

FAIRMONT STATE UNIVERSITY

A Report on the *Classroom Environment Survey*
Conducted During December 2006



Office of Institutional Research
January 2007

EXECUTIVE SUMMARY

Pursuant to Goal 1 of the FSU Strategic Plan: *Empower faculty and students to achieve high levels of teaching and learning*, Year 1 -- Action Step 2, the Office of Institutional Research was tasked to design and conduct a survey that would provide baseline measures for various aspects of classroom environments on our campuses.

The use of the service SurveyMonkey.org was chosen to facilitate this online survey. 916 initial and follow up emails to all full-time and part-time faculty, active during the Fall 2006 semester, were processed with each containing a brief description of the request for participation and the web link to the online survey. 248 individuals responded to the online survey (a response rate of just over 27%).

Major Findings:

Survey items that received the overall *highest* aggregate ratings:

- 1] How do you rate the overall quality of the lighting levels in your classroom(s)? [Lighting Levels]
- 2] How do you rate the overall quality of the acoustics in your classroom(s)? [Acoustics]
- 6] How do you rate the overall amount of seating available in your classroom(s)? [Available Seating]
- 12] How do you rate the overall cleanliness of your classroom(s)? [Cleanliness]
- 4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance? [ADA-compliance]
- 13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)? [Electrical Outlets]
- 14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)? [Physical Teaching/Learning Environment]
- 7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)? [Seating Style & Arrangement]

Survey items that received the overall *lowest* aggregate ratings:

- 3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)? [HVAC]
- 8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)? [Blinds, Drapes, & Shades]
- 9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, and erasers] in your classroom(s)? [Boards & Materials]
- 11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)? [Quality of Technology]
- 15] Does your classroom(s) provide access to more or less technology than you need for effective instruction? [Access to Technology]
- 10] How do you rate the overall quality and availability of media equipment in your classroom(s)? [Media Equipment]
- 5] How do you rate the overall dampening of external noise levels to your classroom(s)? [Dampening External Noise]

65.6% of the faculty respondents indicated that their method of instruction is influenced by the type of classroom in which they teach and 38% of the rooms that they utilized contained less than the appropriate amount of technology for effective instruction.

When grouping responses by employment status code, part-time faculty consistently across all items gave a significantly higher rating than full-time faculty.

When grouping responses by campus code, Non-Fairmont/Main campus [aggregated] classrooms consistently across all items received a significantly higher rating than Main Campus classrooms.

When grouping responses by building code [note that all Non-Fairmont classrooms were coded into the “Other” category for the statistical testing], all 15 survey items showed significant difference in the mean and ranking of their ratings. In the post hoc analysis, Wallman Hall, Hardway Hall, and Feaster Center generally exhibited the lower ratings, while Colebank Hall, the Education Building, and the Other category generally rated higher.

The following buildings by item show 25% or higher, *less than satisfactory* ratings:

Lighting Levels

- Hunt Haught Hall
- Wallman Hall

Acoustics

- Feaster Center
- Hardway Hall

HVAC Comfort Level

- Colebank Hall
- Feaster Center
- Hardway Hall
- Hunt Haught Hall
- Jaynes Hall
- Wallman Hall

ADA-compliance

- Feaster Center
- Hardway Hall
- Hunt Haught Hall
- Jaynes Hall
- Wallman Hall

Dampening External Noise

- Feaster Center
- Hardway Hall
- Jaynes Hall
- Wallman Hall

Available seating

- Feaster Center

Seating style & arrangement

- Education Building
- Feaster Center

- Hardway Hall
- Hunt Haught Hall
- Jaynes Hall
- Wallman Hall

Blinds, Drapes, & Shades

- Feaster Center
- Hardway Hall
- Hunt Haught Hall
- Wallman Hall

Boards & Materials

- Feaster Center
- Hardway Hall
- Jaynes Hall
- Wallman Hall

Media Equipment

- Feaster Center
- Hardway Hall
- Hunt Haught Hall
- Jaynes Hall
- Wallman Hall

Quality of Technology

- Education Building
- Feaster Center
- Hardway Hall
- Jaynes Hall
- Wallman Hall

Cleanliness

- Feaster Center
- Wallman Hall

Electrical Outlets

- Feaster Center
- Hunt Haught Hall
- Wallman Hall

Physical Teaching/Learning Environment

- Feaster Center
- Hardway Hall
- Jaynes Hall
- Wallman Hall

When grouping responses by room type code, a significant difference in ratings were found in 10 of the 15 main survey items; only items

- Lighting Levels
- Acoustics
- Available Seating
- Seating Style & Arrangement
- Boards & Materials

exhibited no statistically significant difference in the ratings by room type. From this latter group, only item Boards & Materials appeared in the lower aggregate ratings list.

Descriptive statistics and frequencies were also computed for individual classrooms [Building and Room], but no additional analyses were performed due to the small sample size relative to each room [ranging from n=1 to n=8, but generally less than 4 ratings per class room].

Appendix A of the full report contains the statistical analyses [frequencies, descriptive statistics]; Crosstabs, chi-square, ANOVA, and the various appropriate non-parametric tests of the various survey items are available as separate reports.

Respondent's comments can be found in their entirety in Appendix B of the full report.

A view of the entire survey instrument is available in Appendix C of that report.

End of Executive Summary.

OVERVIEW

Pursuant to Goal 1 of the FSU Strategic Plan: *Empower faculty and students to achieve high levels of teaching and learning*, Year 1 -- Action Step 2, the Office of Institutional Research was tasked to design and conduct a survey that would provide baseline measures for various aspects of classroom environments on our campuses.

It is expected that this survey [modified appropriately to fit the current environment at that time] will be repeated at regular intervals going forward to determine longitudinal trends.

METHODOLOGY

The survey instrument utilized was designed in collaboration with several selected individuals on campus, tested and evaluated by a second group of selected individuals on campus, and then conducted during the month of December 2006. This survey contains some items that were utilized at Rutgers University with the appropriate permission obtained via correspondence.

The use of the service SurveyMonkey.org was chosen to facilitate the online survey. 916 initial and follow up emails to all full-time and part-time faculty (active during the Fall 2006 semester) were processed with each containing a brief description of the request for participation and the web link to the online survey. 248 individuals responded to the online survey (a response rate of just over 27%).

Appendix A contains the statistical analyses [frequencies, descriptive statistics]; Crosstabs, chi-square, ANOVA with Post Hoc analysis, and the various appropriate non-parametric tests of the various survey items are available as separate reports.

Respondent's comments can be found in their entirety in Appendix B of the full report.

A view of the entire survey instrument is available in Appendix C of that report.

An individual faculty member could offer responses to a maximum of four classrooms that they had utilized during the current semester;

- 81 faculty chose to evaluate only 1 classroom
- 56 faculty chose to evaluate 2 classrooms
- 31 faculty chose to evaluate 3 classrooms
- 42 faculty chose to evaluate 4 classrooms

A total of 464 classroom ratings were offered with full or partial responses via the main 15 items of the survey. A 5-level Likert Scale [1 – Very Poor to 5 – Excellent] was utilized to rate each of the main survey items with the exception of item 15, which used a 3 level scale. A variety of parametric and non-parametric statistical methods were utilized for the analysis of the main survey items, grouped by various demographic categories and the geographical location of the classroom.

Instrument item 16 was a question to determine if generally a faculty member's teaching methods were influenced by the type of classroom that they were utilizing.

Instrument item 17 was an open-ended comment area for supplying anecdotal information that the respondent wished to offer. Appendix B contains the entire list of comments.

DEMOGRAPHICS OF THE RESPONDENTS TO THE CLASSROOM ENVIRONMENT SURVEY

FSU/PC&TC School/College of Faculty Member Responding:

		Frequency	Percent	Cumulative Percent
Valid	FSU / College of Liberal Arts	41	16.5	16.5
	FSU / College of Science and Technology	37	14.9	31.5
	FSU / School of Business	22	8.9	40.3
	FSU / School of Education	31	12.5	52.8
	FSU / School of Fine Arts	20	8.1	60.9
	FSU / School of Nursing & Allied Health Admin	10	4.0	64.9
	PC&TC / Non-academic-credit Training Programs	1	.4	65.3
	PC&TC / School of Academic Studies	34	13.7	79.0
	PC&TC / School of Business, Aviation, and Tech	24	9.7	88.7
	PC&TC / School of Health Careers	13	5.2	94.0
	PC&TC / School of Human Services	15	6.0	100.0
	Total	248	100.0	

Employment Status

		Frequency	Percent	Cumulative Percent
Valid	Full-time	154	62.1	62.1
	Part-time	94	37.9	100.0
	Total	248	100.0	

Department

		Frequency	Percent	Cumulative Percent
Valid	Other	137	55.2	55.2
	Behavioral Science	11	4.4	59.7
	Biology, Chemistry, and Geoscience	20	8.1	67.7
	Computer Science, Math, and Physics	12	4.8	72.6
	Language and Literature	26	10.5	83.1
	Social Science	21	8.5	91.5
	Technology	21	8.5	100.0
	Total	248	100.0	

Survey Item # 16]

Is your method of instruction generally influenced by the type of room in which you teach?

		Frequency	Percent	Cumulative Percent
Valid	No Response	39	15.7	15.7
	No	72	29.0	44.8
	Yes	137	55.2	100.0
	Total	248	100.0	

TYPE OF ROOM

Room Type Code

		Frequency	Percent	Cumulative Percent
Valid	Computing Laboratory	58	12.5	12.5
	Large Lecture Hall	18	3.9	16.4
	Science Laboratory	38	8.2	24.6
	Seminar/Conference Room	18	3.9	28.4
	Smart Classroom	15	3.2	31.7
	Typical Lecture Room	317	68.3	100.0
	Total	464	100.0	

GEOGRAPHICS OF THE CLASSROOM

Campus Code

		Frequency	Percent	Cumulative Percent
Valid	Fairmont/Main	384	82.8	82.8
	Not Fairmont/Main	80	17.2	100.0
	Total	464	100.0	

Building Code

		Frequency	Percent	Cumulative Percent
Valid	Colebank Hall	15	3.2	3.2
	Education Bldg	60	12.9	16.2
	Falcon Center	1	.2	16.4
	Feaster Center	11	2.4	18.8
	Hardway Hall	50	10.8	29.6
	Hunt Haught Hall	63	13.6	43.2
	Jaynes Hall	104	22.4	65.7
	Library	4	.9	66.5
	Wallman Hall	55	11.9	78.4
	Other	100	21.6	100.0
	Total	463	99.8	
Missing	System	1	.2	
Total		464	100.0	

RESULTS

Survey items that received the overall *highest* aggregate ratings:

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- 6] How do you rate the overall amount of seating available in your classroom(s)? [Available Seating]
- 12] How do you rate the overall cleanliness of your classroom(s)? [Cleanliness]
- 4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance? [ADA-compliance]
- 13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)? [Electrical Outlets]
- 14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)? [Physical Teaching/Learning Environment]
- 7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)? [Seating Style & Arrangement]

Survey items that received the overall *lowest* aggregate ratings:

- 3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)? [HVAC]
- 8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)? [Blinds, Drapes, & Shades]
- 9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, and erasers] in your classroom(s)? [Boards & Materials]
- 11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)? [Quality of Technology]
- 15] Does your classroom(s) provide access to more or less technology than you need for effective instruction? [Access to Technology]
- 10] How do you rate the overall quality and availability of media equipment in your classroom(s)? [Media Equipment]
- 5] How do you rate the overall dampening of external noise levels to your classroom(s)? [Dampening External Noise]

65.6% of the faculty respondents indicated that their method of instruction is influenced by the type of classroom in which they teach and 38% of the rooms that they utilized contained less than the appropriate amount of technology for effective instruction.

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When grouping responses by building code [note that all Non-Fairmont classrooms were coded into the “Other” category for analysis purposes], all 15 survey items showed significant difference in the mean and ranking of their ratings. In the post hoc analysis, Wallman Hall, Hardway Hall, and Feaster Center generally exhibited the lower ratings,

while Colebank Hall, the Education Building, and the Other category generally rated higher. (ANOVA and Kruskal-Wallis) Note that in the statistical testing phase, the Falcon Center [n=1] and the Library [n=4] were excluded due to the small number of room evaluations.

The following buildings by item show 25% or higher, *less than satisfactory* ratings:

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- Wallman Hall

Acoustics

- Feaster Center
- Hardway Hall

HVAC Comfort Level

- Colebank Hall
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- Hardway Hall
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- Jaynes Hall
- Wallman Hall

ADA-compliance

- Feaster Center
- Hardway Hall
- Hunt Haught Hall
- Jaynes Hall
- Wallman Hall

Dampening External Noise

- Feaster Center
- Hardway Hall
- Jaynes Hall
- Wallman Hall

Available seating

- Feaster Center

Seating style & arrangement

- Education Building
- Feaster Center
- Hardway Hall
- Hunt Haught Hall
- Jaynes Hall
- Wallman Hall

Blinds, Drapes, & Shades

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- Hardway Hall
- Hunt Haught Hall
- Wallman Hall

Boards & Materials

- Feaster Center
 - Hardway Hall
 - Jaynes Hall
 - Wallman Hall
- Media Equipment
- Feaster Center
 - Hardway Hall
 - Hunt Haught Hall
 - Jaynes Hall
 - Wallman Hall
- Quality of Technology
- Education Building
 - Feaster Center
 - Hardway Hall
 - Jaynes Hall
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showed *no* statistically significant difference in the ratings by room type. From this latter group, only item Boards & Materials appeared in the lower aggregate ratings list (ANOVA and Kruskal-Wallis).

