1	2%
		75% or more	0	0%	0	0%	0	0%
		Total	22	100%	27	100%	49	100%
Select the response 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%	1	4%	1	2%
		2	0	0%	0	0%	0	0%
		3	1	4%	0	0%	1	2%
		4	2	9%	2	7%	4	8%
		5	3	13%	5	19%	8	16%
		6	9	39%	9	33%	18	36%
		Very much	8	35%	10	37%	18	36%
		Total	23	100%	27	100%	50	100%



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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	9	39%	11	41%	20	40%
		Some	3	13%	12	44%	15	30%
		Quite a bit	7	30%	2	7%	9	18%
		Very much	4	17%	2	7%	6	12%
	Total		23	100%	27	100%	50	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	2	9%	0	0%	2	4%
		Some	4	17%	1	4%	5	10%
		Quite a bit	4	17%	6	23%	10	20%
		Very much	13	57%	19	73%	32	65%
	Total		23	100%	26	100%	49	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	3	13%	0	0%	3	6%
		Some	3	13%	0	0%	3	6%
		Quite a bit	3	13%	6	22%	9	18%
		Very much	14	61%	21	78%	35	70%
	Total		23	100%	27	100%	50	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	5	22%	0	0%	5	10%
		Some	6	26%	3	11%	9	18%
		Quite a bit	5	22%	7	26%	12	24%
		Very much	7	30%	17	63%	24	48%
	Total		23	100%	27	100%	50	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	1	4%	0	0%	1	2%
		Some	5	22%	1	4%	6	12%
		Quite a bit	6	26%	6	22%	12	24%
		Very much	11	48%	20	74%	31	62%
	Total		23	100%	27	100%	50	100%



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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	13%	2	7%	5	10%
		Some	6	26%	9	33%	15	30%
		Quite a bit	7	30%	2	7%	9	18%
		Very much	7	30%	14	52%	21	42%
		Total	23	100%	27	100%	50	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	4	17%	3	11%	7	14%
		Some	8	35%	3	11%	11	22%
		Quite a bit	5	22%	7	26%	12	24%
		Very much	6	26%	14	52%	20	40%
		Total	23	100%	27	100%	50	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	2	9%	0	0%	2	4%
		Quite a bit	5	22%	2	8%	7	14%
		Very much	16	70%	24	92%	40	82%
		Total	23	100%	26	100%	49	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	3	13%	7	26%	10	20%
		Some	1	4%	2	7%	3	6%
		Quite a bit	6	26%	2	7%	8	16%
		Very much	13	57%	16	59%	29	58%
		Total	23	100%	27	100%	50	100%
e. Using computing and information technology	FGNCMPTS	Very little	6	27%	4	15%	10	20%
		Some	7	32%	9	33%	16	33%
		Quite a bit	1	5%	6	22%	7	14%
		Very much	8	36%	8	30%	16	33%
		Total	22	100%	27	100%	49	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	3	13%	2	7%	5	10%
		Some	8	35%	5	19%	13	26%
		Quite a bit	6	26%	10	37%	16	32%
		Very much	6	26%	10	37%	16	32%
		Total		23	100%	27	100%	50
g. Learning effectively on their own	FGNINQ	Very little	1	4%	0	0%	1	2%
		Some	1	4%	5	19%	6	12%
		Quite a bit	10	43%	6	23%	16	33%
		Very much	11	48%	15	58%	26	53%
		Total		23	100%	26	100%	49
h. Understanding themselves	FGNSELF	Very little	3	14%	3	12%	6	13%
		Some	6	29%	4	15%	10	21%
		Quite a bit	5	24%	14	54%	19	40%
		Very much	7	33%	5	19%	12	26%
		Total		21	100%	26	100%	47
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	10	43%	5	19%	15	31%
		Some	7	30%	3	12%	10	20%
		Quite a bit	3	13%	9	35%	12	24%
		Very much	3	13%	9	35%	12	24%
		Total		23	100%	26	100%	49
j. Solving complex real-world problems	FGNPROBS	Very little	4	18%	2	8%	6	13%
		Some	4	18%	3	12%	7	15%
		Quite a bit	7	32%	7	27%	14	29%
		Very much	7	32%	14	54%	21	44%
		Total		22	100%	26	100%	48



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Howard University

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	5	22%	1	4%	6	12%
		Some	7	30%	5	19%	12	24%
		Quite a bit	2	9%	10	38%	12	24%
		Very much	9	39%	10	38%	19	39%
		Total	23	100%	26	100%	49	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	16	70%	10	38%	26	53%
		Some	4	17%	12	46%	16	33%
		Quite a bit	2	9%	3	12%	5	10%
		Very much	1	4%	1	4%	2	4%
		Total	23	100%	26	100%	49	100%
m. Acquiring a broad general education	FGNGENLE	Very little	5	22%	2	8%	7	14%
		Some	4	17%	7	27%	11	22%
		Quite a bit	5	22%	5	19%	10	20%
		Very much	9	39%	12	46%	21	43%
		Total	23	100%	26	100%	49	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	1	4%	1	4%	2	4%
		Some	3	13%	3	12%	6	12%
		Quite a bit	8	35%	8	31%	16	33%
		Very much	11	48%	14	54%	25	51%
		Total	23	100%	26	100%	49	100%

