



Faculty Survey of Student Engagement

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FSSE 2009 OVERVIEW

The Faculty Survey of Student Engagement (FSSE) was designed to complement 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 is intended to 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 2009 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 overall response rates. In the second section we provide guidelines for using and interpreting FSSE 2009 results, in addition to highlighting resources available 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: www.fsse.iub.edu.

FSSE 2009 Institutions and Respondents

In 2009, 18,736 faculty responded from 148 baccalaureate-granting colleges and universities that selected their own faculty samples. Faculty members at participating institutions were sent invitation e-mails and asked to respond to the online survey. In 2009, institutions chose between two survey options (“course-based” or “typical-

student” questions). Of the 2009 participating institutions, 66% (97) administered course-based questions to their faculties and 34% (51) administered typical-student questions. Nearly all (139) of these institutions also administered NSSE to their students in 2009; nine used NSSE in 2008 or 2007. 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:

www.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 2009 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 2009 Institutions

The FSSE 2009 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 2009, there are a few places where the FSSE 2009 profile differs slightly from the U.S. profile. For example, baccalaureate arts and sciences institutions are underrepresented and public institutions are 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. With a few modest exceptions, the distribution of FSSE 2009 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.

Table 1
Profile of U.S. FSSE and NSSE 2009 Institutions against All U.S. Baccalaureate-Granting Institutions^a

	FSSE 2009	NSSE 2009	US ^b
Carnegie Classification – Basic 2005^c			
RU/VH	4%	5%	6%
RU/H	10%	10%	7%
DRU	7%	6%	5%
Master’s L	27%	25%	22%
Master’s M	10%	12%	12%
Master’s S	10%	7%	8%
Bac/A&S	10%	16%	18%
Bac/Diverse	23%	19%	23%
Sector			
Public	44%	40%	35%
Private	56%	60%	65%
Undergraduate Enrollment			
Fewer than 1,000	10%	13%	19%
1,000 – 2,499	36%	32%	33%
2,500 – 4,999	23%	21%	18%
5,000 – 9,999	18%	15%	15%
10,000 – 19,999	12%	13%	10%
20,000 or more	2%	6%	5%
Region			
New England	6%	9%	9%
Mideast	21%	18%	18%
Great Lakes	18%	16%	15%
Plains	10%	10%	11%
Southeast	24%	26%	24%
Southwest	10%	9%	8%
Rocky Mountains	5%	3%	3%
Far West	6%	8%	10%
Outlying Areas	1%	1%	2%
Location			
City	47%	49%	46%
Suburban	21%	20%	24%
Town	23%	22%	21%
Rural	9%	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 2008 IPEDS Institutional Characteristics file.
c. For information on the 2005 Carnegie Classifications, see: www.carnegiefoundation.org/classifications.

Profile of FSSE 2009 Respondents

Table 2 shows selected characteristics of faculty members who completed FSSE in 2009. 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

In the U.S., women make up 40% of faculty members at baccalaureate-granting institutions. As with NSSE respondents and most other surveys, women were overrepresented among FSSE respondents, 48% of whom were women.

Race and Ethnicity

Respondents' race and ethnicity closely matched U.S. faculty percentages. 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 as well as instructors and lecturers were slightly overrepresented in FSSE 2009 while instructional staff and faculty that fit the "other" category were 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 were overrepresented, while faculty members in professional

Table 2
Characteristics of FSSE 2009 Respondents and Faculty Population at All U.S. Baccalaureate-Granting Institutions

	FSSE Respondents	US ^a
Gender		
Male	52%	60%
Female	48%	40%
Race/Ethnicity		
American Indian or other Native American	1%	<1%
Asian American or Pacific Islander	6%	8%
Black or African American	7%	5%
White (non-Hispanic)	81%	82%
Hispanic or Latino	3%	3%
Multiracial	1%	2%
Other	2%	-
Employment Status		
Full-time	79%	66%
Part-time	21%	34%
Rank		
Professor	22%	22%
Associate Professor	24%	18%
Assistant Professor	26%	20%
Instructor or Lecturer	22%	19%
Other	7%	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 ^a	US ^b	FSSE ^a	US ^b	FSSE ^a	US ^b
Arts and Humanities	26%	20%	28%	24%	27%	22%
Biological Science	6%	9%	5%	6%	6%	7%
Business	12%	9%	7%	5%	10%	8%
Education	4%	7%	11%	17%	7%	11%
Engineering	6%	7%	1%	1%	3%	5%
Physical Science	14%	11%	8%	6%	11%	9%
Professional	3%	14%	14%	20%	8%	16%
Social Science	14%	11%	15%	11%	14%	11%
Other	14%	12%	12%	11%	13%	12%

a. FSSE distributions based on 7,527 male and 6,777 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.

fields were underrepresented. Males outnumbered females in all disciplinary areas except education (731 female and 336 male FSSE respondents) and professional fields (928 female and 262 male FSSE respondents) where faculty members were predominantly women.

Response Rates

After adjusting for faculty members who could not be reached (usually because of incorrect e-mail addresses), a response rate (total number of responses divided by the total number of faculty members contacted) is calculated for each FSSE institution. In 2009, 42% of the faculty contacted responded to the survey. Response rates at individual institutions ranged from 17% to 89%. The average institutional response rate was 50%.

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.



California State University, Long Beach

Becoming Familiar with FSSE Reports and Resources

Each institution receives several reports and a data file that will help individuals better understand the institution’s FSSE results. The reports are delivered in hard copy in the *Institutional Report 2009* 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; each representative has a unique username and password to access the institution’s files). The data file, codebook, list of participating institutions, this *Overview*, and other supporting materials are also available through the Interface.

Institution specific resources include:

- Each institution’s *FSSE 2009 Respondent Characteristics* report summarizes demographic information from faculty members who responded. Much of this data is not contained in the institutional data file in order to protect respondents’ identities.
- Each institution’s *FSSE 2009 Frequency Distributions* report provides the response percentages for each survey item broken down by the level of the students taught by faculty members.
- Each institution’s *FSSE-NSSE Combined Report* presents faculty results side-by-side with student results allowing institutions to identify areas of correspondence as well as gaps.
- An institution’s data file allows for additional analyses while still protecting the identity

of individual respondents since some demographic data are not contained in the file (see the “Protecting Respondent Anonymity” section of this *Overview*).

