APPENDIX I:

FACULTY AND STUDENT TECHNOLOGY USE

NOTE: As part of the Southern Education Foundation, Inc.'s *Gateway 21 Project*, a technology survey was first administered to all Xavier faculty members in fall 1998. The results of the survey then proved especially helpful to the Center for the Advancement of Teaching as indicators of faculty and institutional technology needs and interests.

The Center administered the survey again in March 2001. The results of the survey have helped the University in general and the Center in particular to measure the extent to which technology changes and initiatives have impacted the institution. The survey results have also provided the Center with a better sense of current faculty technology needs and interests.

I am just beginning to learn how to use basic applications such as word processors and drill and practice software.		
Response	1998	2001
Agree	12.1% (11)	8.2% (6)
Disagree	87.9% (80)	91.7% (67)

Table 1. 1998 and 2001 technology survey data, question 1.
(*t* test, p=0.4193)

I am familiar with a variety of applications and often require students to use technology to complete assignments.		
Response	1998	2001
Agree	62.2% (56)	69.9% (51)
Disagree	37.8% (34)	30.1% (22)
Missing	1 (-)	-

Table 12. 1998 and 2001 technology survey data, question 2.
(*t* test, p=0.307)

I regularly use technology for collaboration, communication, and research and integrate these processes into classroom instruction.		
Response	1998	2001
Agree	60.7% (54)	75.3% (55)
Disagree	39.3% (35)	24.7% (18)
Missing	2 (-)	-

Table 3. 1998 and 2001 technology survey data, question 3.
(*t* test, p=0.0477)*

I use technology as a tool to craft curriculum and new teaching and learning techniques.		
Response	1998	2001
Agree	65.5% (59)	69.8% (51)
Disagree	34.4% (31)	30.1% (22)
Missing	1 (-)	-

Table 4. 1998 and 2001 technology survey data, question 4.
(*t* test, p=0.5594)

To what extent do you currently incorporate computer technology into classroom instruction?		
Response	1998	2001
Frequently	24.4% (22)	34.7% (25)
Occasionally	38.9% (35)	38.8% (28)
Seldom	25.6% (23)	13.8% (10)
Never	11.1% (10)	12.5% (9)
Missing	1 (-)	-

Table 5. 1998 and 2001 technology survey data, question 5. (Chi-square, p=0.2412)

Insufficient technical equipment infrastructure (i.e., cables, routers, wiring) is a barrier to my incorporating computer technology into my classroom instruction (excluding Web-Based Instruction).		
Response	1998	2001
Strongly Agree	35.6% (32)	28.7% (21)
Agree	31. 1(28)	26.0% (19)
Disagree	21.1% (19)	21.9% (16)
Strongly Disagree	4.4% (4)	10.9% (8)
No Opinion	7.8% (7)	12.3% (9)
Missing	1 (-)	-

Table 6. 1998 and 2001 technology survey data, question 6. (Chi-square, p=0.3902)

Insufficient equipment (i.e., computers, servers) is a barrier to my incorporating computer technology into my classroom instruction (excluding Web-Based Instruction).		
Response	1998	2001
Strongly Agree	43.3% (39)	21.9% (16)
Agree	27.8% (25)	28.7% (21)
Disagree	21.1% (19)	26.0% (19)
Strongly Disagree	3.3% (3)	12.3% (9)
No Opinion	4.4% (4)	10.9% (8)
Missing	1 (-)	-

Table 7. 1998 and 2001 technology survey data, question 7. (Chi-square, p=0.013)*

Insufficient technical support (i.e., technology administrators, etc.) is a barrier to my incorporating computer technology into my classroom instruction (excluding Web-Based Instruction).		
Response	1998	2001
Strongly Agree	35.6% (32)	7.0% (5)
Agree	34.4% (31)	27.3% (20)
Disagree	24.4% (22)	43.8% (32)
Strongly Disagree	1.1% (1)	8.2% (6)
No Opinion	4.4% (4)	10.9% (8)
Missing	1 (-)	-

Table 8. 1998 and 2001 technology survey data, question 8. (Chi-square, p=0.00)**

Insufficient personal training on computer technology (excluding Web-Based Instruction) is a barrier to my incorporating computer technology into my classroom.		
Response	1998	2001
Strongly Agree	12.2% (11)	9.5% (7)
Agree	34.4% (31)	17.8% (13)
Disagree	34.4% (31)	46.5% (34)
Strongly Disagree	14.4% (13)	16.4% (12)
No Opinion	4.4% (4)	8.2% (6)
Missing	1 (-)	-

Table 9. 1998 and 2001 technology survey data, question 9. (Chi-square, p=0.1404)

Do you currently incorporate Web-Based Instruction into your course work?		
Response	1998	2001
Frequently	6.7% (6)	20.5% (15)
Occasionally	21.1% (19)	28.7% (21)
Seldom	26.7% (24)	21.9% (16)
Never	45.6% (41)	28.7% (21)
Missing	1 (-)	-

Table 10. 1998 and 2001 technology survey data, question 10. (Chi-square, p=0.035)*

Insufficient technical equipment infrastructure (i.e., cables, routers, wiring) is a barrier to my incorporating Web-Based Instruction into my classroom.		
Response	1998	2001
Strongly Agree	36.0% (32)	21.7% (15)
Agree	25.8% (23)	24.6% (17)
Disagree	20.2% (18)	31.8% (22)
Strongly Disagree	3.4% (3)	7.2% (5)
No Opinion	13.5% (12)	14.4% (10)
Missing	2 (-)	-

Table 11. 1998 and 2001 technology survey data, question 11. (Chi-square, p=0.2053)

Insufficient equipment (i.e., computers, modems, servers) is a barrier to my incorporating Web-Based Instruction into my classroom.		
Response	1998	2001
Strongly Agree	37.5% (33)	20.5% (16)
Agree	30.7% (27)	19.2% (15)
Disagree	18.2% (16)	28.2% (22)
Strongly Disagree	2.3% (2)	19.2% (15)
No Opinion	11.4% (10)	12.8% (10)
Missing	3 (-)	-

Table 12. 1998 and 2001 technology survey data, question 12. (Chi-square, p=0.0006)**

Insufficient technical support (i.e., technology administrators, webmasters, etc.) is a barrier to my incorporating Web-Based Instruction into my classroom.		
Response	1998	2001
Strongly Agree	34.1% (30)	10.0% (7)
Agree	30.7% (27)	28.5% (20)
Disagree	21.6% (19)	40.0% (28)
Strongly Disagree	1.1% (1)	7.1% (5)
No Opinion	12.5% (11)	14.2% (10)
Missing	3 (-)	-

Table 13. 1998 and 2001 technology survey data, question 13. (Chi-square, p=0.0013)**

Insufficient personal training on Web-Based Instruction is a barrier to my incorporating Web-Based Instruction into my classroom.		
Response	1998	2001
Strongly Agree	20.5% (18)	15.7% (11)
Agree	38.6% (34)	22.8% (16)
Disagree	21.6% (19)	40.0% (28)
Strongly Disagree	9.1% (8)	8.5% (6)
No Opinion	10.2% (9)	12.8% (9)
Missing	3 (-)	-

Table 14. 1998 and 2001 technology survey data, question 14. (Chi-square, p=0.0833)

To what extent do you use word processors?		
Response	1998	2001
At least once a month	96.7% (88)	95.7% (68)
Less than once a month but at least in three months	1.1% (1)	1.4% (1)
Less than once a year	1.1% (1)	-
Never	1.1% (1)	2.8% (2)

Table 15. 1998 and 2001 technology survey data, question 15. (p=0.6938)

To what extent do you use spreadsheets?		
Response	1998	2001
At least once a month	49.5% (45)	57.5% (42)
Less than once a month but at least in three months	8.8% (8)	4.1% (3)
Less than once in three months but at least once a year	8.8% (8)	8.2% (6)
Less than once a year	7.7% (7)	9.5% (7)
Never	25.3% (23)	20.5% (15)

Table 16. 1998 and 2001 technology survey data, question 16. (Chi-square, p=0.6627)

To what extent do you use presentation software?		
Response	1998	2001
At least once a month	31.9% (29)	40.9% (27)
Less than once a month but at least in three months	17.6% (16)	13.6% (9)
Less than once in three months but at least once a year	13.2% (12)	9.0% (6)
Less than once a year	8.8% (8)	9.0% (6)
Never	28.6% (26)	27.2% (18)

Table 17. 1998 and 2001 technology survey data, question 17. (Chi-square, p=0.7656)

To what extent do you use Web publishing software?		
Response	1998	2001
At least once a month	25.3% (23)	31.9% (23)
Less than once a month but at least in three months	4.4% (4)	11.1% (8)
Less than once in three months but at least once a year	16.5% (15)	12.5% (9)
Less than once a year	12.1% (11)	5.5% (4)
Never	41.8% (38)	38.8% (28)

Table 18. 1998 and 2001 technology survey data, question 18. (Chi-square, p=0.242)

To what extent do you use software for collaborative work (NetMeeting, C-U-See Me, Lotus Notes, etc.)?		
Response	1998	2001
At least once a month	12.1% (11)	11.2% (8)
Less than once a month but at least in three months	3.3% (3)	4.2% (3)
Less than once in three months but at least once a year	3.3% (3)	4.2% (3)
Less than once a year	2.2% (2)	12.6% (9)
Never	79.1% (72)	67.6% (48)

Table 19. 1998 and 2001 technology survey data, question 19. (Chi-square, p=0.1175)

To what extent do you use research resources (CD-ROM or on-line resources)?		
Response	1998	2001
At least once a month	68.9% (62)	75.3% (55)
Less than once a month but at least in three months	12.2% (11)	9.5% (7)
Less than once in three months but at least once a year	7.8% (7)	2.7% (2)
Less than once a year	1.1% (1)	4.1% (3)
Never	10.0% (9)	8.2% (6)
Missing	1 (-)	-

Table 20. 1998 and 2001 technology survey data, question 20. (Chi-square, p=0.4121)

To what extent do you require your students to use word processors?		
Response	1998	2001
At least once a month	53.3% (48)	57.5% (42)
Less than once a month but at least in three months	24.4% (22)	19.1% (14)
Less than once in three months but at least once a year	5.6% (5)	9.5% (7)
Less than once a year	1.1% (1)	-
Never	15.6% (14)	13.6% (10)
Missing	1 (-)	-

Table 21. 1998 and 2001 technology survey data, question 21. (Chi-square, p=0.657)

To what extent do you require your students to use spreadsheets?		
Response	1998	2001
At least once a month	5.6% (5)	9.7% (7)
Less than once a month but at least in three months	6.7% (6)	9.7% (7)
Less than once in three months but at least once a year	7.8% (7)	2.7% (2)
Less than once a year	8.9% (8)	6.9% (5)
Never	71.1% (64)	70.8% (51)

Table 22. 1998 and 2001 technology survey data, question 22. (Chi-square, p=0.4945)

To what extent do you require your students to use presentation software?		
Response	1998	2001
At least once a month	14.4% (13)	15.0% (11)
Less than once a month but at least in three months	10.0% (96)	6.8% (5)
Less than once in three months but at least once a year	12.2% (11)	10.9% (8)
Less than once a year	3.3% (3)	5.4% (4)
Never	60.0% (54)	61.6% (45)
Missing	1 (-)	-

Table 23. 1998 and 2001 technology survey data, question 23. (Chi-square, p=0.9125)

To what extent do you require your students to use Web publishing software?		
Response	1998	2001
At least once a month	3.4% (3)	1.3% (1)
Less than once a month but at least in three months	5.6% (5)	2.7% (2)
Less than once in three months but at least once a year	2.2% (2)	4.1% (3)
Less than once a year	2.2% (2)	2.7% (2)
Never	86.5% (77)	89.0% (65)
Missing	2 (-)	-

Table 24. 1998 and 2001 technology survey data, question 24. (Chi-square, p=0.7471)

To what extent do you require your students to use software for collaborative work (NetMeeting, C-U-See Me, Lotus Notes, etc.)?		
Response	1998	2001
At least once a month	6.7% (6)	8.2% (6)
Less than once a month but at least in three months	1.1% (1)	5.4% (4)
Less than once in three months but at least once a year	7.9% (7)	1.3% (1)
Less than once a year	1.1% (1)	2.7% (2)
Never	83.1% (74)	82.1% (60)
Missing	2 (-)	-

Table 25. 1998 and 2001 technology survey data, question 25. (Chi-square, p=0.1598)

To what extent do you require your students to use research resources (CD-ROM or On-line resources)?		
Response	1998	2001
At least once a month	37.1% (33)	41.0% (30)
Less than once a month but at least in three months	15.7% (14)	21.9% (16)
Less than once in three months but at least once a year	14.6% (13)	16.4% (12)
Less than once a year	4.5% (4)	2.7% (2)
Never	28.1% (25)	17.8% (13)
Missing	2 (-)	-

Table 26. 1998 and 2001 technology survey data, question 26. (Chi-square, p=0.5211)

I _____ use e-mail as a part of classroom instruction.		
Response	1998	2001
Frequently	24.7% (22)	31.5% (23)
Occasionally	20.2% (18)	24.6% (18)
Seldom	15.7% (14)	20.5% (15)
Never	38.2% (34)	23.2% (17)
Missing	2 (-)	-

Table 27. 1998 and 2001 technology survey data, question 27. (Chi-square, p=0.2248)

I _____ use bulletin boards as a part of classroom instruction.		
Response	1998	2001
Frequently	5.6% (5)	12.1% (9)
Occasionally	7.9% (7)	12.1% (9)
Seldom	10.1% (9)	14.8% (11)
Never	75.3% (67)	60.8% (45)
Missing	1 (-)	-

Table 28. 1998 and 2001 technology survey data, question 28. (Chi-square, p=0.1919)

I _____ use list servers as a part of classroom instruction.		
Response	1998	2001
Frequently	5.7% (5)	4.1% (3)
Occasionally	10.2% (9)	13.8% (10)
Seldom	78.4% (69)	5.5% (4)
Never	5.7% (5)	76.3% (55)
Missing	3 (-)	-

Table 29. 1998 and 2001 technology survey data, question 29. (Chi-square, p=0.000)**

I _____ use chat lines as a part of classroom instruction.		
Response	1998	2001
Frequently	1.1% (1)	5.4% (4)
Occasionally	5.7% (5)	6.7% (5)
Seldom	87.5% (77)	6.7% (5)
Never	5.7% (5)	81.0% (60)
Missing	3 (-)	-

Table 30. 1998 and 2001 technology survey data, question 30. (Chi-square, p=0.000)**

What is your first preference for receiving training in the use of computer technology?		
Response	1998	2001
Workshops provided by designated faculty/professional trainer	53.3% (48)	56.5% (39)
Self-paced tutorial	20.0% (18)	18.8% (13)
One-on-one instruction	26.7% (24)	24.6% (17)
Missing	1 (-)	-

Table 31. 1998 and 2001 technology survey data, question 31. (Chi-square, p= 0.92)

To what extent are you interested in incorporating computer technology in your classes?		
Response	1998	2001
Very much	64.8% (57)	56.5% (39)
Somewhat	23.9% (21)	24.6% (17)
A little	9.1% (8)	14.4% (10)
Not at all	2.3% (2)	4.3% (3)
Missing	3 (-)	-

Table 32. 1998 and 2001 technology survey data, question 32. (Chi-square, p=0.5834)

Do you receive encouragement from your institution to integrate computer technology into classroom instruction?		
Response	1998	2001
Yes	89.8% (79)	83.5% (60)
No	10.2% (9)	16.6% (12)
Missing	3 (-)	-

Table 33. 1998 and 2001 technology survey data, question 33. (*t* test, p=0.23)

My gender is		
Response	1998	2001
Male	51.7% (46)	45.7% (32)
Female	48.3% (43)	54.2% (38)
Missing	2 (-)	-

Table 34. 1998 and 2001 technology survey data, question 34. (*t* test, p=0.4546)

The number of years I have been in college teaching is		
Response	1998	2001
0	5.6% (6)	2.6% (2)
1-5	31.5% (28)	20.0% (15)
6-10	22.5% (20)	26.6% (20)
11-15	11.2% (10)	28.0% (21)
16-20	12.4% (11)	9.3% (7)
21-25	7.9% (7)	2.6% (2)
Over 25	9.0% (8)	10.6% (8)
Missing	2 (-)	-

Table 35. 1998 and 2001 technology survey data, question 35. (Chi-square, p= 0.0696)*

My primary teaching area is		
Response	1998	2001
Social & Behavioral Sciences	7.0% (6)	10.7% (7)
Humanities	25.8% (22)	33.8% (22)
Science/Mathematics	48.8% (42)	40.0% (26)
Business	2.3% (2)	4.6% (3)
Education	4.7% (4)	3.0% (2)
Not listed above	11.6% (10)	7.6% (5)
Missing	5 (-)	-

Table 36. 1998 and 2001 technology survey data, question 36. (Chi-square, p= 0.62)

What area, if any, is your secondary teaching area?		
Response	1998	2001
Social & Behavioral Sciences	2.3% (2)	2.8% (2)
Humanities	9.3% (8)	1.4% (1)
Science/Mathematics	4.7% (4)	10.1% (7)
Business	3.5% (3)	1.4% (1)
Education	7.0% (6)	5.7% (4)
Not listed above	16.3% (14)	4.3% (3)
I do not have a secondary teaching area.	57.0% (49)	73.9% (51)
Missing	5 (-)	-

Table 37. 1998 and 2001 technology survey data, question 37. (Chi-square, p= 0.0413)*

APPENDIX II:

IMPACT OF THE CENTER ON TEACHING AND STUDENT LEARNING

NOTE: This survey was administered to Xavier faculty members who participated in the Center activities over the past three years. The survey itself is presented here first, followed by the survey results and analysis.

