University of North Dakota
FSSE 2017 Disciplinary Area Report

Comparing your faculty responses across groups of related disciplines within your institution

Note: The Disciplinary Area Report was formatted for printing. When viewed on screen in Excel, some content may appear truncated or oddly formatted. This is normal. To improve the on-screen display, increase the zoom level or view the report in Print Preview.
About Your Disciplinary Area Report

The FSSE Disciplinary Area Report delivers your frequency distributions in up to ten categories of related disciplines. Using this report with the NSSE Major Field Report, institutions can contextualize the student experience within different disciplinary areas. Viewing information for faculty in schools or departments and comparing these results to those of other disciplines on campus can inform improvements in teaching and learning. In addition, institutions can gain insight into student engagement within disciplinary fields by examining student and faculty results together.

Disciplinary Areas

Self-reported academic disciplines of appointment were identified from the survey. Your institution had the option to customize how these were grouped, using up to ten related-discipline categories. Institutions choosing not to customize, receive FSSE’s ten standard categories. The disciplines used in this report are listed on page 3.

Sample

The Disciplinary Area Report is based on information from all faculty at your institution who responded to the survey and provided a response for disciplinary appointment.

Technical Requirements

While frequencies will be reported for all respondents, FSSE requires at least ten respondents per group for the Disciplinary Area Report Scales and Scale Snapshot. Although this is a minimum requirement, keep in mind that any statistical result requires a sufficient number of respondents per category to produce a reliable estimate.

Report Sections

- FSSE Scale Snapshot (p. 4)  
  An overview of FSSE’s ten scales indicating how faculty in each related-discipline grouping compares to the institution's average scale score.

- FSSE Scales (p. 5)  
  Results from FSSE’s ten scales organized within four themes that parallel engagement themes on the National Survey of Student Engagement.

- Frequency Distributions (pp. 6-28)  
  Response frequencies by disciplinary area for all survey items except demographics.
This page documents how your Disciplinary Area Report categories were selected and lists the disciplines included in each category. Faculty-reported disciplines were assigned to a standard list of 138 disciplines. Institutions had the option to customize how these were grouped, using up to ten related-discipline categories. Institutions choosing not to customize receive FSSE’s ten standard categories.

**Date Confirmed:** 8/22/2017  
**Selection Method:** CUSTOM CATEGORIES – Institution-selected

**Arts & Sciences (N=82)**
- Agriculture; Anthropology; Architecture; Art history; Arts, fine and applied; Biochemistry or biophysics; Biology (general); Botany; Broadcast communications; Cell and molecular biology; Chemistry; Communications (general); Computer information systems; Computer science; Criminal justice; Criminology; English (language and literature); Environmental science/studies; Ethnic studies; Family and consumer studies; Forensics; French (language and literature); Gender studies; General studies; Geography; History; Humanities (general); International relations; Journalism; Justice administration; Law; Liberal arts and sciences; Marine science; Mass communications and media studies; Mathematics; Multi, Interdisciplinary studies; Microbiology or bacteriology; Music; Natural resources and conservation; Natural science; Network security and systems; Other agriculture and natural resources; Other biological sciences; Other

**Nurs & Pro Disc & Ed (N=13)**
- Early childhood education; Education (general); Elementary, middle school education; Mathematics education; Music or art education; Nursing; Nutrition and dietetics; Other education; Parks, recreation, leisure studies, sports mgmt.; Physical education; Secondary education; Social studies education; Social work; Special education

**Business & Other (N=16)**
- Accounting; Business administration; Business education; Economics; Entrepreneurial studies; Finance; Hospitality and tourism; Information systems; Information technology; International business; Management; Management information systems; Marketing; Military science; Organizational leadership or behavior; Other business; Other, not listed; Political science; Public administration, policy; Supply chain and operations management; Technical, vocational studies

**Health Professions (N=19)**
- Allied health; Biomedical science; Dentistry; Health science; Health technology (medical, dental, laboratory); Healthcare administration and policy; Kinesiology; Medicine; Neuroscience; Occupational safety and health; Occupational therapy; Other health professions; Pharmacy; Physical therapy; Rehabilitation sciences; Speech therapy; Veterinary science

