

# University of Baltimore

## *FSSE 2016 Disciplinary Area Report*

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*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.

#### **FSSE results included in this report**

- FSSE Scale Snapshot
- FSSE Scales
- Frequency Distributions

### 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

Related-discipline categories with fewer than 10 respondents are not reported (columns are blank). Although 10 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.

# FSSE 2016 Disciplinary Area Report

## Composition of Disciplinary Areas

### University of Baltimore

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: 8/5/2016

Selection Method: CUSTOM CATEGORIES – Institution-selected

#### Arts & Humanities (N=20)

Arts, fine and applied; English (language and literature); History; Humanities (general); Liberal arts and sciences; Other humanities; Other language and literature; Philosophy; Spanish (language and literature)

#### (Unused category)

#### Phys Sci, Math (N=3)

Biochemistry or biophysics; Biology (general); Botany; Chemistry; Earth science (including geology); Mathematics; Microbiology or bacteriology; Natural resources and conservation; Natural science; Other physical sciences; Physical sciences (general); Physics; Statistics

#### Social Sciences (N=5)

Psychology

#### Business (N=21)

Accounting; Business administration; Computer information systems; Computer science; Economics; Entrepreneurial studies; Finance; Hospitality and tourism; Information systems; International business; Management; Management information systems; Marketing; Network security and systems; Organizational leadership or behavior; Other business; Supply chain and operations management

#### Com, Media, Info Tec (N=13)

Broadcast communications; Communications (general); Environmental science/studies; General studies; Information technology; Journalism; Mass communications and media studies; Multi, Interdisciplinary studies; Other communications; Other computer science and technology; Public relations and advertising; Software engineering; Telecommunications

#### (Unused category)

#### (Unused category)

#### (Unused category)

#### Social Svc Professions (N=36)

Criminal justice; Criminology; Family and consumer studies; Forensics; Healthcare administration and policy; International relations; Justice administration; Law; Other health professions; Other social sciences; Other, not listed; Political science; Professional studies (general); Public administration, policy; Public safety and emergency management; Social sciences (general); Social work; Sociology; Urban planning

#### Unassigned Disciplines (N=2)

Aero-, astronomical engineering; Agriculture; Allied health; Anthropology; Architecture; Art history; Astronomy; Atmospheric science (including meteorology); Bioengineering; Biomedical engineering; Biomedical science; Business education; Cell and molecular biology; Chemical engineering; Civil engineering; Computer engineering and technology; Dentistry; Early childhood education; Education (general); Electrical or electronic engineering; Elementary, middle school education; Engineering (general); Ethnic studies; French (language and literature); Gender studies; Geography; Health science; Health technology (medical, dental, laboratory); Industrial engineering; Kinesiology; Marine science; Materials engineering; Mathematics education; Mechanical engineering; Medicine; Music; Military science; Music or art education; Neuroscience; Nursing; Nutrition and dietetics; Occupational safety and health;

# FSSE 2016 Disciplinary Area Report

Scale Snapshot

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FSSE Scale	Arts & Humanities	(Unused category)	Phys Sci, Math	Social Sciences	Business	Com, Media, Info Tec	(Unused category)	(Unused category)	(Unused category)	Social Svc Professions
<b>Academic Challenge</b>										
Higher-Order Learning	+				-	-				+
Reflective & Integrative Learning	+				-	-				+
Learning Strategies	-				+	-				+
Quantitative Reasoning	-				+	-				+
<b>Learning with Peers</b>										
Collaborative Learning	+				+	-				-
Discussions with Diverse Others	+				+	-				-
<b>Experiences with Faculty</b>										
Student-Faculty Interaction	-				+	-				-
Effective Teaching Practices	-				+	-				+
<b>Campus Environment</b>										
Quality of Interactions	+				-	+				-
Supportive Environment	+				+	-				-

**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.

# FSSE 2016 Disciplinary Area Report

## FSSE Scales by Disciplinary Area<sup>a</sup>

### University of Baltimore

FSSE Scale	Mean									Standard Deviation <sup>b</sup>									N									
	Arts & Humanities (Unused category)	Phys Sci, Math	Social Sciences	Business	Com, Media, Info Tec	(Unused category)	(Unused category)	(Unused category)	Social Svc Professions	Arts & Humanities (Unused category)	Phys Sci, Math	Social Sciences	Business	Com, Media, Info Tec	(Unused category)	(Unused category)	(Unused category)	Social Svc Professions	Arts & Humanities (Unused category)	Phys Sci, Math	Social Sciences	Business	Com, Media, Info Tec	(Unused category)	(Unused category)	(Unused category)	Social Svc Professions	
<b>Academic Challenge</b>																												
Higher-Order Learning	50.7			39.4	39.4				46.7	8.5			14.5	11.6				10.6	14				16	9				15
Reflective & Int. Learning	51.8			37.6	37.1				45.9	8.6			16.1	16.5				12.6	15				19	9				15
Learning Strategies	33.8			43.7	32.6				43.3	16.6			14.9	11.3				16.9	14				18	9				14
Quantitative Reasoning	25.0			41.4	22.2				37.6	26.7			19.6	15.3				20.5	16				19	9				14
<b>Learning with Peers</b>																												
Collaborative Learning	35.4			35.6	32.2				33.2	17.5			16.9	11.2				18.1	14				16	9				14
Discussions with Div. Others	48.6			44.4	38.3				34.3	13.8			17.9	18.9				21.8	14				17	9				15
<b>Experiences with Faculty</b>																												
Student-Faculty Interaction	28.3			31.8	23.5				29.0	13.2			11.3	10.6				8.7	18				20	10				15
Effective Teaching Practices	47.0			50.0	42.1				51.8	6.8			7.0	9.7				8.1	18				20	11				14
<b>Campus Environment</b>																												
Quality of Interactions	35.4			32.8	34.5				32.5	11.0			10.4	9.0				9.9	20				20	13				36
Supportive Environment	45.8			38.5	34.3				36.0	9.3			10.4	12.8				11.8	20				21	13				35

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.

