



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report Comparison 2008 and 2009 Western Michigan University First Year Students

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	21%
		2009	27%
Frequently come to class without completing readings or assignments	FCLUNPRE	2008	29%
		2009	31%
Frequently work harder than they usually do to meet your standards	FWORKHRD	2008	19%
		2009	23%
Occasionally use e-mail to communicate with you	FEMAIL	2008	33%
		2009	30%
Occasionally discuss grades or assignments with you	FGRADE	2008	22%
		2009	18%
At least once, talk about career plans with you	FPLANS	2008	15%
		2009	16%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	2008	7%
		2009	6%

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	15%	33%	45%	6%
		2009	20%	27%	40%	3%
Come to class without completing assignments	CLUNPREP	2008	6%	15%	58%	21%
		2009	5%	18%	58%	19%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	2008	14%	38%	38%	10%
		2009	15%	41%	37%	7%
Used e-mail to communicate with an instructor	EMAIL	2008	38%	41%	20%	2%
		2009	42%	40%	17%	2%
Discussed grades or assignments with an instructor	FACGRADE	2008	17%	27%	44%	12%
		2009	21%	35%	35%	9%
Talked about career plans with a faculty member or advisor	FACPLANS	2008	10%	20%	49%	21%
		2009	12%	23%	44%	21%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	2008	5%	13%	42%	41%
		2009	5%	14%	37%	44%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report Comparison 2008 and 2009 Western Michigan University First Year Students

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>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	40%
		2009	32%
Work with other students on projects during class	FCLASSGR	2008	52%
		2009	53%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	2008	11%
		2009	8%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	2008	37%
		2009	38%
Receive prompt written or oral feedback from you on their academic performance	FFEED	2008	83%
		2009	84%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	2008	25%
		2009	27%
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	24%
		2009	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>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	16%	38%	35%	10%
		2009	20%	41%	31%	8%
Worked with other students on projects during class	CLASSGRP	2008	12%	36%	43%	9%
		2009	11%	40%	41%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	2008	3%	7%	27%	63%
		2009	3%	9%	26%	63%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	2008	22%	26%	35%	17%
		2009	25%	32%	31%	12%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	2008	12%	36%	40%	12%
		2009	12%	41%	38%	10%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	2008	23%	28%	33%	16%
		2009	21%	27%	36%	16%
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%	29%	33%	12%
		2009	26%	33%	31%	11%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report Comparison 2008 and 2009 Western Michigan University First Year Students

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	Year	Very Important or Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	2008	44%
		2009	36%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	2008	60%
		2009	60%
Work with classmates outside of class to prepare class assignments	FOCCGRP	2008	43%
		2009	42%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	2008	42%
		2009	46%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	2008	46%
		2009	50%
Tutor or teach other students (paid or voluntary)	FTUTOR	2008	25%
		2009	21%
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	2008	64%
		2009	65%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	2008	64%
		2009	58%
Learn something that changes the way they understand an issue or concept	FCHNGVW	2008	83%
		2009	91%

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	19%	34%	33%	15%
		2009	19%	33%	31%	17%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	2008	25%	46%	25%	4%
		2009	28%	45%	24%	2%
Worked with classmates outside of class to prepare class assignments	OCCGRP	2008	13%	27%	43%	17%
		2009	13%	28%	46%	13%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	2008	15%	38%	42%	6%
		2009	12%	40%	42%	6%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	2008	20%	36%	36%	7%
		2009	20%	41%	33%	6%
Tutored or taught other students (paid or voluntary)	TUTOR	2008	3%	7%	32%	58%
		2009	3%	10%	29%	57%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	2008	14%	35%	39%	13%
		2009	17%	34%	39%	9%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	2008	20%	39%	34%	7%
		2009	19%	40%	33%	7%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	2008	24%	38%	33%	5%
		2009	23%	45%	29%	3%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report Comparison 2008 and 2009 Western Michigan University First Year Students

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	76%
		2009	84%

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	34%
		2009	32%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	2008	86%
		2009	85%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	2008	75%
		2009	78%
Making judgments about the value of information, arguments, or methods	FEVALUAT	2008	61%
		2009	66%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	2008	72%
		2009	78%

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	76%	24%
		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	31%	40%	24%	5%
		2009	36%	42%	19%	3%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	2008	28%	46%	23%	2%
		2009	29%	50%	19%	2%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	2008	18%	43%	33%	7%
		2009	21%	41%	32%	6%
Making judgments about the value of information, arguments, or methods	EVALUATE	2008	21%	43%	30%	6%
		2009	20%	39%	34%	7%
Applying theories or concepts to practical problems or in new situations	APPLYING	2008	32%	42%	22%	4%
		2009	32%	41%	23%	4%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report Comparison 2008 and 2009 Western Michigan University First Year Students

