

California State University
Northridge

Academic Affairs

Provost's Professional Development Series

JILTED AND JADED:
REKINDLING YOUR LOVE AFFAIR WITH HIGHER
EDUCATION

Agenda

November 18, 2011
USU Northridge Center
9:00 – 1:00 p.m.

- 9:00 – 9:15 Continental Breakfast
- 9:15 – 9:20 Welcome
Michael Spagna
Dean, Michael D. Eisner College of Education
- 9:20 – 9:35 Opening Address: *W.E. Deming Applied to Our World*
Harry Hellenbrand
Provost and Vice President for Academic Affairs
- 9:35 – 9:45 Introduction to Group Activity
Dean Spagna
- 9:45 – 10:45 Group Activity
- 10:45 – 11:00 Selected Data to Support Case 1
Bettina Huber
Director of Institutional Research
- 11:00 – 11:30 Group Reports and Discussion
Provost Hellenbrand
- 11:30 – 11:40 Group “Homework” Assignment
Dean Spagna
- 11:40 – 12:00 Wrap Up
Provost Hellenbrand
- 12:00 – 1:00 Lunch and Networking

Jilted & Jaded: Rekindling Your Love Affair With Higher Education

California State University
Northridge

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- 9:15 – 9:20 Welcome
- 9:20 – 9:35 Opening Address: *W.E. Deming Applied to Our World*
- 9:35 – 9:45 Introduction to Group Activity
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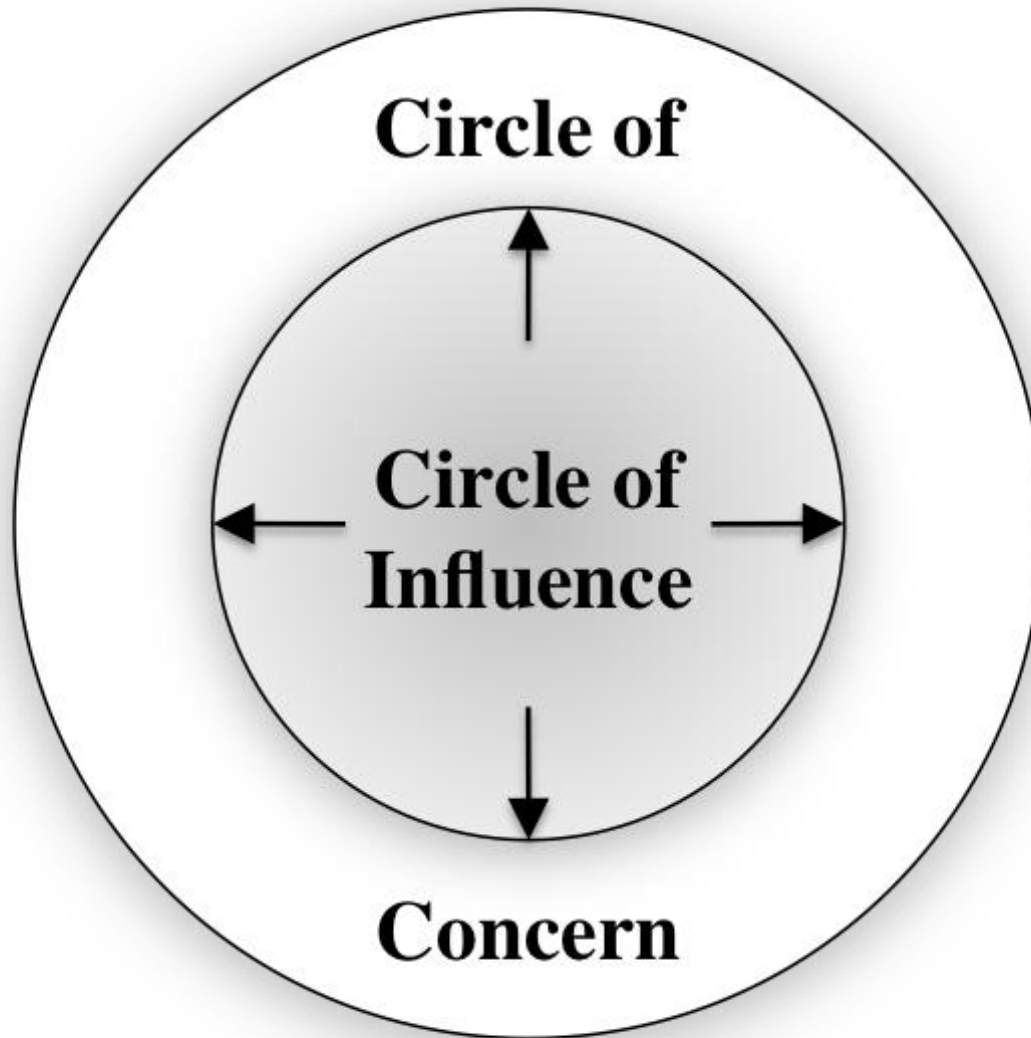
W. E. Deming Applied to Our World

Harry Hellenbrand
Provost and Vice President for Academic Affairs

Introduction to Group Activity

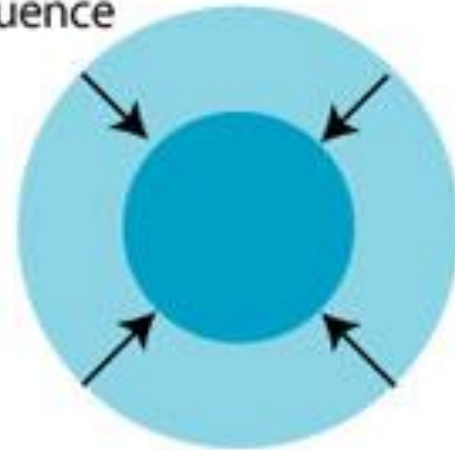
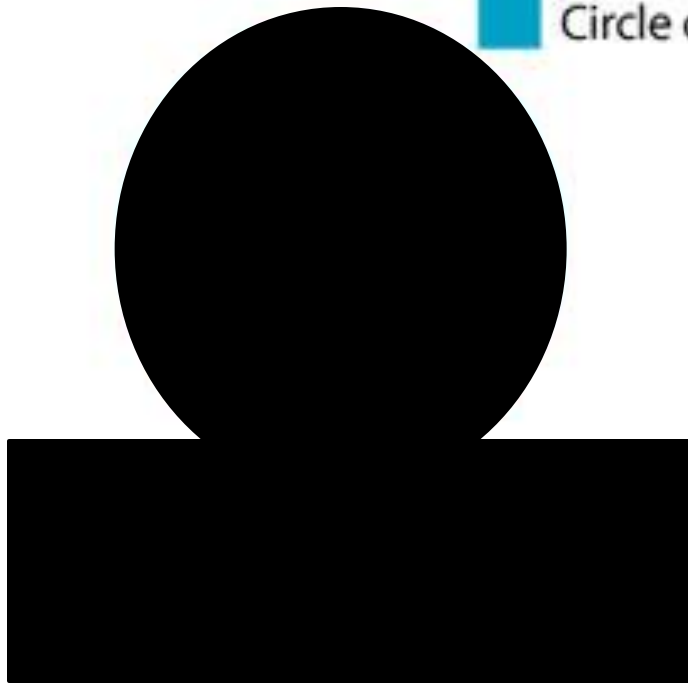
Michael Spagna, Dean
Michael D. Eisner College of Education

“Be Proactive” is habit #1 from Steve Covey’s *The 7 Habits of Highly Effective People*. Being proactive means taking conscious control over your life, setting goals and working to achieve them. Instead of reacting to events and waiting for opportunities, you go out and create your own events and opportunities.



Every time an organization reacts within an imposed limitation, their circle of influence reduces. The amount of control they have over their business reduces. External factors will continue to limit their influence and over time they will lose all control of their destiny.

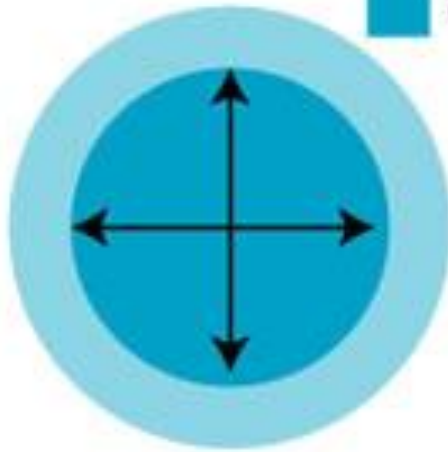
Circle of concern
Circle of influence



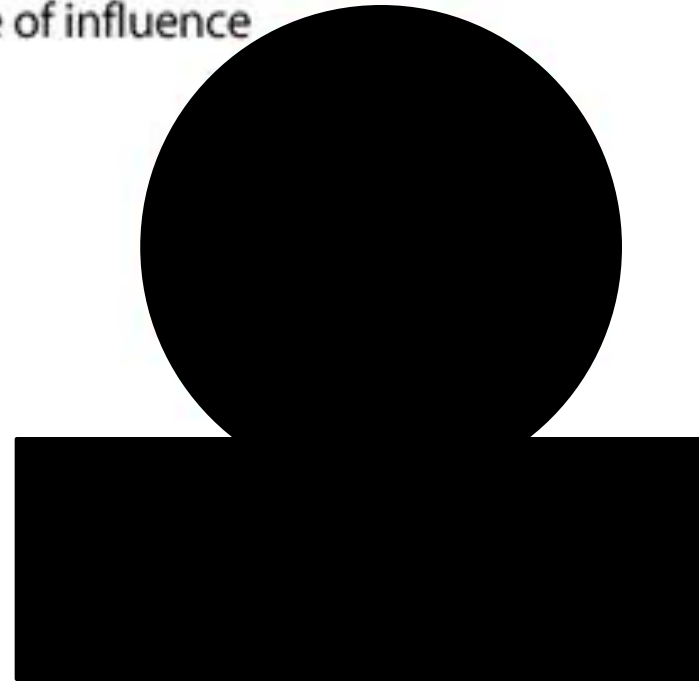
Reactive Focus
Negative Energy reduces the
Circle of Influence

Organizations that take a proactive approach, that poke the box, are the ones that will do great things. Every time they proactively push boundaries, they have the chance of increasing their circle of influence. They lose little when they fail and gain influence when they succeed. Over time these influences grow. These organizations write their own futures.