T-Tests for All Variables (except those labeled "other...")
Includes Values 1, 0, -1; Test value = 0; Value -9 treated as "missing"

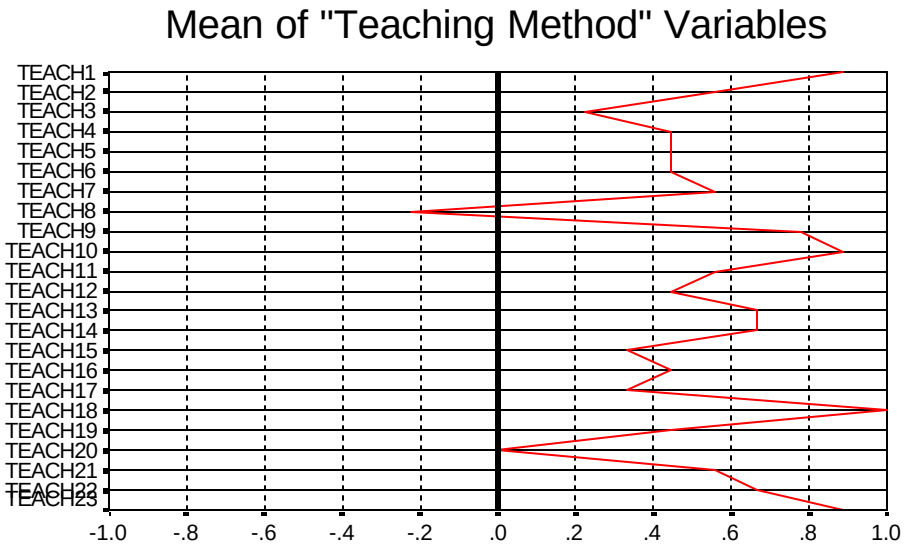
One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
TEACH1 Revised courses	56	.84	.371	.050
TEACH2 Require student research	54	.43	.499	.068
TEACH3 Require research/term papers	51	.18	.434	.061
TEACH4 Require service learning projects	29	.31	.471	.087
TEACH5 Use of case studies	42	.50	.506	.078
TEACH6 Short writing activity then class discussion	43	.58	.545	.083
TEACH7 Use of problem-based learning activities	54	.61	.492	.067
TEACH8 Use of lecture as teaching tool	54	-.07	.723	.098
TEACH9 Promote class discussion	56	.77	.426	.057
TEACH10 Use of e-mail, chat, or listserv	49	.73	.446	.064
TEACH11 Require group projects	48	.58	.539	.078
TEACH12 Use peer grading in assessment	26	.31	.471	.092
TEACH13 Use out-of-class assignments/projects	55	.53	.504	.068
TEACH14 Use mid-term student evaluations	44	.48	.505	.076
TEACH15 Use student-generated test questions for review	32	.34	.483	.085
TEACH16 Lecture with frequent pauses for student activity	45	.40	.580	.086
TEACH17 Use short in-class assessment techniques	34	.56	.504	.086
TEACH18 Use performance-based assessment of student learning	39	.64	.486	.078
TEACH19 Use software in class (e.g. presentation)	39	.56	.552	.088
TEACH20 Use simulations	36	.25	.439	.073
TEACH21 Require students to use on-line resources	44	.64	.487	.073
TEACH22 Use and require student use of on-line systems	34	.74	.448	.077
TEACH23 Use WWW in courses	49	.80	.407	.058
STUDE1 Students take responsibility for their own learning	56	.59	.496	.066
STUDE2 Students demonstrate higher levels of thinking	55	.56	.536	.072
STUDE3 Students participate in class discussions	56	.70	.464	.062
STUDE4 Students read outside context of course	53	.34	.517	.071
STUDE5 Students perform better on texts/quizzes	54	.48	.504	.069
STUDE6 Students demonstrate improved writing skills	56	.46	.503	.067
STUDE7 Students demonstrate improved verbal skills	54	.41	.496	.067
STUDE8 Students able to recall concepts/procedures	54	.48	.504	.069
STUDE9 Students able to apply concepts/procedures	55	.55	.538	.073
TEACH26 Understand barriers to students' learning	54	.76	.432	.059
TEACH27 Usderstand students' different learning styles	55	.71	.458	.062
TEACH28 Receive positive comments from students	56	.63	.524	.070
TEACH29 Reflect on my effectiveness as a teacher	56	.88	.334	.045
TEACH30 Have knowledge of current institutional issues	56	.71	.494	.066
TEACH31 Conscious of and confident about my teaching	56	.75	.437	.058
TEACH32 Conduct classroom research	49	.49	.505	.072
TEACH33 Develop plans to strengthen my department	55	.69	.505	.068
TEACH34 Produce peer reviewed scholarly work	41	.32	.521	.081
TEACH35 Receive negative comments from students	48	-.35	.526	.076
TEACH36 Give presentations at conferences	48	.33	.559	.081
TEACH37 Deeper understanding of course-related content	56	.59	.496	.066
TEACH38 Discuss learning and teaching issues with department colleagues	55	.89	.369	.050
TEACH39 Discuss learning and teaching issues with non-department colleagues	56	.63	.524	.070
TEACH40 Write grant proposals	46	.33	.598	.088
TEACH41 Satisfied with the results of my student evaluations	55	.47	.573	.077

One-Sample Test

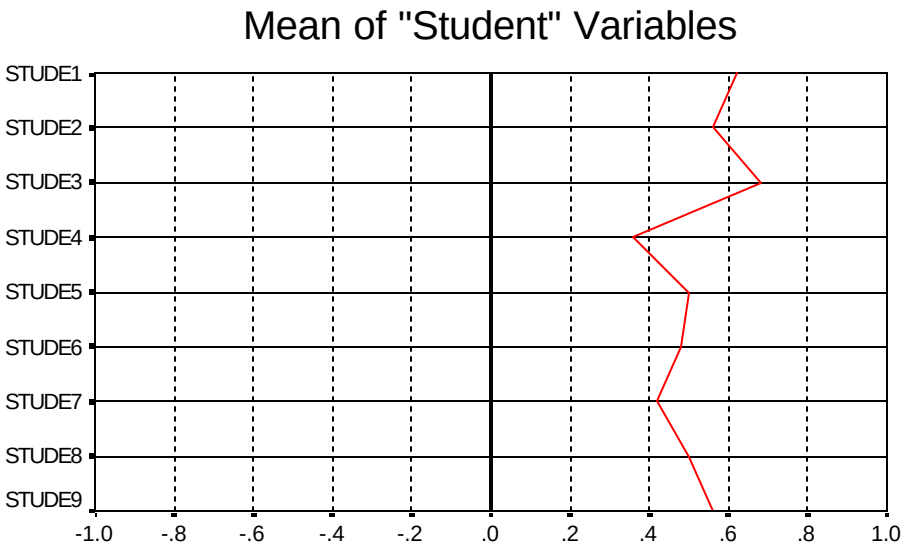
	Test Value = 0					
					95% Confidence Interval of the	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
TEACH1 Revised courses	16.948	55	.000	.84	.74	.94
TEACH2 Require student research	6.271	53	.000	.43	.29	.56
TEACH3 Require research/term papers	2.905	50	.005	.18	.05	.30
TEACH4 Require service learning projects	3.550	28	.001	.31	.13	.49
TEACH5 Use of case studies	6.403	41	.000	.50	.34	.66
TEACH6 Short writing activity then class discussion	6.998	42	.000	.58	.41	.75
TEACH7 Use of problem-based learning activities	9.126	53	.000	.61	.48	.75
TEACH8 Use of lecture as teaching tool	-.753	53	.455	-.07	-.27	.12
TEACH9 Promote class discussion	13.488	55	.000	.77	.65	.88
TEACH10 Use of e-mail, chat, or listserv	11.529	48	.000	.73	.61	.86
TEACH11 Require group projects	7.495	47	.000	.58	.43	.74
TEACH12 Use peer grading in assessment	3.333	25	.003	.31	.12	.50
TEACH13 Use out-of-class assignments/projects	7.761	54	.000	.53	.39	.66
TEACH14 Use mid-term student evaluations	6.266	43	.000	.48	.32	.63
TEACH15 Use student-generated test questions for review	4.030	31	.000	.34	.17	.52
TEACH16 Lecture with frequent pauses for student activity	4.627	44	.000	.40	.23	.57
TEACH17 Use short in-class assessment techniques	6.465	33	.000	.56	.38	.73
TEACH18 Use performance-based assessment of student learning	8.238	38	.000	.64	.48	.80
TEACH19 Use software in class (e.g. presentation)	6.379	38	.000	.56	.39	.74
TEACH20 Use simulations	3.416	35	.002	.25	.10	.40
TEACH21 Require students to use on-line resources	8.675	43	.000	.64	.49	.78
TEACH22 Use and require student use of on-line systems	9.574	33	.000	.74	.58	.89
TEACH23 Use WWW in courses	13.682	48	.000	.80	.68	.91
STUDE1 Students take responsibility for their own learning	8.883	55	.000	.59	.46	.72
STUDE2 Students demonstrate higher levels of thinking	7.795	54	.000	.56	.42	.71
STUDE3 Students participate in class discussions	11.233	55	.000	.70	.57	.82
STUDE4 Students read outside context of course	4.784	52	.000	.34	.20	.48
STUDE5 Students perform better on texts/quizzes	7.015	53	.000	.48	.34	.62
STUDE6 Students demonstrate improved writing skills	6.904	55	.000	.46	.33	.60
STUDE7 Students demonstrate improved verbal skills	6.036	53	.000	.41	.27	.54
STUDE8 Students able to recall concepts/procedures	7.015	53	.000	.48	.34	.62
STUDE9 Students able to apply concepts/procedures	7.517	54	.000	.55	.40	.69
TEACH26 Understand barriers to students' learning	12.929	53	.000	.76	.64	.88
TEACH27 Usderstand students' different learning styles	11.473	54	.000	.71	.59	.83
TEACH28 Receive positive comments from students	8.919	55	.000	.63	.48	.77
TEACH29 Reflect on my effectiveness as a teacher	19.621	55	.000	.88	.79	.96
TEACH30 Have knowledge of current institutional issues	10.818	55	.000	.71	.58	.85
TEACH31 Conscious of and confident about my teaching	12.845	55	.000	.75	.63	.87
TEACH32 Conduct classroom research	6.788	48	.000	.49	.34	.63
TEACH33 Develop plans to strengthen my department	10.156	54	.000	.69	.55	.83
TEACH34 Produce peer reviewed scholarly work	3.893	40	.000	.32	.15	.48
TEACH35 Receive negative comments from students	-4.669	47	.000	-.35	-.51	-.20
TEACH36 Give presentations at conferences	4.134	47	.000	.33	.17	.50
TEACH37 Deeper understanding of course-related content	8.883	55	.000	.59	.46	.72
TEACH38 Discuss learning and teaching issues with department colleagues	17.914	54	.000	.89	.79	.99
TEACH39 Discuss learning and teaching issues with non-department colleagues	8.919	55	.000	.63	.48	.77
TEACH40 Write grant proposals	3.696	45	.001	.33	.15	.50
TEACH41 Satisfied with the results of my student evaluations	6.122	54	.000	.47	.32	.63

Graphs of the Mean of All Variables (Excluding "Other..." Variables)



"Activity not used" responses (coded as -9) omitted

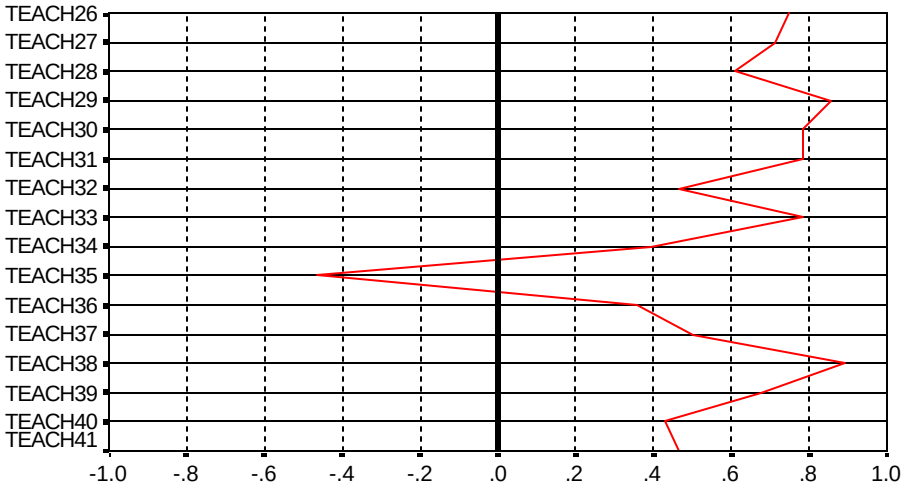
from August 2001 survey for Bush Grant



"Activity not used" responses (coded as -9) omitted

from August 2001 survey for Bush Grant

Mean of "Teaching Issues" Variables



Mean

"Activity not used" responses (coded as -9) omitted

from August 2001 survey for Bush Grant

TABLE FOR QUESTION 2 (Relationships among "Student" and "Teach..." Variables)

Todd and Gayna, you may decide not to include anything in the report / proposal about relationships among the variables -- or you may decide to include some conservative information. Certainly, one may calculate a correlation coefficient matrix (table with all the correlations. NOTE: I've included ONLY the responses 1, 0, -1 for "more...," "no change," "less..."; I considered a -9 "Activity not used" as a missing entry.

The comments below argue that only ONE of the correlation coefficients is statistically significant: TEACH9 "Promotes class discussions" with STUDE3 "Students participate in class discussions." Notice that a positive significant correlation between these two variables is exactly what one would expect.

Comments on the number of statistically significant correlation coefficients from the 54 variables

Set the alpha level of significance	5%
Total number (no.) of variab	54
No. of variables minus the 8 listed as "Othe	46
No. of pairs in correlation matrix for the 46 varia	2116
Expected no. of statistically SIGNIFICANT corr. just by cha	105.8

However, we do not need to consider all 2116 correlat

No. of unique (unordered) pairs from 46 variables (46 cho	1035
Expected no. of statistically SIGNIFICANT corr. just by cha	51.75

However, if our interest is ONLY in the relationships among the "Student" variables with the "Teach..." var

No. of "Student" variables (excluding the two "oth	9
No. of "Teaching Method" variables (excluding the two "o	23
No. of "Teaching (issues)" variables (excluding the two "o	15
Total no. of "Teach..." variables (excluding the four "o	38
No. of unique (unordered) pairs (and thus the no. of correlation coefficients) considering only correlations bet "Student" variables and the 38 "Teach..." varia	342
Expected no. of statistically SIGNIFICANT correlations just by cha	17.1

We could use a Bonferroni type adjusted alpha l

Adjusted alpha level for an "experiment-wide" 5%	0.00014

From the following SPSS correlation output, only ONE correlation (TEACH9 "Promote class discussion" with STUDE3 "Students participate in class discussions") reaches the adjusted alpha level.

Nonparametric Correlations: Note only one correlation (shaded) reaches 0.000146 (adjusted) alpha level

			STUDE1 Students take responsibility for their own learning	STUDE2 Students demonstrate higher levels of thinking	**STUDE3 Students participate in class discussions**	STUDE4 Students read outside context of course	STUDE5 Students perform better on texts/quizzes	STUDE6 Students demonstrate improved writing skills	STUDE7 Students demonstrate improved verbal skills	STUDE8 Students able to recall concepts/procedures	STUDE9 Students able to apply concepts/procedures
Spearman's rho	TEACH1 Revised courses	Corr. Coeff.	.326*	.211	.346**	-.089	.232	.115	.270*	.232	.290*
		Sig. (2-tailed)	.014053	.122667	.009094	.523950	.091329	.399089	.048602	.091329	.031771
		N	56	55	56	53	54	56	54	54	55
	TEACH2 Require student research	Corr. Coeff.	.457**	.130	.181	.173	.267	.144	.335*	.383**	.237
		Sig. (2-tailed)	.000519	.352146	.191056	.224087	.055991	.297684	.015331	.005070	.086834
		N	54	53	54	51	52	54	52	52	53
	TEACH3 Require research/term papers	Corr. Coeff.	.074	.103	.072	-.038	.116	.233	.224	.168	.056
		Sig. (2-tailed)	.606324	.478467	.617436	.798941	.428613	.099632	.117654	.243174	.694704
		N	51	50	51	48	49	51	50	50	51
	TEACH4 Require service learning projects	Corr. Coeff.	-.086	.182	.330	.351	.113	.155	.091	.272	.311
		Sig. (2-tailed)	.656383	.343713	.080560	.073000	.566185	.421928	.644089	.161850	.100269
		N	29	29	29	27	28	29	28	28	29
	TEACH5 Use of case studies	Corr. Coeff.	.000	.022	.422**	.268	-.024	.144	.317*	.175	.243
		Sig. (2-tailed)	1.000000	.893448	.005419	.090064	.882531	.364573	.043754	.273615	.121722
		N	42	41	42	41	41	42	41	41	42
	TEACH6 Short writing activity then class discussion	Corr. Coeff.	.033	.214	.058	.253	.272	.159	.399**	.304	.285
		Sig. (2-tailed)	.834530	.168402	.712291	.110369	.085454	.307744	.008888	.050498	.064122
		N	43	43	43	41	41	43	42	42	43
	TEACH7 Use of problem-based learning activities	Corr. Coeff.	.235	.228	.231	.092	.256	.160	.087	.256	.239
		Sig. (2-tailed)	.087539	.100460	.092718	.522632	.066786	.246309	.540826	.066786	.084532
		N	54	53	54	51	52	54	52	52	53
	TEACH8 Use of lecture as teaching tool	Corr. Coeff.	-.247	-.137	.139	-.176	-.036	-.163	-.068	-.064	-.153
		Sig. (2-tailed)	.071350	.329551	.317538	.217597	.798998	.239899	.633082	.650298	.273417
		N	54	53	54	51	52	54	52	52	53
	TEACH9 Promote class discussion	Corr. Coeff.	.057	.124	**.649****	.309*	.369**	.088	.171	.248	.317*
		Sig. (2-tailed)	.677537	.367657	**.000001**	.024368	.006003	.519751	.215695	.071014	.018203
		N	56	55	**56**	53	54	56	54	54	55
	TEACH10 Use of e-mail, chat, or listserv	Corr. Coeff.	.281	.436**	.234	.355*	.389**	.287*	.065	.278	.226
		Sig. (2-tailed)	.050706	.001960	.105785	.014489	.006820	.045310	.660859	.055410	.118736
		N	49	48	49	47	47	49	48	48	49
	TEACH11 Require group projects	Corr. Coeff.	.197	.000	.153	.283	.069	-.009	.317*	.364*	.502**
		Sig. (2-tailed)	.180576	1.000000	.298649	.059730	.647073	.952399	.032108	.012986	.000325
		N	48	47	48	45	46	48	46	46	47
	TEACH12 Use peer grading in assessment	Corr. Coeff.	-.030	.097	.217	.519**	.194	.184	.373	.421*	.564**
		Sig. (2-tailed)	.882689	.639092	.287463	.007836	.353214	.366997	.066058	.036187	.002708
		N	26	26	26	25	25	26	25	25	26
	TEACH13 Use out-of-class assignments/projects	Corr. Coeff.	.193	.267	.234	.086	.322*	.240	.137	.434**	.376**
		Sig. (2-tailed)	.157410	.051351	.086141	.542389	.018554	.077513	.326909	.001151	.005021
		N	55	54	55	52	53	55	53	53	54
	TEACH14 Use mid-term student evaluations	Corr. Coeff.	.060	-.056	.164	-.039	.000	-.046	.159	.208	.075
		Sig. (2-tailed)	.697918	.716265	.286550	.807909	1.000000	.769303	.309424	.180229	.630549
		N	44	44	44	42	42	44	43	43	44
	TEACH15 Use student-generated test questions for review	Corr. Coeff.	-.080	-.030	.014	.295	.091	-.108	.189	.189	.307
		Sig. (2-tailed)	.663995	.869229	.940594	.106597	.624872	.557166	.317231	.317231	.093251
		N	32	32	32	31	31	32	30	30	31
	TEACH16 Lecture with frequent pauses for student activity	Corr. Coeff.	.248	.311*	.278	.134	.407**	.184	.241	.058	.299*
		Sig. (2-tailed)	.100825	.040055	.064425	.391021	.006726	.225736	.118782	.713879	.048541
		N	45	44	45	43	43	45	43	43	44
	TEACH17 Use short in-class assessment techniques	Corr. Coeff.	.154	.189	.272	.119	.344*	.178	.210	.100	.135
		Sig. (2-tailed)	.384036	.283464	.118983	.516262	.049655	.314675	.240041	.579786	.445219
		N	34	34	34	32	33	34	33	33	34
	TEACH18 Use performance-based assessment of student learning	Corr. Coeff.	.244	.050	.244	.245	.191	-.119	.090	.196	.296
		Sig. (2-tailed)	.134975	.760897	.134975	.138246	.251790	.471138	.594647	.245839	.071651
		N	39	39	39	38	38	39	37	37	38
	TEACH19 Use software in class (e.g. presentation)	Corr. Coeff.	.163	.250	-.006	.399*	.273	.261	.210	.248	.387*
		Sig. (2-tailed)	.321167	.124258	.972314	.014468	.097426	.109101	.211375	.139502	.016289
		N	39	39	39	37	38	39	37	37	38
	TEACH20 Use simulations	Corr. Coeff.	.104	.008	.244	.151	.146	-.192	.066	.353*	-.016
		Sig. (2-tailed)	.544366	.965114	.152044	.386017	.401931	.260801	.711942	.040448	.928517
		N	36	35	36	35	35	36	34	34	35
	TEACH21 Require students to use on-line resources	Corr. Coeff.	.176	.306*	.280	.098	.185	.283	.000	.135	-.075
		Sig. (2-tailed)	.251980	.046108	.065970	.531964	.241416	.062228	1.000000	.394553	.633763
		N	44	43	44	43	42	44	42	42	43
	TEACH22 Use and require student use of on-line systems	Corr. Coeff.	.155	.098	.247	.217	.163	.236	.186	.025	-.037
		Sig. (2-tailed)	.381169	.582309	.159241	.225286	.365640	.179609	.300950	.890026	.836924
		N	34	34	34	33	33	34	33	33	34
	TEACH23 Use WWW in courses	Corr. Coeff.	-.071	.220	.352*	.213	-.071	.192	.342*	-.071	.139
		Sig. (2-tailed)	.629094	.133752	.013048	.146305	.635631	.185696	.018520	.635631	.346184
		N	49	48	49	48	47	49	47	47	48
		Corr. Coeff.		**			**	*		*	*
		Corr. Coeff.	**		*	*	**	**			**
		Corr. Coeff.		*			*			*	*
		Corr. Coeff.		*			**		*	*	**
		Corr. Coeff.	**	**	*	**		**		**	**
		Corr. Coeff.	*	**			**		**	*	