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>1. How important is it to you that undergraduates at your institution do the following before they graduate?</b>																					
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	Not important	0	0						1	5	0	0							4	11
		Somewhat important	2	10						3	14	0	0							7	19
		Important	9	45						4	19	7	54							9	25
		Very important	9	45						13	62	6	46							16	44
		Total	20	100						21	100	13	100								36
b. Hold a formal leadership role in a student organization or group	fleader	Not important	2	10						5	24	5	38							10	29
		Somewhat important	12	60						10	48	5	38							15	43
		Important	5	25						6	29	3	23							9	26
		Very important	1	5						0	0	0	0							1	3
		Total	20	100						21	100	13	100								35
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	Not important	3	15						5	24	2	15							8	22
		Somewhat important	5	25						9	43	4	31							14	39
		Important	7	35						2	10	7	54							10	28
		Very important	5	25						5	24	0	0							4	11
		Total	20	100						21	100	13	100								36
d. Participate in a study abroad program	fabroad	Not important	7	35						4	19	3	25							14	40
		Somewhat important	8	40						10	48	7	58							10	29
		Important	4	20						4	19	2	17							7	20
		Very important	1	5						3	14	0	0							4	11
		Total	20	100						21	100	12	100								35
e. Work with a faculty member on a research project	fresearch	Not important	1	5						9	43	1	8							6	17
		Somewhat important	8	40						6	29	4	31							15	43
		Important	9	45						4	19	4	31							11	31
		Very important	2	10						2	10	4	31							3	9
		Total	20	100						21	100	13	100								35
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	Not important	0	0						3	15	0	0							5	14
		Somewhat important	2	10						4	20	0	0							8	23
		Important	6	30						3	15	2	15							11	31
		Very important	12	60						10	50	11	85							11	31
		Total	20	100						20	100	13	100								35
g. Participate in a community-based project (service-learning) as part of a course	fservice	Not important	1	5						4	19	0	0							7	19
		Somewhat important	5	25						9	43	2	15							10	28
		Important	7	35						5	24	4	31							14	39
		Very important	7	35						3	14	7	54							5	14
		Total	20	100						21	100	13	100								36

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

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## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>2. How important is it to you that your institution <i>increase</i> its emphasis on each of the following?</b>																					
a. Students spending significant amounts of time studying and on academic work	fempstudy	Not important	0	0							0	0	2	15						3	8
		Somewhat important	2	11							2	10	4	31						5	14
		Important	9	47							12	57	2	15						9	25
		Very important	8	42							7	33	5	38						19	53
		Total	19	100							21	100	13	100						36	100
b. Providing support to help students succeed academically	fSEacademic	Not important	0	0							0	0	0	0						1	3
		Somewhat important	0	0							2	10	1	9						4	11
		Important	3	15							6	29	0	0						12	34
		Very important	17	85							13	62	10	91						18	51
		Total	20	100							21	100	11	100						35	100
c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	Not important	0	0							0	0	2	15						1	3
		Somewhat important	2	10							2	10	1	8						8	22
		Important	5	25							8	40	4	31						12	33
		Very important	13	65							10	50	6	46						15	42
		Total	20	100							20	100	13	100						36	100
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	Not important	0	0							3	14	1	8						4	11
		Somewhat important	3	15							2	10	5	38						7	19
		Important	7	35							8	38	4	31						6	17
		Very important	10	50							8	38	3	23						19	53
		Total	20	100							21	100	13	100						36	100
e. Providing opportunities for students to be involved socially	fSEsocial	Not important	0	0							2	10	1	8						3	8
		Somewhat important	4	20							5	24	6	46						13	36
		Important	8	40							8	38	5	38						15	42
		Very important	8	40							6	29	1	8						5	14
		Total	20	100							21	100	13	100						36	100
f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	Not important	1	5							2	10	1	8						2	6
		Somewhat important	0	0							3	14	6	50						12	34
		Important	11	55							10	48	2	17						15	43
		Very important	8	40							6	29	3	25						6	17
		Total	20	100							21	100	12	100						35	100
g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	Not important	1	5							2	10	1	8						2	6
		Somewhat important	4	20							7	33	3	23						14	39
		Important	10	50							6	29	6	46						12	33
		Very important	5	25							6	29	3	23						8	22
		Total	20	100							21	100	13	100						36	100

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

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

	Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	Not important	1	5							2	10	2	15							3	8
		Somewhat important	4	20							9	43	8	62							20	56
		Important	10	50							9	43	3	23							12	33
		Very important	5	25							1	5	0	0							1	3
		Total	20	100								21	100	13	100							36
i. Students attending events that address important social, economic, or political issues	fSEevents	Not important	0	0							4	19	1	8							6	17
		Somewhat important	3	15							3	14	6	46							12	33
		Important	11	55							13	62	6	46							16	44
		Very important	6	30							1	5	0	0							2	6
		Total	20	100								21	100	13	100							36
<b>3. Indicate your perception of the quality of student interactions with the following people at your institution.</b>																						
a. Other students	fQIstudent	Poor	0	0							1	5	0	0							2	6
		2	0	0							0	0	0	0							1	3
		3	3	15							1	5	1	8							0	0
		4	6	30							6	32	5	38							12	33
		5	5	25							9	47	3	23							12	33
		6	4	20							1	5	3	23							6	17
		Excellent	2	10							1	5	1	8							3	8
		Total	20	100								19	100	13	100							36
b. Academic advisors	fQIadvisor	Poor	1	5							0	0	0	0							1	3
		2	2	10							2	10	1	8							1	3
		3	3	15							5	24	1	8							4	11
		4	2	10							5	24	6	46							16	46
		5	4	20							3	14	2	15							9	26
		6	6	30							5	24	2	15							4	11
		Excellent	2	10							1	5	1	8							0	0
		Total	20	100								21	100	13	100							35
c. Faculty	fQIfaculty	Poor	0	0							1	5	0	0							1	3
		2	0	0							1	5	0	0							1	3
		3	5	25							1	5	1	9							7	19
		4	1	5							5	24	2	18							7	19
		5	4	20							5	24	3	27							10	28
		6	7	35							6	29	3	27							9	25
		Excellent	3	15							2	10	2	18							1	3
		Total	20	100								21	100	11	100							36



