



UNIVERSITY OF
SAN FRANCISCO

Office of Assessment
and Accreditation Support

Undergraduate Core Curriculum Redesign Faculty & Staff Survey Report

March 20, 2024

Table of Contents

GENERAL INFORMATION	4
PURPOSE	4
ORIGINATORS	4
DATA COLLECTION	4
ABOUT THIS REPORT	4
SOCIODEMOGRAPHICS.....	5
SCHOOL OR COLLEGE.....	5
FULL-TIME OR PART-TIME	5
YEARS TEACHING AT USF	5
LEVEL OF STUDENTS PARTICIPANTS TEACH	5
HOW OFTEN PARTICIPANTS TEACH CORE COURSES.....	6
GENDER IDENTITY.....	6
RACE/ETHNICITY	6
LEARNING OUTCOMES, COMPETENCIES, AND THE CORE CURRICULUM.....	6
GAINS FROM ATTENDING USF	6
<i>All Participants.....</i>	7
<i>Teaching vs. Non-teaching.....</i>	8
<i>School/College</i>	8
<i>Full-time vs. Part-time (Adjunct).....</i>	9
<i>Number of Years Teaching at USF.....</i>	10
<i>Level of Students Participants Teach</i>	11
<i>How Often Participants Teach Core Courses.....</i>	12
LEARNING OUTCOMES.....	12
<i>All Participants.....</i>	14
<i>All Participants' Average Response.....</i>	14
<i>Teaching vs. Non-teaching.....</i>	15
<i>School/College</i>	16
<i>Full-time vs. Part-time (Adjunct).....</i>	17
<i>Number of Years Teaching at USF.....</i>	18
<i>Level of Students Participants Teach</i>	19
<i>How Often Participants Teach Core Courses.....</i>	20
KEY EXPERIENCES	21
<i>All Participants.....</i>	22
<i>Teaching vs. Non-teaching.....</i>	22
<i>School/College</i>	23
<i>Full-time vs. Part-time (Adjunct).....</i>	24
<i>Number of Years Teaching at USF.....</i>	25
<i>Level of Students Participants Teach</i>	26
<i>How Often Participants Teach Core Courses.....</i>	27
SKILLS & COMPETENCIES.....	28
<i>All Participants.....</i>	29
<i>Teaching vs. Non-teaching.....</i>	29
<i>School/College</i>	30
<i>Full-time vs. Part-time (Adjunct).....</i>	31
<i>Number of Years Teaching at USF.....</i>	32
<i>Level of Students Participants Teach</i>	33
<i>How Often Participants Teach Core Courses.....</i>	34
LEARNING IN THE CLASSROOM.....	35
ACTIVITIES THAT PROMOTE LEARNING	35

<i>All Participants</i>	35
<i>School/College</i>	36
<i>Full-time vs. Part-time (Adjunct)</i>	37
<i>Number of Years Teaching at USF</i>	38
<i>Level of Students Participants Teach</i>	39
<i>How Often Participants Teach Core Courses</i>	40
WHEN PARTICIPANTS GET EXCITED ABOUT LEARNING	41
<i>All Participants</i>	41
<i>All Participants' Average Response</i>	42
<i>School/College</i>	42
<i>Full-time vs. Part-time (Adjunct)</i>	43
<i>Number of Years Teaching at USF</i>	44
<i>Level of Students Participants Teach</i>	45
<i>How Often Participants Teach Core Courses</i>	46
OVERALL ENGAGEMENT IN COURSES.....	47
<i>All Participants Who Teach</i>	47
<i>School/College</i>	47
<i>Full-time vs. Part-time (Adjunct)</i>	48
<i>Number of Years Teaching at USF</i>	48
<i>Level of Students Participants Teach</i>	48
<i>How Often Participants Teach Core Courses</i>	49

General Information

PURPOSE

The intent of this anonymous survey was to gather information from faculty, librarians, and staff about the current core curriculum learning outcomes, explore skill development for undergraduate students, allow faculty and staff the opportunity to evaluate the importance of high impact learning experiences, and measure levels of classroom engagement following the COVID-19 pandemic.

ORIGINATORS

The survey was developed by the Undergraduate Core Curriculum Redesign Task Force and the Faculty Learning Community focused on Post-Pandemic Learning in collaboration with the Office of Assessment & Accreditation Support.

DATA COLLECTION

Survey Population: All faculty, librarians, and staff

Instrument: Qualtrics

Distribution: The survey was distributed via a link in the provost's newsletter.

Period: February 6, 2024 – February 19, 2024

Number of Responses: 253

ABOUT THIS REPORT

Data in this report has been disaggregated by teaching vs. non-teaching participants; school/college; participants who teach full-time vs. part-time (adjunct); number of years teaching at USF; level taught (e.g. undergraduates, graduates, both); and how often participants teach core courses.

When data is disaggregated by teaching vs. non-teaching participants, *Faculty/Staff that teach* includes all participants who indicated they teach in the College of Arts & Sciences (CAS), the School of Education (SOE), the School of Law (SOL), the School of Management (SOM), and the School of Nursing and Health Professions (SONHP), and excludes participants who selected *I am a staff member and do not teach at USF* and participants who selected *Other*.

There were fewer than 8 participants who indicated they teach in SOE and in SOM; therefore, when data is disaggregated by school/college SOE and SOM are not included.

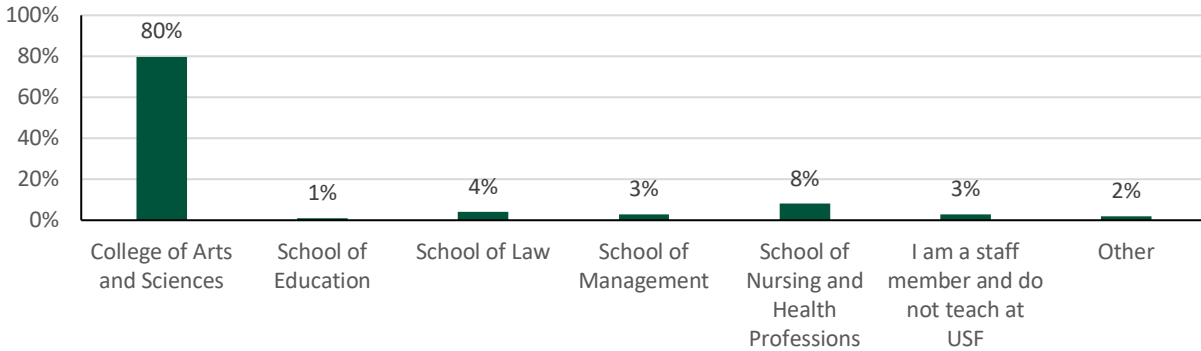
Sociodemographics

All sociodemographic information was self-reported.

SCHOOL OR COLLEGE

Participants indicated the school or college they primarily teach in using the following response options: *CAS*; *SOE*; *SOL*; *SOM*; *SONHP*; *I am a staff member and do not teach at USF*; and *Other*.

- The highest percentage of participants (80%) indicated they teach in CAS.



FULL-TIME OR PART-TIME

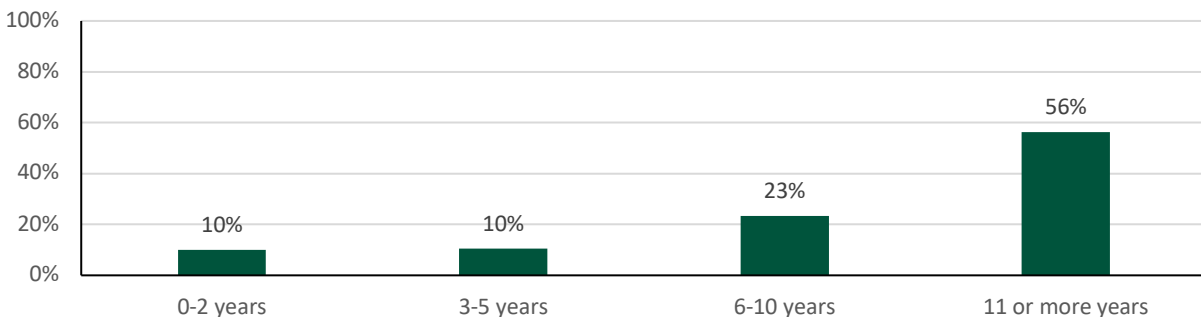
Participants who indicated they teach further indicated if they teach *full-time* or *part-time (adjunct)*.

- 75% of participants indicated they teach *full-time* and 25% indicated they teach *part-time (adjunct)*.

YEARS TEACHING AT USF

Participants who indicated they teach, further indicated how many years they have been teaching at USF using the following response options: *0-2 years*; *3-5 years*; *6-10 years*; and *11 or more years*.

- The highest percentage of participants who indicated they teach (56%), further indicated they have been teaching at USF for *11 or more years*.



LEVEL OF STUDENTS PARTICIPANTS TEACH

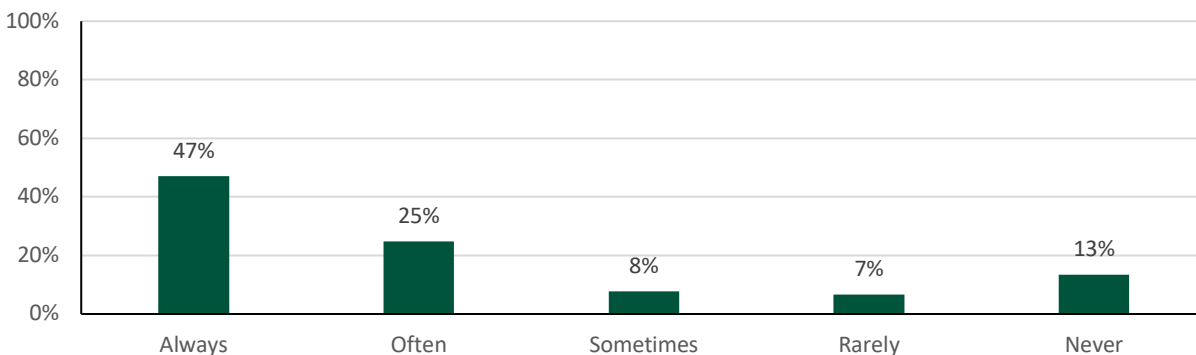
Participants who indicated they teach, further indicated the level of students they teach at USF using the following response options: *Undergraduate students only*; *Graduate students only*; and *Both undergraduate and graduate students*.

- 64% indicated they teach *undergraduate students only*, 9% indicated they teach *graduate students only*, and 27% indicated they teach *both undergraduate and graduate students*.

HOW OFTEN PARTICIPANTS TEACH CORE COURSES

Participants who indicated they teach further indicated how often they teach core courses using the following response options: *Always*; *Often*; *Sometimes*; *Rarely*; and *Never*.

- The highest percentage of participants who indicated they teach (47%) further indicated they *always* teach core courses.



GENDER IDENTITY

Responding to a two-part question, participants indicated their gender identity using the below response options. Part one allowed participants to select all that apply.

Part One

Genderqueer = 1%
Man = 32%
Non-binary = 1%
Unsure or questioning = 0%
Woman = 51%
Prefer to self-describe = 2%
Prefer not to answer = 13%

Part Two

Transgender = 0%
Cisgender = 72%
Prefer to self-describe = 3%
Prefer not to answer = 26%

RACE/ETHNICITY

Participants indicated their race/ethnicity using the below response options. Participants could select all that apply.

Asian/Asian American = 6%
Arab/Middle Eastern = 1%
Black/African American = 2%
Latina/o/x/Hispanic = 6%
Native American/First Nation/Alaska Native = 1%

Pacific Islander/Native Hawaiian = 0%
White/Caucasian = 61%
Prefer not to answer = 19%
Other = 4%

Learning Outcomes, Competencies, and the Core Curriculum

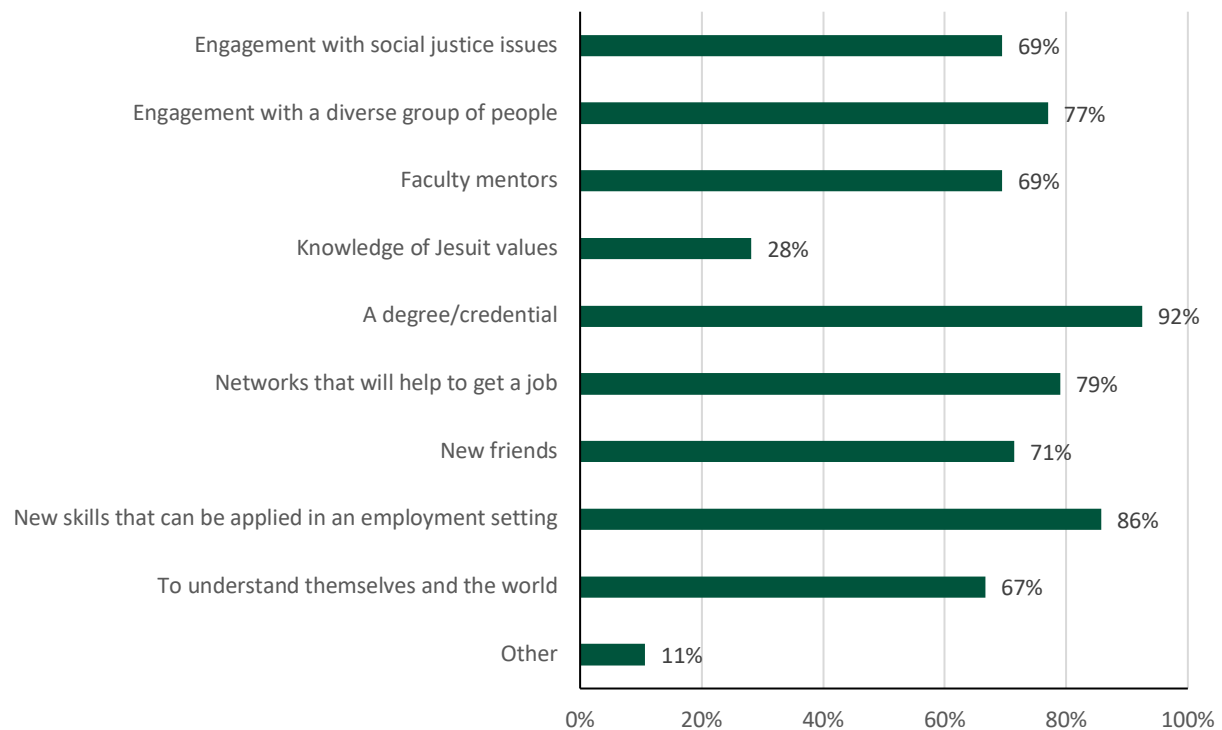
GAINS FROM ATTENDING USF

Participants indicated what they thought students hope to gain from being a student at USF using the following response options: *Engagement with social justice issues*; *Engagement with a diverse group of people*; *Faculty mentors*; *Knowledge of Jesuit values*; *A degree/credential*; *Networks that will help to get a job*; *New friends*; *New skills that can be applied in an employment setting*; *To understand themselves and the world*; and *Other*. Participants could select all that apply.

- The highest percentage of participants (92%) indicated they believe students hope to gain *a degree/credential* from their education at USF. This remains true when the data is disaggregated by teaching vs. non-teaching participants, full-time vs. part-time (adjunct), and years teaching at USF.
- The highest percentage of participants who teach in CAS (94%) and SONHP (94%) indicated they believe students hope to gain *a degree/credential* from their education at USF, while the highest percentage of participants who teach in SOL (89%) indicated they believe students hope to gain *faculty mentors, a degree/credential, and networks that will help them to get a job*.
- The highest percentage of both participants who teach undergraduates only (96%) and those who teach graduate students only (94%) indicated they believe students hope to gain *a degree/credential* from their education at USF, while the highest percentage of participants who teach both undergraduate and graduate students (89%) indicated they believe students hope to gain *new skills that can be applied in an employment setting*.
- The highest percentage of participants who always (93%), often (96%) and rarely (100%) teach core courses indicated they believe students hope to gain *a degree/credential* from their education at USF while the highest percentage of participants who sometimes (87%) or never (85%) teach core courses indicated they believe students hope to gain *engagement with a diverse group of people, a degree/credential, and new skills that can be applied in an employment setting*.

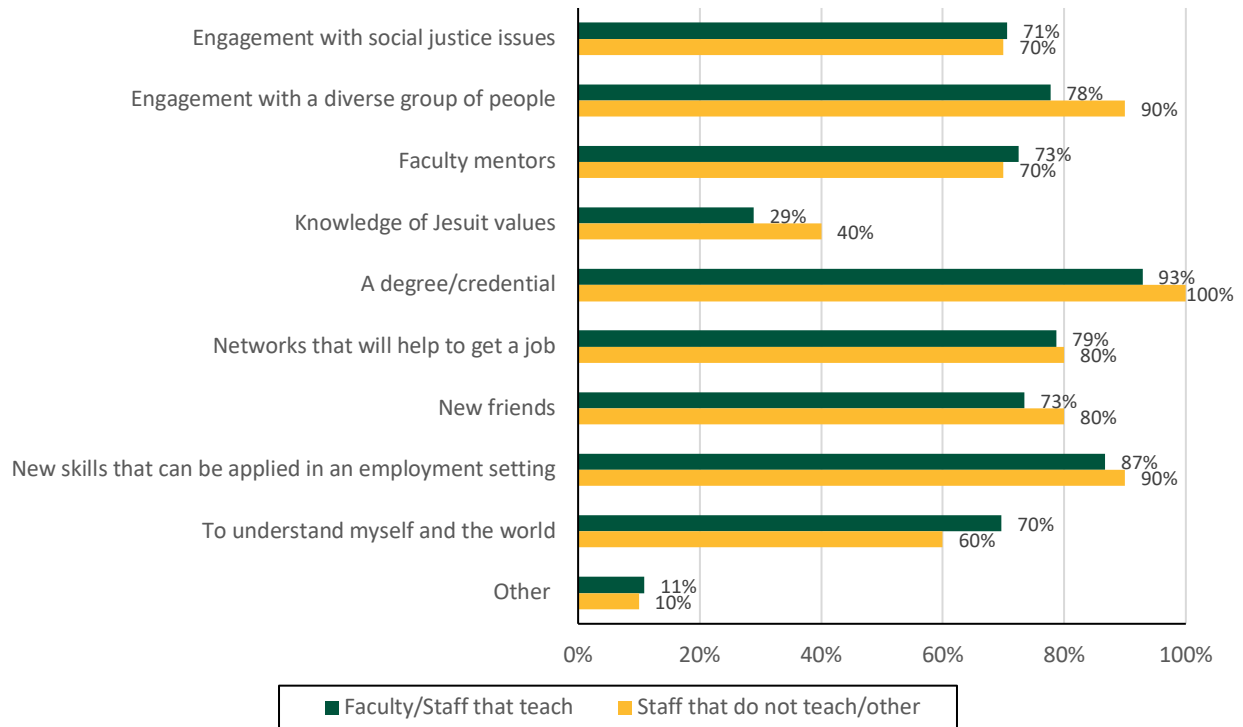
All Participants

The following figure represents the percentage of participants who selected each response option.



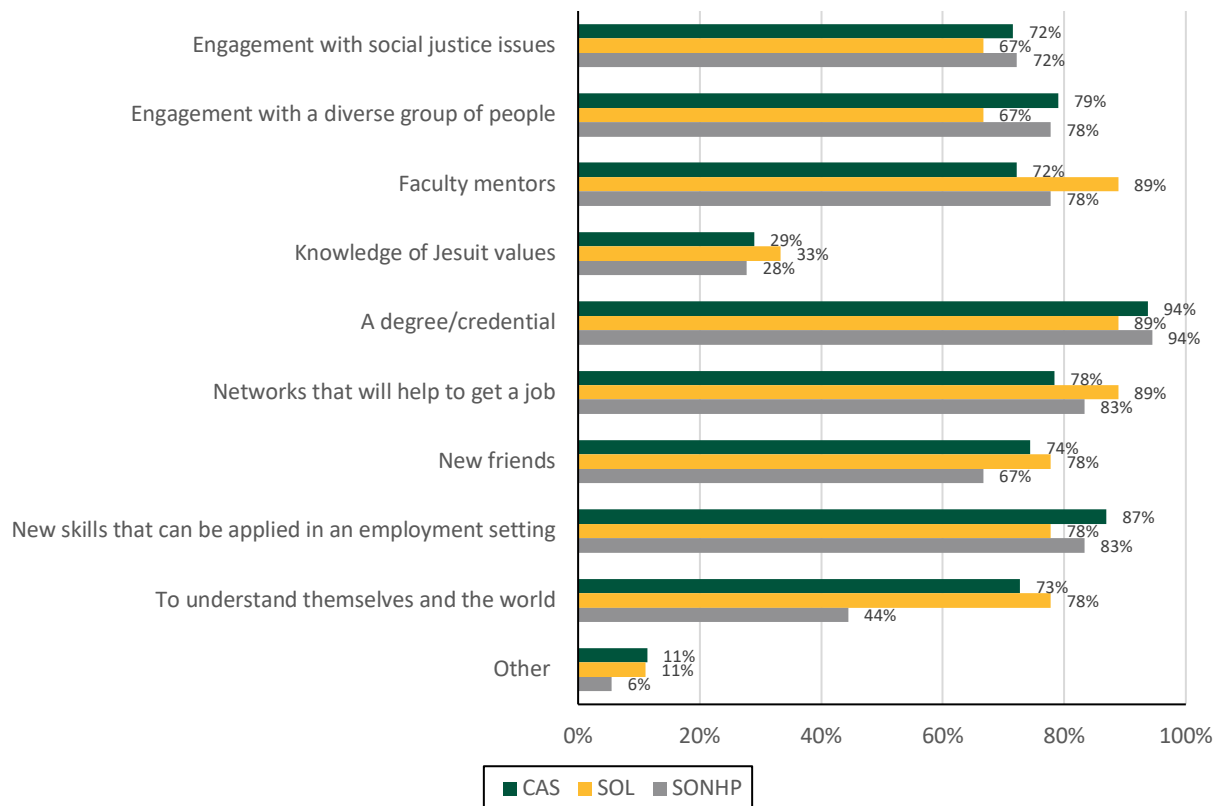
Teaching vs. Non-teaching

The following figure represents the percentage of participants who selected each response option, disaggregated by teaching and non-teaching participants.



