

## FSSE 2010 Overview

The Faculty Survey of Student Engagement (FSSE) complements the National Survey of Student Engagement (NSSE) and is coordinated by the Indiana University Center for Postsecondary Research. FSSE (pronounced ‘fessie’) measures faculty members’ expectations of student engagement in educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time on professorial activities, such as teaching and scholarship, and the kinds of learning experiences their institutions emphasize.

FSSE results can be used to identify areas of institutional strength, as well as aspects of the undergraduate experience that may warrant attention. The information can be a catalyst for productive discussions related to teaching, learning, and the quality of students’ educational experiences.

This *Overview* provides some general information about the institutions and faculty members that participated in the 2010 administration of FSSE, and highlights ways institutions can use their results. The *Overview* is divided into two sections. First, we compare the characteristics of participating institutions and faculty members with U.S. profiles as well as provide general information about response rates. In the second section, we provide guidelines for using and interpreting FSSE 2010 results, and highlight resources for analyzing and presenting FSSE findings. Resources intended to help with the use and interpretation of FSSE data are also available on the FSSE Web site, [fsse.iub.edu](http://fsse.iub.edu).

## FSSE 2010 Institutions and Respondents

In 2010, 19,399 faculty responded from 154 baccalaureate-granting colleges and universities (151 U.S. and three Canadian) that selected their own faculty samples. Faculty members at participating institutions were sent invitation e-mails and asked to respond to the online survey. Institutions chose one of two survey options, with either

“course-based” or “typical-student” questions. Of the 2010 participating institutions, 71% (110) administered course-based questions to their faculties and 29% (44) administered typical-student questions. Nearly all (139) of these institutions also administered NSSE to their students in 2010; 15 used NSSE in 2009. Having recent data from NSSE allows participating institutions to examine how faculty members and students respond to similar questions. Each campus receives electronic copies of its reports and data file along with a list of participating institutions. The list is also publicly available through the FSSE Web site: [fsse.iub.edu](http://fsse.iub.edu).

Tables 1 and 2 on the following pages provide more information about the participating institutions and faculty members who responded to the survey. While included here and in each institution’s *FSSE 2010 Respondent Characteristics*, certain demographics (e.g., gender, rank, and employment status) are withheld from each institution’s data file to ensure that responses remain anonymous.

## Profile of FSSE 2010 Institutions

The FSSE 2010 institutions are similar in many ways to the U.S. profile of baccalaureate-granting colleges and universities (Table 1). Based on the 2005 Basic Carnegie Classification, the distribution of FSSE institutions mirrors that of all U.S. baccalaureate-granting institutions. In addition, FSSE institutions mirror the U.S. distribution in terms of location in cities, towns, and rural areas. Like NSSE 2010, there are a few places where the FSSE 2010 profile differs slightly from the U.S. profile. For example, Research Universities (very high research activity) are somewhat underrepresented, and Master’s Colleges and Universities (larger programs) and public institutions are somewhat overrepresented in FSSE compared to the pool of U.S. institutions. Also, a smaller percentage of FSSE institutions were small (undergraduate enrollment less than 1,000) compared to the U.S. distribution. However, with a few modest exceptions, the distribution of FSSE 2010

**Table 1**  
**Profile of U.S. FSSE and NSSE 2010 Institutions Against All U.S. Baccalaureate-Granting Institutions<sup>a</sup>**

	FSSE 2010	NSSE 2010	US <sup>b</sup>
<b>Carnegie Classification – Basic 2005<sup>c</sup></b>			
RU/VH	1%	4%	6%
RU/H	9%	8%	7%
DRU	7%	6%	5%
Master’s L	27%	24%	22%
Master’s M	12%	13%	12%
Master’s S	5%	7%	8%
Bac/A&S	18%	20%	18%
Bac/Diverse	21%	18%	23%
<b>Sector</b>			
Public	40%	36%	35%
Private	60%	64%	65%
<b>Undergraduate Enrollment</b>			
Fewer than 1,000	9%	13%	19%
1,000 – 2,499	32%	35%	33%
2,500 – 4,999	22%	21%	18%
5,000 – 9,999	21%	18%	15%
10,000 – 19,999	12%	10%	10%
20,000 or more	3%	5%	5%
<b>Region</b>			
New England	7%	7%	9%
Mideast	21%	18%	18%
Great Lakes	9%	15%	15%
Plains	15%	11%	10%
Southeast	34%	30%	24%
Southwest	6%	8%	8%
Rocky Mountains	1%	3%	3%
Far West	4%	7%	10%
Outlying Areas	2%	<1%	2%
<b>Location</b>			
City	53%	46%	45%
Suburban	19%	20%	23%
Town	21%	24%	21%
Rural	7%	9%	9%

RU/VH.....Research Universities (very high research activity)  
 RU/H.....Research Universities (high research activity)  
 DRU.....Doctoral/Research Universities  
 Master’s L.....Master’s Colleges and Universities (larger programs)  
 Master’s M.....Master’s Colleges and Universities (medium programs)  
 Master’s S.....Master’s Colleges and Universities (smaller programs)  
 Bac/A&S.....Baccalaureate Colleges-Art & Sciences  
 Bac/Diverse.....Baccalaureate Colleges-Diverse Fields

a. Percentages are based on U.S. postsecondary institutions that award baccalaureate degrees and belong to the categories in the table. Totals may not sum to 100% due to rounding.  
 b. U.S. percentages are based on data from the 2009 IPEDS Institutional Characteristics file.  
 c. For information on the 2005 Carnegie Classifications, see [carnegiefoundation.org/classifications](http://carnegiefoundation.org/classifications).

institutions reflects that of all U.S. institutions, which helps ensure that FSSE results represent a broad cross-section of faculty members from across the nation.

## Profile of FSSE 2010 Respondents

Table 2 shows selected characteristics of faculty members who completed FSSE in 2010. The first column represents faculty members who responded to the FSSE survey and the second column represents the U.S. profile of instructional faculty and staff at all baccalaureate-granting institutions based on National Center for Education Statistics (NCES) data.

### Gender

As with NSSE respondents and most other surveys, women are overrepresented among FSSE respondents. While women make up 40% of faculty members at U.S. baccalaureate-granting institutions, they were 50% of FSSE respondents.

### Race and Ethnicity

The racial and ethnic profile of FSSE respondents was similar to that of all U.S. faculty, with Asian and White faculty slightly underrepresented and Black or African American faculty slightly overrepresented. The NCES data used for the U.S. column in Table 2 do not contain comparable information for the “Other” category.

### Employment Status

Seventy-nine percent of FSSE respondents were full-time faculty members, whereas 21% were employed on a part-time basis. This departs significantly from the U.S. figures for all public and private baccalaureate-granting colleges and universities, which indicate that only two-thirds of faculty members at such institutions are employed full-time. This may reflect the decision of some institutions to survey only full-time faculty as well as the possibility that part-time faculty may respond at a lower rate than their full-time colleagues.

### Academic Rank

Assistant and associate professors are slightly overrepresented in FSSE 2010 while instructional

**Table 2**  
**Characteristics of FSSE 2010 Respondents and Faculty Population at All U.S. Baccalaureate-Granting Institutions**

	FSSE Respondents	US <sup>a</sup>
<b>Gender</b>		
Male	50%	60%
Female	50%	40%
<b>Race/Ethnicity</b>		
American Indian or other Native American	1%	<1%
Asian American or Pacific Islander	5%	8%
Black or African American	10%	5%
White (non-Hispanic)	77%	82%
Hispanic or Latino	4%	3%
Multiracial	1%	2%
Other	2%	-
<b>Employment Status</b>		
Full-time	79%	66%
Part-time	21%	34%
<b>Rank</b>		
Professor	23%	22%
Associate Professor	24%	18%
Assistant Professor	26%	20%
Instructor or Lecturer	21%	19%
Other	6%	21%

a. U.S. percentages come from the 2004 National Study of Postsecondary Faculty and are based on faculty at U.S. postsecondary institutions that award baccalaureate degrees.