## FSSE 2016 Disciplinary Area Report

### Frequency Distributions by Disciplinary Area

#### University of Baltimore

	Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	Poor	1	5							2	10	0	0							0	0
		2	0	0							2	10	0	0							7	19
		3	6	30							3	15	2	15							5	14
		4	7	35							5	25	6	46							11	31
		5	3	15							5	25	3	23							10	28
		6	2	10							3	15	2	15							3	8
		Excellent	1	5							0	0	0	0							0	0
		Total	20	100							20	100	13	100							36	100
e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	Poor	2	10							3	14	0	0							2	6
		2	3	15							1	5	3	23							4	11
		3	1	5							5	24	4	31							6	17
		4	6	30							3	14	4	31							12	33
		5	3	15							6	29	0	0							8	22
		6	2	10							2	10	2	15							4	11
		Excellent	3	15							1	5	0	0							0	0
		Total	20	100							21	100	13	100							36	100
<b>4. In a typical 7-day week, about how many hours do you spend on each of the following?</b>																						
a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	ftmteach	0	1	5							0	0	0	0							0	0
		1-4	0	0							0	0	0	0							4	11
		5-8	5	25							5	24	2	15							6	17
		9-12	3	15							3	14	0	0							10	28
		13-16	3	15							1	5	2	15							1	3
		17-20	2	10							6	29	3	23							3	8
		21-30	5	25							4	19	5	38							5	14
		More than 30 hours	1	5							2	10	1	8							7	19
		Total	20	100							21	100	13	100							36	100
b. Advising students	ftmadvise	0	3	15							4	19	4	33							6	17
		1-4	13	65							12	57	4	33							21	58
		5-8	4	20							2	10	2	17							4	11
		9-12	0	0							1	5	2	17							1	3
		13-16	0	0							0	0	0	0							2	6
		17-20	0	0							2	10	0	0							2	6
		21-30	0	0							0	0	0	0							0	0
		More than 30 hours	0	0							0	0	0	0							0	0
		Total	20	100							21	100	12	100							36	100

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

	Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Research, creative, or scholarly activities	ftmresearch	0	2	11							1	5	1	8							7	19
		1-4	3	16							4	19	5	38							9	25
		5-8	5	26							4	19	3	23							8	22
		9-12	4	21							3	14	4	31							5	14
		13-16	2	11							3	14	0	0							2	6
		17-20	1	5							3	14	0	0							4	11
		21-30	1	5							2	10	0	0							0	0
		More than 30 hours	1	5							1	5	0	0							1	3
		Total	19	100								21	100	13	100							36
d. Service activities (committee work, administrative duties, etc.)	ftmserviceacts	0	3	15							5	24	0	0							9	25
		1-4	6	30							4	19	3	23							11	31
		5-8	6	30							8	38	2	15							3	8
		9-12	1	5							2	10	1	8							5	14
		13-16	0	0							0	0	4	31							4	11
		17-20	3	15							1	5	2	15							1	3
		21-30	0	0							1	5	0	0							1	3
		More than 30 hours	1	5							0	0	1	8							2	6
		Total	20	100								21	100	13	100							36
<b>5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?</b>																						
a. Preparing class sessions	ftmprepclass	0	2	10							0	0	0	0							1	3
		1-4	7	35							7	33	4	31							17	47
		5-8	8	40							8	38	8	62							7	19
		9-12	2	10							6	29	0	0							5	14
		13-16	0	0							0	0	1	8							4	11
		17-20	1	5							0	0	0	0							2	6
		More than 20 hours	0	0							0	0	0	0							0	0
		Total	20	100								21	100	13	100							36
b. Teaching class sessions	ftmteachclass	0	1	5							0	0	0	0							0	0
		1-4	6	32							4	19	4	33							19	54
		5-8	8	42							7	33	3	25							10	29
		9-12	4	21							7	33	5	42							4	11
		13-16	0	0							3	14	0	0							0	0
		17-20	0	0							0	0	0	0							2	6
		More than 20 hours	0	0							0	0	0	0							0	0
		Total	19	100								21	100	12	100							35

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

	Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Grading assignments and exams	ftmgrade	0	0	0							0	0	0	0							2	6
		1-4	9	50							8	40	8	73							21	58
		5-8	4	22							8	40	3	27							8	22
		9-12	4	22							2	10	0	0							3	8
		13-16	0	0							2	10	0	0							0	0
		17-20	1	6							0	0	0	0							1	3
		More than 20 hours	0	0							0	0	0	0							1	3
		Total	18	100								20	100	11	100							36
d. Meeting with students outside of class	ftmmeet	0	3	16						1	5	0	0								6	17
		1-4	15	79							17	81	10	77							22	61
		5-8	1	5							2	10	1	8							3	8
		9-12	0	0							0	0	0	0							4	11
		13-16	0	0							1	5	2	15							1	3
		17-20	0	0							0	0	0	0							0	0
		More than 20 hours	0	0							0	0	0	0							0	0
		Total	19	100								21	100	13	100							36
e. Course administration (emailing students, maintaining course website, etc.)	ftmadmin	0	1	5						0	0	0	0								1	3
		1-4	14	74							14	67	9	69							28	78
		5-8	3	16							4	19	4	31							4	11
		9-12	1	5							1	5	0	0							0	0
		13-16	0	0							2	10	0	0							0	0
		17-20	0	0							0	0	0	0							2	6
		More than 20 hours	0	0							0	0	0	0							1	3
		Total	19	100								21	100	13	100							36
f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	ftmimprove	0	4	21						2	10	1	8								5	14
		1-4	8	42							12	57	10	77							24	67
		5-8	7	37							6	29	2	15							6	17
		9-12	0	0							0	0	0	0							0	0
		13-16	0	0							1	5	0	0							0	0
		17-20	0	0							0	0	0	0							1	3
		More than 20 hours	0	0							0	0	0	0							0	0
		Total	19	100								21	100	13	100							36