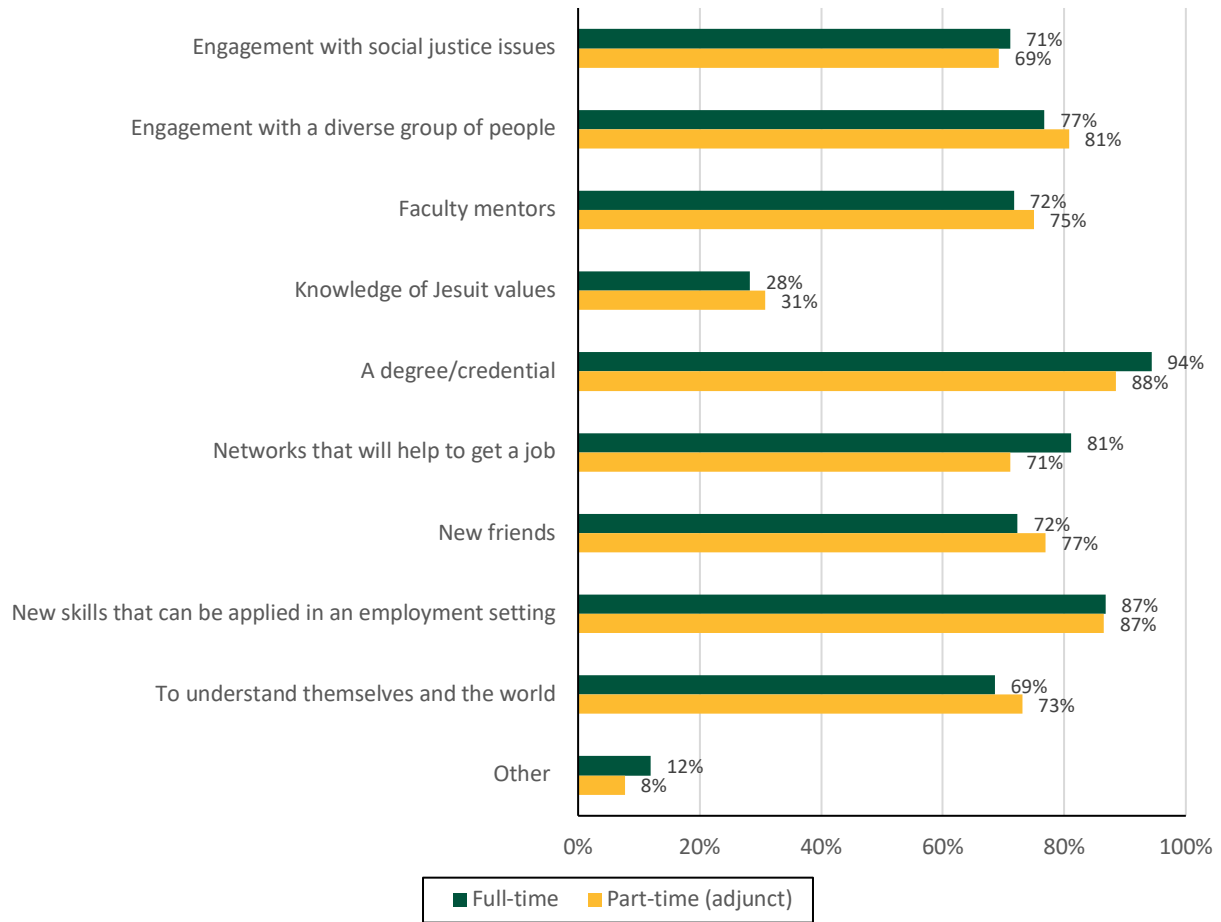
School/College

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach in CAS, SOL, and SONHP.



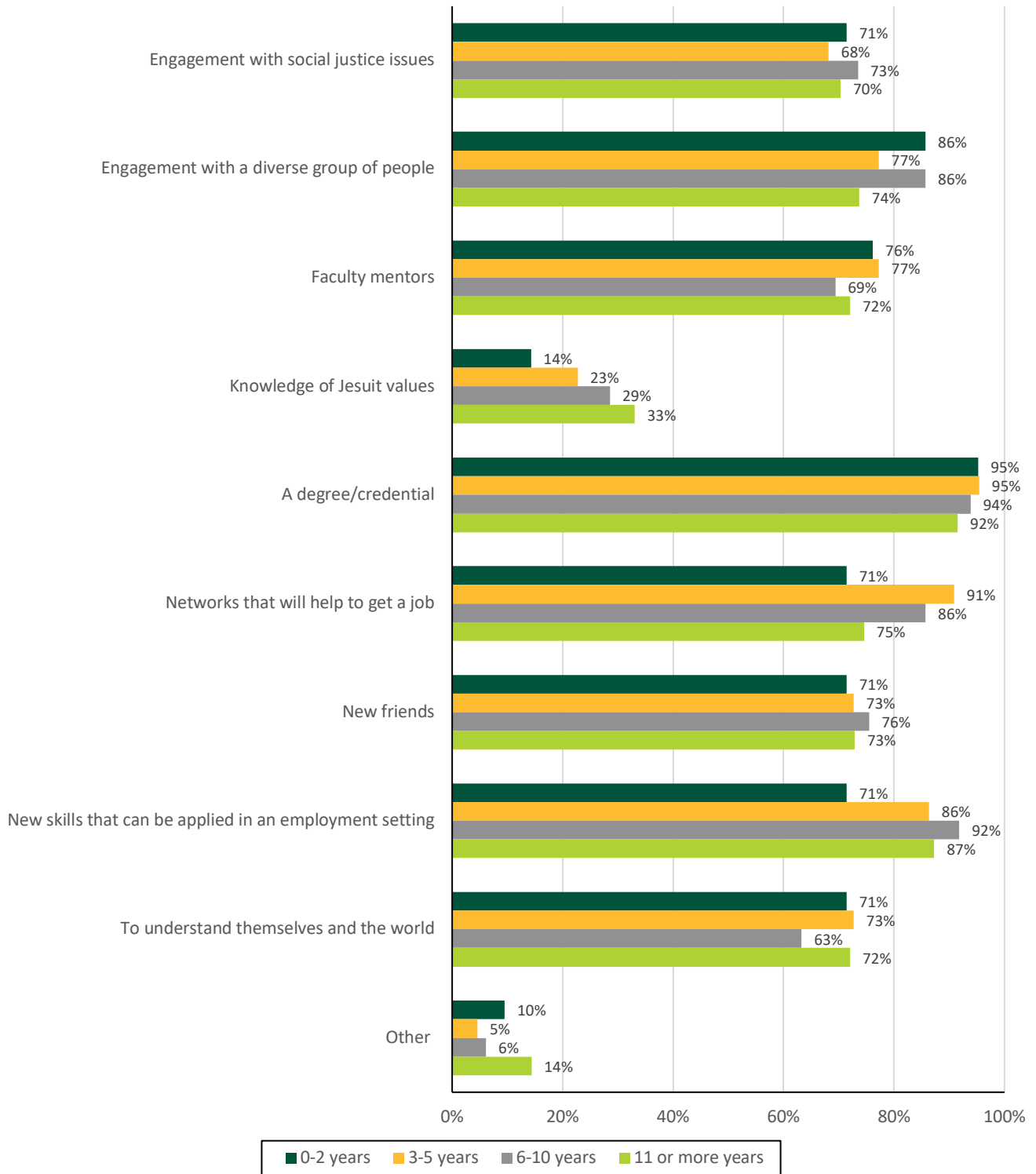
Full-time vs. Part-time (Adjunct)

The following figure represents the percentage of participants who selected each response option, disaggregated by participants teaching full-time and those teaching part-time (adjunct).



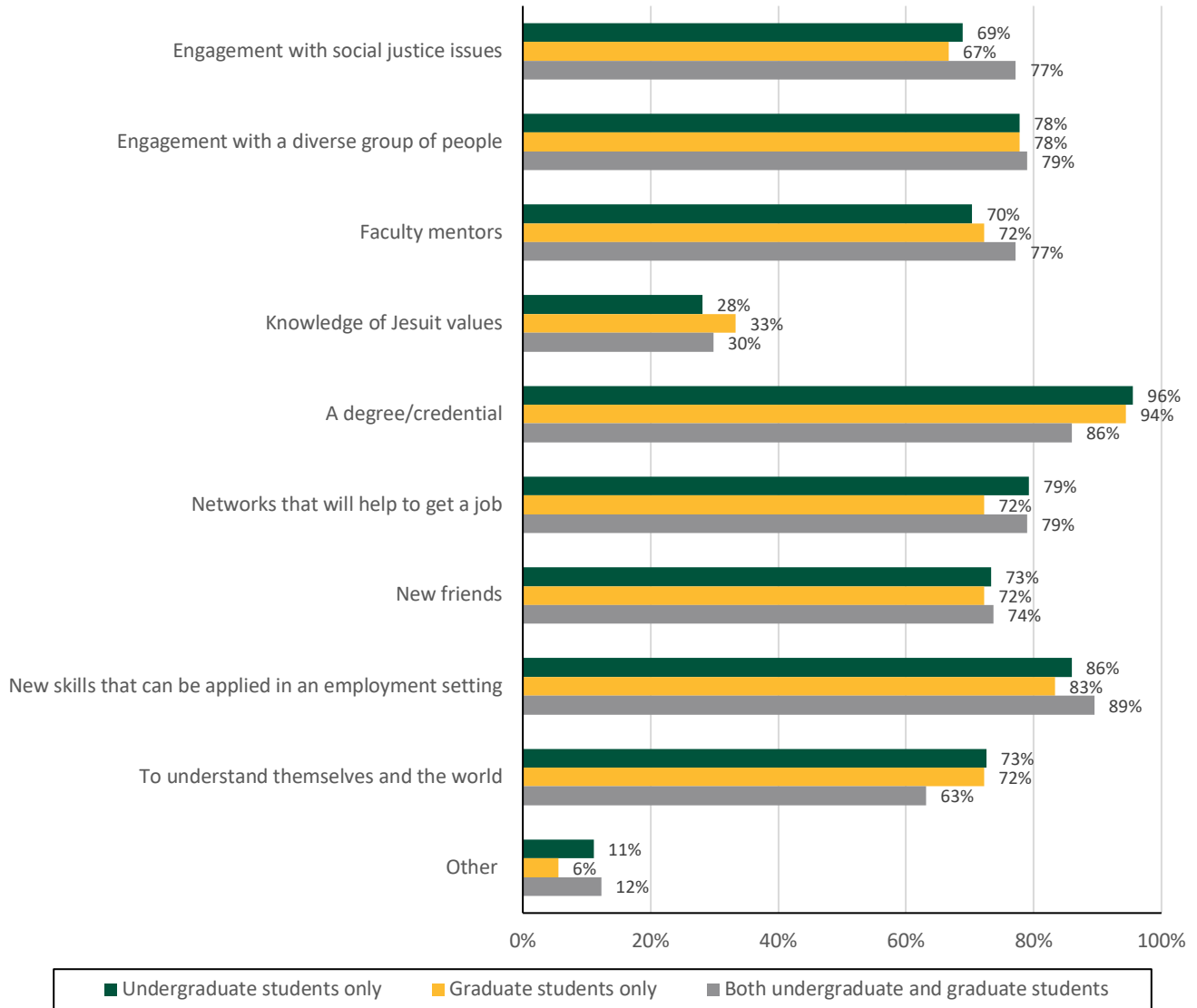
Number of Years Teaching at USF

The following figure represents the percentage of participants who selected each response option, disaggregated by the number of years they have been teaching at USF.



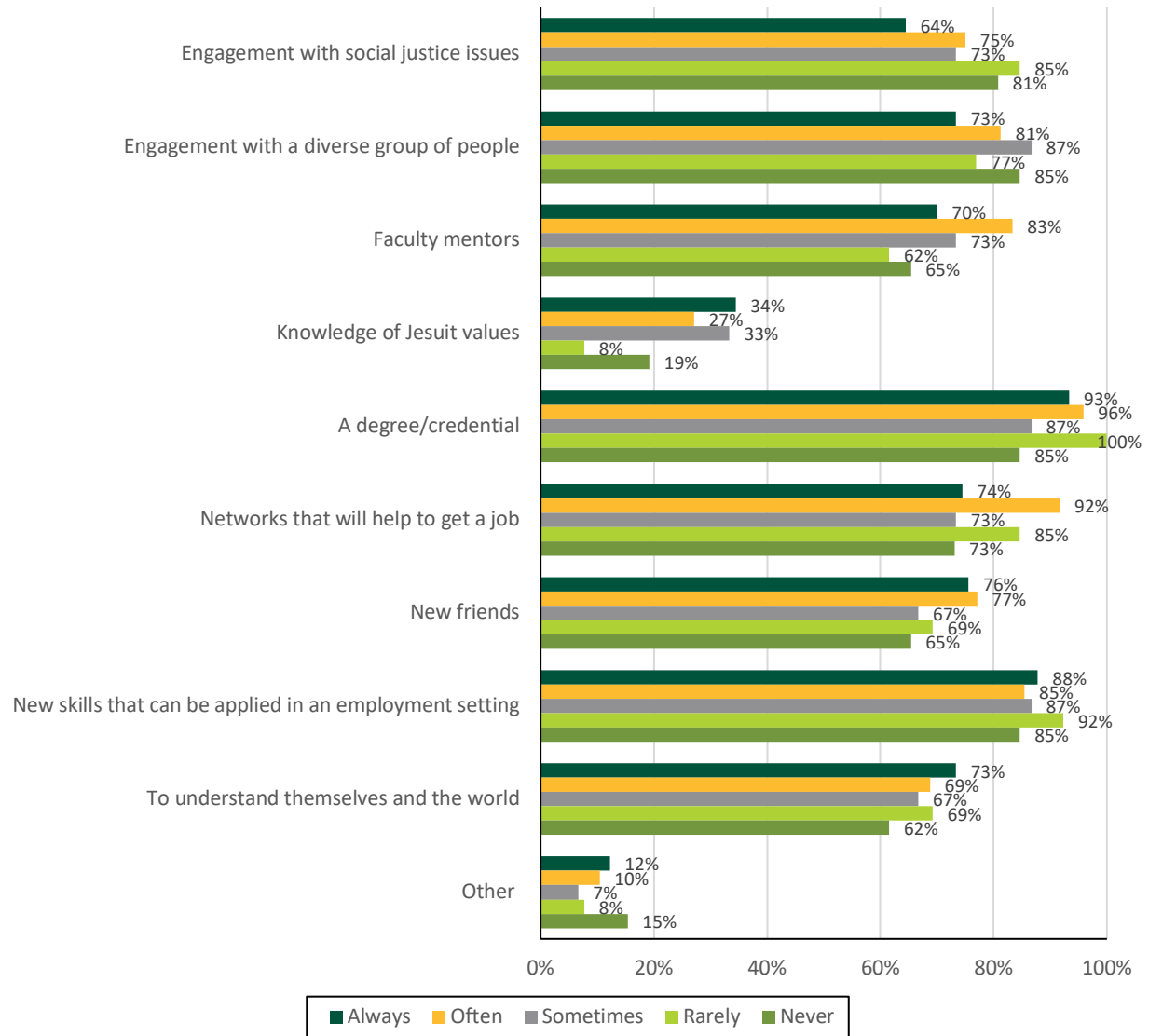
Level of Students Participants Teach

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach undergraduate students only, participants who teach graduate students only, and those who teach both undergraduate and graduate students.



How Often Participants Teach Core Courses

The following figure represents the percentage of participants who selected each response option, disaggregated by how often participants teach core courses.



LEARNING OUTCOMES

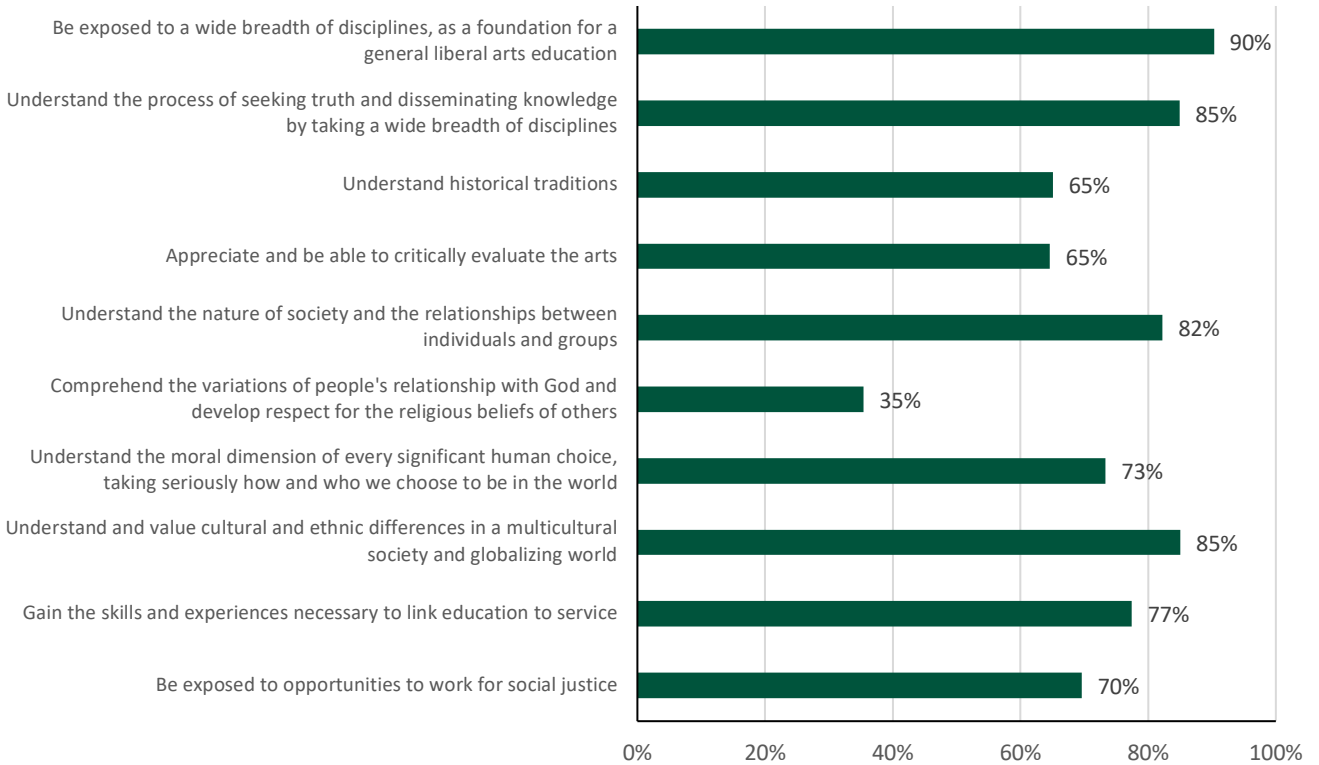
Using a 5-pt. scale (5 = *Very important*, 1 = *Not at all important*), participants indicated how important to the student educational experience at USF each of the following learning outcomes are: *Be exposed to a wide breadth of disciplines, as a foundation for general liberal arts education*; *Understand the process of seeking truth and disseminating knowledge by taking a wide breadth of disciplines*; *Understand historical traditions*; *Appreciate and be able to critically evaluate the arts*; *Understand the nature of society and the relationships between individuals and groups*; *Comprehend the variations of people's relationship with God and develop respect for the religious beliefs of others*; *Understand the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world*; *Understand and value cultural and ethnic differences in a multicultural society and globalizing world*; *Gain the skills and experiences necessary to link education to service*; and *Be exposed to opportunities to work for social justice*.

- The highest percentage of participants (90%) indicated that *being exposed to a wide breadth of disciplines, as a foundation for a general liberal arts education* is important or very important to the student educational experience at USF.

- On average, participants indicated that *being exposed to a wide breadth of disciplines, as a foundation for general liberal arts education; understanding the process of seeking truth and disseminating knowledge by taking a wide breadth of disciplines; understanding the nature of society and the relationships between individuals and groups; understanding the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world; understanding and valuing cultural and ethnic differences in a multicultural society and globalizing world; and gaining the skills and experiences necessary to link education to service* are important or very important to the student educational experience at USF.
- On average, participants who teach most highly rated *being exposed to a wide breadth of disciplines, as a foundation for general liberal arts education* ($M = 4.52$) as important or very important, while participants who do not teach most highly rated *understanding and valuing cultural and ethnic differences in a multicultural society and globalizing world* ($M = 4.70$) as important or very important.
- Participants in CAS ($M = 4.56$) and SOL ($M = 4.56$), on average, most highly rated *being exposed to a wide breadth of disciplines, as a foundation for general liberal arts education* as important or very important, while participants in SONHP ($M = 4.56$) most highly rated *understanding and valuing cultural and ethnic differences in a multicultural society and globalizing world* as important or very important.
- Both participants teaching full-time ($M = 4.50$) and those teaching part-time (adjunct) most highly rated *being exposed to a wide breadth of disciplines, as a foundation for general liberal arts education* as important or very important. The greatest difference between full-time ($M = 4.01$) and part-time ($M = 4.37$) participants is how important they felt *understanding the moral dimension of every significant human choice, taking seriously how and who we choose to be in the world* is to the student educational experience at USF.
- On average, the longer a participant has been teaching at USF, the less important they felt *understanding and valuing cultural and ethnic differences in a multicultural society and globalizing world* is and the more important they felt *understanding historical traditions* is to the student educational experience at USF.
- Participants who teach undergraduates only ($M = 4.59$) and participants who teach both undergraduate and graduate students ($M = 4.40$) most highly rated *being exposed to a wide breadth of disciplines, as a foundation for general liberal arts education* as important or very important and participants who teach only graduate students ($M = 4.39$) most highly rated both *understanding the process of seeking truth and disseminating knowledge by taking a wide breadth of disciplines* and *understanding and valuing cultural and ethnic differences in a multicultural society and globalizing world* as important or very important to the student educational experience at USF.
- Participants who always ($M = 4.65$) or often ($M = 4.52$) teach core courses most highly rated *being exposed to a wide breadth of disciplines, as a foundation for general liberal arts education* as important or very important while participants who sometimes ($M = 4.60$) or never ($M = 4.42$) teach core courses most highly rated *understanding and valuing cultural and ethnic differences in a multicultural society and globalizing world*. Participants who rarely ($M = 4.46$) teach core courses most highly rated *understanding the process of seeking truth and disseminating knowledge by taking a wide breadth of disciplines* as important or very important to the student educational experience at USF.