- The *FSSE 2009 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, www.fsse.iub.edu, includes several important documents and resources:

- Copies of the FSSE survey instrument in multiple formats (.html and .pdf)
- Grand frequency reports by Carnegie Classification based on faculty responses from all participating institutions
- Selected analyses that can be used for comparison purposes and as examples of different ways to use FSSE data on their 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)
- 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 have shared their FSSE results with different audiences

Check Data Quality

An essential early step in reviewing a campus’s results is to compare faculty respondents’ demographic characteristics, summarized in the institution’s *FSSE 2009 Respondent Characteristics*, with institutional data on faculty—the closer the characteristics match, the more confidence an institution can have in their FSSE results.

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 one or more important characteristics between the sample and the populations. For example, if 60% reply “very often” to a particular item and the sampling error is +/- 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:

- In addition to examining representativeness as described above, check the sample strategy and size since questions often arise as to whether a small sample size adequately represents the population from which it is drawn.
- There are many reasons faculty and student responses can differ. Faculty and student items and response options may not match exactly and institutional context should be considered to help interpret any differences that may exist.
- Consider using student and faculty matched items as a way to begin general discussions about which engagement activities might become a greater priority on campus, and about student engagement and its relationship to learning.
- Meet with others on campus responsible for faculty development and undergraduate improvement initiatives to begin sharing results and discussing ways in which FSSE 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 www.fsse.iub.edu/html/resources.cfm).
- Consult *Using FSSE Data* and *Using NSSE Data* (found in the User Resources section of the *Institutional Report 2009* binder) for examples of how other institutions are using FSSE and NSSE in professional development and assessment initiatives.
- Contact the NSSE Institute for Effective Educational Practice (www.nsse.iub.edu/institute) for additional consultation on maximizing the use of FSSE and NSSE results on campus.



Texas A&M University

Protecting Respondent Anonymity

As noted previously, the FSSE project takes several measures to ensure the anonymity of those who responded to the survey. 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, more than 80 disciplines have been collapsed into nine categories (see codebook) designed to parallel major organizational units on campus.
- To aid institutions wishing to examine FSSE findings by faculty demographics while protecting respondent anonymity, customized reports are available. Costs for these reports vary by the complexity of the request. Contact FSSE (fsse@indiana.edu) for information about these special analyses.

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

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.



Faculty Survey of Student Engagement

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**Faculty Survey
of Student Engagement**

Western Michigan University

Respondent Characteristics

August 2009



Response rate	36%			
Number of invited faculty	1464			
Total number of respondents	523 (189 Lower Division, 269 Upper Division, 41 Other, 24 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	32%	20%	20%	24%
Biological science	4%	4%	4%	4%
Business	7%	11%	0%	9%
Education	2%	13%	12%	9%
Engineering	9%	6%	0%	7%
Physical science	16%	6%	12%	10%
Professional	5%	9%	8%	7%
Social science	16%	20%	8%	18%
Other	8%	12%	36%	12%
Rank				
Professor	15%	26%	22%	22%
Associate Professor	18%	26%	3%	21%
Assistant Professor	10%	17%	8%	14%
Instructor	22%	19%	28%	21%
Lecturer	3%	1%	0%	2%
Graduate Teaching Assistant	20%	6%	19%	12%
Other	12%	6%	19%	9%
Tenure status				
Tenured	38%	54%	31%	46%
On tenure track but not tenured	10%	14%	6%	12%
Not on tenure track	49%	29%	63%	39%
No tenure system	3%	3%	0%	3%
Highest degree earned				
First professional degree	0%	1%	0%	1%
Doctoral degree	43%	67%	38%	56%
Master's degree	39%	30%	41%	34%
Bachelor's degree	14%	1%	16%	7%
Associate's degree	0%	0%	3%	0%
Other	4%	1%	3%	2%
Full-time/Part Time				
Full-time	63%	74%	42%	67%
Part-time	38%	26%	58%	33%



	Lower Division	Upper Division	Other	Total
Number of courses taught 08-09¹				
None	0%	0%	3%	0%
1-3	47%	34%	50%	40%
4-6	39%	49%	25%	43%
7 or more	14%	17%	22%	16%
Years of teaching experience				
4 or less	23%	9%	26%	15%
5-9	20%	21%	11%	20%
10-14	12%	19%	15%	16%
15 or more	46%	52%	48%	49%
Age				
34 or younger	22%	6%	29%	14%
35-44	20%	23%	9%	21%
45-54	28%	32%	20%	30%
Older than 54	31%	39%	43%	36%
Gender				
Male	47%	51%	44%	49%
Female	53%	49%	56%	51%
Race / Ethnicity				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	4%	8%	6%	6%
Black or African American	3%	4%	3%	4%
White (non-Hispanic)	75%	78%	78%	77%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	1%	0%	0%	0%
Other Hispanic or Latino	2%	2%	0%	2%
Multiracial	2%	1%	0%	1%
Other	1%	0%	0%	1%
Prefer not to respond	12%	7%	14%	9%
Citizenship status				
U.S. citizen, native	79%	79%	95%	80%
U.S. citizen, naturalized	6%	10%	0%	8%
Permanent resident of the U.S.	7%	6%	0%	6%
Temporary resident of the U.S.	7%	5%	5%	6%

1: Includes 2008-2009 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



**Faculty Survey
of Student Engagement**

Western Michigan University

Frequency Distributions

August 2009



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*.

Response Categories

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



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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FINTERN	Not important	8	9%	3	3%	11	6%
	Somewhat important	9	10%	10	9%	19	10%
	Important	21	23%	18	17%	39	20%
	Very important	55	59%	76	71%	131	66%
	Total	93	100%	107	100%	200	100%
FVOLUNTR	Not important	16	17%	11	10%	27	14%
	Somewhat important	26	28%	21	20%	47	24%
	Important	26	28%	40	37%	66	33%
	Very important	25	27%	35	33%	60	30%
	Total	93	100%	107	100%	200	100%
FLERNCOM	Not important	19	20%	21	20%	40	20%
	Somewhat important	35	38%	34	32%	69	35%
	Important	26	28%	26	25%	52	26%
	Very important	13	14%	25	24%	38	19%
	Total	93	100%	106	100%	199	100%

FSSE 2009 Frequency Distributions
NSSEville State University

Lower Division Upper Division Total

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.