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>6. In a typical 7-day week, do you participate in the following activities?</b>																					
a. Working with undergraduates on research	fdresearch	No	15	75							20	95	9	69						32	91
		Yes	5	25							1	5	4	31						3	9
		Total	20	100							21	100	13	100						35	100
b. Supervising undergraduate internships or other field experiences	fdintern	No	14	70							17	85	11	85						34	97
		Yes	6	30							3	15	2	15						1	3
		Total	20	100							20	100	13	100						35	100
<b>7. During the current school year, have you taught an undergraduate course? If No, respondent answers #11 then skips to #31.</b>																					
ugradcrs		No	2	10							1	5	2	15						21	60
		Yes	18	90							20	95	11	85						14	40
		Total	20	100							21	100	13	100						35	100
<b>8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?</b>																					
a. Talked about their career plans	fSFcareer	Never	1	6							1	5	1	9						0	0
		Sometimes	8	44							7	35	7	64						5	33
		Often	6	33							6	30	3	27						9	60
		Very often	3	17							6	30	0	0						1	7
		Total	18	100							20	100	11	100						15	100
b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	Never	6	33							5	25	4	40						3	20
		Sometimes	7	39							10	50	3	30						10	67
		Often	5	28							3	15	3	30						2	13
		Very often	0	0							2	10	0	0						0	0
		Total	18	100							20	100	10	100						15	100
c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	Never	2	11							0	0	2	18						0	0
		Sometimes	10	56							9	45	4	36						8	53
		Often	4	22							8	40	4	36						6	40
		Very often	2	11							3	15	1	9						1	7
		Total	18	100							20	100	11	100						15	100
d. Discussed their academic performance	fSFperform	Never	1	6							0	0	0	0						0	0
		Sometimes	6	33							7	35	9	82						8	53
		Often	7	39							12	60	2	18						5	33
		Very often	4	22							1	5	0	0						2	13
		Total	18	100							20	100	11	100						15	100

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?</b>																					
fservcourse	None	7	39							11	55	5	45							9	60
	Some	10	56							7	35	6	55							4	27
	Most	0	0							2	10	0	0							1	7
	All	1	6							0	0	0	0							1	7
	Total		18	100							20	100	11	100							15
<b>10. In your undergraduate courses, to what extent do you do the following?</b>																					
a. Clearly explain course goals and requirements	fETgoals	Very little	0	0						0	0	0	0							0	0
		Some	0	0						0	0	2	18							0	0
		Quite a bit	4	22						6	30	4	36							3	21
		Very much	14	78						14	70	5	45							11	79
		Total		18	100						20	100	11	100							14
b. Teach course sessions in an organized way	fETorganize	Very little	0	0						0	0	0	0							0	0
		Some	1	6						0	0	1	9							0	0
		Quite a bit	8	44						3	15	4	36							2	15
		Very much	9	50						17	85	6	55							11	85
		Total		18	100						20	100	11	100							13
c. Use examples or illustrations to explain difficult points	fETexample	Very little	0	0						0	0	0	0							0	0
		Some	1	6						0	0	0	0							0	0
		Quite a bit	5	29						2	10	4	36							2	14
		Very much	11	65						18	90	7	64							12	86
		Total		17	100						20	100	11	100							14
d. Use a variety of teaching techniques to accommodate diversity in student learning styles	fETvariety	Very little	0	0						0	0	0	0							0	0
		Some	4	22						6	30	3	27							1	7
		Quite a bit	5	28						8	40	4	36							8	57
		Very much	9	50						6	30	4	36							5	36
		Total		18	100						20	100	11	100							14
e. Review and summarize material for students	fETreview	Very little	1	6						0	0	1	9							0	0
		Some	4	22						2	10	3	27							0	0
		Quite a bit	8	44						9	45	4	36							8	57
		Very much	5	28						9	45	3	27							6	43
		Total		18	100						20	100	11	100							14

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fETstandards	Very little	0	0							0	0	0	0						1	7
		Some	3	17							1	5	3	27						0	0
		Quite a bit	10	56							9	45	3	27						2	14
		Very much	5	28							10	50	5	45						11	79
		Total	18	100							20	100	11	100						14	100
g. Provide feedback to students on drafts or works in progress	fETdraftfb	Very little	0	0							0	0	0	0						0	0
		Some	4	22							6	30	5	45						3	21
		Quite a bit	5	28							6	30	4	36						3	21
		Very much	9	50							8	40	2	18						8	57
		Total	18	100							20	100	11	100						14	100
h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	Very little	0	0							0	0	1	10						0	0
		Some	3	18							1	5	3	30						0	0
		Quite a bit	5	29							5	25	5	50						6	43
		Very much	9	53							14	70	1	10						8	57
		Total	17	100							20	100	10	100						14	100
<b>13. What is the class level of most students in your selected course section?</b>																					
division	Lower division (mostly first-year students or sophomores)	6	33								6	32	5	45						3	20
	Upper division (mostly juniors or seniors)	10	56								13	68	6	55						12	80
	Other	2	11								0	0	0	0						0	0
	Total	18	100								19	100	11	100						15	100
<b>14. Estimate the total number of students in your selected course section.</b>																					
crssize	20 or fewer	5	28								0	0	3	27						4	27
	21-30	10	56								7	35	8	73						8	53
	31-40	3	17								10	50	0	0						3	20
	41-50	0	0								2	10	0	0						0	0
	51-100	0	0								0	0	0	0						0	0
	More than 100	0	0								1	5	0	0						0	0
	Total	18	100								20	100	11	100						15	100
<b>15. Does your selected course section fulfill a general education requirement on your campus?</b>																					
gened	No	5	28								12	60	6	55						10	67
	Yes	13	72								8	40	5	45						5	33
	Total	18	100								20	100	11	100						15	100

## FSSE 2016 Disciplinary Area Report

### Frequency Distributions by Disciplinary Area

#### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>16. In what format do you teach your selected course section?</b>																					
format	Classroom instruction on-campus	14	78							14	70	10	91							9	60
	Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)	0	0							0	0	0	0							0	0
	Distance education (online, live or pre-recorded video or audio, correspondence, etc.)	2	11							2	10	0	0							4	27
	Combination of classroom instruction and distance education	2	11							4	20	1	9							2	13
	Total	18	100							20	100	11	100							15	100
<b>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)?</b>																					
fmprepect	0	0	0							0	0	0	0							0	0
	1	0	0							0	0	0	0							0	0
	2	2	12							1	5	1	10							2	13
	3	6	35							0	0	4	40							2	13
	4	3	18							4	20	2	20							1	7
	5	1	6							2	10	2	20							3	20
	6	3	18							6	30	1	10							2	13
	7	0	0							1	5	0	0							1	7
	8	1	6							1	5	0	0							4	27
	9	0	0							2	10	0	0							0	0
	10	1	6							3	15	0	0							0	0
	More than 10 hours	0	0							0	0	0	0							0	0
	Total	17	100							20	100	10	100							15	100