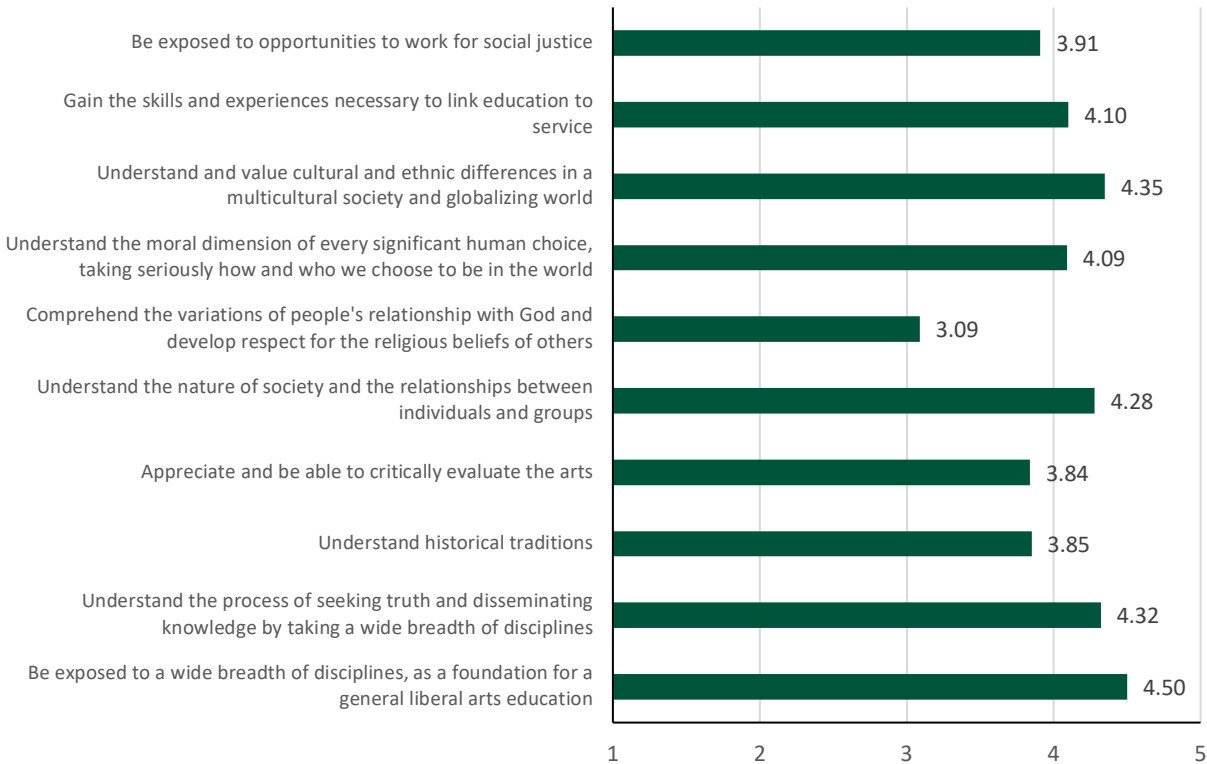
All Participants

The following figure represents the percentage of participants who indicated each learning outcome is important or very important to the student educational experience at USF.



All Participants' Average Response

The following figure details participants' average level of importance of each learning outcome (5 = *Very important*, 1 = *Not at all important*).



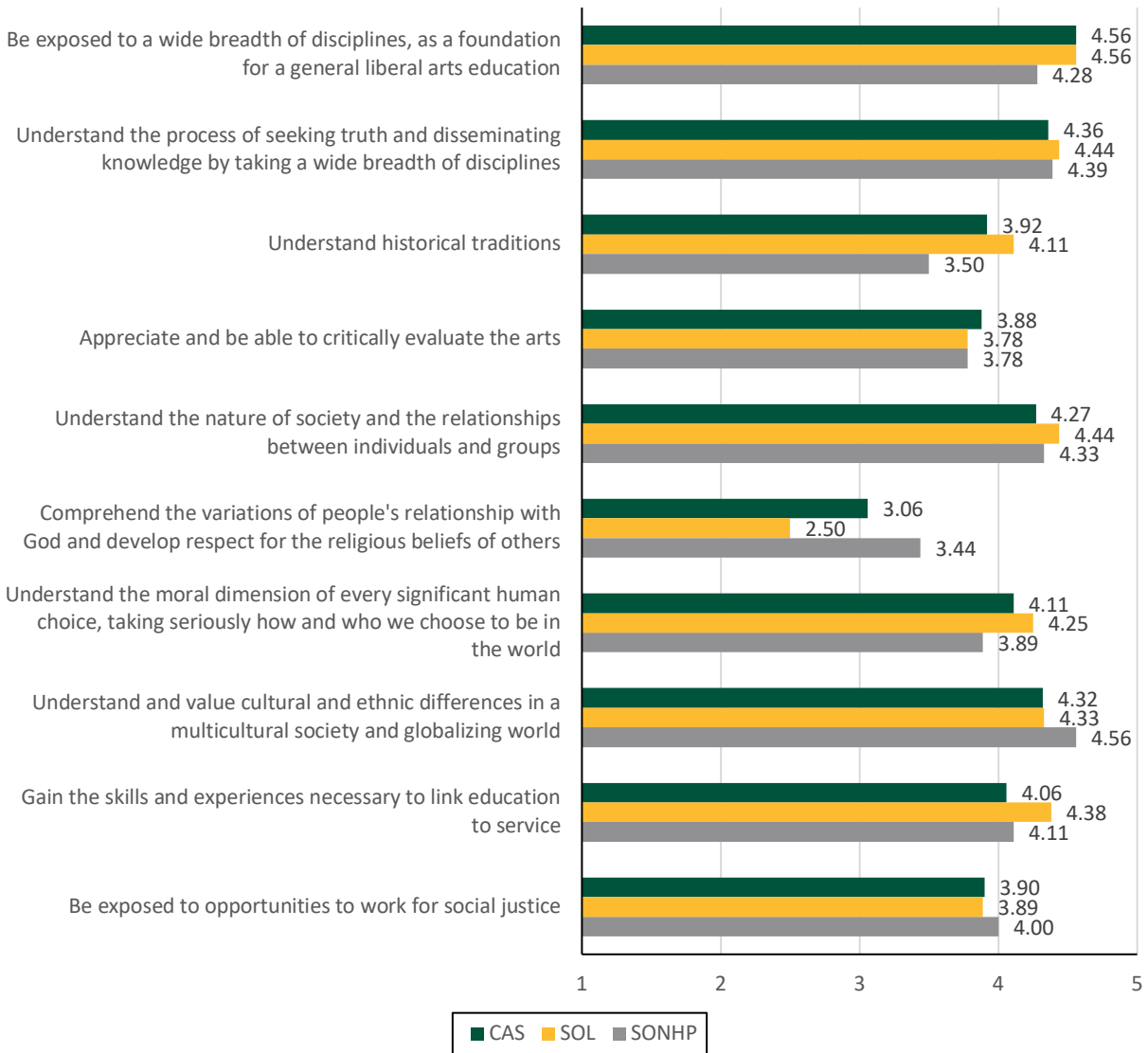
Teaching vs. Non-teaching

The following figure details participants' average level of importance of each learning outcome (5 = *Very important*, 1 = *Not at all important*), disaggregated by teaching and non-teaching participants.



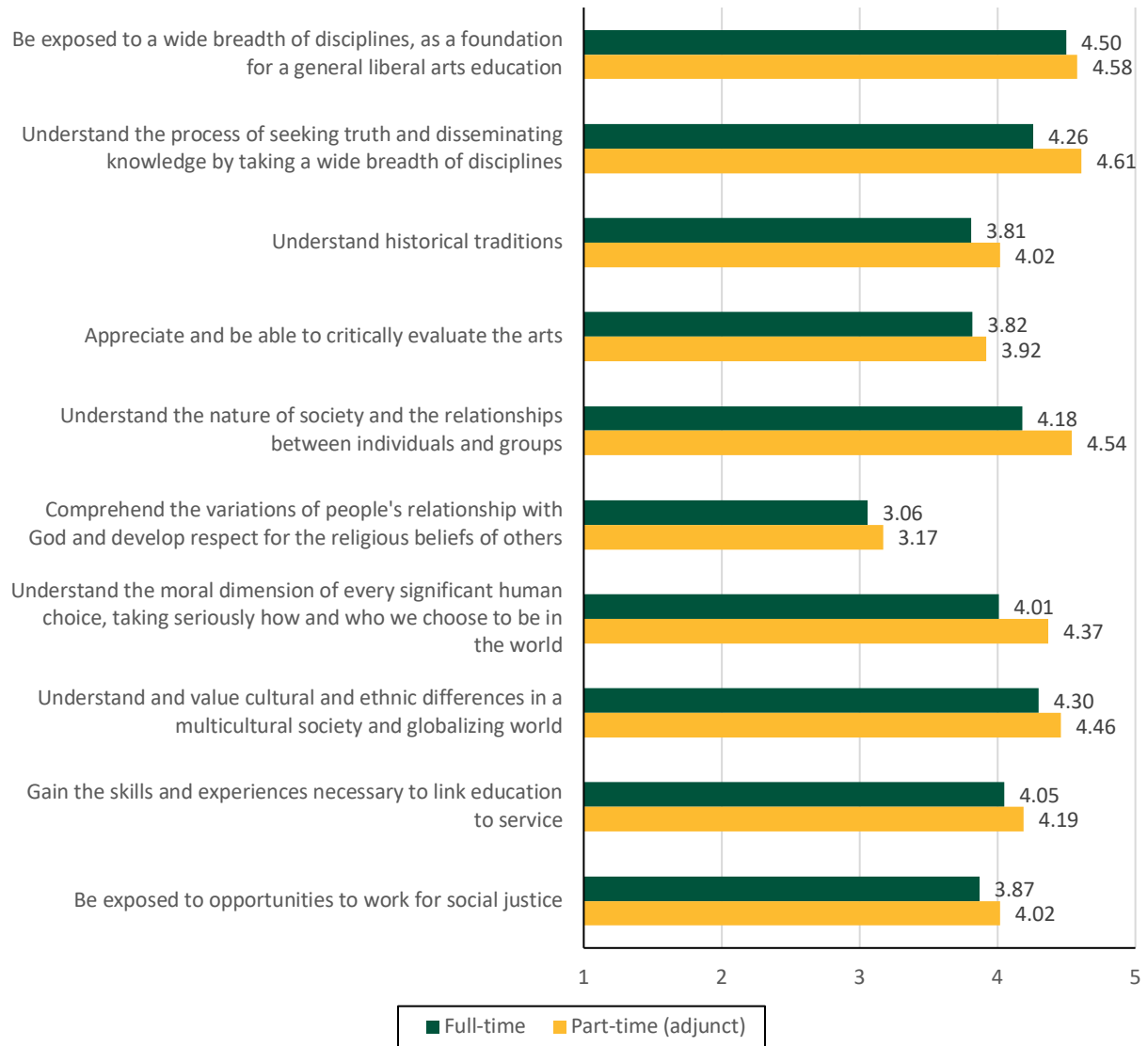
School/College

The following figure details participants' average level of importance of each learning outcome (5 = *Very important*, 1 = *Not at all important*), disaggregated by participants who teach in CAS, SOL, and SONHP.



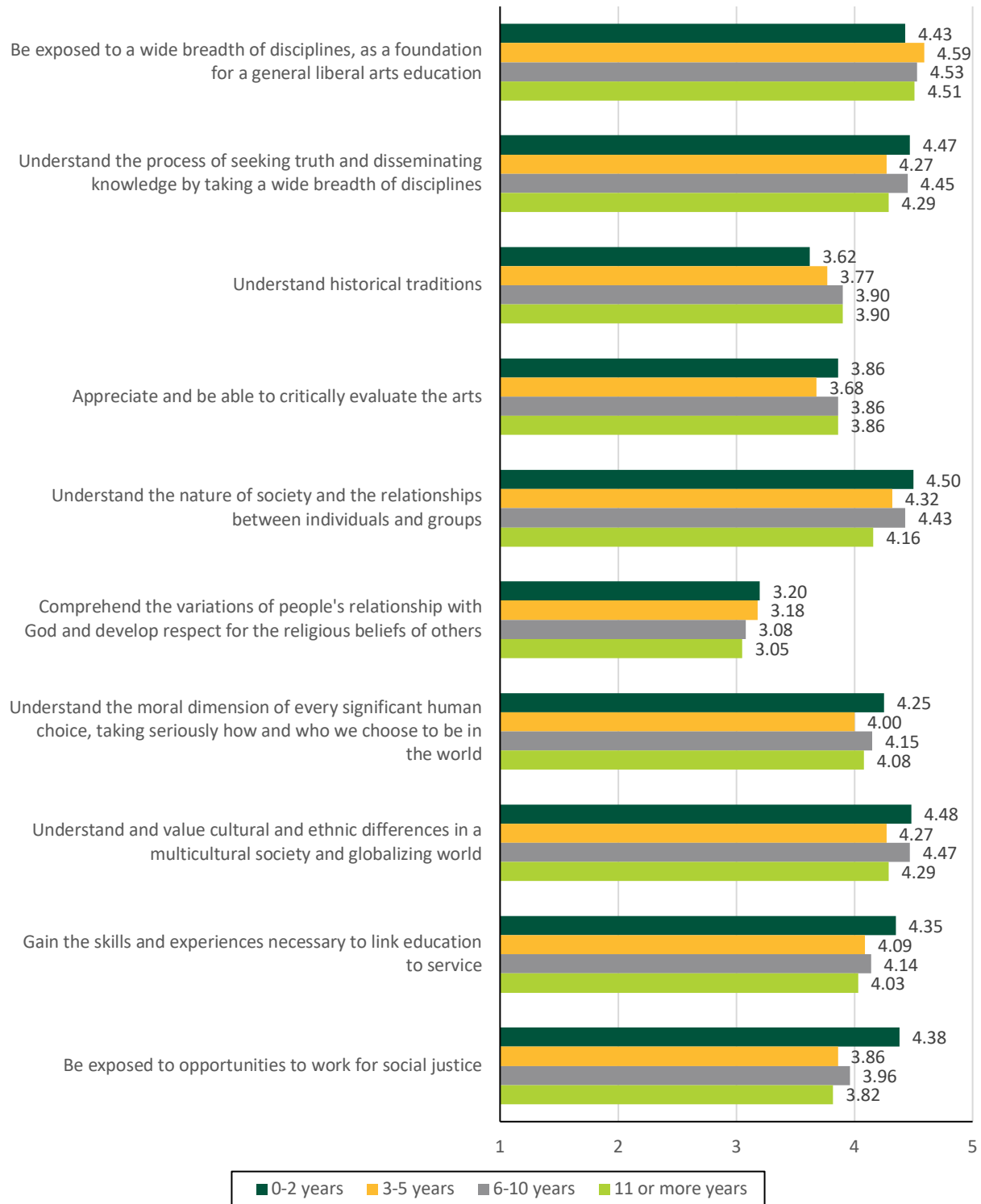
Full-time vs. Part-time (Adjunct)

The following figure details participants' average level of importance of each learning outcome (5 = *Very important*, 1 = *Not at all important*), disaggregated by participants teaching full-time and those teaching part-time (adjunct).



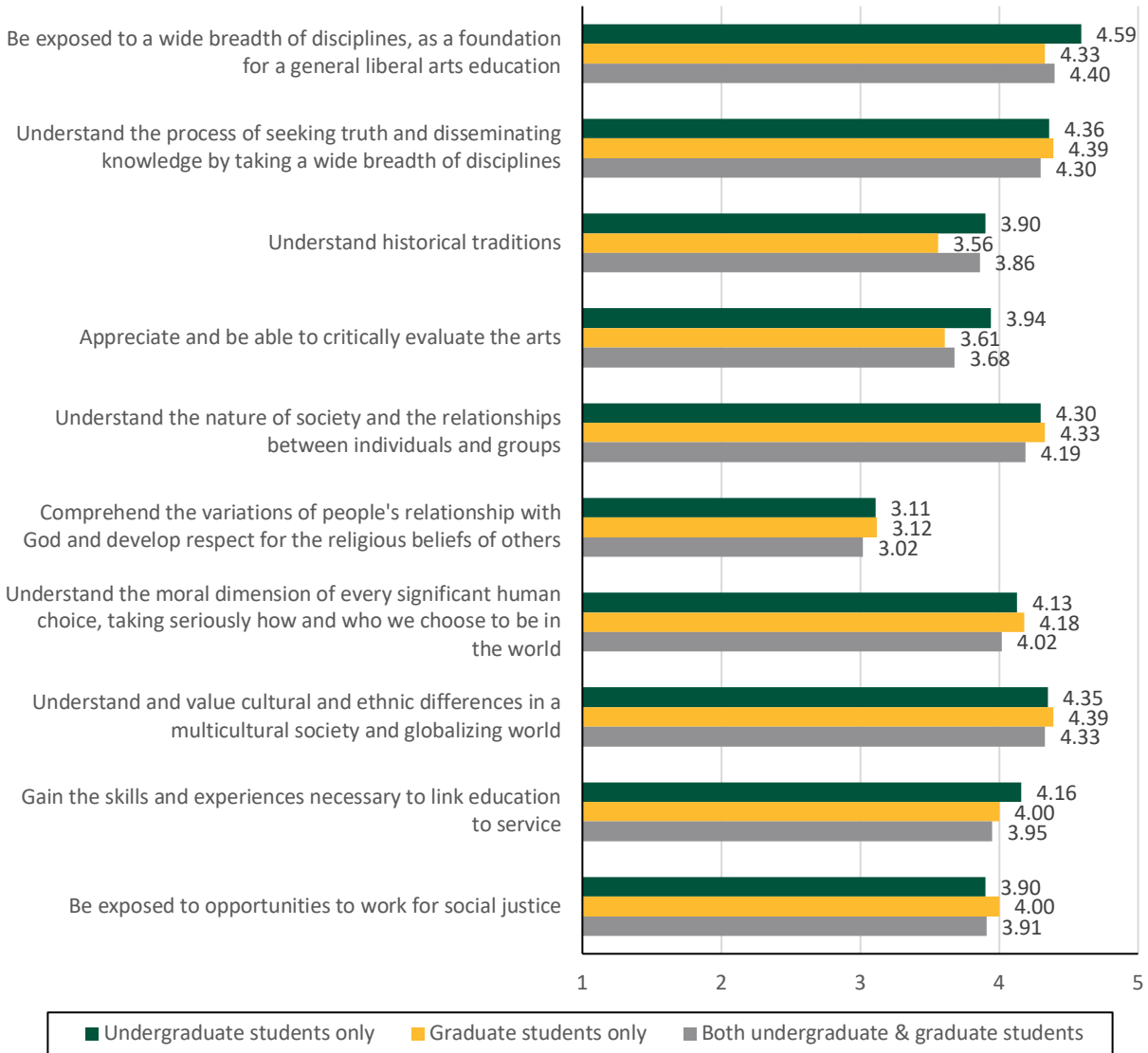
Number of Years Teaching at USF

The following figure details participants' average level of importance of each learning outcome (5 = *Very important*, 1 = *Not at all important*), disaggregated by the number of years they have been teaching at USF.



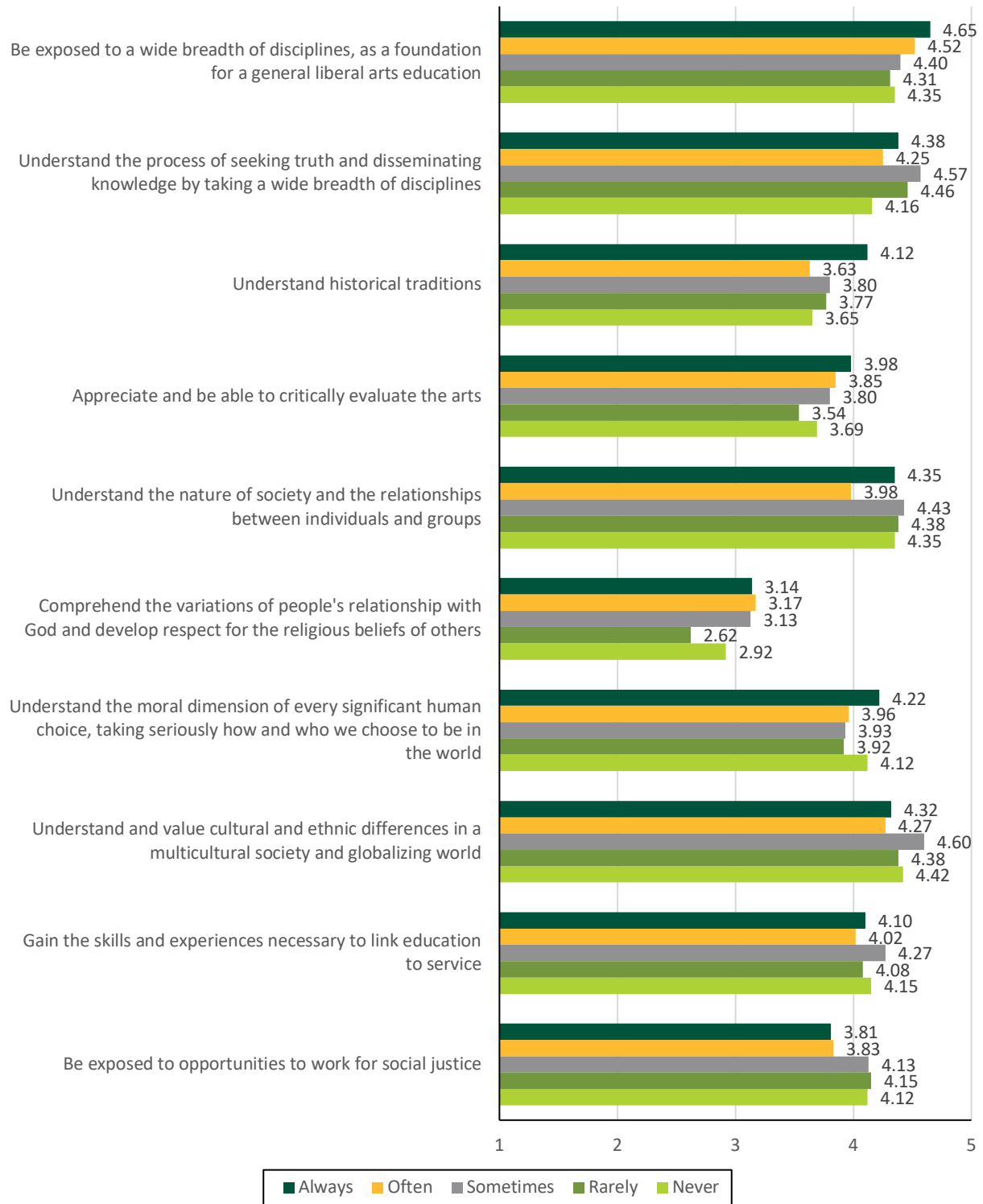
Level of Students Participants Teach

The following figure details participants' average level of importance of each learning outcome (5 = *Very important*, 1 = *Not at all important*), disaggregated by participants who teach undergraduate students, participants who teach graduate students, and those who teach both undergraduate and graduate students.



How Often Participants Teach Core Courses

The following figure details participants' average level of importance of each learning outcome (5 = *Very important*, 1 = *Not at all important*), disaggregated by how often participants teach core courses.



