



Response rate	37%			
Number of invited faculty	340			
Total number of respondents	127 (53 Lower Division, 61 Upper Division, 10 Other, 3 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	48%	18%	14%	31%
Biological science	4%	5%	0%	4%
Business	2%	15%	0%	8%
Education	2%	18%	71%	14%
Engineering	0%	0%	0%	0%
Physical science	22%	7%	14%	14%
Professional	0%	11%	0%	5%
Social science	16%	20%	0%	17%
Other	6%	5%	0%	5%
Rank				
Professor	12%	20%	50%	18%
Associate Professor	18%	21%	0%	19%
Assistant Professor	29%	34%	0%	30%
Instructor	8%	7%	0%	7%
Lecturer	29%	16%	50%	23%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	4%	2%	0%	3%
Tenure status				
Tenured	24%	32%	43%	29%
On tenure track but not tenured	33%	38%	0%	33%
Not on tenure track	43%	25%	57%	35%
No tenure system	0%	5%	0%	3%
Highest degree earned				
First professional degree	2%	0%	0%	1%
Doctoral degree	61%	67%	57%	64%
Master's degree	35%	30%	43%	33%
Bachelor's degree	0%	2%	0%	1%
Associate's degree	0%	0%	0%	0%
Other	2%	2%	0%	2%
Full-time/Part Time				
Full-time	84%	79%	100%	82%
Part-time	16%	21%	0%	18%



	Lower Division	Upper Division	Other	Total
Number of courses taught 07-08¹				
None	0%	0%	0%	0%
1-3	9%	24%	14%	17%
4-6	41%	35%	29%	37%
7 or more	50%	42%	57%	46%
Years of teaching experience				
4 or less	10%	35%	14%	22%
5-9	29%	22%	14%	24%
10-14	21%	14%	14%	17%
15 or more	40%	29%	57%	36%
Age				
34 or younger	9%	17%	14%	13%
35-44	39%	12%	14%	24%
45-54	30%	33%	0%	30%
Older than 54	22%	38%	71%	33%
Gender				
Male	65%	33%	43%	48%
Female	35%	67%	57%	52%
Race / Ethnicity				
American Indian/ Native Amer.	4%	7%	0%	6%
Asian/ Asian Amer./ Pacific Isl.	9%	4%	0%	6%
Black or African American	4%	0%	0%	2%
White (non-Hispanic)	72%	76%	71%	74%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	4%	0%	2%
Multiracial	0%	0%	0%	0%
Other	0%	0%	0%	0%
Prefer not to respond	11%	9%	29%	11%
Citizenship status				
U.S. citizen, native	83%	88%	100%	86%
U.S. citizen, naturalized	8%	7%	0%	7%
Permanent resident of the U.S.	6%	2%	0%	4%
Temporary resident of the U.S.	2%	4%	0%	3%

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 North Carolina at Pembroke

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

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	3	6%	3	5%	6	5%
		Somewhat important	11	21%	6	10%	17	15%
		Important	21	40%	14	23%	35	31%
		Very important	17	33%	38	62%	55	49%
		Total	52	100%	61	100%	113	100%
b. Community service or volunteer work	FVOLUNTR	Not important	7	13%	7	11%	14	12%
		Somewhat important	15	28%	21	34%	36	32%
		Important	24	45%	23	38%	47	41%
		Very important	7	13%	10	16%	17	15%
		Total	53	100%	61	100%	114	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	13	25%	5	8%	18	16%
		Somewhat important	13	25%	21	36%	34	30%
		Important	19	36%	19	32%	38	34%
		Very important	8	15%	14	24%	22	20%
		Total	53	100%	59	100%	112	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	7	13%	11	18%	18	16%
		Somewhat important	13	25%	20	33%	33	29%
		Important	22	42%	18	30%	40	36%
		Very important	10	19%	11	18%	21	19%
		Total	52	100%	60	100%	112	100%
e. Foreign language coursework	FFORLANG	Not important	9	17%	12	20%	21	18%
		Somewhat important	10	19%	21	34%	31	27%
		Important	20	38%	19	31%	39	34%
		Very important	14	26%	9	15%	23	20%
		Total	53	100%	61	100%	114	100%
f. Study abroad	FSTUDYAB	Not important	11	21%	17	28%	28	25%
		Somewhat important	19	37%	21	34%	40	35%
		Important	11	21%	16	26%	27	24%
		Very important	11	21%	7	11%	18	16%
		Total	52	100%	61	100%	113	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	17	32%	22	36%	39	34%
		Somewhat important	20	38%	18	30%	38	33%
		Important	13	25%	18	30%	31	27%
		Very important	3	6%	3	5%	6	5%
		Total	53	100%	61	100%	114	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	4	8%	3	5%	7	6%
		Somewhat important	12	23%	7	11%	19	17%
		Important	22	42%	21	34%	43	38%
		Very important	15	28%	30	49%	45	39%
		Total	53	100%	61	100%	114	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%	2	3%	2	2%
		3	1	2%	2	3%	3	3%
		4	7	13%	6	10%	13	11%
		5	18	34%	16	26%	34	30%
		6	20	38%	25	41%	45	39%
		Friendly, Supportive, Sense of Belonging	7	13%	10	16%	17	15%
		Total	53	100%	61	100%	114	100%
		Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	1	2%
2	2			4%	0	0%	2	2%
3	2			4%	2	3%	4	4%
4	6			11%	8	13%	14	12%
5	14			26%	16	26%	30	26%
6	22			42%	23	38%	45	39%
Available, Helpful, Sympathetic	7			13%	11	18%	18	16%
Total	53			100%	61	100%	114	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	0	0%	3	5%	3	3%
	2	2	4%	3	5%	5	4%
	3	8	15%	10	16%	18	16%
	4	15	28%	14	23%	29	25%
	5	11	21%	16	26%	27	24%
	6	12	23%	9	15%	21	18%
	Helpful, Considerate, Flexible	5	9%	6	10%	11	10%
	Total	53	100%	61	100%	114	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	7	13%	3	5%	10	9%
	Some	23	43%	27	44%	50	44%
	Quite a bit	11	21%	17	28%	28	25%
	Very much	12	23%	14	23%	26	23%
	Total	53	100%	61	100%	114	100%