Nonparametric Correlations: Note only one correlation (shaded) reaches 0.000146 (adjusted) alpha level

			STUDE1 Students take responsibility for their own learning	STUDE2 Students demonstrate higher levels of thinking	**STUDE3 Students participate in class discussions**	STUDE4 Students read outside context of course	STUDE5 Students perform better on texts/quizzes	STUDE6 Students demonstrate improved writing skills	STUDE7 Students demonstrate improved verbal skills	STUDE8 Students able to recall concepts/procedures	STUDE9 Students able to apply concepts/procedures
Spearman's rho		Corr. Coeff.				*		**		*	
		Corr. Coeff.	*		*	*	**	*	*		**
		Corr. Coeff.	*	**	*	**	**			**	
	TEACH26 Understand barriers to students' learning	Corr. Coeff.	.262	.043	.178	.101	.187	.155	.294*	.200	.022
		Sig. (2-tailed)	.056013	.757741	.198124	.482085	.179292	.263180	.034279	.155151	.878246
		N	54	53	54	51	53	54	52	52	53
	TEACH27 Usderstand students' different learning styles	Corr. Coeff.	.376**	.109	-.082	-.029	.223	.183	.252	.174	.060
		Sig. (2-tailed)	.004682	.431050	.552211	.836742	.108128	.181798	.068640	.212359	.666317
		N	55	54	55	52	53	55	53	53	54
	TEACH28 Receive positive comments from students	Corr. Coeff.	.195	.312*	.382**	.201	.286*	.106	-.009	.328*	.320*
		Sig. (2-tailed)	.149324	.020196	.003694	.149473	.036293	.435745	.950057	.015610	.017300
		N	56	55	56	53	54	56	54	54	55
	TEACH29 Reflect on my effectiveness as a teacher	Corr. Coeff.	.233	.218	.455**	.160	.262	.027	.208	.262	.203
		Sig. (2-tailed)	.083649	.110126	.000426	.253478	.056084	.843033	.131634	.056084	.137869
		N	56	55	56	53	54	56	54	54	55
	TEACH30 Have knowledge of current institutional issues	Corr. Coeff.	.161	.152	.141	.243	.272*	.302*	.321*	.403**	.190
		Sig. (2-tailed)	.237297	.269049	.301627	.079700	.046745	.023554	.018043	.002525	.164380
		N	56	55	56	53	54	56	54	54	55
	TEACH31 Conscious of and confident about my teaching	Corr. Coeff.	.272*	.124	.336*	.195	.232	.289*	.114	.283*	.271*
		Sig. (2-tailed)	.042222	.367657	.011262	.160675	.091694	.030505	.410627	.038447	.045217
		N	56	55	56	53	54	56	54	54	55
	TEACH32 Conduct classroom research	Corr. Coeff.	.149	.128	.168	.058	.319*	.060	.148	.404**	.231
		Sig. (2-tailed)	.306308	.380845	.249044	.699876	.028936	.681650	.322045	.004861	.113934
		N	49	49	49	46	47	49	47	47	48
	TEACH33 Develop plans to strengthen my department	Corr. Coeff.	.302*	.018	.276*	.284*	.123	-.046	.226	.161	.227
		Sig. (2-tailed)	.025018	.895157	.041198	.041669	.380713	.736086	.104065	.250310	.098610
		N	55	54	55	52	53	55	53	53	54
	TEACH34 Produce peer reviewed scholarly work	Corr. Coeff.	.313*	.120	.494**	-.176	-.024	.015	-.038	.104	-.030
		Sig. (2-tailed)	.046676	.460144	.001043	.278253	.885270	.927003	.817238	.530610	.854854
		N	41	40	41	40	40	41	39	39	40
	TEACH35 Receive negative comments from students	Corr. Coeff.	-.356*	-.305*	-.279	-.069	-.251	-.315*	-.378**	-.230	-.010
		Sig. (2-tailed)	.013027	.035014	.054473	.651009	.092360	.029399	.008779	.119893	.944938
		N	48	48	48	45	46	48	47	47	48
	TEACH36 Give presentations at conferences	Corr. Coeff.	.187	.255	.442**	.108	.164	.028	.128	.459**	.335*
		Sig. (2-tailed)	.204019	.084046	.001645	.469294	.269858	.851081	.396648	.001344	.021546
		N	48	47	48	47	47	48	46	46	47
	TEACH37 Deeper understanding of course-related content	Corr. Coeff.	.262	.379**	.238	.150	.305*	.268*	.104	.155	.056
		Sig. (2-tailed)	.050929	.004277	.077036	.282611	.024746	.046053	.452271	.261661	.682660
		N	56	55	56	53	54	56	54	54	55
	TEACH38 Discuss learning and teaching issues with department colleagues	Corr. Coeff.	.373**	.098	.204	.220	.190	.039	.143	.190	.343*
		Sig. (2-tailed)	.005071	.482986	.135398	.116901	.173258	.776703	.306173	.173258	.011226
		N	55	54	55	52	53	55	53	53	54
	TEACH39 Discuss learning and teaching issues with non-department colleagues	Corr. Coeff.	.269*	.272*	.144	.253	.361**	.325*	.068	.100	.173
		Sig. (2-tailed)	.044760	.044196	.289481	.067482	.007398	.014399	.623279	.471281	.206985
		N	56	55	56	53	54	56	54	54	55
	TEACH40 Write grant proposals	Corr. Coeff.	-.006	-.105	.013	.013	.096	.026	.021	.227	.251
		Sig. (2-tailed)	.970011	.490734	.931442	.930783	.536890	.863882	.891253	.138666	.095933
		N	46	45	46	44	44	46	44	44	45
	TEACH41 Satisfied with the results of my student evaluations	Corr. Coeff.	.373**	.363**	.255	.340*	.482**	.223	.051	.339*	.361**
		Sig. (2-tailed)	.005000	.006932	.060206	.013583	.000258	.101890	.715910	.012998	.007241
		N	55	54	55	52	53	55	53	53	54

*. (Unadjusted) Correlation is significant at the .05 level (2-tailed).

**. (Unadjusted) Correlation is significant at the .01 level (2-tailed).

Appendix 1: File Information

List of variables on the working file

Name		Position
TEACH1	Revised courses Measurement Level: Ordinal Column Width: 8 Alignment: Right Print Format: F5 Write Format: F5	1

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

Name		Position
TEACH2	Require student research Measurement Level: Ordinal Column Width: 8 Alignment: Right Print Format: F5 Write Format: F5	2

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

Name		Position
TEACH3	Require research/term papers Measurement Level: Ordinal Column Width: 8 Alignment: Right Print Format: F5 Write Format: F5	3

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

Name		Position
TEACH4	Require service learning projects Measurement Level: Ordinal Column Width: 8 Alignment: Right Print Format: F5 Write Format: F5	4

Value	Label
0	No change
1	More than before
-1	Less than before

-9 Activity not used

TEACH5 Use of case studies 5
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH6 Short writing activity then class discussion 6
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH7 Use of problem-based learning activities 7
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH8 Use of lecture as teaching tool 8
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH9 Promote class discussion 9
Measurement Level: Ordinal

Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH10 Use of e-mail, chat, or listserv 10

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH11 Require group projects 11

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH12 Use peer grading in assessment 12

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH13 Use out-of-class assignments/projects 13

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH14 Use mid-term student evaluations 14
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH15 Use student-generated test questions for review 15
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH16 Lecture with frequent pauses for student activity 16
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH17 Use short in-class assessment techniques 17
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before

-1 Less than before
-9 Activity not used

TEACH18 Use performance-based assessment of student learning 18
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH19 Use software in class (e.g. presentation) 19
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH20 Use simulations 20
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH21 Require students to use on-line resources 21
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

TEACH22 Use and require student use of on-line systems 22

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH23 Use WWW in courses 23

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH24 Other teaching method (specify: 1) 24

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH25 Other teaching method (specify: 2) 25

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

STUDE1 Students take responsibility for their own learning 26

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

STUDE2 Students demonstrate higher levels of thinking 27
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

STUDE3 Students participate in class discussions 28
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

STUDE4 Students read outside context of course 29
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change
1 More than before
-1 Less than before
-9 Activity not used

STUDE5 Students perform better on texts/quizzes 30
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

0 No change

	1 More than before	
	-1 Less than before	
	-9 Activity not used	

STUDE6 Students demonstrate improved writing skills 31

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

STUDE7 Students demonstrate improved verbal skills 32

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

STUDE8 Students able to recall concepts/procedures 33

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

STUDE9 Students able to apply concepts/procedures 34

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

STUDE10 Other student learning (specify: 1) 35
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

STUDE11 Other student learning (specify: 2) 36
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH26 Understand barriers to students' learning 37
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH27 Usderstand students' different learning styles 38
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH28 Receive positive comments from students 39
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5

Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH29 Reflect on my effectiveness as a teacher 40
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH30 Have knowledge of current institutional issues 41
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH31 Conscious of and confident about my teaching 42
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH32 Conduct classroom research 43
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value Label

	0 No change	
	1 More than before	
	-1 Less than before	
	-9 Activity not used	

TEACH33 Develop plans to strengthen my department 44

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH34 Produce peer reviewed scholarly work 45

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH35 Receive negative comments from students 46

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH36 Give presentations at conferences 47

Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH37 Deeper understanding of course-related content 48
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH38 Discuss learning and teaching issues with department colleag 49
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH39 Discuss learning and teaching issues with non-department col 50
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH40 Write grant proposals 51
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH41 Satisfied with the results of my student evaluations 52
Measurement Level: Ordinal
Column Width: 8 Alignment: Right

Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH42 Other teaching comment (specify: 1) 53
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

TEACH43 Other teaching comment (specify: 2) 54
Measurement Level: Ordinal
Column Width: 8 Alignment: Right
Print Format: F5
Write Format: F5

Value	Label
0	No change
1	More than before
-1	Less than before
-9	Activity not used

Frequency Distributions for "Teaching Method" Variables (TEACH1 - TEACH23)

TEACH1 Revised courses

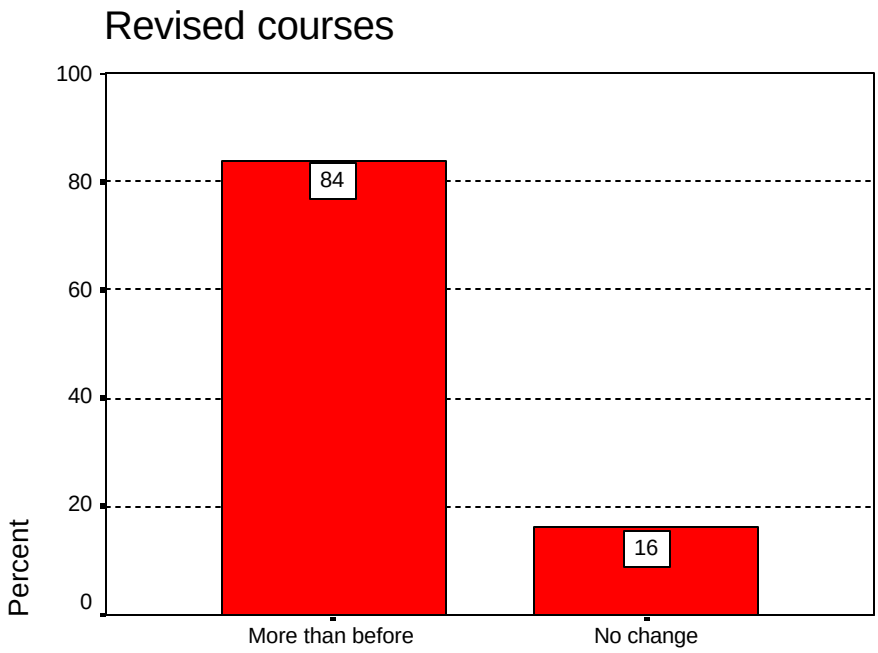
Statistics

TEACH1 Revised courses

N	Valid	56
	Missing	0

TEACH1 Revised courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	47	83.9	83.9	83.9
	0 No change	9	16.1	16.1	100.0
	Total	56	100.0	100.0	



TEACH2 Require student research

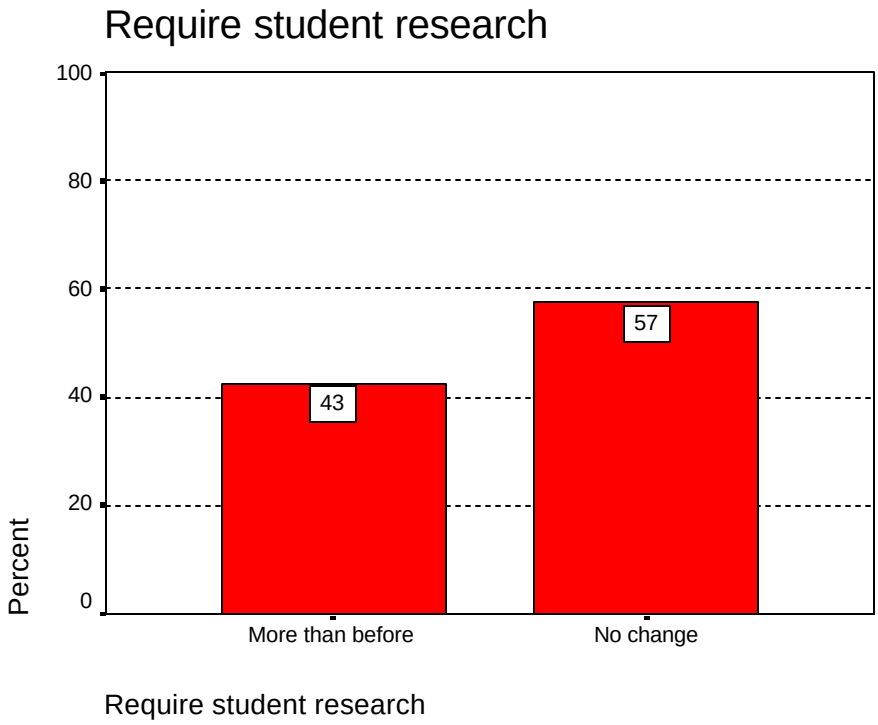
Statistics

TEACH2 Require student research

N	Valid	54
	Missing	2

TEACH2 Require student research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	23	41.1	42.6	42.6
	0 No change	31	55.4	57.4	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



TEACH3 Require research/term papers

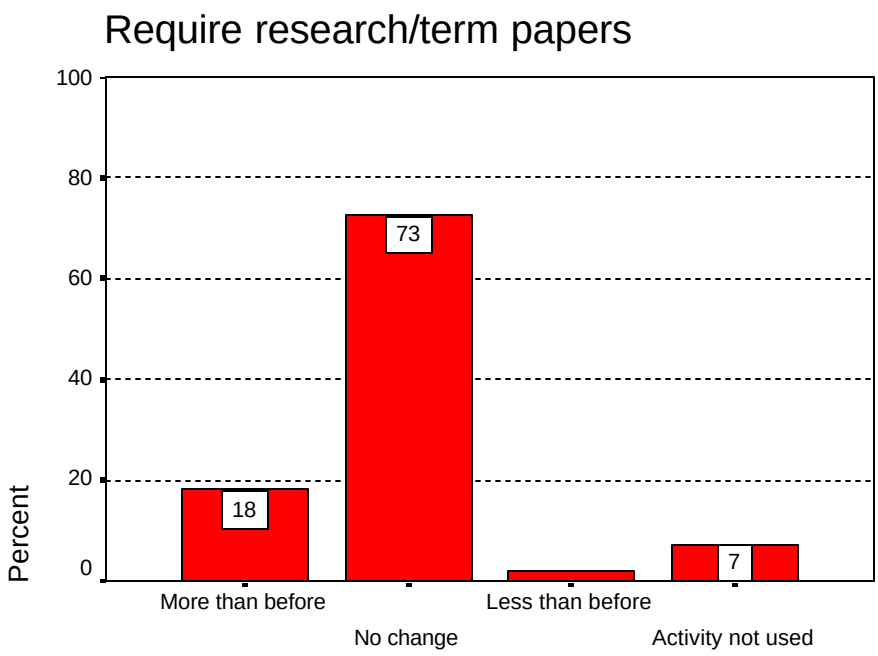
Statistics

TEACH3 Require research/term papers

N	Valid	55
	Missing	1

TEACH3 Require research/term papers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	10	17.9	18.2	18.2
	0 No change	40	71.4	72.7	90.9
	-1 Less than before	1	1.8	1.8	92.7
	-9 Activity not used	4	7.1	7.3	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Require research/term papers

TEACH4 Require service learning projects

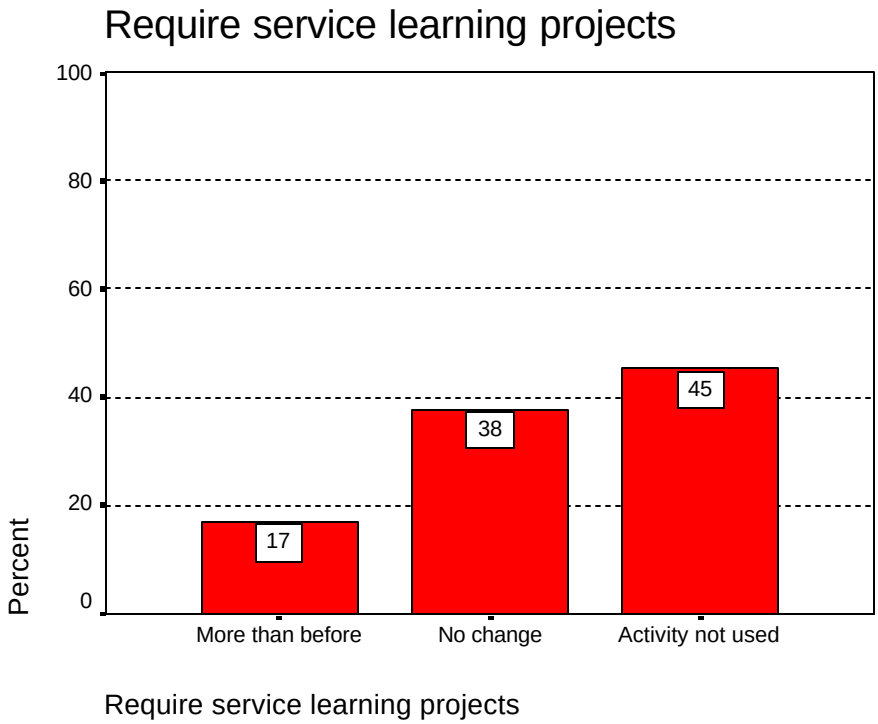
Statistics

TEACH4 Require service learning projects

N	Valid	53
	Missing	3

TEACH4 Require service learning projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	9	16.1	17.0	17.0
	0 No change	20	35.7	37.7	54.7
	-9 Activity not used	24	42.9	45.3	100.0
	Total	53	94.6	100.0	
Missing	System	3	5.4		
Total		56	100.0		