General Themes from the Open-end Comments:

- Chalk boards are generally dated and problematic
- Whiteboards need correct cleaning and associated support materials
- Upgrade VCRs with DVD players

- Need greater degree in the consistency of technology from building to building
- Improved media
- Computers in some areas are quite dated, require long boot up and reboot times
- Lighting is consistently out and noisy Hunt Haught Hall
- Support issues with Proxima devices
- Technology in lower-level Hardway and Wallman Halls are substandard
- A need for different classroom styles for different audiences/teaching styles
- Some rooms with over-crowded seating

Descriptive statistics and frequencies were also computed for individual classrooms, but no additional analyses were performed due to the small sample size relative to each room [ranging from n=1 to n=8, but generally less than 4 ratings per class room].

Appendix A:

Frequencies [use the Valid Percent column for review when data is missing for any item] and **Descriptive Statistics** of the Main 15 Survey Items

1] How do you rate the overall quality of the lighting levels in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	7	1.5	1.6	1.6
	Poor	62	13.4	14.1	15.7
	Satisfactory	119	25.6	27.0	42.7
	Good	142	30.6	32.3	75.0
	Excellent	110	23.7	25.0	100.0
	Total	440	94.8	100.0	
Missing	System	24	5.2		
Total		464	100.0		

2] How do you rate the overall quality of the acoustics in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	17	3.7	3.9	3.9
	Poor	48	10.3	10.9	14.8
	Satisfactory	133	28.7	30.2	45.0
	Good	155	33.4	35.2	80.2
	Excellent	87	18.8	19.8	100.0
	Total	440	94.8	100.0	
Missing	System	24	5.2		
Total		464	100.0		

3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	38	8.2	8.7	8.7
	Poor	125	26.9	28.5	37.2
	Satisfactory	149	32.1	34.0	71.2
	Good	93	20.0	21.2	92.5
	Excellent	33	7.1	7.5	100.0
	Total	438	94.4	100.0	
Missing	System	26	5.6		
Total		464	100.0		

4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	8	1.7	1.9	1.9
	Poor	93	20.0	22.1	24.0
	Satisfactory	151	32.5	35.9	59.9
	Good	91	19.6	21.6	81.5
	Excellent	78	16.8	18.5	100.0
	Total	421	90.7	100.0	
Missing	System	43	9.3		
Total		464	100.0		

5] How do you rate the overall dampening of external noise levels to your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	45	9.7	10.3	10.3
	Poor	93	20.0	21.4	31.7
	Satisfactory	136	29.3	31.3	63.0
	Good	117	25.2	26.9	89.9
	Excellent	44	9.5	10.1	100.0
	Total	435	93.8	100.0	
Missing	System	29	6.3		
Total		464	100.0		

6] How do you rate the overall amount of seating available in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	16	3.4	3.7	3.7
	Poor	52	11.2	11.9	15.6
	Satisfactory	162	34.9	37.1	52.6
	Good	131	28.2	30.0	82.6
	Excellent	76	16.4	17.4	100.0
	Total	437	94.2	100.0	
Missing	System	27	5.8		
Total		464	100.0		

7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	24	5.2	5.5	5.5
	Poor	118	25.4	27.2	32.7
	Satisfactory	151	32.5	34.8	67.5
	Good	94	20.3	21.7	89.2
	Excellent	47	10.1	10.8	100.0
	Total	434	93.5	100.0	
Missing	System	30	6.5		
Total		464	100.0		

8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	64	13.8	15.9	15.9
	Poor	61	13.1	15.1	31.0
	Satisfactory	160	34.5	39.7	70.7
	Good	78	16.8	19.4	90.1
	Excellent	40	8.6	9.9	100.0
	Total	403	86.9	100.0	
Missing	System	61	13.1		
Total		464	100.0		

9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	49	10.6	11.2	11.2
	Poor	91	19.6	20.8	32.0
	Satisfactory	156	33.6	35.6	67.6
	Good	101	21.8	23.1	90.6
	Excellent	41	8.8	9.4	100.0
	Total	438	94.4	100.0	
Missing	System	26	5.6		
Total		464	100.0		

10] How do you rate the overall quality and availability of media equipment in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	48	10.3	11.4	11.4
	Poor	98	21.1	23.2	34.6
	Satisfactory	129	27.8	30.6	65.2
	Good	93	20.0	22.0	87.2
	Excellent	54	11.6	12.8	100.0
	Total	422	90.9	100.0	
Missing	System	42	9.1		
Total		464	100.0		

11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	49	10.6	12.6	12.6
	Poor	96	20.7	24.6	37.2
	Satisfactory	109	23.5	27.9	65.1
	Good	80	17.2	20.5	85.6
	Excellent	56	12.1	14.4	100.0
	Total	390	84.1	100.0	
Missing	System	74	15.9		
Total		464	100.0		

12] How do you rate the overall cleanliness of your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	24	5.2	5.5	5.5
	Poor	50	10.8	11.4	16.9
	Satisfactory	187	40.3	42.8	59.7
	Good	97	20.9	22.2	81.9
	Excellent	79	17.0	18.1	100.0
	Total	437	94.2	100.0	
Missing	System	27	5.8		
Total		464	100.0		

13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	22	4.7	5.1	5.1
	Poor	84	18.1	19.4	24.5
	Satisfactory	183	39.4	42.4	66.9
	Good	91	19.6	21.1	88.0
	Excellent	52	11.2	12.0	100.0
	Total	432	93.1	100.0	
Missing	System	32	6.9		
Total		464	100.0		

14] How do you rate the overall quality of the physical teaching and learning Environment in your classroom(s)?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Poor	22	4.7	5.0	5.0
	Poor	93	20.0	21.2	26.2
	Satisfactory	163	35.1	37.1	63.3
	Good	117	25.2	26.7	90.0
	Excellent	44	9.5	10.0	100.0
	Total	439	94.6	100.0	
Missing	System	25	5.4		
Total		464	100.0		

15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Access to LESS technology than required	168	36.2	38.0	38.0
	The appropriate amount of technology	237	51.1	53.6	91.6
	Access to MORE technology than required	37	8.0	8.4	100.0
	Total	442	95.3	100.0	
Missing	System	22	4.7		
Total		464	100.0		

Descriptive Statistics

Items 1-14 coded as: [1=Very Poor, 2=Poor, 3=Satisfactory, 4=Good, 5=Excellent]

Item 15 coded as: [1=Less technology than required, 2=Appropriate amount,
3=More technology than required]

	N	Minimum	Maximum	Mean	Std. Deviation
1] How do you rate the overall quality of the lighting levels in your classroom(s)?	440	1	5	3.65	1.052
2] How do you rate the overall quality of the acoustics in your classroom(s)?	440	1	5	3.56	1.046
3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)?	438	1	5	2.90	1.067
4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?	421	1	5	3.33	1.072
5] How do you rate the overall dampening of external noise levels to your classroom(s)?	435	1	5	3.05	1.141
6] How do you rate the overall amount of seating available in your classroom(s)?	437	1	5	3.46	1.028
7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)?	434	1	5	3.05	1.069
8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)?	403	1	5	2.92	1.172
9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom(s)?	438	1	5	2.99	1.124

	N	Minimum	Maximum	Mean	Std. Deviation
10] How do you rate the overall quality and availability of media equipment in your classroom(s)?	422	1	5	3.02	1.193
11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)?	390	1	5	2.99	1.238
12] How do you rate the overall cleanliness of your classroom(s)?	437	1	5	3.36	1.074
13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)?	432	1	5	3.16	1.034
14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)?	439	1	5	3.15	1.029
15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?	442	1	3	1.70	.614

Item Descriptive Statistics Grouped by Employment Status

	Faculty Status	N [Rooms]	Mean	Std. Deviation	Std. Error Mean
1] How do you rate the overall quality of the lighting levels in your classroom(s)?	Full-time Faculty	331	3.56	1.084	.060
	Part-time Faculty	109	3.93	.900	.086
2] How do you rate the overall quality of the acoustics in your classroom(s)?	Full-time Faculty	329	3.47	1.056	.058
	Part-time Faculty	111	3.82	.974	.092
3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)?	Full-time Faculty	328	2.76	1.011	.056
	Part-time Faculty	110	3.34	1.119	.107
4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?	Full-time Faculty	315	3.18	1.054	.059
	Part-time Faculty	106	3.76	1.010	.098
5] How do you rate the overall dampening of external noise levels to your classroom(s)?	Full-time Faculty	325	2.91	1.098	.061
	Part-time Faculty	110	3.46	1.171	.112
6] How do you rate the overall amount of seating available in your classroom(s)?	Full-time Faculty	327	3.35	1.026	.057
	Part-time Faculty	110	3.75	.979	.093
7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)?	Full-time Faculty	326	2.97	1.058	.059
	Part-time Faculty	108	3.30	1.070	.103
8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)?	Full-time Faculty	304	2.78	1.128	.065
	Part-time Faculty	99	3.35	1.206	.121
9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom(s)?	Full-time Faculty	330	2.90	1.120	.062
	Part-time Faculty	108	3.26	1.097	.106
10] How do you rate the overall quality and availability of media equipment in your classroom(s)?	Full-time Faculty	317	2.91	1.183	.066
	Part-time Faculty	105	3.34	1.167	.114
11] How do you rate the overall quality of technology [if	Full-time Faculty	290	2.88	1.224	.072
	Part-time Faculty	100	3.33	1.223	.122

appropriate] in your classroom(s)?					
12] How do you rate the overall cleanliness of your classroom(s)?	Full-time Faculty	327	3.19	1.014	.056
	Part-time Faculty	110	3.85	1.099	.105
13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)?	Full-time Faculty	324	2.98	.995	.055
	Part-time Faculty	108	3.68	.975	.094
14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)?	Full-time Faculty	329	3.03	1.028	.057
	Part-time Faculty	110	3.52	.946	.090
15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?	Full-time Faculty	331	1.66	.590	.032
	Part-time Faculty	111	1.85	.663	.063

Item Descriptive Statistics Grouped by Campus Code

	Campus Code	N [Rooms]	Mean	Std. Deviation	Std. Error Mean
1] How do you rate the overall quality of the lighting levels in your classroom(s)?	Fairmont/Main	363	3.56	1.048	.055
	Not Fairmont/Main	77	4.08	.970	.111
2] How do you rate the overall quality of the acoustics in your classroom(s)?	Fairmont/Main	363	3.48	1.028	.054
	Not Fairmont/Main	77	3.96	1.044	.119
3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)?	Fairmont/Main	361	2.78	1.007	.053
	Not Fairmont/Main	77	3.47	1.165	.133
4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?	Fairmont/Main	346	3.19	1.047	.056
	Not Fairmont/Main	75	3.95	.971	.112
5] How do you rate the overall dampening of external noise levels to your classroom(s)?	Fairmont/Main	358	2.91	1.098	.058
	Not Fairmont/Main	77	3.73	1.096	.125
6] How do you rate the overall amount of seating available in your classroom(s)?	Fairmont/Main	359	3.37	1.038	.055
	Not Fairmont/Main	78	3.83	.889	.101
7] How do you rate the overall type/style [including flexible	Fairmont/Main	356	2.97	1.038	.055
	Not Fairmont/Main	78	3.42	1.134	.128

sizing] and arrangement of seating available in your classroom(s)?					
8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)?	Fairmont/Main	329	2.72	1.093	.060
	Not Fairmont/Main	74	3.81	1.106	.129
9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom(s)?	Fairmont/Main	360	2.85	1.085	.057
	Not Fairmont/Main	78	3.63	1.082	.123
10] How do you rate the overall quality and availability of media equipment in your classroom(s)?	Fairmont/Main	348	2.93	1.149	.062
	Not Fairmont/Main	74	3.42	1.314	.153
11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)?	Fairmont/Main	319	2.90	1.186	.066
	Not Fairmont/Main	71	3.44	1.370	.163
12] How do you rate the overall cleanliness of your classroom(s)?	Fairmont/Main	359	3.16	1.010	.053
	Not Fairmont/Main	78	4.29	.839	.095
13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)?	Fairmont/Main	355	3.02	.986	.052
	Not Fairmont/Main	77	3.79	1.017	.116
14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)?	Fairmont/Main	361	3.04	.987	.052
	Not Fairmont/Main	78	3.71	1.046	.118
15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?	Fairmont/Main	363	1.64	.585	.031
	Not Fairmont/Main	79	2.00	.660	.074

Item Frequencies -- Grouped by Campus Codes [Fairmont/Main, Caperton Center, All Others]

1] How do you rate the overall quality of the lighting levels in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	6	1.6	1.7	1.7
		Poor	57	14.8	15.7	17.4
		Satisfactory	107	27.9	29.5	46.8
		Good	114	29.7	31.4	78.2
		Excellent	79	20.6	21.8	100.0
		Total	363	94.5	100.0	
	Missing	System	21	5.5		
	Total		384	100.0		
Caperton Center	Valid	Poor	1	2.3	2.3	2.3
		Satisfactory	3	6.8	7.0	9.3
		Good	17	38.6	39.5	48.8
		Excellent	22	50.0	51.2	100.0
		Total	43	97.7	100.0	
	Missing	System	1	2.3		
	Total		44	100.0		
All others	Valid	Very Poor	1	2.8	2.9	2.9
		Poor	4	11.1	11.8	14.7
		Satisfactory	9	25.0	26.5	41.2
		Good	11	30.6	32.4	73.5
		Excellent	9	25.0	26.5	100.0
		Total	34	94.4	100.0	
	Missing	System	2	5.6		
	Total		36	100.0		

2] How do you rate the overall quality of the acoustics in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	16	4.2	4.4	4.4
		Poor	40	10.4	11.0	15.4
		Satisfactory	120	31.3	33.1	48.5
		Good	129	33.6	35.5	84.0
		Excellent	58	15.1	16.0	100.0
		Total	363	94.5	100.0	
	Missing	System	21	5.5		
	Total		384	100.0		
Caperton Center	Valid	Poor	2	4.5	4.5	4.5
		Satisfactory	4	9.1	9.1	13.6
		Good	16	36.4	36.4	50.0