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSUPR	Very little	1	2%	1	2%	2	2%
	Some	15	28%	15	25%	30	26%
	Quite a bit	22	42%	19	31%	41	36%
	Very much	15	28%	26	43%	41	36%
	Total	53	100%	61	100%	114	100%

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVDIVR	Very little	0	0%	3	5%	3	3%
	Some	12	23%	8	13%	20	18%
	Quite a bit	19	36%	25	41%	44	39%
	Very much	22	42%	25	41%	47	41%
	Total	53	100%	61	100%	114	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	7	13%	11	18%	18	16%
		Some	24	45%	24	39%	48	42%
		Quite a bit	16	30%	18	30%	34	30%
		Very much	6	11%	8	13%	14	12%
	Total		53	100%	61	100%	114	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	4	8%	5	8%	9	8%
		Some	26	49%	34	57%	60	53%
		Quite a bit	17	32%	13	22%	30	27%
		Very much	6	11%	8	13%	14	12%
	Total		53	100%	60	100%	113	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	2	4%	3	5%	5	4%
		Some	16	30%	16	27%	32	28%
		Quite a bit	27	51%	32	53%	59	52%
		Very much	8	15%	9	15%	17	15%
	Total		53	100%	60	100%	113	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	2	4%	2	3%	4	4%
		Some	21	40%	18	30%	39	35%
		Quite a bit	21	40%	27	45%	48	42%
		Very much	9	17%	13	22%	22	19%
	Total		53	100%	60	100%	113	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	2	4%	0	0%	2	2%
		Some	8	15%	6	10%	14	12%
		Quite a bit	19	36%	23	38%	42	37%
		Very much	24	45%	31	52%	55	49%
	Total		53	100%	60	100%	113	100%



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of North Carolina at Pembroke

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

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	1	2%	0	0%	1	1%
		1-4	4	8%	12	20%	16	14%
		5-8	10	19%	15	25%	25	22%
		9-12	25	47%	19	31%	44	39%
		13-16	10	19%	12	20%	22	19%
		17-20	1	2%	0	0%	1	1%
		21-30	0	0%	2	3%	2	2%
		More than 30	2	4%	1	2%	3	3%
			Total	53	100%	61	100%	114
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	18	34%	24	40%	42	37%
		5-8	15	28%	19	32%	34	30%
		9-12	12	23%	9	15%	21	19%
		13-16	6	11%	3	5%	9	8%
		17-20	2	4%	2	3%	4	4%
		21-30	0	0%	2	3%	2	2%
		More than 30	0	0%	1	2%	1	1%
			Total	53	100%	60	100%	113
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	1	2%	1	1%
		1-4	35	66%	27	45%	62	55%
		5-8	11	21%	16	27%	27	24%
		9-12	2	4%	7	12%	9	8%
		13-16	3	6%	4	7%	7	6%
		17-20	0	0%	1	2%	1	1%
		21-30	1	2%	0	0%	1	1%
		More than 30	1	2%	4	7%	5	4%
			Total	53	100%	60	100%	113



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	15	28%	17	28%	32	28%
		5-8	21	40%	21	34%	42	37%
		9-12	8	15%	11	18%	19	17%
		13-16	5	9%	5	8%	10	9%
		17-20	2	4%	2	3%	4	4%
		21-30	0	0%	2	3%	2	2%
		More than 30	2	4%	3	5%	5	4%
			Total	53	100%	61	100%	114
e. Reflecting on ways to improve my teaching	REFLECT	0	2	4%	1	2%	3	3%
		1-4	33	63%	39	67%	72	65%
		5-8	9	17%	11	19%	20	18%
		9-12	5	10%	3	5%	8	7%
		13-16	0	0%	2	3%	2	2%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	3	6%	2	3%	5	5%
			Total	52	100%	58	100%	110
f. Research and scholarly activities	SCHOLAR	0	4	8%	3	5%	7	6%
		1-4	21	40%	30	49%	51	45%
		5-8	17	32%	11	18%	28	25%
		9-12	5	9%	11	18%	16	14%
		13-16	3	6%	2	3%	5	4%
		17-20	0	0%	1	2%	1	1%
		21-30	3	6%	2	3%	5	4%
		More than 30	0	0%	1	2%	1	1%
			Total	53	100%	61	100%	114