TEACH5 Use of case studies

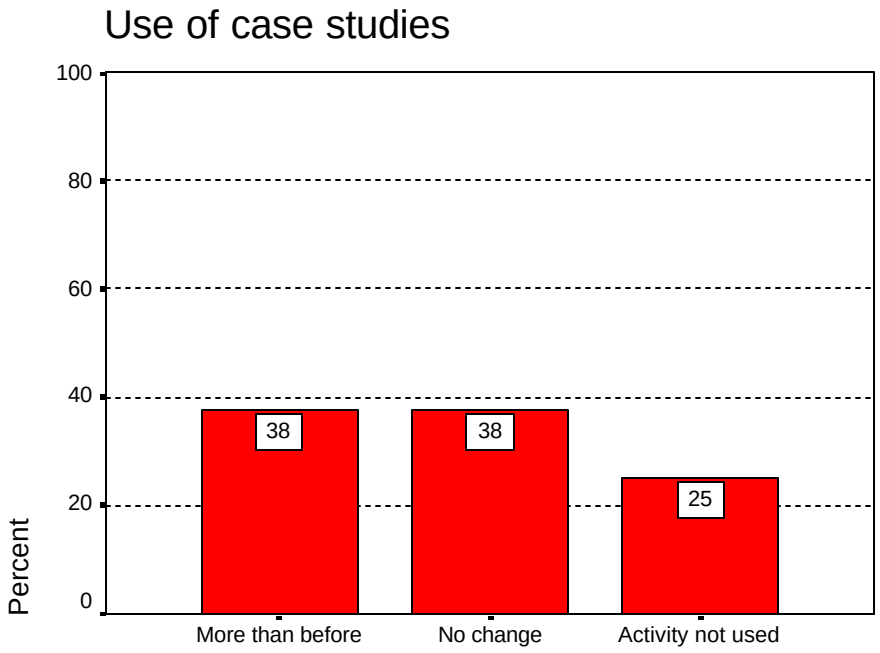
Statistics

TEACH5 Use of case studies

N	Valid	56
	Missing	0

TEACH5 Use of case studies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	21	37.5	37.5	37.5
	0 No change	21	37.5	37.5	75.0
	-9 Activity not used	14	25.0	25.0	100.0
	Total	56	100.0	100.0	



TEACH6 Short writing activity then class discussion

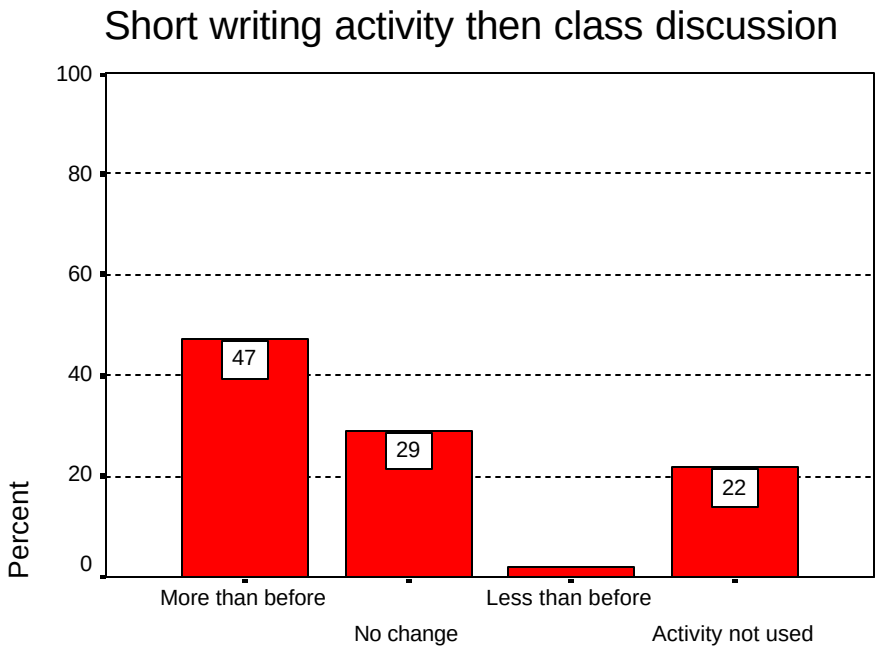
Statistics

TEACH6 Short writing activity then class discussion

N	Valid	55
	Missing	1

TEACH6 Short writing activity then class discussion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	26	46.4	47.3	47.3
	0 No change	16	28.6	29.1	76.4
	-1 Less than before	1	1.8	1.8	78.2
	-9 Activity not used	12	21.4	21.8	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Short writing activity then class discussion

TEACH7 Use of problem-based learning activities

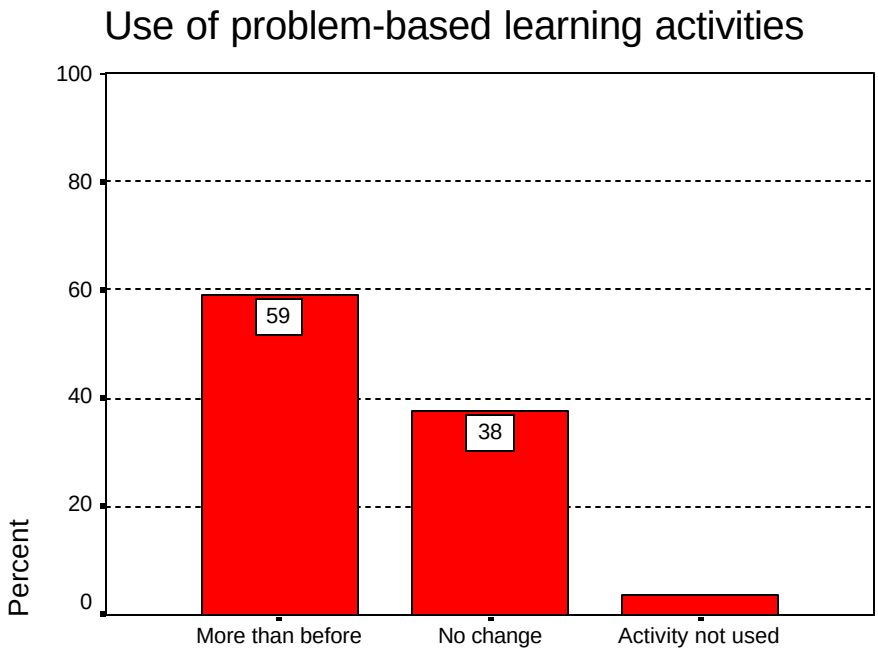
Statistics

TEACH7 Use of problem-based learning activities

N	Valid	56
	Missing	0

TEACH7 Use of problem-based learning activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	33	58.9	58.9	58.9
	0 No change	21	37.5	37.5	96.4
	-9 Activity not used	2	3.6	3.6	100.0
	Total	56	100.0	100.0	



Use of problem-based learning activities

TEACH8 Use of lecture as teaching tool

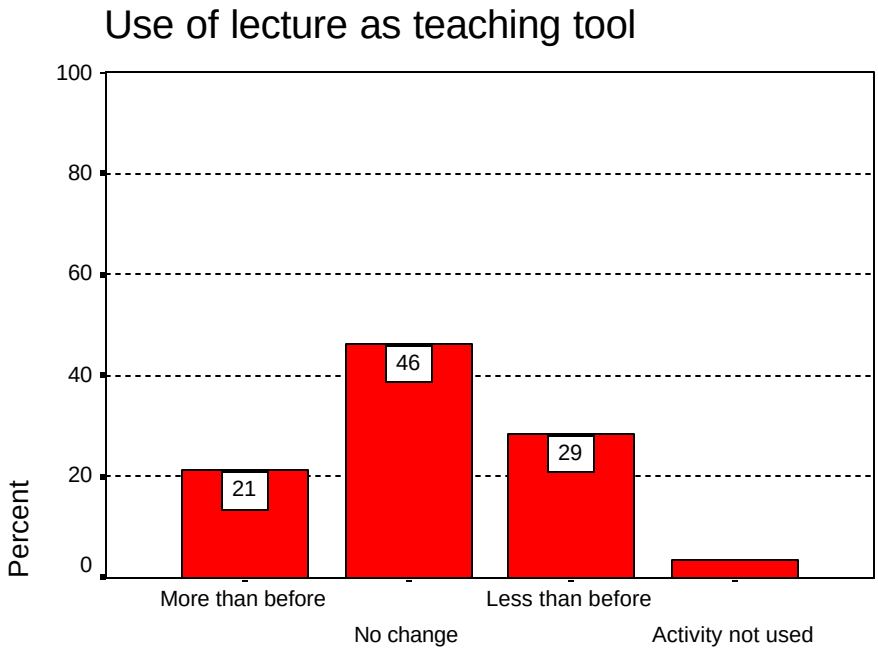
Statistics

TEACH8 Use of lecture as teaching tool

N	Valid	56
	Missing	0

TEACH8 Use of lecture as teaching tool

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	12	21.4	21.4	21.4
	0 No change	26	46.4	46.4	67.9
	-1 Less than before	16	28.6	28.6	96.4
	-9 Activity not used	2	3.6	3.6	100.0
	Total	56	100.0	100.0	



Use of lecture as teaching tool

TEACH9 Promote class discussion

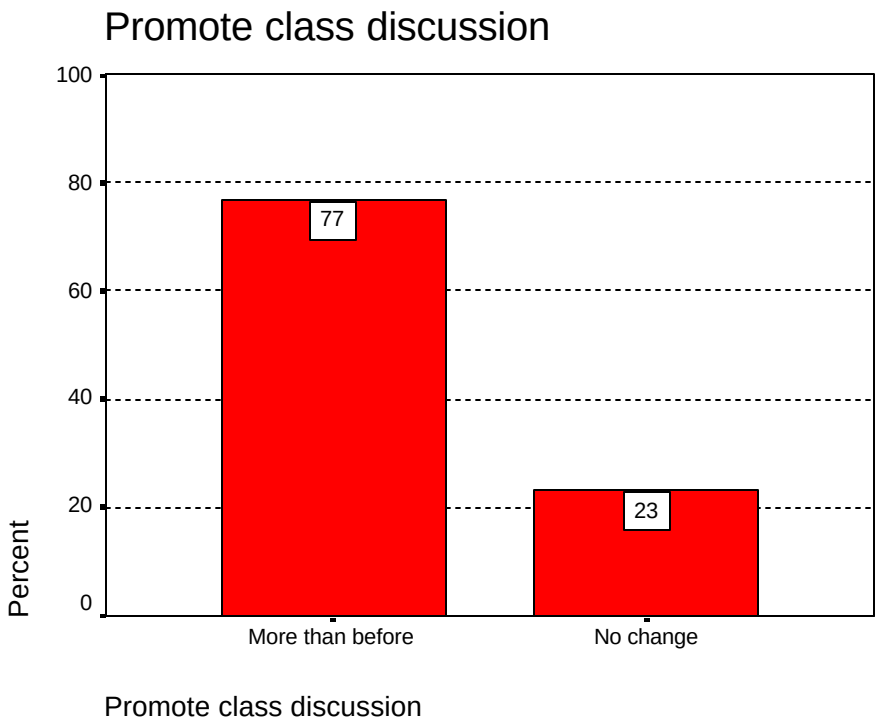
Statistics

TEACH9 Promote class discussion

N	Valid	56
	Missing	0

TEACH9 Promote class discussion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	43	76.8	76.8	76.8
	0 No change	13	23.2	23.2	100.0
	Total	56	100.0	100.0	



TEACH10 Use of e-mail, chat, or listserv

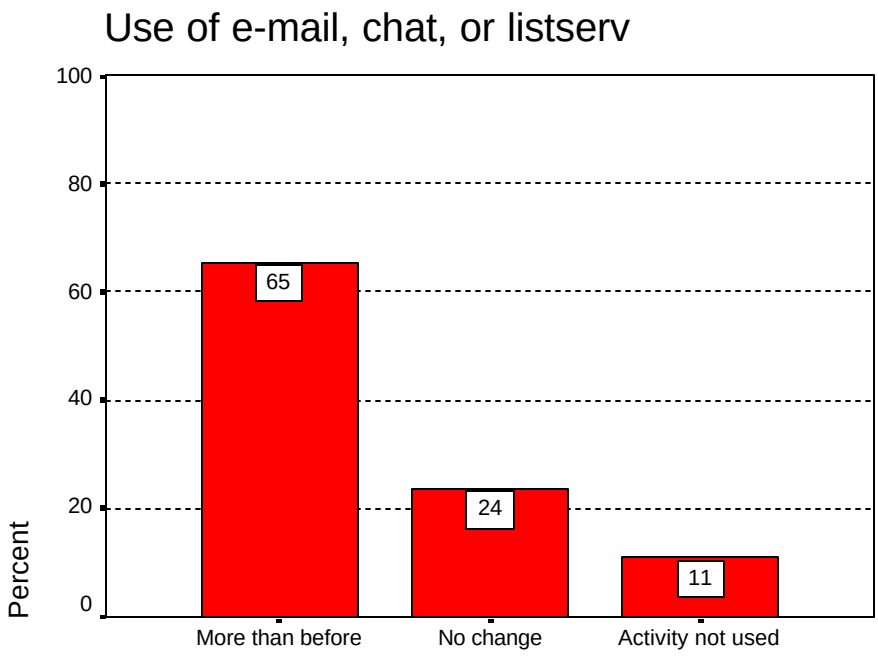
Statistics

TEACH10 Use of e-mail, chat, or listserv

N	Valid	55
	Missing	1

TEACH10 Use of e-mail, chat, or listserv

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	36	64.3	65.5	65.5
	0 No change	13	23.2	23.6	89.1
	-9 Activity not used	6	10.7	10.9	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Use of e-mail, chat, or listserv

TEACH11 Require group projects

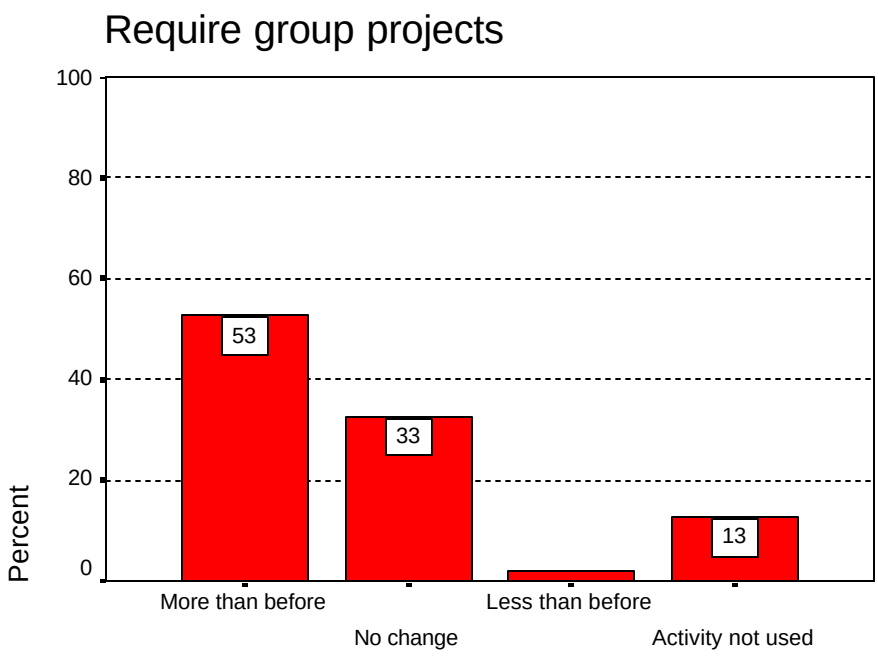
Statistics

TEACH11 Require group projects

N	Valid	55
	Missing	1

TEACH11 Require group projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	29	51.8	52.7	52.7
	0 No change	18	32.1	32.7	85.5
	-1 Less than before	1	1.8	1.8	87.3
	-9 Activity not used	7	12.5	12.7	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Require group projects

TEACH12 Use peer grading in assessment

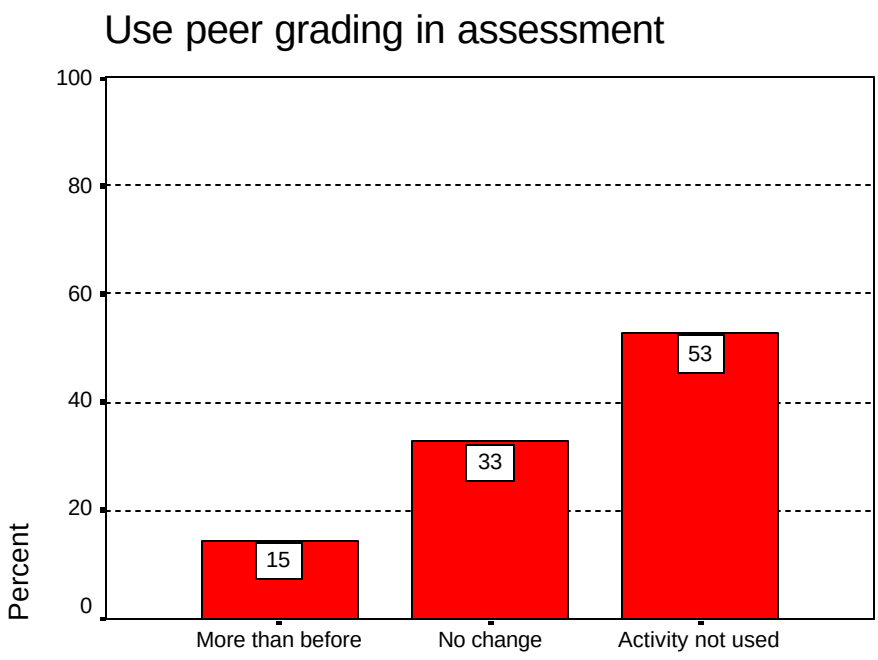
Statistics

TEACH12 Use peer grading in assessment

N	Valid	55
	Missing	1

TEACH12 Use peer grading in assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	8	14.3	14.5	14.5
	0 No change	18	32.1	32.7	47.3
	-9 Activity not used	29	51.8	52.7	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Use peer grading in assessment

TEACH13 Use out-of-class assignments/projects

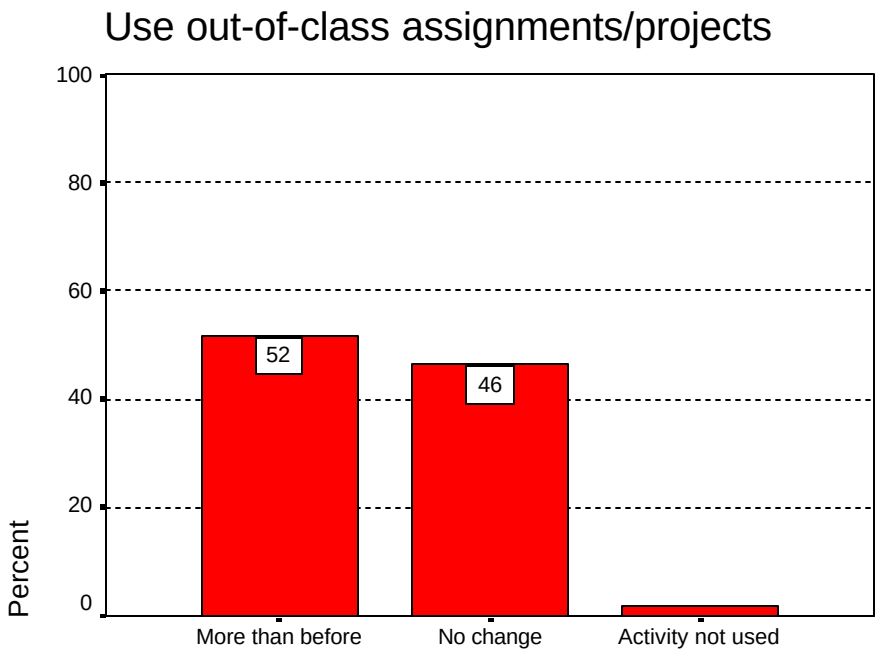
Statistics

TEACH13 Use out-of-class assignments/projects

N	Valid	56
	Missing	0

TEACH13 Use out-of-class assignments/projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	29	51.8	51.8	51.8
	0 No change	26	46.4	46.4	98.2
	-9 Activity not used	1	1.8	1.8	100.0
	Total	56	100.0	100.0	