**Table 3**  
**Percentage of Faculty by Disciplinary Area and Gender**

Disciplinary Area	Male		Female		Total	
	FSSE <sup>a</sup>	US <sup>b</sup>	FSSE <sup>a</sup>	US <sup>b</sup>	FSSE <sup>a</sup>	US <sup>b</sup>
Arts and Humanities	27%	20%	30%	24%	29%	22%
Biological Science	6%	9%	5%	6%	6%	7%
Business	11%	9%	7%	5%	9%	8%
Education	4%	7%	10%	17%	7%	11%
Engineering	4%	7%	1%	1%	2%	5%
Physical Science	15%	11%	8%	6%	12%	9%
Professional	4%	14%	14%	20%	9%	16%
Social Science	13%	11%	14%	11%	13%	11%
Other	15%	12%	12%	11%	14%	12%

a. FSSE distributions based on 7,654 male and 7,465 female respondents.

b. U.S. percentages come from the 2004 National Study of Postsecondary Faculty and are based on faculty at U.S. postsecondary institutions that award baccalaureate degrees.

staff and faculty that fit the “other” category are considerably underrepresented.

### Discipline

Table 3 shows the distribution of faculty respondents by disciplinary area and gender. The percentages indicate that faculty members in the arts and humanities are overrepresented, while faculty members in professional fields are underrepresented. The distributions by gender indicate how men and women separate into disciplinary areas differently. There are three disciplinary areas where female respondents actually outnumbered males: arts and humanities (2,271 female and 2,046 male FSSE respondents), education (727 female and 338 male FSSE respondents) and professional fields (1,019 female and 271 male FSSE respondents).

### Response Rates

After adjusting for faculty members who could not be reached (usually because of incorrect e-mail addresses),



Georgian Court University

a response rate (total number of responses divided by the total number of faculty members contacted) is calculated for each FSSE institution. In 2010, 40% of the faculty contacted responded to the survey. Response rates at individual institutions ranged from 18% to 81%. The average institutional response rate was 48%.

## Using FSSE Results

Before sharing FSSE results on campus, individuals should become familiar with the nature of the data, the reports, and “story line” of their institution’s performance.

### Becoming Familiar with FSSE Reports and Resources

Each institution receives several reports and a data file that will help individuals better understand their FSSE results. The reports are delivered in hard copy in the *Institutional Report 2010* binder and are available electronically through the Institution Interface (each campus has up to three representatives who can access the Interface from the NSSE or FSSE Web sites using their own unique username and password). The data file, codebook, list of participating institutions, this *Overview*, and other supporting materials are also available through the Interface.

Institution specific resources include:

- A *FSSE 2010 Respondent Characteristics* report summarizing demographic information from faculty members who responded. Much of this information is not contained in the institutional data file in order to protect respondents’ identities.

- A *FSSE 2010 Frequency Distributions* report providing the response percentages for each survey item broken down by the level of the students taught by faculty members.
- A *FSSE-NSSE Combined Report* presenting faculty results side-by-side with student results, which allows institutions to identify areas of correspondence, as well as gaps.
- A data file which allows for additional analyses while still protecting the identity of individual respondents (some demographic data are not contained in the file; see the “Protecting Respondent Anonymity” section of this *Overview*).
- The *FSSE 2010 Codebook* provides details of each question, variable name, and response set for the survey option used by an institution.

In addition, the FSSE Web site, [fsse.iub.edu](http://fsse.iub.edu), includes several important documents and resources:

- Copies of the FSSE survey instrument
- Frequency reports by Carnegie Classification based on faculty responses from all participating institutions
- Topical findings that can be used as examples of different ways to use FSSE data on its own (e.g., examining the proportion of class time devoted to lecturing, small group work, and experiential activities by disciplinary area) or in combination with NSSE (e.g., comparing faculty expectations to faculty estimates and student self-reports of time spent studying). Topical findings can also be used for comparison purposes.
- Examples of how to display FSSE results in tables and graphs
- A facilitator’s guide to assist in presentations of FSSE findings to campus audiences
- Examples of how other institutions share their FSSE results with different audiences

## Check Data Quality

An essential early step in reviewing a campus’s results is comparing the *FSSE 2010 Respondent Characteristics* report with institutional data on faculty—the closer the characteristics match, the more confidence an institution can have that their respondents represent the faculty surveyed.



Bethany College

Another way to gauge data quality is through sampling error, an estimate of the margin by which the “true” score for an institution on a given item could differ from the reported score for one or more reasons, such as differences in important characteristics between the sample and the populations. For example, if 60% reply “very often” to a particular item and the sampling error is  $\pm 4\%$ , there is a 95% chance that the population value is between 56% and 64%.

## Communicating FSSE Results

We offer the following suggestions for interpreting and communicating FSSE results to interested parties:

- Examine representativeness as described above.
- Check the sample size and sampling error since questions often arise as to whether a small sample adequately represents the population from which it is drawn.
- Use student and faculty matched items to stimulate discussion about student engagement, its relationship to learning, and which engagement activities to emphasize on campus.
- There are many reasons faculty and student responses can differ. For example, students and faculty may be given different framing for a question (e.g., over an academic year or in a particular class) or FSSE and NSSE items and response options may not match exactly. A strong understanding of the instruments as well as one’s institutional context should help interpret differences that exist.
- Meet with those responsible for faculty development and undergraduate improvement initiatives to begin sharing results and discussing ways in which FSSE



Carleton University

data can be used to enhance teaching and learning. Use the worksheets in *Working with FSSE and NSSE Findings: A Facilitator's Guide* to help focus these discussions (see the Resources section under the Tools and Services tab on the FSSE Web site).

- Consult *Using FSSE Data* and *Using NSSE Data* (found online or in the User Resources section of the *Institutional Report 2010* binder) for examples of how other institutions use FSSE and NSSE in professional development and assessment initiatives.
- Contact the NSSE Institute for Effective Educational Practice ([nsse.iub.edu/institute](http://nsse.iub.edu/institute)) for additional ideas about making the best use of FSSE and NSSE results on campus.

## Protecting Respondent Anonymity

*Protecting respondent anonymity is critical to ensure that faculty members respond to the survey and answer as honestly as possible.*

As noted previously, the FSSE project takes several measures to ensure the anonymity of respondents. For example:

- Each institution's data file *excludes* faculty members' responses to demographic questions such as race/ethnicity, gender, age, number of years as a faculty member, appointment status, rank, and tenure status.
- To mask faculty members' particular disciplines, disciplines have been collapsed into nine categories (see codebook) which parallel major organizational units on campus.

- Customized reports by faculty demographics are available for institutions wishing to examine FSSE findings while protecting respondent anonymity. Costs for these reports vary by the complexity of the request. Contact FSSE ([fsse@indiana.edu](mailto:fsse@indiana.edu)) for information.

**We want to hear from our users. Please send us descriptions of how FSSE results are being used on campus. We also invite suggestions for improving the FSSE project and the quality and utility of the information it provides. Please direct correspondence to the project staff at [fsse@indiana.edu](mailto:fsse@indiana.edu).**



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# Western Michigan University

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**Respondent Characteristics**

August 2010

<b>Response rate</b>	37%			
<b>Number of invited faculty</b>	1355			
<b>Total number of respondents</b>	495 (155 Lower Division, 284 Upper Division, 27 Other, 29 Missing course level)			
	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Discipline of appointment</b>				
Arts and humanities	26%	22%	24%	23%
Biological science	5%	2%	0%	3%
Business	8%	13%	5%	11%
Education	5%	12%	19%	10%
Engineering	6%	7%	10%	7%
Physical science	16%	9%	10%	11%
Professional	5%	8%	0%	7%
Social science	17%	14%	14%	15%
Other	12%	12%	19%	13%
<b>Rank</b>				
Professor	22%	33%	33%	29%
Associate Professor	12%	26%	13%	20%
Assistant Professor	7%	11%	4%	9%
Instructor	26%	18%	13%	21%
Lecturer	4%	0%	4%	2%
Graduate Teaching Assistant	16%	5%	13%	9%
Other	14%	7%	21%	10%
<b>Tenure status</b>				
Tenured	38%	62%	48%	53%
On tenure track but not tenured	11%	11%	4%	11%
Not on tenure track	47%	26%	40%	34%
No tenure system	4%	1%	8%	3%
<b>Highest degree earned</b>				
First professional degree	0%	2%	12%	2%
Doctoral degree	46%	67%	52%	59%
Master's degree	44%	28%	36%	34%
Bachelor's degree	8%	2%	0%	4%
Associate's degree	0%	0%	0%	0%
Other	2%	1%	0%	1%
<b>Full-time/Part Time</b>				
Full-time	60%	79%	64%	72%
Part-time	40%	21%	36%	28%