What is the general discipline of your academic appointment? (Please specify an academic discipline)

<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>
APDISCOL	Arts and humanities	4	20%	4	17%	8	18%
	Biological science	0	0%	0	0%	0	0%
	Business	2	10%	6	25%	8	18%
	Education	1	5%	0	0%	1	2%
	Engineering	1	5%	0	0%	1	2%
	Physical science	9	45%	2	8%	11	25%
	Professional	1	5%	5	21%	6	14%
	Social science	2	10%	3	13%	5	11%
	Other	0	0%	4	17%	4	9%
	Total	20	100%	24	100%	44	100%



**Faculty Survey
of Student Engagement**

Howard University

FSSE-NSSE Combined Report

August 2009



Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample


The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who responded to the survey based on their experiences teaching either a lower or upper division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are the same as those included in the *NSSE 2009 Frequency Distributions*.

Survey Items & Variable Names

Results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the leftmost column contains survey items in the same wording that appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2009 Frequency Distributions* reports.

Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.



Faculty Survey of Student Engagement

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	21%
		UD	50%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	37%
		UD	21%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	26%
		UD	42%

Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.

FSSE-NSSE Combined Report 2009 NSSEville State University

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	29%	38%	31%	2%
		SR	48%	31%	19%	2%
Come to class without completing assignments	CLUNPREP	FY	6%	11%	56%	27%
		SR	7%	15%	57%	21%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	38%	37%	6%
		SR	22%	39%	34%	5%

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2009 Frequency Distributions*.



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2009 Howard University

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	46%
		UD	44%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	30%
		UD	30%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	38%
		UD	19%
Occasionally use e-mail to communicate with you	FEMAIL	LD	43%
		UD	41%
Occasionally discuss grades or assignments with you	FGRADE	LD	46%
		UD	48%
At least once, talk about career plans with you	FPLANS	LD	29%
		UD	52%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	25%
		UD	33%

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	33%	35%	30%	2%
		SR	45%	38%	16%	1%
Come to class without completing assignments	CLUNPREP	FY	7%	12%	65%	16%
		SR	4%	18%	69%	9%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	17%	37%	35%	10%
		SR	23%	36%	35%	7%
Used e-mail to communicate with an instructor	EMAIL	FY	43%	33%	22%	1%
		SR	46%	34%	19%	2%
Discussed grades or assignments with an instructor	FACGRADE	FY	29%	30%	36%	5%
		SR	39%	31%	28%	2%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	10%	17%	40%	33%
		SR	20%	30%	39%	11%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	6%	15%	38%	41%
		SR	14%	25%	40%	21%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2009 Howard University

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	35%
		UD	59%
Work with other students on projects during class	FCLASSGR	LD	43%
		UD	67%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	18%
		UD	15%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	43%
		UD	59%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	92%
		UD	85%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	30%
		UD	52%
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	35%
		UD	63%

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	30%	38%	27%	5%
		SR	24%	35%	34%	8%
Worked with other students on projects during class	CLASSGRP	FY	8%	27%	45%	21%
		SR	12%	32%	42%	14%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	3%	7%	28%	63%
		SR	7%	12%	32%	48%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	30%	25%	29%	15%
		SR	33%	31%	25%	11%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	12%	32%	46%	10%
		SR	12%	39%	44%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	21%	23%	34%	22%
		SR	21%	25%	37%	17%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	28%	29%	31%	13%
		SR	30%	31%	31%	7%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2009 Howard University

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	32%
		UD	63%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	62%
		UD	78%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	59%
		UD	70%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	45%
		UD	78%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	62%
		UD	67%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	43%
		UD	41%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	77%
		UD	93%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	68%
		UD	78%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	96%
		UD	89%

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	15%	27%	33%	24%
		SR	14%	26%	36%	23%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	33%	43%	22%	2%
		SR	46%	39%	14%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	17%	35%	41%	8%
		SR	29%	38%	29%	3%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	18%	38%	30%	14%
		SR	30%	41%	25%	4%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	34%	36%	22%	8%
		SR	30%	38%	30%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	9%	14%	30%	47%
		SR	16%	17%	41%	26%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	32%	33%	30%	5%
		SR	28%	38%	29%	5%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	31%	40%	25%	4%
		SR	29%	43%	26%	2%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	33%	39%	27%	1%
		SR	30%	44%	25%	1%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2009 Howard University

Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	Quite Challenging
Select the response 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	87%
		UD	89%

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	48%
		UD	15%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	74%
		UD	96%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	74%
		UD	100%
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	52%
		UD	89%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	74%
		UD	96%

Student Responses

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

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
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	74%	26%

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	40%	33%	25%	3%
		SR	34%	31%	26%	9%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	42%	37%	19%	2%
		SR	49%	36%	13%	3%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	32%	36%	27%	6%
		SR	37%	33%	26%	4%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	36%	33%	27%	4%
		SR	35%	36%	24%	5%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	42%	33%	23%	2%
		SR	49%	31%	13%	7%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2009 Howard University

