



Response rate	26%			
Number of invited faculty	1357			
Total number of respondents	350 (122 teach mostly first-year students, 145 teach mostly seniors, and 52 teach other students, and 31 missing class rank of students taught.)			
	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Discipline of appointment				
Arts and humanities	35%	37%	13%	33%
Biological science	2%	2%	0%	2%
Business	0%	2%	0%	1%
Education	4%	3%	37%	9%
Engineering	0%	0%	0%	0%
Physical science	17%	7%	5%	11%
Professional	6%	13%	24%	12%
Social science	30%	30%	18%	28%
Other	4%	6%	3%	5%
Rank				
Professor	16%	28%	21%	22%
Associate Professor	18%	22%	32%	22%
Assistant Professor	21%	20%	24%	21%
Instructor	12%	5%	5%	8%
Lecturer	22%	17%	16%	18%
Graduate Teaching Assistant	2%	0%	0%	1%
Other	11%	8%	3%	8%
Tenure status				
Tenured	44%	46%	41%	45%
On tenure track but not tenured	9%	19%	27%	16%
Not on tenure track	42%	32%	27%	35%
No tenure system	6%	2%	5%	4%
Highest degree earned				
First professional degree	3%	2%	5%	3%
Doctoral degree	54%	67%	63%	62%
Master's degree	38%	23%	27%	30%
Bachelor's degree	5%	2%	0%	3%
Associate's degree	0%	0%	0%	0%
Other	0%	5%	5%	3%
Full-time/Part Time				
Full-time	55%	69%	68%	63%
Part-time	45%	31%	33%	37%



	Faculty who teach First-year students	Faculty who teach Seniors	Faculty who teach Other students	Total
Number of courses taught 06-07¹				
None	2%	1%	3%	2%
1-3	37%	32%	29%	33%
4-6	49%	51%	50%	50%
7 or more	11%	16%	18%	15%
Years of teaching experience				
4 or less	21%	17%	28%	20%
5-9	22%	23%	19%	22%
10-14	6%	13%	6%	10%
15 or more	50%	47%	47%	48%
Age				
34 or younger	23%	16%	3%	17%
35-44	16%	23%	17%	20%
45-54	22%	20%	25%	21%
Older than 54	38%	41%	56%	42%
Gender				
Male	45%	50%	40%	47%
Female	55%	50%	60%	53%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	8%	10%	3%	8%
Black or African American	6%	6%	5%	6%
White (non-Hispanic)	58%	59%	63%	59%
Mexican or Mexican American	2%	0%	3%	1%
Puerto Rican	2%	1%	8%	2%
Other Hispanic or Latino	5%	6%	8%	6%
Multiracial	3%	2%	0%	2%
Other	4%	5%	0%	4%
Prefer not to respond	13%	10%	13%	12%
Citizenship status				
U.S. citizen, native	78%	71%	78%	75%
U.S. citizen, naturalized	13%	16%	13%	14%
Permanent resident of the U.S.	5%	9%	8%	7%
Temporary resident of the U.S.	4%	4%	3%	4%

1: Includes 2006-2007 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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How important is it to you that undergraduates at your institution do the following?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	19	16%	12	8%	31	12%
		Somewhat important	18	15%	34	23%	52	20%
		Important	29	24%	35	24%	64	24%
		Very important	55	45%	64	44%	119	45%
		Total	121	100%	145	100%	266	100%
b. Community service or volunteer work	FVOLUNTR	Not important	20	17%	29	20%	49	19%
		Somewhat important	40	33%	51	36%	91	35%
		Important	38	32%	43	30%	81	31%
		Very important	22	18%	20	14%	42	16%
		Total	120	100%	143	100%	263	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	19	16%	45	31%	64	24%
		Somewhat important	37	31%	42	29%	79	30%
		Important	43	36%	34	24%	77	29%
		Very important	21	18%	22	15%	43	16%
		Total	120	100%	143	100%	263	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	15	12%	24	17%	39	15%
		Somewhat important	36	30%	32	22%	68	25%
		Important	34	28%	49	34%	83	31%
		Very important	37	30%	40	28%	77	29%
		Total	122	100%	145	100%	267	100%
e. Foreign language coursework	FFORLANG	Not important	11	9%	13	9%	24	9%
		Somewhat important	29	24%	37	26%	66	25%
		Important	42	34%	42	29%	84	32%
		Very important	40	33%	51	36%	91	34%
		Total	122	100%	143	100%	265	100%
f. Study abroad	FSTUDYAB	Not important	23	19%	26	18%	49	19%
		Somewhat important	44	36%	53	37%	97	37%
		Important	33	27%	37	26%	70	27%
		Very important	21	17%	27	19%	48	18%
		Total	121	100%	143	100%	264	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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How important is it to you that undergraduates at your institution do the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	22	18%	25	17%	47	18%
		Somewhat important	35	29%	44	30%	79	30%
		Important	46	38%	55	38%	101	38%
		Very important	17	14%	21	14%	38	14%
		Total	120	100%	145	100%	265	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	11	9%	10	7%	21	8%
		Somewhat important	25	21%	24	17%	49	18%
		Important	38	31%	63	43%	101	38%
		Very important	47	39%	48	33%	95	36%
		Total	121	100%	145	100%	266	100%

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

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	6	5%	3	2%	9	3%
		3	10	8%	6	4%	16	6%
		4	26	22%	33	23%	59	22%
		5	33	28%	55	38%	88	33%
		6	30	25%	29	20%	59	22%
		Friendly, Supportive, Sense of Belonging	14	12%	19	13%	33	13%
		Total	119	100%	145	100%	264	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	1	1%	1	1%	2	1%
		2	4	3%	6	4%	10	4%
		3	21	18%	12	8%	33	12%
		4	24	20%	29	20%	53	20%
		5	34	28%	46	32%	80	30%
		6	25	21%	27	19%	52	20%
		Available, Helpful, Sympathetic	11	9%	24	17%	35	13%
		Total	120	100%	145	100%	265	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
Student relationships with administrative personnel and offices FENVADM	Unhelpful, Inconsiderate, Rigid	6	5%	9	6%	15	6%
	2	31	27%	27	19%	58	23%
	3	18	16%	29	21%	47	18%
	4	28	24%	30	22%	58	23%
	5	17	15%	24	17%	41	16%
	6	10	9%	12	9%	22	9%
	Helpful, Considerate, Flexible	6	5%	8	6%	14	5%
	Total	116	100%	139	100%	255	100%

