



Interpreting the CLASSE Frequency Distribution Report

Sample

The Frequency Distribution for the CLASSE report is based on the responses of students in your specific module. The frequency (count and percentage) is given for the overall sample of students.

The response options for student ratings and lecturer ratings can be compared to examine the frequency of participation by students, compared to importance judgments by lecturer.

Response Options
Response options appear in the fourth column just as they appear on the instrument.

Student Rating Count and Percentage (%)
The Count and Percentage columns represent the actual number and percentage of students who responded to the particular option in each question.

Variable
The items from the CLASSE Student survey appear in the left column in the same order and wording as they appear on the survey instrument.

| | Variable Name | Response Options | EACC61406 Sample | | Lecturer rating | |
|---|-------------------------------------|------------------|-------------------|----|-----------------|----------------|
| | | | Count | % | | |
| 2 | Asked questions in class | clquest | Never | 2 | 5 | Very important |
| | | | 1 or 2 times | 14 | 32 | |
| | | | 3 to 5 times | 8 | 18 | |
| | | | More than 5 times | 20 | 45 | |
| | | | Total | 44 | 100 | |
| 3 | Contributed to discussions in class | clcontrb | Never | 0 | 0 | Very important |
| | | | 1 or 2 times | 6 | 14 | |
| | | | 3 to 5 times | 6 | 14 | |
| | | | More than 5 times | 32 | 73 | |
| | | | Total | 44 | 100 | |

Variable Name
The name of each variable appears in the third column for easy reference to your data.

Lecturer Rating
Lecturer responses have been assigned a rating of importance as reported by the lecturer(s) and appears in this column next to the student ratings.



| | Variable Name | Response Options | Module XYZ sample | | Lecturer rating | |
|---|--|------------------|-------------------|----|-----------------|--------------------|
| | | | Count | % | | |
| 2 | Asked questions in class | clquest | Never | 13 | 39% | Very important |
| | | | 1 or 2 times | 11 | 33% | |
| | | | 3 to 5 times | 7 | 21% | |
| | | | More than 5 times | 2 | 6% | |
| | | | Total | 33 | 100% | |
| 3 | Contributed to discussions in class | clcontrb | Never | 6 | 18% | Very important |
| | | | 1 or 2 times | 18 | 55% | |
| | | | 3 to 5 times | 7 | 21% | |
| | | | More than 5 times | 2 | 6% | |
| | | | Total | 33 | 100% | |
| 4 | Prepared two or more drafts of a paper or assignment before handing it in | rewropap | Never | 14 | 44% | Not important |
| | | | 1 or 2 times | 13 | 41% | |
| | | | 3 to 5 times | 1 | 3% | |
| | | | More than 5 times | 4 | 13% | |
| | | | Total | 32 | 100% | |
| 5 | Worked on a paper or a project that requires combining ideas or information from various sources (e.g. books, internet, class notes, or other) | integrat | Never | 8 | 24% | Important |
| | | | 1 or 2 times | 15 | 45% | |
| | | | 3 to 5 times | 7 | 21% | |
| | | | More than 5 times | 3 | 9% | |
| | | | Total | 33 | 100% | |
| 6 | Included diverse perspectives (political, religious, racial/ethnic, gender, economic, etc.) in class discussions or papers | divclass | Never | 23 | 72% | Important |
| | | | 1 or 2 times | 7 | 22% | |
| | | | 3 to 5 times | 2 | 6% | |
| | | | More than 5 times | 0 | 0% | |
| | | | Total | 32 | 100% | |
| 7 | Attended class without having completed readings or assignments* | clunprep | Never | 10 | 30% | Important |
| | | | 1 or 2 times | 12 | 36% | |
| | | | 3 to 5 times | 6 | 18% | |
| | | | More than 5 times | 5 | 15% | |
| | | | Total | 33 | 100% | |
| 8 | Worked with classmates on projects or assignments during class | classgrp | Never | 11 | 33% | Somewhat important |
| | | | 1 or 2 times | 13 | 39% | |
| | | | 3 to 5 times | 8 | 24% | |
| | | | More than 5 times | 1 | 3% | |
| | | | Total | 33 | 100% | |
| 9 | Worked with classmates outside of class to prepare assignments | occgrp | Never | 8 | 25% | Somewhat important |
| | | | 1 or 2 times | 11 | 34% | |
| | | | 3 to 5 times | 7 | 22% | |
| | | | More than 5 times | 6 | 19% | |
| | | | Total | 32 | 100% | |