**Aero and Engineering (N=18)**
- Aeronautical engineering; Astronomy; Atmospheric science (including meteorology); Bioengineering; Biomedical engineering; Chemical engineering; Civil engineering; Computer engineering and technology; Earth science (including geology); Electrical or electronic engineering; Engineering (general); Industrial engineering; Materials engineering; Mechanical engineering; Other engineering; Petroleum engineering; Software engineering

(Unused category)

(Unused category)

(Unused category)

(Unused category)

**Unassigned Disciplines (N=0)**
### FSSE 2017 Disciplinary Area Report
#### Scale Snapshot
##### University of North Dakota

<table>
<thead>
<tr>
<th>FSSE Scale</th>
<th>Arts &amp; Sciences</th>
<th>Nurs &amp; Pro Disc &amp; Ed</th>
<th>Business &amp; Other</th>
<th>Health Professions</th>
<th>Aero and Engineering</th>
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<th>(Unused category)</th>
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<tr>
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<tr>
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<tr>
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<td>+</td>
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<tr>
<td>Quality of Interactions</td>
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<td>+</td>
<td>-</td>
<td>+</td>
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</table>

**Key:**

- Faculty in this disciplinary area scored higher than the institution's average on the given FSSE scale.
- Faculty in this disciplinary area scored lower than the institution's average on the given FSSE scale.

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).
## Higher-Order Learning

<table>
<thead>
<tr>
<th>FSSE Scale</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>N</th>
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<td>Higher-Order Learning</td>
<td>41.8</td>
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<td>72</td>
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<td>Reflective &amp; Int. Learning</td>
<td>43.0</td>
<td>16.6</td>
<td>77</td>
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<td>Learning Strategies</td>
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<td>17.5</td>
<td>73</td>
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<tr>
<td>Quantitative Reasoning</td>
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<td>19.7</td>
<td>77</td>
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## Learning Strategies

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<td>Collaborative Learning</td>
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<td>18.6</td>
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<td>Discussions with Div. Others</td>
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## Quantitative Reasoning

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<td>Student-Faculty Interaction</td>
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<td>79</td>
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<tr>
<td>Effective Teaching Practices</td>
<td>47.1</td>
<td>8.9</td>
<td>79</td>
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## Collaborative Learning

<table>
<thead>
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<th>FSSE Scale</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>N</th>
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</thead>
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<tr>
<td>Quality of Interactions</td>
<td>30.3</td>
<td>10.8</td>
<td>81</td>
</tr>
<tr>
<td>Supportive Environment</td>
<td>38.6</td>
<td>12.6</td>
<td>82</td>
</tr>
</tbody>
</table>

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**Notes:**

a. Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

b. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
1. How important is it to you that undergraduates at your institution do the following before they graduate?