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

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
a. Requiring students to spend significant amounts of time studying and on academic work FENVSCO	Very little	6	5%	10	7%	16	6%
	Some	35	29%	40	28%	75	28%
	Quite a bit	50	42%	60	41%	110	42%
	Very much	29	24%	35	24%	64	24%
	Total	120	100%	145	100%	265	100%
b. Providing students the support they need to help them succeed academically FENVSUPR	Very little	5	4%	6	4%	11	4%
	Some	60	50%	54	38%	114	43%
	Quite a bit	26	22%	61	42%	87	33%
	Very much	28	24%	23	16%	51	19%
	Total	119	100%	144	100%	263	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds FENVDIR	Very little	6	5%	6	4%	12	5%
	Some	26	22%	30	21%	56	21%
	Quite a bit	41	34%	41	29%	82	31%
	Very much	47	39%	65	46%	112	43%
	Total	120	100%	142	100%	262	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent does your institution emphasize each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	21	18%	32	22%	53	20%
		Some	58	50%	57	39%	115	44%
		Quite a bit	24	21%	44	30%	68	26%
		Very much	14	12%	12	8%	26	10%
	Total		117	100%	145	100%	262	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	27	23%	40	28%	67	26%
		Some	68	58%	73	51%	141	54%
		Quite a bit	15	13%	23	16%	38	15%
		Very much	8	7%	7	5%	15	6%
	Total		118	100%	143	100%	261	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	14	12%	24	17%	38	14%
		Some	67	56%	78	55%	145	55%
		Quite a bit	29	24%	32	22%	61	23%
		Very much	10	8%	9	6%	19	7%
	Total		120	100%	143	100%	263	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	18	15%	23	16%	41	16%
		Some	54	45%	77	54%	131	50%
		Quite a bit	35	29%	30	21%	65	25%
		Very much	12	10%	13	9%	25	10%
	Total		119	100%	143	100%	262	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	3	3%	1	1%	4	2%
		Some	21	18%	18	13%	39	15%
		Quite a bit	35	30%	61	43%	96	37%
		Very much	58	50%	63	44%	121	47%
	Total		117	100%	143	100%	260	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty 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	4	3%	5	3%	9	3%
		1-4	42	35%	50	34%	92	35%
		5-8	43	36%	64	44%	107	40%
		9-12	25	21%	23	16%	48	18%
		13-16	4	3%	2	1%	6	2%
		17-20	2	2%	1	1%	3	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	0	0%	1	0%
		Total	121	100%	145	100%	266	100%
b. Grading papers and exams	GRADEPAP	0	6	5%	3	2%	9	3%
		1-4	56	47%	75	52%	131	50%
		5-8	28	24%	53	37%	81	31%
		9-12	21	18%	4	3%	25	10%
		13-16	4	3%	6	4%	10	4%
		17-20	1	1%	1	1%	2	1%
		21-30	1	1%	2	1%	3	1%
		More than 30	2	2%	0	0%	2	1%
		Total	119	100%	144	100%	263	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	5	4%	6	4%	11	4%
		1-4	78	66%	83	57%	161	61%
		5-8	19	16%	37	26%	56	21%
		9-12	11	9%	10	7%	21	8%
		13-16	1	1%	6	4%	7	3%
		17-20	3	3%	2	1%	5	2%
		21-30	0	0%	1	1%	1	0%
		More than 30	2	2%	0	0%	2	1%
		Total	119	100%	145	100%	264	100%



**Faculty Survey
of Student Engagement**

**FSSE 2007 Frequency Distributions
CUNY Hunter College**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	39	32%	52	36%	91	34%
		5-8	43	36%	54	37%	97	36%
		9-12	29	24%	20	14%	49	18%
		13-16	3	2%	16	11%	19	7%
		17-20	3	2%	1	1%	4	2%
		21-30	0	0%	1	1%	1	0%
		More than 30	4	3%	1	1%	5	2%
		Total		121	100%	145	100%	266
e. Reflecting on ways to improve my teaching	REFLECT	0	6	5%	8	6%	14	5%
		1-4	73	61%	102	70%	175	66%
		5-8	26	22%	20	14%	46	17%
		9-12	7	6%	7	5%	14	5%
		13-16	4	3%	4	3%	8	3%
		17-20	1	1%	0	0%	1	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	2	2%	4	3%	6	2%
		Total		120	100%	145	100%	265
f. Research and scholarly activities	SCHOLAR	0	6	5%	3	2%	9	3%
		1-4	25	21%	34	24%	59	22%
		5-8	35	29%	27	19%	62	24%
		9-12	15	13%	21	15%	36	14%
		13-16	12	10%	22	15%	34	13%
		17-20	10	8%	16	11%	26	10%
		21-30	10	8%	8	6%	18	7%
		More than 30	7	6%	12	8%	19	7%
		Total		120	100%	143	100%	263



**Faculty Survey
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**FSSE 2007 Frequency Distributions
CUNY Hunter College**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Working with undergraduates on research	FRESEARC	0	46	38%	50	34%	96	36%
		1-4	52	43%	64	44%	116	44%
		5-8	13	11%	17	12%	30	11%
		9-12	3	2%	8	6%	11	4%
		13-16	4	3%	3	2%	7	3%
		17-20	1	1%	2	1%	3	1%
		21-30	1	1%	0	0%	1	0%
		More than 30	1	1%	1	1%	2	1%
		Total		121	100%	145	100%	266
h. Advising undergraduate students	ADVISE	0	37	31%	26	18%	63	24%
		1-4	62	51%	96	67%	158	60%
		5-8	10	8%	12	8%	22	8%
		9-12	7	6%	7	5%	14	5%
		13-16	2	2%	1	1%	3	1%
		17-20	0	0%	1	1%	1	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	2	2%	1	1%	3	1%
		Total		121	100%	144	100%	265
i. Supervising internships or other field experiences	FIELDEXP	0	80	66%	85	59%	165	62%
		1-4	29	24%	41	28%	70	26%
		5-8	5	4%	11	8%	16	6%
		9-12	5	4%	4	3%	9	3%
		13-16	0	0%	1	1%	1	0%
		17-20	0	0%	1	1%	1	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	1	1%	1	1%	2	1%
		Total		121	100%	144	100%	265



**Faculty Survey
of Student Engagement**

**FSSE 2007 Frequency Distributions
CUNY Hunter College**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	FFACOTHR	0	76	63%	74	52%	150	57%
		1-4	35	29%	58	41%	93	35%
		5-8	8	7%	5	4%	13	5%
		9-12	1	1%	5	4%	6	2%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	0	0%	0	0%
		Total		121	100%	142	100%	263
k. Other interactions with students outside of the classroom	FINTERAC	0	45	38%	37	26%	82	31%
		1-4	58	48%	92	64%	150	57%
		5-8	11	9%	7	5%	18	7%
		9-12	3	3%	6	4%	9	3%
		13-16	1	1%	0	0%	1	0%
		17-20	0	0%	0	0%	0	0%
		21-30	1	1%	1	1%	2	1%
		More than 30	1	1%	0	0%	1	0%
		Total		120	100%	143	100%	263
l. Conducting service activities	SERVICE	0	65	55%	69	49%	134	51%
		1-4	37	31%	50	35%	87	33%
		5-8	8	7%	13	9%	21	8%
		9-12	5	4%	7	5%	12	5%
		13-16	3	3%	1	1%	4	2%
		17-20	0	0%	1	1%	1	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	1	1%	1	0%
		Total		119	100%	142	100%	261



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Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
In what format do you most often teach?	Classroom, on-campus	121	99%	143	99%	264	99%
	Classroom, auxiliary location	1	1%	2	1%	3	1%
	Distance education	0	0%	0	0%	0	0%
	Total	122	100%	145	100%	267	100%

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

What is the general area of your selected course?