*Wording used for lecturer question: For students to be successful in your Module XYZ class, how important is it that they do the following? Come to class having completed readings or assignments

| | Variable Name | Response Options | Module XYZ Sample | | Lecturer rating | |
|----|--|------------------|-------------------|----|-----------------|--------------------|
| | | | Count | % | | |
| 10 | Combined ideas from different modules/subjects when completing assignments or participating in class discussions | intideas | Never | 9 | 27% | Important |
| | | | 1 or 2 times | 12 | 36% | |
| | | | 3 to 5 times | 8 | 24% | |
| | | | More than 5 times | 4 | 12% | |
| | | | Total | 33 | 100% | |
| 11 | Explained subject content of this module to other students | tutor | Never | 4 | 12% | Important |
| | | | 1 or 2 times | 10 | 30% | |
| | | | 3 to 5 times | 10 | 30% | |
| | | | More than 5 times | 9 | 27% | |
| | | | Total | 33 | 100% | |
| 12 | Used an electronic medium (SMS, internet, e.g. Facebook, Twitter, Blackboard, Google, Yahoo, other) to discuss or complete an assignment | itacadem | Never | 6 | 18% | Important |
| | | | 1 or 2 times | 10 | 30% | |
| | | | 3 to 5 times | 6 | 18% | |
| | | | More than 5 times | 11 | 33% | |
| | | | Total | 33 | 100% | |
| 13 | Used email and/or SMS to communicate with the lecturer | email | Never | 11 | 33% | Somewhat important |
| | | | 1 or 2 times | 14 | 42% | |
| | | | 3 to 5 times | 5 | 15% | |
| | | | More than 5 times | 3 | 9% | |
| | | | Total | 33 | 100% | |
| 14 | Discussed grades, assignments, or tests with the lecturer | facgrade | Never | 18 | 55% | Important |
| | | | 1 or 2 times | 13 | 39% | |
| | | | 3 to 5 times | 0 | 0% | |
| | | | More than 5 times | 2 | 6% | |
| | | | Total | 33 | 100% | |
| 15 | Discussed ideas from this module/subject with others (students, family members, friends, etc.) outside of class | oocideas | Never | 2 | 6% | Very important |
| | | | 1 or 2 times | 11 | 33% | |
| | | | 3 to 5 times | 6 | 18% | |
| | | | More than 5 times | 14 | 42% | |
| | | | Total | 33 | 100% | |
| 16 | Gave a presentation | clpresen | Never | 30 | 91% | Not important |
| | | | Once | 3 | 9% | |
| | | | Twice | 0 | 0% | |
| | | | More than twice | 0 | 0% | |
| | | | Total | 33 | 100% | |
| 17 | Participated in a community-based project (service-learning) | commproj | Never | 32 | 97% | Not important |
| | | | Once | 0 | 0% | |
| | | | Twice | 0 | 0% | |
| | | | More than twice | 1 | 3% | |
| | | | Total | 33 | 100% | |