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	27	51%	24	39%	51	45%
		1-4	24	45%	26	43%	50	44%
		5-8	1	2%	3	5%	4	4%
		9-12	0	0%	6	10%	6	5%
		13-16	1	2%	2	3%	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	53	100%	61	100%	114
h. Advising undergraduate students	ADVISE	0	17	32%	11	18%	28	25%
		1-4	30	57%	27	44%	57	50%
		5-8	4	8%	11	18%	15	13%
		9-12	0	0%	4	7%	4	4%
		13-16	1	2%	3	5%	4	4%
		17-20	1	2%	3	5%	4	4%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	1	2%	1	1%
			Total	53	100%	61	100%	114
i. Supervising internships or other field experiences	FIELDEXP	0	42	81%	37	61%	79	70%
		1-4	8	15%	14	23%	22	19%
		5-8	1	2%	4	7%	5	4%
		9-12	1	2%	2	3%	3	3%
		13-16	0	0%	2	3%	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	52	100%	61	100%	113



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	29	55%	23	38%	52	46%
		1-4	19	36%	29	48%	48	42%
		5-8	4	8%	2	3%	6	5%
		9-12	0	0%	4	7%	4	4%
		13-16	1	2%	2	3%	3	3%
		17-20	0	0%	1	2%	1	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	53	100%	61	100%	114	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	11	21%	13	21%	24	21%
		1-4	32	60%	33	54%	65	57%
		5-8	7	13%	9	15%	16	14%
		9-12	1	2%	2	3%	3	3%
		13-16	2	4%	0	0%	2	2%
		17-20	0	0%	3	5%	3	3%
		21-30	0	0%	1	2%	1	1%
		More than 30	0	0%	0	0%	0	0%
		Total	53	100%	61	100%	114	100%
l. Conducting service activities	SERVICE	0	24	46%	19	31%	43	38%
		1-4	19	37%	27	44%	46	41%
		5-8	6	12%	5	8%	11	10%
		9-12	2	4%	5	8%	7	6%
		13-16	0	0%	2	3%	2	2%
		17-20	0	0%	1	2%	1	1%
		21-30	1	2%	2	3%	3	3%
		More than 30	0	0%	0	0%	0	0%
		Total	52	100%	61	100%	113	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	51	96%	50	83%	101	89%
		Classroom, auxiliary location	0	0%	2	3%	2	2%
		Distance education	2	4%	8	13%	10	9%
		Total	53	100%	60	100%	113	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	6	11%	52	85%	58	51%
		Yes	47	89%	9	15%	56	49%
		Total	53	100%	61	100%	114	100%
How many students are enrolled in your selected course section?	CS05	9 or less	2	4%	6	10%	8	7%
		10 to 19	9	17%	18	30%	27	24%
		20 to 29	14	27%	21	34%	35	31%
		30 to 49	20	38%	14	23%	34	30%
		50 to 99	6	12%	2	3%	8	7%
		100 or more	1	2%	0	0%	1	1%
		Total	52	100%	61	100%	113	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	0	0%	7	12%	7	6%
		1 to 2	3	6%	12	20%	15	14%
		3 to 9	18	35%	25	42%	43	39%
		10 to 19	16	31%	7	12%	23	21%
		20 or more	14	27%	8	14%	22	20%
		Total	51	100%	59	100%	110	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	21	43%	10	19%	31	30%
		Biological science	2	4%	3	6%	5	5%
		Business	0	0%	8	15%	8	8%
		Education	0	0%	12	22%	12	12%
		Engineering	0	0%	0	0%	0	0%
		Physical science	13	27%	4	7%	17	17%
		Professional	0	0%	4	7%	4	4%
		Social science	9	18%	10	19%	19	18%
		Other	4	8%	3	6%	7	7%
		Total	49	100%	54	100%	103	100%



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of North Carolina at Pembroke