| Var. Name | Response Options | Arts & Sciences Count | N | % | Nurs & Pro Disc & Ed Count | N | % | Business & Other Count | N | % | Health Professions Count | N | % | Aero and Engineering Count | N | % | (Unused category) Count | N | % | (Unused category) Count | N | % | (Unused category) Count | N | % | (Unused category) Count | N | % | (Unused category) Count | N | % |
|-----------|------------------|-----------------------|---|---|-----------------------------|---|---|------------------------|---|---|-------------------------|---|---|--------------------------|---|---|------------------------|---|---|------------------------|---|---|------------------------|---|---|
| a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | fintern | Not important | 3 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | Somewhat important | 19 | 23 | 1 | 8 | 4 | 25 | 2 | 11 | 1 | 6 | Important | 32 | 39 | 1 | 8 | 5 | 51 | 3 | 17 | 6 | 33 | Very important | 28 | 34 | 11 | 85 | 7 | 44 | 15 | 72 | 11 | 61 | Total | 82 | 100 | 13 | 100 | 16 | 100 | 18 | 100 | 18 | 100 |
| b. Hold a formal leadership role in a student organization or group | fleader | Not important | 26 | 32 | 2 | 15 | 2 | 13 | 4 | 21 | 2 | 11 | Somewhat important | 41 | 51 | 7 | 54 | 4 | 27 | 6 | 32 | 5 | 28 | Important | 13 | 16 | 3 | 23 | 5 | 33 | 9 | 47 | 11 | 61 | Very important | 1 | 1 | 1 | 8 | 4 | 27 | 0 | 0 | 0 | 0 | Total | 81 | 100 | 13 | 100 | 16 | 100 | 19 | 100 | 18 | 100 |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | flearncom | Not important | 21 | 26 | 0 | 0 | 5 | 31 | 4 | 22 | 5 | 28 | Somewhat important | 33 | 40 | 3 | 23 | 3 | 19 | 4 | 22 | 8 | 44 | Important | 21 | 26 | 5 | 38 | 5 | 31 | 8 | 44 | 4 | 22 | Very important | 7 | 9 | 5 | 38 | 3 | 19 | 2 | 11 | 1 | 6 | Total | 81 | 100 | 13 | 100 | 16 | 100 | 19 | 100 | 18 | 100 |
| d. Participate in a study abroad program | fabroad | Not important | 15 | 18 | 6 | 46 | 2 | 13 | 10 | 53 | 9 | 50 | Somewhat important | 27 | 33 | 5 | 38 | 9 | 60 | 8 | 42 | 7 | 39 | Important | 21 | 26 | 2 | 15 | 2 | 13 | 1 | 5 | 2 | 11 | Very important | 19 | 23 | 0 | 0 | 2 | 13 | 0 | 0 | 0 | 0 | Total | 82 | 100 | 13 | 100 | 16 | 100 | 19 | 100 | 18 | 100 |
| e. Work with a faculty member on a research project | fresearch | Not important | 5 | 6 | 2 | 15 | 3 | 20 | 3 | 17 | 1 | 6 | Somewhat important | 22 | 27 | 7 | 54 | 7 | 47 | 6 | 33 | 8 | 44 | Important | 36 | 44 | 3 | 23 | 3 | 20 | 8 | 44 | 8 | 44 | Very important | 18 | 22 | 1 | 8 | 2 | 13 | 1 | 6 | 1 | 6 | Total | 81 | 100 | 13 | 100 | 15 | 100 | 18 | 100 | 18 | 100 |
| f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | fcapstone | Not important | 5 | 6 | 2 | 17 | 0 | 0 | 2 | 13 | 0 | 0 | Somewhat important | 4 | 5 | 2 | 17 | 3 | 19 | 2 | 11 | 1 | 6 | Important | 19 | 23 | 1 | 8 | 5 | 31 | 8 | 44 | 0 | 0 | Very important | 53 | 65 | 9 | 75 | 6 | 38 | 8 | 44 | 16 | 94 | Total | 81 | 100 | 12 | 100 | 16 | 100 | 18 | 100 | 17 | 100 |
| g. Participate in a community-based project (service-learning) as part of a course | fservice | Not important | 16 | 20 | 1 | 8 | 4 | 25 | 2 | 11 | 4 | 22 | Somewhat important | 37 | 45 | 2 | 15 | 6 | 38 | 7 | 39 | 12 | 67 | Important | 18 | 22 | 2 | 15 | 3 | 19 | 6 | 33 | 1 | 6 | Very important | 11 | 13 | 8 | 62 | 3 | 19 | 3 | 17 | 1 | 6 | Total | 82 | 100 | 13 | 100 | 16 | 100 | 18 | 100 | 18 | 100 |
### Survey Response Options

