

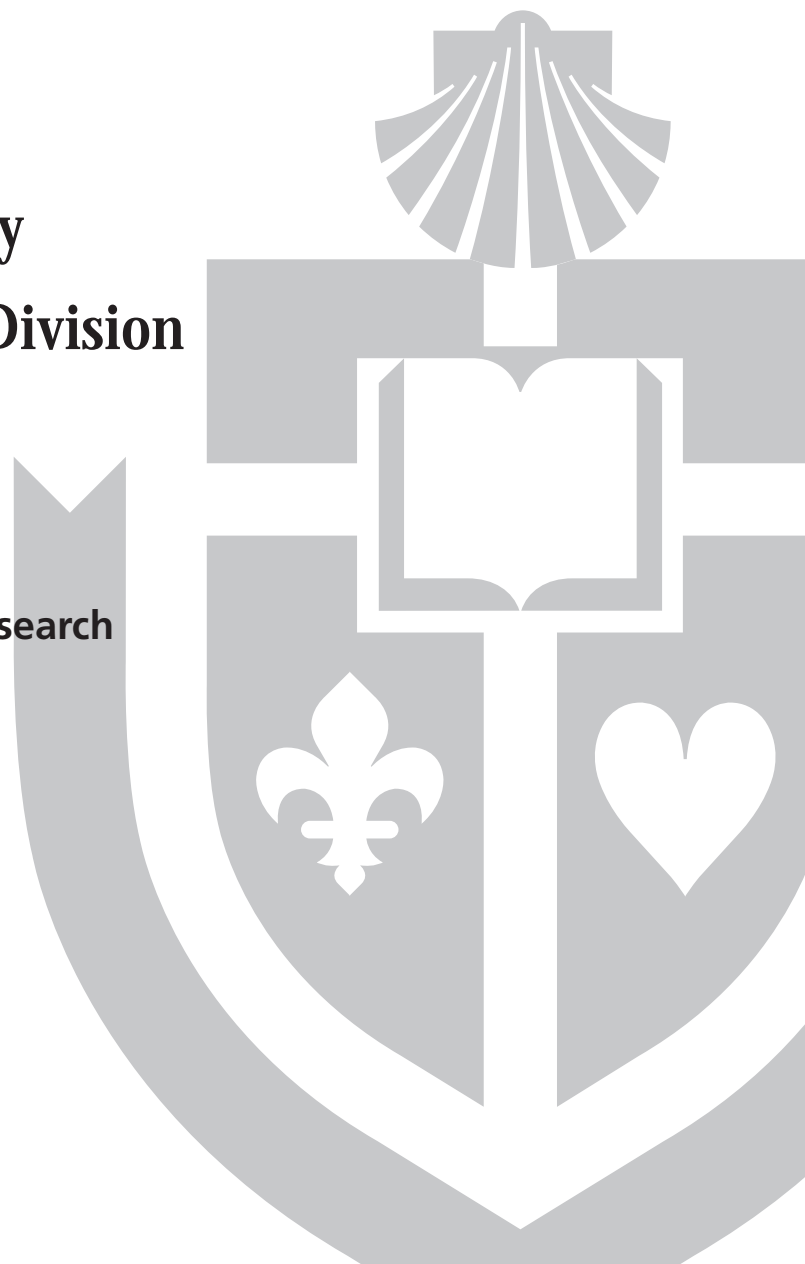


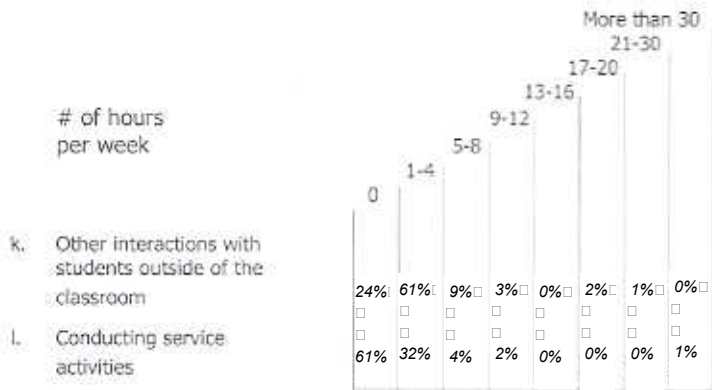
FSSE

St. John's University
Frequency-Lower Division
Spring 2004

Office of Institutional Research
Lourdes Hall

T (718) 990-1924
F (718) 990-2314
ir@stjohns.edu
www.stjohns.edu/about/ir





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

7 Level of students in your selected course section:

Lower division (mostly 1st year students and sophomores)