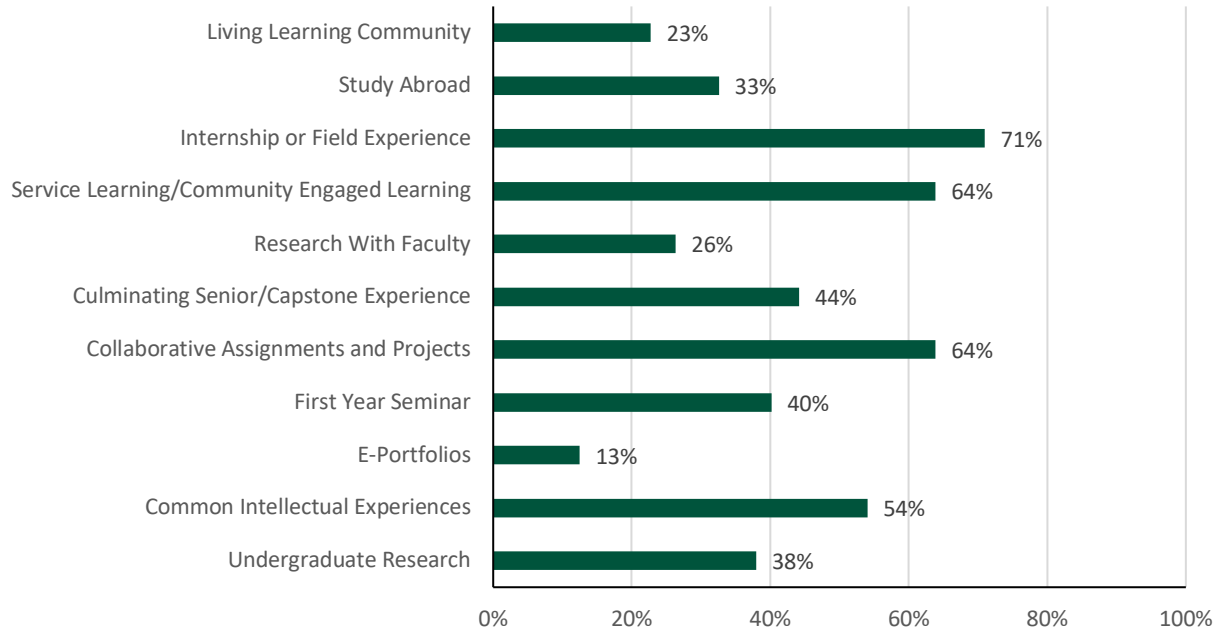
KEY EXPERIENCES

Participants indicated the key experiences they believe every USF student should have using the following response options: *Living learning community*; *Study abroad*; *Internship or field experience*; *Service Learning/Community engaged learning*; *Research with faculty*; *Culminating senior/capstone experience*; *Collaborative assignments and projects*; *First year seminar*; *e-Portfolios*; *Common intellectual experiences*; *Undergraduate research*; and *Other*. Participants could select all that apply.

- The highest percentage of participants (71%) indicated that *internship or field experience* is a key experience every USF student should have.
- The highest percentage of participants who teach (71%) indicated that *internship or field experience* is a key experience every USF student should have and the highest percentage of those who do not teach (80%) indicated that *internship or field experience* and *service learning/community engaged learning* are key experiences every USF student should have.
- The highest percentage of participants teaching in CAS (69%) and SONHP (72%) indicated that *internship or field experience* is a key experience every USF student should have, while the highest percentage of those teaching in SOL (78%) indicated *internship or field experience* and *service learning/community engaged learning* are key experiences every USF student should have.
- The highest percentage of participants teaching full-time (74%) indicated that *internship or field experience* is a key experience every USF student should have and the highest percentage of those teaching part-time (69%) indicated that *collaborative assignments and projects* are key experiences every USF student should have.
- The highest percentage of participants teaching 0-2 years indicated that *service learning/community engaged learning* are key experiences every USF student should have, while the highest percentage of those teaching 3-5 years (82%), 6-10 years (69%) and those teaching 11 or more years (72%) indicated that *internship or field experience* is a key experience every USF student should have.
- The highest percentage of participants teaching undergraduates only (68%) and those teaching both undergraduate and graduate students (75%) indicated that *internship or field experience* is a key experience every USF student should have, while the highest percentage of those teaching graduate students only (83%) indicated that *service learning/community engaged learning* are key experiences every USF student should have.
- The highest percentage of participants who always (62%), often (75%), and rarely (100%) teach core courses indicated that *internship or field experience* is a key experience every USF student should have; the highest percentage of those who sometimes teach core courses (80%) indicated that *internship or field experience* and *service learning/community engaged learning* are key experiences every USF student should have; and the highest percentage of those who never teach core courses (84%) indicated that *service learning/community engaged learning* and *collaborative assignments* are key experiences every USF student should have.

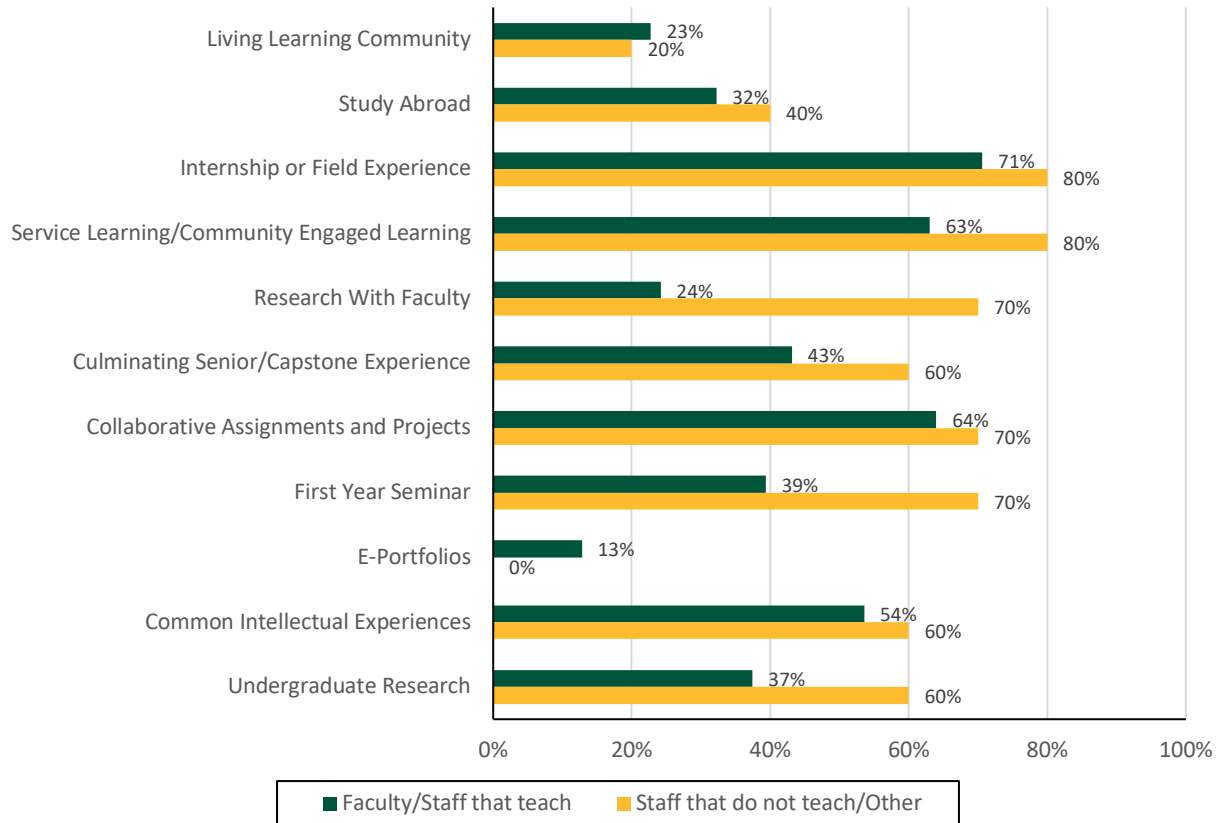
All Participants

The following figure represents the percentage of participants who selected each response option.



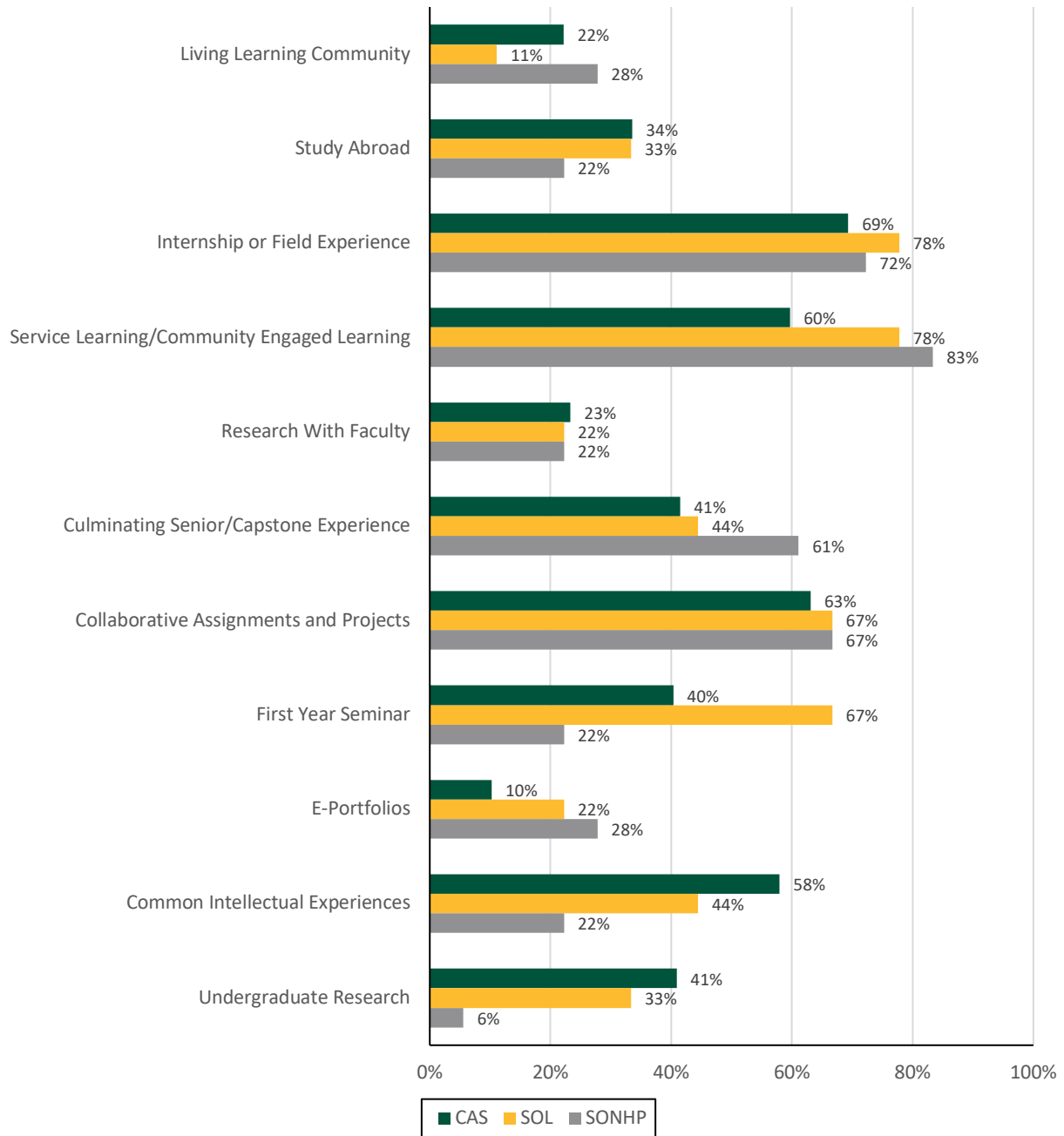
Teaching vs. Non-teaching

The following figure represents the percentage of participants who selected each response option, disaggregated by teaching and non-teaching participants.



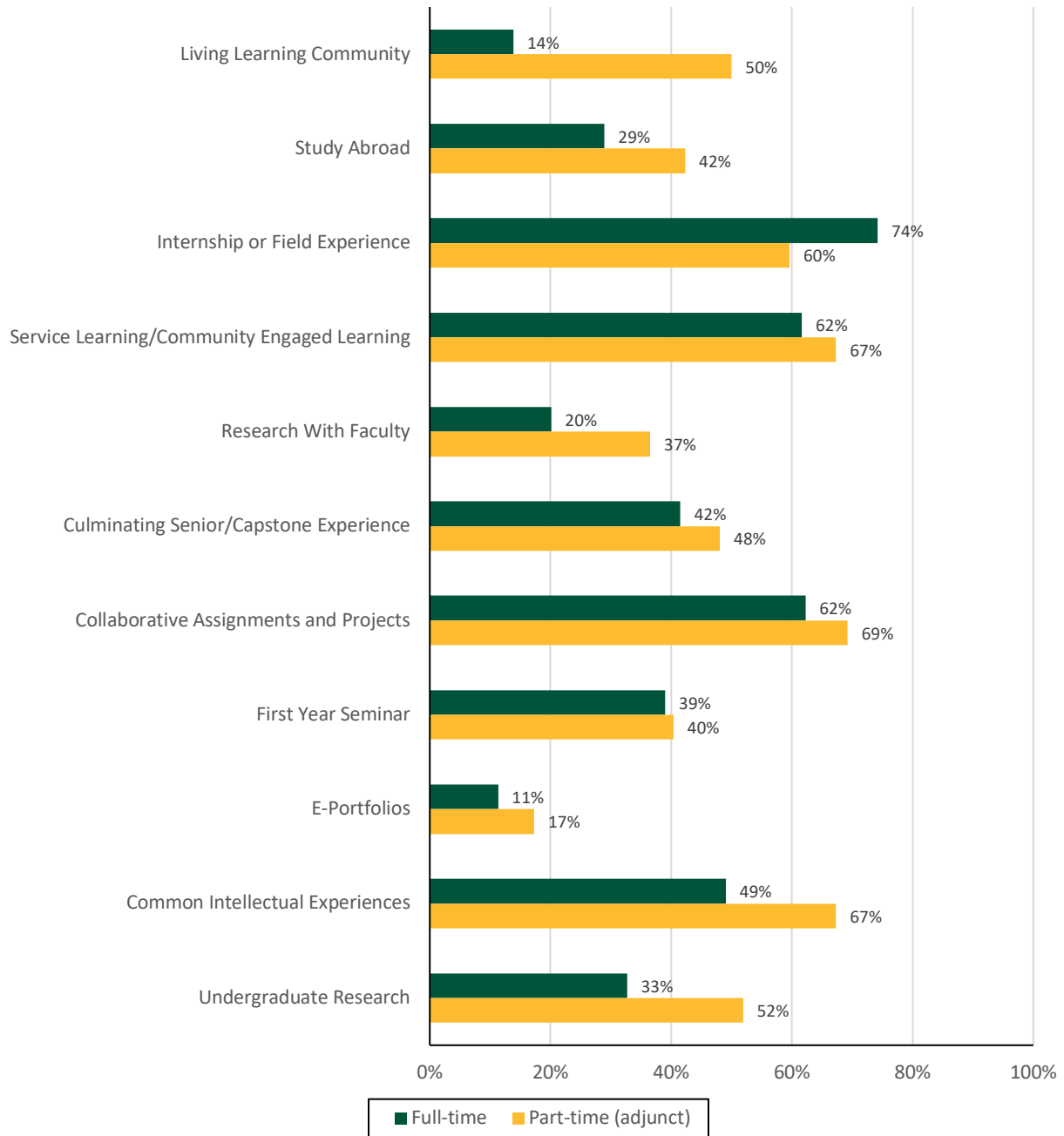
School/College

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach in CAS, SOL, and SONHP.



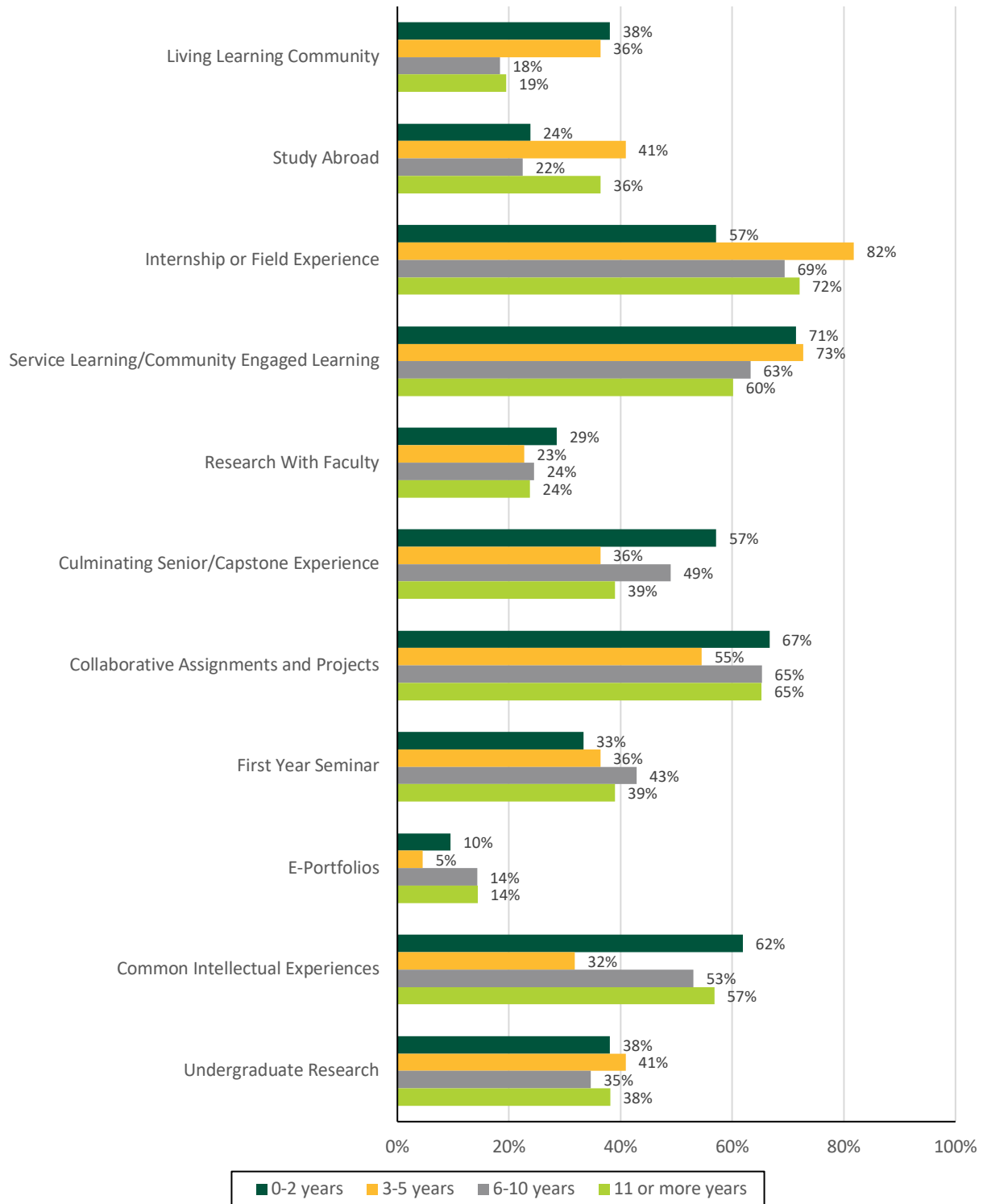
Full-time vs. Part-time (Adjunct)

The following figure represents the percentage of participants who selected each response option, disaggregated by participants teaching full-time and those teaching part-time (adjunct).



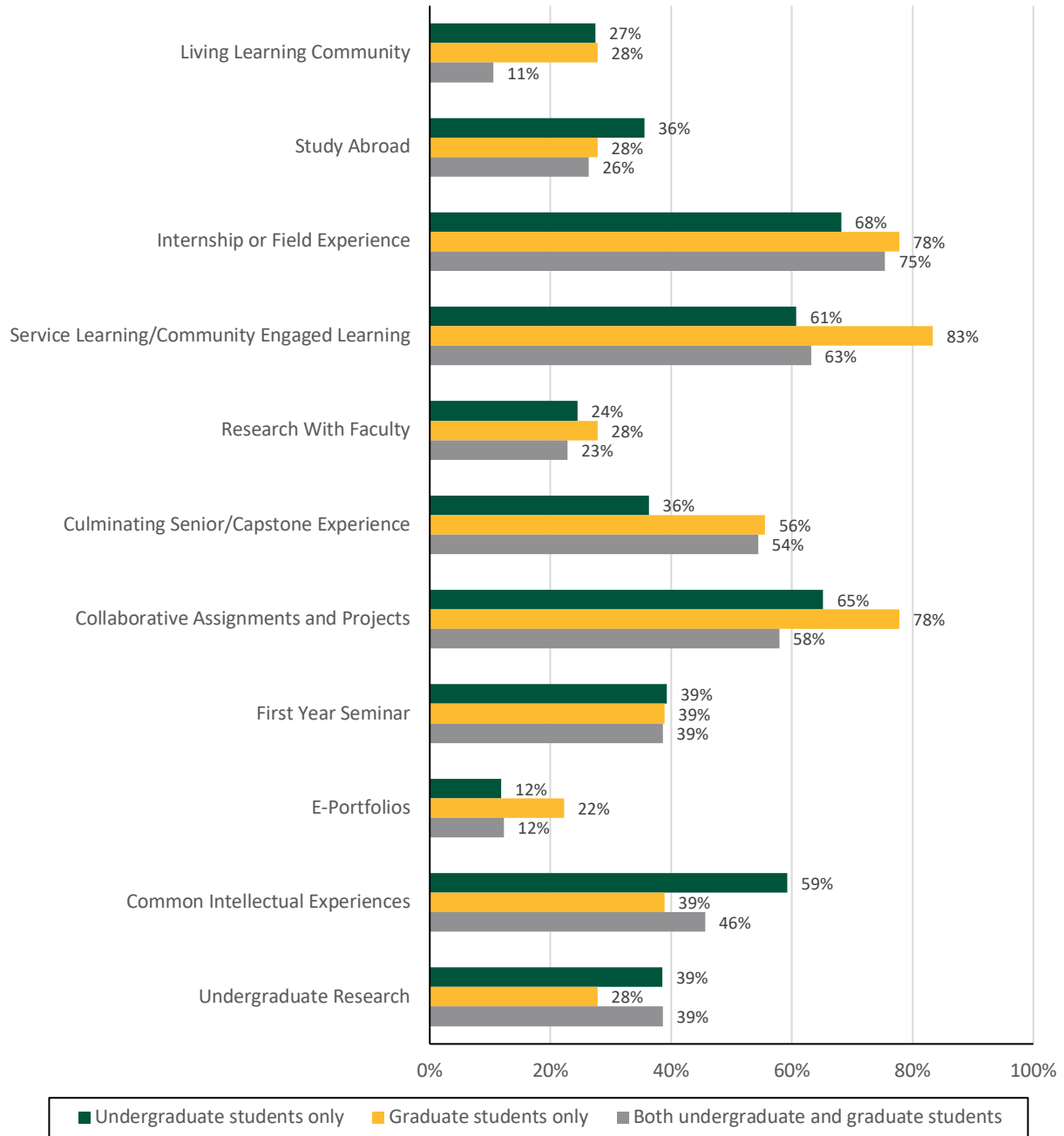
Number of Years Teaching at USF

The following figure represents the percentage of participants who selected each response option, disaggregated by the number of years they have been teaching at USF.