		Excellent	22	50.0	50.0	100.0
		Total	44	100.0	100.0	
All others	Valid	Very Poor	1	2.8	3.0	3.0
		Poor	6	16.7	18.2	21.2
		Satisfactory	9	25.0	27.3	48.5
		Good	10	27.8	30.3	78.8
		Excellent	7	19.4	21.2	100.0
		Total	33	91.7	100.0	
	Missing	System	3	8.3		
	Total		36	100.0		

3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	30	7.8	8.3	8.3
		Poor	119	31.0	33.0	41.3
		Satisfactory	132	34.4	36.6	77.8
		Good	59	15.4	16.3	94.2
		Excellent	21	5.5	5.8	100.0
		Total	361	94.0	100.0	
	Missing	System	23	6.0		
	Total		384	100.0		
Caperton Center	Valid	Very Poor	2	4.5	4.5	4.5
		Poor	1	2.3	2.3	6.8
		Satisfactory	8	18.2	18.2	25.0
		Good	22	50.0	50.0	75.0
		Excellent	11	25.0	25.0	100.0
		Total	44	100.0	100.0	
All others	Valid	Very Poor	6	16.7	18.2	18.2
		Poor	5	13.9	15.2	33.3
		Satisfactory	9	25.0	27.3	60.6
		Good	12	33.3	36.4	97.0
		Excellent	1	2.8	3.0	100.0
		Total	33	91.7	100.0	
	Missing	System	3	8.3		
	Total		36	100.0		

4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	7	1.8	2.0	2.0
		Poor	89	23.2	25.7	27.7
		Satisfactory	132	34.4	38.2	65.9
		Good	66	17.2	19.1	85.0
		Excellent	52	13.5	15.0	100.0
		Total	346	90.1	100.0	
	Missing	System	38	9.9		
	Total		384	100.0		
Caperton Center	Valid	Very Poor	1	2.3	2.4	2.4
		Poor	4	9.1	9.8	12.2
		Satisfactory	7	15.9	17.1	29.3
		Good	14	31.8	34.1	63.4
		Excellent	15	34.1	36.6	100.0
		Total	41	93.2	100.0	
	Missing	System	3	6.8		
	Total		44	100.0		
All others	Valid	Satisfactory	12	33.3	35.3	35.3
		Good	11	30.6	32.4	67.6
		Excellent	11	30.6	32.4	100.0
		Total	34	94.4	100.0	
	Missing	System	2	5.6		
	Total		36	100.0		

5] How do you rate the overall dampening of external noise levels to your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	44	11.5	12.3	12.3
		Poor	80	20.8	22.3	34.6
		Satisfactory	122	31.8	34.1	68.7
		Good	90	23.4	25.1	93.9
		Excellent	22	5.7	6.1	100.0
		Total	358	93.2	100.0	
	Missing	System	26	6.8		
	Total		384	100.0		
Caperton Center	Valid	Poor	2	4.5	4.7	4.7
		Satisfactory	7	15.9	16.3	20.9
		Good	15	34.1	34.9	55.8
		Excellent	19	43.2	44.2	100.0
		Total	43	97.7	100.0	
	Missing	System	1	2.3		

	Total		44	100.0		
All others	Valid	Very Poor	1	2.8	2.9	2.9
		Poor	11	30.6	32.4	35.3
		Satisfactory	7	19.4	20.6	55.9
		Good	12	33.3	35.3	91.2
		Excellent	3	8.3	8.8	100.0
		Total	34	94.4	100.0	
	Missing	System	2	5.6		
	Total		36	100.0		

6] How do you rate the overall amount of seating available in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	16	4.2	4.5	4.5
		Poor	48	12.5	13.4	17.8
		Satisfactory	136	35.4	37.9	55.7
		Good	104	27.1	29.0	84.7
		Excellent	55	14.3	15.3	100.0
		Total	359	93.5	100.0	
	Missing	System	25	6.5		
	Total		384	100.0		
Caperton Center	Valid	Poor	3	6.8	6.8	6.8
		Satisfactory	12	27.3	27.3	34.1
		Good	17	38.6	38.6	72.7
		Excellent	12	27.3	27.3	100.0
		Total	44	100.0	100.0	
All others	Valid	Poor	1	2.8	2.9	2.9
		Satisfactory	14	38.9	41.2	44.1
		Good	10	27.8	29.4	73.5
		Excellent	9	25.0	26.5	100.0
		Total	34	94.4	100.0	
	Missing	System	2	5.6		
	Total		36	100.0		

7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	22	5.7	6.2	6.2
		Poor	103	26.8	28.9	35.1
		Satisfactory	123	32.0	34.6	69.7
		Good	80	20.8	22.5	92.1
		Excellent	28	7.3	7.9	100.0
		Total	356	92.7	100.0	

	Missing	System	28	7.3		
	Total		384	100.0		
Caperton Center	Valid	Poor	5	11.4	11.4	11.4
		Satisfactory	18	40.9	40.9	52.3
		Good	9	20.5	20.5	72.7
		Excellent	12	27.3	27.3	100.0
		Total	44	100.0	100.0	
All others	Valid	Very Poor	2	5.6	5.9	5.9
	Valid	Poor	10	27.8	29.4	35.3
		Satisfactory	10	27.8	29.4	64.7
		Good	5	13.9	14.7	79.4
		Excellent	7	19.4	20.6	100.0
		Total	34	94.4	100.0	
	Missing	System	2	5.6		
	Total		36	100.0		

8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	61	15.9	18.5	18.5
		Poor	57	14.8	17.3	35.9
		Satisfactory	137	35.7	41.6	77.5
		Good	60	15.6	18.2	95.7
		Excellent	14	3.6	4.3	100.0
	Total	329	85.7	100.0		
	Missing	System	55	14.3		
Total		384	100.0			
Caperton Center	Valid	Poor	3	6.8	7.1	7.1
		Satisfactory	11	25.0	26.2	33.3
		Good	12	27.3	28.6	61.9
		Excellent	16	36.4	38.1	100.0
		Total	42	95.5	100.0	
	Missing	System	2	4.5		
Total		44	100.0			
All others	Valid	Very Poor	3	8.3	9.4	9.4
	Valid	Poor	1	2.8	3.1	12.5
		Satisfactory	12	33.3	37.5	50.0
		Good	6	16.7	18.8	68.8
		Excellent	10	27.8	31.3	100.0
		Total	32	88.9	100.0	
	Missing	System	4	11.1		
Total		36	100.0			

9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	48	12.5	13.3	13.3
		Poor	79	20.6	21.9	35.3
		Satisfactory	133	34.6	36.9	72.2
		Good	80	20.8	22.2	94.4
		Excellent	20	5.2	5.6	100.0
		Total	360	93.8	100.0	
	Missing	System	24	6.3		
	Total		384	100.0		
Caperton Center	Valid	Poor	4	9.1	9.1	9.1
		Satisfactory	9	20.5	20.5	29.5
		Good	15	34.1	34.1	63.6
		Excellent	16	36.4	36.4	100.0
		Total	44	100.0	100.0	
All others	Valid	Very Poor	1	2.8	2.9	2.9
	Valid	Poor	8	22.2	23.5	26.5
		Satisfactory	14	38.9	41.2	67.6
		Good	6	16.7	17.6	85.3
		Excellent	5	13.9	14.7	100.0
		Total	34	94.4	100.0	
		Missing	System	2	5.6	
		Total		36	100.0	

10] How do you rate the overall quality and availability of media equipment in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	41	10.7	11.8	11.8
		Poor	84	21.9	24.1	35.9
		Satisfactory	116	30.2	33.3	69.3
		Good	72	18.8	20.7	89.9
		Excellent	35	9.1	10.1	100.0
		Total	348	90.6	100.0	
	Missing	System	36	9.4		
	Total		384	100.0		
Caperton Center	Valid	Poor	4	9.1	9.8	9.8
		Satisfactory	9	20.5	22.0	31.7
		Good	12	27.3	29.3	61.0
		Excellent	16	36.4	39.0	100.0
		Total	41	93.2	100.0	
	Missing	System	3	6.8		

	Total		44	100.0		
All others	Valid	Very Poor	7	19.4	21.2	21.2
		Poor	10	27.8	30.3	51.5
		Satisfactory	4	11.1	12.1	63.6
		Good	9	25.0	27.3	90.9
		Excellent	3	8.3	9.1	100.0
		Total	33	91.7	100.0	
	Missing	System	3	8.3		
	Total		36	100.0		

11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	42	10.9	13.2	13.2
		Poor	82	21.4	25.7	38.9
		Satisfactory	96	25.0	30.1	69.0
		Good	65	16.9	20.4	89.3
		Excellent	34	8.9	10.7	100.0
		Total	319	83.1	100.0	
	Missing	System	65	16.9		
	Total		384	100.0		
Caperton Center	Valid	Poor	7	15.9	17.1	17.1
		Satisfactory	4	9.1	9.8	26.8
		Good	12	27.3	29.3	56.1
		Excellent	18	40.9	43.9	100.0
		Total	41	93.2	100.0	
	Missing	System	3	6.8		
	Total		44	100.0		
All others	Valid	Very Poor	7	19.4	23.3	23.3
		Poor	7	19.4	23.3	46.7
		Satisfactory	9	25.0	30.0	76.7
		Good	3	8.3	10.0	86.7
		Excellent	4	11.1	13.3	100.0
		Total	30	83.3	100.0	
	Missing	System	6	16.7		
	Total		36	100.0		

12] How do you rate the overall cleanliness of your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	24	6.3	6.7	6.7
		Poor	49	12.8	13.6	20.3
		Satisfactory	171	44.5	47.6	68.0

		Good	77	20.1	21.4	89.4
		Excellent	38	9.9	10.6	100.0
		Total	359	93.5	100.0	
	Missing	System	25	6.5		
	Total		384	100.0		
Caperton Center	Valid	Satisfactory	1	2.3	2.3	2.3
		Good	11	25.0	25.0	27.3
		Excellent	32	72.7	72.7	100.0
		Total	44	100.0	100.0	
All others	Valid	Poor	1	2.8	2.9	2.9
		Satisfactory	15	41.7	44.1	47.1
		Good	9	25.0	26.5	73.5
		Excellent	9	25.0	26.5	100.0
		Total	34	94.4	100.0	
	Missing	System	2	5.6		
	Total		36	100.0		

13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	18	4.7	5.1	5.1
		Poor	82	21.4	23.1	28.2
		Satisfactory	164	42.7	46.2	74.4
		Good	58	15.1	16.3	90.7
		Excellent	33	8.6	9.3	100.0
		Total	355	92.4	100.0	
	Missing	System	29	7.6		
	Total		384	100.0		
Caperton Center	Valid	Satisfactory	7	15.9	15.9	15.9
		Good	22	50.0	50.0	65.9
		Excellent	15	34.1	34.1	100.0
		Total	44	100.0	100.0	
All others	Valid	Very Poor	4	11.1	12.1	12.1
		Poor	2	5.6	6.1	18.2
		Satisfactory	12	33.3	36.4	54.5
		Good	11	30.6	33.3	87.9
		Excellent	4	11.1	12.1	100.0
		Total	33	91.7	100.0	
	Missing	System	3	8.3		
	Total		36	100.0		

14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Very Poor	18	4.7	5.0	5.0
		Poor	88	22.9	24.4	29.4
		Satisfactory	145	37.8	40.2	69.5
		Good	83	21.6	23.0	92.5
		Excellent	27	7.0	7.5	100.0
		Total	361	94.0	100.0	
	Missing	System	23	6.0		
	Total		384	100.0		
Caperton Center	Valid	Poor	2	4.5	4.5	4.5
		Satisfactory	6	13.6	13.6	18.2
		Good	22	50.0	50.0	68.2
		Excellent	14	31.8	31.8	100.0
		Total	44	100.0	100.0	
All others	Valid	Very Poor	4	11.1	11.8	11.8
	Valid	Poor	3	8.3	8.8	20.6
		Satisfactory	12	33.3	35.3	55.9
		Good	12	33.3	35.3	91.2
		Excellent	3	8.3	8.8	100.0
		Total	34	94.4	100.0	
	Missing	System	2	5.6		
	Total		36	100.0		

15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?

