



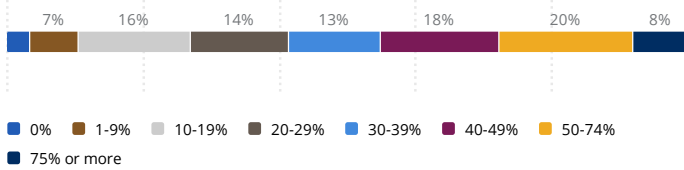
### Course Time on Task, Course Goals

This page displays feature findings for how much percent of class time faculty spent on class activities (#26) and how faculty structure their selected course section so that students learn and develop certain skills (#31).

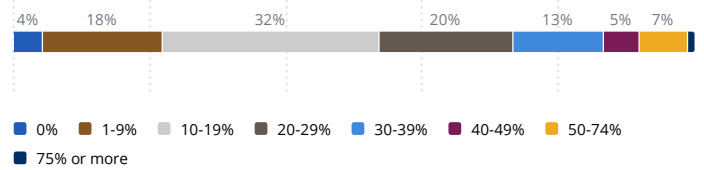
#### In your selected course section, about what percent of class time is spent on the following?

Response options: 0%, 1-9%, 10-19%, 20-29%, 30-39%, 40-49%, 50-74%, 75% or more

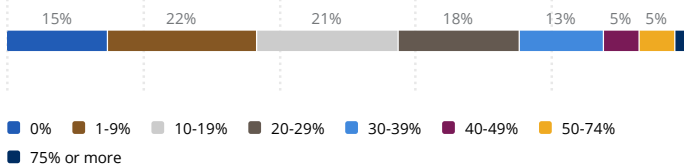
Lecture 97 ⓘ



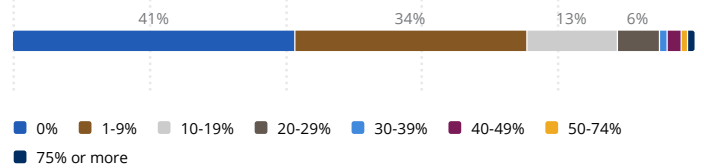
Discussion 97 ⓘ



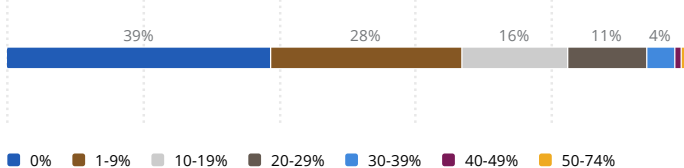
Small-group activities 96 ⓘ



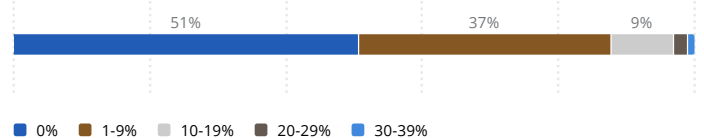
Student presentations or performances 97 ⓘ



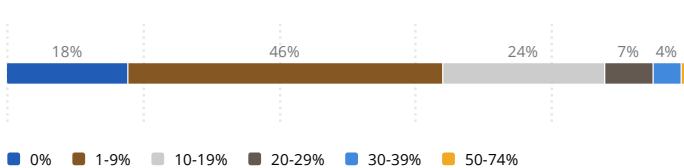
Independent student work (writing, painting, designing, etc.) 96 ⓘ



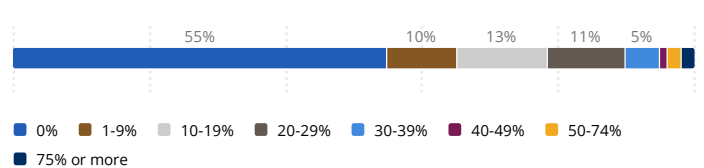
Movies, videos, music, or other performances not involving or produced by students 97 ⓘ



Assessing student learning (tests, evaluations, surveys, polls, etc.) 97 ⓘ



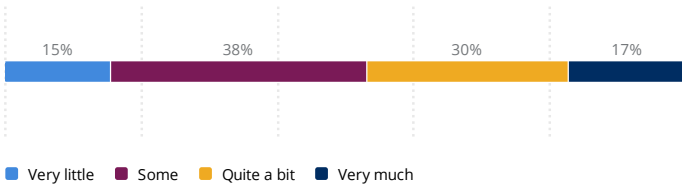
Experiential activities (labs, field work, clinical or field placements, etc.) 97 ⓘ