Circle of concern
Circle of influence

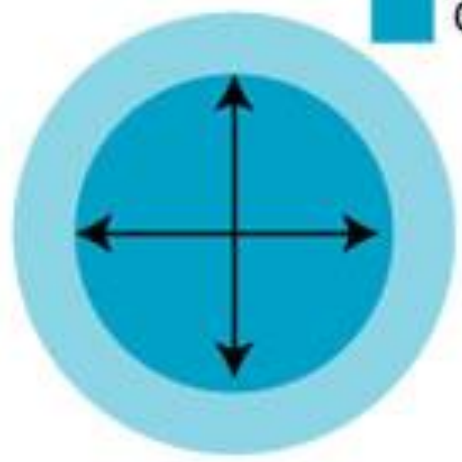


Proactive Focus
Positive Energy enlarges the
Circle of Influence

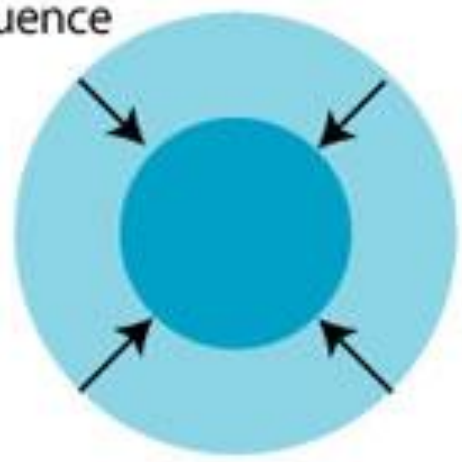


Proactive organizations are the ones who lead their industries, they engage in public policy debates, they engage with their customers early, they welcome external learning and seek out new and innovative ways of doing things.

Circle of concern
Circle of influence



Proactive Focus
Positive Energy enlarges the
Circle of Influence



Reactive Focus
Negative Energy reduces the
Circle of Influence

We are responsible for our own future, we can predict and influence many events before they occur, we can choose our response. Obvious as this may seem, many people are frantically reacting to the present or worse still, living in the past.



According to U.S. Census Bureau figures, the unemployment rate last year among high-school dropouts between ages 16 and 24 was 29%-- up from 17.7% in 2000 and seven points higher than that of their peers who finished high school but didn't go on to college.

(Weber, November 7, 2011)

Group Activity





Where Have
All the Young Men Gone?:
Clues in the Fall 2010 Freshman
Survey

Bettina J. Huber
Director of Institutional Research

Provost's Professional Development Series
November 18, 2011

The Freshman Survey

- Administered annually for more than 40 years
- Housed at the Higher Education Research Institute (HERI) at UCLA
- Foci: student background, senior year activities, expectations for college
- Has been administered at CSUN since Fall 2007

Figure 1. Average Percentage of Freshman Proficient at CSUN Entry and Graduating within Six Years by Gender

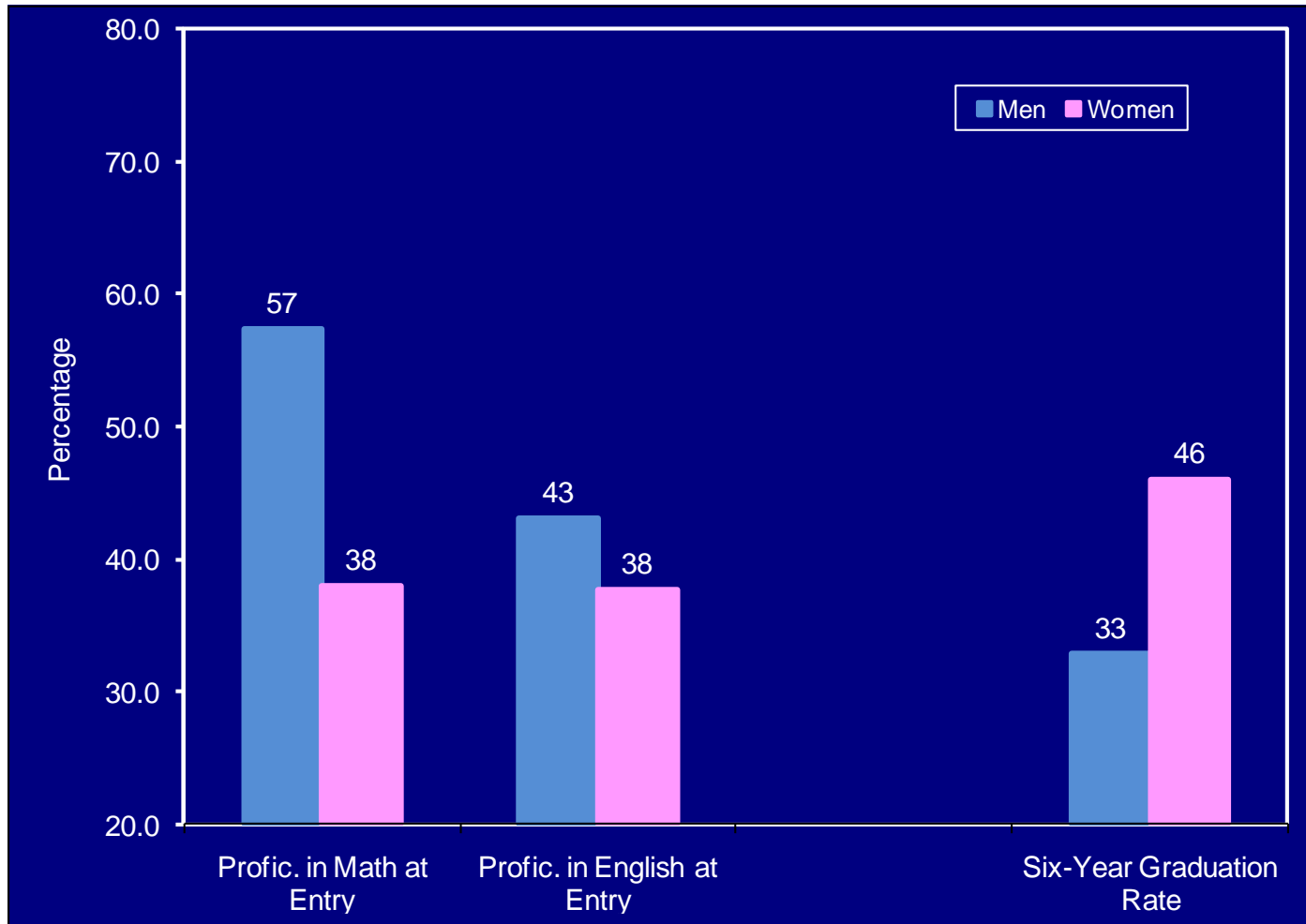


Figure 2. Percentage of Freshman Respondents Belonging to Different Racial and Ethnic Groups by Gender

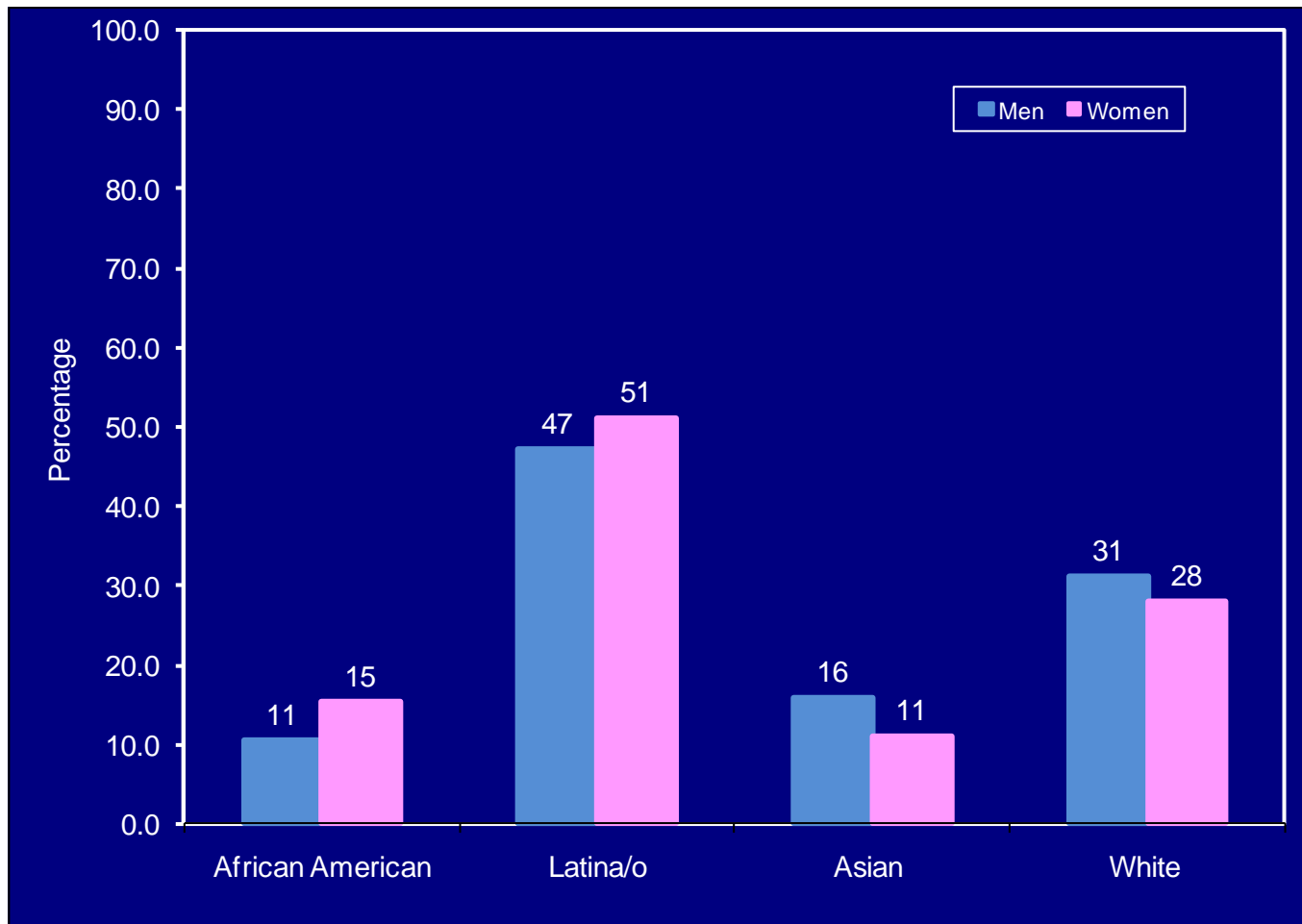


Figure 3. Percentage of Freshman Respondents Saying They Are Above Average or in Top 10% of Their Age Group on Selected Traits