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
TCSDISCL	Arts and Humanities	38	39%	48	38%	86	39%
	Biological science	2	2%	6	5%	8	4%
	Business	0	0%	3	2%	3	1%
	Education	2	2%	4	3%	6	3%
	Engineering	0	0%	0	0%	0	0%
	Physical science	18	19%	11	9%	29	13%
	Professional	5	5%	12	10%	17	8%
	Social science	27	28%	31	25%	58	26%
	Other	5	5%	10	8%	15	7%
Total		97	100%	125	100%	222	100%

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

a. Lecture

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
LECTURE	0%	2	2%	4	3%	6	2%
	1-9%	14	12%	17	12%	31	12%
	10-19%	18	15%	17	12%	35	14%
	20-29%	15	13%	18	13%	33	13%
	30-39%	7	6%	14	10%	21	8%
	40-49%	17	15%	23	17%	40	16%
	50-74%	25	21%	26	19%	51	20%
	75% or more	19	16%	18	13%	37	15%
Total		117	100%	137	100%	254	100%

b. Teacher-led discussion

Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
		Count	Col %	Count	Col %	Count	Col %
TEACHLED	0%	3	3%	5	4%	8	3%
	1-9%	25	21%	20	15%	45	18%
	10-19%	30	26%	29	21%	59	23%
	20-29%	21	18%	28	20%	49	19%
	30-39%	14	12%	12	9%	26	10%
	40-49%	11	9%	15	11%	26	10%
	50-74%	8	7%	21	15%	29	11%
	75% or more	5	4%	7	5%	12	5%
Total		117	100%	137	100%	254	100%



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FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	35	30%	42	31%	77	31%
		1-9%	24	21%	34	25%	58	23%
		10-19%	26	23%	21	15%	47	19%
		20-29%	15	13%	16	12%	31	12%
		30-39%	4	3%	8	6%	12	5%
		40-49%	4	3%	9	7%	13	5%
		50-74%	3	3%	5	4%	8	3%
		75% or more	4	3%	2	1%	6	2%
		Total	115	100%	137	100%	252	100%
d. Student computer use	COMPMED	0%	67	57%	99	73%	166	66%
		1-9%	17	14%	14	10%	31	12%
		10-19%	12	10%	6	4%	18	7%
		20-29%	10	8%	7	5%	17	7%
		30-39%	1	1%	2	1%	3	1%
		40-49%	6	5%	4	3%	10	4%
		50-74%	3	3%	1	1%	4	2%
		75% or more	2	2%	2	1%	4	2%
		Total	118	100%	135	100%	253	100%
e. Small group activities	GROUPSML	0%	30	26%	58	42%	88	35%
		1-9%	35	30%	44	32%	79	31%
		10-19%	20	17%	18	13%	38	15%
		20-29%	13	11%	7	5%	20	8%
		30-39%	9	8%	7	5%	16	6%
		40-49%	5	4%	1	1%	6	2%
		50-74%	3	3%	1	1%	4	2%
		75% or more	1	1%	1	1%	2	1%
		Total	116	100%	137	100%	253	100%



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CUNY Hunter College**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Student presentations	STUPRES	0%	53	45%	47	36%	100	41%
		1-9%	34	29%	41	32%	75	30%
		10-19%	19	16%	26	20%	45	18%
		20-29%	7	6%	7	5%	14	6%
		30-39%	1	1%	5	4%	6	2%
		40-49%	3	3%	1	1%	4	2%
		50-74%	0	0%	2	2%	2	1%
		75% or more	0	0%	0	0%	0	0%
		Total	117	100%	129	100%	246	100%
g. In-class writing	CLSWRITE	0%	61	52%	79	59%	140	56%
		1-9%	27	23%	36	27%	63	25%
		10-19%	18	15%	11	8%	29	12%
		20-29%	6	5%	3	2%	9	4%
		30-39%	2	2%	4	3%	6	2%
		40-49%	3	3%	0	0%	3	1%
		50-74%	0	0%	0	0%	0	0%
		75% or more	0	0%	1	1%	1	0%
		Total	117	100%	134	100%	251	100%
h. Testing and evaluation	TESTEVAL	0%	14	12%	17	12%	31	12%
		1-9%	58	50%	81	59%	139	55%
		10-19%	27	23%	27	20%	54	21%
		20-29%	7	6%	2	1%	9	4%
		30-39%	2	2%	7	5%	9	4%
		40-49%	5	4%	1	1%	6	2%
		50-74%	2	2%	2	1%	4	2%
		75% or more	1	1%	0	0%	1	0%
		Total	116	100%	137	100%	253	100%



**Faculty Survey
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CUNY Hunter College**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	97	88%	111	85%	208	87%
		1-9%	7	6%	7	5%	14	6%
		10-19%	2	2%	5	4%	7	3%
		20-29%	1	1%	3	2%	4	2%
		30-39%	0	0%	0	0%	0	0%
		40-49%	2	2%	0	0%	2	1%
		50-74%	0	0%	2	2%	2	1%
		75% or more	1	1%	2	2%	3	1%
	Total	110	100%	130	100%	240	100%	
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	77	68%	87	65%	164	66%
		1-9%	11	10%	19	14%	30	12%
		10-19%	9	8%	14	10%	23	9%
		20-29%	4	4%	3	2%	7	3%
		30-39%	2	2%	2	1%	4	2%
		40-49%	5	4%	6	4%	11	4%
		50-74%	1	1%	2	1%	3	1%
		75% or more	4	4%	1	1%	5	2%
	Total	113	100%	134	100%	247	100%	
Estimate the total number of students you have taught during this current academic year.	TTSTDCOL	9 or less	2	2%	10	9%	12	6%
		10-19	3	3%	24	21%	27	13%
		20-29	17	19%	22	19%	39	19%
		30-49	20	22%	25	22%	45	22%
		50-99	24	27%	28	25%	52	25%
		100 or more	24	27%	5	4%	29	14%
	Total	90	100%	114	100%	204	100%	



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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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Please respond to the following questions based on the typical students you have taught during this academic year.

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

	<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. Asked questions in class or contributed to class discussions	TCLQUEST	Never	3	3%	0	0%	3	1%
		Sometimes	52	44%	31	22%	83	32%
		Often	45	38%	60	42%	105	40%
		Very Often	17	15%	52	36%	69	27%
		Total	117	100%	143	100%	260	100%
b. Made a class presentation	TCLPRSNT	Never	50	43%	40	28%	90	35%
		Sometimes	43	37%	49	35%	92	36%
		Often	13	11%	21	15%	34	13%
		Very Often	9	8%	32	23%	41	16%
		Total	115	100%	142	100%	257	100%
c. Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA	Never	51	44%	46	32%	97	37%
		Sometimes	36	31%	51	36%	87	33%
		Often	18	15%	26	18%	44	17%
		Very Often	12	10%	20	14%	32	12%
		Total	117	100%	143	100%	260	100%
d. Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA	Never	22	19%	13	9%	35	13%
		Sometimes	41	35%	34	24%	75	29%
		Often	29	25%	42	29%	71	27%
		Very Often	25	21%	54	38%	79	30%
		Total	117	100%	143	100%	260	100%
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	TDIVCLAS	Never	29	25%	22	16%	51	20%
		Sometimes	37	32%	35	25%	72	28%
		Often	26	22%	40	28%	66	26%
		Very Often	24	21%	44	31%	68	26%
		Total	116	100%	141	100%	257	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done 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>
f. Come to class without completing readings or assignments	TCLUNPRE	Never		3	3%	13	9%	16	6%
		Sometimes		52	44%	99	70%	151	58%
		Often		36	31%	22	15%	58	22%
		Very Often		26	22%	8	6%	34	13%
		Total			117	100%	142	100%	259
g. Worked with other students on projects during class	TCLASSGR	Never		26	23%	45	32%	71	28%
		Sometimes		44	38%	50	35%	94	37%
		Often		31	27%	33	23%	64	25%
		Very Often		14	12%	14	10%	28	11%
		Total			115	100%	142	100%	257
h. Worked with classmates outside of class to prepare class assignments	TOCCGRP	Never		30	26%	31	22%	61	24%
		Sometimes		57	50%	55	39%	112	44%
		Often		21	18%	37	26%	58	23%
		Very Often		7	6%	17	12%	24	9%
		Total			115	100%	140	100%	255
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA	Never		24	21%	6	4%	30	12%
		Sometimes		62	55%	59	42%	121	48%
		Often		20	18%	53	38%	73	29%
		Very Often		7	6%	21	15%	28	11%
		Total			113	100%	139	100%	252
j. Tutored or taught other students (paid or voluntary)	TTUTOR	Never		59	55%	42	33%	101	43%
		Sometimes		46	43%	71	55%	117	50%
		Often		3	3%	13	10%	16	7%
		Very Often		0	0%	2	2%	2	1%
		Total			108	100%	128	100%	236
k. Participated in a community-based project (e.g., service learning) as part of a regular course	TCOMMPRO	Never		79	75%	58	45%	137	58%
		Sometimes		22	21%	52	40%	74	31%
		Often		3	3%	13	10%	16	7%
		Very Often		2	2%	7	5%	9	4%
		Total			106	100%	130	100%	236



