



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report Comparison 2008 and 2009 Western Michigan University Seniors

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 | Year | 50% or Higher |
|---|----------|------|---------------|
| Frequently ask questions in class or contribute to class discussions | FCLQUEST | 2008 | 36% |
| | | 2009 | 31% |
| Frequently come to class without completing readings or assignments | FCLUNPRE | 2008 | 23% |
| | | 2009 | 20% |
| Frequently work harder than they usually do to meet your standards | FWORKHRD | 2008 | 33% |
| | | 2009 | 36% |
| Occasionally use e-mail to communicate with you | FEMAIL | 2008 | 48% |
| | | 2009 | 49% |
| Occasionally discuss grades or assignments with you | FGRADE | 2008 | 35% |
| | | 2009 | 32% |
| At least once, talk about career plans with you | FPLANS | 2008 | 30% |
| | | 2009 | 28% |
| At least once, discuss ideas from readings or classes with you outside of class | FIDEAS | 2008 | 14% |
| | | 2009 | 21% |

Student Responses

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

| NSSE Item | Variable | Year | Very Often | Often | Sometimes | Never |
|--|----------|------|------------|-------|-----------|-------|
| Asked questions in class or contributed to class discussions | CLQUEST | 2008 | 36% | 34% | 28% | 2% |
| | | 2009 | 33% | 34% | 30% | 3% |
| Come to class without completing assignments | CLUNPREP | 2008 | 9% | 19% | 57% | 15% |
| | | 2009 | 9% | 17% | 55% | 19% |
| Worked harder than you thought you could to meet an instructor's standards or expectations | WORKHARD | 2008 | 21% | 35% | 38% | 6% |
| | | 2009 | 15% | 40% | 38% | 7% |
| Used e-mail to communicate with an instructor | EMAIL | 2008 | 60% | 30% | 10% | 0% |
| | | 2009 | 51% | 31% | 17% | 1% |
| Discussed grades or assignments with an instructor | FACGRADE | 2008 | 29% | 33% | 34% | 3% |
| | | 2009 | 26% | 33% | 37% | 4% |
| Talked about career plans with a faculty member or advisor | FACPLANS | 2008 | 18% | 23% | 43% | 15% |
| | | 2009 | 14% | 22% | 47% | 18% |
| Discussed ideas from your readings or classes with faculty members outside of class | FACIDEAS | 2008 | 11% | 13% | 46% | 30% |
| | | 2009 | 7% | 16% | 44% | 32% |



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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>Year</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 | 2008 | 44% |
| | | 2009 | 50% |
| Work with other students on projects during class | FCLASSGR | 2008 | 61% |
| | | 2009 | 56% |
| Participate in a community-based project (e.g., service learning) as part of your course | FCOMMPRO | 2008 | 16% |
| | | 2009 | 15% |
| Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | FITICADE | 2008 | 50% |
| | | 2009 | 52% |
| Receive prompt written or oral feedback from you on their academic performance | FFEED | 2008 | 90% |
| | | 2009 | 89% |
| Have serious conversations in your course with students of a different race or ethnicity than their own | FDIVRSTU | 2008 | 28% |
| | | 2009 | 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 | 2008 | 30% |
| | | 2009 | 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>Year</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 | 2008 | 26% | 37% | 30% | 7% |
| | | 2009 | 25% | 31% | 34% | 10% |
| Worked with other students on projects during class | CLASSGRP | 2008 | 18% | 32% | 42% | 8% |
| | | 2009 | 20% | 33% | 38% | 9% |
| Participated in a community-based project (e.g., service learning) as part of a regular course | COMMPROJ | 2008 | 7% | 13% | 30% | 49% |
| | | 2009 | 5% | 8% | 30% | 57% |
| Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment | ITACADEM | 2008 | 31% | 27% | 29% | 13% |
| | | 2009 | 30% | 27% | 31% | 12% |
| Received prompt written or oral feedback from faculty on your academic performance | FACFEED | 2008 | 16% | 44% | 35% | 5% |
| | | 2009 | 14% | 41% | 38% | 6% |
| Had serious conversations with students of a different race or ethnicity than your own | DIVRSTUD | 2008 | 25% | 26% | 37% | 12% |
| | | 2009 | 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 | 2008 | 26% | 34% | 32% | 8% |
| | | 2009 | 24% | 28% | 35% | 13% |