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	5	3%	8	3%	13	3%
		Somewhat important	26	14%	26	10%	52	11%
		Important	52	28%	65	24%	117	26%
		Very important	104	56%	170	63%	274	60%
		Total	187	100%	269	100%	456	100%
b. Community service or volunteer work	FVOLUNTR	Not important	17	9%	20	8%	37	8%
		Somewhat important	56	30%	90	34%	146	32%
		Important	72	38%	93	35%	165	36%
		Very important	43	23%	63	24%	106	23%
		Total	188	100%	266	100%	454	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	29	16%	42	16%	71	16%
		Somewhat important	60	32%	76	29%	136	30%
		Important	65	35%	88	33%	153	34%
		Very important	33	18%	60	23%	93	21%
		Total	187	100%	266	100%	453	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	10	5%	38	14%	48	11%
		Somewhat important	69	37%	93	35%	162	35%
		Important	72	38%	82	31%	154	34%
		Very important	38	20%	55	21%	93	20%
		Total	189	100%	268	100%	457	100%
e. Foreign language coursework	FFORLANG	Not important	22	12%	31	12%	53	12%
		Somewhat important	58	31%	78	29%	136	30%
		Important	63	34%	93	35%	156	34%
		Very important	45	24%	66	25%	111	24%
		Total	188	100%	268	100%	456	100%
f. Study abroad	FSTUDYAB	Not important	28	15%	43	16%	71	16%
		Somewhat important	62	33%	94	35%	156	34%
		Important	60	32%	84	32%	144	32%
		Very important	38	20%	45	17%	83	18%
		Total	188	100%	266	100%	454	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	43	23%	75	28%	118	26%
		Somewhat important	81	43%	100	37%	181	40%
		Important	49	26%	72	27%	121	26%
		Very important	16	8%	21	8%	37	8%
		Total	189	100%	268	100%	457	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	5	3%	15	6%	20	4%
		Somewhat important	21	11%	34	13%	55	12%
		Important	79	42%	94	35%	173	38%
		Very important	82	44%	126	47%	208	46%
		Total	187	100%	269	100%	456	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	0	0%	1	0%	1	0%
		3	7	4%	14	5%	21	5%
		4	37	20%	39	15%	76	17%
		5	60	32%	75	28%	135	30%
		6	62	33%	107	40%	169	37%
		Friendly, Supportive, Sense of Belonging	22	12%	30	11%	52	11%
		Total	188	100%	266	100%	454	100%
		Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	1	1%	2	1%
2	1			1%	7	3%	8	2%
3	12			6%	9	3%	21	5%
4	34			18%	48	18%	82	18%
5	61			32%	94	35%	155	34%
6	60			32%	80	30%	140	31%
Available, Helpful, Sympathetic	19			10%	28	10%	47	10%
Total	188			100%	268	100%	456	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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVADM	Unhelpful, Inconsiderate, Rigid	6	3%	7	3%	13	3%
	2	7	4%	36	14%	43	10%
	3	28	15%	40	15%	68	15%
	4	50	27%	63	24%	113	25%
	5	46	25%	56	21%	102	23%
	6	32	17%	43	16%	75	17%
	Helpful, Considerate, Flexible	15	8%	17	6%	32	7%
	Total	184	100%	262	100%	446	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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSCO	Very little	12	6%	25	9%	37	8%
	Some	60	32%	81	30%	141	31%
	Quite a bit	76	41%	112	42%	188	42%
	Very much	39	21%	48	18%	87	19%
	Total	187	100%	266	100%	453	100%

b. Providing students the support they need to help them succeed academically

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSUPR	Very little	2	1%	19	7%	21	5%
	Some	45	24%	77	29%	122	27%
	Quite a bit	87	47%	108	40%	195	43%
	Very much	53	28%	63	24%	116	26%
	Total	187	100%	267	100%	454	100%

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVDIVR	Very little	27	15%	49	18%	76	17%
	Some	73	39%	120	45%	193	43%
	Quite a bit	60	32%	69	26%	129	29%
	Very much	26	14%	27	10%	53	12%
	Total	186	100%	265	100%	451	100%



**Faculty Survey
of Student Engagement**

**FSSE 2009 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	32	17%	60	23%	92	20%
		Some	85	45%	134	51%	219	49%
		Quite a bit	57	30%	56	21%	113	25%
		Very much	13	7%	12	5%	25	6%
		Total	187	100%	262	100%	449	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	20	11%	31	12%	51	11%
		Some	90	48%	133	52%	223	50%
		Quite a bit	56	30%	80	31%	136	31%
		Very much	20	11%	14	5%	34	8%
		Total	186	100%	258	100%	444	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	11	6%	14	5%	25	6%
		Some	61	33%	101	39%	162	36%
		Quite a bit	80	43%	112	43%	192	43%
		Very much	34	18%	35	13%	69	15%
		Total	186	100%	262	100%	448	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	12	6%	17	6%	29	6%
		Some	57	31%	67	25%	124	28%
		Quite a bit	84	45%	135	51%	219	49%
		Very much	32	17%	46	17%	78	17%
		Total	185	100%	265	100%	450	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	4	1%	4	1%
		Some	13	7%	23	9%	36	8%
		Quite a bit	61	33%	86	32%	147	33%
		Very much	111	60%	154	58%	265	59%
		Total	185	100%	267	100%	452	100%