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	58%
		2009	53%
Speaking clearly and effectively	FGNSPEAK	2008	40%
		2009	39%
Thinking critically and analytically	FGNANALY	2008	86%
		2009	88%
Analyzing quantitative problems	FGNQUANT	2008	46%
		2009	47%
Using computing and information technology	FGNCMPTS	2008	40%
		2009	37%
Working effectively with others	FGNOTHER	2008	50%
		2009	55%
Learning effectively on their own	FGNINQ	2008	83%
		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

<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	26%	41%	27%	6%
		2009	25%	40%	27%	8%
Speaking clearly and effectively	GNSPEAK	2008	19%	34%	33%	13%
		2009	20%	35%	33%	12%
Thinking critically and analytically	GNANALY	2008	34%	41%	21%	3%
		2009	32%	46%	19%	3%
Analyzing quantitative problems	GNQUANT	2008	23%	40%	30%	7%
		2009	25%	40%	29%	6%
Using computing and information technology	GNCMPTS	2008	35%	36%	21%	7%
		2009	37%	37%	20%	5%
Working effectively with others	GNOTHERS	2008	30%	38%	25%	7%
		2009	30%	39%	24%	6%
Learning effectively on your own	GNINQ	2008	24%	45%	24%	7%
		2009	32%	46%	20%	2%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report Comparison 2008 and 2009 Western Michigan University First Year Students

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

FSSE Item	Variable	Year	Very Much or Quite a Bit
Understanding themselves	FGNSELF	2008	54%
		2009	53%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	2008	39%
		2009	37%
Solving complex real-world problems	FGNPROBS	2008	54%
		2009	52%
Developing a personal code of values and ethics	FVALUES	2008	43%
		2009	36%
Developing a deepened sense of spirituality	FSPIRIT	2008	8%
		2009	13%
Acquiring a broad general education	FGNGENLE	2008	57%
		2009	56%
Acquiring job or work-related knowledge and skills	FGNWORK	2008	61%
		2009	63%

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	21%	39%	27%	12%
		2009	30%	36%	27%	8%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	2008	18%	32%	36%	14%
		2009	23%	34%	32%	11%
Solving complex real-world problems	GNPROBSV	2008	16%	37%	35%	12%
		2009	22%	37%	30%	11%
Developing a personal code of values and ethics	GNETHICS	2008	17%	34%	32%	17%
		2009	21%	35%	32%	12%
Developing a deepened sense of spirituality	GNSPIRIT	2008	9%	17%	28%	46%
		2009	11%	17%	31%	41%
Acquiring a broad general education	GNGENLED	2008	31%	46%	19%	3%
		2009	32%	47%	17%	3%
Acquiring job or work-related knowledge and skills	GNWORK	2008	24%	37%	28%	11%
		2009	26%	39%	25%	11%



Faculty Survey of Student Engagement

FSSE-NSSE Combined Report Comparison 2008 and 2009 Western Michigan University First Year Students

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	59%
		2009	61%
Providing students the support they need to help them succeed academically	FENVSUPR	2008	69%
		2009	75%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	2008	39%
		2009	46%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	2008	27%
		2009	37%
Providing students the support they need to thrive socially	FENVSOCA	2008	40%
		2009	41%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	2008	56%
		2009	63%
Encouraging students to use computers in their academic work	FENVCOMP	2008	93%
		2009	93%

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%	51%	20%	3%
		2009	34%	44%	20%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	2008	24%	47%	25%	4%
		2009	29%	47%	20%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	2008	18%	32%	36%	14%
		2009	22%	35%	29%	15%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	2008	10%	26%	36%	29%
		2009	9%	29%	36%	26%
Providing the support you need to thrive socially	ENVSOCAL	2008	13%	35%	37%	16%
		2009	14%	34%	36%	15%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	2008	25%	40%	27%	8%
		2009	21%	45%	27%	7%
Using computers in academic work	ENVCOMPT	2008	47%	36%	14%	3%
		2009	47%	37%	13%	3%



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	76%
		2009	77%
With faculty members	FENVFAC	2008	65%
		2009	74%
With administrative personnel and offices	FENVADM	2008	43%
		2009	51%

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	78%	22%
		2009	80%	20%
With faculty members	ENVFAC	2008	65%	35%
		2009	70%	30%
With administrative personnel and offices	ENVADM	2008	53%	47%
		2009	58%	42%

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