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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE	Never	15	14%	22	16%	37	15%
		Sometimes	38	35%	42	31%	80	33%
		Often	26	24%	37	28%	63	26%
		Very Often	31	28%	33	25%	64	26%
		Total	110	100%	134	100%	244	100%
m. Used e-mail to communicate with an instructor	TEMAIL	Never	1	1%	1	1%	2	1%
		Sometimes	27	24%	26	19%	53	21%
		Often	40	35%	54	39%	94	37%
		Very Often	46	40%	58	42%	104	41%
		Total	114	100%	139	100%	253	100%
n. Discussed grades or assignments with an instructor	TGRADE	Never	4	3%	2	1%	6	2%
		Sometimes	40	35%	52	38%	92	37%
		Often	47	41%	57	42%	104	41%
		Very Often	24	21%	25	18%	49	20%
		Total	115	100%	136	100%	251	100%
o. Talked about career plans with a faculty member or advisor	TPLANS	Never	17	15%	4	3%	21	8%
		Sometimes	69	61%	68	50%	137	55%
		Often	19	17%	48	35%	67	27%
		Very Often	9	8%	16	12%	25	10%
		Total	114	100%	136	100%	250	100%
p. Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS	Never	19	17%	11	8%	30	12%
		Sometimes	66	59%	72	53%	138	56%
		Often	21	19%	40	29%	61	25%
		Very Often	6	5%	13	10%	19	8%
		Total	112	100%	136	100%	248	100%
q. Received prompt written or oral feedback from faculty on his or her academic performance	TFEED	Never	3	3%	0	0%	3	1%
		Sometimes	19	17%	30	22%	49	20%
		Often	54	49%	52	39%	106	43%
		Very Often	34	31%	53	39%	87	36%
		Total	110	100%	135	100%	245	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
r. Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD	Never	7	7%	2	1%	9	4%
		Sometimes	55	52%	52	38%	107	44%
		Often	31	29%	62	46%	93	38%
		Very Often	13	12%	20	15%	33	14%
		Total	106	100%	136	100%	242	100%
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR	Never	57	55%	45	35%	102	44%
		Sometimes	39	38%	69	53%	108	46%
		Often	6	6%	10	8%	16	7%
		Very Often	1	1%	6	5%	7	3%
		Total	103	100%	130	100%	233	100%
t. Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05	Never	20	20%	11	9%	31	14%
		Sometimes	59	58%	71	59%	130	59%
		Often	17	17%	31	26%	48	22%
		Very Often	5	5%	7	6%	12	5%
		Total	101	100%	120	100%	221	100%
u. Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU	Never	10	10%	8	6%	18	8%
		Sometimes	35	34%	38	30%	73	32%
		Often	36	35%	44	35%	80	35%
		Very Often	22	21%	36	29%	58	25%
		Total	103	100%	126	100%	229	100%
v. Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU	Never	11	11%	10	8%	21	9%
		Sometimes	49	49%	40	33%	89	40%
		Often	23	23%	41	34%	64	29%
		Very Often	18	18%	30	25%	48	22%
		Total	101	100%	121	100%	222	100%
w. Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW	Never	13	13%	5	4%	18	8%
		Sometimes	61	59%	62	51%	123	55%
		Often	19	18%	45	37%	64	28%
		Very Often	10	10%	10	8%	20	9%
		Total	103	100%	122	100%	225	100%



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FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how often has the typical student done each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
x. Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW	Never	9	9%	5	4%	14	6%
		Sometimes	55	54%	55	45%	110	49%
		Often	25	25%	54	44%	79	35%
		Very Often	13	13%	9	7%	22	10%
		Total	102	100%	123	100%	225	100%
y. Learned something that changed the way he or she understood an issue or concept	TCHNGVW	Never	7	7%	1	1%	8	3%
		Sometimes	38	37%	57	45%	95	41%
		Often	39	38%	49	39%	88	38%
		Very Often	20	19%	20	16%	40	17%
		Total	104	100%	127	100%	231	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of assigned textbooks, books, or book length packs of course readings	TREADASG	None	0	0%	3	2%	3	1%
		Between 1 and 4	56	53%	50	39%	106	45%
		Between 5 and 10	32	30%	41	32%	73	31%
		Between 11 and 20	15	14%	22	17%	37	16%
		More than 20	3	3%	12	9%	15	6%
		Total	106	100%	128	100%	234	100%
b. Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN	None	21	22%	13	12%	34	17%
		Between 1 and 4	61	64%	76	68%	137	67%
		Between 5 and 10	9	9%	18	16%	27	13%
		Between 11 and 20	3	3%	4	4%	7	3%
		More than 20	1	1%	0	0%	1	0%
		Total	95	100%	111	100%	206	100%
c. Number of written papers or reports of 20 pages or more	TWRTMR05	None	60	59%	29	24%	89	40%
		Between 1 and 4	32	31%	84	70%	116	52%
		Between 5 and 10	6	6%	6	5%	12	5%
		Between 11 and 20	4	4%	1	1%	5	2%
		More than 20	0	0%	0	0%	0	0%
		Total	102	100%	120	100%	222	100%



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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, about how much reading and writing do you estimate the typical student has done? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Number of written papers or reports between 5 and 19 pages	TWRTMD05	None	19	18%	5	4%	24	10%
		Between 1 and 4	52	50%	76	61%	128	56%
		Between 5 and 10	28	27%	38	30%	66	29%
		Between 11 and 20	3	3%	6	5%	9	4%
		More than 20	2	2%	0	0%	2	1%
		Total		104	100%	125	100%	229
e. Number of written papers or reports of fewer than 5 pages	TWRITSMML	None	8	8%	9	8%	17	8%
		Between 1 and 4	40	39%	51	43%	91	41%
		Between 5 and 10	30	29%	38	32%	68	31%
		Between 11 and 20	20	19%	18	15%	38	17%
		More than 20	5	5%	3	3%	8	4%
		Total		103	100%	119	100%	222

In a typical week, how many homework problem sets does the typical student complete?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take the typical student more than one hour to complete	TPROBSTA	None	21	22%	12	12%	33	17%
		1-2	27	28%	43	43%	70	36%
		3-4	32	34%	34	34%	66	34%
		5-6	8	8%	5	5%	13	7%
		More than 6	7	7%	5	5%	12	6%
		Total		95	100%	99	100%	194
b. Number of problem sets that take the typical student less than one hour to complete	TPROBSTB	None	22	24%	20	21%	42	22%
		1-2	30	33%	43	44%	73	39%
		3-4	25	28%	22	23%	47	25%
		5-6	4	4%	8	8%	12	6%
		More than 6	9	10%	4	4%	13	7%
		Total		90	100%	97	100%	187