**Faculty Survey
of Student Engagement**

**FSSE 2009 Frequency Distributions
Western Michigan University**

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	3	2%	2	1%	5	1%
		1-4	57	30%	82	30%	139	30%
		5-8	82	44%	110	41%	192	42%
		9-12	25	13%	53	20%	78	17%
		13-16	13	7%	10	4%	23	5%
		17-20	4	2%	8	3%	12	3%
		21-30	3	2%	4	1%	7	2%
		More than 30	0	0%	0	0%	0	0%
		Total	187	100%	269	100%	456	100%
b. Grading papers and exams	GRADEPAP	0	2	1%	2	1%	4	1%
		1-4	94	50%	112	42%	206	45%
		5-8	54	29%	90	33%	144	32%
		9-12	20	11%	34	13%	54	12%
		13-16	8	4%	16	6%	24	5%
		17-20	8	4%	11	4%	19	4%
		21-30	1	1%	2	1%	3	1%
		More than 30	1	1%	2	1%	3	1%
		Total	188	100%	269	100%	457	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	5	3%	3	1%	8	2%
		1-4	124	66%	161	60%	285	63%
		5-8	47	25%	65	24%	112	25%
		9-12	8	4%	28	10%	36	8%
		13-16	2	1%	6	2%	8	2%
		17-20	0	0%	3	1%	3	1%
		21-30	1	1%	2	1%	3	1%
		More than 30	1	1%	0	0%	1	0%
		Total	188	100%	268	100%	456	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	64	34%	86	32%	150	33%
		5-8	75	40%	91	34%	166	36%
		9-12	27	14%	56	21%	83	18%
		13-16	13	7%	19	7%	32	7%
		17-20	5	3%	9	3%	14	3%
		21-30	4	2%	6	2%	10	2%
		More than 30	0	0%	2	1%	2	0%
		Total	188	100%	269	100%	457	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	2	1%	2	0%
		1-4	136	72%	195	73%	331	73%
		5-8	36	19%	41	15%	77	17%
		9-12	9	5%	16	6%	25	5%
		13-16	2	1%	5	2%	7	2%
		17-20	1	1%	3	1%	4	1%
		21-30	3	2%	4	1%	7	2%
		More than 30	1	1%	1	0%	2	0%
		Total	188	100%	267	100%	455	100%
f. Research and scholarly activities	SCHOLAR	0	15	8%	16	6%	31	7%
		1-4	60	32%	72	27%	132	29%
		5-8	34	18%	60	22%	94	21%
		9-12	22	12%	41	15%	63	14%
		13-16	15	8%	24	9%	39	9%
		17-20	22	12%	19	7%	41	9%
		21-30	15	8%	19	7%	34	7%
		More than 30	4	2%	16	6%	20	4%
		Total	187	100%	267	100%	454	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Working with undergraduates on research	FRESEARC	0	108	58%	124	46%	232	51%
		1-4	55	30%	95	36%	150	33%
		5-8	13	7%	33	12%	46	10%
		9-12	5	3%	9	3%	14	3%
		13-16	3	2%	3	1%	6	1%
		17-20	2	1%	3	1%	5	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		186	100%	267	100%	453
h. Advising undergraduate students	ADVISE	0	80	43%	87	33%	167	37%
		1-4	82	44%	129	48%	211	47%
		5-8	12	6%	37	14%	49	11%
		9-12	7	4%	10	4%	17	4%
		13-16	3	2%	2	1%	5	1%
		17-20	1	1%	0	0%	1	0%
		21-30	2	1%	0	0%	2	0%
		More than 30	0	0%	1	0%	1	0%
		Total		187	100%	266	100%	453
i. Supervising internships or other field experiences	FIELDEXP	0	153	82%	164	61%	317	70%
		1-4	26	14%	60	22%	86	19%
		5-8	5	3%	25	9%	30	7%
		9-12	1	1%	14	5%	15	3%
		13-16	1	1%	3	1%	4	1%
		17-20	0	0%	1	0%	1	0%
		21-30	1	1%	1	0%	2	0%
		More than 30	0	0%	0	0%	0	0%
		Total		187	100%	268	100%	455



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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	108	58%	124	46%	232	51%
		1-4	64	34%	115	43%	179	39%
		5-8	11	6%	22	8%	33	7%
		9-12	2	1%	5	2%	7	2%
		13-16	0	0%	2	1%	2	0%
		17-20	0	0%	0	0%	0	0%
		21-30	2	1%	1	0%	3	1%
		More than 30	0	0%	0	0%	0	0%
		Total	187	100%	269	100%	456	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	45	24%	64	24%	109	24%
		1-4	110	59%	156	58%	266	58%
		5-8	23	12%	33	12%	56	12%
		9-12	4	2%	8	3%	12	3%
		13-16	3	2%	2	1%	5	1%
		17-20	0	0%	2	1%	2	0%
		21-30	3	2%	1	0%	4	1%
		More than 30	0	0%	1	0%	1	0%
		Total	188	100%	267	100%	455	100%
l. Conducting service activities	SERVICE	0	76	41%	93	35%	169	37%
		1-4	80	43%	93	35%	173	38%
		5-8	21	11%	53	20%	74	16%
		9-12	8	4%	13	5%	21	5%
		13-16	2	1%	7	3%	9	2%
		17-20	0	0%	4	2%	4	1%
		21-30	0	0%	3	1%	3	1%
		More than 30	0	0%	0	0%	0	0%
		Total	187	100%	266	100%	453	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>
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	187	99%	252	94%	439	96%
		Classroom, auxiliary location	1	1%	8	3%	9	2%
		Distance education	0	0%	9	3%	9	2%
		Total	188	100%	269	100%	457	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	69	37%	184	69%	253	55%
		Yes	120	63%	83	31%	203	45%
		Total	189	100%	267	100%	456	100%
How many students are enrolled in your selected course section?	CS05	9 or less	2	1%	20	8%	22	5%
		10 to 19	24	13%	51	19%	75	17%
		20 to 29	43	23%	82	31%	125	28%
		30 to 49	53	28%	72	27%	125	28%
		50 to 99	32	17%	33	12%	65	14%
		100 or more	34	18%	7	3%	41	9%
		Total	188	100%	265	100%	453	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	23	13%	20	8%	43	10%
		1 to 2	36	20%	50	19%	86	20%
		3 to 9	60	33%	78	30%	138	31%
		10 to 19	36	20%	55	21%	91	21%
		20 or more	26	14%	56	22%	82	19%
		Total	181	100%	259	100%	440	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	58	33%	48	20%	106	26%
		Biological science	7	4%	9	4%	16	4%
		Business	8	5%	25	10%	33	8%
		Education	2	1%	36	15%	38	9%
		Engineering	12	7%	16	7%	28	7%
		Physical science	32	18%	13	5%	45	11%
		Professional	11	6%	18	7%	29	7%
		Social science	27	16%	46	19%	73	18%
		Other	17	10%	30	12%	47	11%
		Total	174	100%	241	100%	415	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	0	0%	3	1%	3	1%
		1-24%	97	52%	93	35%	190	42%
		25-49%	41	22%	87	33%	128	28%
		50-74%	36	19%	38	14%	74	16%
		75% or higher	14	7%	45	17%	59	13%
		Total	188	100%	266	100%	454	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	10	5%	18	7%	28	6%
		1-24%	75	41%	130	49%	205	46%
		25-49%	43	23%	65	25%	108	24%
		50-74%	36	19%	32	12%	68	15%
		75% or higher	21	11%	20	8%	41	9%
		Total	185	100%	265	100%	450	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	6	3%	8	3%	14	3%
		1-24%	89	48%	84	32%	173	39%
		25-49%	47	25%	77	29%	124	28%
		50-74%	35	19%	62	24%	97	22%
		75% or higher	8	4%	32	12%	40	9%
		Total	185	100%	263	100%	448	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	82	44%	72	27%	154	34%
		25-49%	49	26%	64	24%	113	25%
		50-74%	28	15%	52	20%	80	18%
		75% or higher	29	15%	78	29%	107	24%
		Total	188	100%	266	100%	454	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	3	2%	1	0%	4	1%
		1-24%	96	51%	106	40%	202	44%
		25-49%	55	29%	75	28%	130	29%
		50-74%	19	10%	44	16%	63	14%
		75% or higher	14	7%	41	15%	55	12%
		Total	187	100%	267	100%	454	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	22	12%	18	7%	40	9%
		1-24%	111	59%	136	51%	247	54%
		25-49%	25	13%	37	14%	62	14%
		50-74%	17	9%	35	13%	52	11%
		75% or higher	13	7%	41	15%	54	12%
	Total	188	100%	267	100%	455	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	26	14%	23	9%	49	11%
		1-24%	120	64%	148	55%	268	59%
		25-49%	30	16%	41	15%	71	16%
		50-74%	7	4%	27	10%	34	7%
		75% or higher	5	3%	28	10%	33	7%
	Total	188	100%	267	100%	455	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	63	34%	59	23%	122	27%
		Sometimes	62	34%	72	27%	134	30%
		Often	30	16%	56	21%	86	19%
		Very often	30	16%	75	29%	105	23%
	Total	185	100%	262	100%	447	100%	
b. Work with other students on projects during class	FCLASSGR	Never	33	18%	47	18%	80	18%
		Sometimes	55	30%	69	26%	124	28%
		Often	62	33%	59	23%	121	27%
		Very often	36	19%	86	33%	122	27%
	Total	186	100%	261	100%	447	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	140	77%	172	66%	312	70%
		Sometimes	29	16%	50	19%	79	18%
		Often	6	3%	20	8%	26	6%
		Very often	8	4%	19	7%	27	6%
	Total	183	100%	261	100%	444	100%	



Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions Western Michigan University

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	64	35%	62	24%	126	28%
		Sometimes	50	27%	63	24%	113	25%
		Often	30	16%	56	21%	86	19%
		Very often	39	21%	82	31%	121	27%
		Total	183	100%	263	100%	446	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	3	2%	4	2%	7	2%
		Sometimes	27	15%	25	9%	52	12%
		Often	58	31%	89	34%	147	33%
		Very often	97	52%	147	55%	244	54%
		Total	185	100%	265	100%	450	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	59	32%	61	23%	120	27%
		Sometimes	76	41%	125	48%	201	45%
		Often	35	19%	44	17%	79	18%
		Very often	15	8%	30	12%	45	10%
		Total	185	100%	260	100%	445	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	62	34%	58	22%	120	27%
		Sometimes	84	45%	120	46%	204	46%
		Often	20	11%	48	18%	68	15%
		Very often	19	10%	36	14%	55	12%
		Total	185	100%	262	100%	447	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	3%	14	5%	20	5%
		1	108	60%	118	46%	226	51%
		2-3	58	32%	104	40%	162	37%
		4-6	4	2%	16	6%	20	5%
		More than 6	5	3%	7	3%	12	3%
		Total	181	100%	259	100%	440	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	164	90%	194	75%	358	81%
		1	13	7%	44	17%	57	13%
		2-3	4	2%	19	7%	23	5%
		4-6	1	1%	0	0%	1	0%
		More than 6	1	1%	2	1%	3	1%
		Total		183	100%	259	100%	442
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	103	57%	94	37%	197	45%
		1	36	20%	70	28%	106	24%
		2-3	31	17%	63	25%	94	22%
		4-6	6	3%	17	7%	23	5%
		More than 6	5	3%	9	4%	14	3%
		Total		181	100%	253	100%	434
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	45	25%	41	16%	86	20%
		1	25	14%	31	12%	56	13%
		2-3	38	21%	69	27%	107	24%
		4-6	33	18%	46	18%	79	18%
		More than 6	41	23%	71	28%	112	25%
		Total		182	100%	258	100%	440

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	80	43%	96	37%	176	40%
		1-2	62	34%	97	38%	159	36%
		3-4	21	11%	31	12%	52	12%
		5-6	7	4%	12	5%	19	4%
		More than 6	14	8%	21	8%	35	8%
		Total		184	100%	257	100%	441
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	65	36%	116	45%	181	41%
		1-2	63	35%	96	38%	159	36%
		3-4	20	11%	16	6%	36	8%
		5-6	12	7%	8	3%	20	5%
		More than 6	22	12%	20	8%	42	10%
		Total		182	100%	256	100%	438