#### How important is it to you that your institution increase its emphasis on each of the following?

<table>
<thead>
<tr>
<th>Survey Response Options</th>
<th>Not important</th>
<th>Somewhat important</th>
<th>Important</th>
<th>Very important</th>
<th>Total</th>
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<tbody>
<tr>
<td>a. Students spending significant amount of time studying and on academic work</td>
<td>1</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>b. Providing support to help students succeed academically</td>
<td>1</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>c. Students using learning support services (tutoring services, writing center, etc.)</td>
<td>3</td>
<td>14</td>
<td>1</td>
<td>3</td>
<td>19</td>
</tr>
<tr>
<td>d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)</td>
<td>2</td>
<td>6</td>
<td>7</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>e. Providing opportunities for students to be involved socially</td>
<td>13</td>
<td>38</td>
<td>16</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)</td>
<td>5</td>
<td>21</td>
<td>6</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>g. Helping students manage their non-academic responsibilities (work, family, etc.)</td>
<td>8</td>
<td>28</td>
<td>34</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>h. Students attending campus activities and events (performing arts, athletic events, etc.)</td>
<td>9</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>i. Students attending events that address important social, economic, or political issues</td>
<td>5</td>
<td>10</td>
<td>24</td>
<td>3</td>
<td>17</td>
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</table>

### Frequency Distributions by Disciplinary Area

**University of North Dakota**

<table>
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<tr>
<th>Disciplinary Area</th>
<th>Arts &amp; Sciences</th>
<th>Nurs &amp; Pro Disc &amp; Ed</th>
<th>Business &amp; Other</th>
<th>Health Professions</th>
<th>Aero and Engineering</th>
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<th>(Unused category)</th>
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<td>Frequency Distributions</td>
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<td>Percent</td>
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</tr>
<tr>
<td>a. Students spending significant amount of time studying and on academic work</td>
<td>16</td>
<td>100</td>
<td>11</td>
<td>100</td>
<td>6</td>
<td>100</td>
<td>2</td>
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<tr>
<td>b. Providing support to help students succeed academically</td>
<td>11</td>
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<td>10</td>
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<td>2</td>
<td>100</td>
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<tr>
<td>c. Students using learning support services (tutoring services, writing center, etc.)</td>
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<td>100</td>
<td>18</td>
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<td>100</td>
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<tr>
<td>d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)</td>
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<td>100</td>
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<tr>
<td>e. Providing opportunities for students to be involved socially</td>
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<tr>
<td>f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)</td>
<td>17</td>
<td>100</td>
<td>16</td>
<td>100</td>
<td>15</td>
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<td>100</td>
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<tr>
<td>g. Helping students manage their non-academic responsibilities (work, family, etc.)</td>
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<td>8</td>
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</tr>
<tr>
<td>h. Students attending campus activities and events (performing arts, athletic events, etc.)</td>
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<td>100</td>
<td>10</td>
<td>100</td>
<td>8</td>
<td>100</td>
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<tr>
<td>i. Students attending events that address important social, economic, or political issues</td>
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## 3. Indicate your perception of the quality of student interactions with the following people at your institution.

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### Frequency Distributions by Disciplinary Area

**University of North Dakota**

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#### University of North Dakota

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#### 5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

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<th>Business &amp; Other</th>
<th>Health Professions</th>
<th>Aero and Engineering</th>
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<th>(Unused category)</th>
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### Frequency Distributions by Disciplinary Area

#### University of North Dakota

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### Frequency Distributions by Disciplinary Area

**Universe of North Dakota**

#### 6. In a typical 7-day week, do you participate in the following activities?

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<th>Nurs &amp; Pro Disc &amp; Ed</th>
<th>Business &amp; Other</th>
<th>Health Professions</th>
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<td>Count</td>
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#### 7. During the current school year, have you taught an undergraduate course?

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#### 8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

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<td>Count</td>
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### Frequency Distributions by Disciplinary Area