Campus Code [Grouped]			Frequency	Percent	Valid Percent	Cumulative Percent
Fairmont / Main	Valid	Access to LESS technology than required	151	39.3	41.6	41.6
		The appropriate amount of technology	192	50.0	52.9	94.5
		Access to MORE technology than required	20	5.2	5.5	100.0
		Total	363	94.5	100.0	
	Missing	System	21	5.5		
	Total		384	100.0		
Caperton Center	Valid	Access to LESS technology than required	6	13.6	13.6	13.6
		The appropriate amount of technology	27	61.4	61.4	75.0

		Access to MORE technology than required	11	25.0	25.0	100.0
		Total	44	100.0	100.0	
All others	Valid	Access to LESS technology than required	11	30.6	31.4	31.4
		The appropriate amount of technology	18	50.0	51.4	82.9
		Access to MORE technology than required	6	16.7	17.1	100.0
		Total	35	97.2	100.0	
	Missing	System	1	2.8		
	Total		36	100.0		

Item Descriptive Statistics Group by Building Code

	Building Code	N [Rooms]	Mean	Std. Deviation	Std. Error
1] How do you rate the overall quality of the lighting levels in your classroom(s)?	Colebank Hall	15	3.73	.594	.153
	Education Bldg	60	4.23	.945	.122
	Falcon Center	1	4.00	.	.
	Feaster Center	10	3.40	1.075	.340
	Hardway Hall	45	3.38	1.029	.153
	Hunt Haught Hall	62	3.32	1.021	.130
	Jaynes Hall	101	3.53	1.054	.105
	Library	4	5.00	.000	.000
	Wallman Hall	50	3.06	.890	.126
	Other	91	4.01	.983	.103
	Total	439	3.65	1.051	.050
2] How do you rate the overall quality of the acoustics in your classroom(s)?	Colebank Hall	15	3.60	.828	.214
	Education Bldg	60	4.00	.844	.109
	Falcon Center	1	3.00	.	.
	Feaster Center	10	2.00	.943	.298
	Hardway Hall	45	3.13	1.014	.151
	Hunt Haught Hall	61	3.56	.940	.120
	Jaynes Hall	101	3.50	.996	.099
	Library	4	4.25	.500	.250
	Wallman Hall	50	3.10	1.129	.160
	Other	92	3.95	.987	.103
	Total	439	3.56	1.047	.050
3] How do you rate the overall heating, cooling, and ventilation comfort levels in your	Colebank Hall	15	2.80	.775	.200
	Education Bldg	57	3.42	.706	.093
	Falcon Center	1	2.00	.	.

classroom(s)?	Feaster Center	10	2.40	.699	.221
	Hardway Hall	45	2.38	1.072	.160
	Hunt Haught Hall	61	2.59	.883	.113
	Jaynes Hall	101	2.89	1.076	.107
	Library	4	5.00	.000	.000
	Wallman Hall	50	2.38	.901	.127
	Other	93	3.34	1.128	.117
	Total	437	2.91	1.068	.051
4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?	Colebank Hall	15	4.00	.926	.239
	Education Bldg	60	3.65	1.022	.132
	Falcon Center	1	4.00	.	.
	Feaster Center	10	2.70	1.160	.367
	Hardway Hall	41	3.17	1.046	.163
	Hunt Haught Hall	55	2.85	1.096	.148
	Jaynes Hall	96	3.09	.895	.091
	Library	4	5.00	.000	.000
	Wallman Hall	48	2.83	.907	.131
	Other	90	3.88	.981	.103
	Total	420	3.33	1.071	.052
5] How do you rate the overall dampening of external noise levels to your classroom(s)?	Colebank Hall	15	3.60	.632	.163
	Education Bldg	59	3.56	.856	.111
	Falcon Center	1	2.00	.	.
	Feaster Center	10	1.40	.699	.221
	Hardway Hall	45	2.71	1.218	.182
	Hunt Haught Hall	62	3.02	.757	.096
	Jaynes Hall	101	2.84	1.075	.107
	Library	4	4.75	.500	.250
	Wallman Hall	47	2.13	1.055	.154
	Other	90	3.64	1.074	.113
	Total	434	3.05	1.141	.055
6] How do you rate the overall amount of seating available in your classroom(s)?	Colebank Hall	14	3.93	.730	.195
	Education Bldg	59	3.46	1.250	.163
	Falcon Center	1	3.00	.	.
	Feaster Center	10	2.30	.675	.213
	Hardway Hall	43	3.30	.914	.139
	Hunt Haught Hall	62	3.50	1.020	.130
	Jaynes Hall	101	3.31	.987	.098
	Library	4	5.00	.000	.000
	Wallman Hall	50	3.12	.940	.133
	Other	92	3.83	.885	.092
	Total	436	3.45	1.028	.049
7] How do you rate the	Colebank Hall	15	2.93	.799	.206

overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)?	Education Bldg	58	3.26	1.133	.149
	Falcon Center	1	3.00	.	.
	Feaster Center	10	2.00	.471	.149
	Hardway Hall	45	2.89	1.027	.153
	Hunt Haught Hall	61	3.00	1.033	.132
	Jaynes Hall	98	2.96	1.025	.104
	Library	4	3.25	.500	.250
	Wallman Hall	50	2.68	1.019	.144
	Other	91	3.45	1.098	.115
	Total	433	3.05	1.069	.051
8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)?	Colebank Hall	15	3.13	.640	.165
	Education Bldg	54	3.56	.793	.108
	Falcon Center	1	3.00	.	.
	Feaster Center	9	2.33	.707	.236
	Hardway Hall	44	2.57	.873	.132
	Hunt Haught Hall	59	2.02	1.152	.150
	Jaynes Hall	101	2.90	.943	.094
	Library	1	4.00	.	.
	Wallman Hall	31	1.97	1.224	.220
	Other	87	3.69	1.103	.118
Total	402	2.92	1.173	.058	
9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom(s)?	Colebank Hall	15	3.67	.976	.252
	Education Bldg	60	3.23	1.079	.139
	Falcon Center	1	2.00	.	.
	Feaster Center	10	2.90	1.287	.407
	Hardway Hall	44	2.09	.910	.137
	Hunt Haught Hall	62	3.06	.847	.108
	Jaynes Hall	101	2.79	.973	.097
	Library	4	4.25	.500	.250
	Wallman Hall	49	2.37	1.074	.153
	Other	91	3.62	1.113	.117
Total	437	2.99	1.124	.054	
10] How do you rate the overall quality and availability of media equipment in your classroom(s)?	Colebank Hall	15	3.73	.799	.206
	Education Bldg	58	3.28	.951	.125
	Falcon Center	1	3.00	.	.
	Feaster Center	10	2.60	1.075	.340
	Hardway Hall	42	2.81	1.042	.161

	Hunt Haught Hall	59	3.02	1.167	.152
	Jaynes Hall	99	2.81	1.094	.110
	Library	4	5.00	.000	.000
	Wallman Hall	46	2.22	1.134	.167
	Other	87	3.43	1.317	.141
	Total	421	3.01	1.193	.058
11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)?	Colebank Hall	15	3.67	.816	.211
	Education Bldg	54	3.19	1.100	.150
	Falcon Center	1	3.00	.	.
	Feaster Center	9	2.56	.882	.294
	Hardway Hall	37	2.54	1.070	.176
	Hunt Haught Hall	55	3.35	1.022	.138
	Jaynes Hall	92	2.68	1.167	.122
	Library	4	5.00	.000	.000
	Wallman Hall	39	2.13	1.151	.184
	Other	84	3.42	1.346	.147
	Total	390	2.99	1.238	.063
12] How do you rate the overall cleanliness of your classroom(s)?	Colebank Hall	15	3.73	.961	.248
	Education Bldg	56	3.73	.904	.121
	Falcon Center	1	3.00	.	.
	Feaster Center	10	2.30	.675	.213
	Hardway Hall	45	3.04	.852	.127
	Hunt Haught Hall	62	3.10	.882	.112
	Jaynes Hall	101	3.01	1.015	.101
	Library	4	5.00	.000	.000
	Wallman Hall	51	2.75	.997	.140
	Other	91	4.18	.914	.096
	Total	436	3.36	1.074	.051
13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)?	Colebank Hall	15	3.33	.900	.232
	Education Bldg	60	3.48	.930	.120
	Falcon Center	1	2.00	.	.
	Feaster Center	10	2.90	1.101	.348
	Hardway Hall	40	2.85	.580	.092
	Hunt Haught Hall	61	2.90	.870	.111
	Jaynes Hall	100	2.97	1.039	.104
	Library	4	5.00	.000	.000
	Wallman Hall	50	2.58	.928	.131
	Other	90	3.70	1.075	.113

	Total	431	3.16	1.035	.050
14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)?	Colebank Hall	15	3.53	.834	.215
	Education Bldg	60	3.45	.872	.113
	Falcon Center	1	3.00	.	.
	Feaster Center	10	2.00	.471	.149
	Hardway Hall	45	2.82	.912	.136
	Hunt Haught Hall	61	3.11	.858	.110
	Jaynes Hall	101	3.02	.980	.097
	Library	4	4.25	.500	.250
	Wallman Hall	50	2.46	1.034	.146
	Other	91	3.69	1.019	.107
	Total	438	3.15	1.029	.049
15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?	Colebank Hall	15	1.87	.352	.091
	Education Bldg	60	1.55	.534	.069
	Falcon Center	1	1.00	.	.
	Feaster Center	10	1.50	.527	.167
	Hardway Hall	44	1.55	.589	.089
	Hunt Haught Hall	62	1.84	.518	.066
	Jaynes Hall	101	1.59	.619	.062
	Library	3	2.67	.577	.333
	Wallman Hall	53	1.58	.633	.087
	Other	92	1.95	.652	.068
	Total	441	1.70	.614	.029

Item Frequencies -- Grouped by Building Code

1] How do you rate the overall quality of the lighting levels in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Satisfactory through Excellent Rating	15	100.0	100.0	100.0
Education Bldg	Valid	Very Poor or Poor Rating	2	3.3	3.3	3.3
		Satisfactory through Excellent Rating	58	96.7	96.7	100.0
		Total	60	100.0	100.0	
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	2	18.2	20.0	20.0
		Satisfactory through Excellent Rating	8	72.7	80.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	11	21.6	23.9	23.9
		Satisfactory through Excellent Rating	35	68.6	76.1	100.0
		Total	46	90.2	100.0	
	Missing	System	5	9.8		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	16	25.4	25.8	25.8
		Satisfactory through Excellent Rating	46	73.0	74.2	100.0
		Total	62	98.4	100.0	
	Missing	System	1	1.6		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	16	15.4	15.8	15.8
		Satisfactory through Excellent Rating	85	81.7	84.2	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	14	25.5	28.0	28.0
		Satisfactory through Excellent Rating	36	65.5	72.0	100.0
		Total	50	90.9	100.0	

	Missing	System	5	9.1		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	8	8.0	8.8	8.8
		Satisfactory through Excellent Rating	83	83.0	91.2	100.0
		Total	91	91.0	100.0	
	Missing	System	9	9.0		
	Total		100	100.0		

2] How do you rate the overall quality of the acoustics in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Satisfactory through Excellent Rating	15	100.0	100.0	100.0
Education Bldg	Valid	Very Poor or Poor Rating	3	5.0	5.0	5.0
		Satisfactory through Excellent Rating	57	95.0	95.0	100.0
		Total	60	100.0	100.0	
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	8	72.7	80.0	80.0
		Satisfactory through Excellent Rating	2	18.2	20.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	15	29.4	32.6	32.6
		Satisfactory through Excellent Rating	31	60.8	67.4	100.0
		Total	46	90.2	100.0	
	Missing	System	5	9.8		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	8	12.7	13.1	13.1
		Satisfactory through Excellent Rating	53	84.1	86.9	100.0
		Total	61	96.8	100.0	
	Missing	System	2	3.2		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	12	11.5	11.9	11.9
		Satisfactory through Excellent Rating	89	85.6	88.1	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		

	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	10	18.2	20.0	20.0
		Satisfactory through Excellent Rating	40	72.7	80.0	100.0
		Total	50	90.9	100.0	
	Missing	System	5	9.1		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	9	9.0	9.8	9.8
		Satisfactory through Excellent Rating	83	83.0	90.2	100.0
		Total	92	92.0	100.0	
	Missing	System	8	8.0		
	Total		100	100.0		

3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	6	40.0	40.0	40.0
		Satisfactory through Excellent Rating	9	60.0	60.0	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Very Poor or Poor Rating	3	5.0	5.3	5.3
		Satisfactory through Excellent Rating	54	90.0	94.7	100.0
		Total	57	95.0	100.0	
	Missing	System	3	5.0		
	Total		60	100.0		
Falcon Center	Valid	Very Poor or Poor Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	5	45.5	50.0	50.0
		Satisfactory through Excellent Rating	5	45.5	50.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	27	52.9	58.7	58.7
		Satisfactory through Excellent Rating	19	37.3	41.3	100.0
		Total	46	90.2	100.0	
	Missing	System	5	9.8		

	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	31	49.2	50.8	50.8
		Satisfactory through Excellent Rating	30	47.6	49.2	100.0
		Total	61	96.8	100.0	
	Missing	System	2	3.2		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	45	43.3	44.6	44.6
		Satisfactory through Excellent Rating	56	53.8	55.4	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	25	45.5	50.0	50.0
		Satisfactory through Excellent Rating	25	45.5	50.0	100.0
		Total	50	90.9	100.0	
	Missing	System	5	9.1		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	20	20.0	21.5	21.5
		Satisfactory through Excellent Rating	73	73.0	78.5	100.0
		Total	93	93.0	100.0	
	Missing	System	7	7.0		
	Total		100	100.0		

4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Satisfactory through Excellent Rating	15	100.0	100.0	100.0
Education Bldg	Valid	Very Poor or Poor Rating	10	16.7	16.7	16.7
		Satisfactory through Excellent Rating	50	83.3	83.3	100.0
		Total	60	100.0	100.0	
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	4	36.4	40.0	40.0
		Satisfactory through Excellent Rating	6	54.5	60.0	100.0

		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	16	31.4	38.1	38.1
		Satisfactory through Excellent Rating	26	51.0	61.9	100.0
		Total	42	82.4	100.0	
	Missing	System	9	17.6		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	21	33.3	38.2	38.2
		Satisfactory through Excellent Rating	34	54.0	61.8	100.0
		Total	55	87.3	100.0	
	Missing	System	8	12.7		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	24	23.1	25.0	25.0
		Satisfactory through Excellent Rating	72	69.2	75.0	100.0
		Total	96	92.3	100.0	
	Missing	System	8	7.7		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	19	34.5	39.6	39.6
		Satisfactory through Excellent Rating	29	52.7	60.4	100.0
		Total	48	87.3	100.0	
	Missing	System	7	12.7		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	7	7.0	7.8	7.8
		Satisfactory through Excellent Rating	83	83.0	92.2	100.0
		Total	90	90.0	100.0	
	Missing	System	10	10.0		
	Total		100	100.0		

5] How do you rate the overall dampening of external noise levels to your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Satisfactory through Excellent Rating	15	100.0	100.0	100.0
Education Bldg	Valid	Very Poor or Poor Rating	6	10.0	10.2	10.2
		Satisfactory through	53	88.3	89.8	100.0