	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Number of courses taught 09-10<sup>1</sup></b>				
None	3%	0%	0%	1%
1-3	41%	33%	48%	36%
4-6	40%	43%	39%	42%
7 or more	17%	24%	13%	21%
<b>Years of teaching experience</b>				
4 or less	10%	7%	5%	8%
5-9	22%	19%	25%	20%
10-14	22%	15%	15%	17%
15 or more	46%	60%	55%	55%
<b>Age</b>				
34 or younger	17%	7%	8%	10%
35-44	16%	17%	16%	17%
45-54	29%	31%	16%	30%
Older than 54	38%	45%	60%	44%
<b>Gender</b>				
Male	52%	56%	52%	55%
Female	48%	44%	48%	45%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	3%	10%	12%	8%
Black or African American	5%	3%	4%	4%
White (non-Hispanic)	79%	77%	72%	77%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	1%	1%	0%	1%
Multiracial	1%	0%	0%	0%
Other	0%	1%	4%	1%
Prefer not to respond	12%	7%	8%	9%
<b>Citizenship status</b>				
U.S. citizen, native	81%	80%	80%	80%
U.S. citizen, naturalized	6%	9%	12%	8%
Permanent resident of the U.S.	7%	7%	4%	7%
Temporary resident of the U.S.	5%	5%	4%	5%

1: Includes 2009-2010 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



# Western Michigan University

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Frequency Distributions

August 2010

# Interpreting the Frequency Distributions Report

## Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

## Sample

The *Frequency Distributions* report is based on information from all faculty at your institution who responded to the survey based on their experiences teaching either a lower or upper division course. Faculty who responded based on another type of course or who did not report the course level are not included in this report.

## Survey Items

The items from the FSSE course-based survey option appear in the left column in the same order and wording as they appear on the instrument.

## Course Level

Frequency distributions are reported separately for faculty who teach lower division and upper division courses.

## Variable Names

The name of each variable appears in the first column for easy reference to your data file and the *FSSE-NSSE Combined Report*.



How important is it to you that undergraduates at your institution do the following?

- a. Practicum, internship, field experience, co-op experience, or clinical assignment
- b. Community service or volunteer work
- c. Participation in a learning community or some other formal program where groups of students take two or more classes together

## Response Categories

Response options are listed just as they appear on the instrument.

## FSSE 2010 Frequency Distributions NSSEville State University

Lower Division	Upper Division	Total
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## Count

The 'Count' column represents the actual number of faculty who selected a particular response option for each item.

## Column Percentage

This column represents the percentage of faculty responding to the particular option for each item.

Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	1	1%	0	0%	1	1%
	Somewhat important	7	9%	9	9%	16	9%
	Important	27	33%	22	23%	49	28%
	Very important	46	57%	65	68%	111	63%
	Total	81	100%	96	100%	177	100%
FVOLUNTR	Not important	7	9%	4	4%	11	6%
	Somewhat important	18	23%	26	27%	44	25%
	Important	37	46%	42	44%	79	45%
	Very important	18	23%	24	25%	42	24%
	Total	80	100%	96	100%	176	100%
FLERNCOM	Not important	19	23%	25	26%	44	25%
	Somewhat important	21	26%	29	31%	50	28%
	Important	22	27%	26	27%	48	27%
	Very important	19	23%	15	16%	34	19%
	Total	81	100%	95	100%	176	100%

Lower Division	Upper Division	Total
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How important is it to you that undergraduates at your institution do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	8	5%	3	1%	11	3%
		Somewhat important	20	13%	32	11%	52	12%
		Important	46	30%	56	20%	102	23%
		Very important	78	51%	192	68%	270	62%
		Total	152	100%	283	100%	435	100%
b. Community service or volunteer work	FVOLUNTR	Not important	18	12%	24	9%	42	10%
		Somewhat important	50	33%	87	31%	137	32%
		Important	60	39%	100	36%	160	37%
		Very important	25	16%	68	24%	93	22%
		Total	153	100%	279	100%	432	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	32	21%	35	12%	67	15%
		Somewhat important	48	31%	84	30%	132	30%
		Important	43	28%	97	34%	140	32%
		Very important	31	20%	66	23%	97	22%
		Total	154	100%	282	100%	436	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	20	13%	36	13%	56	13%
		Somewhat important	57	37%	90	32%	147	34%
		Important	54	35%	96	34%	150	34%
		Very important	24	15%	60	21%	84	19%
		Total	155	100%	282	100%	437	100%
e. Foreign language coursework	FFORLANG	Not important	16	11%	33	12%	49	11%
		Somewhat important	52	34%	77	27%	129	30%
		Important	55	36%	94	33%	149	34%
		Very important	29	19%	77	27%	106	24%
		Total	152	100%	281	100%	433	100%
f. Study abroad	FSTUDYAB	Not important	29	19%	32	11%	61	14%
		Somewhat important	56	36%	109	39%	165	38%
		Important	42	27%	78	28%	120	28%
		Very important	27	18%	63	22%	90	21%
		Total	154	100%	282	100%	436	100%

Lower Division	Upper Division	Total
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**How important is it to you that undergraduates at your institution do the following? (continued)**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	39	26%	77	27%	116	27%
		Somewhat important	63	41%	107	38%	170	39%
		Important	39	26%	58	21%	97	22%
		Very important	11	7%	40	14%	51	12%
		Total	152	100%	282	100%	434	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	7	5%	3	1%	10	2%
		Somewhat important	18	12%	32	11%	50	11%
		Important	65	42%	94	33%	159	37%
		Very important	64	42%	152	54%	216	50%
		Total	154	100%	281	100%	435	100%

**Select the response that you believe best represents the quality of student relationships with people at your institution.**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships <b>with other students</b>	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	1	1%	0	0%	1	0%
		2	1	1%	3	1%	4	1%
		3	7	5%	8	3%	15	3%
		4	27	17%	29	10%	56	13%
		5	59	38%	99	35%	158	36%
		6	47	30%	113	40%	160	37%
		Friendly, Supportive, Sense of Belonging	13	8%	31	11%	44	10%
		Total	155	100%	283	100%	438	100%
		Student relationships <b>with faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	1	1%	1	0%
2	1			1%	3	1%	4	1%
3	7			5%	13	5%	20	5%
4	30			19%	42	15%	72	16%
5	54			35%	89	31%	143	33%
6	51			33%	95	33%	146	33%
Available, Helpful, Sympathetic	11			7%	41	14%	52	12%
Total	155			100%	284	100%	439	100%

Lower Division	Upper Division	Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

Student relationships with administrative personnel and offices	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVADM	Unhelpful, Inconsiderate, Rigid	7	5%	9	3%	16	4%
	2	18	12%	27	10%	45	10%	
	3	27	18%	38	14%	65	15%	
	4	26	17%	71	25%	97	22%	
	5	37	24%	67	24%	104	24%	
	6	30	19%	48	17%	78	18%	
	Helpful, Considerate, Flexible	9	6%	20	7%	29	7%	
	Total	154	100%	280	100%	434	100%	

To what extent does your institution emphasize each of the following?

a. Requiring students to spend significant amounts of time studying and on academic work	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
	FENVSCO	Very little	7	5%	27	10%	34	8%
	Some	56	37%	90	32%	146	34%	
	Quite a bit	61	40%	104	37%	165	38%	
	Very much	29	19%	60	21%	89	21%	
	Total	153	100%	281	100%	434	100%	
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	4	3%	16	6%	20	5%
		Some	45	29%	76	27%	121	28%
		Quite a bit	65	42%	116	41%	181	41%
		Very much	41	26%	75	27%	116	26%
		Total	155	100%	283	100%	438	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	20	13%	36	13%	56	13%
		Some	65	42%	110	39%	175	40%
		Quite a bit	44	29%	94	34%	138	32%
		Very much	24	16%	40	14%	64	15%
		Total	153	100%	280	100%	433	100%