| | Variable Name | Response Options | Module XYZ Sample | | Lecturer rating | |
|----|---|------------------|--|--------------------------|----------------------------------|--------------------|
| | | | Count | % | | |
| 18 | Discussed ideas from this module's/subject's readings or classes with the lecturer outside of class | facideas | Never Once Twice More than twice Total | 24 5 3 1 33 | 73% 15% 9% 3% 100% | Somewhat important |
| 19 | Received prompt written or oral feedback from the lecturer on your academic performance (e.g. marks from assignments, tests, and exams) | facfeed | Never Sometimes Often Very often Total | 16 7 4 6 33 | 48% 21% 12% 18% 100% | Very important |
| 20 | Worked harder than you thought you could to meet the standards or expectations of the lecturer | workhard | Never Sometimes Often Very often Total | 7 15 4 7 33 | 21% 45% 12% 21% 100% | Somewhat important |
| 21 | Received clear and detailed information at the beginning of this module/subject about learning outcomes and expectations | communic | Never Sometimes Often Very often Total | 0 12 9 12 33 | 0% 36% 27% 36% 100% | Very important |
| 22 | Received motivating and engaging interaction from the lecturer of this module/subject | motivate | Never Sometimes Often Very often Total | 0 12 12 9 33 | 0% 36% 36% 27% 100% | Very important |
| 23 | Memorise module/subject content (facts, ideas, etc.) | memorise | Very little Some Quite a bit Very much Total | 0 3 10 20 33 | 0% 9% 30% 61% 100% | Important |
| 24 | Identify the different parts of an idea, experience, or argument in detail (analyse) | analyse | Very little Some Quite a bit Very much Total | 1 11 12 9 33 | 3% 33% 36% 27% 100% | Very important |
| 25 | Form a new idea or understanding by putting together various pieces of information | synthess | Very little Some Quite a bit Very much Total | 6 12 10 5 33 | 18% 36% 30% 15% 100% | Very important |



| | Variable Name | Response Options | Module XYZ Sample | | Lecturer rating | |
|----|--|------------------|--------------------|----|-----------------|----------------|
| | | | Count | % | | |
| 26 | Evaluate a point of view, decision, or information source | evaluate | Very little | 6 | 18% | Important |
| | | | Some | 10 | 30% | |
| | | | Quite a bit | 12 | 36% | |
| | | | Very much | 5 | 15% | |
| | | | Total | 33 | 100% | |
| 27 | Apply facts, theories, or methods to practical problems or new situations | applying | Very little | 5 | 15% | Very important |
| | | | Some | 8 | 24% | |
| | | | Quite a bit | 11 | 33% | |
| | | | Very much | 9 | 27% | |
| | | | Total | 33 | 100% | |
| 28 | How often have you been required to prepare written papers or reports of more than five pages? | writtenp | Never | 31 | 94% | Not important |
| | | | Once | 1 | 3% | |
| | | | Twice | 1 | 3% | |
| | | | 3 or more times | 0 | 0% | |
| | | | Total | 33 | 100% | |
| 29 | To what extent did the assessment tasks (tests, assignments, exams, etc.) require you to do your best? | assessm | Very little | 1 | 3% | Very important |
| | | | Some | 4 | 12% | |
| | | | Quite a bit | 15 | 45% | |
| | | | Very much | 13 | 39% | |
| | | | Total | 33 | 100% | |
| 30 | How many homework assignments (e.g. problem sets, questions, assignments) that took more than one hour each to complete have you received in a typical week? | homework | None | 12 | 36% | Important |
| | | | 1 or 2 | 18 | 55% | |
| | | | 3 or 4 | 2 | 6% | |
| | | | 5 or more | 1 | 3% | |
| | | | Total | 33 | 100% | |
| 31 | In a typical week, how often have you spent more than three hours preparing for classes (studying, reading, homework or lab work, analysing data, rehearsing, and other academic matters)? | preparing | Never | 3 | 9% | Important |
| | | | Sometimes | 12 | 36% | |
| | | | Often | 12 | 36% | |
| | | | Very often | 6 | 18% | |
| | | | Total | 33 | 100% | |
| 32 | How many times have you been absent from class? | absent | None | 16 | 50% | Very important |
| | | | 1 to 2 absences | 14 | 44% | |
| | | | 3 to 4 absences | 2 | 6% | |
| | | | 5 or more absences | 0 | 0% | |
| | | | Total | 32 | 100% | |
| 33 | How frequently have you taken notes in this module/subject? | notes | Never | 0 | 0% | Very important |
| | | | Sometimes | 3 | 9% | |
| | | | Often | 7 | 21% | |
| | | | Very often | 23 | 70% | |
| | | | Total | 33 | 100% | |