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

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	2%	1	1%
		1-24%	28	55%	21	34%	49	44%
		25-49%	12	24%	16	26%	28	25%
		50-74%	4	8%	10	16%	14	13%
		75% or higher	7	14%	13	21%	20	18%
		Total	51	100%	61	100%	112	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	1	2%	1	1%
		1-24%	17	33%	23	39%	40	36%
		25-49%	18	35%	18	31%	36	33%
		50-74%	10	20%	12	20%	22	20%
		75% or higher	6	12%	5	8%	11	10%
		Total	51	100%	59	100%	110	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	3	6%	3	5%	6	5%
		1-24%	23	45%	21	35%	44	40%
		25-49%	14	27%	19	32%	33	30%
		50-74%	10	20%	9	15%	19	17%
		75% or higher	1	2%	8	13%	9	8%
		Total	51	100%	60	100%	111	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	2%	1	2%	2	2%
		1-24%	19	37%	20	33%	39	35%
		25-49%	14	27%	15	25%	29	26%
		50-74%	10	19%	8	13%	18	16%
		75% or higher	8	15%	17	28%	25	22%
		Total	52	100%	61	100%	113	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	0	0%	0	0%
		1-24%	26	50%	24	39%	50	44%
		25-49%	15	29%	17	28%	32	28%
		50-74%	8	15%	10	16%	18	16%
		75% or higher	3	6%	10	16%	13	12%
		Total	52	100%	61	100%	113	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	5	10%	4	7%	9	8%
		1-24%	31	61%	30	49%	61	54%
		25-49%	8	16%	10	16%	18	16%
		50-74%	4	8%	8	13%	12	11%
		75% or higher	3	6%	9	15%	12	11%
	Total	51	100%	61	100%	112	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	5	10%	8	13%	13	12%
		1-24%	35	69%	29	48%	64	57%
		25-49%	6	12%	14	23%	20	18%
		50-74%	4	8%	5	8%	9	8%
		75% or higher	1	2%	5	8%	6	5%
	Total	51	100%	61	100%	112	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	16%	10	16%	18	16%
		Sometimes	12	24%	12	20%	24	22%
		Often	14	29%	14	23%	28	25%
		Very often	15	31%	25	41%	40	36%
	Total	49	100%	61	100%	110	100%	
b. Work with other students on projects during class	FCLASSGR	Never	10	20%	5	8%	15	14%
		Sometimes	20	41%	17	28%	37	34%
		Often	12	24%	22	36%	34	31%
		Very often	7	14%	17	28%	24	22%
	Total	49	100%	61	100%	110	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	38	78%	31	52%	69	63%
		Sometimes	10	20%	17	28%	27	25%
		Often	1	2%	6	10%	7	6%
		Very often	0	0%	6	10%	6	6%
	Total	49	100%	60	100%	109	100%	



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of North Carolina at Pembroke

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

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	11	22%	10	16%	21	19%
		Sometimes	16	32%	8	13%	24	22%
		Often	10	20%	10	16%	20	18%
		Very often	13	26%	33	54%	46	41%
		Total	50	100%	61	100%	111	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	0	0%	0	0%
		Sometimes	6	12%	6	10%	12	11%
		Often	24	48%	14	23%	38	34%
		Very often	20	40%	41	67%	61	55%
		Total	50	100%	61	100%	111	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	5	10%	6	10%	11	10%
		Sometimes	11	22%	20	33%	31	28%
		Often	18	37%	13	21%	31	28%
		Very often	15	31%	22	36%	37	34%
		Total	49	100%	61	100%	110	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	12%	8	13%	14	13%
		Sometimes	20	41%	21	35%	41	38%
		Often	12	24%	13	22%	25	23%
		Very often	11	22%	18	30%	29	27%
		Total	49	100%	60	100%	109	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	2	4%	0	0%	2	2%
		1	26	52%	31	51%	57	51%
		2-3	17	34%	23	38%	40	36%
		4-6	4	8%	3	5%	7	6%
		More than 6	1	2%	4	7%	5	5%
		Total	50	100%	61	100%	111	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

In your selected course section, about how much reading and writing do you assign students? (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. Number of written papers or reports of 20 pages or more	FWRTMR05	None	46	94%	46	77%	92	84%
		1	2	4%	8	13%	10	9%
		2-3	1	2%	6	10%	7	6%
		4-6	0	0%	0	0%	0	0%
		More than 6	0	0%	0	0%	0	0%
		Total		49	100%	60	100%	109
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	22	46%	19	32%	41	38%
		1	19	40%	15	25%	34	32%
		2-3	4	8%	17	29%	21	20%
		4-6	3	6%	5	8%	8	7%
		More than 6	0	0%	3	5%	3	3%
		Total		48	100%	59	100%	107
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	13	27%	21	36%	34	31%
		1	7	14%	7	12%	14	13%
		2-3	11	22%	12	20%	23	21%
		4-6	12	24%	9	15%	21	19%
		More than 6	6	12%	10	17%	16	15%
		Total		49	100%	59	100%	108

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

	<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 problem sets that take your students more than one hour to complete	FPROBSTA	None	22	44%	16	28%	38	35%
		1-2	12	24%	20	34%	32	30%
		3-4	6	12%	12	21%	18	17%
		5-6	5	10%	5	9%	10	9%
		More than 6	5	10%	5	9%	10	9%
		Total		50	100%	58	100%	108
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	21	44%	23	40%	44	42%
		1-2	18	38%	18	31%	36	34%
		3-4	3	6%	4	7%	7	7%
		5-6	1	2%	4	7%	5	5%
		More than 6	5	10%	9	16%	14	13%
		Total		48	100%	58	100%	106



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of North Carolina at Pembroke