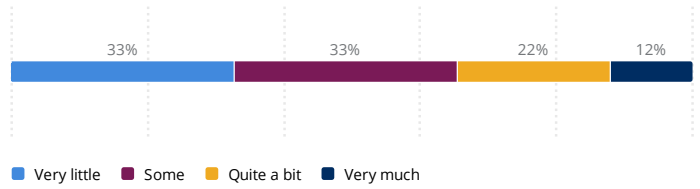
#### To what extent do you structure your selected course section so that students learn and develop in the following areas?

Response options: Very much, Quite a bit, Some, Very little

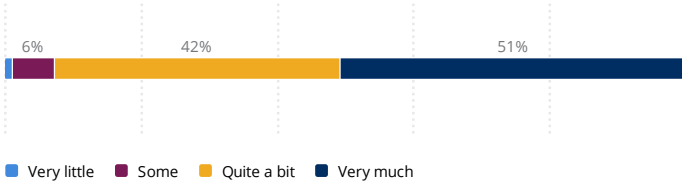
### Writing clearly and effectively 98 ⓘ



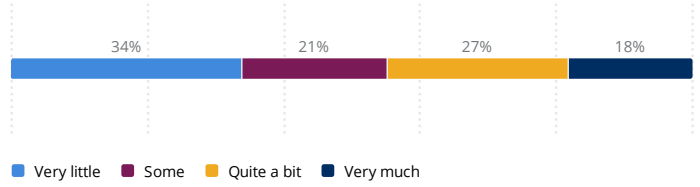
### Speaking clearly and effectively 98 ⓘ



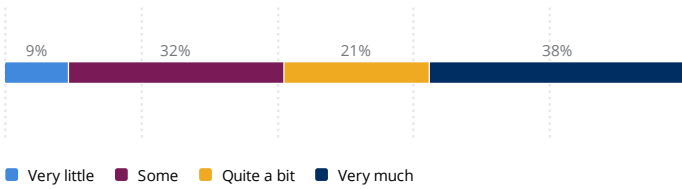
### Thinking critically and analytically 98 ⓘ



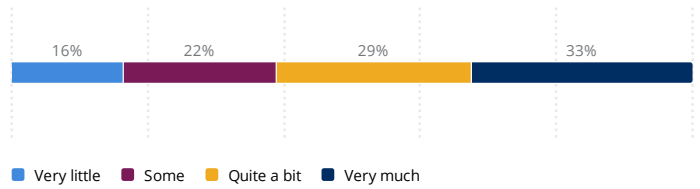
### Analyzing numerical and statistical information 98 ⓘ



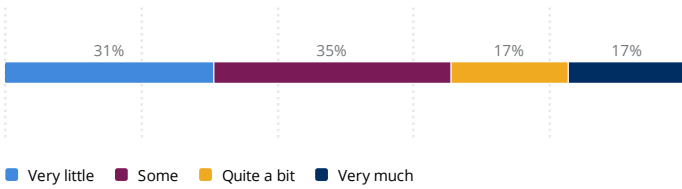
### Acquiring job- or work-related knowledge and skills 98 ⓘ



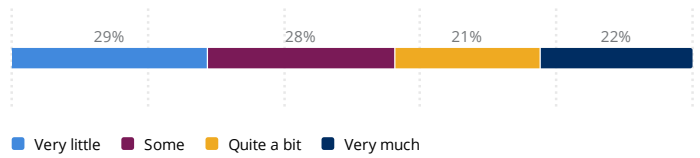
### Working effectively with others 98 ⓘ



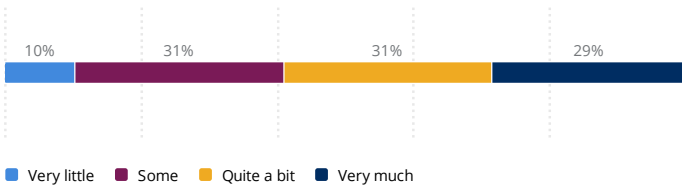
### Developing or clarifying a personal code of values and ethics 98 ⓘ



### Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) 98 ⓘ



### Solving complex real-world problems 98 ⓘ



### Being an informed and active citizen 98 ⓘ