		Excellent Rating				
		Total	59	98.3	100.0	
	Missing	System	1	1.7		
	Total		60	100.0		
Falcon Center	Valid	Very Poor or Poor Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	9	81.8	90.0	90.0
		Satisfactory through Excellent Rating	1	9.1	10.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	20	39.2	43.5	43.5
		Satisfactory through Excellent Rating	26	51.0	56.5	100.0
		Total	46	90.2	100.0	
	Missing	System	5	9.8		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	13	20.6	21.0	21.0
		Satisfactory through Excellent Rating	49	77.8	79.0	100.0
		Total	62	98.4	100.0	
	Missing	System	1	1.6		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	42	40.4	41.6	41.6
		Satisfactory through Excellent Rating	59	56.7	58.4	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	31	56.4	66.0	66.0
		Satisfactory through Excellent Rating	16	29.1	34.0	100.0
		Total	47	85.5	100.0	
	Missing	System	8	14.5		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	16	16.0	17.8	17.8
		Satisfactory through Excellent Rating	74	74.0	82.2	100.0
		Total	90	90.0	100.0	

	Missing	System	10	10.0		
	Total		100	100.0		

6] How do you rate the overall amount of seating available in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Satisfactory through Excellent Rating	14	93.3	100.0	100.0
	Missing	System	1	6.7		
	Total		15	100.0		
Education Bldg	Valid	Very Poor or Poor Rating	13	21.7	22.0	22.0
		Satisfactory through Excellent Rating	46	76.7	78.0	100.0
		Total	59	98.3	100.0	
	Missing	System	1	1.7		
	Total		60	100.0		
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	6	54.5	60.0	60.0
		Satisfactory through Excellent Rating	4	36.4	40.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	8	15.7	18.2	18.2
		Satisfactory through Excellent Rating	36	70.6	81.8	100.0
		Total	44	86.3	100.0	
	Missing	System	7	13.7		
Total		51	100.0			
Hunt Haught Hall	Valid	Very Poor or Poor Rating	9	14.3	14.5	14.5
		Satisfactory through Excellent Rating	53	84.1	85.5	100.0
		Total	62	98.4	100.0	
	Missing	System	1	1.6		
Total		63	100.0			
Jaynes Hall	Valid	Very Poor or Poor Rating	19	18.3	18.8	18.8
		Satisfactory through Excellent Rating	82	78.8	81.2	100.0

		Total	101	97.1	100.0	
	Missing	System	3	2.9		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	9	16.4	18.0	18.0
		Satisfactory through Excellent Rating	41	74.5	82.0	100.0
		Total	50	90.9	100.0	
	Missing	System	5	9.1		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	4	4.0	4.3	4.3
		Satisfactory through Excellent Rating	88	88.0	95.7	100.0
		Total	92	92.0	100.0	
	Missing	System	8	8.0		
	Total		100	100.0		

7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	4	26.7	26.7	26.7
		Satisfactory through Excellent Rating	11	73.3	73.3	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Very Poor or Poor Rating	19	31.7	32.8	32.8
		Satisfactory through Excellent Rating	39	65.0	67.2	100.0
		Total	58	96.7	100.0	
	Missing	System	2	3.3		
	Total		60	100.0		
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	9	81.8	90.0	90.0
		Satisfactory through Excellent Rating	1	9.1	10.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	20	39.2	43.5	43.5

		Satisfactory through Excellent Rating	26	51.0	56.5	100.0
		Total	46	90.2	100.0	
	Missing	System	5	9.8		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	18	28.6	29.5	29.5
		Satisfactory through Excellent Rating	43	68.3	70.5	100.0
		Total	61	96.8	100.0	
	Missing	System	2	3.2		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	36	34.6	36.7	36.7
		Satisfactory through Excellent Rating	62	59.6	63.3	100.0
		Total	98	94.2	100.0	
	Missing	System	6	5.8		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	19	34.5	38.0	38.0
		Satisfactory through Excellent Rating	31	56.4	62.0	100.0
		Total	50	90.9	100.0	
	Missing	System	5	9.1		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	17	17.0	18.7	18.7
		Satisfactory through Excellent Rating	74	74.0	81.3	100.0
		Total	91	91.0	100.0	
	Missing	System	9	9.0		
	Total		100	100.0		

8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	2	13.3	13.3	13.3
		Satisfactory through Excellent Rating	13	86.7	86.7	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Very Poor or Poor Rating	6	10.0	11.1	11.1

		Satisfactory through Excellent Rating	48	80.0	88.9	100.0
		Total	54	90.0	100.0	
	Missing	System	6	10.0		
	Total		60	100.0		
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	5	45.5	55.6	55.6
		Satisfactory through Excellent Rating	4	36.4	44.4	100.0
		Total	9	81.8	100.0	
	Missing	System	2	18.2		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	20	39.2	44.4	44.4
		Satisfactory through Excellent Rating	25	49.0	55.6	100.0
		Total	45	88.2	100.0	
	Missing	System	6	11.8		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	35	55.6	59.3	59.3
		Satisfactory through Excellent Rating	24	38.1	40.7	100.0
		Total	59	93.7	100.0	
	Missing	System	4	6.3		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	28	26.9	27.7	27.7
		Satisfactory through Excellent Rating	73	70.2	72.3	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	1	25.0	100.0	100.0
	Missing	System	3	75.0		
	Total		4	100.0		
Wallman Hall	Valid	Very Poor or Poor Rating	19	34.5	61.3	61.3
		Satisfactory through Excellent Rating	12	21.8	38.7	100.0
		Total	31	56.4	100.0	
	Missing	System	24	43.6		

	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	10	10.0	11.5	11.5
		Satisfactory through Excellent Rating	77	77.0	88.5	100.0
		Total	87	87.0	100.0	
	Missing	System	13	13.0		
	Total		100	100.0		

9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	1	6.7	6.7	6.7
		Satisfactory through Excellent Rating	14	93.3	93.3	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Very Poor or Poor Rating	14	23.3	23.3	23.3
		Satisfactory through Excellent Rating	46	76.7	76.7	100.0
		Total	60	100.0	100.0	
Falcon Center	Valid	Very Poor or Poor Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	4	36.4	40.0	40.0
		Satisfactory through Excellent Rating	6	54.5	60.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
Total			11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	29	56.9	64.4	64.4
		Satisfactory through Excellent Rating	16	31.4	35.6	100.0
		Total	45	88.2	100.0	
	Missing	System	6	11.8		
Total			51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	12	19.0	19.4	19.4
		Satisfactory through Excellent Rating	50	79.4	80.6	100.0
		Total	62	98.4	100.0	
	Missing	System	1	1.6		
	Total			63	100.0	
Jaynes Hall	Valid	Very Poor or Poor	37	35.6	36.6	36.6

		Rating				
		Satisfactory through Excellent Rating	64	61.5	63.4	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	27	49.1	55.1	55.1
		Satisfactory through Excellent Rating	22	40.0	44.9	100.0
		Total	49	89.1	100.0	
	Missing	System	6	10.9		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	15	15.0	16.5	16.5
		Satisfactory through Excellent Rating	76	76.0	83.5	100.0
		Total	91	91.0	100.0	
	Missing	System	9	9.0		
	Total		100	100.0		

10] How do you rate the overall quality and availability of media equipment in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	1	6.7	6.7	6.7
		Satisfactory through Excellent Rating	14	93.3	93.3	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Very Poor or Poor Rating	13	21.7	22.4	22.4
		Satisfactory through Excellent Rating	45	75.0	77.6	100.0
		Total	58	96.7	100.0	
	Missing	System	2	3.3		
	Total		60	100.0		
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	4	36.4	40.0	40.0
		Satisfactory through Excellent Rating	6	54.5	60.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		

	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	17	33.3	39.5	39.5
		Satisfactory through Excellent Rating	26	51.0	60.5	100.0
		Total	43	84.3	100.0	
	Missing	System	8	15.7		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	19	30.2	32.2	32.2
		Satisfactory through Excellent Rating	40	63.5	67.8	100.0
		Total	59	93.7	100.0	
	Missing	System	4	6.3		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	44	42.3	44.4	44.4
		Satisfactory through Excellent Rating	55	52.9	55.6	100.0
		Total	99	95.2	100.0	
	Missing	System	5	4.8		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	24	43.6	52.2	52.2
		Satisfactory through Excellent Rating	22	40.0	47.8	100.0
		Total	46	83.6	100.0	
	Missing	System	9	16.4		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	24	24.0	27.6	27.6
		Satisfactory through Excellent Rating	63	63.0	72.4	100.0
		Total	87	87.0	100.0	
	Missing	System	13	13.0		
	Total		100	100.0		

11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	2	13.3	13.3	13.3
		Satisfactory through Excellent Rating	13	86.7	86.7	100.0
		Total	15	100.0	100.0	

Education Bldg	Valid	Very Poor or Poor Rating	16	26.7	29.6	29.6
		Satisfactory through Excellent Rating	38	63.3	70.4	100.0
		Total	54	90.0	100.0	
	Missing	System	6	10.0		
	Total		60	100.0		
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	6	54.5	66.7	66.7
		Satisfactory through Excellent Rating	3	27.3	33.3	100.0
		Total	9	81.8	100.0	
	Missing	System	2	18.2		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	19	37.3	51.4	51.4
		Satisfactory through Excellent Rating	18	35.3	48.6	100.0
		Total	37	72.5	100.0	
	Missing	System	14	27.5		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	8	12.7	14.5	14.5
		Satisfactory through Excellent Rating	47	74.6	85.5	100.0
		Total	55	87.3	100.0	
	Missing	System	8	12.7		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	48	46.2	52.2	52.2
		Satisfactory through Excellent Rating	44	42.3	47.8	100.0
		Total	92	88.5	100.0	
	Missing	System	12	11.5		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	22	40.0	56.4	56.4
		Satisfactory through Excellent Rating	17	30.9	43.6	100.0
		Total	39	70.9	100.0	
	Missing	System	16	29.1		
	Total		55	100.0		

Other / Not Main Campus	Valid	Very Poor or Poor Rating	24	24.0	28.6	28.6
		Satisfactory through Excellent Rating	60	60.0	71.4	100.0
		Total	84	84.0	100.0	
	Missing	System	16	16.0		
	Total		100	100.0		

12] How do you rate the overall cleanliness of your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	1	6.7	6.7	6.7
		Satisfactory through Excellent Rating	14	93.3	93.3	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Very Poor or Poor Rating	5	8.3	8.9	8.9
		Satisfactory through Excellent Rating	51	85.0	91.1	100.0
		Total	56	93.3	100.0	
	Missing	System	4	6.7		
	Total		60	100.0		
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	6	54.5	60.0	60.0
		Satisfactory through Excellent Rating	4	36.4	40.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
Total		11	100.0			
Hardway Hall	Valid	Very Poor or Poor Rating	11	21.6	23.9	23.9
		Satisfactory through Excellent Rating	35	68.6	76.1	100.0
		Total	46	90.2	100.0	
	Missing	System	5	9.8		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	9	14.3	14.5	14.5
		Satisfactory through Excellent Rating	53	84.1	85.5	100.0
		Total	62	98.4	100.0	
	Missing	System	1	1.6		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor	23	22.1	22.8	22.8

		Rating				
		Satisfactory through Excellent Rating	78	75.0	77.2	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	16	29.1	31.4	31.4
		Satisfactory through Excellent Rating	35	63.6	68.6	100.0
		Total	51	92.7	100.0	
	Missing	System	4	7.3		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	3	3.0	3.3	3.3
		Satisfactory through Excellent Rating	88	88.0	96.7	100.0
		Total	91	91.0	100.0	
	Missing	System	9	9.0		
	Total		100	100.0		

13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	3	20.0	20.0	20.0
		Satisfactory through Excellent Rating	12	80.0	80.0	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Very Poor or Poor Rating	9	15.0	15.0	15.0
		Satisfactory through Excellent Rating	51	85.0	85.0	100.0
		Total	60	100.0	100.0	
Falcon Center	Valid	Very Poor or Poor Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	3	27.3	30.0	30.0
		Satisfactory through Excellent Rating	7	63.6	70.0	100.0
		Total	10	90.9	100.0	
		Missing	System	1	9.1	
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	10	19.6	24.4	24.4
		Satisfactory through Excellent Rating	31	60.8	75.6	100.0

		Total	41	80.4	100.0	
	Missing	System	10	19.6		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	20	31.7	32.8	32.8
		Satisfactory through Excellent Rating	41	65.1	67.2	100.0
		Total	61	96.8	100.0	
	Missing	System	2	3.2		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	22	21.2	22.0	22.0
		Satisfactory through Excellent Rating	78	75.0	78.0	100.0
		Total	100	96.2	100.0	
	Missing	System	4	3.8		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	26	47.3	52.0	52.0
		Satisfactory through Excellent Rating	24	43.6	48.0	100.0
		Total	50	90.9	100.0	
	Missing	System	5	9.1		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	12	12.0	13.3	13.3
		Satisfactory through Excellent Rating	78	78.0	86.7	100.0
		Total	90	90.0	100.0	
	Missing	System	10	10.0		
	Total		100	100.0		

14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Very Poor or Poor Rating	1	6.7	6.7	6.7
		Satisfactory through Excellent Rating	14	93.3	93.3	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Very Poor or Poor Rating	10	16.7	16.7	16.7
		Satisfactory through	50	83.3	83.3	100.0

		Excellent Rating				
		Total	60	100.0	100.0	
Falcon Center	Valid	Satisfactory through Excellent Rating	1	100.0	100.0	100.0
Feaster Center	Valid	Very Poor or Poor Rating	9	81.8	90.0	90.0
		Satisfactory through Excellent Rating	1	9.1	10.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Very Poor or Poor Rating	18	35.3	39.1	39.1
		Satisfactory through Excellent Rating	28	54.9	60.9	100.0
		Total	46	90.2	100.0	
	Missing	System	5	9.8		
	Total		51	100.0		
Hunt Haught Hall	Valid	Very Poor or Poor Rating	13	20.6	21.3	21.3
		Satisfactory through Excellent Rating	48	76.2	78.7	100.0
		Total	61	96.8	100.0	
	Missing	System	2	3.2		
	Total		63	100.0		
Jaynes Hall	Valid	Very Poor or Poor Rating	26	25.0	25.7	25.7
		Satisfactory through Excellent Rating	75	72.1	74.3	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		
	Total		104	100.0		
Library	Valid	Satisfactory through Excellent Rating	4	100.0	100.0	100.0
Wallman Hall	Valid	Very Poor or Poor Rating	29	52.7	58.0	58.0
		Satisfactory through Excellent Rating	21	38.2	42.0	100.0
		Total	50	90.9	100.0	
	Missing	System	5	9.1		
	Total		55	100.0		
Other / Not Main Campus	Valid	Very Poor or Poor Rating	9	9.0	9.9	9.9
		Satisfactory through Excellent Rating	82	82.0	90.1	100.0
		Total	91	91.0	100.0	

	Missing	System	9	9.0		
	Total		100	100.0		

15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?