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

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	2	4%	4	7%	6	5%
		3-4	7	14%	21	35%	28	25%
		5-6	19	38%	20	33%	39	35%
		7-8	11	22%	3	5%	14	13%
		9-10	10	20%	7	12%	17	15%
		11-12	0	0%	2	3%	2	2%
		More than 12	1	2%	3	5%	4	4%
		Total	50	100%	60	100%	110	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	4	8%	1	2%	5	5%
		1-2	22	44%	39	65%	61	55%
		3-4	14	28%	12	20%	26	24%
		5-6	9	18%	6	10%	15	14%
		7-8	1	2%	1	2%	2	2%
		9-10	0	0%	1	2%	1	1%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	0	0%	0	0%
		Total	50	100%	60	100%	110	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	10	21%	18	30%	28	26%
		Somewhat important	10	21%	15	25%	25	23%
		Important	12	25%	14	23%	26	24%
		Very important	16	33%	13	22%	29	27%
		Total	48	100%	60	100%	108	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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	7	15%	4	7%	11	10%
		Somewhat important	8	17%	4	7%	12	11%
		Important	10	21%	19	32%	29	27%
		Very important	23	48%	33	55%	56	52%
		Total	48	100%	60	100%	108	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	8	17%	8	13%	16	15%
		Somewhat important	24	51%	20	33%	44	41%
		Important	10	21%	19	32%	29	27%
		Very important	5	11%	13	22%	18	17%
		Total	47	100%	60	100%	107	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	6	13%	6	10%	12	11%
		Somewhat important	16	33%	9	15%	25	23%
		Important	22	46%	22	37%	44	41%
		Very important	4	8%	22	37%	26	24%
		Total	48	100%	59	100%	107	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	5	10%	7	12%	12	11%
		Somewhat important	18	38%	15	25%	33	31%
		Important	16	33%	23	38%	39	36%
		Very important	9	19%	15	25%	24	22%
		Total	48	100%	60	100%	108	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	16	34%	20	34%	36	34%
		Somewhat important	13	28%	17	29%	30	28%
		Important	14	30%	17	29%	31	29%
		Very important	4	9%	5	8%	9	8%
		Total	47	100%	59	100%	106	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	4	8%	5	8%	9	8%
		Somewhat important	10	21%	11	19%	21	20%
		Important	14	29%	23	39%	37	35%
		Very important	20	42%	20	34%	40	37%
		Total	48	100%	59	100%	107	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	6	13%	7	12%	13	12%
		Somewhat important	9	19%	5	8%	14	13%
		Important	13	27%	24	40%	37	34%
		Very important	20	42%	24	40%	44	41%
		Total	48	100%	60	100%	108	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	3	6%	1	2%	4	4%
		Somewhat important	3	6%	2	3%	5	5%
		Important	19	40%	18	30%	37	34%
		Very important	23	48%	39	65%	62	57%
		Total	48	100%	60	100%	108	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Lecture	LECTURE	0%	0	0%	3	5%	3	3%
		1-9%	7	15%	9	15%	16	15%
		10-19%	5	11%	8	13%	13	12%
		20-29%	4	9%	6	10%	10	9%
		30-39%	6	13%	8	13%	14	13%
		40-49%	6	13%	9	15%	15	14%
		50-74%	10	21%	14	23%	24	22%
		75% or more	9	19%	3	5%	12	11%
		Total	47	100%	60	100%	107	100%
		b. Teacher-led discussion	TEACHLED	0%	1	2%	4	7%
1-9%	14			30%	12	21%	26	25%
10-19%	14			30%	16	28%	30	29%
20-29%	6			13%	6	11%	12	12%
30-39%	5			11%	3	5%	8	8%
40-49%	4			9%	12	21%	16	15%
50-74%	1			2%	2	4%	3	3%
75% or more	2			4%	2	4%	4	4%
Total	47			100%	57	100%	104	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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%	18	42%	10	18%	28	29%
		1-9%	14	33%	11	20%	25	26%
		10-19%	1	2%	8	15%	9	9%
		20-29%	2	5%	8	15%	10	10%
		30-39%	3	7%	2	4%	5	5%
		40-49%	2	5%	7	13%	9	9%
		50-74%	2	5%	4	7%	6	6%
		75% or more	1	2%	5	9%	6	6%
		Total	43	100%	55	100%	98	100%
d. Student computer use	COMPMED	0%	22	48%	28	48%	50	48%
		1-9%	16	35%	8	14%	24	23%
		10-19%	2	4%	6	10%	8	8%
		20-29%	3	7%	2	3%	5	5%
		30-39%	1	2%	2	3%	3	3%
		40-49%	0	0%	1	2%	1	1%
		50-74%	0	0%	2	3%	2	2%
		75% or more	2	4%	9	16%	11	11%
		Total	46	100%	58	100%	104	100%
e. Small group activities	GROUPSML	0%	11	23%	15	25%	26	25%
		1-9%	13	28%	12	20%	25	24%
		10-19%	11	23%	11	19%	22	21%
		20-29%	7	15%	8	14%	15	14%
		30-39%	3	6%	5	8%	8	8%
		40-49%	0	0%	4	7%	4	4%
		50-74%	1	2%	4	7%	5	5%
		75% or more	1	2%	0	0%	1	1%
		Total	47	100%	59	100%	106	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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%	21	46%	17	30%	38	37%
		1-9%	16	35%	14	25%	30	29%
		10-19%	5	11%	10	18%	15	15%
		20-29%	1	2%	7	12%	8	8%
		30-39%	1	2%	4	7%	5	5%
		40-49%	1	2%	3	5%	4	4%
		50-74%	1	2%	1	2%	2	2%
		75% or more	0	0%	1	2%	1	1%
		Total	46	100%	57	100%	103	100%
g. In-class writing	CLSWRITE	0%	21	46%	34	59%	55	53%
		1-9%	14	30%	11	19%	25	24%
		10-19%	6	13%	6	10%	12	12%
		20-29%	2	4%	4	7%	6	6%
		30-39%	2	4%	1	2%	3	3%
		40-49%	1	2%	0	0%	1	1%
		50-74%	0	0%	1	2%	1	1%
		75% or more	0	0%	1	2%	1	1%
		Total	46	100%	58	100%	104	100%
h. Testing and evaluation	TESTEVAL	0%	7	15%	5	9%	12	11%
		1-9%	21	45%	22	38%	43	41%
		10-19%	11	23%	17	29%	28	27%
		20-29%	6	13%	7	12%	13	12%
		30-39%	0	0%	3	5%	3	3%
		40-49%	1	2%	2	3%	3	3%
		50-74%	1	2%	1	2%	2	2%
		75% or more	0	0%	1	2%	1	1%
		Total	47	100%	58	100%	105	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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>
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	42	93%	49	86%	91	89%
		1-9%	1	2%	3	5%	4	4%
		10-19%	1	2%	0	0%	1	1%
		20-29%	1	2%	1	2%	2	2%
		30-39%	0	0%	1	2%	1	1%
		40-49%	0	0%	0	0%	0	0%
		50-74%	0	0%	1	2%	1	1%
		75% or more	0	0%	2	4%	2	2%
		Total	45	100%	57	100%	102	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	28	64%	32	57%	60	60%
		1-9%	8	18%	5	9%	13	13%
		10-19%	3	7%	5	9%	8	8%
		20-29%	3	7%	5	9%	8	8%
		30-39%	0	0%	1	2%	1	1%
		40-49%	0	0%	1	2%	1	1%
		50-74%	0	0%	4	7%	4	4%
		75% or more	2	5%	3	5%	5	5%
		Total	44	100%	56	100%	100	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	1	2%	0	0%	1	1%
		2	0	0%	0	0%	0	0%
		3	1	2%	2	3%	3	3%
		4	6	12%	4	7%	10	9%
		5	10	20%	9	15%	19	17%
		6	23	47%	20	33%	43	39%
		Very much	8	16%	25	42%	33	30%
		Total	49	100%	60	100%	109	100%