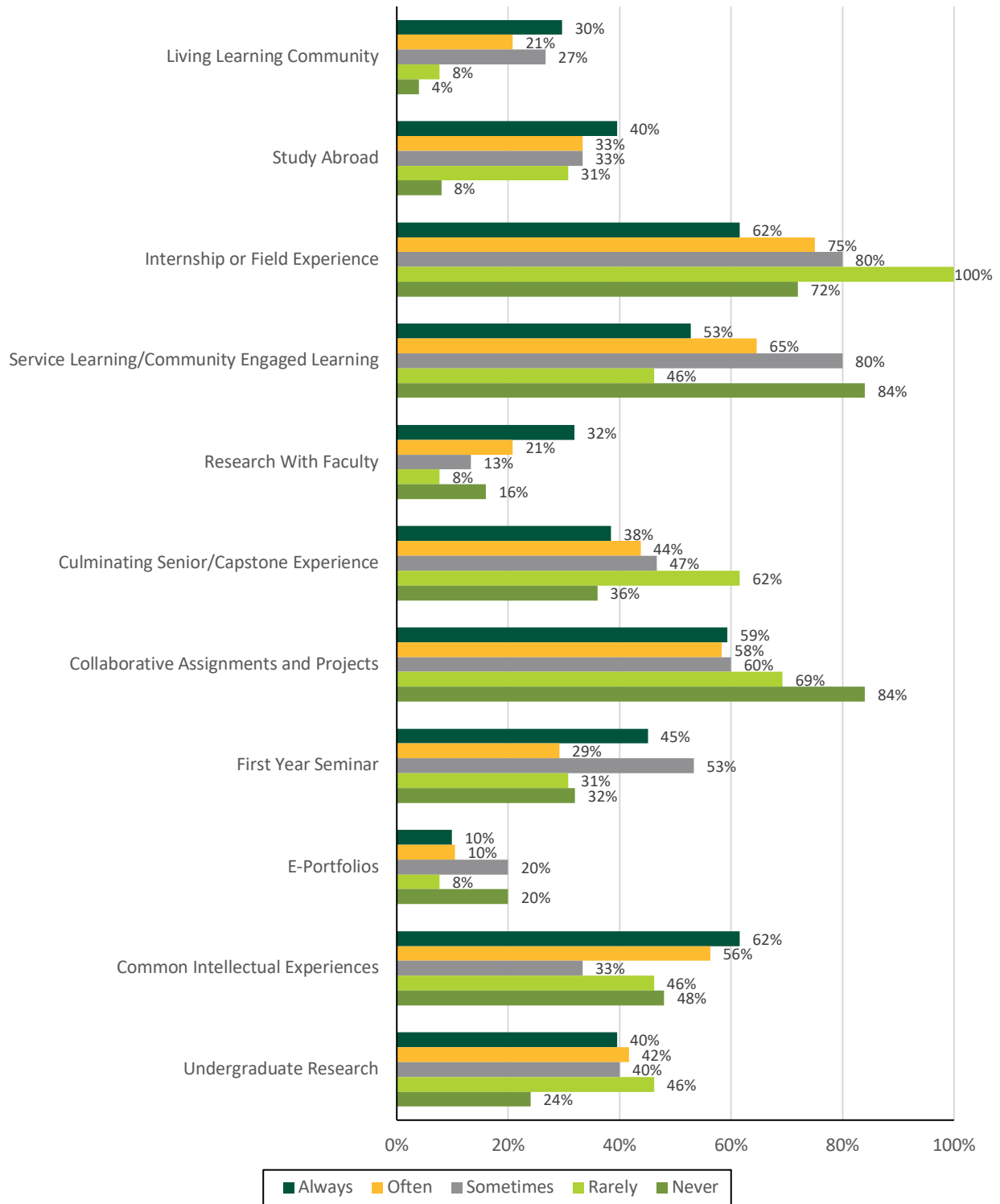
Level of Students Participants Teach

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach undergraduate students only, participants who teach graduate students only, and those who teach both undergraduate and graduate students.



How Often Participants Teach Core Courses

The following figure represents the percentage of participants who selected each response option, disaggregated by how often participants teach core courses.



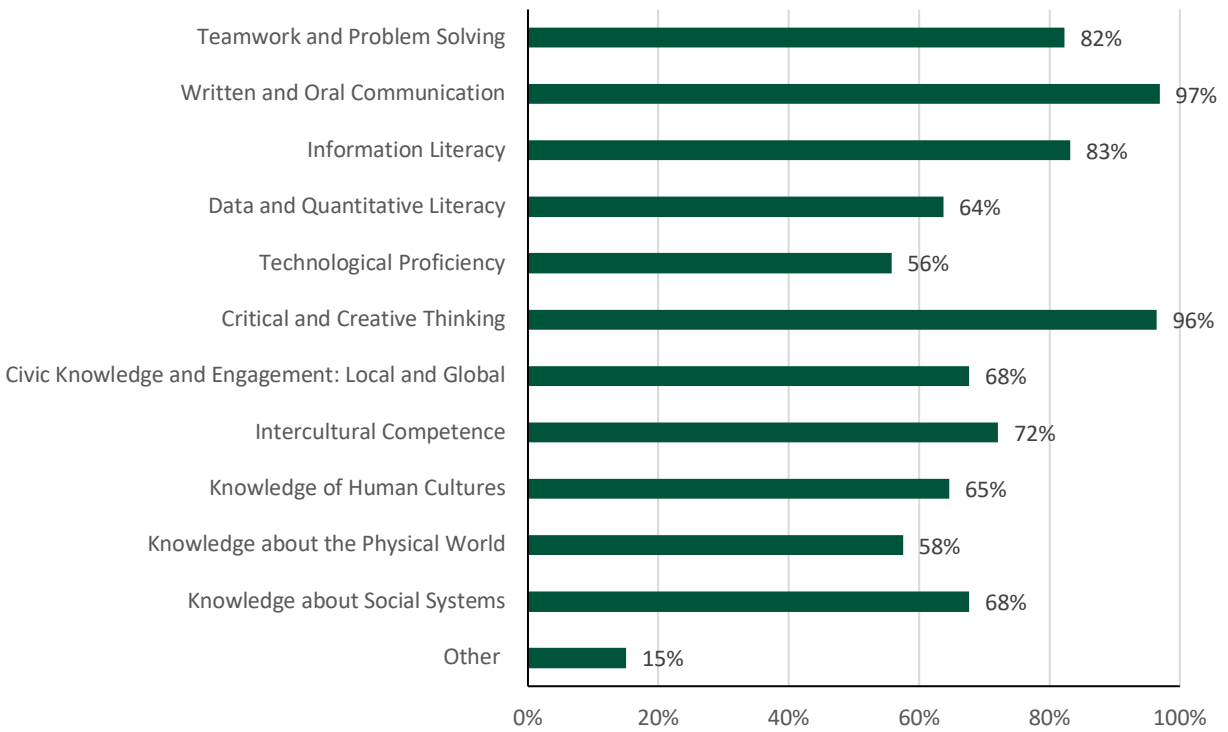
SKILLS & COMPETENCIES

Participants indicated the skills and competencies they believe are essential for a USF graduate to have acquired using the following response options: *Teamwork and problem solving*; *Written and oral communication*; *Information literacy*; *Data and quantitative literacy*; *Technological proficiency*; *Critical and creative thinking*; *Civic knowledge and engagement: local and global*; *Intercultural competence*; *Knowledge of human cultures*; *Knowledge about the physical world*; *Knowledge about social systems*; and *Other*. Participants could select all that apply.

- The highest percentage of participants (97%) indicated *written and oral communication* are essential skills and competencies for a USF graduate to have acquired.
- This highest percentage of participants who teach (97%) indicated *written and oral communication* are essential skills and competencies for a USF graduate to have acquired and the highest percentage (100%) of participants who do not teach indicated *written and oral communication*, *critical and creating thinking* and *civic knowledge and engagement: local and global* are essential skills and competencies for a USF graduate to have acquired.
- The highest percentage of participants teaching in CAS (97%) indicated *written and oral communication* are essential skills and competencies for a USF graduate to have acquired; the highest percentage of participants teaching in SOL (100%) indicated *written and oral communication*, *information literacy*, and *critical and creating thinking* are essential skills and competencies for a USF graduate to have acquired; and the highest percentage of participants teaching in SONHP (100%) indicated *teamwork and problem solving* are essential skills and competencies for a USF graduate to have acquired.
- Of participants who teach full-time, the highest percentage (97%) indicated *written and oral communication* are essential skills and competencies for a USF graduate to have acquire. The highest percentage (96%) of participants who teach part-time (adjunct) indicated *written and oral communication* and *critical and creating thinking* are essential skills and competencies for a USF graduate to have acquired.
- The highest percentage of participants who have been teaching at USF 0-2 years (100%) indicated that *information literacy* is an essential skill and competency for a USF graduate to have acquired; the highest percentage of participants who have been teaching at USF 3-5 years indicated *critical and creative thinking* is an essential skill and competency for a USF graduate to have acquired; and the highest percentage of participants who have been teaching 6-10 years (100%) and 11 or more years (97%) indicated *written and oral communication* is an essential skill and competency for a USF graduate to have acquired.
- The highest percentage of participants who teach undergraduates only (95%) indicated *written and oral communication* are essential skills and competencies for a USF graduate to have acquired. The highest percentage of both participants who teach graduate students only (100%) and those who teach both undergraduate and graduate students (100%) indicated *written and oral communication* and *critical and creative thinking* are essential skills and competencies for a USF graduate to have acquired.
- The highest percentage of participants who always teach core courses indicated *critical and creative thinking* are essential skills and competencies for a USF graduate to have acquired; the highest percentage of participants who often teach core courses indicated *written and oral communication* are essential skills and competencies for a USF graduate to have acquired; and the highest percentage of participants who sometimes (100%), rarely (100%) and never (96%) teach core courses indicated *written and oral communication* and *critical and creative thinking* are essential skills and competencies for a USF graduate to have acquired.

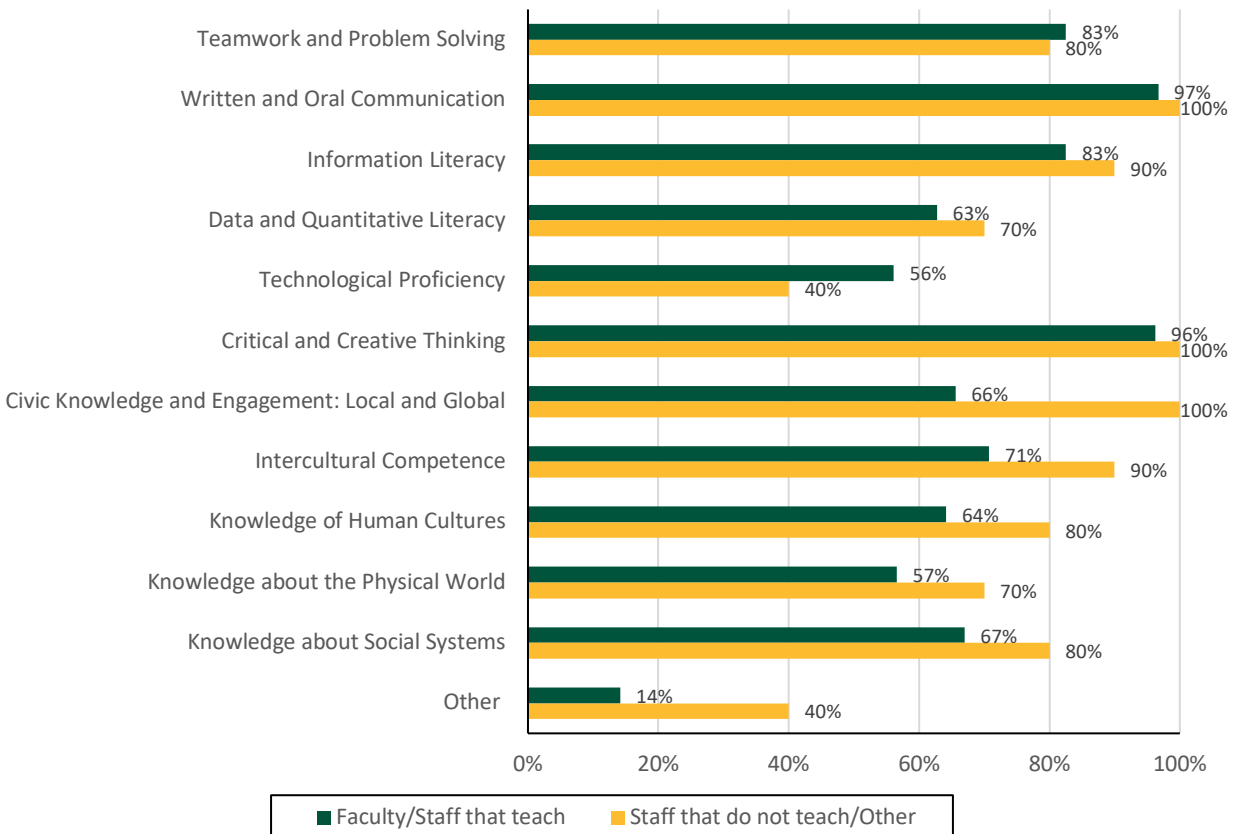
All Participants

The following figure represents the percentage of participants who selected each response option.



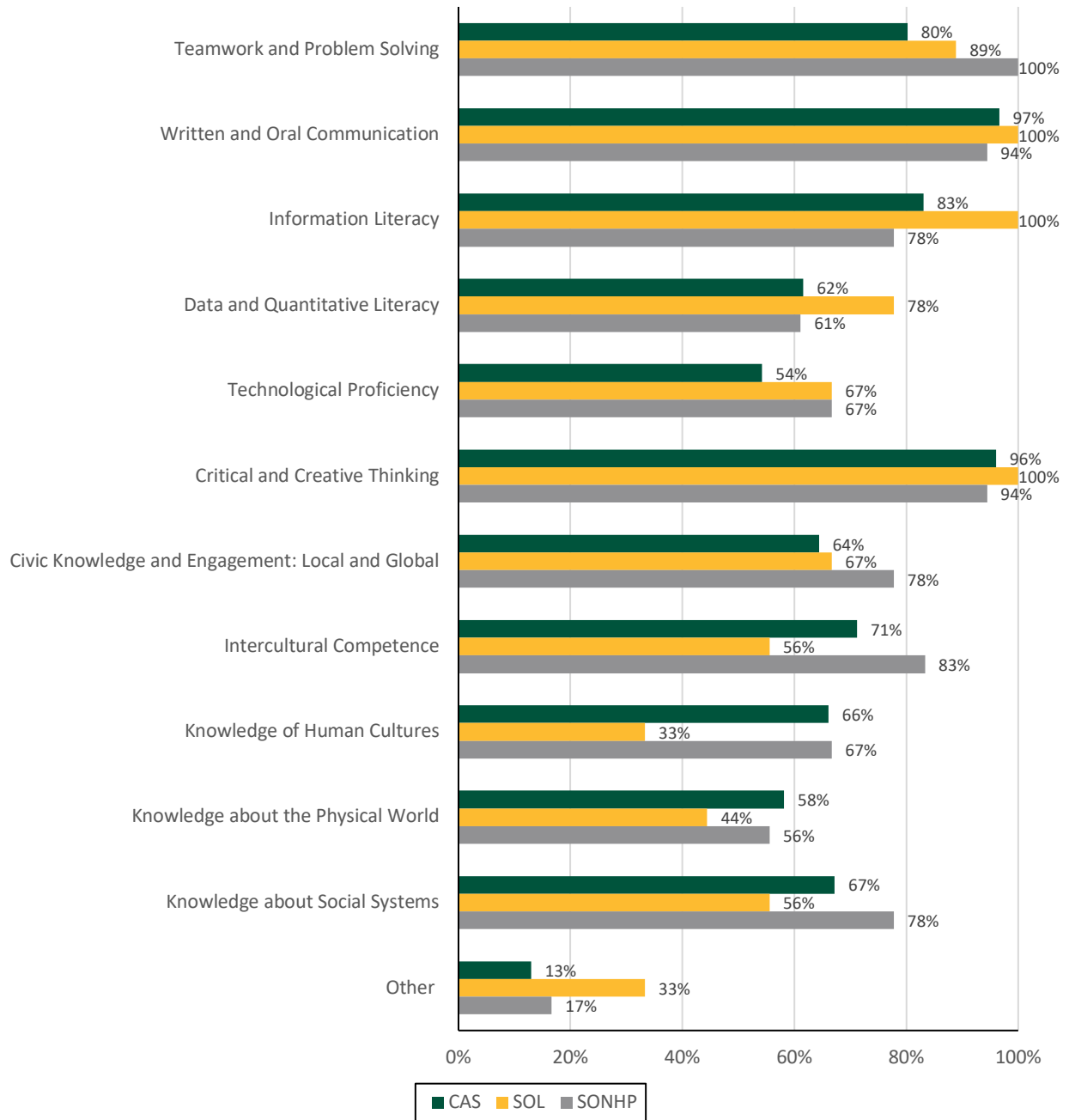
Teaching vs. Non-teaching

The following figure represents the percentage of participants who selected each response option, disaggregated by teaching and non-teaching participants.



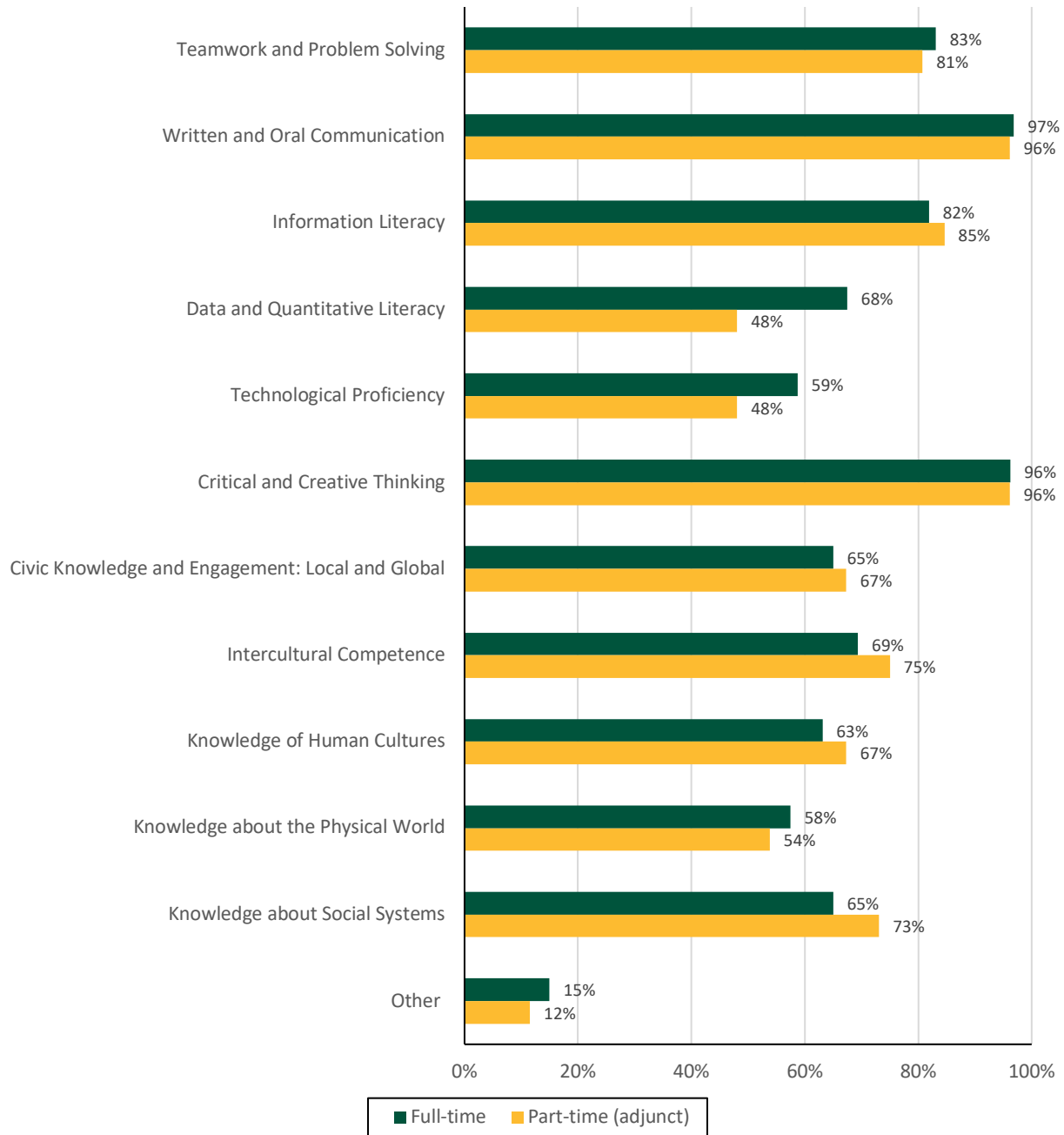
School/College

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach in CAS, SOL, and SONHP.