Building Code			Frequency	Percent	Valid Percent	Cumulative Percent
Colebank Hall	Valid	Access to LESS technology than required	2	13.3	13.3	13.3
		The appropriate amount of technology	13	86.7	86.7	100.0
		Total	15	100.0	100.0	
Education Bldg	Valid	Access to LESS technology than required	28	46.7	46.7	46.7
		The appropriate amount of technology	31	51.7	51.7	98.3
		Access to MORE technology than required	1	1.7	1.7	100.0
		Total	60	100.0	100.0	
Falcon Center	Valid	Access to LESS technology than required	1	100.0	100.0	100.0
Feaster Center	Valid	Access to LESS technology than required	5	45.5	50.0	50.0
		The appropriate amount of technology	5	45.5	50.0	100.0
		Total	10	90.9	100.0	
	Missing	System	1	9.1		
	Total		11	100.0		
Hardway Hall	Valid	Access to LESS technology than required	22	43.1	48.9	48.9
		The appropriate amount of technology	21	41.2	46.7	95.6
		Access to MORE technology than required	2	3.9	4.4	100.0
		Total	45	88.2	100.0	
	Missing	System	6	11.8		
	Total		51	100.0		

Hunt Haught Hall	Valid	Access to LESS technology than required	14	22.2	22.6	22.6
		The appropriate amount of technology	44	69.8	71.0	93.5
		Access to MORE technology than required	4	6.3	6.5	100.0
		Total	62	98.4	100.0	
	Missing	System	1	1.6		
Total			63	100.0		
Jaynes Hall	Valid	Access to LESS technology than required	48	46.2	47.5	47.5
		The appropriate amount of technology	46	44.2	45.5	93.1
		Access to MORE technology than required	7	6.7	6.9	100.0
		Total	101	97.1	100.0	
	Missing	System	3	2.9		
Total			104	100.0		
Library	Valid	The appropriate amount of technology	1	25.0	33.3	33.3
		Access to MORE technology than required	2	50.0	66.7	100.0
		Total	3	75.0	100.0	
	Missing	System	1	25.0		
Total			4	100.0		
Wallman Hall	Valid	Access to LESS technology than required	26	47.3	49.1	49.1
	Valid	The appropriate amount of technology	23	41.8	43.4	92.5
		Access to MORE technology than required	4	7.3	7.5	100.0
		Total	53	96.4	100.0	
	Missing	System	2	3.6		
Total			55	100.0		
Other / Not Main Campus	Valid	Access to LESS technology than required	22	22.0	23.9	23.9
		The appropriate amount of technology	53	53.0	57.6	81.5

		Access to MORE technology than required	17	17.0	18.5	100.0
		Total	92	92.0	100.0	
	Missing	System	8	8.0		
	Total		100	100.0		

Item Descriptive Statistics Group by Room Type Code

		N [Rooms]	Mean	Std. Deviation	Std. Error
1] How do you rate the overall quality of the lighting levels in your classroom(s)?	Computing Laboratory	57	3.89	.880	.117
	Large Lecture Hall	18	3.83	1.249	.294
	Science Laboratory	37	3.68	.973	.160
	Seminar/Conference Room	18	3.50	.786	.185
	Smart Classroom	15	4.07	.884	.228
	Typical Lecture Room	295	3.58	1.094	.064
	Total	440	3.65	1.052	.050
2] How do you rate the overall quality of the acoustics in your classroom(s)?	Computing Laboratory	58	3.69	.959	.126
	Large Lecture Hall	17	3.94	1.345	.326
	Science Laboratory	37	3.51	1.044	.172
	Seminar/Conference Room	18	3.33	1.283	.302
	Smart Classroom	15	3.67	.816	.211
	Typical Lecture Room	295	3.53	1.039	.061
	Total	440	3.56	1.046	.050
3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom(s)?	Computing Laboratory	58	2.86	1.034	.136
	Large Lecture Hall	17	3.53	1.179	.286
	Science Laboratory	35	2.74	.980	.166
	Seminar/Conference Room	18	2.67	.840	.198
	Smart Classroom	15	3.73	.884	.228
	Typical Lecture Room	295	2.87	1.075	.063
	Total	438	2.90	1.067	.051
4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?	Computing Laboratory	58	3.50	1.030	.135
	Large Lecture Hall	17	3.47	1.231	.298
	Science Laboratory	36	3.00	1.171	.195
	Seminar/Conference Room	17	2.71	.772	.187
	Smart Classroom	15	3.60	1.056	.273
	Typical Lecture Room	278	3.35	1.060	.064
	Total	421	3.33	1.072	.052
5] How do you rate the overall dampening of external noise levels to your classroom(s)?	Computing Laboratory	57	3.47	.984	.130
	Large Lecture Hall	17	3.47	1.231	.298
	Science Laboratory	36	3.14	.990	.165
	Seminar/Conference Room	18	2.78	1.003	.236
	Smart Classroom	15	3.80	.862	.223
	Typical Lecture Room	292	2.91	1.166	.068
	Total	435	3.05	1.141	.055

6] How do you rate the overall amount of seating available in your classroom(s)?	Computing Laboratory	58	3.52	.978	.128
	Large Lecture Hall	18	4.06	.802	.189
	Science Laboratory	36	3.42	1.180	.197
	Seminar/Conference Room	18	3.67	1.085	.256
	Smart Classroom	15	3.27	1.335	.345
	Typical Lecture Room	292	3.41	1.003	.059
	Total	437	3.46	1.028	.049
7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom(s)?	Computing Laboratory	58	3.14	.847	.111
	Large Lecture Hall	17	3.24	1.091	.265
	Science Laboratory	36	3.00	1.242	.207
	Seminar/Conference Room	17	3.41	1.176	.285
	Smart Classroom	15	2.93	.961	.248
	Typical Lecture Room	291	3.01	1.086	.064
	Total	434	3.05	1.069	.051
8] How do you rate the overall quality of blinds/drapes/shades in place on windows in your classroom(s)?	Computing Laboratory	54	3.37	.875	.119
	Large Lecture Hall	13	3.31	1.032	.286
	Science Laboratory	35	2.66	1.413	.239
	Seminar/Conference Room	15	2.33	1.047	.270
	Smart Classroom	11	3.73	.786	.237
	Typical Lecture Room	275	2.85	1.179	.071
	Total	403	2.92	1.172	.058
9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom(s)?	Computing Laboratory	58	3.31	1.188	.156
	Large Lecture Hall	18	2.89	1.231	.290
	Science Laboratory	37	3.08	1.115	.183
	Seminar/Conference Room	18	2.50	.857	.202
	Smart Classroom	15	3.33	.900	.232
	Typical Lecture Room	292	2.93	1.118	.065
	Total	438	2.99	1.124	.054
10] How do you rate the overall quality and availability of media equipment in your classroom(s)?	Computing Laboratory	57	3.88	.946	.125
	Large Lecture Hall	17	3.29	1.404	.340
	Science Laboratory	34	2.94	1.229	.211
	Seminar/Conference Room	14	2.36	.929	.248

	Smart Classroom	15	3.33	1.345	.347
	Typical Lecture Room	285	2.85	1.144	.068
	Total	422	3.02	1.193	.058
11] How do you rate the overall quality of technology [if appropriate] in your classroom(s)?	Computing Laboratory	57	3.61	1.098	.145
	Large Lecture Hall	12	3.33	1.435	.414
	Science Laboratory	29	3.48	1.153	.214
	Seminar/Conference Room	14	2.50	1.019	.272
	Smart Classroom	15	3.20	1.424	.368
	Typical Lecture Room	263	2.81	1.209	.075
	Total	390	2.99	1.238	.063
12] How do you rate the overall cleanliness of your classroom(s)?	Computing Laboratory	57	3.56	1.086	.144
	Large Lecture Hall	18	3.89	.963	.227
	Science Laboratory	35	3.31	1.132	.191
	Seminar/Conference Room	18	2.94	.873	.206
	Smart Classroom	14	4.14	.949	.254
	Typical Lecture Room	295	3.28	1.062	.062
	Total	437	3.36	1.074	.051
13] How do you rate the overall number of and convenience to electrical outlets in your classroom(s)?	Computing Laboratory	58	3.50	.884	.116
	Large Lecture Hall	18	3.67	1.085	.256
	Science Laboratory	36	3.25	1.052	.175
	Seminar/Conference Room	18	2.83	.707	.167
	Smart Classroom	15	3.87	.990	.256
	Typical Lecture Room	287	3.02	1.039	.061
	Total	432	3.16	1.034	.050
14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)?	Computing Laboratory	58	3.50	.978	.128
	Large Lecture Hall	18	3.50	.924	.218
	Science Laboratory	36	3.14	1.099	.183
	Seminar/Conference Room	18	3.28	1.127	.266
	Smart Classroom	15	3.20	1.014	.262
	Typical Lecture Room	294	3.06	1.019	.059
	Total	439	3.15	1.029	.049
15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?	Computing Laboratory	58	2.02	.477	.063
	Large Lecture Hall	18	1.83	.707	.167
	Science Laboratory	37	1.59	.551	.091
	Seminar/Conference Room	18	1.61	.502	.118
	Smart Classroom	14	1.64	.745	.199
	Typical Lecture Room	297	1.66	.623	.036
	Total	442	1.70	.614	.029

Appendix B: Comments

<p>In response to question number 6, the classrooms have a sufficient number of chairs but there are so many chairs there is not sufficient room for faculty to walk around to help students or for students to move chairs and work together on collaborative activities.</p>
<p>The white board in room 203 was cleaned with something that makes it very difficult to erase the board now. The instructor computer in room 208 is so slow, it is worthless. Lastly, PLEASE CLEAN THE WINDOWS IN JAYNES HALL. You cannot see out of them because they are covered in dirt and mud from all of the construction!</p>
<p>Access to the Internet is crucial to instruction in visual art. The Internet is most effective when examples become part of the dialogue of daily instruction. Often computer labs and multimedia rooms are unavailable when students need to see examples. The problem may be solved by providing carts with equipment, however -- we must deal with skylights and few outlets. Additionally, there is no blackboard space in room 401 -- the drawing studio -- and display space is extremely limited for the number of students who have classes in that room. Very little storage exists in any of the studios, which greatly limits the size of projects that can be accomplished. There are other issues of ventilation of classrooms, terribly irregular heating, and either blocked or inaccessible fire escapes in some of the studios. Finally -- the fire alarm is not loud enough to be heard in the center area of the fourth floor of Wallman Hall. Students frequently think that it is a saw running and ignore it.</p>
<p>I teach hands on instruction classes.....court activity..hand ball, tennis, golf, etc.</p>
<p>I hate whiteboards..... what ever is wrong with plain old chalk boards???</p>
<p># 16 to some extent if you cannot plan certain activities that depend on technology or perhaps the location and height of the chalkboard.</p>
<p>This classroom is currently located adjacent to the ballroom. It is difficult to administer tests, conduct lectures and evaluate student presentations with music blasting next door. However, I understand that we are in temporary housing and have become acceptable to our current conditions. We have three computers in the classroom and use the computer labs down the hall if we need the use of technology. Not really a problem. Thanks</p>
<p>Multi media podiums with a laptop computer installed are very badly needed. The heating and cooling system is unreliable.</p>
<p>This needs to be a SMART classroom as soon as possible.</p>
<p>At Pruntytown there is no access to Powerpoint or DVD player. Room is poorly lighted and acoustics are terrible.</p>
<p>At the beginning of the survey, the Information Systems department was omitted, so I checked Computer Science, Math... for the department within the School of Business. Classroom seating layout is the major deficiency in both of my classrooms.</p>
<p>My students are still questioning what the lab fee they are forced to pay each semester is being used for. I am unable to answer this question even after teaching at Fairmont for 12 years.</p>
<p>The 4th classroom in the survey is in hanger B which was never finished. No walls, no ceiling,no multi-media, inadequate lighting. etc</p>
<p>The Computers are inadequate. They work too slowly and do not have the appropriate software.</p>
<p>WH 321 is a temporary arrangement until the new building is done.</p>
<p>The projector systems installed in the rooms is less than adequate they must be going to the lowest bidder without consideration for projection quality. The colors projected are poor at best. Also turnaround time on broken equipment is very bad. the projector in room 302 HHH has been gone for the majority of the semester.</p>
<p>Room 304 works well as a classroom (aside from the pillars that are in the middle of the room and the fact that every time it rains the greenhouse windows leak and it rains in our classroom on the chalkboard trays and the lack of heat and air control). Room 101 is retrofitted for a computer lab and has some issues. The computers are slow and sometimes don't work. There is no place for materials if one is using the Proxima. The room is hot and has gas smells that</p>