Upper division (mostly juniors and seniors)

Other (Please describe)

8 Is your selected course a distance education course (correspondence course, Internet course, telecourse, etc.)?

1% Yes 99% No

9 How many students are enrolled in your selected course section?

0% Fewer than 10 33% 30 to 49 2% 100 to 149
 17% 10 to 19 17% 50 to 74 1% 150 to 199
 27% 20 to 29 4% 75 to 99 0% 200 or more

10 Prior to this semester, how many times have you taught your selected course?

8% None 9% 7 to 9 26% More than 20
 25% 1 to 3 12% 10 to 15
 17% 4 to 6 4% 16 to 20

11 What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)

12 About what percent of students in your selected course section do the following?

	None	1-24%	25-49%	50-74%	75% or higher
a. Frequently ask questions in class or contribute to class discussion	1%	43%	32%	19%	5%
b. Frequently come to class without completing readings or assignments	9%	55%	17%	16%	3%
c. Frequently work harder than they usually do to meet your standards	4%	35%	35%	18%	8%
d. Occasionally use e-mail to communicate with you	0%	49%	22%	18%	11%
e. Occasionally discuss grades or assignments with you	1%	46%	30%	20%	4%

	None	1-24%	25-49%	50-74%	75% or higher
f. At least once, talk about career plans with you	7%	68%	13%	9%	4%
g. At least once, discuss ideas from readings or classes with you outside of class	12%	64%	12%	10%	2%

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

	Very often	Often	Sometimes	Never
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	25%	23%	30%	22%
b. Work with other students on projects during class	10%	16%	49%	25%
c. Participate in a community-based project as part of your course	2%	6%	21%	71%
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	17%	25%	32%	25%
e. Receive prompt feedback (written or oral) from you on their academic performance	64%	28%	9%	0%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	31%	21%	34%	14%
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	28%	20%	34%	18%

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

	None	1	2-3	4-6	More than 6
a. Number of assigned textbooks, books, and/or book length packs of course readings	2%	49%	39%	5%	5%
b. Number of written papers or reports of more than 10 pages	74%	18%	6%	2%	0%
c. Number of written papers or reports between 5 and 10 pages	51%	29%	15%	2%	3%
d. Number of written papers or reports of fewer than 5 pages	30%	12%	20%	17%	21%

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

	None	1-2	3-4	5-6	More Than 6
a. Number of problem sets that take your students more than one hour to complete	39%	39%	16%	3%	4%
b. Number of problem sets that take your students less than one hour to complete	50%	39%	7%	2%	3%

16 Time students spend preparing for your selected course section.

# of hours per week	0	1-2	3-4	5-6	7-8	9-10	11-12	More than 12
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, rehearsing, and other activities related to your course)	0%	13%	30%	39%	14%	5%	0%	0%
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, rehearsing, and other activities related to your course)	6%	52%	33%	8%	1%	1%	0%	0%

17 In your selected course section, how important to you is it that your students:

	Very Important	Important	Somewhat Important	Not Important
a. Prepare two or more drafts of a paper or assignment before turning it in	17%	28%	21%	34%
b. Work on a paper or project that requires integrating ideas or information from various sources	43%	24%	13%	19%
c. Work with classmates outside of class to prepare class assignments	21%	21%	27%	31%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	22%	25%	35%	19%
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	20%	30%	30%	19%
f. Tutor or teach other students (paid or voluntary)	8%	21%	35%	36%