**FSSE 2010 Frequency Distributions  
Western Michigan University**

Lower Division	Upper Division	Total
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To what extent does your institution emphasize each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	25	16%	55	20%	80	18%
		Some	83	54%	131	47%	214	49%
		Quite a bit	35	23%	70	25%	105	24%
		Very much	11	7%	23	8%	34	8%
	Total		154	100%	279	100%	433	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	19	13%	35	13%	54	13%
		Some	73	48%	138	50%	211	49%
		Quite a bit	46	30%	84	30%	130	30%
		Very much	14	9%	19	7%	33	8%
	Total		152	100%	276	100%	428	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	7	5%	20	7%	27	6%
		Some	53	35%	103	37%	156	36%
		Quite a bit	68	44%	110	39%	178	41%
		Very much	25	16%	48	17%	73	17%
	Total		153	100%	281	100%	434	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	9	6%	19	7%	28	6%
		Some	51	33%	99	36%	150	35%
		Quite a bit	62	40%	109	39%	171	40%
		Very much	32	21%	50	18%	82	19%
	Total		154	100%	277	100%	431	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	2	1%	3	1%	5	1%
		Some	19	12%	22	8%	41	9%
		Quite a bit	51	33%	87	31%	138	31%
		Very much	83	54%	172	61%	255	58%
	Total		155	100%	284	100%	439	100%

Lower Division	Upper Division	Total
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About how many hours do you spend in a *typical 7-day week* doing each of the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Teaching undergraduate students in class	UGTEACH	0	2	1%	5	2%	7	2%
		1-4	44	28%	83	29%	127	29%
		5-8	66	43%	96	34%	162	37%
		9-12	28	18%	71	25%	99	23%
		13-16	8	5%	14	5%	22	5%
		17-20	3	2%	8	3%	11	3%
		21-30	4	3%	6	2%	10	2%
		More than 30	0	0%	0	0%	0	0%
		Total	155	100%	283	100%	438	100%
b. Grading papers and exams	GRADEPAP	0	4	3%	4	1%	8	2%
		1-4	62	40%	98	35%	160	37%
		5-8	49	32%	98	35%	147	34%
		9-12	23	15%	42	15%	65	15%
		13-16	12	8%	23	8%	35	8%
		17-20	3	2%	9	3%	12	3%
		21-30	2	1%	7	2%	9	2%
		More than 30	0	0%	1	0%	1	0%
		Total	155	100%	282	100%	437	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	5	3%	5	2%	10	2%
		1-4	90	58%	136	48%	226	52%
		5-8	38	25%	83	29%	121	28%
		9-12	14	9%	27	10%	41	9%
		13-16	5	3%	22	8%	27	6%
		17-20	2	1%	3	1%	5	1%
		21-30	0	0%	3	1%	3	1%
		More than 30	0	0%	3	1%	3	1%
		Total	154	100%	282	100%	436	100%

Lower Division	Upper Division	Total
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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Preparing for class	CLASSPRP	0	1	1%	1	0%	2	0%
		1-4	46	30%	69	24%	115	26%
		5-8	51	33%	105	37%	156	36%
		9-12	35	23%	60	21%	95	22%
		13-16	9	6%	28	10%	37	8%
		17-20	8	5%	12	4%	20	5%
		21-30	2	1%	4	1%	6	1%
		More than 30	3	2%	5	2%	8	2%
			Total	155	100%	284	100%	439
e. Reflecting on ways to improve my teaching	REFLECT	0	4	3%	2	1%	6	1%
		1-4	110	71%	204	73%	314	72%
		5-8	27	17%	52	19%	79	18%
		9-12	7	5%	12	4%	19	4%
		13-16	2	1%	1	0%	3	1%
		17-20	4	3%	3	1%	7	2%
		21-30	0	0%	1	0%	1	0%
		More than 30	1	1%	5	2%	6	1%
			Total	155	100%	280	100%	435
f. Research and scholarly activities	SCHOLAR	0	20	13%	12	4%	32	7%
		1-4	45	29%	83	30%	128	29%
		5-8	33	21%	57	20%	90	21%
		9-12	17	11%	39	14%	56	13%
		13-16	10	6%	27	10%	37	9%
		17-20	12	8%	22	8%	34	8%
		21-30	10	6%	23	8%	33	8%
		More than 30	7	5%	17	6%	24	6%
			Total	154	100%	280	100%	434

Lower Division	Upper Division	Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	91	59%	113	40%	204	47%
		1-4	45	29%	116	41%	161	37%
		5-8	13	8%	29	10%	42	10%
		9-12	1	1%	12	4%	13	3%
		13-16	3	2%	6	2%	9	2%
		17-20	1	1%	3	1%	4	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	0%	1	0%
		Total	154	100%	280	100%	434	100%
h. Advising undergraduate students	ADVISE	0	57	37%	74	26%	131	30%
		1-4	68	44%	139	50%	207	48%
		5-8	14	9%	41	15%	55	13%
		9-12	6	4%	17	6%	23	5%
		13-16	3	2%	2	1%	5	1%
		17-20	5	3%	3	1%	8	2%
		21-30	1	1%	2	1%	3	1%
		More than 30	0	0%	2	1%	2	0%
		Total	154	100%	280	100%	434	100%
i. Supervising internships or other field experiences	FIELDEXP	0	117	76%	162	57%	279	64%
		1-4	22	14%	69	24%	91	21%
		5-8	9	6%	27	10%	36	8%
		9-12	1	1%	10	4%	11	3%
		13-16	2	1%	4	1%	6	1%
		17-20	1	1%	5	2%	6	1%
		21-30	2	1%	4	1%	6	1%
		More than 30	0	0%	1	0%	1	0%
		Total	154	100%	282	100%	436	100%

Lower Division	Upper Division	Total
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About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	77	50%	121	43%	198	46%
		1-4	66	43%	127	45%	193	44%
		5-8	9	6%	28	10%	37	9%
		9-12	2	1%	3	1%	5	1%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	0%	1	0%
		Total	154	100%	280	100%	434	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	39	25%	53	19%	92	21%
		1-4	81	53%	178	63%	259	60%
		5-8	24	16%	32	11%	56	13%
		9-12	4	3%	15	5%	19	4%
		13-16	4	3%	1	0%	5	1%
		17-20	0	0%	1	0%	1	0%
		21-30	2	1%	1	0%	3	1%
		More than 30	0	0%	0	0%	0	0%
		Total	154	100%	281	100%	435	100%
l. Conducting service activities	SERVICE	0	67	43%	89	32%	156	36%
		1-4	57	37%	110	39%	167	38%
		5-8	23	15%	50	18%	73	17%
		9-12	6	4%	20	7%	26	6%
		13-16	1	1%	3	1%	4	1%
		17-20	1	1%	5	2%	6	1%
		21-30	0	0%	2	1%	2	0%
		More than 30	0	0%	3	1%	3	1%
		Total	155	100%	282	100%	437	100%

Lower Division	Upper Division	Total
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Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
<b>In what format do you teach your selected course section?</b>	TEACFORM	Classroom, on-campus	152	98%	265	93%	417	95%
		Classroom, auxiliary location	0	0%	11	4%	11	3%
		Distance education	3	2%	8	3%	11	3%
		Total	155	100%	284	100%	439	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	61	40%	191	67%	252	58%
		Yes	93	60%	92	33%	185	42%
		Total	154	100%	283	100%	437	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	3	2%	8	3%	11	3%
		10 to 19	10	6%	58	21%	68	16%
		20 to 29	44	29%	87	31%	131	30%
		30 to 49	37	24%	76	27%	113	26%
		50 to 99	29	19%	44	16%	73	17%
		100 or more	31	20%	8	3%	39	9%
		Total	154	100%	281	100%	435	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	6	4%	14	5%	20	5%
		1 to 2	17	11%	30	11%	47	11%
		3 to 9	67	45%	96	36%	163	39%
		10 to 19	31	21%	59	22%	90	22%
		20 or more	27	18%	69	26%	96	23%
		Total	148	100%	268	100%	416	100%
<b>What is the general area of your selected course?</b>	CSDISCOL	Arts and Humanities	38	27%	58	22%	96	24%
		Biological science	10	7%	9	3%	19	5%
		Business	14	10%	30	12%	44	11%
		Education	6	4%	28	11%	34	8%
		Engineering	7	5%	23	9%	30	7%
		Physical science	24	17%	21	8%	45	11%
		Professional	8	6%	22	9%	30	7%
		Social science	22	15%	36	14%	58	14%
		Other	14	10%	31	12%	45	11%
		Total	143	100%	258	100%	401	100%