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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* spend in a typical 7-day week doing each of the following?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TEXPREP	0	0	0%	0	0%	0	0%
		1-5	12	11%	12	10%	24	10%
		6-10	28	26%	29	23%	57	25%
		11-15	19	18%	31	25%	50	22%
		16-20	21	20%	27	22%	48	21%
		21-25	8	8%	12	10%	20	9%
		26-30	12	11%	8	6%	20	9%
		More than 30	6	6%	6	5%	12	5%
	Total	106	100%	125	100%	231	100%	
b. Working for pay on campus	TEXWRKON	0	23	23%	18	15%	41	19%
		1-5	21	21%	33	28%	54	25%
		6-10	34	34%	39	33%	73	34%
		11-15	13	13%	19	16%	32	15%
		16-20	6	6%	5	4%	11	5%
		21-25	1	1%	2	2%	3	1%
		26-30	1	1%	0	0%	1	0%
		More than 30	0	0%	1	1%	1	0%
	Total	99	100%	117	100%	216	100%	
c. Working for pay off campus	TEXWRKOF	0	22	22%	22	18%	44	20%
		1-5	14	14%	16	13%	30	14%
		6-10	31	31%	39	33%	70	32%
		11-15	15	15%	24	20%	39	18%
		16-20	10	10%	13	11%	23	10%
		21-25	4	4%	3	3%	7	3%
		26-30	3	3%	1	1%	4	2%
		More than 30	2	2%	2	2%	4	2%
	Total	101	100%	120	100%	221	100%	



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Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *should* spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TEXCOCUR	0	3	3%	9	7%	12	5%
		1-5	52	50%	59	48%	111	49%
		6-10	32	31%	45	37%	77	34%
		11-15	12	12%	7	6%	19	8%
		16-20	2	2%	3	2%	5	2%
		21-25	2	2%	0	0%	2	1%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	103	100%	123	100%	226	100%
e. Relaxing and socializing (watching TV, partying, etc.)	TEXSOCIA	0	1	1%	4	3%	5	2%
		1-5	29	28%	27	22%	56	25%
		6-10	47	46%	52	43%	99	44%
		11-15	17	17%	21	17%	38	17%
		16-20	4	4%	10	8%	14	6%
		21-25	3	3%	5	4%	8	4%
		26-30	1	1%	0	0%	1	0%
		More than 30	0	0%	3	2%	3	1%
		Total	102	100%	122	100%	224	100%
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TEXCARED	0	16	17%	12	11%	28	13%
		1-5	31	33%	35	31%	66	32%
		6-10	23	24%	33	29%	56	27%
		11-15	11	12%	14	12%	25	12%
		16-20	7	7%	11	10%	18	9%
		21-25	3	3%	2	2%	5	2%
		26-30	0	0%	2	2%	2	1%
		More than 30	3	3%	5	4%	8	4%
		Total	94	100%	114	100%	208	100%
g. Commuting to class (driving, walking, etc.)	TEXCOMMU	0	4	4%	4	3%	8	4%
		1-5	54	55%	73	60%	127	58%
		6-10	35	36%	36	30%	71	32%
		11-15	3	3%	6	5%	9	4%
		16-20	1	1%	3	2%	4	2%
		21-25	1	1%	0	0%	1	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	98	100%	122	100%	220	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following?

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP	0	3	3%	3	2%	6	3%
		1-5	36	36%	43	36%	79	36%
		6-10	41	41%	46	38%	87	39%
		11-15	13	13%	13	11%	26	12%
		16-20	5	5%	13	11%	18	8%
		21-25	2	2%	2	2%	4	2%
		26-30	0	0%	0	0%	0	0%
		More than 30	1	1%	1	1%	2	1%
		Total	101	100%	121	100%	222	100%
b. Working for pay on campus	TACTWKON	0	22	23%	22	19%	44	21%
		1-5	24	26%	27	23%	51	24%
		6-10	19	20%	30	26%	49	23%
		11-15	14	15%	13	11%	27	13%
		16-20	8	9%	14	12%	22	11%
		21-25	6	6%	6	5%	12	6%
		26-30	1	1%	2	2%	3	1%
		More than 30	0	0%	1	1%	1	0%
		Total	94	100%	115	100%	209	100%
c. Working for pay off campus	TACTWKOF	0	5	5%	1	1%	6	3%
		1-5	6	6%	7	6%	13	6%
		6-10	11	11%	16	13%	27	12%
		11-15	16	16%	20	17%	36	17%
		16-20	19	19%	27	23%	46	21%
		21-25	15	15%	22	18%	37	17%
		26-30	17	17%	13	11%	30	14%
		More than 30	9	9%	13	11%	22	10%
		Total	98	100%	119	100%	217	100%
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU	0	23	23%	20	17%	43	20%
		1-5	42	43%	70	59%	112	52%
		6-10	23	23%	17	14%	40	18%
		11-15	7	7%	9	8%	16	7%
		16-20	2	2%	3	3%	5	2%
		21-25	1	1%	0	0%	1	0%
		26-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	98	100%	119	100%	217	100%



**Faculty Survey
of Student Engagement**

**FSSE 2007 Frequency Distributions
CUNY Hunter College**

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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About how many hours do you think the typical student *actually* spends in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
e. Relaxing and socializing (watching TV, partying, etc.)	TACTSOCI	0	0	0%	2	2%	2	1%
		1-5	12	12%	17	14%	29	13%
		6-10	26	26%	33	27%	59	27%
		11-15	25	25%	35	29%	60	27%
		16-20	20	20%	22	18%	42	19%
		21-25	7	7%	7	6%	14	6%
		26-30	5	5%	1	1%	6	3%
		More than 30	6	6%	4	3%	10	5%
		Total	101	100%	121	100%	222	100%
f. Providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE	0	4	4%	3	3%	7	3%
		1-5	27	28%	18	15%	45	21%
		6-10	18	19%	37	31%	55	25%
		11-15	21	22%	25	21%	46	21%
		16-20	18	19%	21	18%	39	18%
		21-25	4	4%	8	7%	12	6%
		26-30	3	3%	3	3%	6	3%
		More than 30	2	2%	5	4%	7	3%
		Total	97	100%	120	100%	217	100%
g. Commuting to class (driving, walking, etc.)	TACTCOMM	0	0	0%	0	0%	0	0%
		1-5	25	25%	29	24%	54	24%
		6-10	43	43%	63	52%	106	48%
		11-15	23	23%	22	18%	45	20%
		16-20	6	6%	7	6%	13	6%
		21-25	1	1%	1	1%	2	1%
		26-30	0	0%	0	0%	0	0%
		More than 30	1	1%	0	0%	1	0%
		Total	99	100%	122	100%	221	100%
Select the box that represents the extent to which the typical student's <i>examinations</i> have challenged that student to do his or her best work.	TEXAMS	Very Little	1	1%	3	2%	4	2%
		2	3	3%	2	2%	5	2%
		3	11	10%	12	10%	23	10%
		4	20	19%	22	18%	42	18%
		5	45	42%	45	36%	90	39%
		6	18	17%	28	22%	46	20%
		Very much	8	8%	13	10%	21	9%
				Total	106	100%	125	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Memorizing facts, ideas, or methods from his or her courses and readings so he or she can repeat them pretty much in the same form	TMEMORIZ	Very little	8	8%	12	10%	20	9%
		Some	37	35%	57	47%	94	42%
		Quite a bit	38	36%	35	29%	73	32%
		Very much	22	21%	17	14%	39	17%
		Total	105	100%	121	100%	226	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	TANALYZE	Very little	4	4%	2	2%	6	3%
		Some	30	29%	36	30%	66	29%
		Quite a bit	46	44%	47	39%	93	42%
		Very much	24	23%	35	29%	59	26%
		Total	104	100%	120	100%	224	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES	Very little	11	11%	1	1%	12	5%
		Some	31	30%	40	33%	71	32%
		Quite a bit	42	40%	46	38%	88	39%
		Very much	20	19%	34	28%	54	24%
		Total	104	100%	121	100%	225	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	TEVALUAT	Very little	14	13%	3	3%	17	8%
		Some	45	43%	39	33%	84	38%
		Quite a bit	26	25%	49	41%	75	33%
		Very much	19	18%	29	24%	48	21%
		Total	104	100%	120	100%	224	100%
e. Applying theories or concepts to practical problems or in new situations	TAPPLYIN	Very little	11	11%	4	3%	15	7%
		Some	44	44%	34	28%	78	35%
		Quite a bit	28	28%	53	44%	81	36%
		Very much	18	18%	30	25%	48	22%
		Total	101	100%	121	100%	222	100%