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>18. In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?</b>																					
ftmprepaactual	0	1	6							0	0	1	10							1	7
	1	7	41							8	40	7	70							4	27
	2	5	29							4	20	0	0							6	40
	3	3	18							5	25	1	10							0	0
	4	1	6							0	0	0	0							1	7
	5	0	0							2	10	0	0							2	13
	6	0	0							0	0	1	10							0	0
	7	0	0							0	0	0	0							0	0
	8	0	0							1	5	0	0							1	7
	9	0	0							0	0	0	0							0	0
	10	0	0							0	0	0	0							0	0
		More than 10 hours	0	0							0	0	0	0							0
	Total	17	100							20	100	10	100							15	100
<b>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?</b>																					
ftmread	0	0	0							0	0	1	11							0	0
	1	4	24							1	5	7	78							5	33
	2	7	41							11	55	0	0							1	7
	3	4	24							6	30	0	0							1	7
	4	2	12							0	0	0	0							5	33
	5	0	0							2	10	1	11							2	13
	6	0	0							0	0	0	0							0	0
	7	0	0							0	0	0	0							0	0
	8	0	0							0	0	0	0							1	7
	9	0	0							0	0	0	0							0	0
	10	0	0							0	0	0	0							0	0
		More than 10 hours	0	0							0	0	0	0							0
	Total	17	100							20	100	9	100							15	100
<b>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?</b>																					
freading	None	0	0							0	0	1	14							0	0
	Some	10	59							14	70	4	57							9	60
	Most	7	41							6	30	2	29							6	40
	All	0	0							0	0	0	0							0	0
	Total	17	100							20	100	7	100							15	100



# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>20. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?</b>																					
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	0	0							0	0	1	11							0	0
		15	88							15	79	5	56							14	93
		1	6							3	16	2	22							1	7
		0	0							1	5	1	11							0	0
		1	6							0	0	0	0							0	0
		0	0							0	0	0	0							0	0
		0	0							0	0	0	0							0	0
		0	0							0	0	0	0							0	0
		17	100							19	100	9	100							15	100
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	ftmcocurr	0	38							6	32	2	25							5	33
		10	63							12	63	6	75							10	67
		0	0							1	5	0	0							0	0
		0	0							0	0	0	0							0	0
		0	0							0	0	0	0							0	0
		0	0							0	0	0	0							0	0
		0	0							0	0	0	0							0	0
		16	100							19	100	8	100							15	100
c. Working for pay on campus	ftmworkon	0	33							8	40	5	56							5	33
		3	20							7	35	2	22							6	40
		5	33							4	20	0	0							1	7
		1	7							1	5	2	22							0	0
		0	0							0	0	0	0							1	7
		1	7							0	0	0	0							1	7
		0	0							0	0	0	0							1	7
		0	0							0	0	0	0							0	0
		15	100							20	100	9	100							15	100

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

	Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. Working for pay off campus	ftmworkoff	0	1	6							1	5	0	0							0	0
		1-5	2	13							0	0	0	0							2	15
		6-10	2	13							1	5	1	11							2	15
		11-15	0	0							3	15	1	11							1	8
		16-20	2	13							6	30	5	56							1	8
		21-25	4	25							2	10	1	11							3	23
		26-30	2	13							2	10	1	11							1	8
		More than 30 hours	3	19							5	25	0	0							3	23
		Total	16	100							20	100	9	100							13	100
e. Doing community service or volunteer work	ftmservice	0	4	25							7	35	3	33							4	27
		1-5	10	63							13	65	6	67							11	73
		6-10	2	13							0	0	0	0							0	0
		11-15	0	0							0	0	0	0							0	0
		16-20	0	0							0	0	0	0							0	0
		21-25	0	0							0	0	0	0							0	0
		26-30	0	0							0	0	0	0							0	0
		More than 30 hours	0	0							0	0	0	0							0	0
		Total	16	100							20	100	9	100							15	100
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	0	0	0							0	0	0	0							0	0
		1-5	1	6							3	15	0	0							7	47
		6-10	7	41							2	10	3	33							2	13
		11-15	6	35							9	45	2	22							4	27
		16-20	2	12							2	10	2	22							1	7
		21-25	0	0							2	10	2	22							0	0
		26-30	0	0							1	5	0	0							0	0
		More than 30 hours	1	6							1	5	0	0							1	7
		Total	17	100							20	100	9	100							15	100
g. Providing care for dependents (children, parents, etc.)	ftmcare	0	1	6							4	21	0	0							0	0
		1-5	4	24							1	5	4	44							4	29
		6-10	5	29							6	32	3	33							5	36
		11-15	1	6							3	16	1	11							1	7
		16-20	3	18							4	21	1	11							3	21
		21-25	2	12							1	5	0	0							0	0
		26-30	0	0							0	0	0	0							0	0
		More than 30 hours	1	6							0	0	0	0							1	7
		Total	17	100							19	100	9	100							14	100

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

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
h. Commuting to campus (driving, walking, etc.)	ftmcommute	0	0							0	0	0	0							0	0
		1-5	14	82							9	45	5	56						8	62
		6-10	3	18							11	55	4	44						3	23
		11-15	0	0							0	0	0	0						1	8
		16-20	0	0							0	0	0	0						1	8
		21-25	0	0							0	0	0	0						0	0
		26-30	0	0							0	0	0	0						0	0
		More than 30 hours	0	0							0	0	0	0						0	0
		Total	17	100							20	100	9	100						13	100
<b>21. In your selected course section, to what extent do you think the typical student does his or her best work?</b>																					
fchallenge	Very little	0	0							1	5	0	0							1	7
		Some	4	25							10	50	4	44						5	33
		Quite a bit	12	75							7	35	5	56						8	53
		Very much	0	0							2	10	0	0						1	7
		Total	16	100							20	100	9	100						15	100
<b>22. In your selected course section, how important is it to you that the typical student do the following?</b>																					
a. Ask questions or contribute to course discussions in other ways	faskquest	Not important	0	0						0	0	0	0							0	0
		Somewhat important	0	0							0	0	0	0						1	7
		Important	2	13							4	21	4	44						3	20
		Very important	14	88							15	79	5	56						11	73
		Total	16	100							19	100	9	100						15	100
b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	Not important	1	7						4	21	2	22							3	20
		Somewhat important	5	33							5	26	3	33						5	33
		Important	5	33							4	21	0	0						4	27
		Very important	4	27							6	32	4	44						3	20
		Total	15	100							19	100	9	100						15	100
c. Come to class having completed readings or assignments	fprepared	Not important	1	6						0	0	0	0							0	0
		Somewhat important	0	0							0	0	2	22						1	7
		Important	5	31							5	26	1	11						2	13
		Very important	10	63							14	74	6	67						12	80
		Total	16	100							19	100	9	100						15	100
d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	Not important	7	44						3	16	4	44							2	13
		Somewhat important	3	19							3	16	1	11						2	13
		Important	0	0							2	11	1	11						4	27
		Very important	6	38							11	58	3	33						7	47
		Total	16	100							19	100	9	100						15	100