#### University of North Dakota

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| 10. In your undergraduate courses, to what extent do you do the following? | | | | | | | | | | | | |
| a. Clearly explain course goals and requirements | fETgoals | Very little | 0                   | 0                  | 0                   | 0                   | 0                 | 0               | 0                | 0                | 0                |
|                                         | Some           | 7                | 9                   | 0                  | 0                   | 0                   | 2                 | 11              | 1                | 6                | 1                |
|                                         | Quite a bit    | 25               | 31                  | 3                  | 27                  | 5                   | 31                | 3               | 17              | 4                | 22               |
|                                         | Very much      | 48               | 60                  | 8                  | 73                  | 11                  | 69                | 13              | 72              | 13               | 72               |
|                                         | Total          | 80               | 100                 | 11                | 100                 | 16                   | 100               | 18              | 100             | 18               | 100              |
| b. Teach course sessions in an organized way | fETorganize | Very little | 0                   | 0                  | 0                   | 0                   | 0                 | 0               | 0                | 0                | 0                |
|                                         | Some           | 4                | 5                   | 0                  | 0                   | 0                   | 0                 | 0               | 0                | 0                | 0                |
|                                         | Quite a bit    | 27               | 35                  | 2                  | 18                  | 2                   | 13                | 8               | 44              | 4                | 22               |
|                                         | Very much      | 46               | 60                  | 9                  | 82                  | 14                  | 88                | 10              | 56              | 14               | 78               |
|                                         | Total          | 77               | 100                 | 11                | 100                 | 16                   | 100               | 18              | 100             | 18               | 100              |
| c. Use examples or illustrations to explain difficult points | fETexample | Very little | 0                   | 0                  | 0                   | 0                   | 0                 | 0               | 0                | 0                | 0                |
|                                         | Some           | 1                | 1                   | 0                  | 0                   | 0                   | 0                 | 0               | 0                | 0                | 0                |
|                                         | Quite a bit    | 14               | 18                  | 3                  | 27                  | 4                   | 25                | 1               | 6                | 2                | 11               |
|                                         | Very much      | 64               | 81                  | 8                  | 73                  | 12                  | 75                | 17              | 94              | 16               | 89               |
|                                         | Total          | 79               | 100                 | 11                | 100                 | 16                   | 100               | 18              | 100             | 18               | 100              |
| d. Use a variety of teaching techniques to accommodate diversity in student learning styles | fETvariety | Very little | 2                   | 3                  | 0                   | 0                   | 0                 | 1               | 6                | 1                | 6                |
|                                         | Some           | 10               | 13                  | 0                  | 0                   | 3                   | 19                | 5               | 28              | 2                | 12               |
|                                         | Quite a bit    | 33               | 42                  | 4                  | 36                  | 5                   | 31                | 5               | 28              | 8                | 47               |
|                                         | Very much      | 34               | 43                  | 7                  | 64                  | 8                   | 50                | 7               | 39              | 6                | 35               |
|                                         | Total          | 79               | 100                 | 11                | 100                 | 16                   | 100               | 18              | 100             | 17               | 100              |
| e. Review and summarize material for students | fETreview | Very little | 1                   | 1                  | 0                   | 0                   | 1                 | 6               | 1                | 6                | 1                |
|                                         | Some           | 16               | 20                  | 4                  | 36                  | 4                   | 25                | 4               | 24              | 5                | 28               |
|                                         | Quite a bit    | 31               | 39                  | 1                  | 9                   | 8                   | 50                | 5               | 29              | 6                | 33               |
|                                         | Very much      | 32               | 40                  | 6                  | 55                  | 3                   | 19                | 7               | 41              | 7                | 39               |
|                                         | Total          | 80               | 100                 | 11                | 100                 | 16                   | 100               | 17              | 100             | 18               | 100              |
### FSSE 2017 Disciplinary Area Report
#### Frequency Distributions by Disciplinary Area

**University of North Dakota**

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13. What is the class level of most students in your selected course section?

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14. Estimate the total number of students in your selected course section.

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15. Does your selected course section fulfill a general education requirement on your campus?

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### 16. In what format do you teach your selected course section?

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<th>Business &amp; Other</th>
<th>Health Professions</th>
<th>Aero and Engineering</th>
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### 17. In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

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<th>Business &amp; Other</th>
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</table>
18. In an average 7-day week, about how many hours do you think the typical student *actually* spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?

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<th>Nurs &amp; Pro Disc &amp; Ed</th>
<th>Business &amp; Other</th>
<th>Health Professions</th>
<th>Aero and Engineering</th>
<th>(Unused category)</th>
<th>(Unused category)</th>
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</table>

19a. In an average 7-day week, of the time students spend preparing for your selected course section about how many hours do you expect the typical student to spend on assigned reading?