To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Writing clearly and effectively	TGNWRITE	Very little	8	8%	3	2%	11	5%
		Some	36	36%	38	31%	74	33%
		Quite a bit	39	39%	57	47%	96	43%
		Very much	17	17%	23	19%	40	18%
		Total	100	100%	121	100%	221	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	<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. Speaking clearly and effectively	TGNSPEAK	Very little	12	12%	9	7%	21	10%
		Some	47	48%	40	33%	87	40%
		Quite a bit	27	28%	59	49%	86	39%
		Very much	12	12%	13	11%	25	11%
		Total	98	100%	121	100%	219	100%
c. Thinking critically and analytically	TGNANALY	Very little	9	9%	4	3%	13	6%
		Some	32	32%	31	26%	63	29%
		Quite a bit	43	43%	54	45%	97	44%
		Very much	16	16%	32	26%	48	22%
		Total	100	100%	121	100%	221	100%
d. Analyzing quantitative problems	TGNQUANT	Very little	10	10%	8	7%	18	9%
		Some	42	43%	43	38%	85	40%
		Quite a bit	34	35%	49	43%	83	40%
		Very much	11	11%	13	12%	24	11%
		Total	97	100%	113	100%	210	100%
e. Using computing and information technology	TGNCMPTS	Very little	3	3%	3	3%	6	3%
		Some	31	32%	32	27%	63	29%
		Quite a bit	45	46%	54	45%	99	46%
		Very much	19	19%	30	25%	49	23%
		Total	98	100%	119	100%	217	100%
f. Working effectively with others	TGNOTHER	Very little	7	7%	6	5%	13	6%
		Some	44	45%	38	32%	82	38%
		Quite a bit	35	36%	49	42%	84	39%
		Very much	12	12%	25	21%	37	17%
		Total	98	100%	118	100%	216	100%
g. Learning effectively on his or her own	TGNINQ	Very little	4	4%	4	3%	8	4%
		Some	40	40%	24	20%	64	29%
		Quite a bit	44	44%	69	58%	113	51%
		Very much	12	12%	23	19%	35	16%
		Total	100	100%	120	100%	220	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
h. Understanding himself or herself	TGNSSELF	Very little	9	9%	6	5%	15	7%
		Some	38	38%	42	35%	80	37%
		Quite a bit	39	39%	51	43%	90	41%
		Very much	13	13%	20	17%	33	15%
		Total	99	100%	119	100%	218	100%
i. Understanding people of other racial and ethnic backgrounds	TGNDIVER	Very little	1	1%	1	1%	2	1%
		Some	26	29%	18	16%	44	21%
		Quite a bit	38	42%	45	39%	83	40%
		Very much	26	29%	50	44%	76	37%
		Total	91	100%	114	100%	205	100%
j. Solving complex real-world problems	TGNPROBS	Very little	10	11%	8	7%	18	9%
		Some	44	48%	39	35%	83	41%
		Quite a bit	30	33%	48	43%	78	38%
		Very much	7	8%	17	15%	24	12%
		Total	91	100%	112	100%	203	100%
k. Developing a personal code of values and ethics	TGNETHIC	Very little	12	13%	8	7%	20	10%
		Some	43	48%	47	42%	90	45%
		Quite a bit	25	28%	41	37%	66	33%
		Very much	10	11%	15	14%	25	12%
		Total	90	100%	111	100%	201	100%
l. Developing a deepened sense of spirituality	TGNSPIRI	Very little	51	57%	49	46%	100	51%
		Some	28	31%	44	41%	72	37%
		Quite a bit	7	8%	11	10%	18	9%
		Very much	3	3%	3	3%	6	3%
		Total	89	100%	107	100%	196	100%
m. Acquiring a broad general education	TGNGENLE	Very little	3	3%	2	2%	5	2%
		Some	34	37%	31	27%	65	31%
		Quite a bit	41	44%	61	54%	102	49%
		Very much	15	16%	20	18%	35	17%
		Total	93	100%	114	100%	207	100%



Faculty Survey of Student Engagement

FSSE 2007 Frequency Distributions CUNY Hunter College

Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
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To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas? (cont.)

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
n. Acquiring job or work-related knowledge and skills	TGNWORK	Very little	9	10%	5	4%	14	7%
		Some	45	49%	37	33%	82	40%
		Quite a bit	33	36%	53	47%	86	42%
		Very much	5	5%	18	16%	23	11%
		Total	92	100%	113	100%	205	100%
o. Voting in local, state, or national elections	TGNCITZN	Very little	29	33%	29	27%	58	30%
		Some	41	46%	46	43%	87	45%
		Quite a bit	13	15%	28	26%	41	21%
		Very much	6	7%	3	3%	9	5%
		Total	89	100%	106	100%	195	100%
p. Contributing to the welfare of his or her community	TGNCOMMU	Very little	20	23%	17	15%	37	19%
		Some	42	48%	49	45%	91	46%
		Quite a bit	18	21%	40	36%	58	29%
		Very much	7	8%	4	4%	11	6%
		Total	87	100%	110	100%	197	100%

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

	Variable	Response Options	Faculty who teach First-year students		Faculty who teach Seniors		Faculty Total	
			Count	Col %	Count	Col %	Count	Col %
APDISCOL		Arts and humanities	33	35%	45	37%	78	36%
		Biological science	2	2%	3	2%	5	2%
		Business	0	0%	2	2%	2	1%
		Education	4	4%	4	3%	8	4%
		Engineering	0	0%	0	0%	0	0%
		Physical science	16	17%	9	7%	25	12%
		Professional	6	6%	16	13%	22	10%
		Social science	28	30%	36	30%	64	30%
		Other	4	4%	7	6%	11	5%
Total	93	100%	122	100%	215	100%		