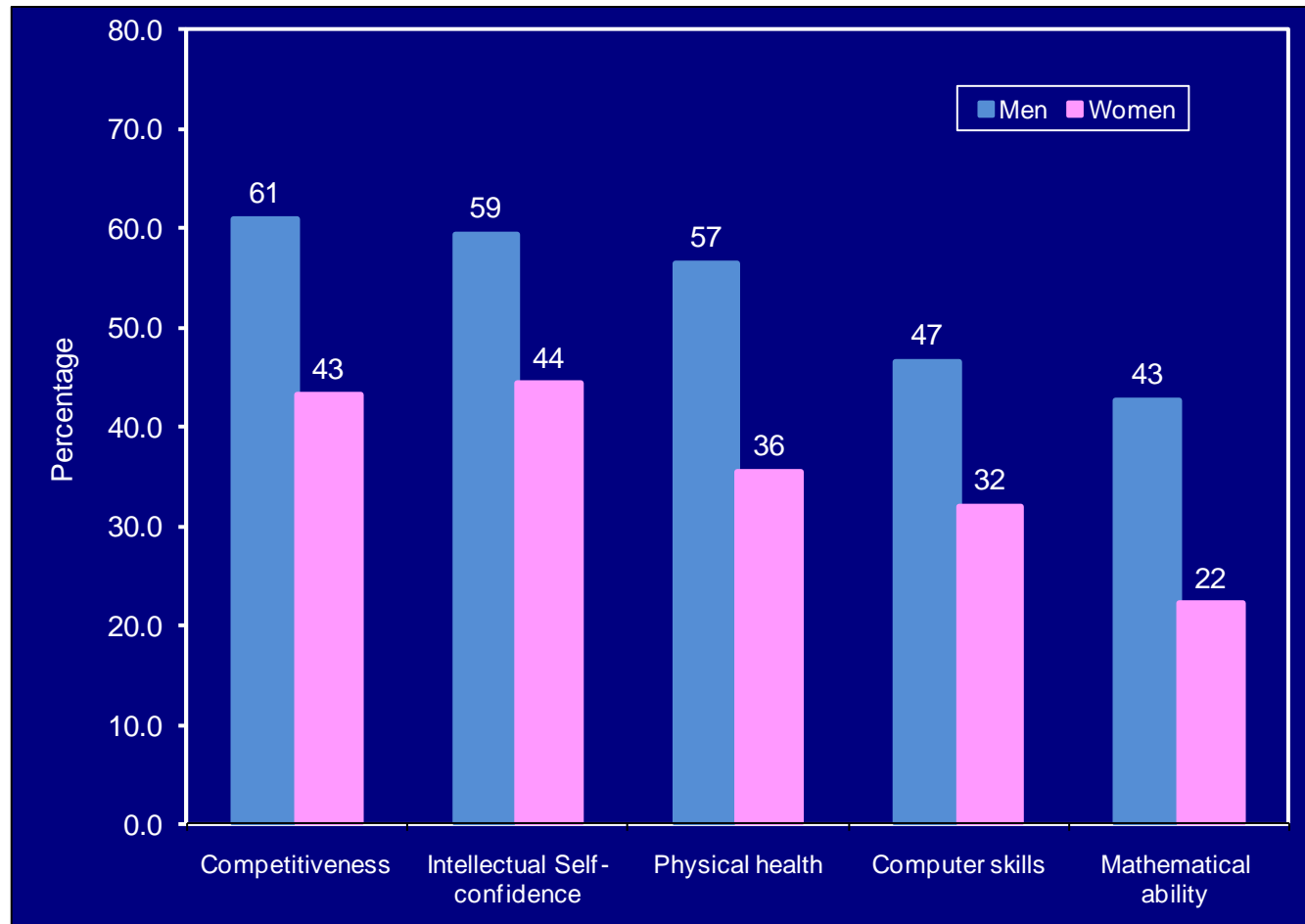


Figure 4. Percentage of Freshman Respondents Spending More Than Five Hours per Week on Selected Activities During Their Last Year of High School