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<th>Arts &amp; Sciences</th>
<th>Nurs &amp; Pro Disc &amp; Ed</th>
<th>Business &amp; Other</th>
<th>Health Professions</th>
<th>Aero and Engineering</th>
<th>(Unused category)</th>
<th>(Unused category)</th>
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<td>7</td>
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<td>6</td>
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b. If #19a is greater than 0: About how much of the assigned reading in your selected course section do you think the typical student completes?

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<th>Business &amp; Other</th>
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<th>Aero and Engineering</th>
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<td>27</td>
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## Frequency Distributions by Disciplinary Area

### University of North Dakota

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<th>Arts &amp; Sciences</th>
<th>Nurs &amp; Pro Disc &amp; Ed</th>
<th>Business &amp; Other</th>
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### Other activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

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<th>Business &amp; Other</th>
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### Working for pay on campus

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## FSSE 2017 Disciplinary Area Report

### Frequency Distributions by Disciplinary Area

University of North Dakota

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21. In your selected course section, to what extent do you think the typical student does their best work?

- Very little
- Some
- Quite a bit
- Very much

22. In your selected course section, how important is it to you that the typical student do the following?

- Not important
- Somewhat important
- Important
- Very important

- Ask questions or contribute to course discussions in other ways
- Prepare two or more drafts of a paper or assignment before turning it in
- Come to class having completed readings or assignments
- Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)

---

Commuting to campus (driving, walking, etc.)

fscommute

ftchallenge

faskquest

fdrafts

fprepared

fQRconclude
### 23. In your selected course section, how important is it to you that the typical student do the following?

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<th>Business &amp; Health</th>
<th>Aero and Engineering</th>
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<th>(Unused category)</th>
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<tr>
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<tr>
<td>c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
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<td>Very important</td>
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<tr>
<td>d. Examine the strengths and weaknesses of their own views on a topic or issue</td>
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<td>Very important</td>
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<tr>
<td>e. Try to better understand someone else's views by imagining how an issue looks from their perspective</td>
<td>Very important</td>
<td>Very important</td>
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<td>Very important</td>
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<tr>
<td>f. Learn something that changes the way they understand an issue or concept</td>
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<td>g. Connect ideas from your course to their prior experiences and knowledge</td>
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24. In your selected course section, about what percent of class time is spent on the following?

a. Lecture

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b. Discussion

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### FSSE 2017 Disciplinary Area Report

#### Frequency Distributions by Disciplinary Area

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<td>h. Experiential activities (labs, field etc.)</td>
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**FSSE 2017 Disciplinary Area Report • 22**
## 25. In your selected course section, how much do you encourage students to do the following?

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<th>Nurs &amp; Pro Disc &amp; Ed</th>
<th>Business &amp; Other</th>
<th>Health Professions</th>
<th>Aero and Engineering</th>
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<th>(Unused category)</th>
<th>(Unused category)</th>
<th>(Unused category)</th>
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<td>26c. Prepare for exams by discussing or working through course material</td>
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<td>Some</td>
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<td></td>
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</tr>
<tr>
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<td>Very much</td>
<td>23 31 1 11 4 31 5 29 9 56</td>
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<td>Total</td>
<td>75 100 9 100 13 100 17 100 16 100</td>
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### FSSE 2017 Disciplinary Area Report
#### Frequency Distributions by Disciplinary Area

**University of North Dakota**

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<th>Nurs &amp; Pro Disc &amp; Ed Count</th>
<th>Business &amp; Other Count</th>
<th>Health Professions Count</th>
<th>Aero and Engineering Count</th>
<th>(Unused category) Count</th>
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<td>d. Work with other students on course projects or assignments</td>
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<td>100</td>
<td>13</td>
<td>100</td>
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<td>g. Summarize what has been learned from class or from course materials</td>
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<td>11</td>
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</table>