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	3%	6%	0%	2%
		Sometimes	44%	45%	22%	35%
		Often	38%	29%	42%	33%
		Very often	15%	20%	36%	30%
	Total		100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	43%	31%	28%	15%
		Sometimes	37%	55%	35%	51%
		Often	11%	11%	15%	24%
		Very often	8%	3%	23%	11%
	Total		100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	44%	12%	32%	17%
		Sometimes	31%	34%	36%	39%
		Often	15%	35%	18%	29%
		Very often	10%	19%	14%	15%
	Total		100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	19%	2%	9%	3%
		Sometimes	35%	23%	24%	18%
		Often	25%	46%	29%	40%
		Very often	21%	29%	38%	40%
	Total		100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	25%	4%	16%	7%
		Sometimes	32%	30%	25%	26%
		Often	22%	39%	28%	34%
		Very often	21%	27%	31%	32%
	Total		100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	3%	26%	9%	22%
		Sometimes	44%	59%	70%	60%
		Often	31%	11%	15%	12%
		Very often	22%	4%	6%	6%
	Total		100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	23%	18%	32%	16%
		Sometimes	38%	50%	35%	52%
		Often	27%	25%	23%	24%
		Very often	12%	8%	10%	8%
	Total		100%	100%	100%	100%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	26%	29%	22%	21%
		Sometimes	50%	44%	39%	52%
	Often	18%	20%	26%	19%	
	Very often	6%	7%	12%	8%	
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	21%	9%	4%	5%
		Sometimes	55%	46%	42%	39%
	Often	18%	32%	38%	37%	
	Very often	6%	13%	15%	19%	
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	55%	59%	33%	53%
		Sometimes	43%	28%	55%	31%
	Often	3%	9%	10%	10%	
	Very often	0%	4%	2%	6%	
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	75%	81%	45%	72%
		Sometimes	21%	14%	40%	19%
	Often	3%	3%	10%	5%	
	Very often	2%	2%	5%	4%	
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	14%	18%	16%	16%
		Sometimes	35%	35%	31%	40%
	Often	24%	25%	28%	21%	
	Very often	28%	21%	25%	23%	
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	1%	4%	1%	0%
		Sometimes	24%	30%	19%	25%
	Often	35%	38%	39%	36%	
	Very often	40%	28%	42%	39%	
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	3%	13%	1%	8%
		Sometimes	35%	48%	38%	46%
	Often	41%	24%	42%	29%	
	Very often	21%	15%	18%	17%	
	Total		100%	100%	100%	100%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	15%	39%	3%	27%
		Sometimes	61%	43%	50%	46%
		Often	17%	12%	35%	16%
		Very often	8%	6%	12%	10%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	17%	41%	8%	30%
		Sometimes	59%	41%	53%	47%
		Often	19%	12%	29%	15%
		Very often	5%	5%	10%	8%
	Total		100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	3%	12%	0%	6%
		Sometimes	17%	35%	22%	39%
		Often	49%	39%	39%	39%
		Very often	31%	15%	39%	16%
	Total		100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	7%	11%	1%	7%
		Sometimes	52%	43%	38%	39%
		Often	29%	33%	46%	37%
		Very often	12%	14%	15%	17%
	Total		100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	55%	73%	35%	64%
		Sometimes	38%	20%	53%	27%
		Often	6%	6%	8%	5%
		Very often	1%	1%	5%	4%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	20%	8%	9%	6%
		Sometimes	58%	39%	59%	33%
		Often	17%	33%	26%	36%
		Very often	5%	19%	6%	25%
	Total		100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	10%	12%	6%	9%
		Sometimes	34%	32%	30%	31%
		Often	35%	25%	35%	32%
		Very often	21%	31%	29%	28%
	Total		100%	100%	100%	100%



**Faculty Survey
of Student Engagement**

**FSSE 2007 and NSSE 2007 Frequencies
CUNY Hunter College**

<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	11%	14%	8%	11%
		Sometimes	49%	31%	33%	36%
		Often	23%	28%	34%	27%
		Very often	18%	27%	25%	25%
	Total		100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	13%	15%	4%	9%
		Sometimes	59%	41%	51%	36%
		Often	18%	30%	37%	36%
		Very often	10%	14%	8%	20%
	Total		100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	9%	6%	4%	6%
		Sometimes	54%	38%	45%	31%
		Often	25%	34%	44%	40%
		Very often	13%	23%	7%	23%
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	7%	4%	1%	4%
		Sometimes	37%	36%	45%	28%
		Often	38%	36%	39%	43%
		Very often	19%	23%	16%	25%
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	0%	0%	2%	2%
		Between 1-4	53%	18%	39%	29%
		Between 5-10	30%	43%	32%	37%
		Between 11-20	14%	27%	17%	18%
		More than 20	3%	13%	9%	14%
	Total		100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	22%	19%	12%	12%
		Between 1-4	64%	55%	68%	53%
		Between 5-10	9%	17%	16%	20%
		Between 11-20	3%	4%	4%	8%
		More than 20	1%	5%	0%	7%
	Total		100%	100%	100%	100%



**Faculty Survey
of Student Engagement**

**FSSE 2007 and NSSE 2007 Frequencies
CUNY Hunter College**

<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Number of written papers or reports of 20 pages or more	TWR TMR05/ WRITEMOR	None	59%	85%	24%	55%
		Between 1-4	31%	9%	70%	35%
		Between 5-10	6%	3%	5%	7%
		Between 11-20	4%	3%	1%	1%
		More than 20	0%	1%	0%	1%
		Total	100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	TWR TMD05/ WRITEMID	None	18%	9%	4%	12%
		Between 1-4	50%	55%	61%	46%
		Between 5-10	27%	26%	30%	31%
		Between 11-20	3%	8%	5%	9%
		More than 20	2%	2%	0%	3%
		Total	100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	TWR TMSML/ WRITESML	None	8%	4%	8%	15%
		Between 1-4	39%	36%	43%	46%
		Between 5-10	29%	37%	32%	22%
		Between 11-20	19%	16%	15%	10%
		More than 20	5%	7%	3%	7%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take more than one hour to complete	TPROBSTA/ PROBSETA	None	22%	14%	12%	21%
		1-2	28%	33%	43%	31%
		3-4	34%	35%	34%	29%
		5-6	8%	10%	5%	9%
		More than 6	7%	8%	5%	10%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take less than one hour to complete	TPROBSTB/ PROBSETB	None	24%	21%	21%	37%
		1-2	33%	38%	44%	30%
		3-4	28%	22%	23%	16%
		5-6	4%	8%	8%	8%
		More than 6	10%	11%	4%	8%
		Total	100%	100%	100%	100%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/	0 hr/wk	3%	1%	2%	0%
	ACADPR01	1-5 hr/wk	36%	22%	36%	21%
		6-10 hr/wk	41%	25%	38%	30%
		11-15 hr/wk	13%	20%	11%	18%
		16-20 hr/wk	5%	16%	11%	11%
		21-25 hr/wk	2%	9%	2%	8%
		26-30 hr/wk	0%	3%	0%	5%
		30+ hr/wk	1%	5%	1%	5%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent working for pay on campus	TACTWKON/	0 hr/wk	23%	91%	19%	85%
	WORKON01	1-5 hr/wk	26%	2%	23%	4%
		6-10 hr/wk	20%	2%	26%	2%
		11-15 hr/wk	15%	2%	11%	2%
		16-20 hr/wk	9%	2%	12%	5%
		21-25 hr/wk	6%	0%	5%	1%
		26-30 hr/wk	1%	0%	2%	1%
		30+ hr/wk	0%	0%	1%	0%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent working for pay off campus	TACTWKOF/	0 hr/wk	5%	45%	1%	26%
	WORKOF01	1-5 hr/wk	6%	6%	6%	4%
		6-10 hr/wk	11%	10%	13%	5%
		11-15 hr/wk	16%	8%	17%	6%
		16-20 hr/wk	19%	10%	23%	10%
		21-25 hr/wk	15%	10%	18%	9%
		26-30 hr/wk	17%	4%	11%	6%
		30+ hr/wk	9%	8%	11%	35%
		Total	100%	100%	100%	100%



**Faculty Survey
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**FSSE 2007 and NSSE 2007 Frequencies
CUNY Hunter College**