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

| FSSE Item | Variable | Year | Very Important or Important |
|---|----------|------|-----------------------------|
| Prepare two or more drafts of a paper or assignment before turning it in | FREWROPA | 2008 | 51% |
| | | 2009 | 52% |
| Work on a paper or project that requires integrating ideas or information from various sources | FINTEGRA | 2008 | 80% |
| | | 2009 | 79% |
| Work with classmates outside of class to prepare class assignments | FOCCGRP | 2008 | 55% |
| | | 2009 | 50% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | FINTIDEA | 2008 | 64% |
| | | 2009 | 65% |
| Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.) | FOOCID05 | 2008 | 54% |
| | | 2009 | 54% |
| Tutor or teach other students (paid or voluntary) | FTUTOR | 2008 | 28% |
| | | 2009 | 27% |
| Examine the strengths and weaknesses of their views on a topic or issue | FOWNVIEW | 2008 | 73% |
| | | 2009 | 74% |
| Try to better understand someone else's views by imagining how an issue looks from that person's perspective | FOTHRVW | 2008 | 75% |
| | | 2009 | 74% |
| Learn something that changes the way they understand an issue or concept | FCHNGVW | 2008 | 92% |
| | | 2009 | 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 | Year | Very Often | Often | Sometimes | Never |
|--|----------|------|------------|-------|-----------|-------|
| Prepared two or more drafts of a paper or assignment before turning it in | REWROPAP | 2008 | 17% | 23% | 41% | 19% |
| | | 2009 | 13% | 28% | 40% | 19% |
| Worked on a paper or project that required integrating ideas or information from various sources | INTEGRAT | 2008 | 48% | 36% | 16% | 0% |
| | | 2009 | 40% | 45% | 13% | 2% |
| Worked with classmates outside of class to prepare class assignments | OCCGRP | 2008 | 28% | 34% | 33% | 5% |
| | | 2009 | 25% | 34% | 32% | 9% |
| Put together ideas or concepts from different courses when completing assignments or during class discussions | INTIDEAS | 2008 | 24% | 47% | 26% | 3% |
| | | 2009 | 24% | 45% | 27% | 4% |
| Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.) | OOCIDEAS | 2008 | 23% | 39% | 33% | 4% |
| | | 2009 | 28% | 39% | 31% | 3% |
| Tutored or taught other students (paid or voluntary) | TUTOR | 2008 | 8% | 12% | 34% | 46% |
| | | 2009 | 5% | 11% | 36% | 47% |
| Examined the strengths and weaknesses of your own views on a topic or issue | OWNVIEW | 2008 | 19% | 37% | 37% | 7% |
| | | 2009 | 20% | 32% | 39% | 8% |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | OTHRVIEW | 2008 | 25% | 42% | 28% | 5% |
| | | 2009 | 23% | 37% | 33% | 6% |
| Learned something that changed the way you understand an issue or concept | CHNGVIEW | 2008 | 25% | 41% | 32% | 2% |
| | | 2009 | 22% | 44% | 31% | 2% |



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Faculty classroom practices and student responses:

Faculty Responses

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

| FSSE Item | Variable | Year | Quite Challenging |
|--|----------|------|-------------------|
| 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 | 2008 | 89% |
| | | 2009 | 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

| FSSE Item | Variable | Year | Very Much or Quite a Bit |
|--|----------|------|--------------------------|
| Memorizing facts, ideas, or methods from your course and readings | FMEMORIZ | 2008 | 28% |
| | | 2009 | 25% |
| Analyzing the basic elements of an idea, experience, or theory | FANALYZE | 2008 | 90% |
| | | 2009 | 90% |
| Synthesizing and organizing ideas, information, or experiences | FSYNTHES | 2008 | 89% |
| | | 2009 | 86% |
| Making judgments about the value of information, arguments, or methods | FEVALUAT | 2008 | 75% |
| | | 2009 | 79% |
| Applying theories or concepts to practical problems or in new situations | FAPPLYIN | 2008 | 84% |
| | | 2009 | 89% |

Student Responses

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

| NSSE Item | Variable | Year | Quite Challenging | Not as Challenging |
|--|----------|------|-------------------|--------------------|
| 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 | 2008 | 72% | 28% |
| | | 2009 | 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

| NSSE Item | Variable | Year | Very Much | Quite a Bit | Some | Very Little |
|--|----------|------|-----------|-------------|------|-------------|
| Memorizing facts, ideas, or methods from your course and readings | MEMORIZE | 2008 | 30% | 36% | 25% | 8% |
| | | 2009 | 26% | 41% | 28% | 5% |
| Analyzing the basic elements of an idea, experience, or theory | ANALYZE | 2008 | 37% | 44% | 16% | 3% |
| | | 2009 | 38% | 43% | 17% | 2% |
| Synthesizing and organizing ideas, information, or experiences | SYNTHESZ | 2008 | 29% | 38% | 28% | 5% |
| | | 2009 | 26% | 42% | 26% | 6% |
| Making judgments about the value of information, arguments, or methods | EVALUATE | 2008 | 32% | 37% | 26% | 5% |
| | | 2009 | 25% | 40% | 28% | 8% |
| Applying theories or concepts to practical problems or in new situations | APPLYING | 2008 | 39% | 38% | 19% | 4% |
| | | 2009 | 38% | 40% | 20% | 2% |