Lower Division	Upper Division	Total
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About what *percent* of students in your selected course section do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	0	0%	1	0%	1	0%
		1-24%	74	49%	103	37%	177	41%
		25-49%	42	28%	76	27%	118	27%
		50-74%	27	18%	54	19%	81	19%
		75% or higher	8	5%	46	16%	54	13%
		Total	151	100%	280	100%	431	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	3	2%	16	6%	19	4%
		1-24%	57	37%	123	44%	180	41%
		25-49%	45	29%	78	28%	123	28%
		50-74%	35	23%	51	18%	86	20%
		75% or higher	13	8%	13	5%	26	6%
		Total	153	100%	281	100%	434	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	6	4%	4	1%	10	2%
		1-24%	58	38%	89	32%	147	34%
		25-49%	51	33%	84	31%	135	32%
		50-74%	32	21%	59	21%	91	21%
		75% or higher	6	4%	39	14%	45	11%
		Total	153	100%	275	100%	428	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	57	38%	84	30%	141	33%
		25-49%	44	29%	74	26%	118	27%
		50-74%	26	17%	45	16%	71	16%
		75% or higher	25	16%	77	28%	102	24%
		Total	152	100%	280	100%	432	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	0	0%	0	0%
		1-24%	78	52%	107	38%	185	43%
		25-49%	49	32%	82	29%	131	30%
		50-74%	10	7%	50	18%	60	14%
		75% or higher	14	9%	42	15%	56	13%
		Total	151	100%	281	100%	432	100%

Lower Division	Upper Division	Total
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About what *percent* of students in your selected course section do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans with you	FPLANS	None	18	12%	7	3%	25	6%
		1-24%	99	65%	150	54%	249	58%
		25-49%	18	12%	53	19%	71	16%
		50-74%	8	5%	31	11%	39	9%
		75% or higher	10	7%	39	14%	49	11%
	Total		153	100%	280	100%	433	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	10	7%	17	6%	27	6%
		1-24%	111	73%	167	59%	278	64%
		25-49%	19	13%	53	19%	72	17%
		50-74%	8	5%	20	7%	28	6%
		75% or higher	4	3%	24	9%	28	6%
	Total		152	100%	281	100%	433	100%

How often do students in your selected course section engage in the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	62	41%	67	25%	129	30%
		Sometimes	36	24%	76	28%	112	26%
		Often	30	20%	60	22%	90	21%
		Very often	24	16%	70	26%	94	22%
	Total		152	100%	273	100%	425	100%
b. Work with other students on projects during class	FCLASSGR	Never	22	15%	35	13%	57	13%
		Sometimes	53	35%	86	31%	139	33%
		Often	38	25%	63	23%	101	24%
		Very often	38	25%	90	33%	128	30%
	Total		151	100%	274	100%	425	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	123	81%	176	64%	299	70%
		Sometimes	19	13%	56	20%	75	18%
		Often	4	3%	20	7%	24	6%
		Very often	6	4%	22	8%	28	7%
	Total		152	100%	274	100%	426	100%

Lower Division	Upper Division	Total
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**How often do students in your selected course section engage in the following? (continued)**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	45	30%	62	23%	107	25%
		Sometimes	50	33%	92	33%	142	33%
		Often	26	17%	50	18%	76	18%
		Very often	31	20%	71	26%	102	24%
		Total	152	100%	275	100%	427	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	1	1%	1	0%	2	0%
		Sometimes	12	8%	24	9%	36	8%
		Often	62	41%	81	29%	143	34%
		Very often	76	50%	169	61%	245	58%
		Total	151	100%	275	100%	426	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	41	27%	57	21%	98	23%
		Sometimes	76	50%	149	55%	225	53%
		Often	24	16%	38	14%	62	15%
		Very often	11	7%	29	11%	40	9%
		Total	152	100%	273	100%	425	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	42	28%	56	21%	98	23%
		Sometimes	72	48%	140	51%	212	50%
		Often	26	17%	42	15%	68	16%
		Very often	10	7%	34	13%	44	10%
		Total	150	100%	272	100%	422	100%

**In your selected course section, about how much reading and writing do you assign students?**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, or book-length packs of course readings	FREADASG	None	6	4%	15	6%	21	5%
		1	86	60%	121	48%	207	52%
		2-3	40	28%	97	38%	137	35%
		4-6	10	7%	11	4%	21	5%
		More than 6	2	1%	8	3%	10	3%
		Total	144	100%	252	100%	396	100%

Lower Division	Upper Division	Total
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**In your selected course section, about how much reading and writing do you assign students? (continued)**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Number of written papers or reports of <b>20 pages or more</b>	FWRTRM05	None	140	93%	207	77%	347	83%
		1	4	3%	47	17%	51	12%
		2-3	4	3%	11	4%	15	4%
		4-6	1	1%	2	1%	3	1%
		More than 6	1	1%	3	1%	4	1%
		Total		150	100%	270	100%	420
c. Number of written papers or reports between <b>5 and 19 pages</b>	FWRTRM05	None	89	61%	98	38%	187	46%
		1	34	23%	77	30%	111	27%
		2-3	18	12%	52	20%	70	17%
		4-6	4	3%	23	9%	27	7%
		More than 6	1	1%	9	3%	10	2%
		Total		146	100%	259	100%	405
d. Number of written papers or reports of <b>fewer than 5 pages</b>	FWRTRM05	None	38	26%	43	16%	81	19%
		1	17	11%	30	11%	47	11%
		2-3	35	23%	82	30%	117	28%
		4-6	21	14%	48	18%	69	16%
		More than 6	38	26%	70	26%	108	26%
		Total		149	100%	273	100%	422

**In a typical week, how many homework problem sets do you require students in your selected course section to complete?**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take your students <b>more than one</b> hour to complete	FPROBSTA	None	61	40%	105	39%	166	40%
		1-2	49	32%	89	33%	138	33%
		3-4	17	11%	29	11%	46	11%
		5-6	4	3%	16	6%	20	5%
		More than 6	20	13%	28	10%	48	11%
		Total		151	100%	267	100%	418
b. Number of problem sets that take your students <b>less than one</b> hour to complete	FPROBSTB	None	57	39%	132	50%	189	46%
		1-2	54	36%	68	26%	122	30%
		3-4	13	9%	37	14%	50	12%
		5-6	6	4%	8	3%	14	3%
		More than 6	18	12%	19	7%	37	9%
		Total		148	100%	264	100%	412

Lower Division	Upper Division	Total
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**Time students spend preparing for your selected course section:**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. In a typical 7-day week, about how many hours do you <b>expect</b> your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	11	7%	13	5%	24	6%
		3-4	60	40%	86	31%	146	34%
		5-6	45	30%	70	25%	115	27%
		7-8	17	11%	51	19%	68	16%
		9-10	12	8%	29	11%	41	10%
		11-12	4	3%	15	5%	19	4%
		More than 12	2	1%	11	4%	13	3%
		Total	151	100%	275	100%	426	100%
b. In a typical 7-day week, about how many hours do you think your students <b>actually</b> spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	5	3%	5	2%	10	2%
		1-2	92	61%	111	40%	203	48%
		3-4	39	26%	87	32%	126	30%
		5-6	10	7%	38	14%	48	11%
		7-8	2	1%	20	7%	22	5%
		9-10	0	0%	7	3%	7	2%
		11-12	2	1%	3	1%	5	1%
		More than 12	0	0%	4	1%	4	1%
		Total	150	100%	275	100%	425	100%