Use out-of-class assignments/projects

TEACH14 Use mid-term student evaluations

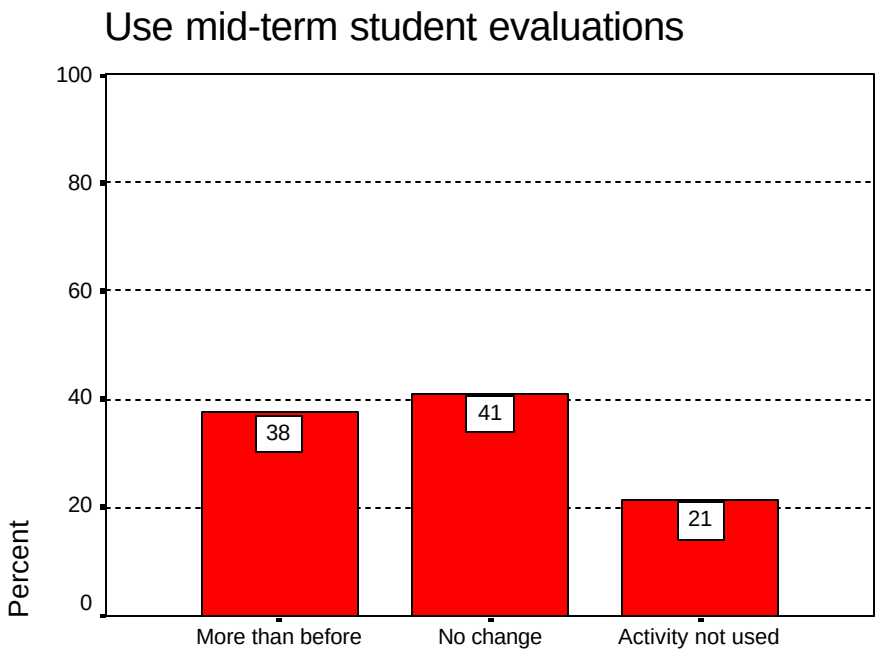
Statistics

TEACH14 Use mid-term student evaluations

N	Valid	56
	Missing	0

TEACH14 Use mid-term student evaluations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	21	37.5	37.5	37.5
	0 No change	23	41.1	41.1	78.6
	-9 Activity not used	12	21.4	21.4	100.0
	Total	56	100.0	100.0	



Use mid-term student evaluations

TEACH15 Use student-generated test questions for review

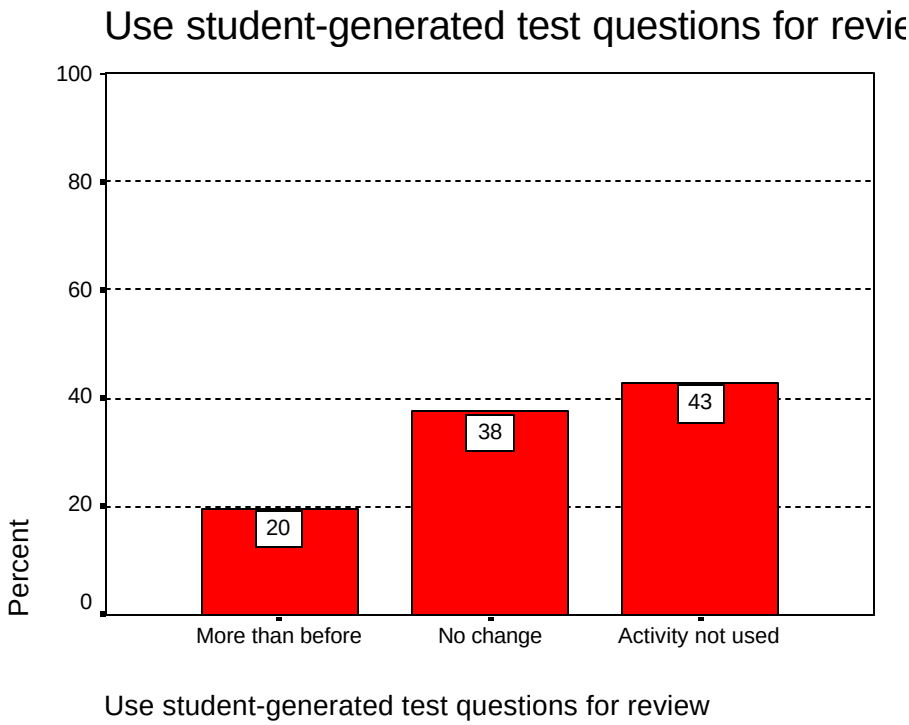
Statistics

TEACH15 Use student-generated test questions for review

N	Valid	56
	Missing	0

TEACH15 Use student-generated test questions for review

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	11	19.6	19.6	19.6
	0 No change	21	37.5	37.5	57.1
	-9 Activity not used	24	42.9	42.9	100.0
	Total	56	100.0	100.0	



TEACH16 Lecture with frequent pauses for student activity

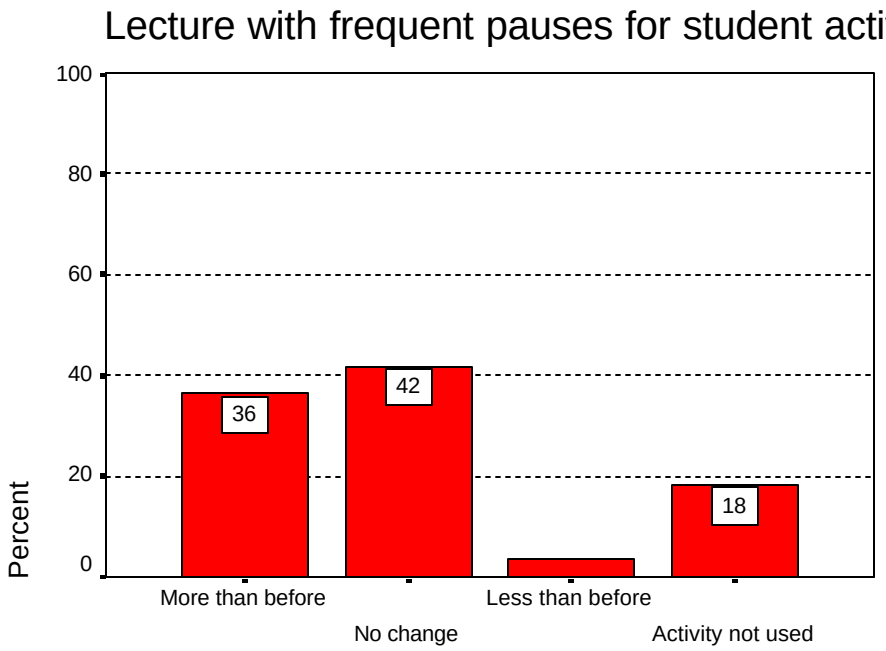
Statistics

TEACH16 Lecture with frequent pauses for student activity

N	Valid	55
	Missing	1

TEACH16 Lecture with frequent pauses for student activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	20	35.7	36.4	36.4
	0 No change	23	41.1	41.8	78.2
	-1 Less than before	2	3.6	3.6	81.8
	-9 Activity not used	10	17.9	18.2	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Lecture with frequent pauses for student activity

TEACH17 Use short in-class assessment techniques

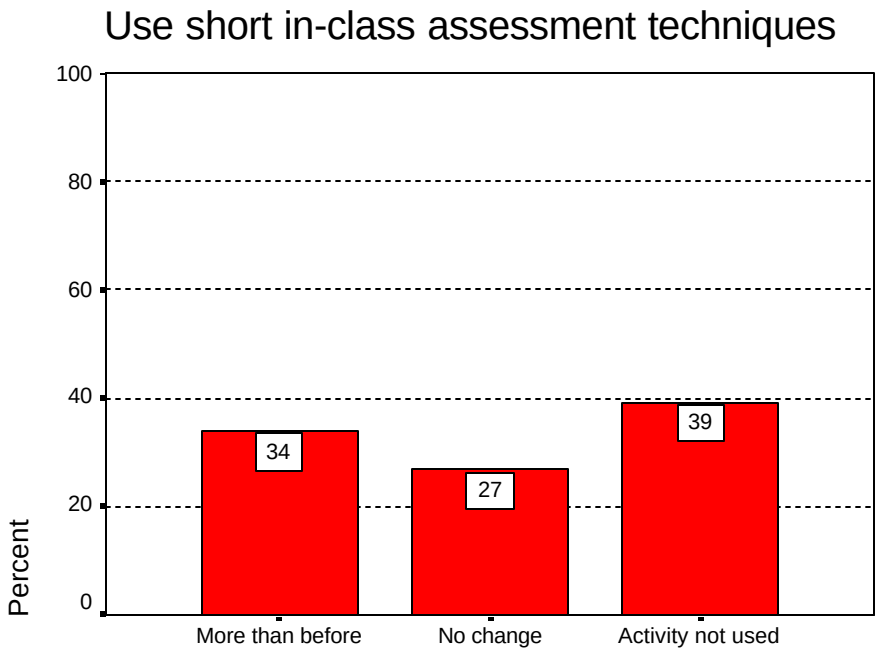
Statistics

TEACH17 Use short in-class assessment techniques

N	Valid	56
	Missing	0

TEACH17 Use short in-class assessment techniques

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	19	33.9	33.9	33.9
	0 No change	15	26.8	26.8	60.7
	-9 Activity not used	22	39.3	39.3	100.0
	Total	56	100.0	100.0	



Use short in-class assessment techniques

TEACH18 Use performance-based assessment of student learning

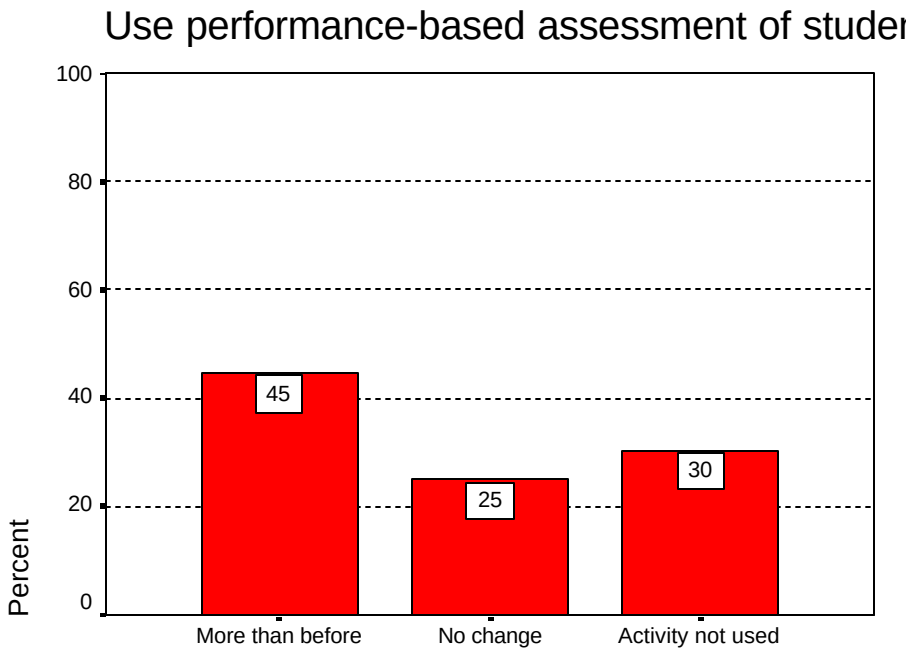
Statistics

TEACH18 Use performance-based assessment of student learning

N	Valid	56
	Missing	0

TEACH18 Use performance-based assessment of student learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	25	44.6	44.6	44.6
	0 No change	14	25.0	25.0	69.6
	-9 Activity not used	17	30.4	30.4	100.0
	Total	56	100.0	100.0	



Use performance-based assessment of student learning

TEACH19 Use software in class (e.g. presentation)

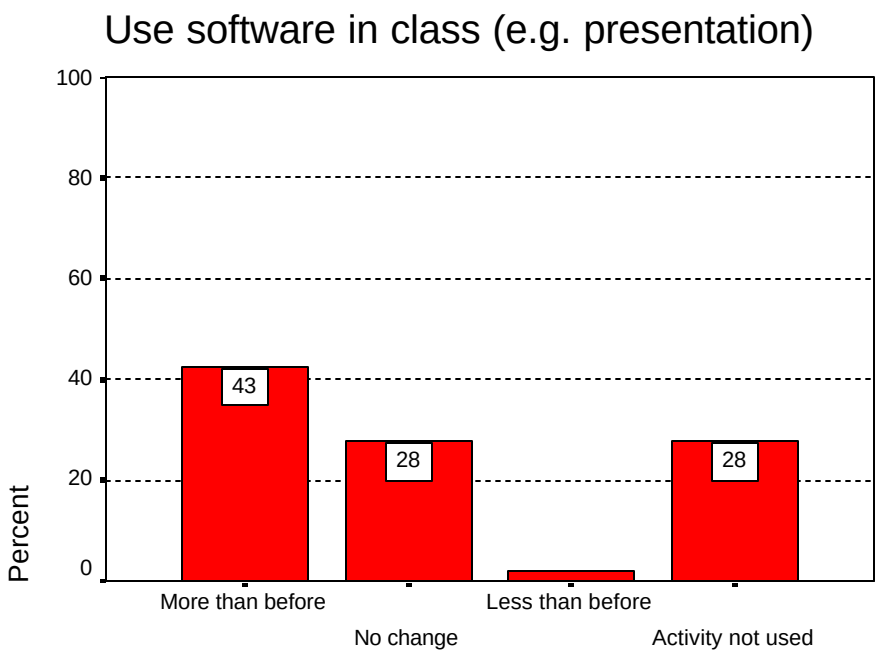
Statistics

TEACH19 Use software in class (e.g. presentation)

N	Valid	54
	Missing	2

TEACH19 Use software in class (e.g. presentation)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	23	41.1	42.6	42.6
	0 No change	15	26.8	27.8	70.4
	-1 Less than before	1	1.8	1.9	72.2
	-9 Activity not used	15	26.8	27.8	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



Use software in class (e.g. presentation)

TEACH20 Use simulations

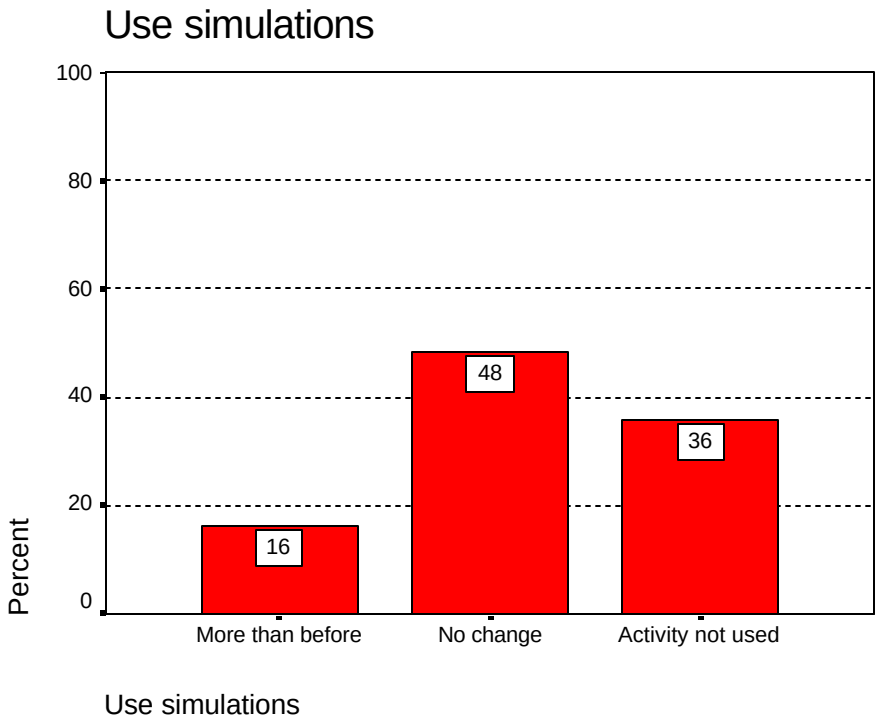
Statistics

TEACH20 Use simulations

N	Valid	56
	Missing	0

TEACH20 Use simulations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	9	16.1	16.1	16.1
	0 No change	27	48.2	48.2	64.3
	-9 Activity not used	20	35.7	35.7	100.0
	Total	56	100.0	100.0	



TEACH21 Require students to use on-line resources

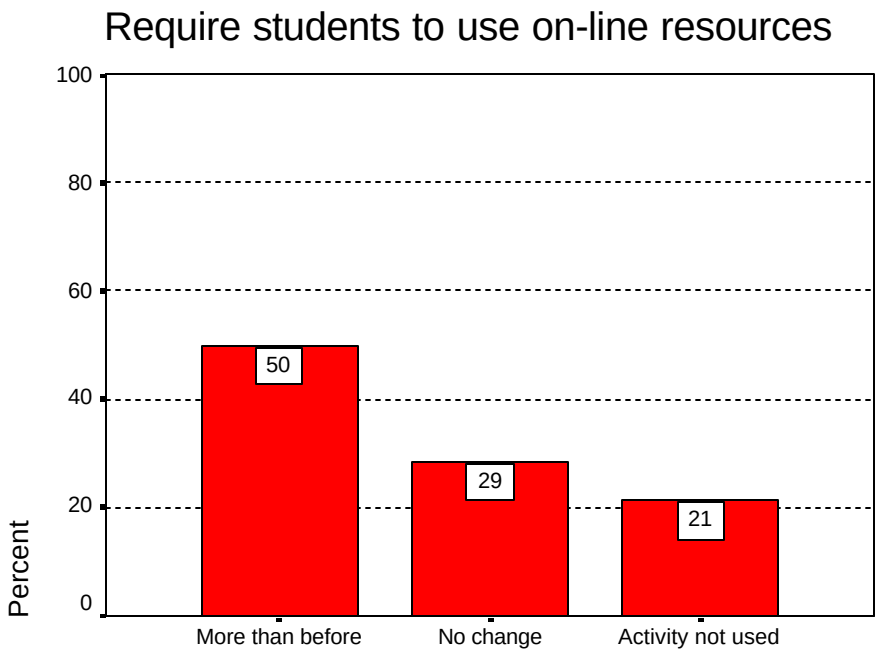
Statistics

TEACH21 Require students to use on-line resources

N	Valid	56
	Missing	0

TEACH21 Require students to use on-line resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	28	50.0	50.0	50.0
	0 No change	16	28.6	28.6	78.6
	-9 Activity not used	12	21.4	21.4	100.0
	Total	56	100.0	100.0	



Require students to use on-line resources

TEACH22 Use and require student use of on-line systems

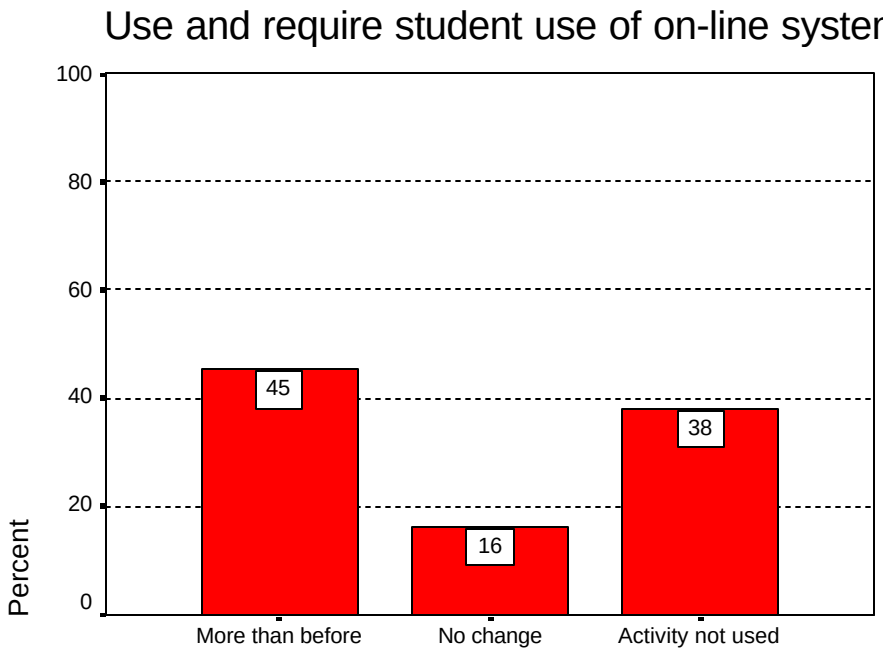
Statistics

TEACH22 Use and require student use of on-line systems

N	Valid	55
	Missing	1

TEACH22 Use and require student use of on-line systems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	25	44.6	45.5	45.5
	0 No change	9	16.1	16.4	61.8
	-9 Activity not used	21	37.5	38.2	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Use and require student use of on-line systems