no one seems to be able to get rid of.
I physically moved my class from Jaynes Hall 310 to 321-B Turley Center because of the need for a computer lab.
The smart classroom would be very nice if it worked consistently. Lectures are often late getting started because of technical difficulties. This causes frustration for both faculty and students and decreased learning for the students. In addition, technical difficulties often disrupt the class once started and inhibit the flow of information. Problems are constantly reported to the appropriate persons, and though patch jobs are done quickly, the basic problem remains. Our nursing laboratory space is inadequate for the number of students that we now have, and the nursing technology utilized in the lab is outdated. Because of limited classroom space and the need to transmit classes, our labs are often used for lecture. There is not enough seating in our labs to accommodate lecture. Also, the technology needed for a well rounded learning experience is difficult to place in the lab.
Both classrooms function very well. Room 320 could use more technology equipment.
Particularly need seminar rooms for use by upper division (4000 and graduate level courses).
HH 001 is basically a utilities room used as the FSU pottery studio. The room in that function is capable of handling 10 students while class sizes are as high as 20. General Access to the building is poor with no direct access to or from Hunt Haught Hall. The room does not meet any ADA standards and does not meet OSHA or NIOSH requirements for ventilation and materials storage. Lighting is poor. The studio is not served by the custodial staff so Faculty and students regularly clean the facility take out the garbage and shovel the snow.
The Feaster Center is a disaster for teaching. While trying to conduct a class, dance instruction with loud music was playing and people were lifting weights in another room. No windows and poor ventilation.
Chalkboards cannot be erased adequately. Room 208 only has a VCR which should be replaced by a combination DVD/VCR.
Thanks for creating such an easy, user-friendly survey! If there could be a good supply of chalk and dry erase markers, that would be wonderful.
My role at FS is not faculty, but advisor. The advising conditions in the Advising Office are substandard at best. There is absolutely no privacy for students as we discuss their grades and other personal matters. The room is frequently polluted with exhaust from parked, running trucks and smoke from smokers standing on the sidewalk. There is no barrier to sound from the outside and from the inside, which makes it difficult for me to hear and to be heard by people at my desk or on the phone. I would compare the situation to running beef through the stock yards. Students cannot feel that we are giving them the personal attention that we should be giving them. The only reason that the student could feel good about the advising process is that the advisors are excellent and care about the students.
The student exit evaluations have identified that the quality of the media in these two rooms have been detrimental to their learning.
While the institution's emphasis on the availability of technology is understandable, some of us still do things 'the old fashioned way'. I would appreciate the availability of a large lecture space in Wallman Hall that did not have tiered seating. This would facilitate breaking up large classes for small group work. I also much prefer chalkboards to the dry erase boards that were installed in Wallman Hall without consulting the faculty as to our preference.
Our situation within our veterinary technology program is in desperate need of facilities. Our hands are tied behind our backs and this keeps us limited on growth and expansion of the program. If we had proper facilities we could triple our enrollment. We are up for an accreditation site visit in March of 2007 and we are Very Concerned about our facilities. Some of the ceilings are water damaged. The outlets in room 103 are not working properly. The space is entirely too small for the type of program that we have. The USDA changes the formulas on the space sizes required constantly for the animals which could become a major problem at any time. I feel if we don't upgrade our current facilities or receive a new building we may lose our accreditation. The field of veterinary technology is growing rapidly and with the proper facility we could grow rapidly.

Overall, the classrooms are adequate to conduct learning.
Probably the major problem with most of classrooms in the Hardway Building is the lack of appropriate air conditioning. This is particularly problematic on the top floor rooms during the afternoon (and when the class contains a large number of students). In addition, I have had students complain of their allergies and asthma acting-up when they spend time in certain rooms in this building.
It would be nice to have access to the remote controllers for the DVD players. I had no problem in Hardway Hall, but for the classrooms on the 3rd floor of Jaynes was a different story. I was told that they didn't know what went with what and the batteries were probably dead.
For a school of education, I think the classrooms need to model state of the art classrooms. The quality of those green chalkboards are terrible as are the boards in Jaynes Hall. There is no access to chalk, erasers or dry erase markers. The classrooms in the education building need to model elementary classrooms - whiteboards, bulletin boards, supplies, manipulatives - etc. I teach developmental math in Jaynes hall and those that have the old black or green boards are terrible to use. One classroom does have a white grid and whiteboards but they need those holders for dry erase markers and erasers. Individual student response boards like Communicators would be great to have in the school of education to model formative assessment as well as teach with.
The walls of our building shed a layer of cement dust and white paint all over our musical instruments constantly. We have had water damage to instruments from water dripping from ceilings. Our studios and classrooms have no windows. The temperature control in the building is fluctuating so much such that the instruments are under constant duress and the pianos cannot stay in tune. I teach in a piano studio where I can hear clarinet and sax lessons next door and trumpet lessons on the opposite wall clear as day, plus the large ensemble room down the hall blaring whatever they are blaring coming straight through the door. One classroom I teach in has wires all over the floor because there are no facilities provided to cover them. One classroom I teach in has no computer or technological equipment of any kind. That classroom has multiple expensive musical instruments that are in cabinets which have locks and doors that are broken. We have put in numerous maintenance requests to get them fixed and they have gone unanswered. One of those instruments was stolen this semester, but we have no other place to store them more securely. I have fifteen students in a technology class next semester and only one complete workstation for them to do their assignments on, with no printer in that room. Our ensemble room where we have recitals is directly below the theater shop, so we will have buzz-saws during choir rehearsals, banging during our recitals, etc. Our large ensembles have no designated appropriate acoustical space to perform on campus. Colebank gymnasium and Wallman Hall Theater are acoustical nightmares and we do not always have access to those spaces to perform in.
Other than WH321, we have no media equipment and chalkboards are unusable. It is a real hindrance to teaching.
The Feaster Center classrooms do not have adequate dividers to keep the noise levels at a minimum.
This location certainly is an improvement over room 310 Hardway Hall.
This info may be useless because Graphics will move into new space when the Technology addition is complete.
Rooms need DVD players
The administration in HHH is making great strides in correcting any of the technology issues in the building. The cleaning of the building is sometimes not sufficient. HHH 105 need to be renovated to make it more flexible as a classroom/lab. Right now it can only be used as a lab which means the space is sometimes under-utilized.
As you might have noticed, all of the classes listed are in the same classroom.
for some questions the appropriate answer should have been --- does not apply (e.g. coverings on windows. Lighting question should include: not appropriate for using data projector
The classrooms are in a terrible shape. Some of the electrical outlets are broken and present

<p>physical danger. Computers are very slow. Computer desks are broken and tilted in some classrooms. There is proper window curtains/screens in the classrooms to block light when necessary. Windows do not provide adequate noise insulation. Floors have patchwork vinyl carpets that look terrible. Computer wires are not properly tacked.</p>
<p>In both rooms, lights that are connected to the dimmer switch buzz loud enough to be really annoying. If one turns off those lights, then the overall lighting set up is wrong for use of the overhead projector. (The wrong lights are on for optimal viewing.) In 308, placement of the screen is not right. With the tables in there, the overhead cannot be positioned far enough away from the screen and the angle of the screen makes it next to impossible to make the viewing area from the projector be rectangular and large enough for the students to see. Also the light switches are behind the screen which must be lifted to flip the switches.</p>
<p>My method of instruction would be influenced possibly by the room in which I taught if it was not of modern quality like the Education Bldg. I hope my answers were useful – Thanks</p>
<p>The dry-erase board doesn't erase easily, no matter what brand of dry-erase marker is used. Also, there are many cords to many things plugged into an outlet on the left side of the board and one must step over them to access the board.</p>
<p>While I thoroughly enjoy working at Fairmont State, I must say that the room in which I lecture (104 HHH) has the exact same poster in it that was hanging there when I took geology there in 1990. There is even an article posted, quite coincidentally, that I brought to my geology teacher in 1993. Maybe we need some updates? :)</p>
<p>Since classes generally start out with a large enrollment and then shrink considerably by mid-semester it would be helpful to me and to my students if we could move from MMA or a larger lecture hall at the mid-term to a more intimate classroom size. The large classroom is not conducive to small group work which I would like to be able to do on a more regular basis.</p>
<p>For teaching composition, I would prefer that I be assigned to a classroom with desk computers for each student. This is not necessary for literature classes.</p>
<p>The chalkboards in room 116 are problematic. This is not enough room for the desks we have. Room 114 dry erase board is not good. The room is too long to have the 60 or so desks it has.</p>
<p>I don't like white boards.</p>
<p>The chalkboards in several classrooms in Jaynes Hall are in very bad condition. As a math teacher this has significant impact on my instruction!!!</p>
<p>Without multimedia availabilities it is difficult for the students to get a feel for what is being taught. In this day and age it is essential for visual media to be available. If we look at the students they are asked to do computer programs and power point presentations for a variety of classroom assignments. We need to have access to the equipment.</p>
<p>Unfortunately, it is impossible to make use of small group experiences in the Jaynes Hall rooms that I use due to the large number of chairs and students. I can't move them around sufficiently. The lecture/discussion approach is typically better suited for these rooms. I have also just noticed a leak in room 322 Educ. coming from the ceiling near the window. Two of my students got wet with the last rain. I'm a person who has to be very concerned with mold accumulation. P.S. THANKS FOR CARING ENOUGH TO ASK FOR THIS INFORMATION! HAPPY HOLIDAYS.</p>
<p>Sometimes the seating is too close. This encourages cheating.</p>
<p>In room 149 at the Caperton Center, I take advantage of the Smart Technology that is available. At times however, the students in the back have some difficulty seeing the presentation. This is my first semester working with Smart Technology, and although I can adjust to using it, at times I would just prefer a simple blackboard. I do enjoy and use widely the video capabilities and the internet projection features in both classrooms, although it does take some class time to set it all up.</p>
<p>Lighting in classroom, although satisfactory can be improved. It can be a little dark at times. Heating/Air conditioning can be regulated better in all the classroom at the aviation center. Some classrooms are too cold (104) and others are too warm.</p>
<p>Difficult to get technical support for proper configuration of computers in the classroom.</p>

Rooms 105 and 114 ED is listed as dedicated lab/studio, but is often used as a multi-purpose classroom
Periodic painting of the rooms and repair of the walls would be helpful. Cleaning of the windows, too.
In 311HHH, the light switches are behind the overhead screen and a wall mounted periodic table. The electrical outlet for the overhead is on a wall and students have to walk over the cord. The floor outlet no longer works--I suppose. Students have complained about this room being too cold all semester -- especially with the air conditioning. One set of lights buzz and cannot be used. Hence the lighting can not be adapted correctly for overhead use. It is either dim or too bright. In 305 HHH, there are too many chairs for the shape and size classroom. Hence, we put 35-40 students in a classroom that is too small. It is difficult to walk around the class to answer questions. Sometimes the room is too cold. It is hard to see the overhead due to lighting. The lights above the screen cannot be turned out easily as I do in the other classrooms -- light switch in the back of the room. The overhead screen is in front of the window. Other rooms this shape (such as 309 HHH) have the screen and chalkboards in a different set up. This is the first time I have taught in this classroom and the locations of the chalkboards and overhead is very poor. Also in 308 HHH, there is a large box containing a white board that has not been installed for over a year. It makes the room feel very cramped.
I am very pleased with the facilities at the Caperton Center. It is very modern and up-to-date and an enjoyable place to teach because the accessibility of the teaching technologies available allows me to present material in a way that can reach as many different learning styles as possible. Nice job.
Most Hardway classrooms need setups for Powerpoint and other types of presentations. Only a couple of rooms have mounted projectors/computers. Many internet connections don't work in the room, either.
Lighting in both rooms is adequate but harsh. Both rooms are usually either too hot or too cold. Room 201 is a fairly large room, suitable for use as a private teaching studio and office, but it contains a pipe organ, a harpsichord and two large storage cabinets. These items use up so much space that the remainder is just enough for a desk and two chairs. The main problem is that there is nowhere else to put any of these items. Room 206 has a great many desks and a grand piano. These are in the way of the armless chairs and music stands I need to use for my class. Again the root problem is an inadequate number of rooms dedicated to music teaching/performance. Room 206 is noisy, badly ventilated and has no covering of any description over the only 'window', a square opening in the outside wall. The available technology is somewhat irrelevant because of the performance oriented nature of the classes I teach.
I teach all three of my classes in the same room. The mounted projector in the classroom didn't work for videos that I use to teach one of the classes. It was most inconvenient and a waste of class time trying to deal with the issue. Kim put a mobile VCR/TV in the class room which was fine but, when it works, the mounted projector is much better. Otherwise, I think the classroom is exactly what is needed for my classes.
I'm not in room 304 this term, but it seems to rain into the room a lot. Most class rooms (not labs) in HHH need the lights replaced to make effective use of multimedia. AND they could all use new ceiling tiles.
The classrooms at the Caperton Center are great because they are technology based and each room is equipped with a computer. Perfect for presentations, but the ED building is not as technological sound.
We could use DVD players in each classroom and more equipment for doing power point presentations in the classroom.
In ED 102, we need a DVD player. Heating and cooling in ED 102 is very uneven. There are drafts in the room depending on where the students are seated. ED 102 room environment greatly improved with addition of area rug and podium this fall.
The Feaster Center as a whole is very old and outdated. The classrooms are separated by a folding wall that is broken and not able to isolate classroom noise. The Feaster Center is not