<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	23%	71%	17%	73%
		1-5 hr/wk	43%	16%	59%	17%
		6-10 hr/wk	23%	7%	14%	5%
		11-15 hr/wk	7%	4%	8%	3%
		16-20 hr/wk	2%	2%	3%	1%
		21-25 hr/wk	1%	0%	0%	1%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	0%	0%	0%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOCU/ SOCIAL05	0 hr/wk	0%	3%	2%	2%
		1-5 hr/wk	12%	29%	14%	37%
		6-10 hr/wk	26%	26%	27%	29%
		11-15 hr/wk	25%	19%	29%	16%
		16-20 hr/wk	20%	11%	18%	8%
		21-25 hr/wk	7%	5%	6%	4%
		26-30 hr/wk	5%	1%	1%	1%
		30+ hr/wk	6%	5%	3%	3%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	4%	40%	3%	42%
		1-5 hr/wk	28%	27%	15%	21%
		6-10 hr/wk	19%	14%	31%	11%
		11-15 hr/wk	22%	7%	21%	8%
		16-20 hr/wk	19%	4%	18%	5%
		21-25 hr/wk	4%	3%	7%	1%
		26-30 hr/wk	3%	0%	3%	1%
		30+ hr/wk	2%	4%	4%	11%
		Total	100%	100%	100%	100%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	0%	0%	0%	1%
		1-5 hr/wk	25%	28%	24%	37%
		6-10 hr/wk	43%	39%	52%	35%
		11-15 hr/wk	23%	23%	18%	17%
		16-20 hr/wk	6%	5%	6%	5%
		21-25 hr/wk	1%	3%	1%	3%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	1%	1%	0%	1%
		Total		100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	1%	2%	2%	2%
		2	3%	1%	2%	3%
		3	10%	6%	10%	4%
		4	19%	15%	18%	14%
		5	42%	35%	36%	27%
		6	17%	25%	22%	29%
		Very much	8%	16%	10%	21%
Total		100%	100%	100%	100%	
Coursework emphasis: Memorizing facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	8%	7%	10%	11%
		Some	35%	24%	47%	32%
		Quite a bit	36%	41%	29%	35%
		Very much	21%	28%	14%	22%
		Total		100%	100%	100%
Coursework emphasis: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	4%	3%	2%	1%
		Some	29%	21%	30%	15%
		Quite a bit	44%	41%	39%	47%
		Very much	23%	35%	29%	36%
		Total		100%	100%	100%
Coursework emphasis: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	11%	7%	1%	3%
		Some	30%	27%	33%	23%
		Quite a bit	40%	39%	38%	42%
		Very much	19%	27%	28%	32%
		Total		100%	100%	100%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Coursework emphasis: 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	TEVALUAT/ EVALUATE	Very little	13%	6%	3%	5%
		Some	43%	29%	33%	25%
		Quite a bit	25%	39%	41%	41%
		Very much	18%	26%	24%	29%
	Total		100%	100%	100%	100%
Coursework emphasis: Applying theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	11%	7%	3%	4%
		Some	44%	26%	28%	23%
		Quite a bit	28%	40%	44%	41%
		Very much	18%	27%	25%	32%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	8%	5%	2%	6%
		Some	36%	27%	31%	20%
		Quite a bit	39%	41%	47%	37%
		Very much	17%	27%	19%	37%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	12%	12%	7%	10%
		Some	48%	33%	33%	27%
		Quite a bit	28%	36%	49%	34%
		Very much	12%	19%	11%	29%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	9%	5%	3%	3%
		Some	32%	22%	26%	18%
		Quite a bit	43%	44%	45%	37%
		Very much	16%	30%	26%	42%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	10%	9%	7%	7%
		Some	43%	31%	38%	27%
		Quite a bit	35%	41%	43%	34%
		Very much	11%	19%	12%	32%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	3%	12%	3%	7%
		Some	32%	25%	27%	26%
		Quite a bit	46%	36%	45%	37%
		Very much	19%	27%	25%	30%
	Total		100%	100%	100%	100%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	7%	12%	5%	9%
		Some	45%	32%	32%	31%
		Quite a bit	36%	36%	42%	37%
		Very much	12%	20%	21%	23%
		Total		100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	4%	7%	3%	9%
		Some	40%	29%	20%	19%
		Quite a bit	44%	41%	58%	40%
		Very much	12%	23%	19%	33%
		Total		100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSSELF	Very little	9%	14%	5%	13%
		Some	38%	32%	35%	26%
		Quite a bit	39%	34%	43%	34%
		Very much	13%	20%	17%	26%
		Total		100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	1%	8%	1%	9%
		Some	29%	32%	16%	28%
		Quite a bit	42%	35%	39%	34%
		Very much	29%	25%	44%	29%
		Total		100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	11%	17%	7%	17%
		Some	48%	40%	35%	33%
		Quite a bit	33%	32%	43%	30%
		Very much	8%	11%	15%	19%
		Total		100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	13%	20%	7%	21%
		Some	48%	35%	42%	31%
		Quite a bit	28%	32%	37%	27%
		Very much	11%	14%	14%	22%
		Total		100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	57%	45%	46%	53%
		Some	31%	29%	41%	24%
		Quite a bit	8%	19%	10%	15%
		Very much	3%	7%	3%	8%
		Total		100%	100%	100%



**Faculty Survey
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**FSSE 2007 and NSSE 2007 Frequencies
CUNY Hunter College**

<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	3%	3%	2%	2%
		Some	37%	25%	27%	17%
		Quite a bit	44%	39%	54%	37%
		Very much	16%	33%	18%	45%
	Total		100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	10%	21%	4%	16%
		Some	49%	40%	33%	31%
		Quite a bit	36%	29%	47%	28%
		Very much	5%	10%	16%	24%
	Total		100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITZN	Very little	33%	42%	27%	41%
		Some	46%	28%	43%	26%
		Quite a bit	15%	20%	26%	21%
		Very much	7%	10%	3%	12%
	Total		100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	23%	33%	15%	28%
		Some	48%	32%	45%	32%
		Quite a bit	21%	27%	36%	25%
		Very much	8%	8%	4%	15%
	Total		100%	100%	100%	100%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

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	Students Taught	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	69%
		SR	68%
Community service or volunteer work	FVOLUNTR	FY	50%
		SR	44%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	53%
		SR	39%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	58%
		SR	61%
Foreign language coursework	FFORLANG	FY	67%
		SR	65%
Study abroad	FSTUDYAB	FY	45%
		SR	45%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	70%
		SR	77%

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	9%	72%	3%	16%
		SR	41%	24%	20%	15%
Community service or volunteer work	VOLNTR04	FY	22%	49%	8%	22%
		SR	40%	20%	25%	16%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	13%	30%	21%	36%
		SR	15%	13%	49%	22%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	3%	32%	19%	46%
		SR	15%	18%	43%	24%
Foreign language coursework	FORLNG04	FY	25%	37%	19%	19%
		SR	46%	16%	28%	10%
Study abroad	STDABR04	FY	5%	38%	25%	33%
		SR	15%	10%	53%	22%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	37%	12%	50%
		SR	13%	23%	39%	25%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

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>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHOL	FY	66%
		SR	66%
Providing students the support they need to help them succeed academically	FENVSUPR	FY	45%
		SR	58%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	73%
		SR	75%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	32%
		SR	39%
Providing students the support they need to thrive socially	FENVSOCA	FY	19%
		SR	21%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEVEN	FY	39%
		SR	30%
Encouraging students to use computers in their academic work	FENVCOMP	FY	79%
		SR	87%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	30%	43%	24%	3%
		SR	28%	45%	23%	4%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	22%	40%	30%	8%
		SR	15%	36%	37%	12%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	20%	31%	33%	16%
		SR	18%	31%	32%	19%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	11%	17%	38%	34%
		SR	6%	16%	32%	46%
Providing the support you need to thrive socially	ENVSOCAL	FY	7%	22%	41%	30%
		SR	5%	18%	38%	39%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	15%	23%	35%	27%
		SR	11%	28%	39%	22%
Using computers in academic work	ENVCOMPT	FY	46%	34%	17%	2%
		SR	45%	35%	18%	2%



Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies CUNY Hunter College

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>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	65%
		SR	71%
With faculty members	FENVFAC	FY	58%
		SR	67%
With administrative personnel and offices	FENVADM	FY	28%
		SR	32%

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	64%	36%
		SR	63%	37%
With faculty members	ENVFAC	FY	61%	39%
		SR	68%	32%
With administrative personnel and offices	ENVADM	FY	42%	58%
		SR	33%	67%

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