Faculty Survey of Student Engagement

FSSE 2008 Frequency Distributions University of North Carolina at Pembroke

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

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	18	37%	31	52%	49	45%
		Some	18	37%	13	22%	31	28%
		Quite a bit	11	22%	15	25%	26	24%
		Very much	2	4%	1	2%	3	3%
		Total	49	100%	60	100%	109	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	1	2%	0	0%	1	1%
		Some	7	14%	4	7%	11	10%
		Quite a bit	19	39%	26	43%	45	41%
		Very much	22	45%	30	50%	52	48%
		Total	49	100%	60	100%	109	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	8	16%	4	7%	12	11%
		Quite a bit	21	43%	22	37%	43	39%
		Very much	20	41%	33	55%	53	49%
		Total	49	100%	60	100%	109	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	10	20%	4	7%	14	13%
		Some	7	14%	2	3%	9	8%
		Quite a bit	14	29%	17	28%	31	28%
		Very much	18	37%	37	62%	55	50%
		Total	49	100%	60	100%	109	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	3	6%	2	3%	5	5%
		Some	15	31%	5	8%	20	18%
		Quite a bit	11	22%	17	28%	28	26%
		Very much	20	41%	36	60%	56	51%
		Total	49	100%	60	100%	109	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	5	10%	3	5%	8	7%
		Some	14	29%	11	19%	25	23%
		Quite a bit	10	20%	19	32%	29	27%
		Very much	20	41%	26	44%	46	43%
		Total	49	100%	59	100%	108	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	7	15%	8	14%	15	14%
		Some	16	34%	10	18%	26	25%
		Quite a bit	15	32%	23	40%	38	37%
		Very much	9	19%	16	28%	25	24%
		Total	47	100%	57	100%	104	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	7	14%	4	7%	11	10%
		Quite a bit	15	31%	10	17%	25	23%
		Very much	27	55%	45	76%	72	67%
		Total	49	100%	59	100%	108	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	18	37%	16	27%	34	31%
		Some	14	29%	12	20%	26	24%
		Quite a bit	5	10%	6	10%	11	10%
		Very much	12	24%	26	43%	38	35%
		Total	49	100%	60	100%	109	100%
e. Using computing and information technology	FGNCMPTS	Very little	11	22%	9	15%	20	18%
		Some	18	37%	15	25%	33	30%
		Quite a bit	11	22%	17	28%	28	26%
		Very much	9	18%	19	32%	28	26%
		Total	49	100%	60	100%	109	100%



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

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	9	19%	5	8%	14	13%
		Some	16	33%	15	25%	31	29%
		Quite a bit	14	29%	16	27%	30	28%
		Very much	9	19%	24	40%	33	31%
		Total	48	100%	60	100%	108	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	0	0%	0	0%
		Some	5	10%	6	10%	11	10%
		Quite a bit	25	51%	19	32%	44	40%
		Very much	19	39%	35	58%	54	50%
		Total	49	100%	60	100%	109	100%
h. Understanding themselves	FGNSELF	Very little	9	19%	7	12%	16	15%
		Some	12	25%	11	19%	23	21%
		Quite a bit	15	31%	19	32%	34	32%
		Very much	12	25%	22	37%	34	32%
		Total	48	100%	59	100%	107	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	12	26%	14	24%	26	25%
		Some	9	20%	5	8%	14	13%
		Quite a bit	10	22%	18	31%	28	27%
		Very much	15	33%	22	37%	37	35%
		Total	46	100%	59	100%	105	100%
j. Solving complex real-world problems	FGNPROBS	Very little	6	13%	3	5%	9	8%
		Some	17	35%	7	12%	24	22%
		Quite a bit	17	35%	21	36%	38	36%
		Very much	8	17%	28	47%	36	34%
		Total	48	100%	59	100%	107	100%