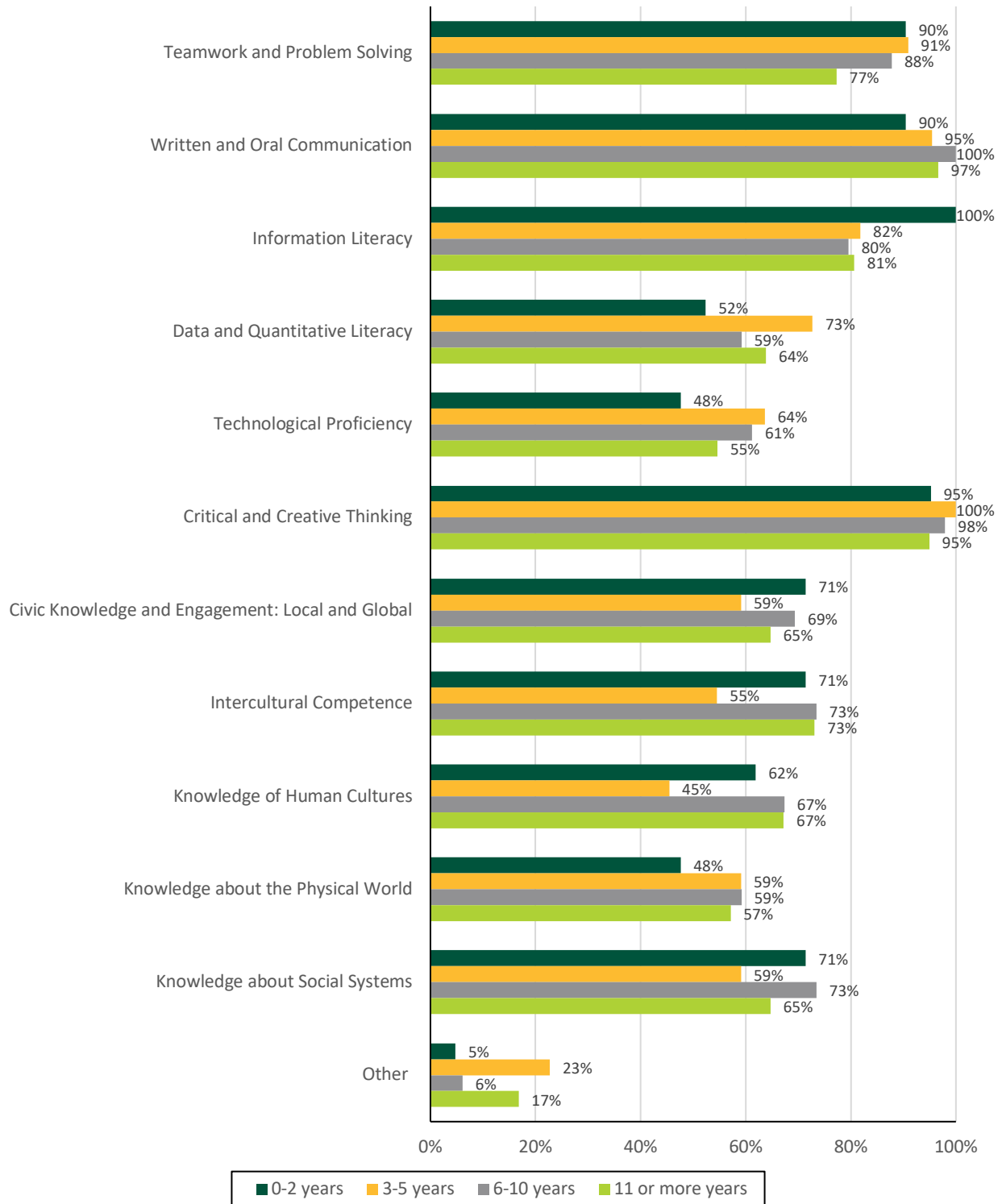
Full-time vs. Part-time (Adjunct)

The following figure represents the percentage of participants who selected each response option, disaggregated by participants teaching full-time and those teaching part-time (adjunct).



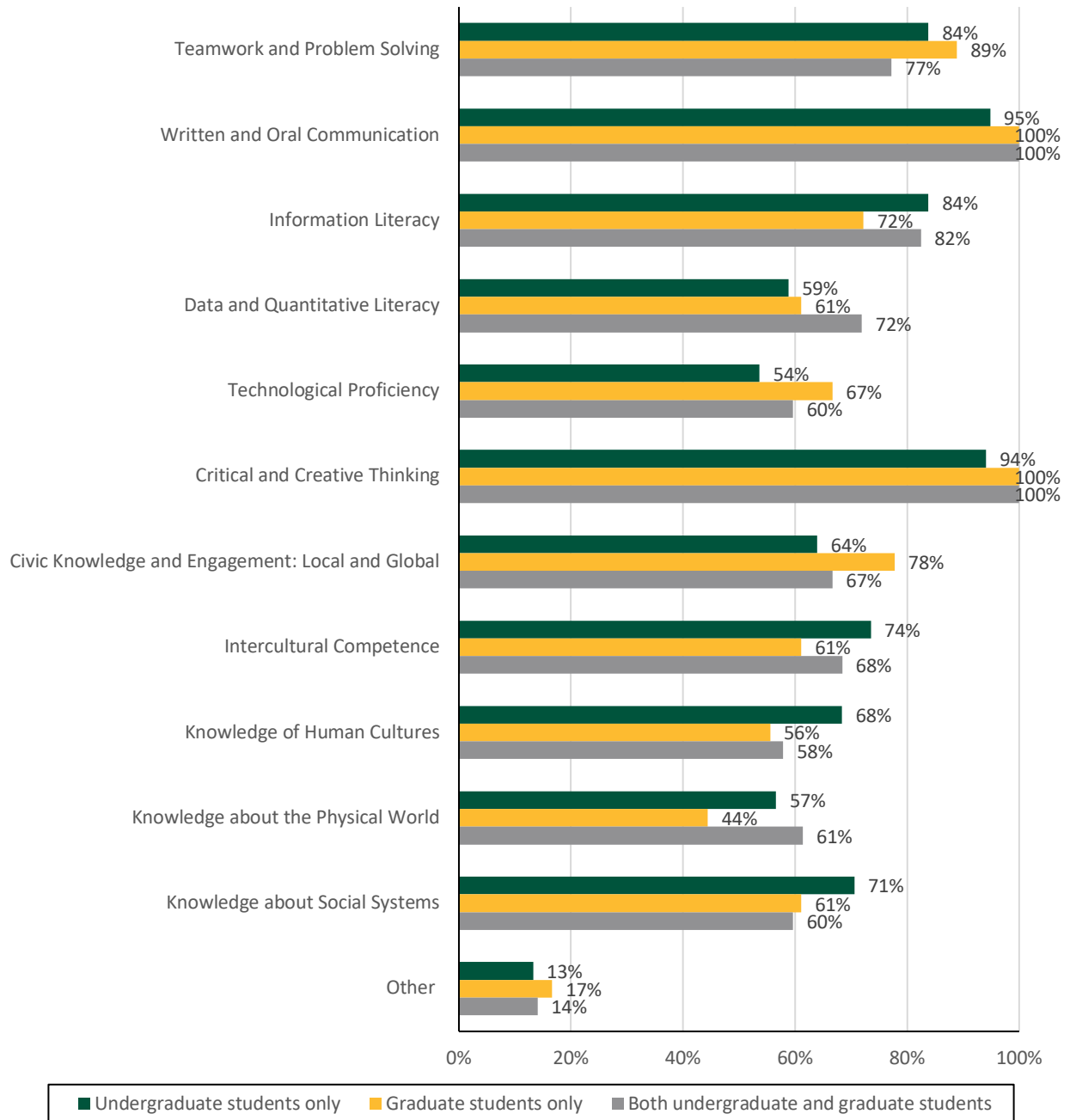
Number of Years Teaching at USF

The following figure represents the percentage of participants who selected each response option, disaggregated by number of years they have been teaching at USF.



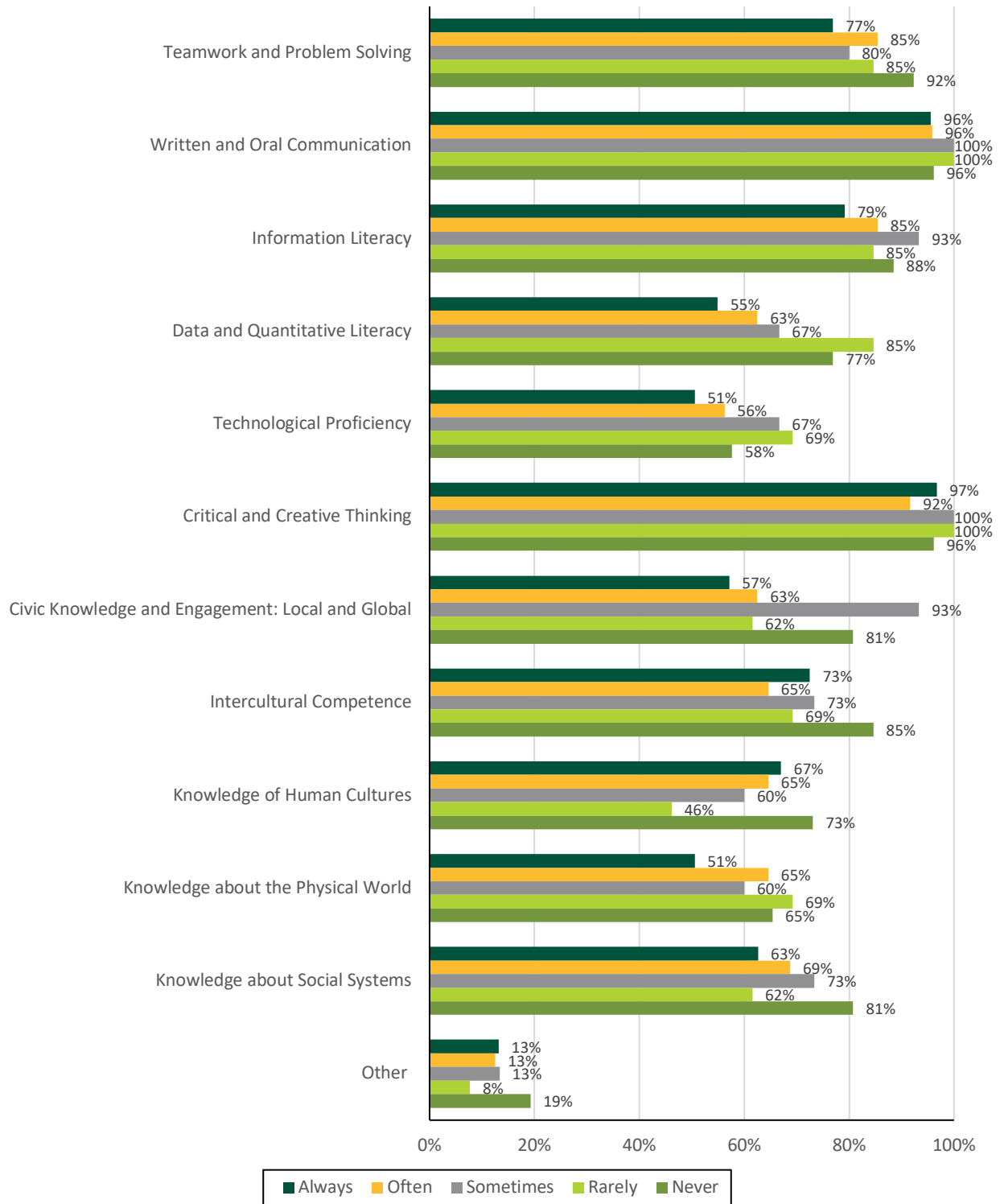
Level of Students Participants Teach

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach undergraduate students only, participants who teach graduate students only, and those who teach both undergraduate and graduate students.



How Often Participants Teach Core Courses

The following figure represents the percentage of participants who selected each response option, disaggregated by how often participants teach core courses.



Learning in the Classroom

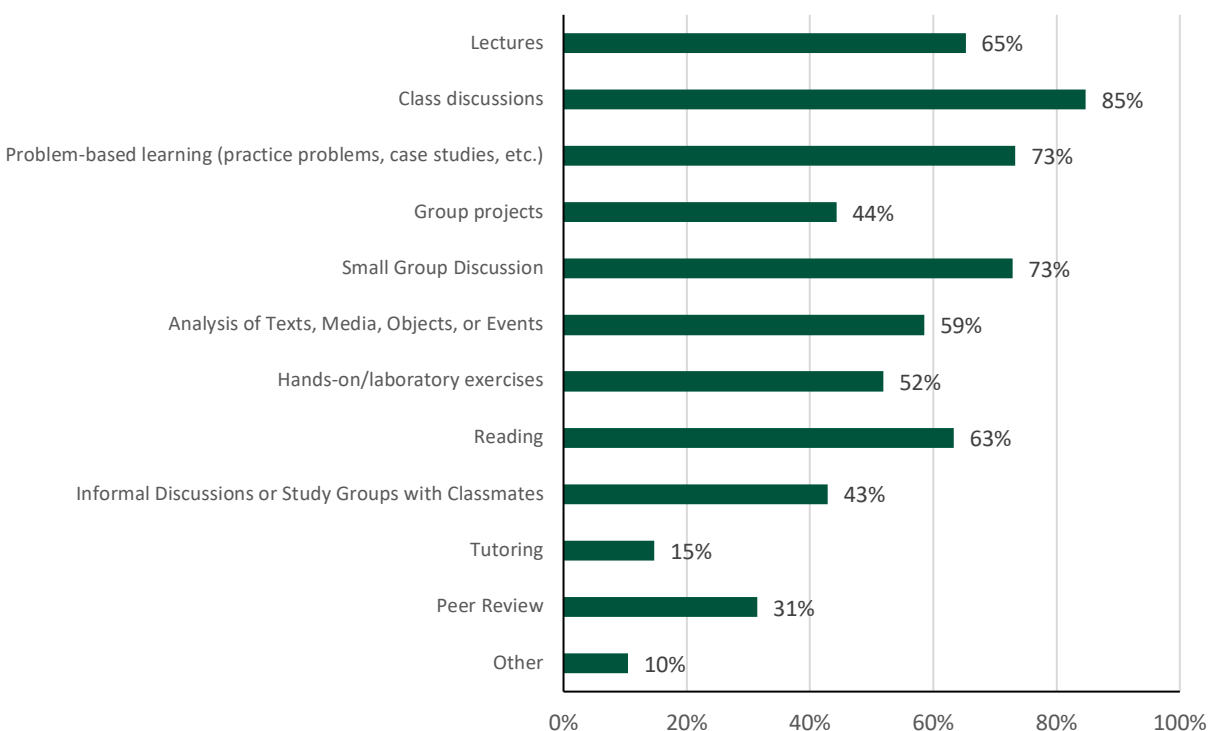
ACTIVITIES THAT PROMOTE LEARNING

Participants who indicated they teach further indicated the classroom activities that best promote learning in their courses using the following response options: *Lectures*; *Class discussions*; *Problem-based learning (practice problems, case studies, etc.)*; *Group projects*; *Small group discussion*; *Analysis of texts, media, objects, or events*; *Hands-on/laboratory exercises*; *Reading*; *Informal discussions or study groups with classmates*; *Tutoring*; *Peer review*; and *Other*. Participants could select all that apply.

- The highest percentage (85%) of participants indicated that *class discussions* are an activity that best promotes learning in their courses. This remains true when disaggregated by full-time vs. part-time.
- The highest percentage of those who teach in CAS (84%) indicated that *class discussions* are an activity that best promotes learning in their courses and the highest percentage of those who teach in SOL (100%) and those who teach in SONHP (89%) indicated that *class discussions* and *problem-based learning* are activities that best promote learning in their courses.
- The highest percentage of participants who have been teaching at USF for 0-2 years (75%), 6-10 years (86%), and 11 or more years indicated *class discussions* are classroom activities that best promote learning in their courses, though the highest percentage of participants who have been teaching at USF for 0-2 years (75%) also selected *reading*. The highest percentage of participants who have been teaching at USF for 3-5 years indicated that *problem-based learning* is a classroom activity that best promotes learning in their courses.
- The highest percentage of participants who teach undergraduates only indicated that *class discussions* are an activity that best promotes learning in their courses, whereas participants who teach graduate students only (94%) and participants who teach both undergraduate and graduate students (84%) indicated that *problem-based learning* is a classroom activity that best promotes learning in their courses.
- The highest percentage of participants who always (92%) or often (83%) teach core courses indicated that *class discussions* are classroom activities that best promote learning in their courses, while participants who only sometimes (93%), rarely (92%) or never (92%) teach core courses indicated that *problem-based learning* is a classroom activity that best promotes learning in their courses.

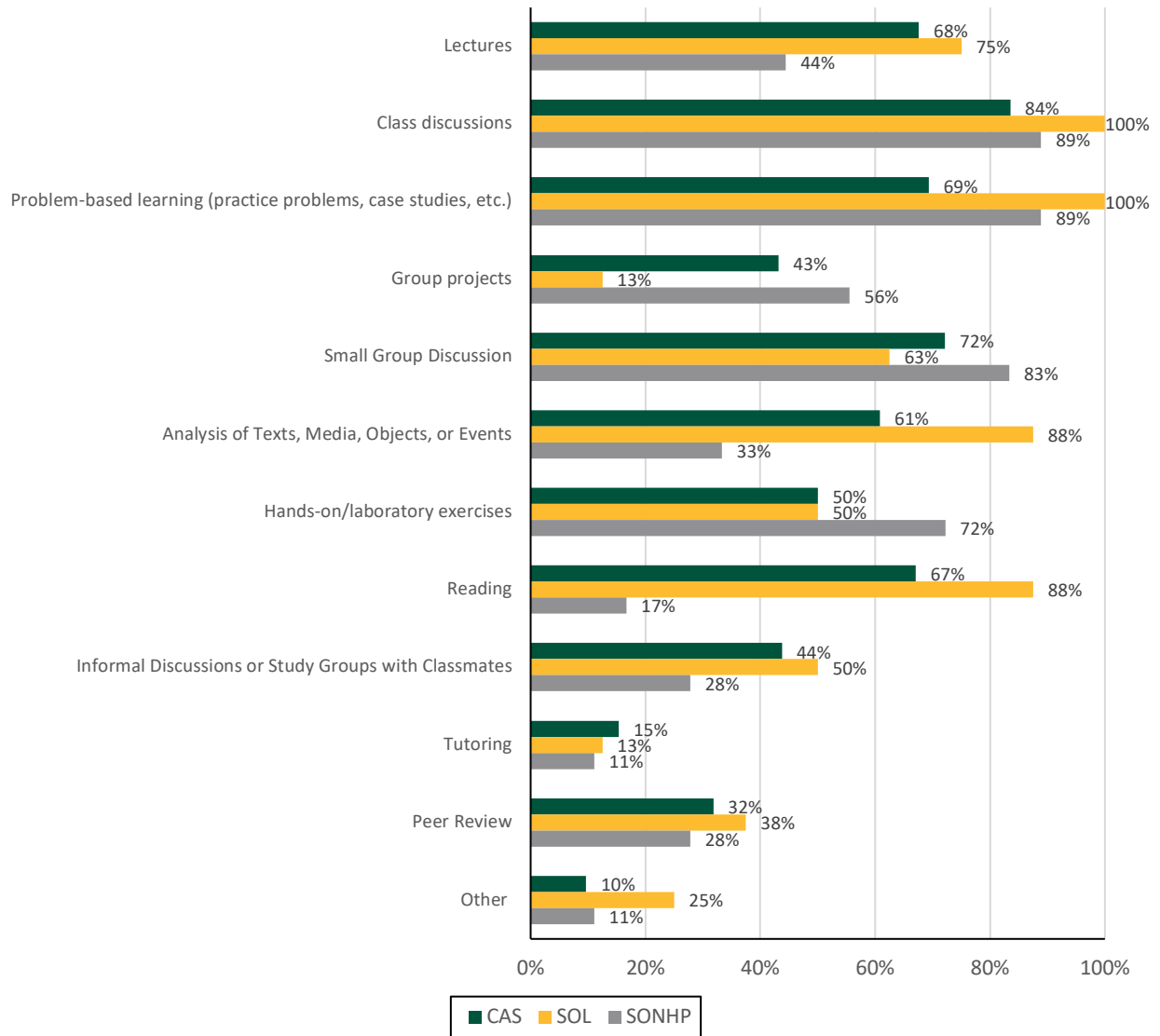
All Participants

The following figure represents the percentage of participants who selected each response option.



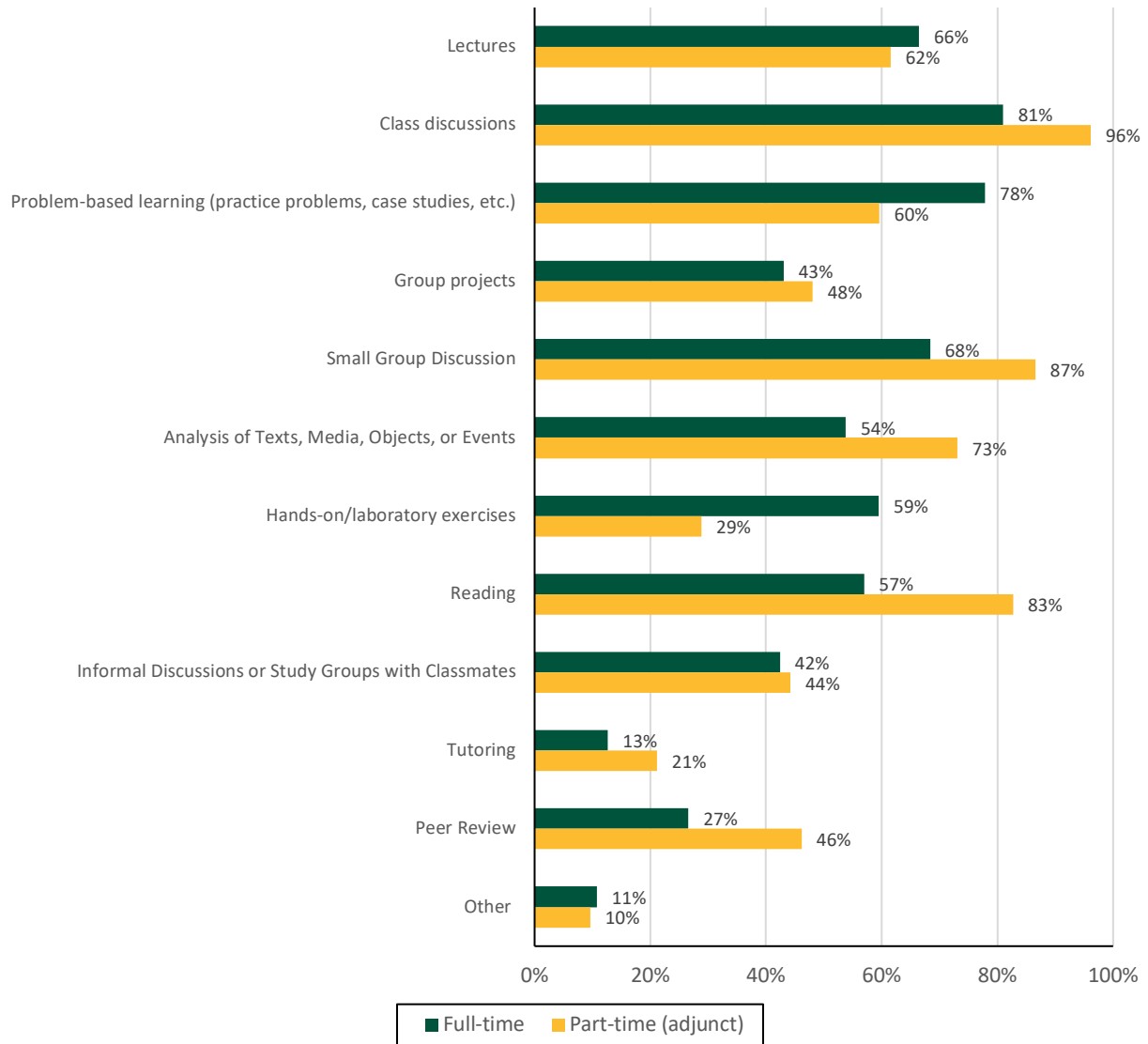
School/College

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach in CAS, SOL, and SONHP.