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 expect 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%	1	0%	1	0%
		1-2	25	14%	24	9%	49	11%
		3-4	58	31%	83	32%	141	31%
		5-6	53	29%	76	29%	129	29%
		7-8	31	17%	39	15%	70	16%
		9-10	10	5%	21	8%	31	7%
		11-12	6	3%	11	4%	17	4%
		More than 12	2	1%	8	3%	10	2%
		Total	185	100%	263	100%	448	100%
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	9	5%	3	1%	12	3%
		1-2	104	57%	125	48%	229	51%
		3-4	46	25%	78	30%	124	28%
		5-6	16	9%	34	13%	50	11%
		7-8	7	4%	14	5%	21	5%
		9-10	1	1%	5	2%	6	1%
		11-12	0	0%	4	2%	4	1%
		More than 12	1	1%	0	0%	1	0%
		Total	184	100%	263	100%	447	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	75	42%	64	24%	139	31%
		Somewhat important	40	22%	62	24%	102	23%
		Important	34	19%	68	26%	102	23%
		Very important	30	17%	69	26%	99	22%
		Total	179	100%	263	100%	442	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>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	44	25%	22	8%	66	15%
		Somewhat important	27	15%	33	13%	60	14%
		Important	45	25%	58	22%	103	23%
		Very important	62	35%	150	57%	212	48%
		Total	178	100%	263	100%	441	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	61	34%	59	23%	120	27%
		Somewhat important	43	24%	71	27%	114	26%
		Important	44	24%	62	24%	106	24%
		Very important	32	18%	70	27%	102	23%
		Total	180	100%	262	100%	442	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	38	21%	27	10%	65	15%
		Somewhat important	59	33%	65	25%	124	28%
		Important	48	27%	83	32%	131	30%
		Very important	35	19%	88	33%	123	28%
		Total	180	100%	263	100%	443	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	32	18%	32	12%	64	15%
		Somewhat important	56	32%	89	34%	145	33%
		Important	56	32%	86	33%	142	32%
		Very important	33	19%	54	21%	87	20%
		Total	177	100%	261	100%	438	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	86	48%	121	46%	207	47%
		Somewhat important	56	31%	70	27%	126	29%
		Important	30	17%	50	19%	80	18%
		Very important	7	4%	21	8%	28	6%
		Total	179	100%	262	100%	441	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	20	11%	24	9%	44	10%
		Somewhat important	43	24%	44	17%	87	20%
		Important	53	30%	77	29%	130	29%
		Very important	63	35%	118	45%	181	41%
		Total	179	100%	263	100%	442	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	35	20%	34	13%	69	16%
		Somewhat important	39	22%	34	13%	73	17%
		Important	37	21%	64	25%	101	23%
		Very important	67	38%	129	49%	196	45%
		Total	178	100%	261	100%	439	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	3	2%	3	1%	6	1%
		Somewhat important	14	8%	15	6%	29	7%
		Important	55	31%	68	26%	123	28%
		Very important	107	60%	177	67%	284	64%
		Total	179	100%	263	100%	442	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Lecture	LECTURE	0%	4	2%	11	4%	15	3%
		1-9%	13	7%	30	12%	43	10%
		10-19%	22	12%	34	13%	56	13%
		20-29%	24	13%	34	13%	58	13%
		30-39%	13	7%	25	10%	38	9%
		40-49%	21	12%	31	12%	52	12%
		50-74%	42	23%	62	24%	104	24%
		75% or more	40	22%	31	12%	71	16%
		Total	179	100%	258	100%	437	100%
		b. Teacher-led discussion	TEACHLED	0%	14	8%	11	4%
1-9%	38			21%	47	18%	85	20%
10-19%	44			25%	72	28%	116	27%
20-29%	42			24%	53	21%	95	22%
30-39%	14			8%	24	9%	38	9%
40-49%	6			3%	18	7%	24	6%
50-74%	12			7%	22	9%	34	8%
75% or more	8			4%	10	4%	18	4%
Total	178			100%	257	100%	435	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0%	71	40%	60	23%	131	30%
		1-9%	36	20%	69	27%	105	24%
		10-19%	30	17%	47	18%	77	18%
		20-29%	20	11%	32	12%	52	12%
		30-39%	4	2%	18	7%	22	5%
		40-49%	3	2%	12	5%	15	3%
		50-74%	8	5%	10	4%	18	4%
		75% or more	4	2%	9	4%	13	3%
		Total	176	100%	257	100%	433	100%
d. Student computer use	COMP MED	0%	101	57%	140	55%	241	56%
		1-9%	38	22%	43	17%	81	19%
		10-19%	12	7%	25	10%	37	9%
		20-29%	8	5%	16	6%	24	6%
		30-39%	4	2%	5	2%	9	2%
		40-49%	4	2%	4	2%	8	2%
		50-74%	3	2%	9	4%	12	3%
		75% or more	6	3%	12	5%	18	4%
		Total	176	100%	254	100%	430	100%
e. Small group activities	GROUPSML	0%	42	24%	60	23%	102	23%
		1-9%	41	23%	52	20%	93	21%
		10-19%	40	22%	57	22%	97	22%
		20-29%	31	17%	42	16%	73	17%
		30-39%	6	3%	13	5%	19	4%
		40-49%	8	4%	13	5%	21	5%
		50-74%	7	4%	10	4%	17	4%
		75% or more	3	2%	11	4%	14	3%
		Total	178	100%	258	100%	436	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Student presentations	STUPRES	0%	100	57%	84	33%	184	42%
		1-9%	37	21%	80	31%	117	27%
		10-19%	21	12%	48	19%	69	16%
		20-29%	9	5%	21	8%	30	7%
		30-39%	3	2%	9	4%	12	3%
		40-49%	2	1%	7	3%	9	2%
		50-74%	2	1%	7	3%	9	2%
		75% or more	2	1%	1	0%	3	1%
		Total	176	100%	257	100%	433	100%
g. In-class writing	CLSWRITE	0%	91	52%	118	46%	209	48%
		1-9%	51	29%	83	32%	134	31%
		10-19%	24	14%	26	10%	50	12%
		20-29%	3	2%	9	4%	12	3%
		30-39%	2	1%	10	4%	12	3%
		40-49%	4	2%	4	2%	8	2%
		50-74%	1	1%	3	1%	4	1%
		75% or more	0	0%	4	2%	4	1%
		Total	176	100%	257	100%	433	100%
h. Testing and evaluation	TESTEVAL	0%	18	10%	36	14%	54	13%
		1-9%	88	50%	120	47%	208	48%
		10-19%	45	26%	58	23%	103	24%
		20-29%	11	6%	25	10%	36	8%
		30-39%	4	2%	6	2%	10	2%
		40-49%	2	1%	5	2%	7	2%
		50-74%	3	2%	4	2%	7	2%
		75% or more	5	3%	2	1%	7	2%
		Total	176	100%	256	100%	432	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)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0%	159	93%	223	91%	382	92%
		1-9%	4	2%	8	3%	12	3%
		10-19%	1	1%	4	2%	5	1%
		20-29%	4	2%	1	0%	5	1%
		30-39%	1	1%	0	0%	1	0%
		40-49%	1	1%	2	1%	3	1%
		50-74%	0	0%	3	1%	3	1%
		75% or more	1	1%	3	1%	4	1%
		Total	171	100%	244	100%	415	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	105	60%	146	59%	251	59%
		1-9%	18	10%	31	12%	49	12%
		10-19%	15	9%	28	11%	43	10%
		20-29%	13	7%	16	6%	29	7%
		30-39%	5	3%	3	1%	8	2%
		40-49%	5	3%	3	1%	8	2%
		50-74%	3	2%	11	4%	14	3%
		75% or more	11	6%	11	4%	22	5%
		Total	175	100%	249	100%	424	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	0	0%	0	0%	0	0%
		2	4	2%	1	0%	5	1%
		3	7	4%	3	1%	10	2%
		4	18	10%	28	11%	46	11%
		5	61	35%	59	23%	120	28%
		6	60	34%	101	39%	161	37%
		Very much	26	15%	65	25%	91	21%
		Total	176	100%	257	100%	433	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. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	57	33%	106	41%	163	38%
		Some	62	36%	87	34%	149	35%
		Quite a bit	38	22%	51	20%	89	21%
		Very much	17	10%	13	5%	30	7%
		Total	174	100%	257	100%	431	100%
b. Analyzing 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	9	5%	2	1%	11	3%
		Some	18	10%	25	10%	43	10%
		Quite a bit	66	38%	109	42%	175	40%
		Very much	82	47%	122	47%	204	47%
		Total	175	100%	258	100%	433	100%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	8	5%	5	2%	13	3%
		Some	31	18%	31	12%	62	14%
		Quite a bit	70	40%	94	36%	164	38%
		Very much	67	38%	128	50%	195	45%
		Total	176	100%	258	100%	434	100%
d. Making judgments 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	17	10%	14	5%	31	7%
		Some	43	25%	40	15%	83	19%
		Quite a bit	63	36%	103	40%	166	38%
		Very much	52	30%	102	39%	154	35%
		Total	175	100%	259	100%	434	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	14	8%	4	2%	18	4%
		Some	25	14%	25	10%	50	12%
		Quite a bit	49	28%	78	30%	127	29%
		Very much	88	50%	151	59%	239	55%
		Total	176	100%	258	100%	434	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	35	20%	20	8%	55	13%
		Some	48	27%	62	24%	110	25%
		Quite a bit	40	23%	66	26%	106	24%
		Very much	53	30%	110	43%	163	38%
		Total	176	100%	258	100%	434	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	52	30%	41	16%	93	22%
		Some	55	31%	58	23%	113	26%
		Quite a bit	37	21%	93	36%	130	30%
		Very much	31	18%	64	25%	95	22%
		Total	175	100%	256	100%	431	100%
c. Thinking critically and analytically	FGNANALY	Very little	1	1%	2	1%	3	1%
		Some	21	12%	13	5%	34	8%
		Quite a bit	64	36%	79	31%	143	33%
		Very much	90	51%	162	63%	252	58%
		Total	176	100%	256	100%	432	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	59	34%	106	42%	165	39%
		Some	32	18%	55	22%	87	20%
		Quite a bit	38	22%	42	17%	80	19%
		Very much	44	25%	51	20%	95	22%
		Total	173	100%	254	100%	427	100%
e. Using computing and information technology	FGNCMPTS	Very little	60	34%	57	22%	117	27%
		Some	51	29%	96	37%	147	34%
		Quite a bit	40	23%	52	20%	92	21%
		Very much	25	14%	53	21%	78	18%
		Total	176	100%	258	100%	434	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	33	19%	30	12%	63	15%
		Some	46	26%	68	26%	114	26%
		Quite a bit	55	31%	59	23%	114	26%
		Very much	42	24%	101	39%	143	33%
	Total		176	100%	258	100%	434	100%
g. Learning effectively on their own	FGNINQ	Very little	2	1%	3	1%	5	1%
		Some	33	19%	30	12%	63	14%
		Quite a bit	81	46%	109	42%	190	44%
		Very much	61	34%	116	45%	177	41%
	Total		177	100%	258	100%	435	100%
h. Understanding themselves	FGNSELF	Very little	29	17%	35	14%	64	15%
		Some	52	30%	60	24%	112	27%
		Quite a bit	50	29%	77	31%	127	30%
		Very much	42	24%	76	31%	118	28%
	Total		173	100%	248	100%	421	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	66	38%	63	25%	129	30%
		Some	44	25%	64	25%	108	25%
		Quite a bit	33	19%	58	23%	91	21%
		Very much	31	18%	70	27%	101	24%
	Total		174	100%	255	100%	429	100%
j. Solving complex real-world problems	FGNPROBS	Very little	26	15%	26	10%	52	12%
		Some	58	33%	59	23%	117	27%
		Quite a bit	56	32%	79	31%	135	32%
		Very much	34	20%	89	35%	123	29%
	Total		174	100%	253	100%	427	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	54	31%	40	16%	94	22%
		Some	58	33%	77	30%	135	32%
		Quite a bit	31	18%	68	27%	99	23%
		Very much	31	18%	69	27%	100	23%
		Total	174	100%	254	100%	428	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	135	78%	179	71%	314	74%
		Some	22	13%	42	17%	64	15%
		Quite a bit	11	6%	18	7%	29	7%
		Very much	6	3%	14	6%	20	5%
		Total	174	100%	253	100%	427	100%
m. Acquiring a broad general education	FGNGENLE	Very little	20	12%	62	24%	82	19%
		Some	55	32%	62	24%	117	27%
		Quite a bit	57	33%	64	25%	121	28%
		Very much	40	23%	68	27%	108	25%
		Total	172	100%	256	100%	428	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	21	12%	11	4%	32	7%
		Some	44	25%	40	16%	84	19%
		Quite a bit	51	29%	77	30%	128	30%
		Very much	59	34%	128	50%	187	43%
		Total	175	100%	256	100%	431	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	49	32%	46	20%	95	25%
		Biological science	6	4%	9	4%	15	4%
		Business	11	7%	26	11%	37	10%
		Education	3	2%	29	13%	32	8%
		Engineering	14	9%	13	6%	27	7%
		Physical science	25	16%	14	6%	39	10%
		Professional	8	5%	20	9%	28	7%
		Social science	25	16%	46	20%	71	18%
		Other	13	8%	28	12%	41	11%
		Total	154	100%	231	100%	385	100%