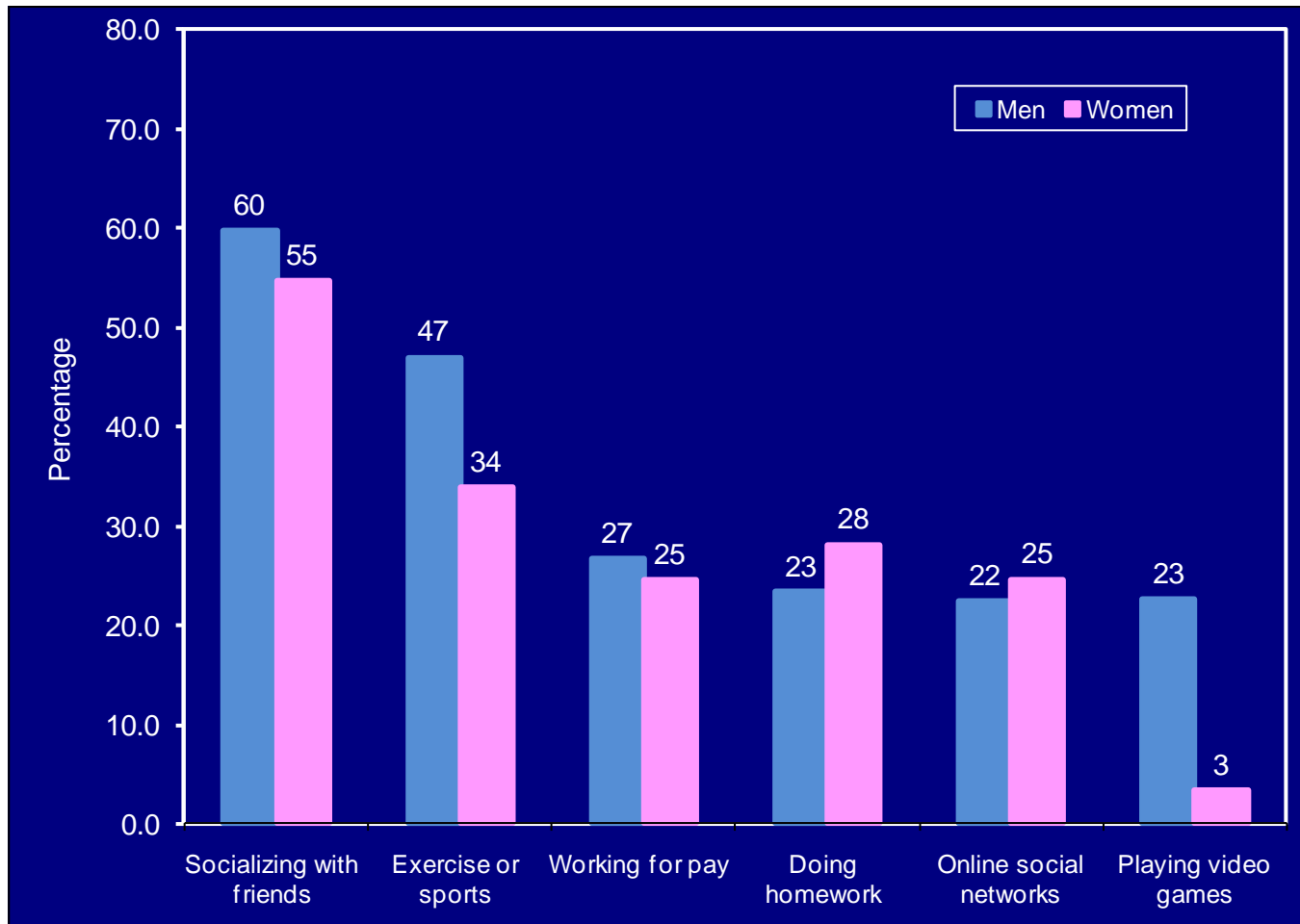


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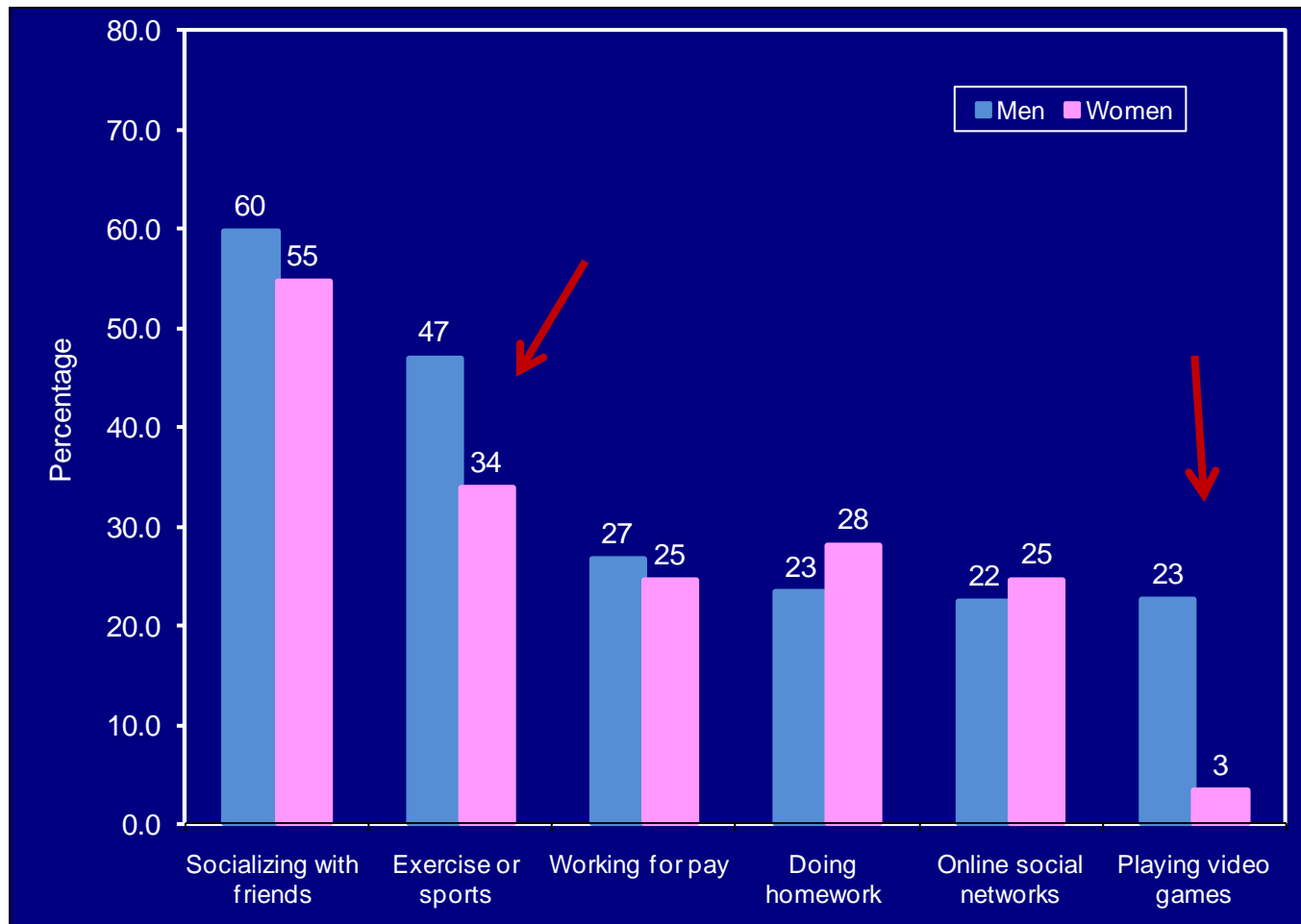


Figure 5. Percentage of Freshman Respondents Saying They Frequently or Occasionally Participated in Selected Activities During Their Last Year of High School

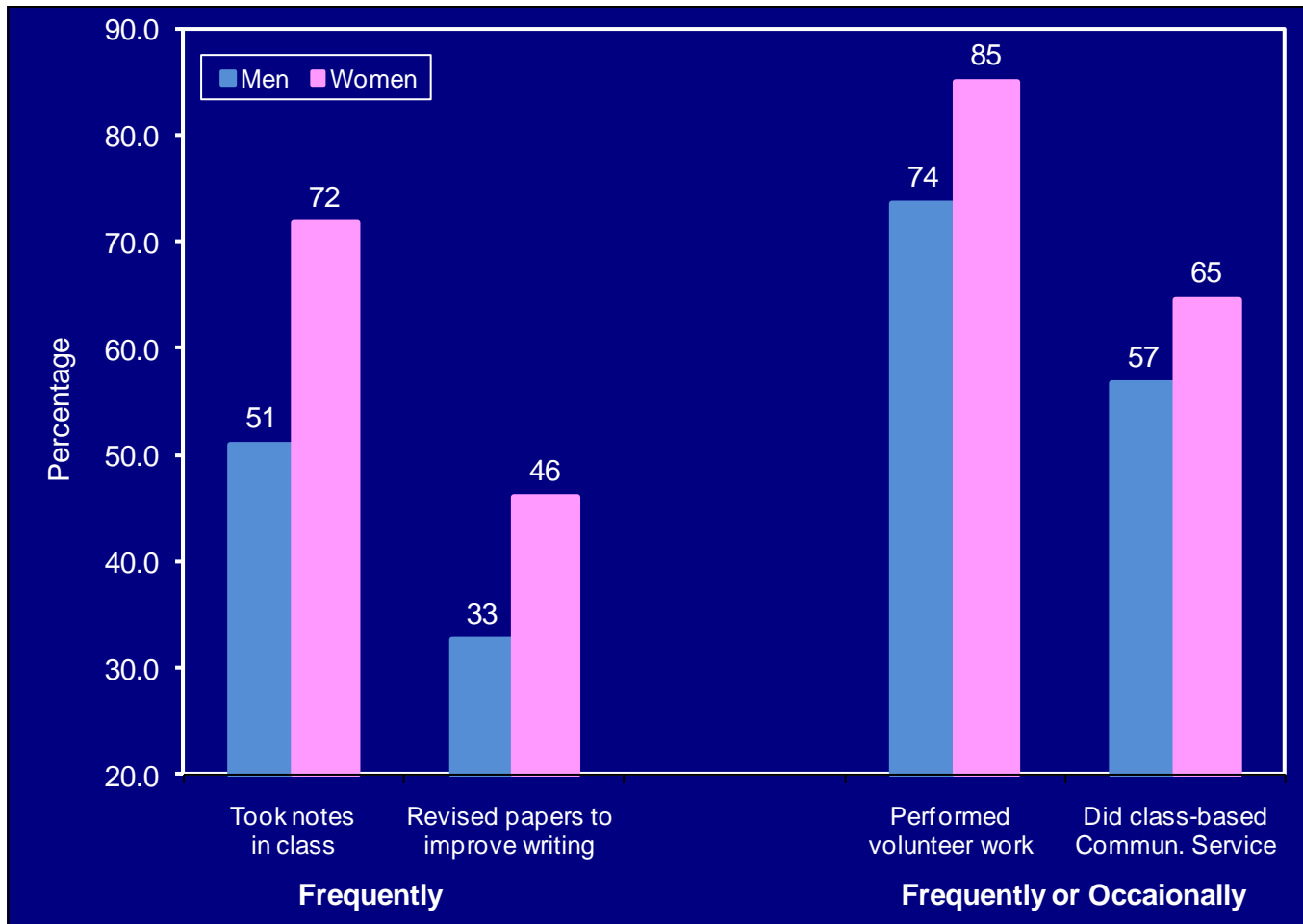


Figure 6. Percentage of Freshman Respondents Expecting to Earn at Least a “B” Average at CSUN

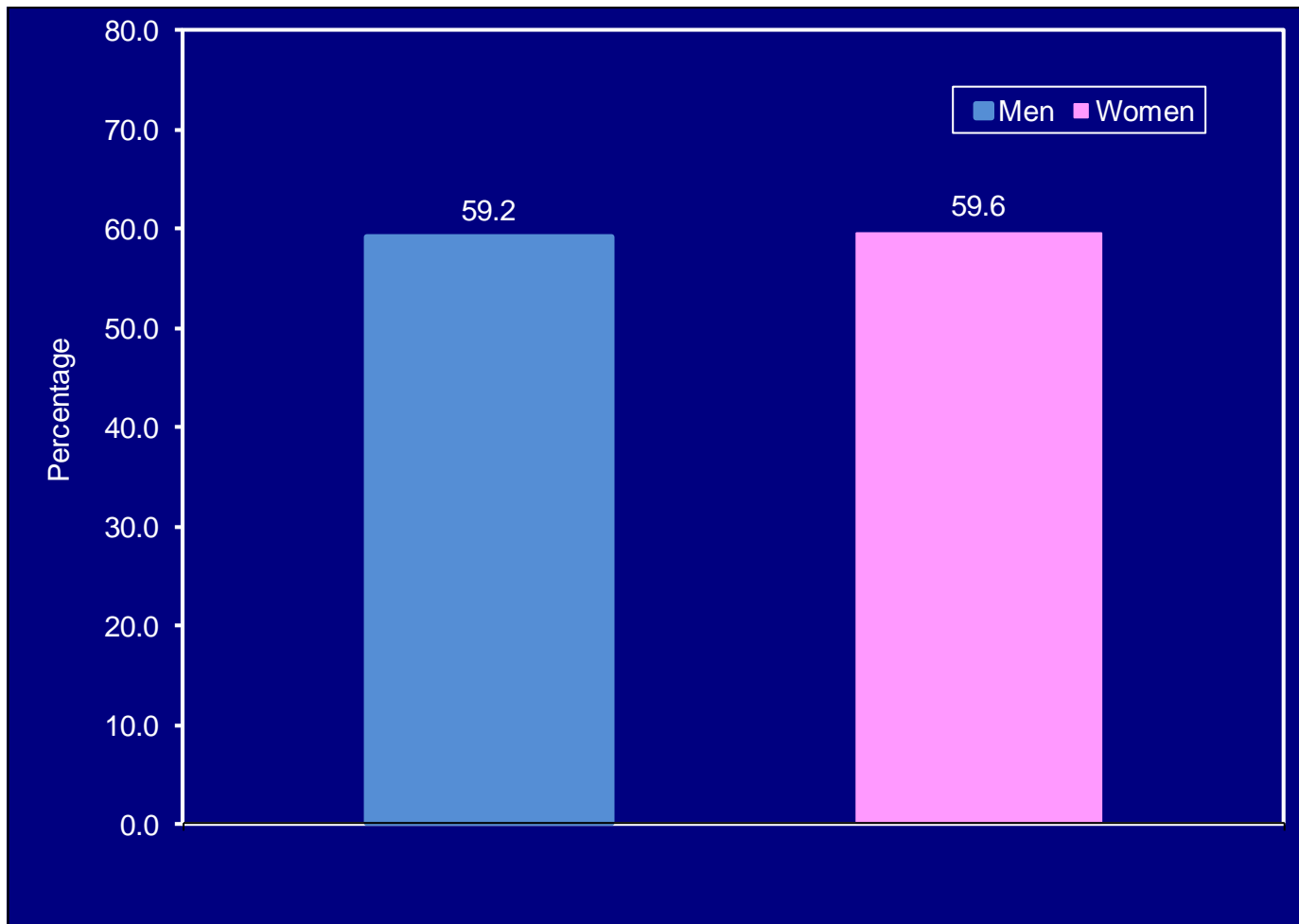


Figure 7. Percentage of Freshman Respondents Saying That Chances Are Very Good That They Will Do Selected Things During Their College Years