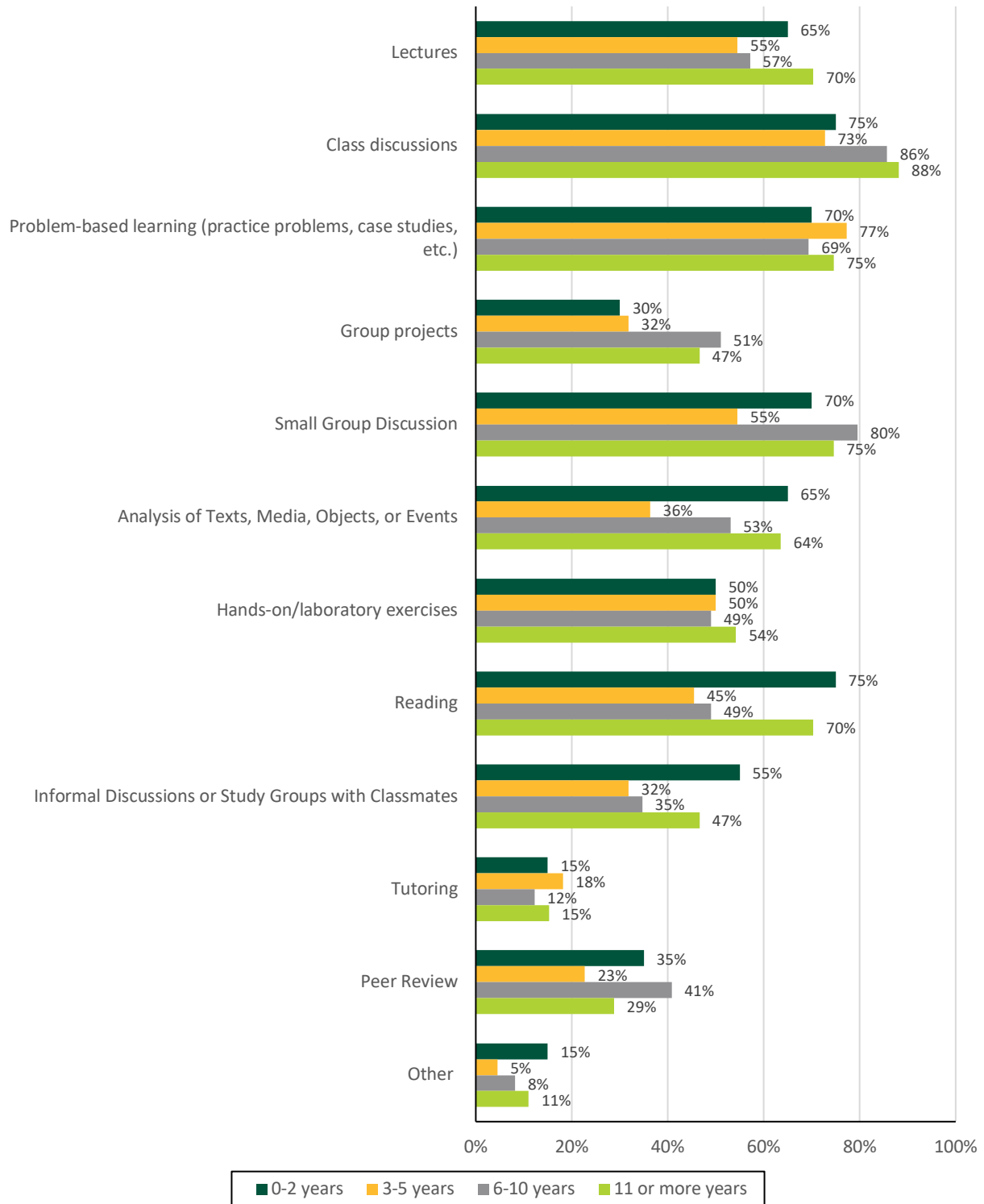
Full-time vs. Part-time (Adjunct)

The following figure represents the percentage of participants who selected each response option, disaggregated by participants teaching full-time and those teaching part-time (adjunct).



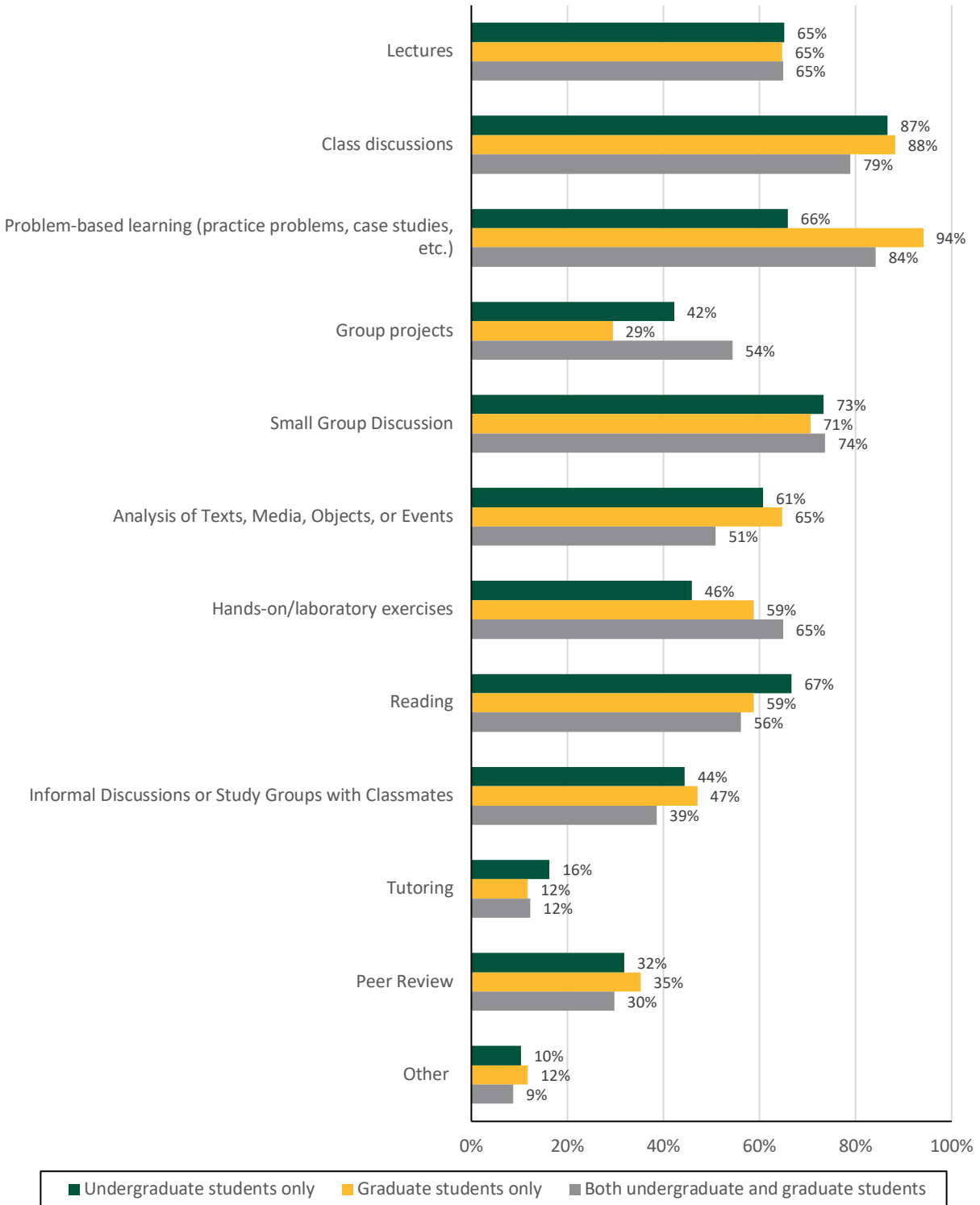
Number of Years Teaching at USF

The following figure represents the percentage of participants who selected each response option, disaggregated by the number of years they have been teaching at USF.



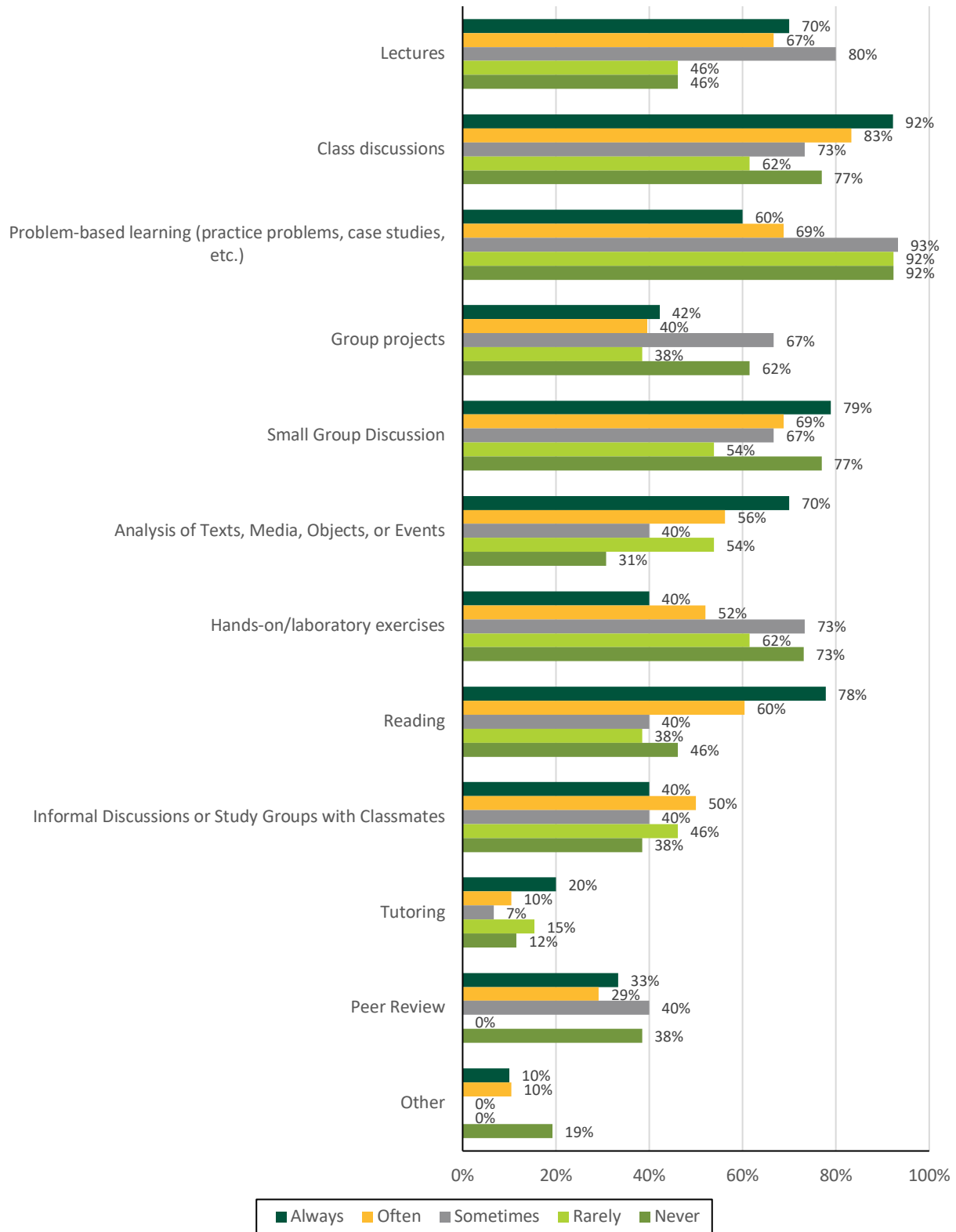
Level of Students Participants Teach

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach undergraduate students only, participants who teach graduate students only, and those who teach both undergraduate and graduate students.



How Often Participants Teach Core Courses

The following figure represents the percentage of participants who selected each response option, disaggregated by how often participants teach core courses.



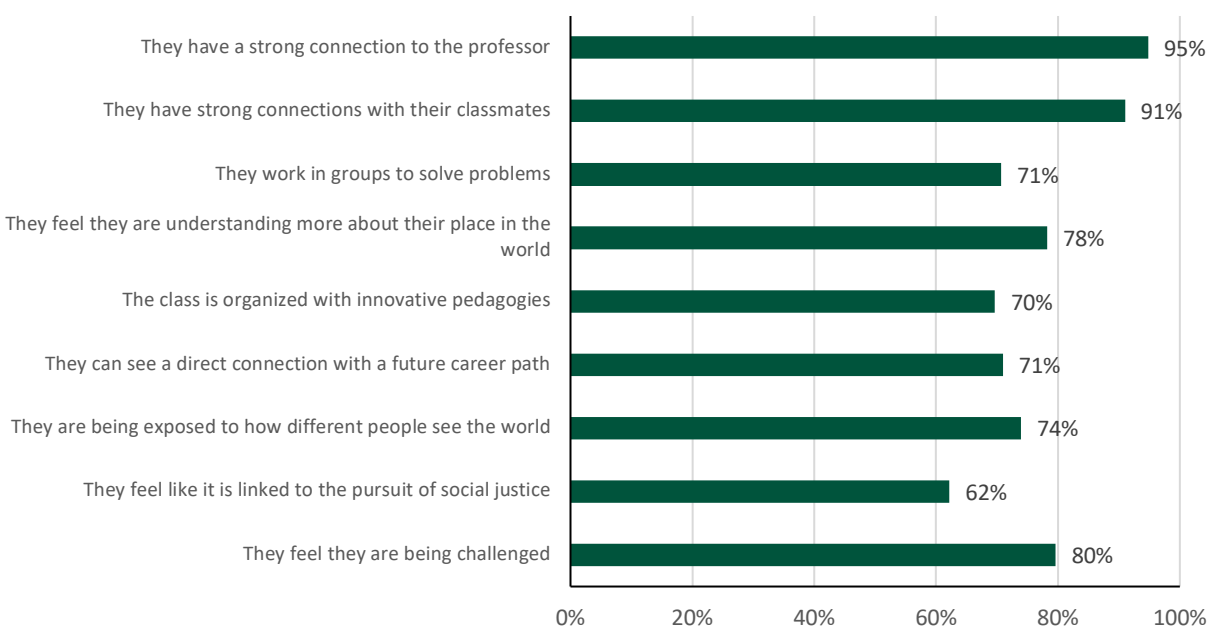
WHEN PARTICIPANTS GET EXCITED ABOUT LEARNING

Using a 5-pt. scale (5 = *Strongly Agree*, 1 = *Strongly Disagree*), participants who indicated they teach, further indicated the extent to which they agreed or disagreed with the following statements: *Students get excited about learning when — They have a strong connection to the professor; They have strong connections to their classmates; They work in groups to solve problems; They feel they are understanding more about their place in the world; The class is organized with innovative pedagogies; They can see a direct connection with a future career path; They are being exposed to how different people see the world; They feel like it is linked to the pursuit of social justice; and They feel they are being challenged.*

- The highest percentage of participants (95%) agreed or strongly agreed that students get excited about learning when *they have a strong connection with the professor.*
- On average, participants agreed or strongly agreed that students get excited about learning when *they have a strong connection with the professor* ($M = 4.55$), *they have strong connections with their classmates* ($M = 4.36$), *they feel they are understanding more about their place in the world* ($M = 4.16$), and *they are being challenged* ($M = 4.09$).
- On average, participants who teach in CAS ($M = 4.57$) and SOL ($M = 4.88$) most strongly agreed that students get excited about learning when *they have a strong connection with the professor*, while participants who teach in SONHP ($M = 4.33$) most strongly agreed that students get excited about learning when *they can see a direct connection with a future career path.*
- On average, participants who teach full-time ($M = 4.60$) and participants who teach part-time (adjunct) ($M = 4.38$) most strongly agreed that students get excited about learning when *they have a strong connection with the professor.*
- Regardless of how many years participants have been teaching at USF or the level of students they teach (undergraduates only, graduate students only, or both undergraduate and graduate students), on average, participants most strongly agreed that students get excited about learning when *they have a strong connection with the professor.*
- Participants who always ($M = 4.57$), often ($M = 4.60$), sometimes ($M = 4.47$), or never teach core courses ($M = 4.42$) most strongly agreed that students get excited about learning when *they have a strong connection with the professor*, while participants that rarely ($M = 4.62$) teach core courses most strongly agreed that students get excited about learning when *they have a strong connection with the professor* and when *they have strong connections with their classmates.*

All Participants

The following figure represents the percentage of participants who agreed or strongly agreed with each statement.



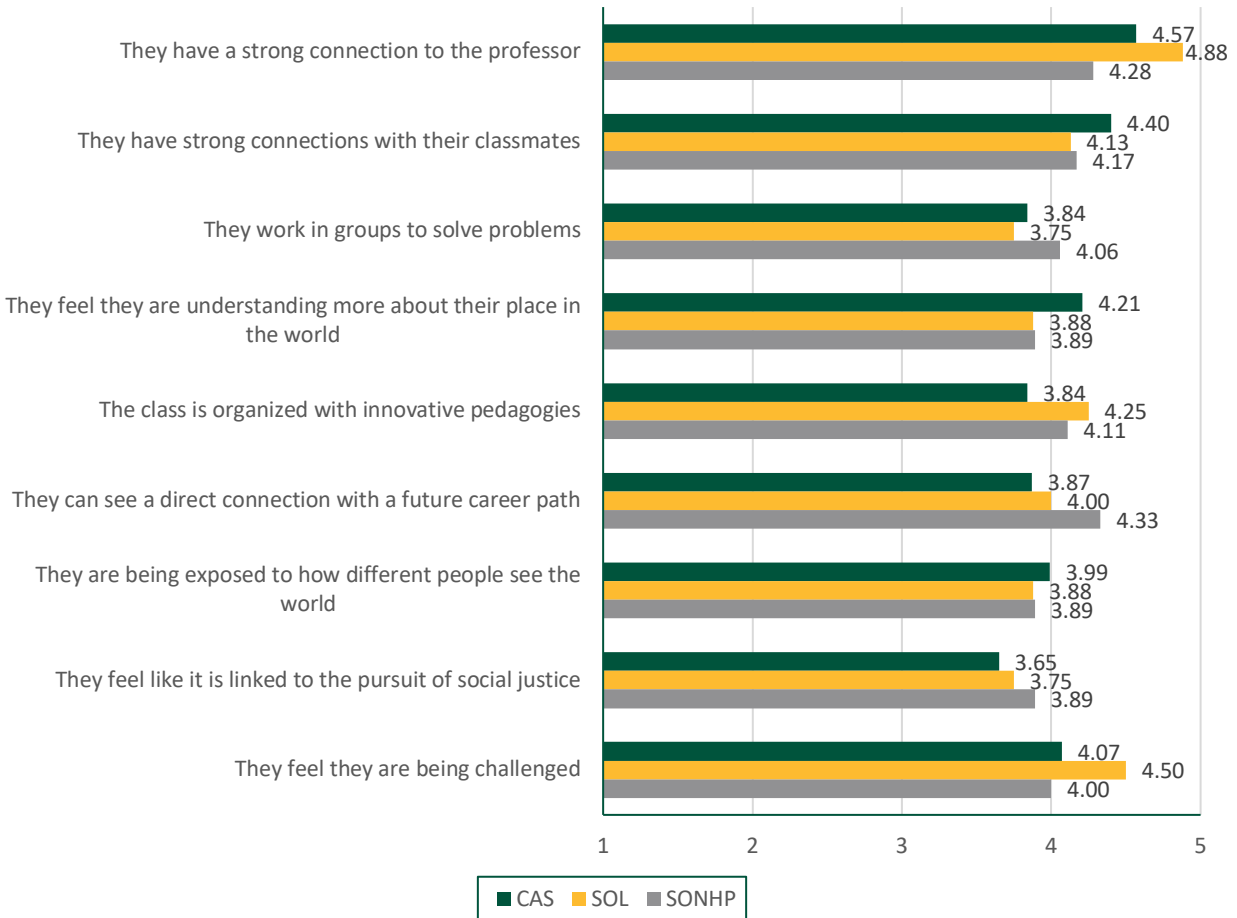
All Participants' Average Response

The following figure details participants' average level of agreement with each statement (5 = *Strongly agree*, 1 = *Strongly disagree*).



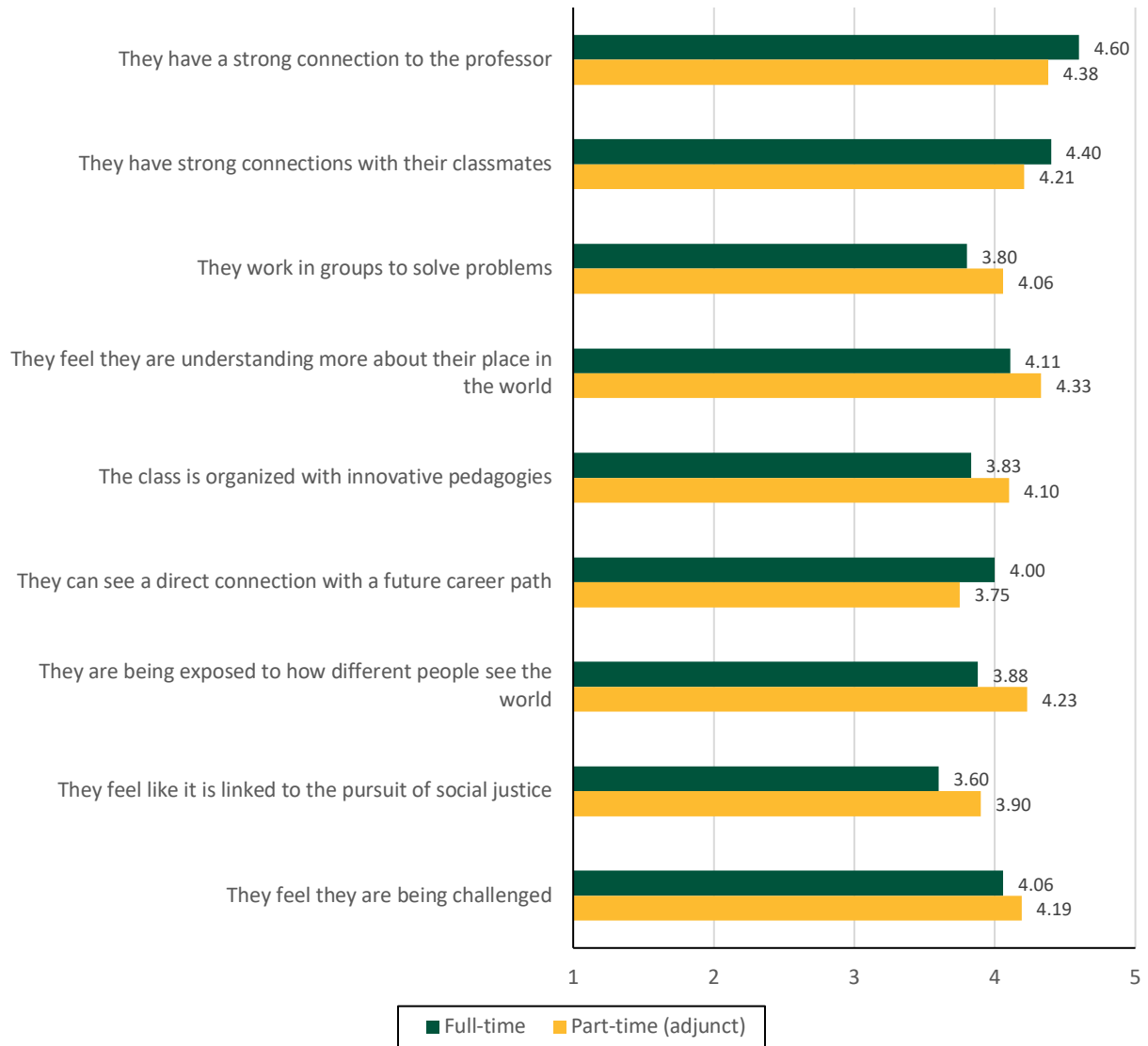
School/College

The following figure details participants' average level of agreement with each statement (5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by participants who teach is CAS, SOL, and SONHP.