**Faculty Survey
of Student Engagement**

Western Michigan University

FSSE-NSSE Combined Report

August 2009



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 2009 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 *2009 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 Survey
of Student Engagement**

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	21%
		UD	50%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	37%
		UD	21%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	26%
		UD	42%

FSSE-NSSE Combined Report 2009 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	29%	38%	31%	2%	
		SR	48%	31%	19%	2%	
Come to class without completing assignments	CLUNPREP	FY	6%	11%	56%	27%	
		SR	7%	15%	57%	21%	
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	38%	37%	6%	
		SR	22%	39%	34%	5%	

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2009 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	27%
		UD	31%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	31%
		UD	20%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	23%
		UD	36%
Occasionally use e-mail to communicate with you	FEMAIL	LD	30%
		UD	49%
Occasionally discuss grades or assignments with you	FGRADE	LD	18%
		UD	32%
At least once, talk about career plans with you	FPLANS	LD	16%
		UD	28%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	6%
		UD	21%

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	20%	37%	40%	3%
		SR	33%	34%	30%	3%
Come to class without completing assignments	CLUNPREP	FY	5%	18%	58%	19%
		SR	9%	17%	55%	19%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	15%	41%	37%	7%
		SR	15%	40%	38%	7%
Used e-mail to communicate with an instructor	EMAIL	FY	42%	40%	17%	2%
		SR	51%	31%	17%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	21%	35%	35%	9%
		SR	26%	33%	37%	4%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	12%	23%	44%	21%
		SR	14%	22%	47%	18%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	5%	14%	37%	44%
		SR	7%	16%	44%	32%



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	32%
		UD	50%
Work with other students on projects during class	FCLASSGR	LD	53%
		UD	56%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	8%
		UD	15%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	38%
		UD	52%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	84%
		UD	89%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	27%
		UD	28%
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	21%
		UD	32%