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# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	Not important	7	44							1	5	4	44							3	20
		Somewhat important	3	19							4	21	1	11							1	7
		Important	2	13							4	21	3	33							7	47
		Very important	4	25							10	53	1	11							4	27
		Total	16	100							19	100	9	100							15	100
f. Evaluate what others have concluded from numerical information	fQRevaluate	Not important	8	50							2	11	3	33							2	14
		Somewhat important	1	6							5	26	4	44							2	14
		Important	2	13							5	26	2	22							6	43
		Very important	5	31							7	37	0	0							4	29
		Total	16	100							19	100	9	100							14	100
<b>23. In your selected course section, how important is it to you that the typical student do the following?</b>																						
a. Combine ideas from different courses when completing assignments	fRIintegrate	Not important	1	7							1	5	0	0							0	0
		Somewhat important	1	7							2	11	4	44							4	27
		Important	6	40							11	58	2	22							5	33
		Very important	7	47							5	26	3	33							6	40
		Total	15	100							19	100	9	100							15	100
b. Connect his or her learning to societal problems or issues	fRIsocietal	Not important	0	0							2	11	1	11							1	7
		Somewhat important	1	7							6	33	3	33							1	7
		Important	5	33							6	33	2	22							4	27
		Very important	9	60							4	22	3	33							9	60
		Total	15	100							18	100	9	100							15	100
c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	Not important	0	0							7	37	2	22							1	7
		Somewhat important	1	7							2	11	2	22							3	20
		Important	5	33							5	26	3	33							4	27
		Very important	9	60							5	26	2	22							7	47
		Total	15	100							19	100	9	100							15	100
d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	Not important	0	0							2	11	2	22							1	7
		Somewhat important	1	7							5	26	2	22							3	20
		Important	4	27							5	26	2	22							5	33
		Very important	10	67							7	37	3	33							6	40
		Total	15	100							19	100	9	100							15	100
e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	Not important	0	0							5	28	2	22							1	7
		Somewhat important	0	0							4	22	2	22							1	7
		Important	6	40							4	22	0	0							6	40
		Very important	9	60							5	28	5	56							7	47
		Total	15	100							18	100	9	100							15	100

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## FSSE 2016 Disciplinary Area Report

### Frequency Distributions by Disciplinary Area

#### University of Baltimore

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			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
f. Learn something that changes the way he or she understands an issue or concept	fRInewview	Not important	0	0							1	6	0	0							0	0
		Somewhat important	0	0							3	17	3	33							0	0
		Important	4	27							7	39	3	33							7	47
		Very important	11	73							7	39	3	33							8	53
		Total	15	100								18	100	9	100							15
g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	Not important	0	0							1	5	0	0							0	0
		Somewhat important	0	0							1	5	3	33							1	7
		Important	2	13							5	26	1	11							5	33
		Very important	13	87							12	63	5	56							9	60
		Total	15	100								19	100	9	100							15
<b>24. In your selected course section, about what percent of class time is spent on the following?</b>																						
a. Lecture	flecture	0%	1	7							1	6	0	0							0	0
		1-9%	3	21							1	6	0	0							1	7
		10-19%	2	14							1	6	1	11							4	27
		20-29%	3	21							3	17	2	22							1	7
		30-39%	3	21							2	11	1	11							0	0
		40-49%	0	0							5	28	4	44							4	27
		50-74%	2	14							3	17	1	11							3	20
		75% or more	0	0							2	11	0	0							2	13
		Total	14	100								18	100	9	100							15
b. Discussion	fdiscuss	0%	0	0							0	0	1	11							0	0
		1-9%	1	7							4	22	2	22							3	21
		10-19%	1	7							4	22	2	22							1	7
		20-29%	3	21							5	28	0	0							4	29
		30-39%	4	29							3	17	2	22							5	36
		40-49%	1	7							1	6	2	22							0	0
		50-74%	4	29							0	0	0	0							1	7
		75% or more	0	0							1	6	0	0							0	0
		Total	14	100								18	100	9	100							14

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

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			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Small-group activities	fsmgroup	0%	0	0							6	35	2	25							6	40
		1-9%	3	25							3	18	2	25							6	40
		10-19%	5	42							4	24	1	13							0	0
		20-29%	4	33							2	12	1	13							1	7
		30-39%	0	0							2	12	1	13							2	13
		40-49%	0	0							0	0	1	13							0	0
		50-74%	0	0							0	0	0	0							0	0
		75% or more	0	0							0	0	0	0							0	0
		Total	12	100								17	100	8	100							15
d. Student presentations or performances	fpresent	0%	1	8							6	33	1	13							3	21
		1-9%	7	54							5	28	6	75							5	36
		10-19%	4	31							4	22	0	0							2	14
		20-29%	0	0							0	0	0	0							3	21
		30-39%	1	8							1	6	0	0							1	7
		40-49%	0	0							1	6	1	13							0	0
		50-74%	0	0							0	0	0	0							0	0
		75% or more	0	0							1	6	0	0							0	0
		Total	13	100								18	100	8	100							14
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	4	29							10	59	3	43							6	40
		1-9%	2	14							1	6	1	14							1	7
		10-19%	3	21							2	12	2	29							2	13
		20-29%	3	21							1	6	0	0							5	33
		30-39%	1	7							1	6	0	0							0	0
		40-49%	0	0							1	6	0	0							0	0
		50-74%	1	7							1	6	1	14							1	7
		75% or more	0	0							0	0	0	0							0	0
		Total	14	100								17	100	7	100							15
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	2	15							10	56	5	56							7	47
		1-9%	4	31							4	22	2	22							4	27
		10-19%	3	23							3	17	2	22							2	13
		20-29%	3	23							0	0	0	0							1	7
		30-39%	1	8							0	0	0	0							0	0
		40-49%	0	0							0	0	0	0							1	7
		50-74%	0	0							1	6	0	0							0	0
		75% or more	0	0							0	0	0	0							0	0
		Total	13	100								18	100	9	100							15