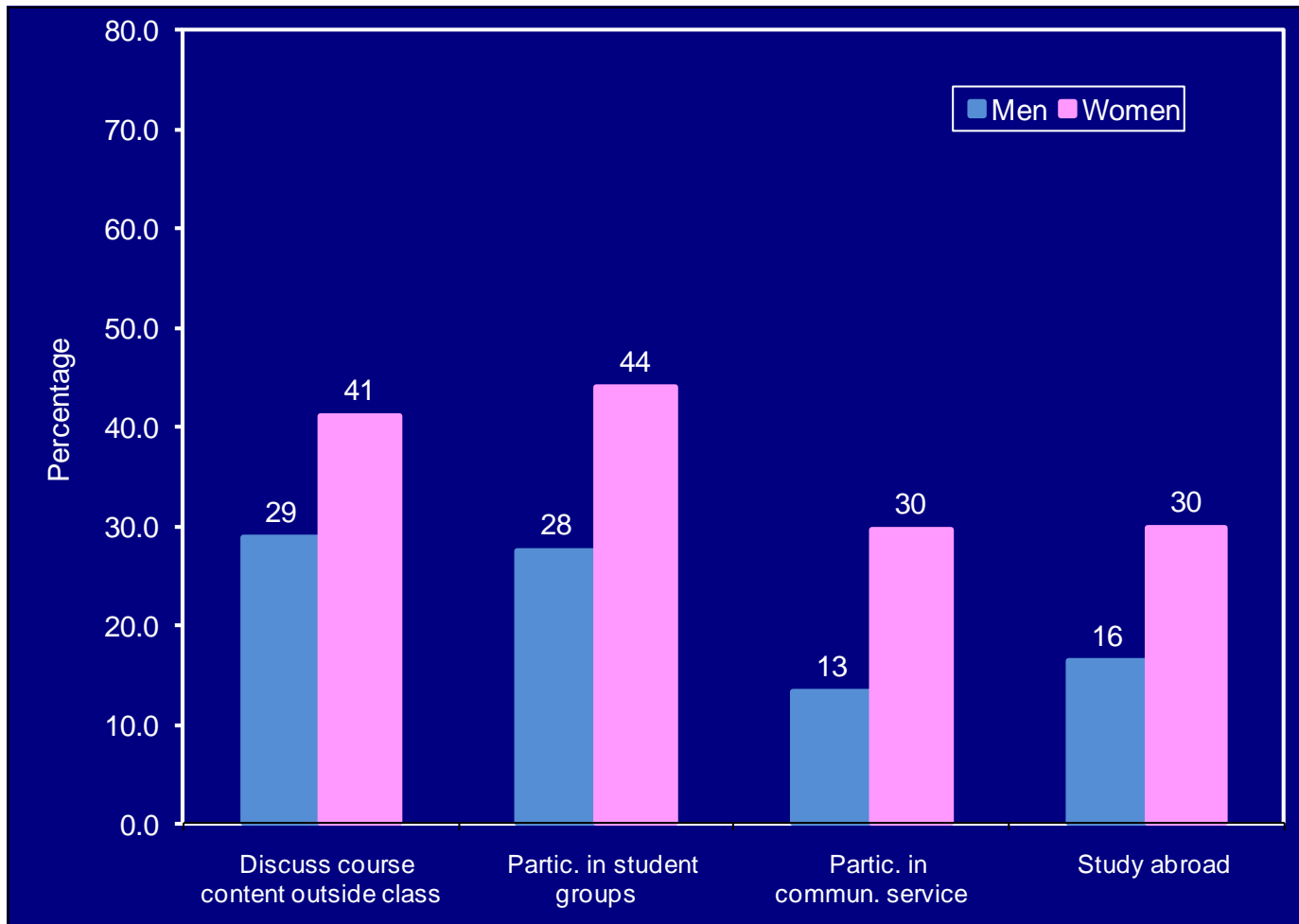


Figure 8. Anticipated Majors of Students Participating in the Fall 2010 Freshman Survey

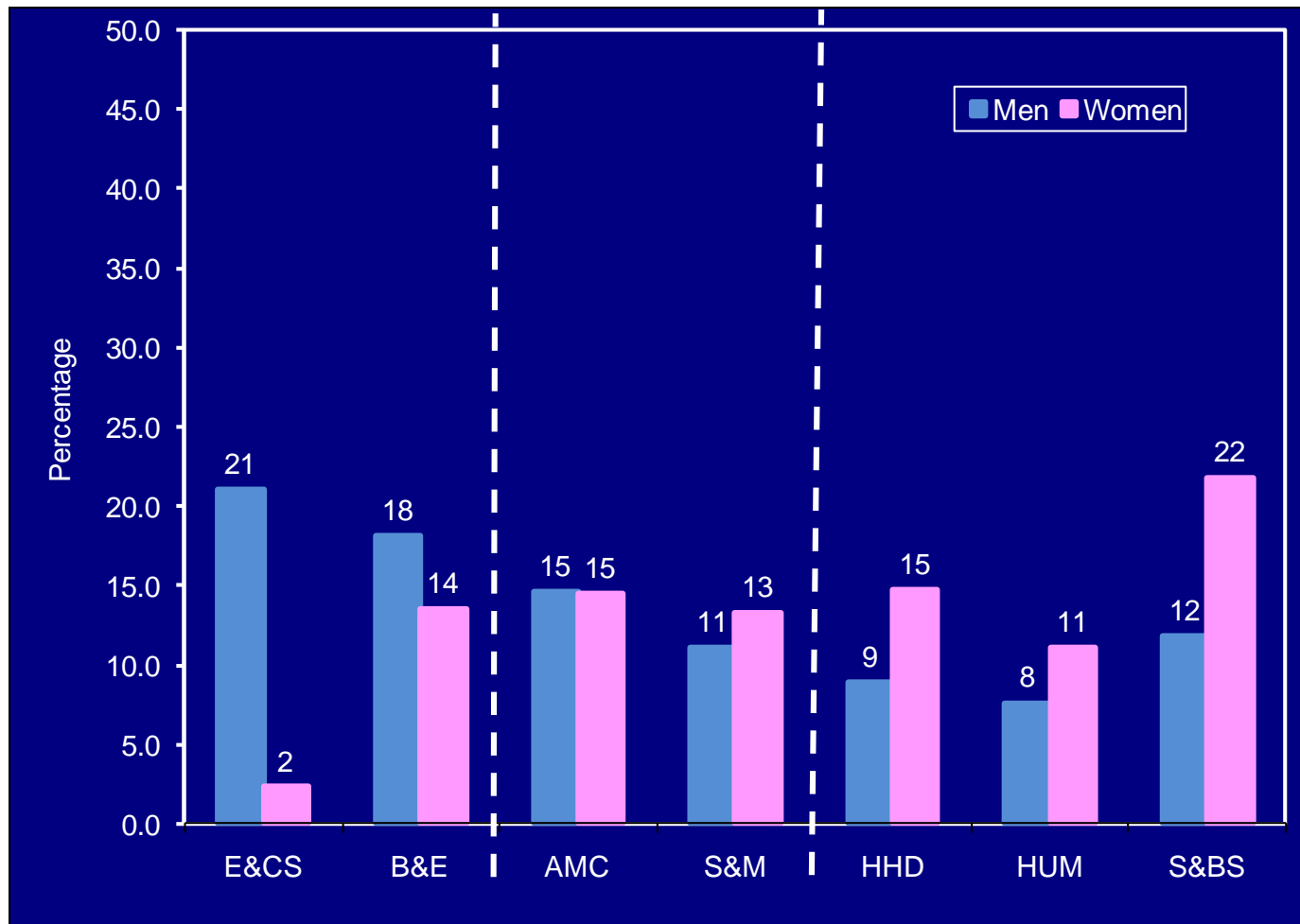
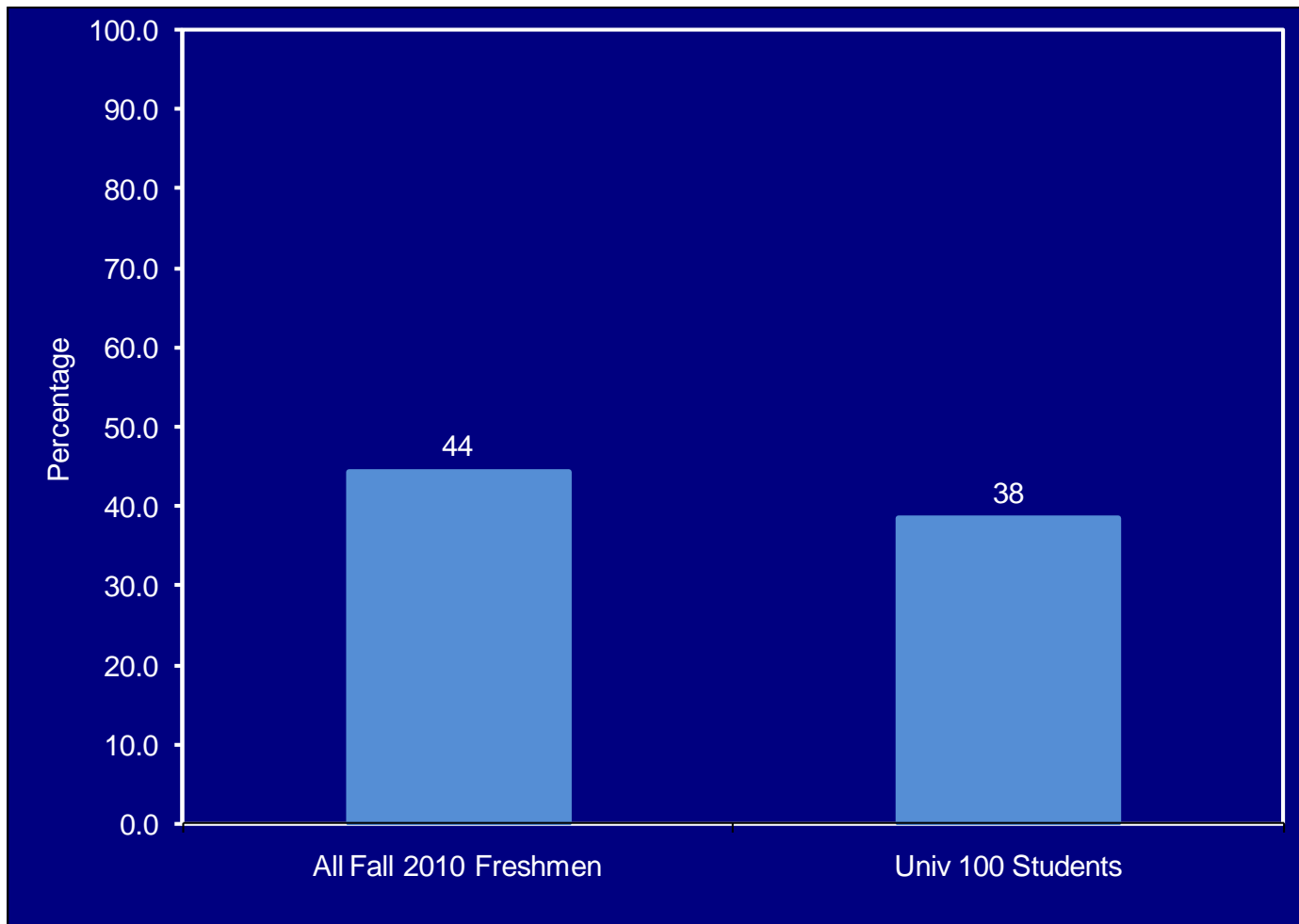