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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>Year</i> | <i>Very Much or Quite a Bit</i> |
|--|-----------------|-------------|---------------------------------|
| Writing clearly and effectively | FGNWRITE | 2008 | 71% |
| | | 2009 | 68% |
| Speaking clearly and effectively | FGNSPEAK | 2008 | 57% |
| | | 2009 | 61% |
| Thinking critically and analytically | FGNANALY | 2008 | 93% |
| | | 2009 | 94% |
| Analyzing quantitative problems | FGNQUANT | 2008 | 44% |
| | | 2009 | 37% |
| Using computing and information technology | FGNCMPTS | 2008 | 42% |
| | | 2009 | 41% |
| Working effectively with others | FGNOTHER | 2008 | 64% |
| | | 2009 | 62% |
| Learning effectively on their own | FGNINQ | 2008 | 88% |
| | | 2009 | 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>Year</i> | <i>Very Much</i> | <i>Quite a Bit</i> | <i>Some</i> | <i>Very Little</i> |
|--|-----------------|-------------|------------------|--------------------|-------------|--------------------|
| Writing clearly and effectively | GNWIRTE | 2008 | 34% | 38% | 25% | 3% |
| | | 2009 | 28% | 43% | 25% | 4% |
| Speaking clearly and effectively | GNSPEAK | 2008 | 29% | 37% | 28% | 6% |
| | | 2009 | 23% | 40% | 30% | 7% |
| Thinking critically and analytically | GNANALY | 2008 | 42% | 38% | 18% | 1% |
| | | 2009 | 43% | 43% | 12% | 2% |
| Analyzing quantitative problems | GNQUANT | 2008 | 30% | 36% | 29% | 6% |
| | | 2009 | 35% | 39% | 21% | 5% |
| Using computing and information technology | GNCMPTS | 2008 | 40% | 37% | 20% | 3% |
| | | 2009 | 40% | 38% | 18% | 4% |
| Working effectively with others | GNOTHERS | 2008 | 42% | 36% | 19% | 3% |
| | | 2009 | 35% | 40% | 22% | 3% |
| Learning effectively on your own | GNINQ | 2008 | 29% | 39% | 25% | 7% |
| | | 2009 | 26% | 43% | 24% | 7% |



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

| FSSE Item | Variable | Year | Very Much or Quite a Bit |
|---|----------|------|--------------------------|
| Understanding themselves | FGNSELF | 2008 | 59% |
| | | 2009 | 62% |
| Understanding people of other racial and ethnic backgrounds | FGNDIVER | 2008 | 42% |
| | | 2009 | 50% |
| Solving complex real-world problems | FGNPROBS | 2008 | 69% |
| | | 2009 | 66% |
| Developing a personal code of values and ethics | FVALUES | 2008 | 55% |
| | | 2009 | 54% |
| Developing a deepened sense of spirituality | FSPIRIT | 2008 | 10% |
| | | 2009 | 13% |
| Acquiring a broad general education | FGNGENLE | 2008 | 54% |
| | | 2009 | 52% |
| Acquiring job or work-related knowledge and skills | FGNWORK | 2008 | 82% |
| | | 2009 | 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