Handicap accessible. There is no way a wheel chair can make it to the third floor where the professor offices are located. There is little room for storage and classroom growth.
I transfer scheduled classes at the Vo-Tech center to the high school in order to have access to a computer lab in my classroom.
My class room is in the Turley Center 321a
Since I teach mostly computer type classes, neither the Taylor County Vo-Tech nor the Barbour County Vo-Tech have overhead projection units which connect with a computer for showing the class how to use the various software packages. This is a hindrance to helping students see how to use the software features. Additionally, since this type of equipment is not new technology and is available at both the Caperton and main campuses, the students are not getting the quality of instruction that is available elsewhere.
The class room in which I am teaching has tables at which three students sit. There is not place for extra books for outer ware. When a test is given there is no way to keep students from looking at each others test because they are on top of each other. I must make up two different tests. I guess I just do not like the elbow to elbow class rooms.
In general, I do not have any issues with the classrooms in which I teach. The Education 322 classroom is fine, but the desks are spread out across the room so far that I feel like the students on the 'outskirts' miss out. At times, there are tissues or coffee cups left behind by the instructor who uses the room before me. Other than that, I have no other comments.
I teach in a library media center with a connecting computer lab. This is my day time employment environment. It is a more than adequate facility, with the exception of heating and cooling. Both are turned of at 3:00 in the afternoon, so by the evening class it is either very cold or very warm. Does not make for a good learning environment.
All of the classrooms I teach in HHH have difficult to read old style chalkboards. Students sitting 3 or more tables back complain that can not read the boards. In room 402 the dust from the chalkboard rains down on the rooms dedicated laptop. To have such low tech low quality classroom materials reflects poorly on the College of Science and Technology.
Type of room was not on your list. The department was not on your list. The classroom does not have windows. Many points do not fit the questions.
I teach a Chemistry class in this room. The board space is very inadequate for a math/science-type class.
The computers in 117 JH and 214 Jaynes Hall are obsolete and need replaced immediately. It takes an eternity just to get logged in, let alone try to use an application.
Hopefully, the new building will solve all of the current issues.
Both of these classrooms are in Turley Center. This was not an option of choices
The chairs/desks in the classrooms are not large enough or comfortable for the adult learners occupying them.
You need an answer that says NA, because there where quit a few responses that I gave, that I really should not have commented on.
I put ' poor' for ADA requirements for the room I was in at Caperton, only for the fact that I have to step up onto the podium. A person in a wheelchair could not do that.
My primary problem with the classroom seating is that there are way too many desks in both rooms than seems safe or convenient and larger students are simply miserable--only one alternatively styled desk is available in either. I love the natural light afforded by the big windows (and wouldn't trade them for quiet), but if there is so much as leaf blower running outside (or snow blower), students and I must scream at each other to be heard--perhaps this is more a matter of grounds-keeping than classroom improvement. Most urgently, 304 needs a thermostat that works--the heartiest students have shivered and perspired through their classes all term. Finally, a college classroom ought to reflect the importance and dignity of pursuing higher ed -- it needn't be fancy, but it ought to be clean, orderly, and comfortable. Currently, rooms in Jaynes tend to look like broken office furniture storage facilities, which just makes me sad.
Time to get Whiteboards--The last two institutions I taught at in Pennsylvania had these five

years ago.
I have often had to change my course because technology was not available.
Thank you for your help. Except for the heating/cooling system (designed by a New Orleans engineer), our Caperton Center is an excellent facility with a wonderful staff.
The thermostat in JH 304 is locked and thus sometimes the room is too hot or too cold. The chalkboards are fine but recently purchased erasers don't erase! JH 303 is often used for meetings and sometimes food containers (pizza boxes and the like) are left 'in the trash' but the trash can is too small to dispose of these items.
You did not include Bryant Place. Class 3 and 4 on my survey are from Bryant Place. I do not have enough white board space there, no computer, no PENCIL SHARPENER, etc. The furnace/air conditioner is in the corner of the room and it makes much too much noise. It is ALWAYS running. Can it ever be turned off? The rooms are clean, bright, and spacious, but equipment is needed. I carry my own markers, etc to use on the boards.
I have had two personal VCR tapes destroyed by the machine in Jaynes 304; another one belonging to the Library was 'eaten' last spring. This is unacceptable. Although Language & Literature has ordered replacement copies for my personal tapes, these replacements will not belong to me. I've therefore lost money using the equipment in this classroom.
The distance technology is always a problem. We lose instructional time in almost every class because the technology is either not working at one or the other rooms. The room is too small for the number of students crowded into the room.
Hunt Haught Hall is not the most comfortable building to teach or learn in. Its poor design, unattractive environment, inconsistent and fluctuating temperatures, in conjunction with a scary elevator, ugly leaking ceiling tiles and general poor air quality make it kind of a depressing place to be.
Room's number 3 and 4 are not technically on your list. Number three is the lab kitchen at the Education Building, number two is the main kitchen in the Falcon Center, as I use it for internships and practicum students.
There are a number of comments that I have regarding classrooms that your survey did not address: 1. Lighting a. Many rooms in HHH have at least one bank of lights which are contain a rheostat. This is a problem because they are NOISY and they BLINK incessantly--almost to the point of being a strobe light. They should be removed and be replaced by a regular on/off switch. b. Switches are not located in a convenient place in the classrooms. Sometimes at the back of the room or underneath a view-screen--and nowhere near the door so that I can turn them on or off as I enter/leave the room. 2. Many of the ceiling tiles are discolored or missing due to water damage. Which leads us to... 3. Many classrooms and offices get water damage from leaks--the most noticeable are 304 and 306, rooms which are plagued by water from or near the greenhouse on the 4th floor. 4. The smells that come through the ventilation system are sometimes of a nasty variety...The intake for the ventilation system is in close proximity to some of the exhaust for science labs. 5. The rooms are not heated/cooled in a balanced manner. Room 308 is almost always too cool and then 311 is almost always 10 degrees warmer than 308. 6. Windows-- a. Drapes are either 30+ years old and so nasty that they should be thrown away--or they've been taken down and thrown away. b. Almost every window in the building has extremely large gaps in them that allow wind and rain and snow in and our precious heat/cold out.
Generally 211 JH has adequate technology, but we had Proxima issues which were not addressed this semester. These should be corrected next semester. Lighting in that room is an issue on a cloudy (or very bright) day.
The light switch in 311 HHH is behind the periodic table. The room is often too hot. 608 Bryant Place could use another whiteboard. 208 Jaynes is too hot and very cluttered with technology.
There were a few class sessions, which were cut short due the high temp. in the room.
classroom lighting should be checked
The rooms are unattractive. The ceiling tiles in 312 and 314 are in poor condition. There are

no windows. The seats are much to small for large students.
Room 103 Jaynes Hall is an absolute disgrace. I am so afraid some student is going to fall over all of the wires, computers and other junk that clutters the room.
Jaynes Hall obviously is in need of repair. All classrooms should have proximas. 303 does not.
Many of the computers are password protected or are not well maintained. Rooms have old chalkboards. I use a portable whiteboard that is a little unsteady but can be wheeled into my room. For small classes, it is not a big issue but it would be helpful to see good whiteboards installed in the classrooms.
1. I have heard some complaints by other faculty of odors in HHH. I notice these odors only when I'm outside and occasionally in the greenhouse when the windows are open. 2. Proxima projector in 302 HHH has been non-functioning or missing for half of the semester. 3. The interior of HHH could use a fresh coat of paint. 4. Glass in the greenhouse needs to be re-glazed or replaced. If it rains, it also rains inside the greenhouse. 5. Unreliable/inefficient heating and cooling in the greenhouse prevents greater utilization. 6. Tar from the thresholds at the greenhouse doors is oozing and being tracked through the area. 7. In the classroom, I use any and all technology available. 8. I'm not sure if the safety lighting in the 4th floor labs is working properly.
A white board would have been nice to have to teach with.
Room 113 Education Building is a temporary environment for our WV Folklife Center activities. Obviously, it is crowded, but we are going to be able to move into our new center area within a year. Room 310 Jaynes Hall like all of the rooms on the 3rd. Floor of Jaynes Hall are old, with broken blinds, broken seats, and too many chairs for the individual room environments. The chalk boards are older and worn too. The windows are usually dirty.
The technology in the Hardway building/lower level is dreadful. I don't even have a decent overhead projector to work with. Student leaning is always compromised since I have to write everything on the chalk board (I am happy to have it as opposed to a white board.) White boards are sloppy tools and the markers are never available.
Both of the classrooms hinder cooperative learning groups and demonstration of appropriate techniques for active learning. Since I teach elementary teaching methods, it is very difficult to model appropriately with the lack of available technology in the rooms, and with regards to the issues of flexible seating. Too many desks are in both rooms which makes access up and down aisles and around the perimeter of the room impossible.
103 Needs an overhead lightpro attached to the ceiling to alleviate some of the cords strung across the floor. The computer stand has a broken wheel and is propped up by a book.
Technology is less than adequate in Wallman Hall. It is extremely difficult to plan for student's presentations/speeches and have ports inactive, dead plugs etc.
no, but I am a big fan of a conference-style structure. long tables instead of old-fashioned children's desks. space between the tables allowing the instructor to move freely throughout the room (high touch plus keeping students alert & oriented). 214-dry erase markers always missing or out of ink-odor problem; not as good as chalk boards to me. 117-a cart on three wheels all semester. we almost sent a computer crashing-literally-down trying to move. old buildings-big windows-lots of light-huge positive to us light-deprived West Virginians (lived in El Paso before moving here). also, cage-lock Proximas and hard drives to computers. provide a simple combination lock to access computer cabinet. WVU does this-it is simple and appears to work well. keep carts for computers and overheads functional-basic maintenance/housekeeping checks-not hard. computer in 214, i think, is old. couldn't bring up web-ct to show students how to upload file. couldn't play a CD for instructional purposes. basic things like the wobbly cart or slow computer impede the flow of instruction.
the only issue that i have with the classrooms in which i have taught is that the rooms could be more ada-compliant. perhaps automatic door openers and more appropriate seating for individuals who use a wheelchair. otherwise great classrooms. maintenance and cleaning operations are superb. .
My Class is Ballroom dancing and the hall is good the availability of musical equipment is limited

Appendix C: The Survey Instrument

Design Survey

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Preview

To change the **look** of your survey, select a choice below. Click 'Add' to create your own custom theme.

Theme:

Add

Classroom Environment Survey

Edit Title

Edit Numbering

Edit Logo

Add Page

Office of Institutional Research

Edit Page

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The Office of Institutional Research would like to like to request your assistance on a survey relating to classroom environments. My name is Bill Finley, the Director of Institutional Research at FSU, and although I haven't met all of you personally, I would like you to help me with this initiative.

Add Question

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Directions:

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Pursuant to the FSU Strategic Plan, Goal #1 [Empower Faculty and Students to achieve high levels of teaching and learning], the Office of Institutional Research would like to know about your experiences teaching in the assigned classroom(s) during the Fall 2006 semester. Your survey responses will be completely anonymous but may be aggregated by school/college for research purposes only.

This survey should take about 5-10 minutes of your time, so please take a few minutes to complete this form.

Remember to click on the "Done" button at the end to record your responses for analysis.

Add Question

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* Choose your FSU/PC&TC
School/College:

Add Question Add Page

Edit Delete Copy/Move Add Logic

Your department [if applicable]:

Add Question Add Page

Edit Delete Copy/Move Add Logic

* Your employment status:

Add Question Add Page

Items with Matrix Response

Edit Page Delete Page Copy/Move Add Logic

Each of the items in this survey allows for you to rate a maximum of four classrooms that you have used during this current fall semester. While I realize that many of you teach in more than 4 classrooms, for survey purposes, please focus only on four rooms. You may or may not use all four rows of the response matrix depending upon the number of different classrooms that you select to rate. So, please think about each item and how you would rate each of the classrooms you have chosen, and then check only box per classroom row indicating your rating for that classroom for that item.

Add Question Add Page

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Location: Indicate the location of your classrooms [note: classroom number is optional for non-Fairmont Campus locations]

	Campus	Building Code	Room Number [left most digit]	Room Number [middle digit]	Room Number [right most digit]	Room Type
Your Classroom # 1 for the survey						
Your Classroom # 2 for the survey						

Your Classroom # 3 for the survey

Your Classroom # 4 for the survey

Add Question

Add Page

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1] How do you rate the overall quality of the lighting levels in your classroom(s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

Add Page

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2] How do you rate the overall quality of the acoustics in your classroom(s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Add Question

Add Page

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3] How do you rate the overall heating, cooling, and ventilation comfort levels in your classroom (s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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4] How do you rate the overall accessibility to your classroom(s) for ADA-compliance?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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5] How do you rate the overall dampening of external noise levels to your classroom(s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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6] How do you rate the overall amount of seating available in your classroom(s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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7] How do you rate the overall type/style [including flexible sizing] and arrangement of seating available in your classroom (s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8] How do you rate the overall quality of blinds/ drapes/shades in place on windows in your classroom (s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9] How do you rate the overall quality of chalkboards, whiteboards, and associated materials [chalk, dry erase markers, erasers] in your classroom (s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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10] How do you rate the overall quality and availability of media equipment in your classroom (s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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11] How do you rate the overall quality of technology [if appropriate] in your classroom (s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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12] How do you rate the overall cleanliness of your classroom (s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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13] How do you rate the overall number of and convenience to electrical outlets in your classroom (s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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14] How do you rate the overall quality of the physical teaching and learning environment in your classroom(s)?

	Excellent	Good	Satisfactory	Poor	Very Poor
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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15] Does your classroom(s) provide access to more or less technology than you need for effective instruction?

	Access to MORE technology than required	The appropriate amount	Access to LESS technology than required
Your Classroom #1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your Classroom #4	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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The last two items:

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16] Is your method of instruction generally influenced by the type of room in which you teach?

Yes

No



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17] Any other comments:

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Thank you!

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Thank you for your time and effort on this initiative. Your responses on this survey provide a very valuable service in establishing baselines for a variety of measures about classroom environments at Fairmont State University.

Thank you again, and have a great day!

Please click "Done" to record/include your responses for analysis.

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