**Faculty Survey
of Student Engagement**

**FSSE 2008 Frequency Distributions
University of North Carolina at Pembroke**

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

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	11%	5	8%	10	9%
		Some	25	53%	13	22%	38	36%
		Quite a bit	11	23%	17	29%	28	26%
		Very much	6	13%	24	41%	30	28%
		Total	47	100%	59	100%	106	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	32	70%	30	52%	62	60%
		Some	8	17%	13	22%	21	20%
		Quite a bit	3	7%	9	16%	12	12%
		Very much	3	7%	6	10%	9	9%
		Total	46	100%	58	100%	104	100%
m. Acquiring a broad general education	FGNGENLE	Very little	2	4%	7	12%	9	9%
		Some	12	25%	11	19%	23	22%
		Quite a bit	20	42%	20	35%	40	38%
		Very much	14	29%	19	33%	33	31%
		Total	48	100%	57	100%	105	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	4	9%	1	2%	5	5%
		Some	18	38%	1	2%	19	18%
		Quite a bit	15	32%	18	31%	33	31%
		Very much	10	21%	39	66%	49	46%
		Total	47	100%	59	100%	106	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>
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	24	48%	10	18%	34	32%
		Biological science	2	4%	3	5%	5	5%
		Business	1	2%	8	15%	9	9%
		Education	1	2%	10	18%	11	10%
		Engineering	0	0%	0	0%	0	0%
		Physical science	11	22%	4	7%	15	14%
		Professional	0	0%	6	11%	6	6%
		Social science	8	16%	11	20%	19	18%
		Other	3	6%	3	5%	6	6%
		Total	50	100%	55	100%	105	100%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of North Carolina at Pembroke

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	38%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	31%
		UD	29%
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	35%
		UD	41%
Occasionally discuss grades or assignments with you	FGRADE	LD	21%
		UD	33%
At least once, talk about career plans with you	FPLANS	LD	14%
		UD	28%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	10%
		UD	16%

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	20%	38%	38%	3%
		SR	56%	34%	10%	0%
Come to class without completing assignments	CLUNPREP	FY	9%	13%	57%	22%
		SR	2%	5%	63%	30%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	46%	29%	5%
		SR	33%	41%	23%	3%
Used e-mail to communicate with an instructor	EMAIL	FY	42%	37%	20%	1%
		SR	70%	19%	11%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	26%	38%	29%	7%
		SR	39%	28%	30%	4%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	14%	21%	54%	11%
		SR	23%	27%	37%	12%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	12%	17%	40%	31%
		SR	15%	25%	48%	13%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of North Carolina at Pembroke

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	59%
		UD	64%
Work with other students on projects during class	FCLASSGR	LD	39%
		UD	64%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	2%
		UD	20%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	46%
		UD	70%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	88%
		UD	90%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	67%
		UD	57%
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	47%
		UD	52%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	34%	35%	25%	6%
		SR	43%	37%	17%	3%
Worked with other students on projects during class	CLASSGRP	FY	9%	32%	43%	16%
		SR	22%	32%	37%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	5%	8%	21%	65%
		SR	9%	18%	32%	42%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	33%	18%	33%	16%
		SR	47%	24%	21%	7%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	22%	35%	38%	5%
		SR	40%	39%	18%	3%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	37%	26%	27%	10%
		SR	48%	28%	19%	6%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	35%	28%	27%	11%
		SR	35%	35%	25%	4%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of North Carolina at Pembroke

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	58%
		UD	45%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	69%
		UD	87%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	32%
		UD	53%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	54%
		UD	75%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	52%
		UD	63%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	38%
		UD	37%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	71%
		UD	73%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	69%
		UD	80%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	88%
		UD	95%

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	51%	35%	13%	1%
		SR	37%	26%	30%	7%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	48%	40%	11%	1%
		SR	56%	34%	10%	0%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	11%	29%	44%	16%
		SR	22%	26%	41%	11%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	18%	34%	42%	6%
		SR	33%	39%	27%	1%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	20%	35%	38%	7%
		SR	36%	36%	27%	1%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	7%	10%	25%	58%
		SR	10%	9%	35%	47%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	25%	42%	16%
		SR	22%	39%	33%	6%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	22%	36%	31%	10%
		SR	24%	50%	24%	2%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	27%	30%	36%	6%
		SR	32%	40%	28%	0%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of North Carolina at Pembroke

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 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	84%
		UD	90%

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	27%
		UD	27%
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	84%
		UD	93%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	84%
		UD	92%
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	65%
		UD	90%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	63%
		UD	88%