**In your selected course section, how *important* to you is it that your students do the following?**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	58	39%	63	23%	121	29%
		Somewhat important	36	24%	64	24%	100	24%
		Important	29	19%	76	28%	105	25%
		Very important	27	18%	69	25%	96	23%
			Total	150	100%	272	100%	422

Lower Division	Upper Division	Total
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In your selected course section, how *important* to you is it that your students do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	35	24%	26	10%	61	15%
		Somewhat important	21	14%	31	11%	52	12%
		Important	39	26%	62	23%	101	24%
		Very important	53	36%	153	56%	206	49%
		Total	148	100%	272	100%	420	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	49	33%	52	19%	101	24%
		Somewhat important	43	29%	69	26%	112	27%
		Important	36	24%	89	33%	125	30%
		Very important	19	13%	60	22%	79	19%
		Total	147	100%	270	100%	417	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	33	22%	28	10%	61	14%
		Somewhat important	53	35%	76	28%	129	31%
		Important	44	29%	90	33%	134	32%
		Very important	20	13%	78	29%	98	23%
		Total	150	100%	272	100%	422	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	35	24%	38	14%	73	17%
		Somewhat important	48	32%	90	33%	138	33%
		Important	49	33%	85	31%	134	32%
		Very important	16	11%	59	22%	75	18%
		Total	148	100%	272	100%	420	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	72	48%	116	42%	188	45%
		Somewhat important	43	29%	89	33%	132	31%
		Important	27	18%	52	19%	79	19%
		Very important	7	5%	16	6%	23	5%
		Total	149	100%	273	100%	422	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	27	18%	29	11%	56	13%
		Somewhat important	33	22%	47	17%	80	19%
		Important	42	28%	91	34%	133	32%
		Very important	46	31%	102	38%	148	35%
		Total	148	100%	269	100%	417	100%

Lower Division	Upper Division	Total
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In your selected course section, how *important* to you is it that your students do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	31	21%	30	11%	61	15%
		Somewhat important	28	19%	44	16%	72	17%
		Important	35	23%	85	31%	120	29%
		Very important	55	37%	112	41%	167	40%
		Total	149	100%	271	100%	420	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	2	1%	3	1%	5	1%
		Somewhat important	13	9%	17	6%	30	7%
		Important	47	32%	80	29%	127	30%
		Very important	87	58%	172	63%	259	62%
		Total	149	100%	272	100%	421	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0%	6	4%	4	1%	10	2%
		1-9%	12	8%	27	10%	39	9%
		10-19%	13	9%	40	15%	53	13%
		20-29%	13	9%	34	13%	47	11%
		30-39%	16	11%	27	10%	43	10%
		40-49%	26	17%	36	13%	62	15%
		50-74%	37	25%	64	24%	101	24%
		75% or more	27	18%	40	15%	67	16%
		Total	150	100%	272	100%	422	100%
		b. Teacher-led discussion	TEACHLED	0%	8	5%	11	4%
1-9%	31			21%	46	17%	77	18%
10-19%	36			24%	75	28%	111	26%
20-29%	31			21%	69	26%	100	24%
30-39%	17			11%	32	12%	49	12%
40-49%	3			2%	17	6%	20	5%
50-74%	14			9%	17	6%	31	7%
75% or more	9			6%	3	1%	12	3%
Total	149			100%	270	100%	419	100%

Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	47	32%	67	25%	114	28%
		1-9%	31	21%	54	20%	85	21%
		10-19%	25	17%	57	21%	82	20%
		20-29%	14	10%	39	15%	53	13%
		30-39%	10	7%	18	7%	28	7%
		40-49%	4	3%	15	6%	19	5%
		50-74%	6	4%	12	4%	18	4%
		75% or more	8	6%	6	2%	14	3%
		Total	145	100%	268	100%	413	100%
d. Student computer use	COMPMED	0%	84	56%	139	51%	223	53%
		1-9%	31	21%	49	18%	80	19%
		10-19%	12	8%	36	13%	48	11%
		20-29%	3	2%	13	5%	16	4%
		30-39%	1	1%	10	4%	11	3%
		40-49%	6	4%	2	1%	8	2%
		50-74%	4	3%	12	4%	16	4%
		75% or more	8	5%	11	4%	19	5%
		Total	149	100%	272	100%	421	100%
e. Small group activities	GROUPSML	0%	30	20%	49	18%	79	19%
		1-9%	38	26%	63	23%	101	24%
		10-19%	24	16%	60	22%	84	20%
		20-29%	22	15%	38	14%	60	14%
		30-39%	14	9%	26	10%	40	10%
		40-49%	6	4%	13	5%	19	5%
		50-74%	4	3%	12	4%	16	4%
		75% or more	10	7%	11	4%	21	5%
		Total	148	100%	272	100%	420	100%

Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Student presentations	STUPRES	0%	76	52%	98	36%	174	42%
		1-9%	31	21%	75	28%	106	25%
		10-19%	24	16%	44	16%	68	16%
		20-29%	5	3%	31	11%	36	9%
		30-39%	4	3%	15	6%	19	5%
		40-49%	3	2%	1	0%	4	1%
		50-74%	2	1%	3	1%	5	1%
		75% or more	2	1%	4	1%	6	1%
			Total	147	100%	271	100%	418
g. In-class writing	CLSWRITE	0%	77	52%	122	45%	199	48%
		1-9%	40	27%	83	31%	123	29%
		10-19%	14	9%	38	14%	52	12%
		20-29%	11	7%	15	6%	26	6%
		30-39%	1	1%	2	1%	3	1%
		40-49%	3	2%	4	1%	7	2%
		50-74%	2	1%	3	1%	5	1%
		75% or more	0	0%	2	1%	2	0%
			Total	148	100%	269	100%	417
h. Testing and evaluation	TESTEVAL	0%	7	5%	31	11%	38	9%
		1-9%	64	43%	95	35%	159	38%
		10-19%	57	39%	105	39%	162	39%
		20-29%	11	7%	20	7%	31	7%
		30-39%	2	1%	6	2%	8	2%
		40-49%	3	2%	4	1%	7	2%
		50-74%	3	2%	5	2%	8	2%
		75% or more	1	1%	4	1%	5	1%
			Total	148	100%	270	100%	418

Lower Division	Upper Division	Total
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In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	132	89%	236	90%	368	90%
		1-9%	5	3%	11	4%	16	4%
		10-19%	3	2%	4	2%	7	2%
		20-29%	3	2%	7	3%	10	2%
		30-39%	0	0%	0	0%	0	0%
		40-49%	2	1%	1	0%	3	1%
		50-74%	0	0%	1	0%	1	0%
		75% or more	3	2%	2	1%	5	1%
		Total	148	100%	262	100%	410	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	80	54%	142	54%	222	54%
		1-9%	21	14%	33	12%	54	13%
		10-19%	15	10%	23	9%	38	9%
		20-29%	6	4%	23	9%	29	7%
		30-39%	4	3%	8	3%	12	3%
		40-49%	6	4%	7	3%	13	3%
		50-74%	6	4%	14	5%	20	5%
		75% or more	10	7%	15	6%	25	6%
		Total	148	100%	265	100%	413	100%
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	FEXAMS	Very Little	1	1%	1	0%	2	0%
		2	0	0%	2	1%	2	0%
		3	8	5%	4	1%	12	3%
		4	17	11%	25	9%	42	10%
		5	46	31%	62	23%	108	26%
		6	49	33%	103	38%	152	36%
		Very much	29	19%	74	27%	103	24%
		Total	150	100%	271	100%	421	100%