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# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

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			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess	0%	5	36							2	11	2	22							2	13
		1-9%	6	43							7	39	4	44							5	33
		10-19%	2	14							4	22	2	22							5	33
		20-29%	0	0							2	11	0	0							1	7
		30-39%	0	0							1	6	1	11							1	7
		40-49%	0	0							1	6	0	0							0	0
		50-74%	1	7							0	0	0	0							1	7
		75% or more	0	0							1	6	0	0							0	0
Total	14	100								18	100	9	100							15	100	
h. Experiential activities (labs, field work, clinical or field placements, etc.)	factivity	0%	7	50							10	56	3	33							8	53
		1-9%	3	21							2	11	1	11							6	40
		10-19%	2	14							2	11	3	33							1	7
		20-29%	1	7							1	6	0	0							0	0
		30-39%	1	7							2	11	0	0							0	0
		40-49%	0	0							1	6	0	0							0	0
		50-74%	0	0							0	0	2	22							0	0
		75% or more	0	0							0	0	0	0							0	0
Total	14	100								18	100	9	100							15	100	
<b>25. In your selected course section, how much do you encourage students to do the following?</b>																						
a. Ask other students for help understanding course material	fCLaskhelp	Very little	1	7							1	6	0	0							3	21
		Some	3	21							3	18	3	33							3	21
		Quite a bit	5	36							7	41	4	44							3	21
		Very much	5	36							6	35	2	22							5	36
		Total	14	100								17	100	9	100							14
b. Explain course material to other students	fCLexplain	Very little	2	14							4	22	0	0							2	13
		Some	2	14							3	17	4	44							3	20
		Quite a bit	7	50							5	28	4	44							6	40
		Very much	3	21							6	33	1	11							4	27
		Total	14	100								18	100	9	100							15
c. Prepare for exams by discussing or working through course material with other students	fCLstudy	Very little	2	14							4	24	3	33							0	0
		Some	6	43							3	18	2	22							4	27
		Quite a bit	3	21							6	35	4	44							7	47
		Very much	3	21							4	24	0	0							4	27
		Total	14	100								17	100	9	100							15

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

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			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. Work with other students on course projects or assignments	fCLproject	Very little	3	21							2	11	1	11							6	40
		Some	1	7							4	22	2	22							3	20
		Quite a bit	6	43							8	44	4	44							3	20
		Very much	4	29							4	22	2	22							3	20
		Total	14	100							18	100	9	100								15
e. Identify key information from reading assignments	fLSreading	Very little	1	7							0	0	1	11							1	7
		Some	2	14							3	17	3	33							2	13
		Quite a bit	5	36							8	44	3	33							3	20
		Very much	6	43							7	39	2	22							9	60
		Total	14	100							18	100	9	100								15
f. Review notes after class	fLSnotes	Very little	5	36							1	6	1	11							3	20
		Some	5	36							4	22	3	33							2	13
		Quite a bit	3	21							4	22	4	44							4	27
		Very much	1	7							9	50	1	11							6	40
		Total	14	100							18	100	9	100								15
g. Summarize what has been learned from class or from course materials	fLSsummary	Very little	2	14							0	0	2	22							0	0
		Some	2	14							5	28	0	0							1	7
		Quite a bit	5	36							5	28	6	67							7	50
		Very much	5	36							8	44	1	11							6	43
		Total	14	100							18	100	9	100								14
<b>26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?</b>																						
a. People of a race or ethnicity other than their own	fDDrace	Very little	0	0							1	6	1	11							3	20
		Some	1	7							1	6	1	11							2	13
		Quite a bit	3	21							4	24	2	22							2	13
		Very much	10	71							11	65	5	56							8	53
		Total	14	100							17	100	9	100								15
b. People from an economic background other than their own	fDDeconomic	Very little	0	0							1	6	1	11							3	20
		Some	1	7							1	6	1	11							4	27
		Quite a bit	4	29							4	24	4	44							3	20
		Very much	9	64							11	65	3	33							5	33
		Total	14	100							17	100	9	100								15
c. People with religious beliefs other than their own	fDDreligion	Very little	0	0							2	12	1	11							4	27
		Some	3	21							3	18	2	22							4	27
		Quite a bit	4	29							3	18	4	44							2	13
		Very much	7	50							9	53	2	22							5	33
		Total	14	100							17	100	9	100								15

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			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. People with political views other than their own	fDDpolitical	Very little	0	0							3	18	1	11							4	27
		Some	5	36							3	18	3	33							3	20
		Quite a bit	1	7							5	29	3	33							2	13
		Very much	8	57							6	35	2	22							6	40
		Total	14	100							17	100	9	100							15	100
e. People with a sexual orientation other than their own	fddsexorient	Very little	1	7							5	31	1	11							6	43
		Some	5	36							5	31	4	44							3	21
		Quite a bit	3	21							3	19	2	22							2	14
		Very much	5	36							3	19	2	22							3	21
		Total	14	100							16	100	9	100							14	100
<b>27. In your selected course section, how much does the coursework emphasize the following?</b>																						
a. Memorizing course material	fmemorize	Very little	9	64							5	31	2	22							6	40
		Some	3	21							8	50	6	67							6	40
		Quite a bit	2	14							3	19	1	11							1	7
		Very much	0	0							0	0	0	0							2	13
		Total	14	100							16	100	9	100							15	100
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	0	0							0	0	0	0							1	7
		Some	0	0							1	6	1	11							1	7
		Quite a bit	5	36							5	29	4	44							3	20
		Very much	9	64							11	65	4	44							10	67
		Total	14	100							17	100	9	100							15	100
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	Very little	0	0							1	6	0	0							0	0
		Some	0	0							3	18	3	33							1	7
		Quite a bit	5	36							8	47	2	22							7	47
		Very much	9	64							5	29	4	44							7	47
		Total	14	100							17	100	9	100							15	100
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	0	0							2	12	2	22							1	7
		Some	3	21							8	47	2	22							1	7
		Quite a bit	2	14							4	24	2	22							4	27
		Very much	9	64							3	18	3	33							9	60
		Total	14	100							17	100	9	100							15	100
e. Forming a new idea or understanding from various pieces of information	fHOform	Very little	0	0							2	13	0	0							1	7
		Some	1	7							4	25	4	44							2	13
		Quite a bit	6	43							5	31	3	33							7	47
		Very much	7	50							5	31	2	22							5	33
		Total	14	100							16	100	9	100							15	100