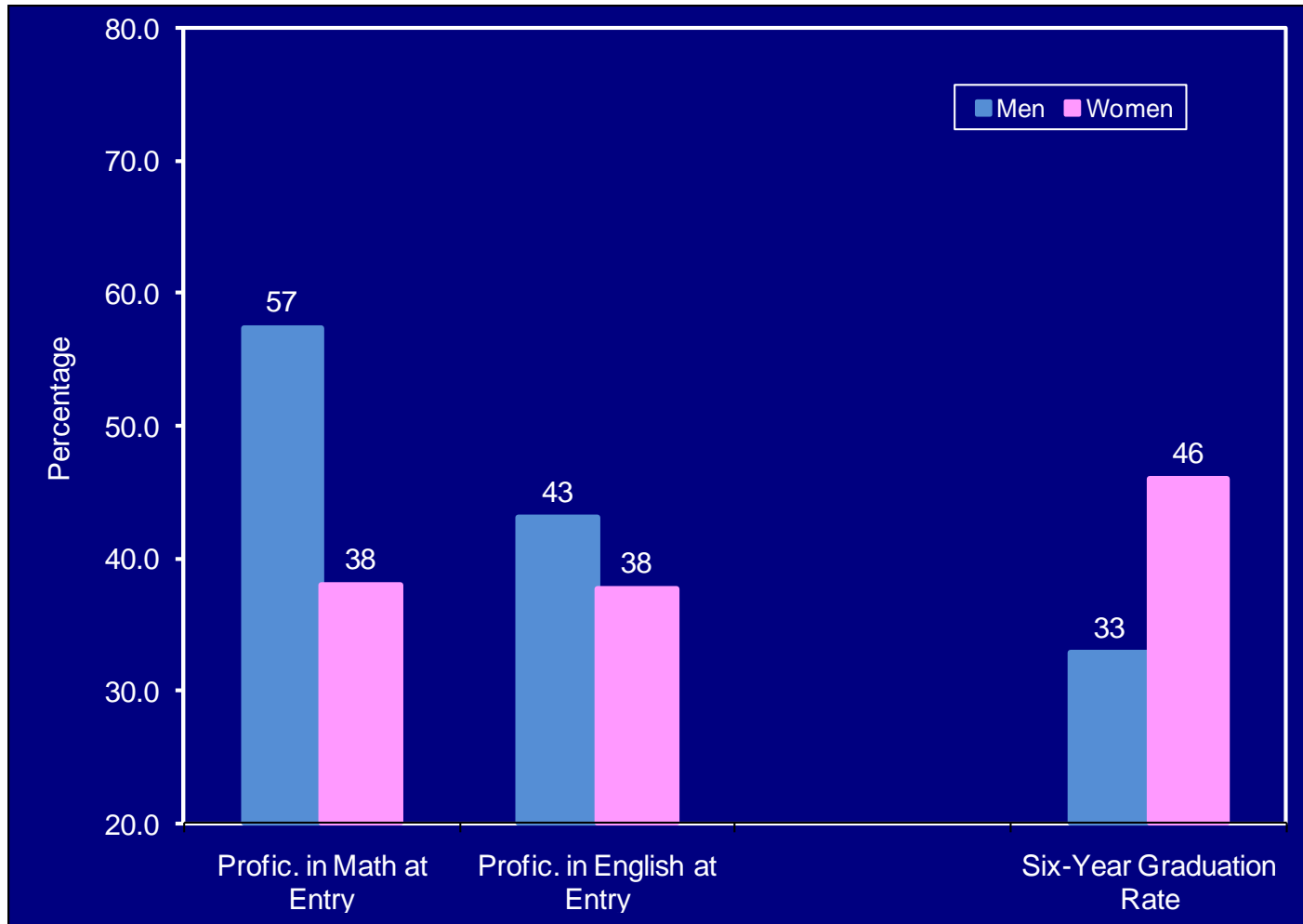
Figure 9. Percentage of Men Among Fall 2010 Freshmen and University 100 Students



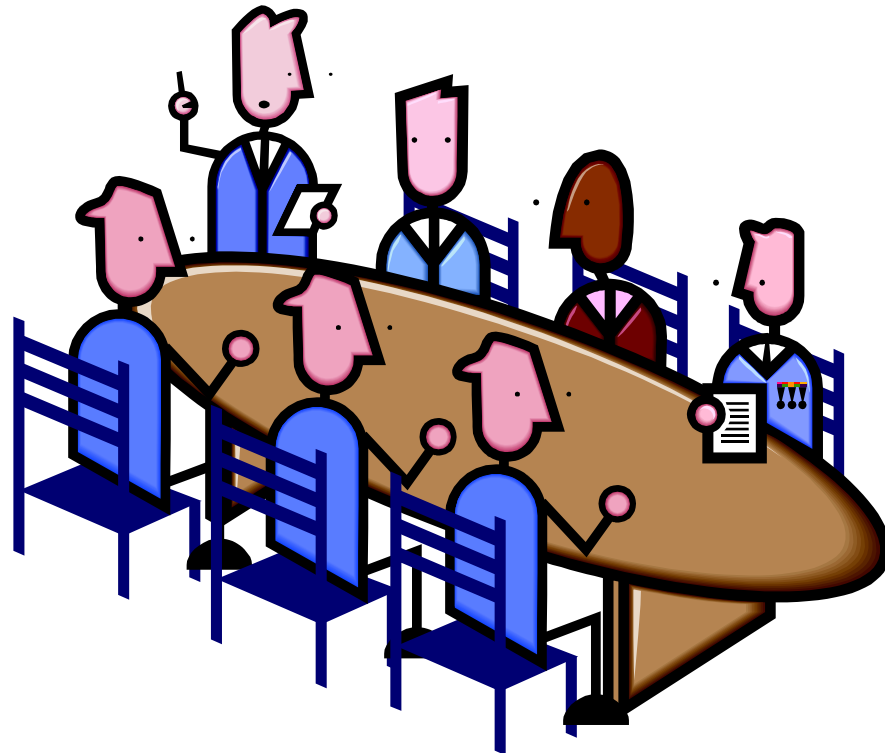
Data Broken Down by Gender & College

- Table 1
 - number and percent of men and women
 - percent in major racial & ethnic groupings
 - students' self-perceptions
- Table 2
 - academic activities during last year of high school
 - expectations for college activities
- Tables provide both percentages and difference scores
- Differences in blue favor men; those in red women

Figure 1. Percentage of Freshman Proficient at CSUN Entry and Graduating within Six Years by Gender



Group Reports & Discussion



Group “Homework” Assignment



JILTED AND JADED:

REKINDLING YOUR LOVE AFFAIR WITH HIGHER EDUCATION

November 18, 2011

Case Responses

TABLE #: _____

RECORDER: _____

CASE #: _____

California State University, Northridge
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*JILTED AND JADED: REKINDLING YOUR LOVE AFFAIR
WITH HIGHER EDUCATION*
November 18, 2011

Group Activity

There are numerous examples of the challenges higher education institutions face today. The PPDS Planning Committee has selected a few examples—some based on data for CSUN and some demonstrating observed trends—one of which your group will ponder.