### FSSE 2017 Disciplinary Area Report  •  24

#### 26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?

| a. People of a race or ethnicity other than their own | fDD:race Very little | 29 | 39 | 1 | 13 | 8 | 67 | 7 | 41 | 8 | 50 |
| | Some | 29 | 39 | 3 | 38 | 3 | 25 | 6 | 35 | 4 | 25 |
| | | 8 | 11 | 4 | 50 | 1 | 8 | 3 | 18 | 4 | 25 |
| | | 9 | 12 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 |
| Total | | 75 | 100 | 8 | 100 | 12 | 100 | 17 | 100 | 16 | 100 |
| b. People from an economic background other than their own | fDD:economic Very little | 25 | 34 | 1 | 13 | 7 | 58 | 5 | 29 | 5 | 33 |
| | Some | 26 | 35 | 3 | 38 | 4 | 33 | 8 | 47 | 8 | 53 |
| | | 16 | 22 | 3 | 38 | 1 | 8 | 3 | 18 | 2 | 13 |
| | | 7 | 9 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 |
| Total | | 74 | 100 | 8 | 100 | 12 | 100 | 17 | 100 | 15 | 100 |
| c. People with religious beliefs other than their own | fDD:religion Very little | 34 | 46 | 1 | 13 | 7 | 58 | 5 | 31 | 7 | 44 |
| | Some | 20 | 27 | 2 | 25 | 4 | 33 | 7 | 44 | 6 | 38 |
| | | 15 | 18 | 5 | 63 | 1 | 8 | 3 | 19 | 2 | 13 |
| | | 7 | 9 | 0 | 0 | 0 | 0 | 1 | 6 | 1 | 6 |
| Total | | 74 | 100 | 8 | 100 | 12 | 100 | 16 | 100 | 16 | 100 |
| d. People with political views other than their own | fDD:political Very little | 26 | 35 | 1 | 13 | 5 | 42 | 2 | 13 | 4 | 27 |
| | Some | 25 | 34 | 2 | 25 | 6 | 50 | 11 | 69 | 9 | 60 |
| | | 14 | 19 | 5 | 63 | 1 | 8 | 2 | 13 | 2 | 13 |
| | | 9 | 12 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 |
| Total | | 74 | 100 | 8 | 100 | 12 | 100 | 16 | 100 | 15 | 100 |
| e. People with a sexual orientation other than their own | fDD:orientation Very little | 33 | 45 | 1 | 13 | 7 | 64 | 7 | 44 | 8 | 53 |
| | Some | 25 | 34 | 4 | 50 | 3 | 27 | 8 | 50 | 7 | 47 |
| | | 8 | 11 | 3 | 38 | 1 | 9 | 0 | 0 | 0 | 0 |
| | | 8 | 11 | 0 | 0 | 0 | 0 | 1 | 6 | 0 | 0 |
| Total | | 74 | 100 | 8 | 100 | 11 | 100 | 16 | 100 | 15 | 100 |
27. In your selected course section, how much does the coursework emphasize the following?

<table>
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<th>Response Options</th>
<th>Arts &amp; Sciences</th>
<th>Nurs &amp; Pro Disc &amp; Ed</th>
<th>Business &amp; Other</th>
<th>Health Professions</th>
<th>Aero and Engineering</th>
<th>(Unused category)</th>
<th>(Unused category)</th>
<th>(Unused category)</th>
<th>(Unused category)</th>
<th>(Unused category)</th>
</tr>
</thead>
<tbody>
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<td>3 38</td>
<td>1 9</td>
<td>4 24</td>
<td>6 38</td>
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<td>3 38</td>
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<td>4 36</td>
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## 28a. Does your selected course section include assigned papers, reports, or other writing tasks?

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**If #28a is Yes:** About how many papers, reports, or other writing tasks of the following lengths do you assign?

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**University of North Dakota**

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

a. Writing clearly and effectively

b. Speaking clearly and effectively

c. Thinking critically and analytically

d. Analyzing numerical and statistical information
### Frequency Distributions by Disciplinary Area

#### University of North Dakota

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