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	20%	41%	31%	8%
		SR	25%	31%	34%	10%
Worked with other students on projects during class	CLASSGRP	FY	11%	40%	41%	8%
		SR	20%	33%	38%	9%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	3%	9%	26%	63%
		SR	5%	8%	30%	57%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	25%	32%	31%	12%
		SR	30%	27%	31%	12%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	12%	41%	38%	10%
		SR	14%	41%	38%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	21%	27%	36%	16%
		SR	22%	26%	35%	18%
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%	33%	31%	11%
		SR	24%	28%	35%	13%



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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

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	36%
		UD	52%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	60%
		UD	79%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	42%
		UD	50%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	46%
		UD	65%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	50%
		UD	54%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	21%
		UD	27%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	65%
		UD	74%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	58%
		UD	74%
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	91%
		UD	93%

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
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	19%	33%	31%	17%
		SR	13%	28%	40%	19%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	28%	45%	24%	2%
		SR	40%	45%	13%	2%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	13%	28%	46%	13%
		SR	25%	34%	32%	9%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	12%	40%	42%	6%
		SR	24%	45%	27%	4%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	20%	41%	33%	6%
		SR	28%	39%	31%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	3%	10%	29%	57%
		SR	5%	11%	36%	47%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	34%	39%	9%
		SR	20%	32%	39%	8%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	19%	40%	33%	7%
		SR	23%	37%	33%	6%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	23%	45%	29%	3%
		SR	22%	44%	31%	2%



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	84%
		UD	88%

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	32%
		UD	25%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	85%
		UD	90%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	78%
		UD	86%
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	66%
		UD	79%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	78%
		UD	89%

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	81%	19%
		SR	81%	19%

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	36%	42%	19%	3%
		SR	26%	41%	28%	5%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	29%	50%	19%	2%
		SR	38%	43%	17%	2%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	21%	41%	32%	6%
		SR	26%	42%	26%	6%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	20%	39%	34%	7%
		SR	25%	40%	28%	8%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	32%	41%	23%	4%
		SR	38%	40%	20%	2%



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	53%
		UD	68%
Speaking clearly and effectively	FGNSPEAK	LD	39%
		UD	61%
Thinking critically and analytically	FGNANALY	LD	88%
		UD	94%
Analyzing quantitative problems	FGNQUANT	LD	47%
		UD	37%
Using computing and information technology	FGNCMPTS	LD	37%
		UD	41%
Working effectively with others	FGNOTHER	LD	55%
		UD	62%
Learning effectively on their own	FGNINQ	LD	80%
		UD	87%

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	25%	40%	27%	8%
		SR	28%	43%	25%	4%
Speaking clearly and effectively	GNSPEAK	FY	20%	35%	33%	12%
		SR	23%	40%	30%	7%
Thinking critically and analytically	GNANALY	FY	32%	46%	19%	3%
		SR	43%	43%	12%	2%
Analyzing quantitative problems	GNQUANT	FY	25%	40%	29%	6%
		SR	35%	39%	21%	5%
Using computing and information technology	GNCMPTS	FY	37%	37%	20%	5%
		SR	40%	38%	18%	4%
Working effectively with others	GNOTHERS	FY	30%	39%	24%	6%
		SR	35%	40%	22%	3%
Learning effectively on your own	GNINQ	FY	32%	46%	20%	2%
		SR	26%	43%	24%	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	53%
		UD	62%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	37%
		UD	50%
Solving complex real-world problems	FGNPROBS	LD	52%
		UD	66%
Developing a personal code of values and ethics	FVALUES	LD	36%
		UD	54%
Developing a deepened sense of spirituality	FSPIRIT	LD	10%
		UD	13%
Acquiring a broad general education	FGNGENLE	LD	56%
		UD	52%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	63%
		UD	80%

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%	36%	27%	8%
		SR	21%	34%	28%	17%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	23%	34%	32%	11%
		SR	16%	31%	36%	17%
Solving complex real-world problems	GNPROBSV	FY	22%	37%	30%	11%
		SR	20%	40%	28%	11%
Developing a personal code of values and ethics	GNETHICS	FY	21%	35%	32%	12%
		SR	20%	30%	32%	18%
Developing a deepened sense of spirituality	GNSPIRIT	FY	11%	17%	31%	41%
		SR	7%	10%	23%	60%
Acquiring a broad general education	GNGENLED	FY	32%	47%	17%	3%
		SR	35%	42%	21%	2%
Acquiring job or work-related knowledge and skills	GNWORK	FY	26%	39%	25%	11%
		SR	37%	40%	18%	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	83%
		UD	87%
Community service or volunteer work	FVOLUNTR	LD	61%
		UD	59%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	52%
		UD	56%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	58%
		UD	51%
Foreign language coursework	FFORLANG	LD	57%
		UD	59%
Study abroad	FSTUDYAB	LD	52%
		UD	48%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	86%
		UD	82%

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%	74%	4%	17%
		SR	43%	37%	12%	7%
Community service or volunteer work	VOLNTR04	FY	32%	44%	7%	16%
		SR	51%	17%	19%	13%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	16%	24%	21%	39%
		SR	24%	8%	51%	17%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	3%	29%	22%	46%
		SR	13%	16%	52%	19%
Foreign language coursework	FORLNG04	FY	19%	24%	34%	23%
		SR	33%	7%	51%	9%
Study abroad	STDABR04	FY	3%	39%	26%	32%
		SR	10%	8%	68%	15%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	38%	12%	49%
		SR	21%	35%	30%	14%



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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	61%
		UD	60%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	75%
		UD	64%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	46%
		UD	36%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	37%
		UD	26%
Providing students the support they need to thrive socially	FENVSOCA	LD	41%
		UD	36%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	63%
		UD	68%
Encouraging students to use computers in their academic work	FENVCOMP	LD	93%
		UD	90%

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	34%	44%	20%	2%
		SR	32%	47%	19%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	29%	47%	20%	4%
		SR	19%	44%	31%	6%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	22%	35%	29%	15%
		SR	11%	27%	42%	20%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	9%	29%	36%	26%
		SR	4%	9%	35%	51%
Providing the support you need to thrive socially	ENVSOCAL	FY	14%	34%	36%	15%
		SR	6%	21%	44%	29%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	21%	45%	27%	7%
		SR	15%	36%	36%	14%
Using computers in academic work	ENVCOMPT	FY	47%	37%	13%	3%
		SR	57%	30%	11%	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	77%
		UD	80%
With faculty members	FENVFAC	LD	74%
		UD	75%
With administrative personnel and offices	FENVADM	LD	51%
		UD	44%

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	80%	20%
		SR	80%	20%
With faculty members	ENVFAC	FY	70%	30%
		SR	74%	26%
With administrative personnel and offices	ENVADM	FY	58%	42%
		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