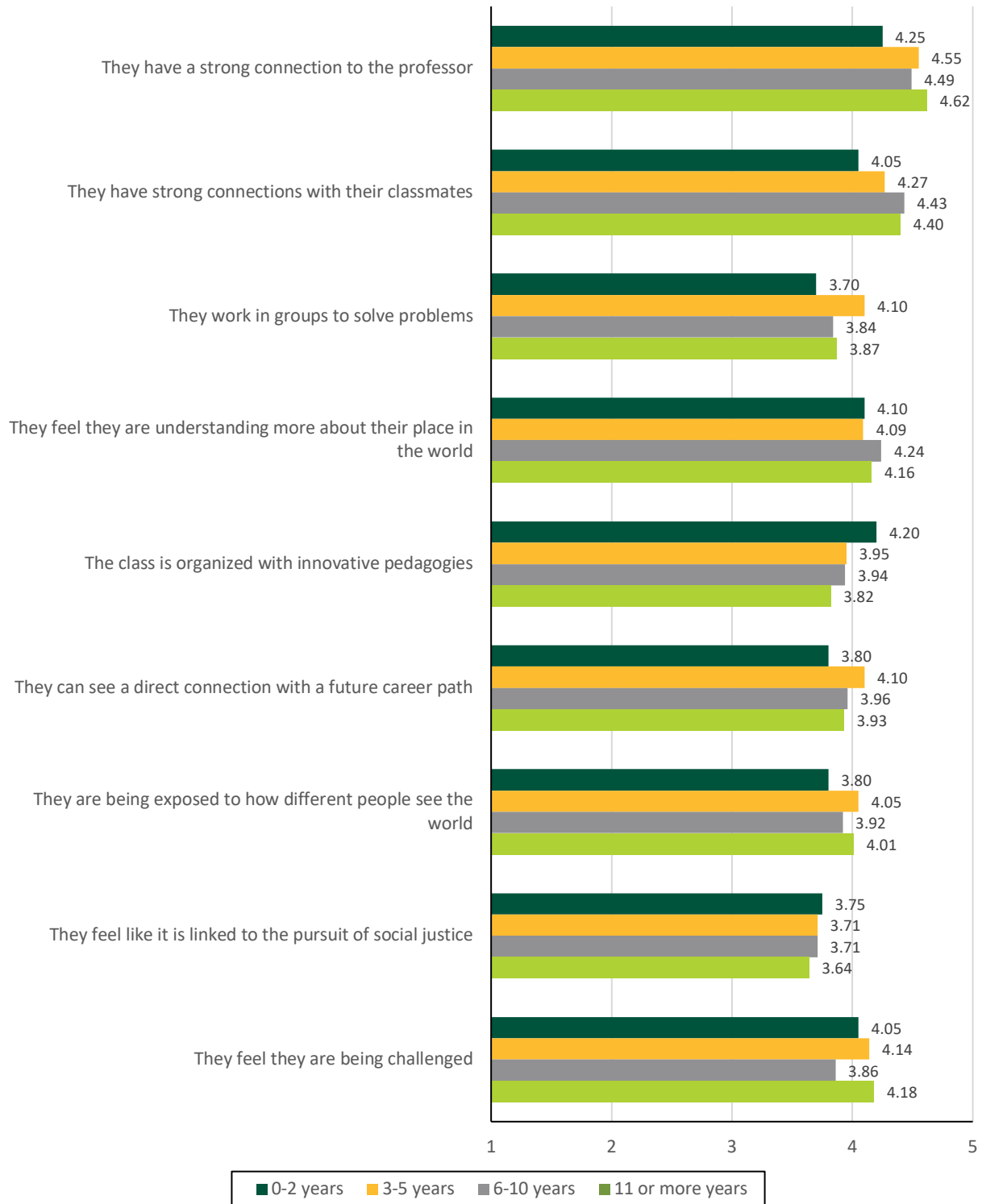
Full-time vs. Part-time (Adjunct)

The following figure details participants' average level of agreement with each statement (5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by participants teaching full-time and those teaching part-time (adjunct).



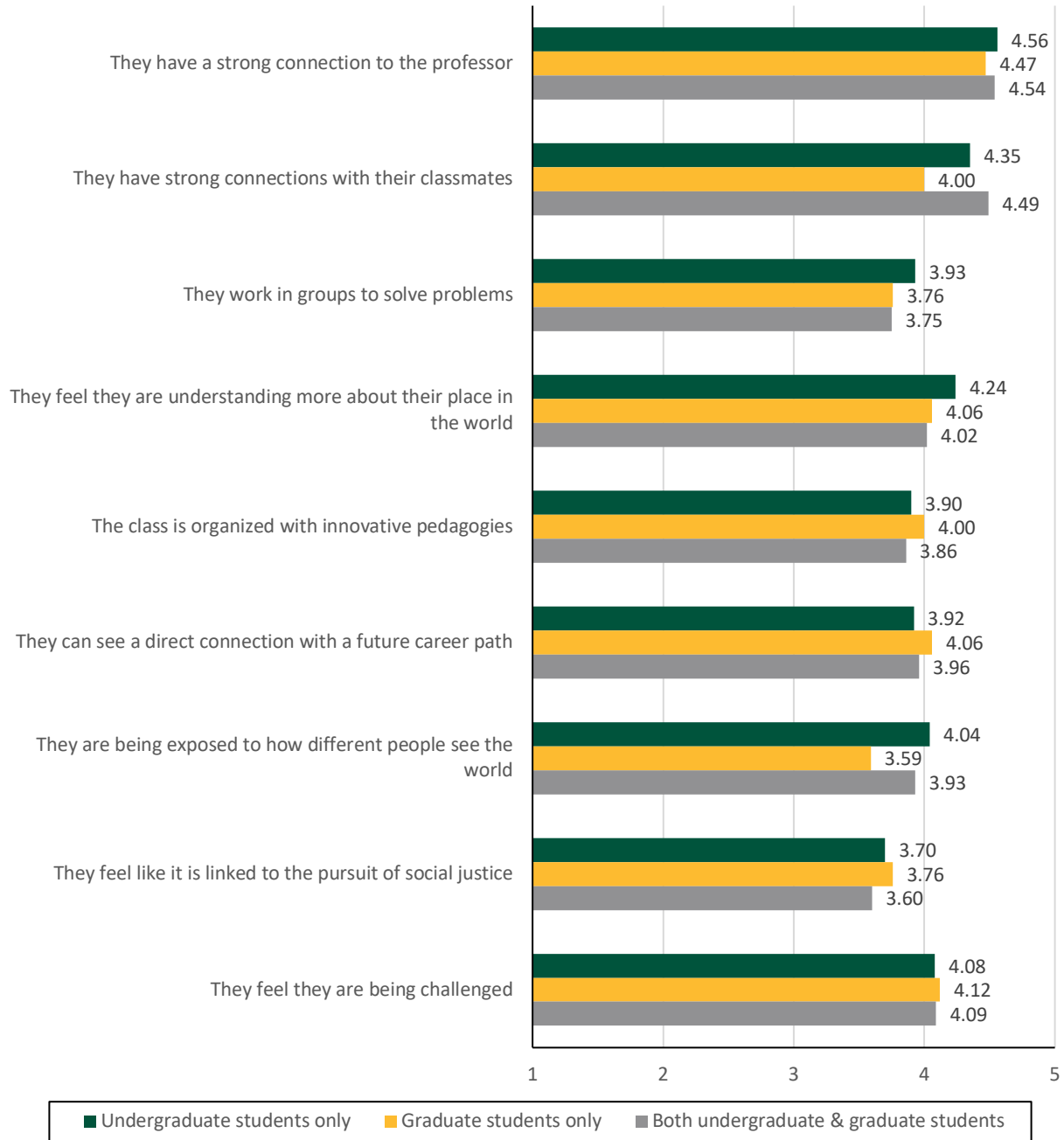
Number of Years Teaching at USF

The following figure details participants' average level of agreement with each statement (5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by the number of years they have been teaching at USF.



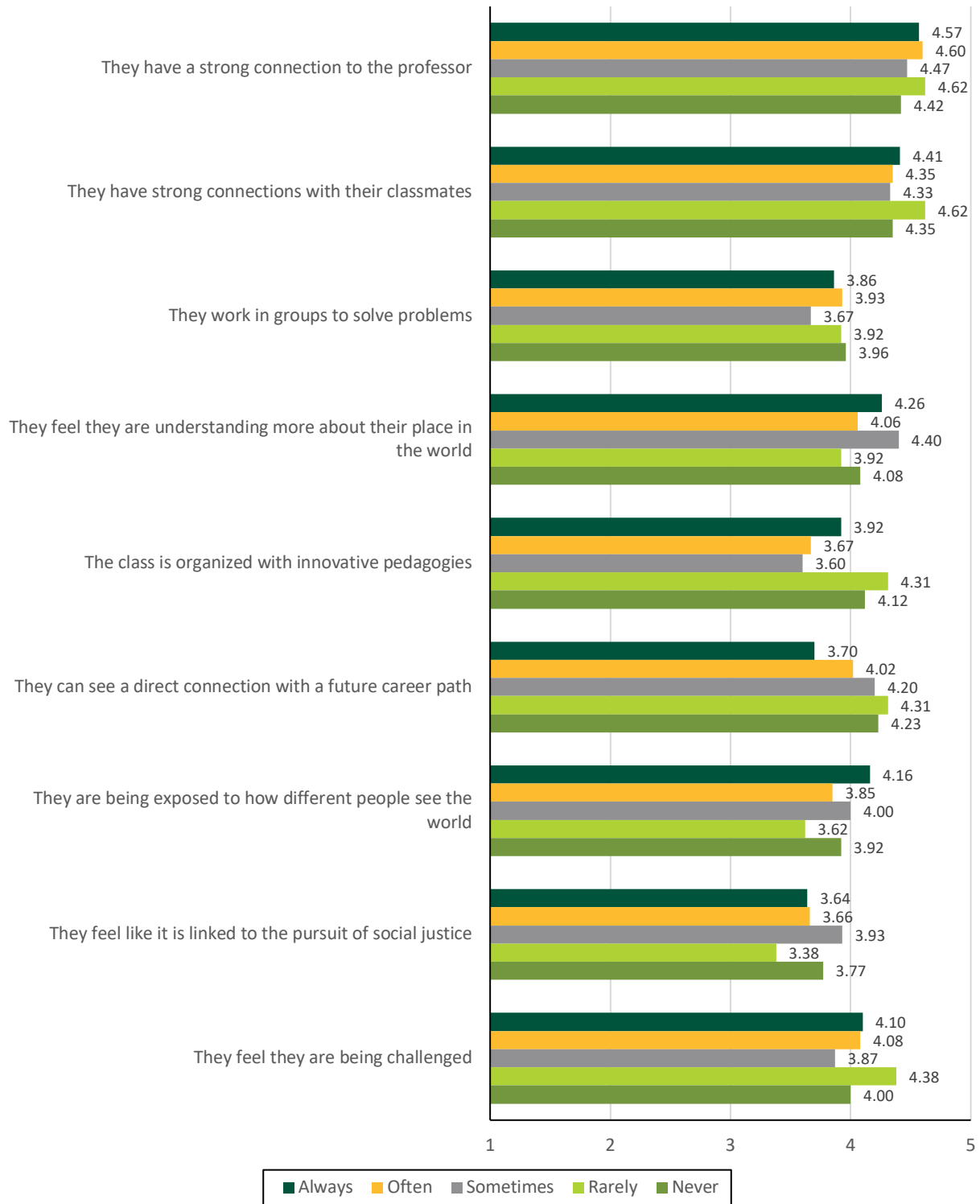
Level of Students Participants Teach

The following figure details participants' average level of agreement with each statement (5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by participants who teach undergraduate students only, participants who teach graduate students only, and those who teach both undergraduate and graduate students.



How Often Participants Teach Core Courses

The following figure details participants' average level of agreement with each statement (5 = *Strongly agree*, 1 = *Strongly disagree*), disaggregated by how often participants teach core courses.



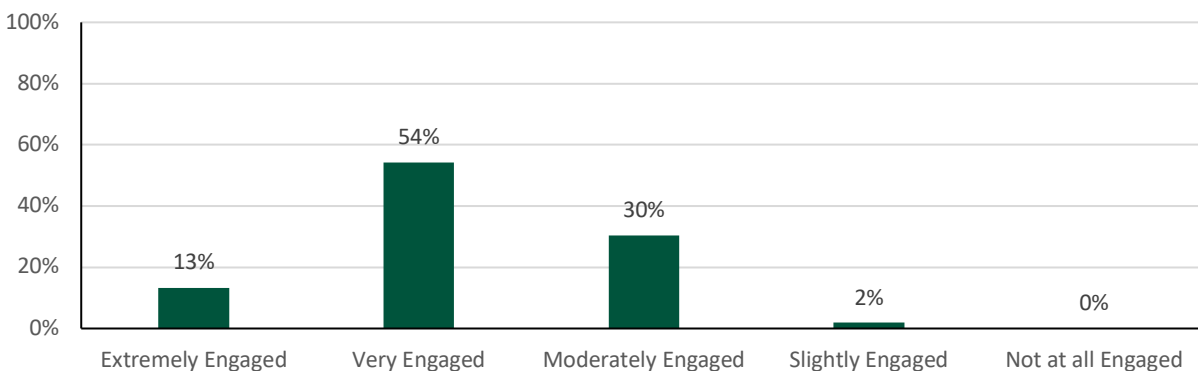
OVERALL ENGAGEMENT IN COURSES

Participants who teach indicated students' current level of engagement in their courses using a 5-pt. scale (5 = *Extremely engaged*, 1 = *Not at all engaged*).

- 67% of participants who teach indicated students in their courses are *extremely or very engaged*.
- 65% of participants who teach in CAS, 100% of participants who teach in SOL, and 73% of participants who teach in SONHP indicated students in their courses are *extremely or very engaged*.
- 67% of participants who teach full-time and 69% of participants who teach part-time (adjunct) indicated students in their courses are *extremely or very engaged*.
- 75% of participants who have been teaching at USF 0-2 years, 64% of participants who have been teaching at USF 3-5 years, 65% of participants who have been teaching at USF 6-10 years, and 68% of participants who have been teaching at USF 11 or more years indicated students in their courses are *extremely or very engaged*.
- 62% of participants who teach undergraduates only, 94% of participants who teach graduate students only, and 72% of participants who teach both undergraduate and graduate students indicated students in their courses are *extremely or very engaged*.
- 69% of participants who always teach core courses, 62% of participants who often teach core courses, 53% of participants who sometimes teach core courses, 62% of participants who rarely teach core course, and 65% of participants who never teach core courses indicated students in their courses are *extremely or very engaged*.

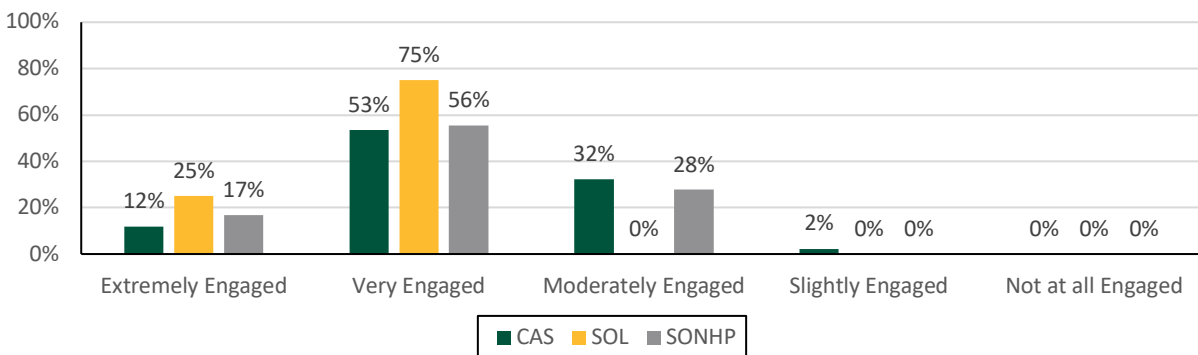
All Participants Who Teach

The following figure represents the percentage of participants who selected each response option.



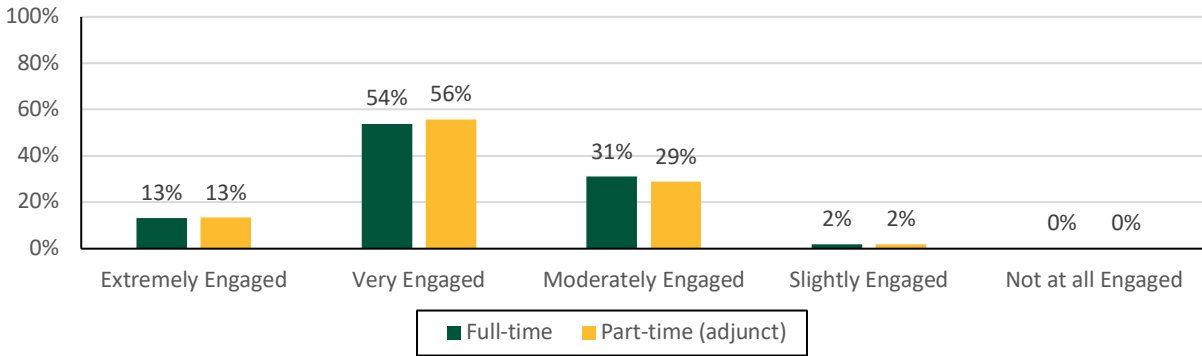
School/College

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach in CAS, SOL, and SONHP.



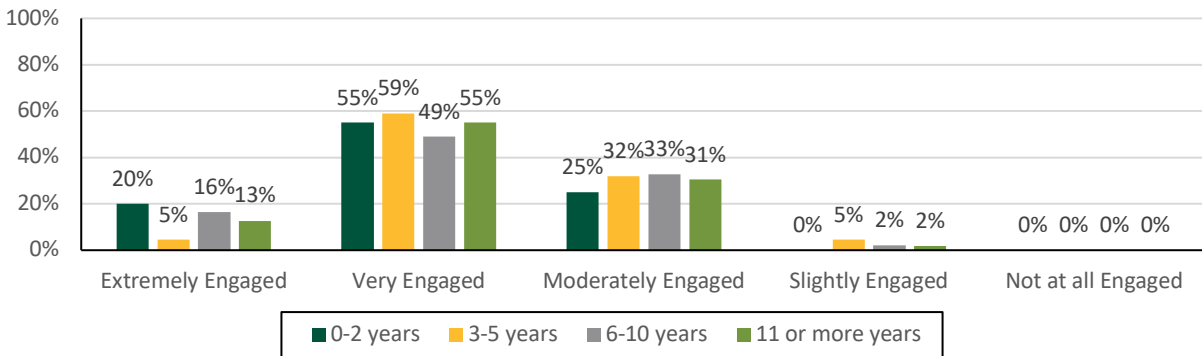
Full-time vs. Part-time (Adjunct)

The following figure represents the percentage of participants who selected each response option, disaggregated by participants teaching full-time and those teaching part-time (adjunct).



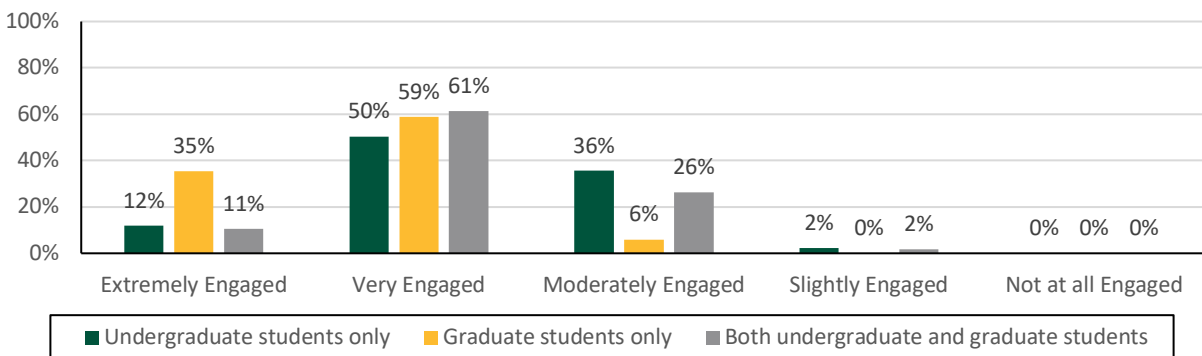
Number of Years Teaching at USF

The following figure represents the percentage of participants who selected each response option, disaggregated by the number of years they have been teaching at USF.



Level of Students Participants Teach

The following figure represents the percentage of participants who selected each response option, disaggregated by participants who teach undergraduate students only, participants who teach graduate students only, and those who teach both undergraduate and graduate students.



How Often Participants Teach Core Courses

The following figure represents the percentage of participants who selected each response option, disaggregated by how often participants teach core courses.