TEACH23 Use WWW in courses

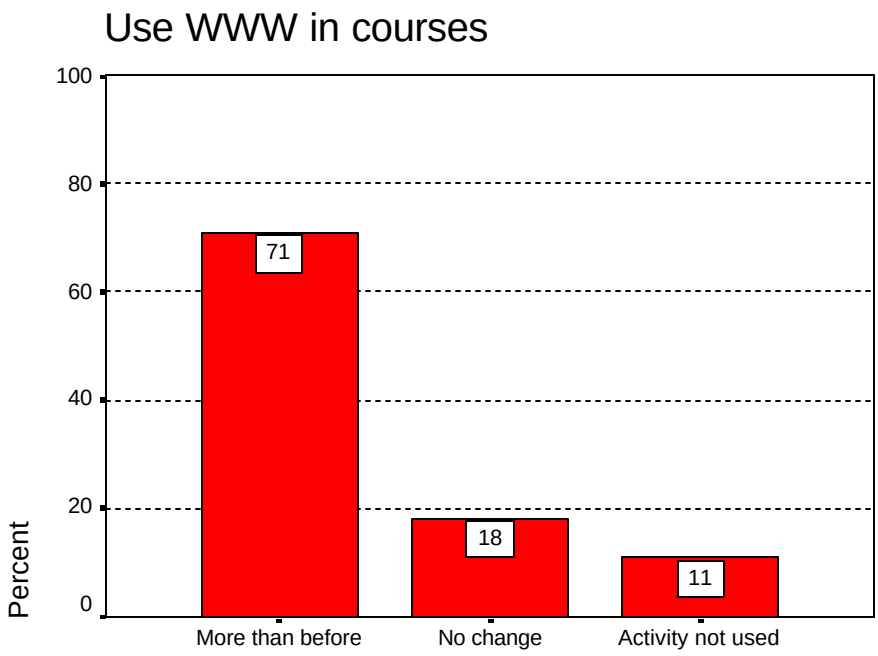
Statistics

TEACH23 Use WWW in courses

N	Valid	55
	Missing	1

TEACH23 Use WWW in courses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	39	69.6	70.9	70.9
	0 No change	10	17.9	18.2	89.1
	-9 Activity not used	6	10.7	10.9	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Use WWW in courses

Frequency Distributions for "Student" Variables (STUDE1 - STUDE9)

STUDE1 Students take responsibility for their own learning

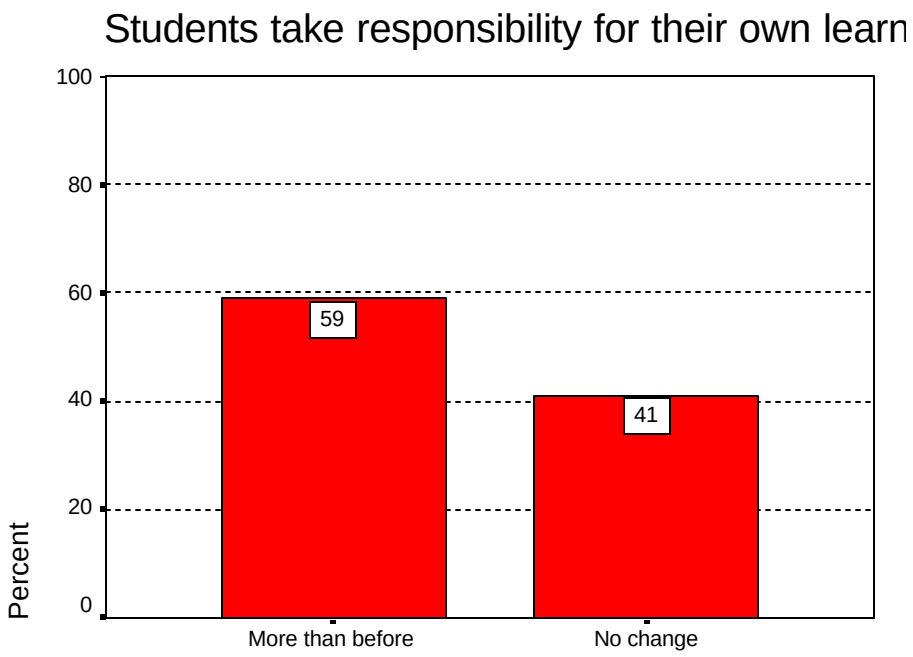
Statistics

STUDE1 Students take responsibility for their own learning

N	Valid	56
	Missing	0

STUDE1 Students take responsibility for their own learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	33	58.9	58.9	58.9
	0 No change	23	41.1	41.1	100.0
	Total	56	100.0	100.0	



STUDE2 Students demonstrate higher levels of thinking

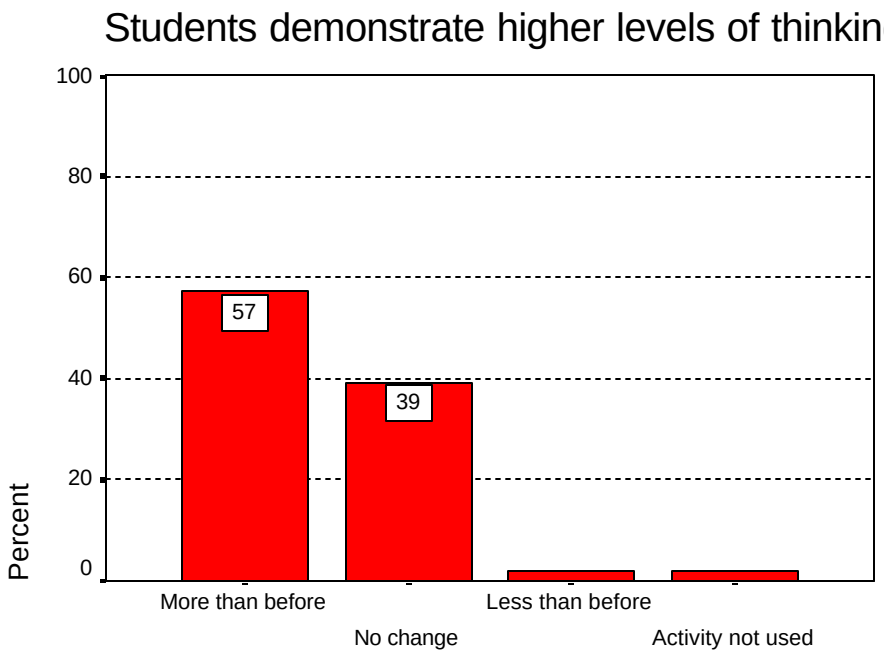
Statistics

STUDE2 Students demonstrate higher levels of thinking

N	Valid	56
	Missing	0

STUDE2 Students demonstrate higher levels of thinking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	32	57.1	57.1	57.1
	0 No change	22	39.3	39.3	96.4
	-1 Less than before	1	1.8	1.8	98.2
	-9 Activity not used	1	1.8	1.8	100.0
	Total	56	100.0	100.0	



Students demonstrate higher levels of thinking

STUDE3 Students participate in class discussions

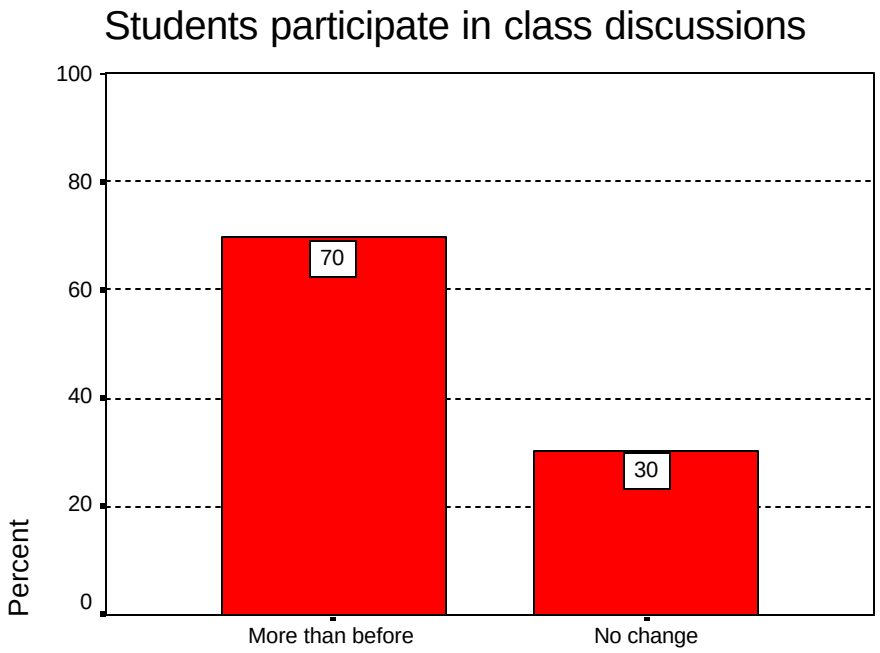
Statistics

STUDE3 Students participate in class discussions

N	Valid	56
	Missing	0

STUDE3 Students participate in class discussions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	39	69.6	69.6	69.6
	0 No change	17	30.4	30.4	100.0
	Total	56	100.0	100.0	



Students participate in class discussions

STUDE4 Students read outside context of course

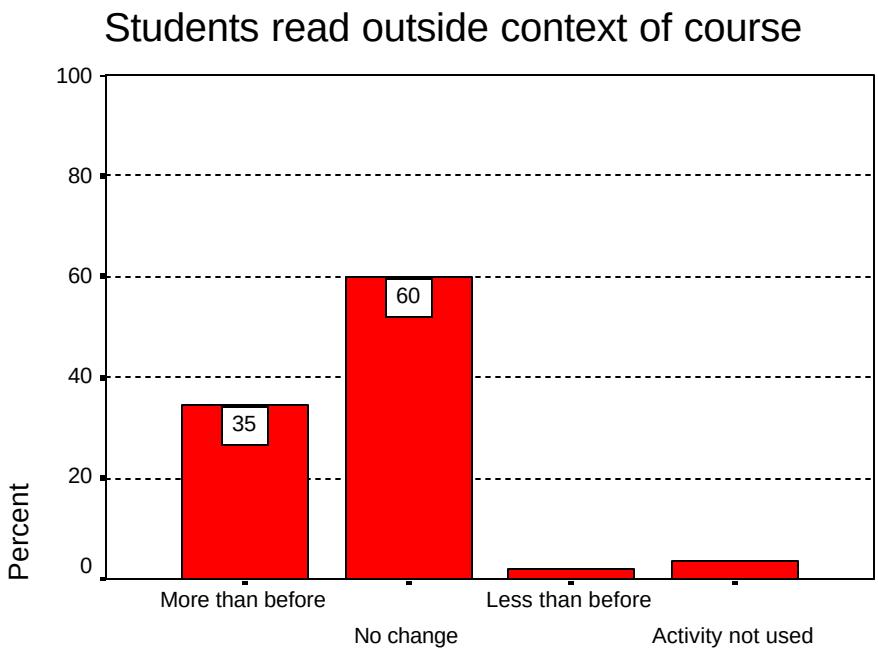
Statistics

STUDE4 Students read outside context of course

N	Valid	55
	Missing	1

STUDE4 Students read outside context of course

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	19	33.9	34.5	34.5
	0 No change	33	58.9	60.0	94.5
	-1 Less than before	1	1.8	1.8	96.4
	-9 Activity not used	2	3.6	3.6	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Students read outside context of course

STUDE5 Students perform better on texts/quizzes

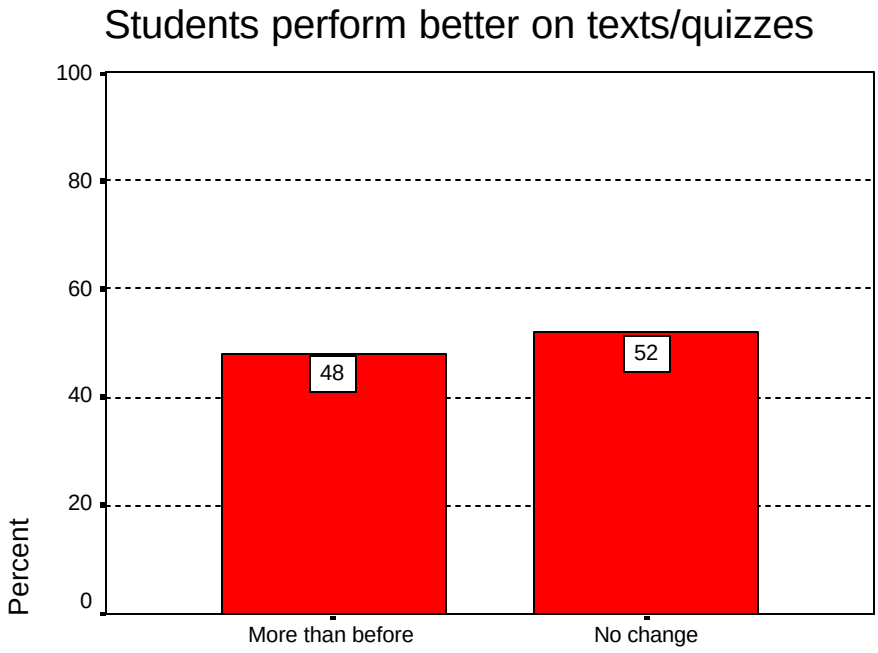
Statistics

STUDE5 Students perform better on texts/quizzes

N	Valid	54
	Missing	2

STUDE5 Students perform better on texts/quizzes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	26	46.4	48.1	48.1
	0 No change	28	50.0	51.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



Students perform better on texts/quizzes

STUDE6 Students demonstrate improved writing skills

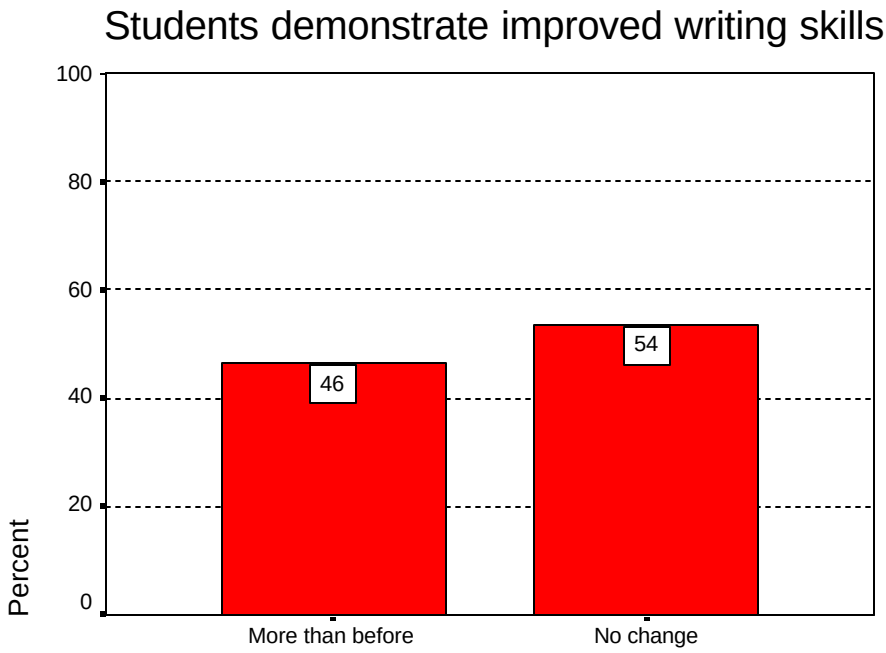
Statistics

STUDE6 Students demonstrate improved writing skills

N	Valid	56
	Missing	0

STUDE6 Students demonstrate improved writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	26	46.4	46.4	46.4
	0 No change	30	53.6	53.6	100.0
	Total	56	100.0	100.0	



Students demonstrate improved writing skills

STUDE7 Students demonstrate improved verbal skills

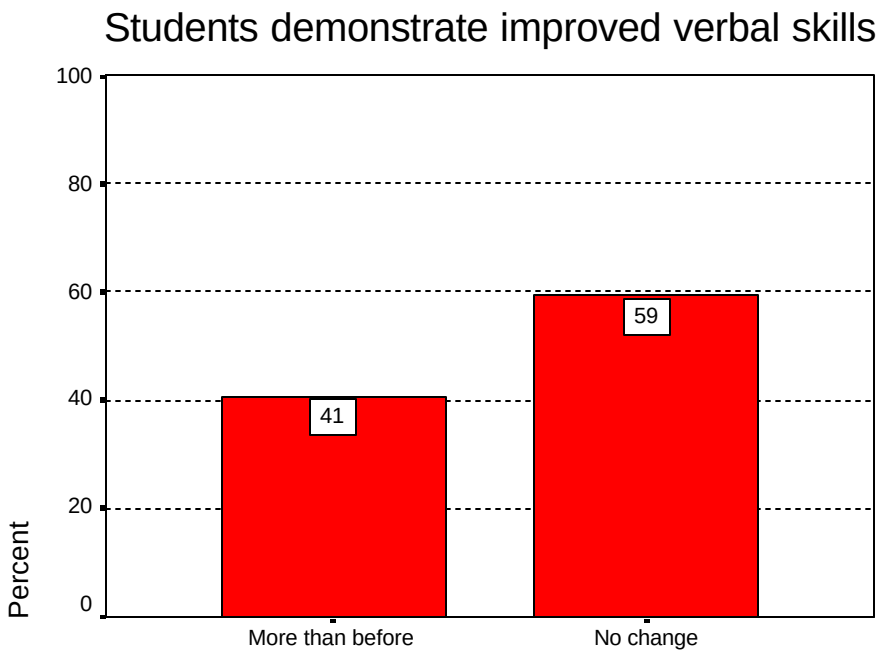
Statistics

STUDE7 Students demonstrate improved verbal skills

N	Valid	54
	Missing	2

STUDE7 Students demonstrate improved verbal skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	22	39.3	40.7	40.7
	0 No change	32	57.1	59.3	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



Students demonstrate improved verbal skills

STUDE8 Students able to recall concepts/procedures

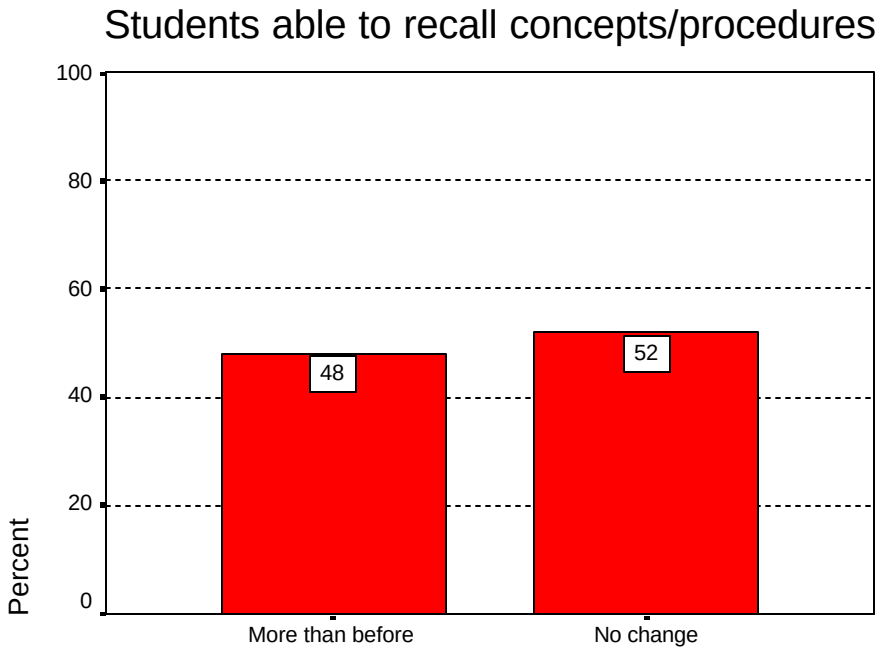
Statistics

STUDE8 Students able to recall concepts/procedures

N	Valid	54
	Missing	2

STUDE8 Students able to recall concepts/procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	26	46.4	48.1	48.1
	0 No change	28	50.0	51.9	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