Lower Division	Upper Division	Total
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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. <b>Memorizing</b> facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	29	20%	102	38%	131	32%
		Some	60	41%	97	36%	157	38%
		Quite a bit	41	28%	51	19%	92	22%
		Very much	18	12%	17	6%	35	8%
		Total	148	100%	267	100%	415	100%
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	3	2%	2	1%	5	1%
		Some	18	12%	22	8%	40	10%
		Quite a bit	66	45%	108	40%	174	42%
		Very much	61	41%	137	51%	198	47%
		Total	148	100%	269	100%	417	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	7	5%	5	2%	12	3%
		Some	24	16%	30	11%	54	13%
		Quite a bit	51	34%	82	31%	133	32%
		Very much	66	45%	150	56%	216	52%
		Total	148	100%	267	100%	415	100%
d. <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	15	10%	17	6%	32	8%
		Some	41	28%	52	19%	93	22%
		Quite a bit	44	30%	88	33%	132	32%
		Very much	48	32%	111	41%	159	38%
		Total	148	100%	268	100%	416	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	8	5%	10	4%	18	4%
		Some	28	19%	28	10%	56	13%
		Quite a bit	47	32%	76	28%	123	29%
		Very much	66	44%	156	58%	222	53%
		Total	149	100%	270	100%	419	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	31	21%	18	7%	49	12%
		Some	38	26%	62	23%	100	24%
		Quite a bit	36	24%	72	27%	108	26%
		Very much	44	30%	116	43%	160	38%
	Total		149	100%	268	100%	417	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	50	34%	35	13%	85	21%
		Some	50	34%	77	29%	127	31%
		Quite a bit	27	18%	84	32%	111	27%
		Very much	22	15%	68	26%	90	22%
	Total		149	100%	264	100%	413	100%
c. Thinking critically and analytically	FGNANALY	Very little	3	2%	0	0%	3	1%
		Some	14	9%	14	5%	28	7%
		Quite a bit	60	40%	71	27%	131	32%
		Very much	72	48%	180	68%	252	61%
	Total		149	100%	265	100%	414	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	53	36%	101	38%	154	37%
		Some	33	22%	57	22%	90	22%
		Quite a bit	25	17%	39	15%	64	16%
		Very much	36	24%	68	26%	104	25%
	Total		147	100%	265	100%	412	100%
e. Using computing and information technology	FGNCMPTS	Very little	46	31%	58	22%	104	25%
		Some	50	34%	85	32%	135	33%
		Quite a bit	29	19%	60	23%	89	21%
		Very much	24	16%	63	24%	87	21%
	Total		149	100%	266	100%	415	100%

Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Working effectively with others	FGNOTHER	Very little	27	18%	33	12%	60	14%
		Some	55	37%	67	25%	122	29%
		Quite a bit	40	27%	68	25%	108	26%
		Very much	28	19%	100	37%	128	31%
	Total		150	100%	268	100%	418	100%
g. Learning effectively on their own	FGNINQ	Very little	4	3%	0	0%	4	1%
		Some	17	11%	45	17%	62	15%
		Quite a bit	66	44%	101	38%	167	40%
		Very much	63	42%	121	45%	184	44%
	Total		150	100%	267	100%	417	100%
h. Understanding themselves	FGNSELF	Very little	31	21%	36	14%	67	17%
		Some	44	30%	75	29%	119	29%
		Quite a bit	41	28%	69	27%	110	27%
		Very much	31	21%	77	30%	108	27%
	Total		147	100%	257	100%	404	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	60	41%	74	29%	134	33%
		Some	32	22%	62	24%	94	23%
		Quite a bit	28	19%	57	22%	85	21%
		Very much	26	18%	66	25%	92	23%
	Total		146	100%	259	100%	405	100%
j. Solving complex real-world problems	FGNPROBS	Very little	26	18%	30	12%	56	14%
		Some	57	39%	57	22%	114	28%
		Quite a bit	42	28%	79	31%	121	30%
		Very much	23	16%	91	35%	114	28%
	Total		148	100%	257	100%	405	100%

Lower Division	Upper Division	Total
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To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
k. Developing a personal code of values and ethics	FVALUES	Very little	41	28%	40	16%	81	20%
		Some	52	36%	78	30%	130	32%
		Quite a bit	32	22%	71	28%	103	26%
		Very much	21	14%	68	26%	89	22%
		Total	146	100%	257	100%	403	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	115	78%	190	73%	305	75%
		Some	19	13%	42	16%	61	15%
		Quite a bit	7	5%	19	7%	26	6%
		Very much	6	4%	9	3%	15	4%
		Total	147	100%	260	100%	407	100%
m. Acquiring a broad general education	FGNGENLE	Very little	26	18%	57	22%	83	21%
		Some	41	28%	69	27%	110	27%
		Quite a bit	36	24%	68	26%	104	26%
		Very much	44	30%	63	25%	107	26%
		Total	147	100%	257	100%	404	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	17	12%	11	4%	28	7%
		Some	39	27%	44	17%	83	20%
		Quite a bit	40	27%	63	24%	103	25%
		Very much	50	34%	141	54%	191	47%
		Total	146	100%	259	100%	405	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	34	26%	52	22%	86	23%
		Biological science	7	5%	6	2%	13	4%
		Business	10	8%	32	13%	42	11%
		Education	6	5%	28	12%	34	9%
		Engineering	8	6%	18	7%	26	7%
		Physical science	20	16%	22	9%	42	11%
		Professional	7	5%	19	8%	26	7%
		Social science	22	17%	34	14%	56	15%
		Other	15	12%	30	12%	45	12%
		Total	129	100%	241	100%	370	100%



# Western Michigan University

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FSSE-NSSE Combined Report

August 2010



# Interpreting the FSSE-NSSE Combined Report

## Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

## Sample


The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who responded to the survey based on their experiences teaching either a lower or upper division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are the same as those included in the *NSSE 2010 Frequency Distributions*.

## Survey Items & Variable Names

Results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the leftmost column contains survey items in the same wording that appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2010 Frequency Distributions* reports.

### Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.



**Faculty classroom practices and student responses:**

Faculty Responses			
Percentage of faculty who reported that more than half of students from their courses do the following			
FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	29%
		UD	35%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	22%
		UD	15%
Frequently work harder than they usually do to meet your standards	FWORKHED	LD	27%
		UD	34%

### FSSE-NSSE Combined Report 2010 NSSEville State University

Student Responses						
Distribution of student responses to how often they did the following at their institution during the current school year						
NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	32%	41%	27%	0%
		SR	53%	32%	15%	1%
Come to class without completing assignments	CLUNPREP	FY	5%	12%	48%	35%
		SR	4%	13%	56%	27%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	42%	30%	8%
		SR	28%	35%	31%	6%

### Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2010 Frequency Distributions*.

### Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.

**Faculty classroom practices and student responses:**

**Faculty Responses**

Percentage of faculty who reported that more than half of students from their courses do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	<b>23%</b>
		UD	<b>36%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>31%</b>
		UD	<b>23%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>25%</b>
		UD	<b>36%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>34%</b>
		UD	<b>44%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>16%</b>
		UD	<b>33%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>12%</b>
		UD	<b>25%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>8%</b>
		UD	<b>16%</b>

**Student Responses**

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	17%	31%	47%	5%
		SR	37%	34%	27%	2%
Come to class without completing assignments	CLUNPREP	FY	7%	15%	57%	20%
		SR	8%	18%	57%	17%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	18%	40%	36%	6%
		SR	19%	40%	35%	7%
Used e-mail to communicate with an instructor	EMAIL	FY	45%	37%	18%	1%
		SR	57%	31%	12%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	18%	31%	42%	8%
		SR	26%	34%	36%	4%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	14%	22%	46%	18%
		SR	15%	22%	43%	20%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	6%	14%	36%	44%
		SR	8%	16%	40%	36%

**Faculty classroom practices and student responses:**

**Faculty Responses**

**Percentage of faculty who reported that students from their courses do the following often or very often**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	<b>36%</b>
		UD	<b>48%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>50%</b>
		UD	<b>56%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>7%</b>
		UD	<b>15%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>38%</b>
		UD	<b>44%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>91%</b>
		UD	<b>91%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>23%</b>
		UD	<b>25%</b>
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	<b>24%</b>
		UD	<b>28%</b>

**Student Responses**

**Distribution of student responses to how often they did the following at their institution during the current school year**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	22%	35%	33%	11%
		SR	25%	34%	32%	8%
Worked with other students on projects during class	CLASSGRP	FY	16%	38%	39%	7%
		SR	19%	36%	37%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	4%	10%	30%	57%
		SR	5%	11%	31%	52%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	22%	30%	30%	18%
		SR	29%	27%	31%	13%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	13%	38%	39%	10%
		SR	15%	44%	35%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	23%	28%	34%	15%
		SR	23%	25%	39%	13%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	26%	30%	34%	10%
		SR	25%	28%	38%	10%