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	76%	24%
		SR	83%	17%

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	29%	35%	30%	6%
		SR	25%	33%	31%	11%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	32%	42%	25%	1%
		SR	38%	43%	18%	0%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	23%	43%	30%	4%
		SR	34%	43%	20%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	34%	40%	20%	5%
		SR	37%	43%	15%	4%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	36%	38%	20%	6%
		SR	44%	39%	15%	1%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of North Carolina at Pembroke

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	76%
Speaking clearly and effectively	FGNSPEAK	LD	51%
		UD	68%
Thinking critically and analytically	FGNANALY	LD	86%
		UD	93%
Analyzing quantitative problems	FGNQUANT	LD	35%
		UD	53%
Using computing and information technology	FGNCMPTS	LD	41%
		UD	60%
Working effectively with others	FGNOTHER	LD	48%
		UD	67%
Learning effectively on their own	FGNINQ	LD	90%
		UD	90%

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	39%	40%	17%	4%
		SR	50%	33%	16%	1%
Speaking clearly and effectively	GNSPEAK	FY	28%	37%	23%	12%
		SR	45%	32%	15%	7%
Thinking critically and analytically	GNANALY	FY	45%	37%	16%	3%
		SR	60%	33%	6%	2%
Analyzing quantitative problems	GNQUANT	FY	30%	35%	31%	4%
		SR	47%	38%	12%	2%
Using computing and information technology	GNCMPTS	FY	36%	37%	24%	2%
		SR	61%	23%	11%	4%
Working effectively with others	GNOTHERS	FY	33%	44%	20%	3%
		SR	56%	27%	12%	5%
Learning effectively on your own	GNINQ	FY	21%	45%	26%	8%
		SR	46%	30%	18%	6%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of North Carolina at Pembroke

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	56%
		UD	69%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	54%
		UD	68%
Solving complex real-world problems	FGNPROBS	LD	52%
		UD	83%
Developing a personal code of values and ethics	FVALUES	LD	36%
		UD	69%
Developing a deepened sense of spirituality	FSPIRIT	LD	13%
		UD	26%
Acquiring a broad general education	FGNGENLE	LD	71%
		UD	68%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	53%
		UD	97%

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	25%	35%	29%	10%
		SR	37%	24%	25%	14%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	25%	36%	29%	10%
		SR	43%	22%	24%	10%
Solving complex real-world problems	GNPROBSV	FY	22%	36%	30%	12%
		SR	34%	28%	24%	13%
Developing a personal code of values and ethics	GNETHICS	FY	22%	33%	29%	16%
		SR	42%	23%	21%	14%
Developing a deepened sense of spirituality	GNSPIRIT	FY	17%	28%	27%	28%
		SR	23%	17%	24%	35%
Acquiring a broad general education	GNGENLED	FY	41%	38%	18%	3%
		SR	55%	27%	16%	2%
Acquiring job or work-related knowledge and skills	GNWORK	FY	20%	37%	34%	9%
		SR	57%	27%	11%	5%



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	73%
		UD	85%
Community service or volunteer work	FVOLUNTR	LD	58%
		UD	54%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	51%
		UD	56%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	62%
		UD	48%
Foreign language coursework	FFORLANG	LD	64%
		UD	46%
Study abroad	FSTUDYAB	LD	42%
		UD	38%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	70%
		UD	84%

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	5%	71%	6%	18%
		SR	47%	33%	11%	9%
Community service or volunteer work	VOLNTR04	FY	36%	48%	4%	12%
		SR	59%	15%	14%	12%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	20%	37%	16%	27%
		SR	29%	19%	38%	14%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	8%	28%	19%	46%
		SR	21%	15%	45%	20%
Foreign language coursework	FORLNG04	FY	12%	27%	38%	23%
		SR	26%	9%	52%	13%
Study abroad	STDABR04	FY	1%	40%	31%	28%
		SR	7%	7%	70%	16%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	53%	14%	31%
		SR	13%	47%	23%	17%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2008 University of North Carolina at Pembroke

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	43%
		UD	51%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	70%
		UD	74%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	77%
		UD	82%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	42%
		UD	43%
Providing students the support they need to thrive socially	FENVSOCA	LD	43%
		UD	35%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	57%
		UD	67%
Encouraging students to use computers in their academic work	FENVCOMP	LD	81%
		UD	90%

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	27%	48%	17%	7%
		SR	49%	38%	11%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	31%	42%	25%	3%
		SR	40%	44%	13%	3%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	27%	30%	28%	15%
		SR	37%	30%	22%	11%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	9%	35%	35%	21%
		SR	13%	21%	36%	30%
Providing the support you need to thrive socially	ENVSOCAL	FY	14%	31%	42%	14%
		SR	19%	26%	36%	19%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	20%	48%	26%	6%
		SR	30%	30%	26%	14%
Using computers in academic work	ENVCOMPT	FY	43%	40%	16%	1%
		SR	69%	23%	7%	2%



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	85%
		UD	84%
With faculty members	FENVFAC	LD	81%
		UD	82%
With administrative personnel and offices	FENVADM	LD	53%
		UD	51%

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	84%	16%
With faculty members	ENVFAC	FY	72%	28%
		SR	84%	16%
With administrative personnel and offices	ENVADM	FY	45%	55%
		SR	66%	34%

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