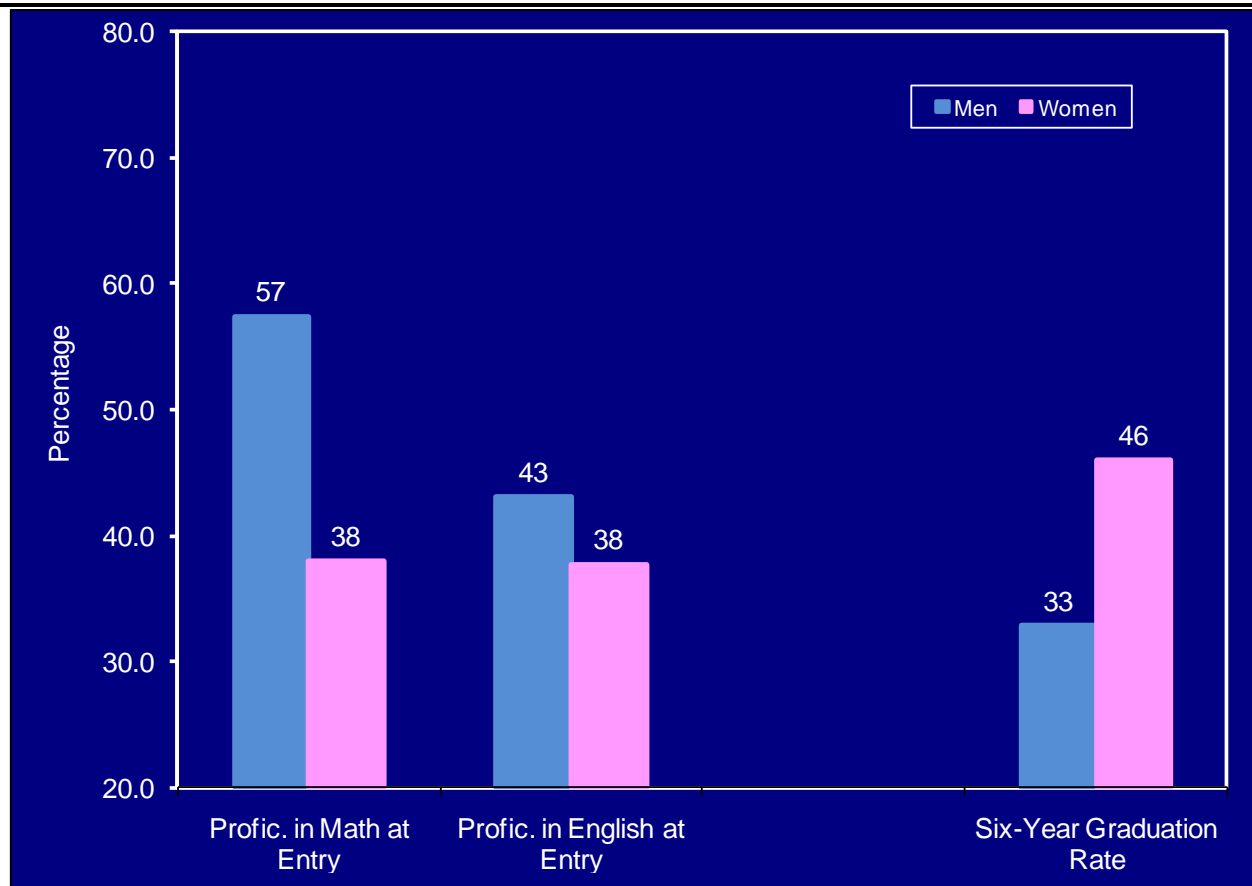
Please contemplate the case presented below and discuss the following:

- What process should you undertake to start working on this problem? Who must be included/consulted? Who is in charge of solving this type of problem?
- What leadership skills are needed to address this?
- What additional information do you need? Where might you find it?
- What would be the most difficult steps in the planning process for this issue? Would other issues have different difficulties?
- What concrete actions do you and your team members need to take to effect this change?
- What roadblocks will you encounter in trying to implement new processes or programs to address this problem? How can you identify some of them in advance in order to be prepared? Is there value in such preparation?
- Does your group have control of this process?
- How can you influence the outcome?
- How do you know if your plans have been successful?
- How can the university put systems in place to ensure this kind of problem doesn't reoccur?

CASE 1: *The Case of the Missing Men*

Recent data on the entry characteristics and graduation rates of CSUN's First Time Freshmen indicate that men are more likely than women to be proficient in Mathematics and English at college entry, but less likely to graduate within six years. The chart shows the pattern for the freshman cohorts entering CSUN during the Fall 2005-07 period.

Proficiency at Entry and Six-Year Graduation Rates of First Time Freshmen Entering CSUN During the 2005-07 Period by Gender



Additional data indicate that this same pattern is evident for all CSU freshmen, with the lag in the graduation rates of freshmen men also evident at the national level. How might CSUN begin to identify and address the factors contributing to the unexpectedly low graduation rates of our freshmen men? What do you carry in your leadership and management toolkit that can shed light on this? (See the questions above.)

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CASE 2: *The Case of the Disengaged Diva*

By all accounts, Maria Singer was the most accomplished performer the Department of Music had recruited in many years. On top of that, she was a stellar teacher with a lengthy waiting list of students for her individual voice lessons. From the start, Professor Singer volunteered for special assignments, including directing a selective *a cappella* group, and was sought after by students for advisement. She was granted early tenure and continued to contribute to the Department and community. She was selected as a faculty representative on several governance committees over the years and received full professorship after nine years at the University. Then, things started to change. Singer turned away several gifted voice students from her individual lessons and stopped volunteering for committee assignments. She continued to

lecture with her usual enthusiasm and participated in Department meetings, but several of her colleagues commented among themselves about her lack of enthusiasm and participation in activities.

Tom Tuba, chair of the Music Department, is distressed by Professor Singer's lack of engagement and believes it is a problem that plagues some mid-career faculty. Tuba discusses his concerns with a colleague from another college and they agree that something should be done to help energize and reengage faculty members. What can they do about it?

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CASE 3: *The Case of the Lachrymose Lecturer*

Gary Hemingway has a Ph.D. and has taught part-time in the Department of English for eight years. He typically teaches three to four classes per semester and also picks up classes at a local community college. Hemingway teaches all levels of courses, typically teaching at least one graduate course per year. He is considered a successful and above average instructor; his students are successful in subsequent courses and his evaluations are exceptional.

Despite this success and his satisfaction with his work, Hemingway feels as though the institution doesn't value his contributions above those who have worked far less on campus. While his pay is okay with him—and he understands the fiscal constraints—he shares a cubicle

and telephone with two other part-time faculty members and doesn't have a nameplate. Now, there are two tenure track positions being recruited for the English Department next year, but Hemingway suspects he'll be passed over for the job in favor of an outside candidate or newer part-time faculty if he applies. But, he thinks, perhaps as a tenure-track faculty member he'd be treated better.

From a recent survey of faculty, Dean Sam Clemens believes there are many faculty lecturers in her college and others that feel as Hemingway does. How can Dean Clemens help to change the experience for lecturers in her college and others? What can she do if, in fact, the tenure-track positions go to someone else?

Table 1. Demographic Characteristics and Self Perceptions of First Time Full-Time Freshmen Enrolling at CSUN in Fall 2010 by Gender and Colleges Housing Their Likely Majors (Percentages) - Side 1

Characteristic	Engin. & Comp. Science		Business & Economics		Science & Mathematics		Health & Human Dev.		All First Time Freshmen	
	M	F	M	F	M	F	M	F	M	F
1. All respondents										
Number	366	55	315	319	193	315	155	348	1,903	2,565
Percent	86.9	13.1	49.7	50.3	38.0	62.0	30.8	69.2	42.6	57.4
2. Racial and ethnic identity: ^										
Traditionally Underserved:										
<i>African American/Black</i>	7.5	7.4	11.2	17.4	10.5	13.1	12.3	13.5	10.5	15.3
<i>Latina/o</i>	57.7	43.7	37.4	45.4	46.6	51.3	44.8	48.0	47.1	51.1
<i>Other (includes American Indian and Pacific Islander)</i>	3.9	7.4	2.2	4.4	4.2	3.8	14.9	6.1	5.1	5.4
Asian	13.6	11.1	16.6	9.1	19.4	17.3	23.4	15.8	15.9	11.0
White/Caucasian	24.2	24.1	39.3	30.6	26.2	24.7	25.3	27.5	31.2	28.0
Other	7.8	7.4	7.0	9.5	6.3	10.3	3.2	4.4	6.4	7.9
(No. of students on which percentages based)	(366)	(55)	(315)	(319)	(193)	(315)	(155)	(348)	(1,903)	(2,565)
3. Traits on which respondents rated themselves above average or in the highest 10% of people their age										
<u>Intellectual traits</u>										
Self-confidence (intellectual)	56.9	36.4	61.0	51.6	58.3	54.3	62.3	35.3	59.4	44.3
Difference	20.5		9.4		4.0		27.0		15.1	
Computer skills	59.6	49.1	46.3	37.2	41.0	27.4	35.7	28.9	46.6	32.0
Difference	10.5		9.1		12.6		6.8		14.6	
Mathematical ability	62.5	54.5	52.3	33.1	50.5	30.8	36.6	20.1	42.7	22.1
Difference	8.0		19.2		19.7		16.5		20.6	
<u>Other</u>										
Competitiveness	58.5	43.6	72.0	48.1	56.8	50.2	72.7	47.1	60.9	43.2
Difference	14.9		23.9		6.6		25.6		17.7	
Physical health	53.0	32.7	65.7	39.4	58.3	39.0	73.4	42.6	56.5	35.5
Difference	18.3		26.3		19.3		29.8		21.0	

^ These percentages sum to more than 100.0 because respondents could mark multiple categories.

* Differences larger than 15% which are shown in bold are considered modest, while differences greater than 20% are substantial and shown in both bold and shading.