| | Variable Name | Response Options | Module XYZ Sample | | Lecturer rating | |
|----|--|------------------|------------------------|----|-----------------|----------------|
| | | | Count | % | | |
| 34 | How often have you reviewed your notes before the next scheduled class? | review | Never | 6 | 18% | Very important |
| | | | Sometimes | 16 | 48% | |
| | | | Often | 3 | 9% | |
| | | | Very often | 8 | 24% | |
| | | | Total | 33 | 100% | |
| 35 | How often have you studied with classmates to prepare for a quiz or a test? | classmat | Never | 14 | 42% | Important |
| | | | Once | 5 | 15% | |
| | | | Twice | 5 | 15% | |
| | | | 3 or more times | 9 | 27% | |
| | | | Total | 33 | 100% | |
| 36 | How often have you attended a review session or tutor session to enhance your understanding of the module/subject content? | attend | Never | 5 | 15% | Very important |
| | | | Once | 8 | 24% | |
| | | | Twice | 8 | 24% | |
| | | | 3 or more times | 12 | 36% | |
| | | | Total | 33 | 100% | |
| 37 | How interested have you been in learning the module/subject content? | learning | Very uninterested | 1 | 3% | Very important |
| | | | Uninterested | 5 | 15% | |
| | | | Interested | 11 | 33% | |
| | | | Very interested | 16 | 48% | |
| | | | Total | 33 | 100% | |
| 38 | How comfortable have you been with talking to the lecturer? | talking | Very uncomfortable | 2 | 6% | Very important |
| | | | Uncomfortable | 2 | 6% | |
| | | | Comfortable | 23 | 70% | |
| | | | Very comfortable | 6 | 18% | |
| | | | Total | 33 | 100% | |
| 39 | How much have you enjoyed group work with your classmates? | groupwork | Not at all | 11 | 33% | Important |
| | | | Somewhat | 11 | 33% | |
| | | | Quite a bit | 10 | 30% | |
| | | | Very much | 1 | 3% | |
| | | | Total | 33 | 100% | |
| 40 | How challenging have you found the module/subject content? | challeng | Not at all challenging | 1 | 3% | Important |
| | | | Somewhat challenging | 11 | 34% | |
| | | | Challenging | 14 | 44% | |
| | | | Very challenging | 6 | 19% | |
| | | | Total | 32 | 100% | |
| 41 | How easy has it been to follow the lectures? | follow | Not at all easy | 2 | 6% | Important |
| | | | Somewhat easy | 11 | 34% | |
| | | | Easy | 12 | 38% | |
| | | | Very easy | 7 | 22% | |
| | | | Total | 32 | 100% | |



| | Variable Name | Response Options | Module XYZ Sample | | Lecturer rating | |
|----|---|------------------|-------------------|----|-----------------|---------------|
| | | | Count | % | | |
| 42 | Experiential learning (working specific hours in a subject-related workplace to earn credits for this module) | explearn | Never | 20 | 61% | Not important |
| | | | 1 or 2 times | 7 | 21% | |
| | | | 3 or 4 times | 5 | 15% | |
| | | | 5 or more times | 1 | 3% | |
| | | | Total | 33 | 100% | |
| 43 | Service-learning (learning and/or assessment activities that address service needs in a community) | servlearn | Never | 29 | 88% | Not important |
| | | | 1 or 2 times | 3 | 9% | |
| | | | 3 or 4 times | 1 | 3% | |
| | | | 5 or more times | 0 | 0% | |
| | | | Total | 33 | 100% | |
| 44 | Fieldwork (structured learning and/or assessment activities that take place outside the classroom) | fieldwk | Never | 30 | 91% | Not important |
| | | | 1 or 2 times | 1 | 3% | |
| | | | 3 or 4 times | 2 | 6% | |
| | | | 5 or more times | 0 | 0% | |
| | | | Total | 33 | 100% | |
| 45 | Laboratory work (conducting or learning about scientific experiments) | labwork | Never | 22 | 67% | Not important |
| | | | 1 or 2 times | 7 | 21% | |
| | | | 3 or 4 times | 3 | 9% | |
| | | | 5 or more times | 1 | 3% | |
| | | | Total | 33 | 100% | |
| 46 | Clinical learning experiences (observing or participating in the diagnosis, treatment, and care of patients in a clinical environment while studying) | clinteac | Never | 30 | 91% | Not important |
| | | | 1 or 2 times | 3 | 9% | |
| | | | 3 or 4 times | 0 | 0% | |
| | | | 5 or more times | 0 | 0% | |
| | | | Total | 33 | 100% | |