Students able to recall concepts/procedures

STUDE9 Students able to apply concepts/procedures

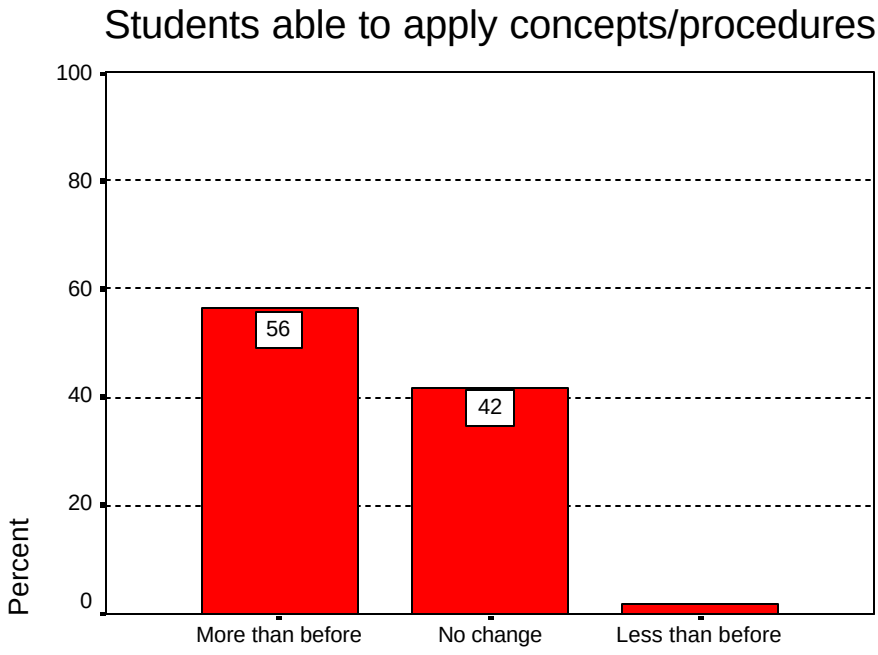
Statistics

STUDE9 Students able to apply concepts/procedures

N	Valid	55
	Missing	1

STUDE9 Students able to apply concepts/procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	31	55.4	56.4	56.4
	0 No change	23	41.1	41.8	98.2
	-1 Less than before	1	1.8	1.8	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Students able to apply concepts/procedures

Frequency Distributions for "Teaching Issue" Variables (TEACH26 - TEACH41)

TEACH26 Understand barriers to students' learning

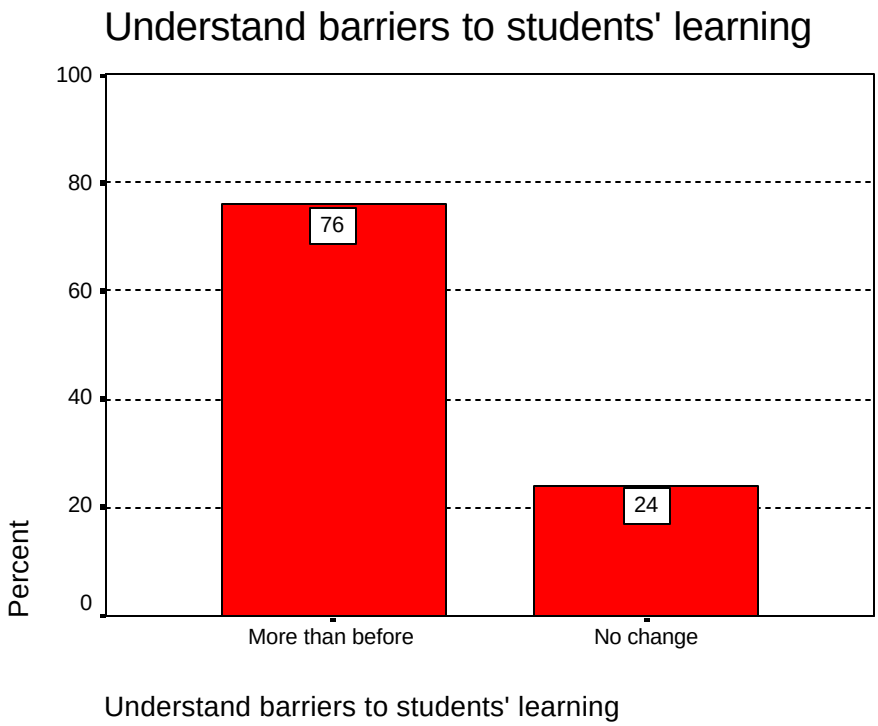
Statistics

TEACH26 Understand barriers to students' learning

N	Valid	54
	Missing	2

TEACH26 Understand barriers to students' learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	41	73.2	75.9	75.9
	0 No change	13	23.2	24.1	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



TEACH27 Understand students' different learning styles

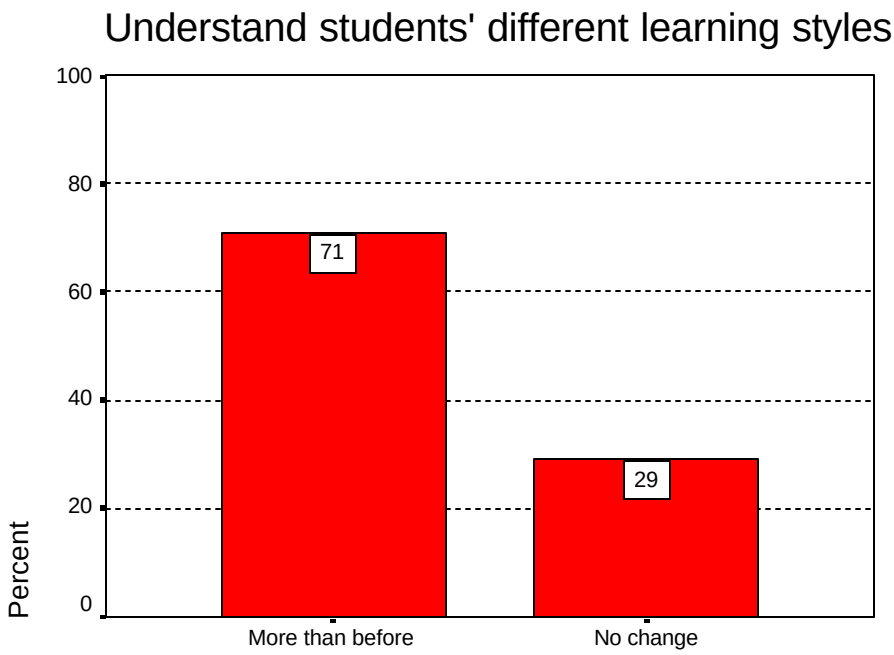
Statistics

TEACH27 Usderstand students' different learning styles

N	Valid	55
	Missing	1

TEACH27 Usderstand students' different learning styles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	39	69.6	70.9	70.9
	0 No change	16	28.6	29.1	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Usderstand students' different learning styles

TEACH28 Receive positive comments from students

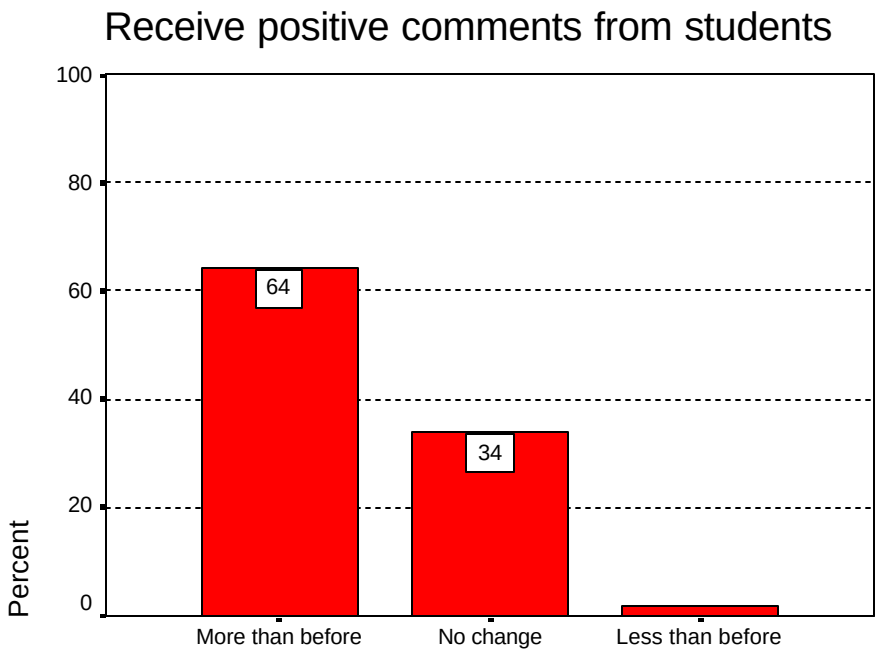
Statistics

TEACH28 Receive positive comments from students

N	Valid	56
	Missing	0

TEACH28 Receive positive comments from students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	36	64.3	64.3	64.3
	0 No change	19	33.9	33.9	98.2
	-1 Less than before	1	1.8	1.8	100.0
	Total	56	100.0	100.0	



Receive positive comments from students

TEACH29 Reflect on my effectiveness as a teacher

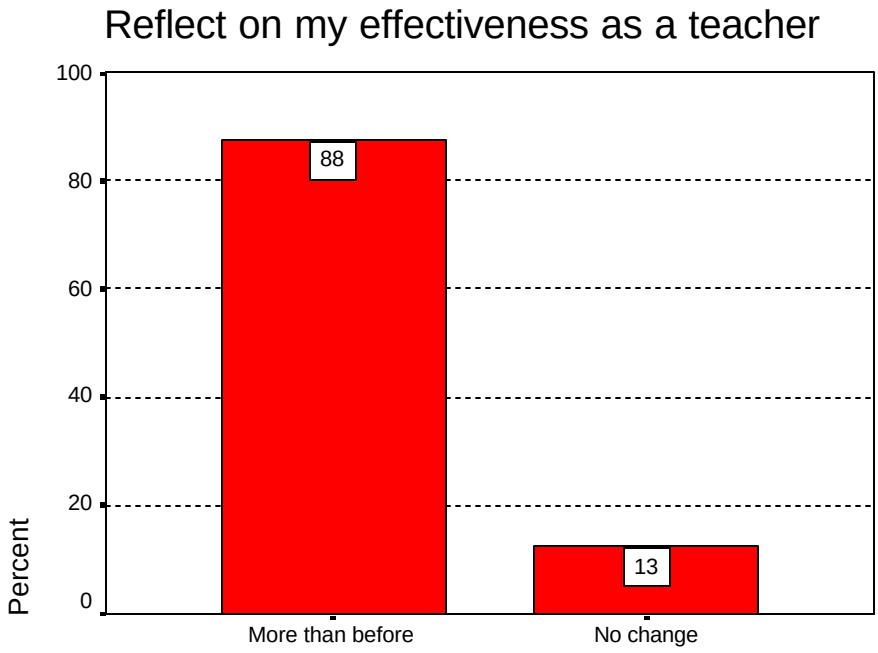
Statistics

TEACH29 Reflect on my effectiveness as a teacher

N	Valid	56
	Missing	0

TEACH29 Reflect on my effectiveness as a teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	49	87.5	87.5	87.5
	0 No change	7	12.5	12.5	100.0
	Total	56	100.0	100.0	



Reflect on my effectiveness as a teacher

TEACH30 Have knowledge of current institutional issues

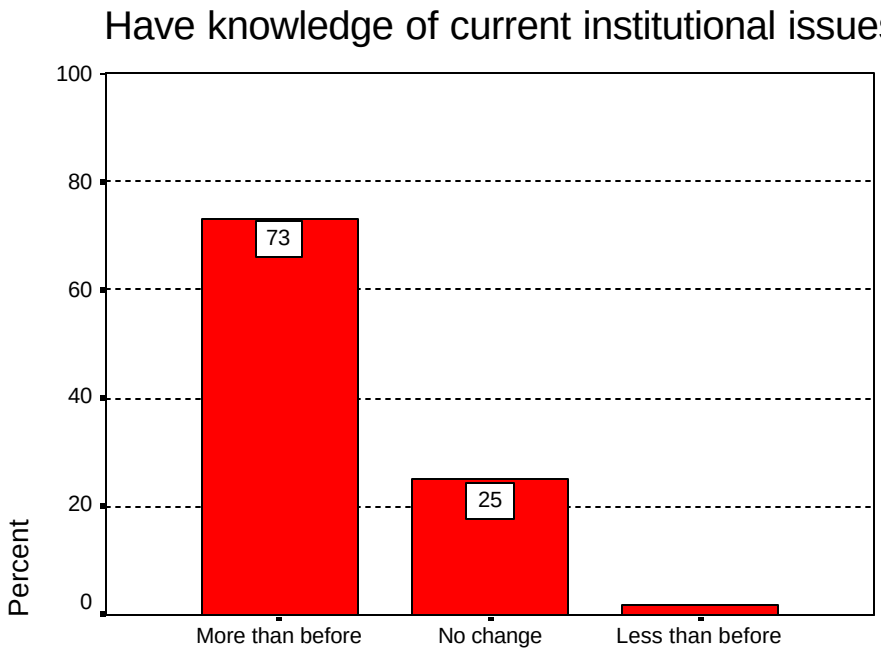
Statistics

TEACH30 Have knowledge of current institutional issues

N	Valid	56
	Missing	0

TEACH30 Have knowledge of current institutional issues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	41	73.2	73.2	73.2
	0 No change	14	25.0	25.0	98.2
	-1 Less than before	1	1.8	1.8	100.0
	Total	56	100.0	100.0	



Have knowledge of current institutional issues

TEACH31 Conscious of and confident about my teaching

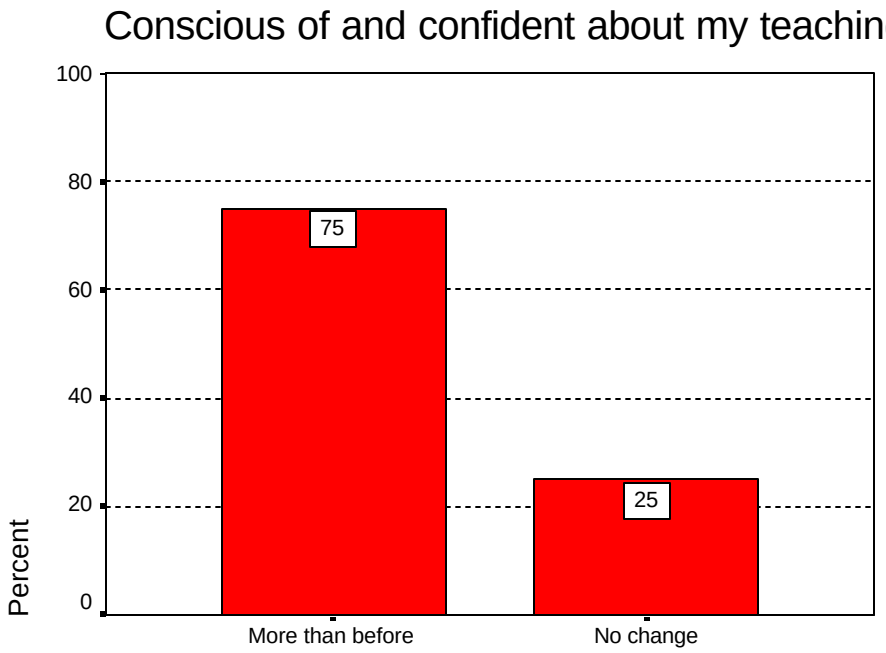
Statistics

TEACH31 Conscious of and confident about my teaching

N	Valid	56
	Missing	0

TEACH31 Conscious of and confident about my teaching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	42	75.0	75.0	75.0
	0 No change	14	25.0	25.0	100.0
	Total	56	100.0	100.0	



TEACH32 Conduct classroom research

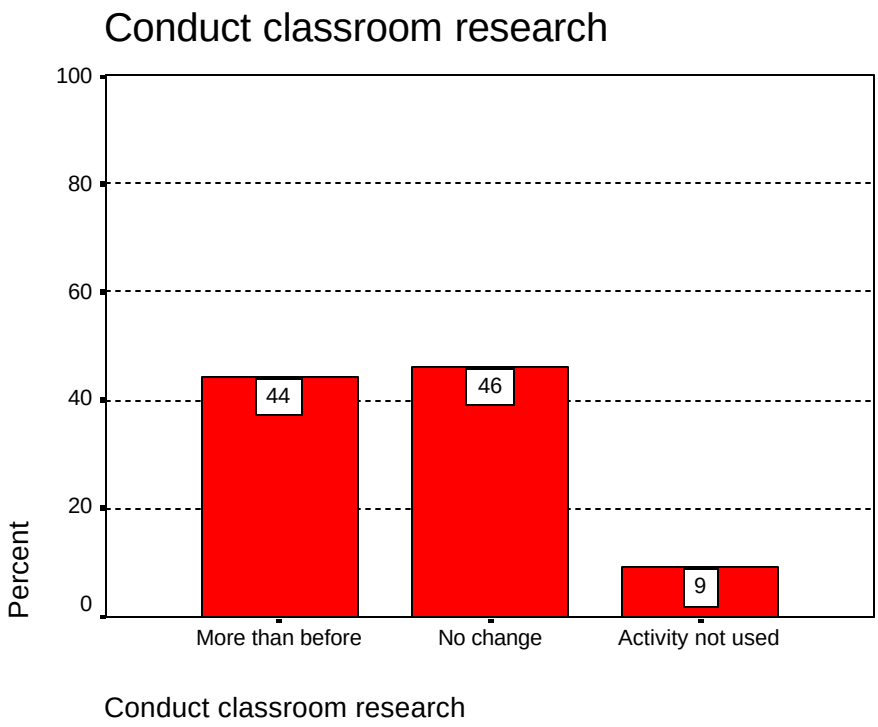
Statistics

TEACH32 Conduct classroom research

N	Valid	54
	Missing	2

TEACH32 Conduct classroom research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	24	42.9	44.4	44.4
	0 No change	25	44.6	46.3	90.7
	-9 Activity not used	5	8.9	9.3	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



TEACH33 Develop plans to strengthen my department

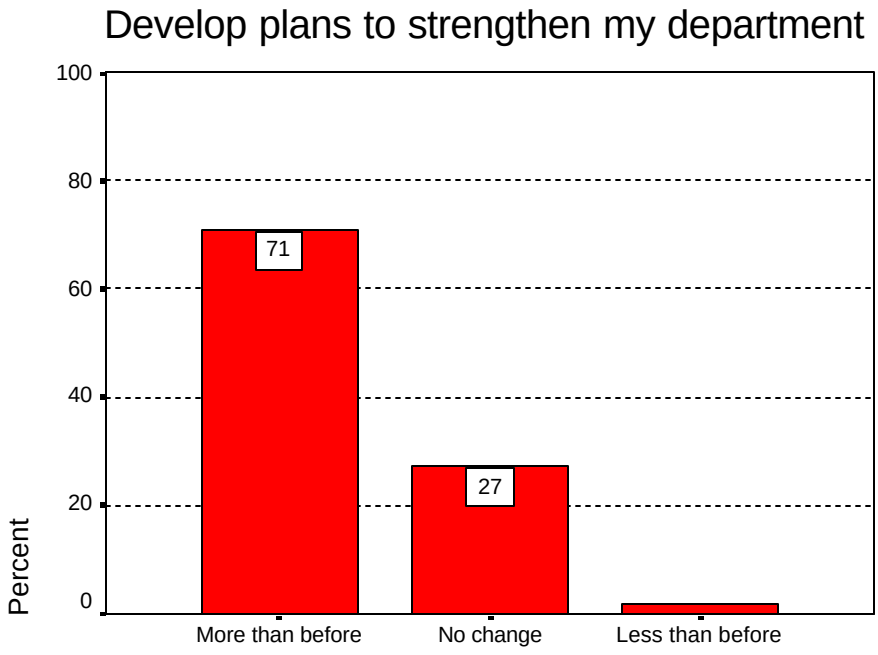
Statistics

TEACH33 Develop plans to strengthen my department

N	Valid	55
	Missing	1

TEACH33 Develop plans to strengthen my department

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	39	69.6	70.9	70.9
	0 No change	15	26.8	27.3	98.2
	-1 Less than before	1	1.8	1.8	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Develop plans to strengthen my department