| NSSE Item | Variable | Year | Very Much | Quite a Bit | Some | Very Little |
|---|----------|------|-----------|-------------|------|-------------|
| Understanding yourself | GNSELF | 2008 | 26% | 31% | 27% | 16% |
| | | 2009 | 21% | 34% | 28% | 17% |
| Understanding people of other racial and ethnic backgrounds | GNDIVERS | 2008 | 19% | 30% | 34% | 17% |
| | | 2009 | 16% | 31% | 36% | 17% |
| Solving complex real-world problems | GNPROBSV | 2008 | 23% | 33% | 32% | 11% |
| | | 2009 | 20% | 40% | 28% | 11% |
| Developing a personal code of values and ethics | GNETHICS | 2008 | 25% | 26% | 30% | 19% |
| | | 2009 | 20% | 30% | 32% | 18% |
| Developing a deepened sense of spirituality | GNSPIRIT | 2008 | 9% | 11% | 23% | 57% |
| | | 2009 | 7% | 10% | 23% | 60% |
| Acquiring a broad general education | GNGENLED | 2008 | 37% | 41% | 19% | 3% |
| | | 2009 | 35% | 42% | 21% | 2% |
| Acquiring job or work-related knowledge and skills | GNWORK | 2008 | 38% | 33% | 22% | 7% |
| | | 2009 | 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>Year</i> | <i>Very Important or Important</i> |
|---|-----------------|-------------|------------------------------------|
| Practicum, internship, field experience, co-op experience, or clinical assignment | FINTERN | 2008 | 87% |
| | | 2009 | 87% |
| Community service or volunteer work | FVOLUNTR | 2008 | 59% |
| | | 2009 | 59% |
| Participation in a learning community or some other formal program where groups of students take two or more classes together | FLERNCOM | 2008 | 56% |
| | | 2009 | 56% |
| Work on a research project with a faculty member outside of course or program requirements | FIMPR05 | 2008 | 55% |
| | | 2009 | 51% |
| Foreign language coursework | FFORLANG | 2008 | 52% |
| | | 2009 | 59% |
| Study abroad | FSTUDYAB | 2008 | 41% |
| | | 2009 | 48% |
| Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.) | FSENIOR | 2008 | 80% |
| | | 2009 | 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>Year</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 | 2008 | 68% | 11% | 16% | 5% |
| | | 2009 | 43% | 37% | 12% | 7% |
| Community service or volunteer work | VOLNTR04 | 2008 | 64% | 9% | 18% | 9% |
| | | 2009 | 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 | 2008 | 30% | 5% | 55% | 10% |
| | | 2009 | 24% | 8% | 51% | 17% |
| Work on a research project with a faculty member outside of course or program requirements | RESRCH04 | 2008 | 17% | 8% | 62% | 13% |
| | | 2009 | 13% | 16% | 52% | 19% |
| Foreign language coursework | FORLNG04 | 2008 | 36% | 4% | 53% | 7% |
| | | 2009 | 33% | 7% | 51% | 9% |
| Study abroad | STDABR04 | 2008 | 12% | 5% | 74% | 8% |
| | | 2009 | 10% | 8% | 68% | 15% |
| Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.) | SNRX04 | 2008 | 36% | 15% | 42% | 7% |
| | | 2009 | 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>Year</i> | <i>Very Much or Quite a Bit</i> |
|--|-----------------|-------------|---------------------------------|
| Requiring students to spend significant amounts of time studying and on academic work | FENVSCO | 2008 | 58% |
| | | 2009 | 60% |
| Providing students the support they need to help them succeed academically | FENVSUPR | 2008 | 70% |
| | | 2009 | 64% |
| Encouraging contact among students from different economic, social and racial or ethnic backgrounds | FENVDIVR | 2008 | 37% |
| | | 2009 | 36% |
| Helping students cope with their non-academic responsibilities (work, family, etc.) | FENVNACA | 2008 | 23% |
| | | 2009 | 26% |
| Providing students the support they need to thrive socially | FENVSOCA | 2008 | 34% |
| | | 2009 | 36% |
| Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.) | FENVVEEN | 2008 | 54% |
| | | 2009 | 68% |
| Encouraging students to use computers in their academic work | FENVCOMP | 2008 | 90% |
| | | 2009 | 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>Year</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 | 2008 | 26% | 47% | 24% | 4% |
| | | 2009 | 32% | 47% | 19% | 2% |
| Providing the support you need to help you succeed academically | ENVSUPRT | 2008 | 18% | 45% | 30% | 8% |
| | | 2009 | 19% | 44% | 31% | 6% |
| Encouraging contact among students from different economic, social and racial or ethnic backgrounds | ENVDIVRS | 2008 | 13% | 26% | 38% | 23% |
| | | 2009 | 11% | 27% | 42% | 20% |
| Helping you cope with your non-academic responsibilities (work, family, etc.) | ENVNACAD | 2008 | 5% | 13% | 31% | 50% |
| | | 2009 | 4% | 9% | 35% | 51% |
| Providing the support you need to thrive socially | ENVSOCAL | 2008 | 8% | 24% | 37% | 31% |
| | | 2009 | 6% | 21% | 44% | 29% |
| Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) | ENVEVENT | 2008 | 16% | 32% | 39% | 13% |
| | | 2009 | 15% | 36% | 36% | 14% |
| Using computers in academic work | ENVCOMPT | 2008 | 57% | 32% | 10% | 2% |
| | | 2009 | 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>Year</i> | <i>Positive Quality</i> |
|---|-----------------|-------------|-------------------------|
| With other students | FENVSTU | 2008 | 77% |
| | | 2009 | 80% |
| With faculty members | FENVFAC | 2008 | 71% |
| | | 2009 | 75% |
| With administrative personnel and offices | FENVADM | 2008 | 40% |
| | | 2009 | 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>Year</i> | <i>Positive Quality</i> | <i>Neutral or Negative</i> |
|---|-----------------|-------------|-------------------------|----------------------------|
| With other students | ENVSTU | 2008 | 81% | 19% |
| | | 2009 | 80% | 20% |
| With faculty members | ENVFAC | 2008 | 65% | 35% |
| | | 2009 | 74% | 26% |
| With administrative personnel and offices | ENVADM | 2008 | 45% | 55% |
| | | 2009 | 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