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		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>28a. Does your selected course section include assigned papers, reports, or other writing tasks?</b>																					
fwrwriting	No	0	0							4	24	3	33							4	27
	Yes	14	100							13	76	6	67							11	73
	Total	14	100							17	100	9	100							15	100
<i>If #28a is Yes: About how many papers, reports, or other writing tasks of the following lengths do you assign?</i>																					
b. Up to 5 pages	fwrshort	0	0							0	0	1	17							0	0
	1	0	0							1	9	0	0							4	44
	2	2	15							3	27	0	0							0	0
	3	3	23							4	36	2	33							2	22
	4	3	23							2	18	2	33							0	0
	5	2	15							0	0	0	0							0	0
	6	1	8							0	0	0	0							1	11
	7	0	0							0	0	0	0							1	11
	8	0	0							0	0	0	0							0	0
	9	0	0							0	0	0	0							0	0
	10	2	15							0	0	0	0							1	11
	More than 10 papers, etc.	0	0							1	9	1	17							0	0
	Total	13	100							11	100	6	100							9	100
c. From 6 to 10 pages	fwrmed	0	22							3	38	1	20							4	50
	1	5	56							3	38	3	60							2	25
	2	0	0							0	0	1	20							0	0
	3	2	22							1	13	0	0							1	13
	4	0	0							0	0	0	0							1	13
	5	0	0							0	0	0	0							0	0
	6	0	0							0	0	0	0							0	0
	7	0	0							0	0	0	0							0	0
	8	0	0							0	0	0	0							0	0
	9	0	0							0	0	0	0							0	0
	10	0	0							0	0	0	0							0	0
	More than 10 papers, etc.	0	0							1	13	0	0							0	0
	Total	9	100							8	100	5	100							8	100

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			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. 11 pages or more	fwrlong	0	6	75							3	50	3	100							5	83
		1	1	13							2	33	0	0							1	17
		2	0	0							0	0	0	0							0	0
		3	1	13							0	0	0	0							0	0
		4	0	0							0	0	0	0							0	0
		5	0	0							0	0	0	0							0	0
		6	0	0							0	0	0	0							0	0
		7	0	0							0	0	0	0							0	0
		8	0	0							0	0	0	0							0	0
		9	0	0							0	0	0	0							0	0
		10	0	0							0	0	0	0							0	0
		More than 10 papers, etc.	0	0							1	17	0	0							0	0
		Total	8	100							6	100	3	100							6	100
<b>29. To what extent do you structure your selected course section so that students learn and develop in the following areas?</b>																						
a. Writing clearly and effectively	fcgwrite	Very little	0	0							2	12	3	33							1	7
		Some	1	7							7	41	3	33							2	13
		Quite a bit	6	43							4	24	2	22							0	0
		Very much	7	50							4	24	1	11							12	80
		Total	14	100							17	100	9	100							15	100
b. Speaking clearly and effectively	fcgspeak	Very little	2	14							3	18	2	22							4	27
		Some	4	29							5	29	6	67							2	13
		Quite a bit	7	50							3	18	1	11							1	7
		Very much	1	7							6	35	0	0							8	53
		Total	14	100							17	100	9	100							15	100
c. Thinking critically and analytically	fcgthink	Very little	0	0							0	0	0	0							0	0
		Some	0	0							1	6	1	11							0	0
		Quite a bit	3	23							5	29	3	33							4	29
		Very much	10	77							11	65	5	56							10	71
		Total	13	100							17	100	9	100							14	100
d. Analyzing numerical and statistical information	fcganalyze	Very little	7	50							1	6	3	33							2	13
		Some	4	29							4	25	4	44							6	40
		Quite a bit	2	14							5	31	1	11							4	27
		Very much	1	7							6	38	1	11							3	20
		Total	14	100							16	100	9	100							15	100

# FSSE 2016 Disciplinary Area Report

## Frequency Distributions by Disciplinary Area

### University of Baltimore

	Var. Name	Response Options	Arts & Humanities		(Unused category)		Phys Sci, Math		Social Sciences		Business		Com, Media, Info Tec		(Unused category)		(Unused category)		(Unused category)		Social Svc Professions	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
e. Acquiring job- or work-related knowledge and skills	fcgwork	Very little	3	25							0	0	1	11							3	20
		Some	4	33							2	12	2	22							4	27
		Quite a bit	5	42							9	53	2	22							1	7
		Very much	0	0							6	35	4	44							7	47
		Total	12	100								17	100	9	100							15
f. Working effectively with others	fcgothers	Very little	0	0							2	12	1	11							2	13
		Some	5	36							5	29	4	44							5	33
		Quite a bit	4	29							4	24	2	22							3	20
		Very much	5	36							6	35	2	22							5	33
		Total	14	100								17	100	9	100							15
g. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	2	14							6	35	4	44							3	20
		Some	4	29							3	18	4	44							4	27
		Quite a bit	4	29							4	24	1	11							3	20
		Very much	4	29							4	24	0	0							5	33
		Total	14	100								17	100	9	100							15
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	Very little	0	0							10	59	4	44							3	20
		Some	3	21							0	0	2	22							2	13
		Quite a bit	5	36							3	18	1	11							5	33
		Very much	6	43							4	24	2	22							5	33
		Total	14	100								17	100	9	100							15
i. Solving complex real-world problems	fcgprobsolve	Very little	0	0							1	6	0	0							1	7
		Some	4	29							3	18	3	33							3	20
		Quite a bit	6	43							5	29	4	44							5	33
		Very much	4	29							8	47	2	22							6	40
		Total	14	100								17	100	9	100							15
j. Being an informed and active citizen	fcgcitizen	Very little	0	0							5	29	3	33							3	21
		Some	4	31							3	18	1	11							2	14
		Quite a bit	5	38							3	18	2	22							5	36
		Very much	4	31							6	35	3	33							4	29
		Total	13	100								17	100	9	100							14