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

Percent of class time	0	1-9	10-19	20-29	30-39	40-49	50-74	75 or more
a. Lecture	6%	7%	11%	13%	9%	16%	17%	22%
b. Teacher-led discussion	6%	22%	17%	17%	8%	11%	9%	10%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	47%	17%	13%	5%	6%	4%	4%	4%
d. Student computer use	59%	20%	7%	2%	4%	2%	2%	4%
e. Small group activities	43%	25%	16%	7%	1%	5%	2%	2%
f. Student presentations	45%	16%	20%	7%	6%	1%	4%	2%
g. In-class writing	44%	28%	10%	9%	5%	2%	2%	1%
h. Testing and evaluation	7%	46%	27%	8%	4%	3%	4%	2%
i. Performances in applied and fine arts (e.g., dance, drama, music)	86%	5%	4%	2%	0%	2%	0%	1%
j. Experiential (labs, field work, art exhibits)	74%	11%	4%	1%	4%	1%	3%	3%

19 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?

Very little	Very much
2%	25%
1%	33%
2%	25%
13%	
25%	
33%	
25%	
1	7

20 In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?

	Very Much	Quite a bit	Some	Very Little
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	13%	21%	42%	24%
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	54%	33%	11%	1%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	50%	28%	19%	3%
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	46%	26%	18%	10%
e. Applying theories or concepts to practical problems or in new situations	46%	30%	18%	6%

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

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
a. Writing clearly and effectively	34%	35%	23%	8%
b. Speaking clearly and effectively	27%	25%	34%	14%
c. Thinking critically and analytically	58%	33%	9%	0%
d. Analyzing quantitative problems	18%	19%	25%	37%
e. Using computing and information technology	15%	32%	32%	21%
f. Working effectively with others	19%	21%	37%	22%
g. Learning effectively on their own	48%	39%	12%	2%
h. Understanding themselves	32%	33%	22%	13%
i. Understanding people of other racial and ethnic backgrounds	31%	29%	22%	17%
j. Solving complex real-world problems	23%	34%	33%	10%
k. Developing a personal code of values and ethics	28%	31%	31%	10%
l. Developing a deepened sense of spirituality	16%	17%	23%	45%
m. Acquiring a broad general education	43%	36%	14%	7%
n. Acquiring job or work-related knowledge and skills	27%	28%	28%	17%

22 During this term, does your institution consider you to be employed part-time or full-time?

- 36% Part-time
64% Full-time

23 Write in the total number of courses (undergraduate, graduate) you have taught or are scheduled to teach during the *current* academic year:

24 Which of the following best describes your academic rank, title, or current position? (Mark only one)

- 14% Professor
46% Associate Professor
24% Assistant Professor
7% Instructor
2% Lecturer
0% Graduate Teaching Assistant
8% Other: Specify

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

26 What is your current tenure status? (Mark only one)

- 53% Tenured
11% On tenure track but not tenured
36% Not on tenure track, although this institution has a tenure system
1% No tenure system at this institution

27 Write in the year that you began teaching at *any* college/university:

28 What is the highest degree you have earned?

- 3% First professional degree (e.g., M.D., D.D.S., J. D., D.V.M.)
64% Doctoral Degree (e.g., Ph.D., Ed. D.)
30% Master's Degree
1% Bachelor's Degree
0% Associate's Degree
3% Other (write here):

29 Write in the year of your birth:

30 Your sex: 60% Male 40% Female

31 What is your citizenship status?

- 79% United States citizen, native
16% United States citizen, naturalized
1% Permanent resident of the United States (immigrant visa)
4% Temporary resident of the United States (non-immigrant visa)

32 Are you of Hispanic, Latino, or Spanish origin?

- 3% Yes 97% No

33 What is your racial or ethnic identification? (Mark all that apply)

- 1% American Indian or Native American
5% Asian American or Pacific Islander
3% Black or African American
83% White
8% Other: Specify

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

	Very Important ▼	Im- portant ▼	Somewhat Important ▼	Not Im- portant ▼
a. Express an opinion about a political or community issue in a public forum (e.g., send a letter or e-mail to the media, contact a government official, make a speech, sign a petition)				N/A
b. Use media sources (e.g., newspaper, radio, television, Internet) to stay informed about local political or community issues				N/A
c. Participate in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)				N/A
d. Attend a rally, vigil, or protest about an issue that is important to them				N/A
e. Lead meetings or activities for a local community organization or religious group				N/A

THANK YOU FOR SHARING YOUR VIEWS!

Copyright 2003 Indiana University