TEACH34 Produce peer reviewed scholarly work

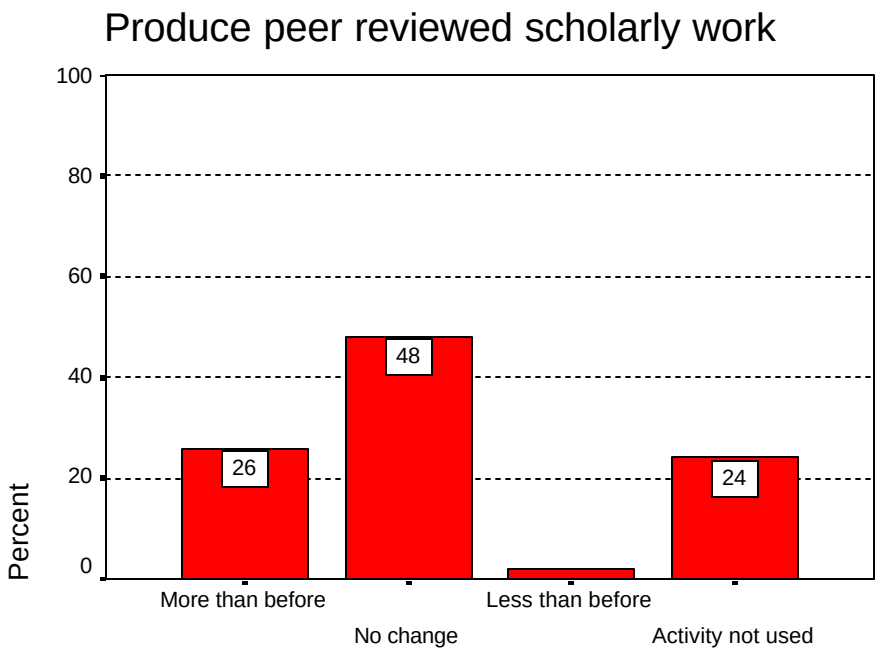
Statistics

TEACH34 Produce peer reviewed scholarly work

N	Valid	54
	Missing	2

TEACH34 Produce peer reviewed scholarly work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	14	25.0	25.9	25.9
	0 No change	26	46.4	48.1	74.1
	-1 Less than before	1	1.8	1.9	75.9
	-9 Activity not used	13	23.2	24.1	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



Produce peer reviewed scholarly work

TEACH35 Receive negative comments from students

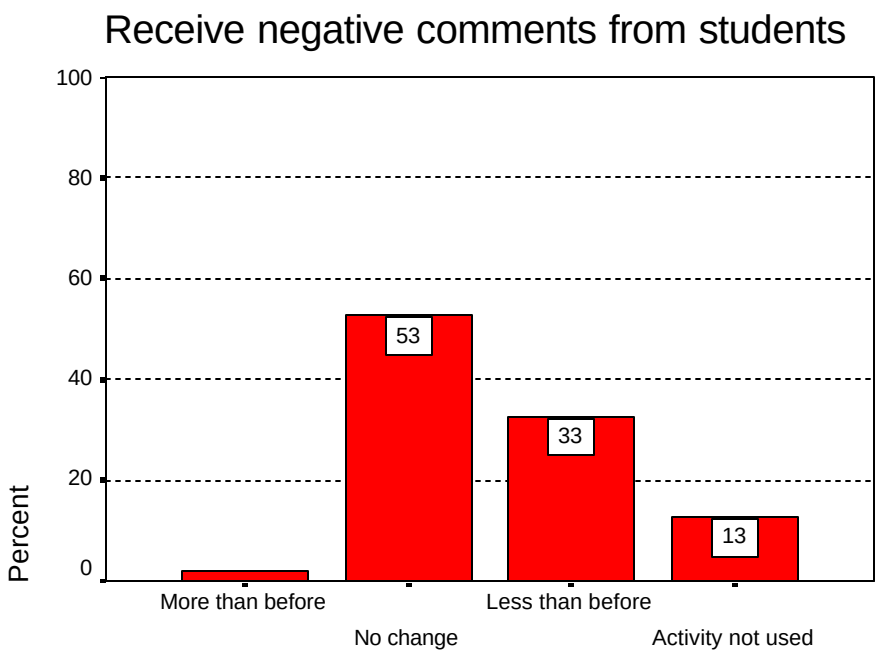
Statistics

TEACH35 Receive negative comments from students

N	Valid	55
	Missing	1

TEACH35 Receive negative comments from students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	1	1.8	1.8	1.8
	0 No change	29	51.8	52.7	54.5
	-1 Less than before	18	32.1	32.7	87.3
	-9 Activity not used	7	12.5	12.7	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Receive negative comments from students

TEACH36 Give presentations at conferences

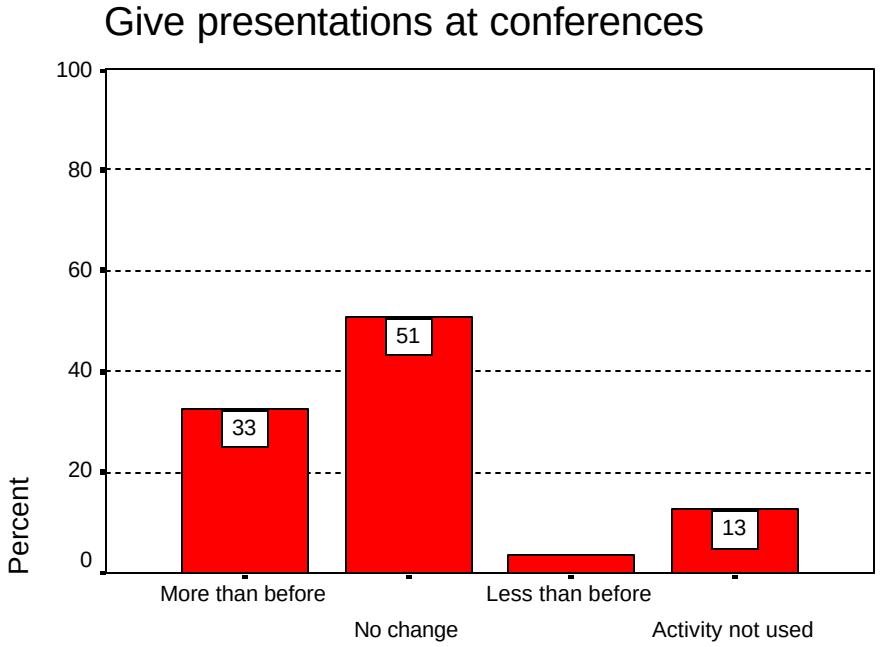
Statistics

TEACH36 Give presentations at conferences

N	Valid	55
	Missing	1

TEACH36 Give presentations at conferences

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	18	32.1	32.7	32.7
	0 No change	28	50.0	50.9	83.6
	-1 Less than before	2	3.6	3.6	87.3
	-9 Activity not used	7	12.5	12.7	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



Give presentations at conferences

TEACH37 Deeper understanding of course-related content

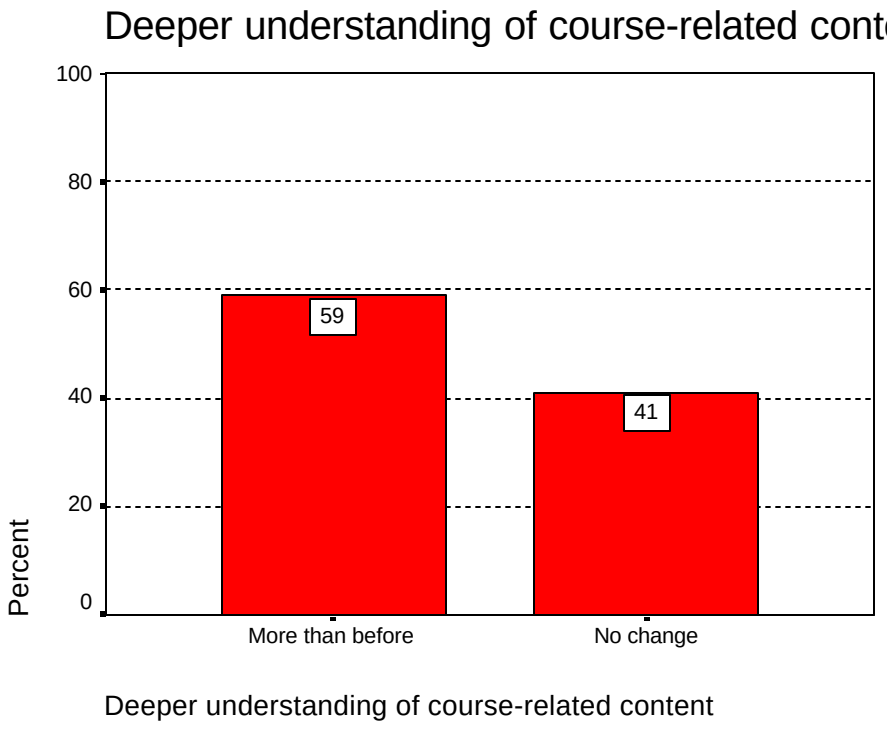
Statistics

TEACH37 Deeper understanding of course-related content

N	Valid	56
	Missing	0

TEACH37 Deeper understanding of course-related content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	33	58.9	58.9	58.9
	0 No change	23	41.1	41.1	100.0
	Total	56	100.0	100.0	



TEACH38 Discuss learning and teaching issues with department colleagues

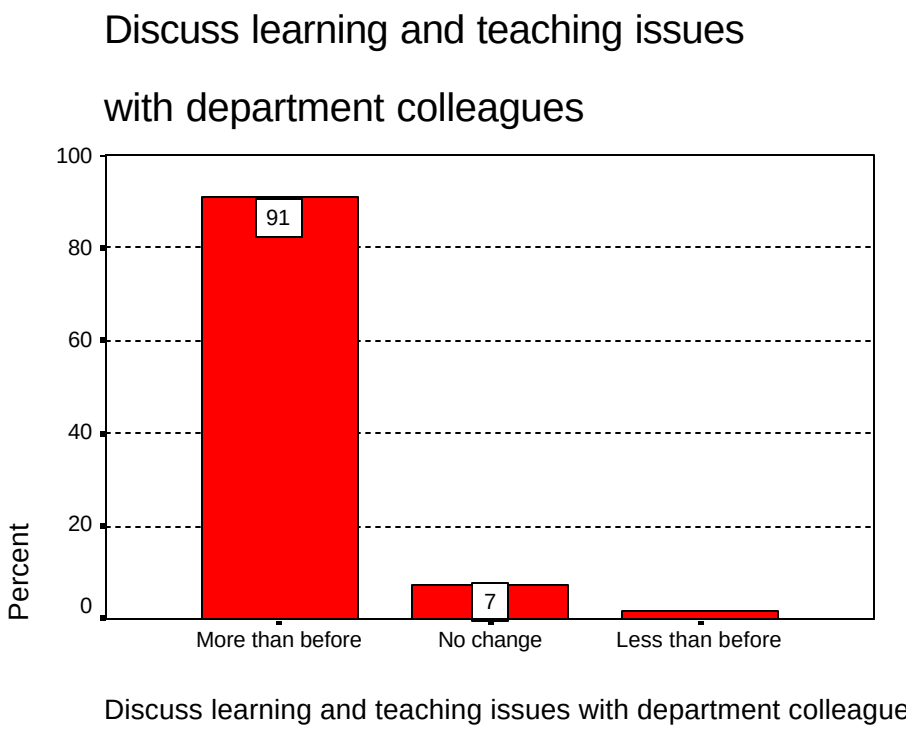
Statistics

TEACH38 Discuss learning and teaching issues with department colleagues

N	Valid	55
	Missing	1

TEACH38 Discuss learning and teaching issues with department colleagues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	50	89.3	90.9	90.9
	0 No change	4	7.1	7.3	98.2
	-1 Less than before	1	1.8	1.8	100.0
	Total	55	98.2	100.0	
Missing	System	1	1.8		
Total		56	100.0		



TEACH39 Discuss learning and teaching issues with non-department colleagues

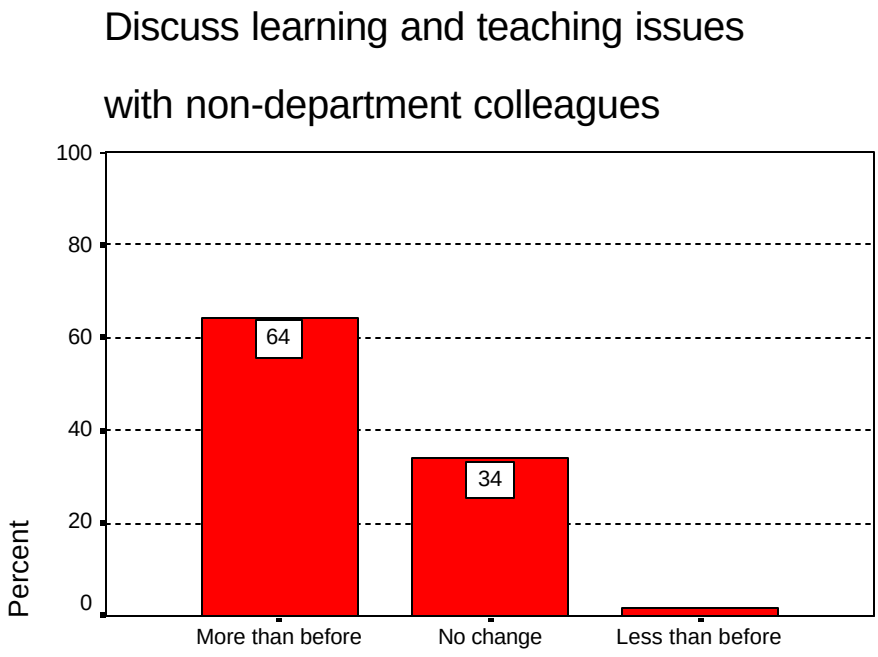
Statistics

TEACH39 Discuss learning and teaching issues with non-department colleagues

N	Valid	56
	Missing	0

TEACH39 Discuss learning and teaching issues with non-department colleagues

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	36	64.3	64.3	64.3
	0 No change	19	33.9	33.9	98.2
	-1 Less than before	1	1.8	1.8	100.0
	Total	56	100.0	100.0	



Discuss learning and teaching issues with non-department colle

TEACH40 Write grant proposals

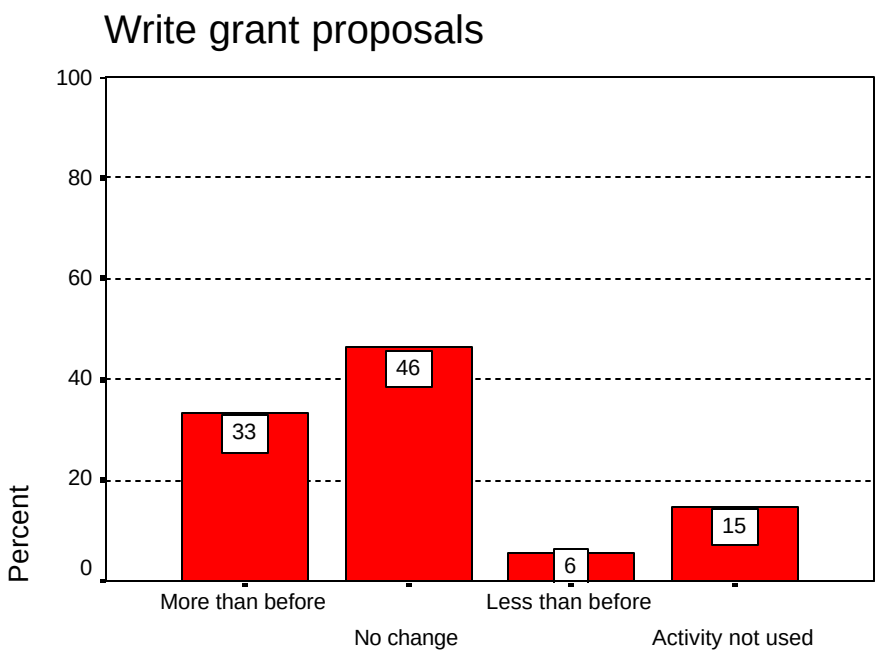
Statistics

TEACH40 Write grant proposals

N	Valid	54
	Missing	2

TEACH40 Write grant proposals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	18	32.1	33.3	33.3
	0 No change	25	44.6	46.3	79.6
	-1 Less than before	3	5.4	5.6	85.2
	-9 Activity not used	8	14.3	14.8	100.0
	Total	54	96.4	100.0	
Missing	System	2	3.6		
Total		56	100.0		



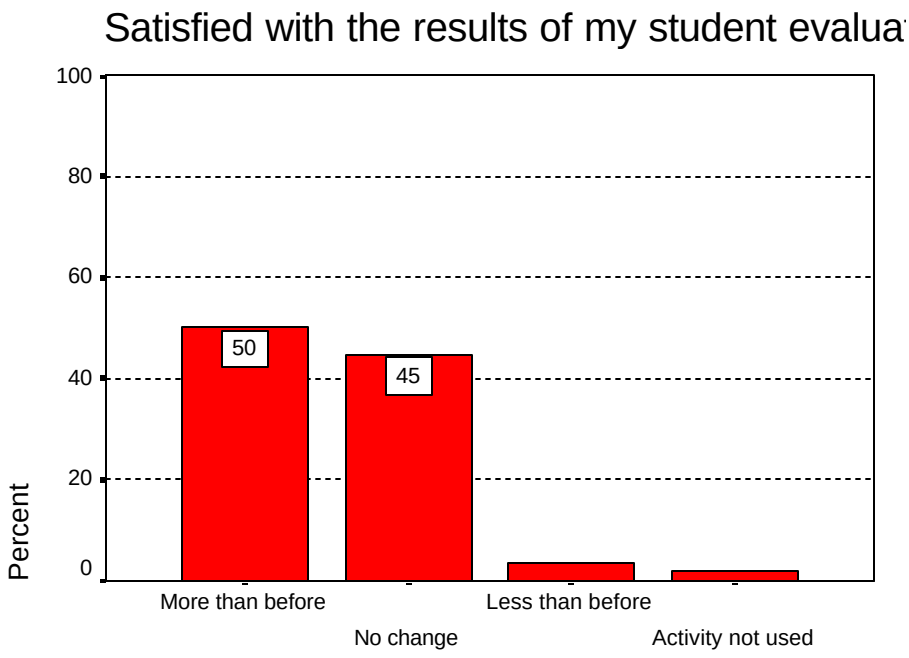
Write grant proposals

TEACH41 Satisfied with the results of my student evaluations

Statistics

TEACH41 Satisfied with the results of my student evaluations

N	Valid	56
	Missing	0

TEACH41 Satisfied with the results of my student evaluations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 More than before	28	50.0	50.0	50.0
	0 No change	25	44.6	44.6	94.6
	-1 Less than before	2	3.6	3.6	98.2
	-9 Activity not used	1	1.8	1.8	100.0
	Total	56	100.0	100.0