**Faculty classroom practices and student responses:**

**Faculty Responses**

Percentage of faculty who reported that it is important or very important that their students do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	<b>37%</b>
		UD	<b>53%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>62%</b>
		UD	<b>79%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>37%</b>
		UD	<b>55%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>43%</b>
		UD	<b>62%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>44%</b>
		UD	<b>53%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>23%</b>
		UD	<b>25%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>59%</b>
		UD	<b>72%</b>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	<b>60%</b>
		UD	<b>73%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>90%</b>
		UD	<b>93%</b>

**Student Responses**

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	19%	34%	32%	15%
		SR	14%	26%	42%	18%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	32%	45%	20%	3%
		SR	48%	39%	12%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	13%	30%	41%	16%
		SR	24%	36%	32%	8%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	12%	40%	41%	7%
		SR	28%	44%	25%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	22%	33%	38%	7%
		SR	27%	37%	33%	4%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	3%	9%	29%	59%
		SR	9%	10%	35%	45%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	33%	37%	13%
		SR	20%	35%	36%	9%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	23%	38%	32%	7%
		SR	25%	39%	31%	6%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	24%	40%	32%	4%
		SR	25%	40%	31%	3%

**Faculty classroom practices and student responses:**

**Faculty Responses**

**Percentage of faculty who reported that their evaluations of student performance are quite challenging for students**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	FEXAMS	LD	<b>83%</b>
		UD	<b>88%</b>

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

**Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	<b>40%</b>
		UD	<b>25%</b>
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	<b>86%</b>
		UD	<b>91%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>79%</b>
		UD	<b>87%</b>
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	<b>62%</b>
		UD	<b>74%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>76%</b>
		UD	<b>86%</b>

**Student Responses**

**Distribution of student responses to how much their examinations during the current school year challenged them to do their best work**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	85%	15%
		SR	84%	16%

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

**Distribution of student responses to how much their coursework during the current school year emphasized the following**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	34%	42%	21%	3%
		SR	27%	41%	25%	7%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	28%	46%	24%	2%
		SR	39%	45%	15%	2%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	22%	40%	33%	5%
		SR	32%	39%	25%	4%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	26%	42%	26%	6%
		SR	33%	37%	25%	5%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	30%	46%	21%	3%
		SR	44%	34%	18%	3%

**Faculty classroom practices and student responses:**

**Faculty Responses**

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	<b>54%</b>
		UD	<b>70%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>33%</b>
		UD	<b>58%</b>
Thinking critically and analytically	FGNANALY	LD	<b>89%</b>
		UD	<b>95%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>41%</b>
		UD	<b>40%</b>
Using computing and information technology	FGNCMPTS	LD	<b>36%</b>
		UD	<b>46%</b>
Working effectively with others	FGNOTHER	LD	<b>45%</b>
		UD	<b>63%</b>
Learning effectively on their own	FGNINQ	LD	<b>86%</b>
		UD	<b>83%</b>

**Student Responses**

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	29%	44%	21%	5%
		SR	31%	43%	21%	5%
Speaking clearly and effectively	GNSPEAK	FY	26%	34%	28%	11%
		SR	27%	39%	28%	6%
Thinking critically and analytically	GNANALY	FY	35%	48%	14%	3%
		SR	45%	40%	13%	2%
Analyzing quantitative problems	GNQUANT	FY	26%	41%	27%	6%
		SR	33%	39%	22%	6%
Using computing and information technology	GNCMPTS	FY	33%	39%	22%	6%
		SR	40%	38%	17%	5%
Working effectively with others	GNOTHERS	FY	36%	38%	21%	5%
		SR	37%	38%	21%	4%
Learning effectively on your own	GNINQ	FY	28%	42%	25%	5%
		SR	32%	40%	22%	7%

**Faculty classroom practices and student responses:**

**Faculty Responses**

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	<b>49%</b>
		UD	<b>57%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>37%</b>
		UD	<b>47%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>44%</b>
		UD	<b>66%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>36%</b>
		UD	<b>54%</b>
Developing a deepened sense of spirituality	FSPIRIT	LD	<b>9%</b>
		UD	<b>11%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>54%</b>
		UD	<b>51%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>62%</b>
		UD	<b>79%</b>

**Student Responses**

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	30%	34%	27%	9%
		SR	25%	34%	26%	15%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	22%	36%	30%	12%
		SR	18%	30%	36%	16%
Solving complex real-world problems	GNPROBSV	FY	21%	39%	30%	10%
		SR	25%	36%	27%	12%
Developing a personal code of values and ethics	GNETHICS	FY	25%	34%	29%	12%
		SR	21%	34%	27%	17%
Developing a deepened sense of spirituality	GNSPIRIT	FY	14%	19%	27%	40%
		SR	7%	12%	22%	59%
Acquiring a broad general education	GNGENLED	FY	34%	46%	18%	2%
		SR	37%	43%	17%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	27%	43%	23%	6%
		SR	39%	36%	20%	5%

**Importance faculty place on campus-facilitated activities and student participation:**

**Faculty Responses**

Percentage of faculty who reported that it is important or very important that students at their institution do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	<b>82%</b>
		UD	<b>88%</b>
Community service or volunteer work	FVOLUNTR	LD	<b>56%</b>
		UD	<b>60%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	<b>48%</b>
		UD	<b>58%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	<b>50%</b>
		UD	<b>55%</b>
Foreign language coursework	FFORLANG	LD	<b>55%</b>
		UD	<b>61%</b>
Study abroad	FSTUDYAB	LD	<b>45%</b>
		UD	<b>50%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>84%</b>
		UD	<b>88%</b>

**Student Responses**

Distribution of student responses to whether they had done or plan to do the following before graduating

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	79%	3%	13%
		SR	49%	28%	15%	7%
Community service or volunteer work	VOLNTR04	FY	37%	41%	8%	14%
		SR	60%	15%	15%	10%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	16%	27%	20%	36%
		SR	25%	8%	51%	15%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	4%	31%	23%	42%
		SR	18%	12%	53%	17%
Foreign language coursework	FORLNG04	FY	17%	27%	33%	22%
		SR	34%	6%	51%	9%
Study abroad	STDABR04	FY	3%	38%	27%	32%
		SR	12%	6%	69%	13%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	48%	11%	40%
		SR	30%	27%	31%	12%

**Faculty and student perceptions of the campus environment:**

**Faculty Responses**

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	LD	<b>59%</b>
		UD	<b>58%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>68%</b>
		UD	<b>67%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	<b>44%</b>
		UD	<b>48%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>30%</b>
		UD	<b>33%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>39%</b>
		UD	<b>37%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVENT	LD	<b>61%</b>
		UD	<b>57%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>86%</b>
		UD	<b>91%</b>

**Student Responses**

Distribution of student responses to the extent that their institution emphasizes each of the following

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	33%	47%	18%	1%
		SR	33%	46%	18%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	33%	44%	20%	3%
		SR	20%	47%	29%	5%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	23%	33%	32%	13%
		SR	14%	28%	36%	22%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	12%	25%	38%	25%
		SR	5%	13%	34%	48%
Providing the support you need to thrive socially	ENVSOCAL	FY	13%	36%	37%	14%
		SR	7%	22%	42%	29%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	27%	40%	25%	8%
		SR	17%	36%	33%	14%
Using computers in academic work	ENVCOMP	FY	47%	35%	16%	3%
		SR	59%	31%	8%	2%

**Faculty and student perceptions of the campus environment:**

**Faculty Responses**

**Percentage of faculty who reported that students at their institution have positive relationships with the following groups**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	<b>77%</b>
		UD	<b>86%</b>
With faculty members	FENVFAC	LD	<b>75%</b>
		UD	<b>79%</b>
With administrative personnel and offices	FENVADM	LD	<b>49%</b>
		UD	<b>48%</b>

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

**Student Responses**

**Distribution of student ratings of the quality of their relationships with the following groups**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	78%	22%
		SR	82%	18%
With faculty members	ENVFAC	FY	70%	30%
		SR	74%	26%
With administrative personnel and offices	ENVADM	FY	62%	38%
		SR	53%	47%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4