Table 1. Demographic Characteristics and Self Perceptions of First Time Full-Time Freshmen Enrolling at CSUN in Fall 2010 by Gender and Colleges Housing Their Likely Majors (Percentages) - Side 2

Characteristic	Arts, Media, and Comm.		Humanities		Social and Behav. Sci.		Undeclared		All First Time Freshmen		
	M	F	M	F	M	F	M	F	M	F	
1. All respondents											
Number	254	344	133	263	206	518	97	166	1,903	2,565	
Percent	42.5	57.5	33.6	66.4	28.5	71.5	36.9	63.1	42.6	57.4	
2. Racial and ethnic identity: ^											
Traditionally Underserved:											
<i>African American/Black</i>	9.6	19.4	11.5	10.3	13.2	18.1	8.3	13.3	10.5	15.3	
<i>Latina/o</i>	39.0	42.2	45.0	45.6	56.1	62.9	40.6	58.4	47.1	51.1	
<i>Other (includes American Indian and Pacific Islander)</i>	4.8	7.9	4.6	6.5	4.4	6.4	7.3	1.2	5.1	5.4	
Asian	17.5	12.9	13.0	10.7	11.7	5.2	18.8	9.6	15.9	11.0	
White/Caucasian	42.2	37.8	42.0	39.1	22.0	19.4	33.3	22.9	31.2	28.0	
Other	6.0	7.3	6.1	5.7	5.9	8.3	4.2	9.0	6.4	7.9	
(No. of students on which percentages based)	(254)	(344)	(133)	(263)	(206)	(518)	(97)	(166)	(1,903)	(2,565)	
3. Traits on which respondents rated themselves above average or in the highest 10% of people their age											
<u>Intellectual traits</u>											
Self-confidence (intellectual)	63.1	46.8	61.5	43.7	61.4	45.1	46.4	28.5	59.4	44.3	
Difference	16.3		17.8		16.3		17.9		15.1		
Computer skills	42.9	34.7	45.3	36.3	41.0	27.4	36.1	27.9	46.6	32.0	
Difference	8.2		9.0		13.7		8.2		14.6		
Mathematical ability	29.4	15.0	29.5	18.4	28.5	13.8	30.9	23.5	42.7	22.1	
Difference	14.4		11.1		14.7		7.4		20.6		
<u>Other</u>											
Competitiveness	53.8	44.6	51.1	35.4	61.0	39.7	43.8	31.3	60.9	43.2	
Difference	9.2		15.7		21.3		12.5		17.7		
Physical health	50.8	36.5	46.6	30.1	51.0	31.1	50.5	30.3	56.5	35.5	
Difference	14.3		16.5		19.9		20.2		21.0		

^ These percentages sum to more than 100.0 because respondents could mark multiple categories.

* Differences larger than 15% which are shown in bold are considered modest, while differences greater than 20% are substantial and shown in both bold and shading.

Table 2. Recent and Anticipated Activities of First Time Full-Time Freshmen Enrolling at CSUN in Fall 2010 by Gender and Colleges Housing Their Likely Majors (Percentages) - Side 1

Characteristic	Engin. & Comp. Science		Business & Economics		Science & Mathematics		Health & Human Dev.		All First Time Freshmen	
	M	F	M	F	M	F	M	F	M	F
4. During the past year, respondents frequently:										
Took notes during class	56.1	74.1	48.9	72.4	58.9	77.5	53.3	74.3	51.1	71.8
Difference	18.0		23.5		18.6		21.0		20.7	
Revised their papers to improve their writing	30.4	45.5	31.8	44.2	33.3	52.4	27.3	44.9	32.7	46.1
Difference	15.1		12.4		19.1		17.6		11.4	
5. During the past year, respondents frequently or occasionally										
Performed volunteer work	73.2	85.5	71.9	84.3	74.2	89.1	78.7	83.5	73.7	85.1
Difference	12.3		12.4		14.9		4.8		11.4	
Performed community service as part of a class	16.1	21.8	17.0	16.1	17.4	25.6	22.6	23.2	17.5	24.6
Difference	5.7		0.9		8.2		0.6		9.0	
6. Chances are very good that respondent will										
Discuss course content with students outside of class	23.7	34.5	22.0	38.8	32.4	42.9	27.6	38.0	28.8	41.1
Difference	10.8		16.8		17.8		10.4		12.3	
Participate in student clubs/groups	22.8	36.4	24.8	42.8	29.1	46.9	34.0	38.5	27.5	43.9
Difference	17.6		16.0		17.8		4.5		16.4	
Participate in a study abroad program	12.3	29.6	16.1	30.1	15.0	29.8	14.5	22.7	16.3	29.8
Difference	17.3		14.0		14.8		8.2		13.5	
Participate in volunteer/community service work	9.7	23.6	12.1	24.4	18.0	39.5	15.7	26.3	13.2	29.6
Difference	13.9		12.3		21.5		8.6		16.4	

* Differences larger than 15% which are shown in bold are considered modest, while differences greater than 20% are substantial and shown in both bold and shading.

Table 2. Recent and Anticipated Activities of First Time Full-Time Freshmen Enrolling at CSUN in Fall 2010 by Gender and Colleges Housing Their Likely Majors (Percentages) - Side 2

Characteristic	Arts, Media, and Comm.		Humanities		Social and Behav. Sci.		Undeclared		All First Time Freshmen	
	M	F	M	F	M	F	M	F	M	F
4. During the past year, respondents frequently:										
Took notes during class	44.8	70.6	49.6	74.9	50.7	71.3	38.9	66.1	51.1	71.8
Difference	24.8		25.3		20.6		27.2		20.7	
Revised their papers to improve their writing	38.2	46.9	34.6	54.6	33.2	52.4	16.7	37.0	32.7	46.1
Difference	18.7		20.0		19.2		19.3		11.4	
5. During the past year, respondents frequently or occasionally										
Performed volunteer work	77.2	86.8	75.6	90.8	71.3	83.2	61.5	80.1	73.7	85.1
Difference	9.6		15.2		11.9		18.6		11.4	
Performed community service as part of a class	16.7	27.3	18.3	24.9	19.2	25.2	16.3	12.4	17.5	24.6
Difference	9.6		6.6		6.0		3.9		9.0	
6. Chances are very good that respondent will										
Discuss course content with students outside of class	34.9	45.5	35.4	43.1	35.5	42.7	23.1	39.4	28.8	41.1
Difference	10.6		7.7		7.2		16.3		12.3	
Participate in student clubs/groups	32.6	50.9	34.1	44.6	29.4	44.3	16.3	44.4	27.5	43.9
Difference	18.3		10.5		14.9		28.1		16.4	
Participate in a study abroad program	20.2	34.8	17.7	30.1	20.0	32.9	14.1	24.7	16.3	29.8
Difference	14.6		12.4		12.9		10.6		13.5	
Participate in volunteer/community service work	12.0	24.7	13.1	30.0	17.0	32.9	7.6	27.8	13.2	29.6
Difference	12.7		16.9		15.9		20.2		16.4	

* Differences larger than 15% which are shown in bold are considered modest, while differences greater than 20% are substantial and shown in both bold and shading.

California State University, Northridge
Academic Affairs
Provost's Professional Development Series

JILTED AND JADED: REKINDLING YOUR LOVE AFFAIR WITH HIGHER EDUCATION
November 18, 2011

TAKE HOME: Group Activity

The Case of the Perplexed Professoriate: The Preparation of CSUN's Entering Freshmen for College-Level Work

The Higher Education Research Institute (HERI) at UCLA has been mounting a national survey of faculty characteristics and opinions since 1969. The survey instrument used is wide-ranging, dealing with issues such as workload, teaching practices and research activities, interaction with students and colleagues, job satisfaction, and campus climate. Since 1989-90, the survey has been undertaken triennially, with 2007-08 marking the seventh administration in the series. Cal State Northridge participated in this most recent survey, as did faculty members from 88 other public, four-year colleges.

One set of findings meriting special attention relates to respondents' views of undergraduates' ability to do college-level work. As the responses summarized below indicate, a healthy majority of the full- and part-time respondents from CSUN think that our incoming undergraduates are unprepared for college work and are dissatisfied with students' academic preparation. In addition, close to three-quarters reported that working with underprepared students had been a source of recent stress for them.

The unsettling element in these responses is that almost all are significantly more prevalent at CSUN than at the comparison institutions. Thus, they suggest an underlying belief that today's CSUN students are more poorly prepared for college-level work than those at comparable universities, a belief that can adversely affect the treatment of these students, as well as complicate faculty work, as is evident from the levels of stress associated with the perceived presence of underprepared students. Although today's undergraduates may be less well prepared for college-level work than they used to be, available evidence (e.g., the annual Freshman Survey) suggests that CSUN's entering students are much like those at comparable colleges and universities. Might it be worthwhile to weave such evidence more forcefully into ongoing campus conversations about students' abilities? What might you hope to accomplish by doing this—changing faculty perceptions, relieving faculty stress, helping them deal more effectively with students? What could be done to advance all three? What do you think the outcome is likely to be over time? Or, perhaps, should we impact freshman admissions in such a way as to give us better prepared students? Should our door be slightly less open in the future, as has been the solution elsewhere in the basin?

Responses to Survey Items Dealing with CSUN Students' Academic Preparation

	<u>Full Time</u>		<u>Part Time</u>	
	CSUN	Public 4 year	CSUN	Public 4 year
Percent Agreeing That:				
Faculty feel that most students are well-prepared academically (No. of responses on which percentages are based)	10.9 (302)	30.6	27.5 (171)	41.4
Most of the students I teach lack the basic skills for college level work (No. of responses on which percentages are based)	71.8 (301)	49.7	63.0 (173)	43.5
Percent Saying They Are Satisfied or Very Satisfied with:				
Quality of students (No. of responses on which percentages are based)	37.2 (301)	46.8	47.7 (174)	59.4
Percent Experiencing at Least Some Stress About:				
Working with underprepared students (No. of respondents)	74.2 (302)	70.4	79.2 (173)	67.4