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	61%
		UD	59%
Speaking clearly and effectively	FGNSPEAK	LD	48%
		UD	78%
Thinking critically and analytically	FGNANALY	LD	91%
		UD	100%
Analyzing quantitative problems	FGNQUANT	LD	83%
		UD	67%
Using computing and information technology	FGNCMPTS	LD	41%
		UD	52%
Working effectively with others	FGNOTHER	LD	52%
		UD	74%
Learning effectively on their own	FGNINQ	LD	91%
		UD	81%

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

<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>
Writing clearly and effectively	GNWIRTE	FY	35%	36%	22%	7%
		SR	35%	38%	23%	4%
Speaking clearly and effectively	GNSPEAK	FY	32%	32%	24%	12%
		SR	38%	35%	22%	4%
Thinking critically and analytically	GNANALY	FY	40%	38%	19%	3%
		SR	52%	33%	12%	3%
Analyzing quantitative problems	GNQUANT	FY	28%	35%	28%	8%
		SR	33%	35%	27%	5%
Using computing and information technology	GNCMPTS	FY	31%	32%	25%	11%
		SR	30%	37%	24%	8%
Working effectively with others	GNOTHERS	FY	31%	35%	24%	10%
		SR	41%	38%	16%	4%
Learning effectively on your own	GNINQ	FY	42%	33%	17%	8%
		SR	46%	35%	12%	7%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2009 Howard University

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	57%
		UD	73%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	26%
		UD	69%
Solving complex real-world problems	FGNPROBS	LD	64%
		UD	81%
Developing a personal code of values and ethics	FVALUES	LD	48%
		UD	77%
Developing a deepened sense of spirituality	FSPIRIT	LD	13%
		UD	15%
Acquiring a broad general education	FGNGENLE	LD	61%
		UD	65%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	83%
		UD	85%

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

<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>
Understanding yourself	GNSELF	FY	31%	39%	20%	10%
		SR	42%	28%	19%	11%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	21%	29%	32%	18%
		SR	26%	28%	31%	15%
Solving complex real-world problems	GNPROBSV	FY	27%	23%	34%	16%
		SR	30%	31%	29%	10%
Developing a personal code of values and ethics	GNETHICS	FY	27%	38%	22%	13%
		SR	34%	28%	26%	12%
Developing a deepened sense of spirituality	GNSPIRIT	FY	18%	27%	27%	28%
		SR	21%	24%	28%	27%
Acquiring a broad general education	GNGENLED	FY	37%	36%	23%	4%
		SR	43%	38%	17%	1%
Acquiring job or work-related knowledge and skills	GNWORK	FY	31%	25%	30%	14%
		SR	38%	34%	22%	7%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2009 Howard University

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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	83%
		UD	96%
Community service or volunteer work	FVOLUNTR	LD	70%
		UD	85%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLRNCOM	LD	70%
		UD	30%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	78%
		UD	63%
Foreign language coursework	FFORLANG	LD	70%
		UD	59%
Study abroad	FSTUDYAB	LD	64%
		UD	67%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	83%
		UD	85%

Student Responses

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

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	8%	86%	1%	5%
		SR	73%	16%	7%	3%
Community service or volunteer work	VOLNTR04	FY	55%	39%	0%	5%
		SR	80%	12%	4%	4%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	15%	32%	16%	36%
		SR	34%	10%	45%	12%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	7%	40%	21%	32%
		SR	27%	18%	42%	14%
Foreign language coursework	FORLNG04	FY	55%	31%	5%	8%
		SR	73%	9%	13%	6%
Study abroad	STDABR04	FY	1%	54%	17%	28%
		SR	15%	15%	54%	16%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	64%	5%	29%
		SR	47%	40%	10%	4%



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	FENVSCHO	LD	70%
		UD	70%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	57%
		UD	65%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	57%
		UD	67%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	55%
		UD	48%
Providing students the support they need to thrive socially	FENVSOCAL	LD	52%
		UD	81%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEVEN	LD	83%
		UD	85%
Encouraging students to use computers in their academic work	FENVCOMP	LD	83%
		UD	93%

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	37%	38%	24%	1%
		SR	32%	47%	17%	4%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	19%	33%	38%	10%
		SR	13%	37%	38%	12%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	17%	25%	32%	26%
		SR	14%	23%	40%	23%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	7%	16%	31%	46%
		SR	5%	13%	36%	45%
Providing the support you need to thrive socially	ENVSOCAL	FY	17%	26%	33%	24%
		SR	10%	29%	31%	30%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	41%	38%	18%	4%
		SR	27%	43%	20%	10%
Using computers in academic work	ENVCOMPT	FY	46%	35%	12%	7%
		SR	53%	30%	13%	3%



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	91%
		UD	89%
With faculty members	FENVFAC	LD	77%
		UD	81%
With administrative personnel and offices	FENVADM	LD	36%
		UD	30%

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	77%	23%
		SR	81%	19%
With faculty members	ENVFAC	FY	55%	45%
		SR	73%	27%
With administrative personnel and offices	ENVADM	FY	22%	78%
		SR	28%	72%

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