

	Responses		5007		
Academic and Intellectual Experiences	Variable	Class	50% or Higher	<b>N</b> /	
Frequently ask questions in class or contribute to class	ranabie	LD	8%	Never	
discussions	FCLQUEST	UD	30%	0%	
Frequently come to class without completing readings or		LD	38%	1%	
assignments	FCLUNPRE	UD	20%	4%	
Frequently work harder than they usually do to meet your		LD	30%	4%	
standards	FWORKHRD	UD	35%	3%	
		LD	20%	2%	
Occasionally use e-mail to communicate with you	FEMAIL	UD	37%	0%	
		LD	9%		
Occasionally discuss grades or assignments with you	FGRADE	UD	30%	0%	
		LD	6%	12%	
At least once, talk about career plans with you	FPLANS				
		UD	21%	4%	
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	2%	13%	
	UD 15% 6%				
And the second s		CI	Very Often	1010	
Academic and Intellectual Experiences	Variable	Class	or Often	Never	
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders,	FDIVCLAS	LD	36%	42%	
political beliefs, etc.)	IDIVELAS	UD	45%	25%	
		LD	39%	26%	
Work with other students on projects during class	FCLASSGR	UD	59%	17%	
		LD	11%	74%	
Participate in a community-based project as part of your course	FCOMMPRO	UD	21%	59%	
Use an electronic medium (listserv, chat group, Internet, etc.) to		LD	40%	29%	
discuss or complete an assignment	FITICADE	UD	45%	22%	
		LD	87%	0%	
Receive prompt feedback (written or oral) from you on their	FFEED	UD	92%		
	11 222	1 (11)		0%	
academic performance	11000		23%	28%	
Receive prompt feedback (written or oral) from you on their academic performance  Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	23%	28%	
Academic performance  Have serious conversations in your course with students of a different race or ethnicity than their own		LD UD	24%	28% 24%	
academic performance  Have serious conversations in your course with students of a		LD		28%	

Student	Responses	3		
	range of the same		Very Often	
Academic and Intellectual Experiences	Variable	Class	or Often	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	51%	3%
		SR	63%	2%
Come to class without completing assignments	CLUNPREP	FY	27%	14%
come to class without completing assignments	CEOIN REI	SR	26%	13%
Worked harder than you thought you could to meet an	WORKHARD	FY	45%	12%
instructor's standards or expectations WORKHARD	SR	51%	5%	
	EMAH	FY	72%	2%
Used e-mail to communicate with an instructor EM.	EMAIL	SR	77%	2%
Discussed grades or assignments with an instructor FACGRADE	FY	53%	8%	
	FACGRADE	SR	61%	2%
Talked about career plans with an instructor		FY	27%	29%
	FACPLANS	SR	31%	22%
Discussed ideas from your readings or classes with faculty	FACIDEAS	FY	14%	51%
members outside of class		100000	2011000010	15-11/00
members outside of class	35.5.0.5.005.000.000	SR	19%	33%
members outside of class		SR		33%
	Variable	SR Class	19% Very Often or Often	33% Never
Academic and Intellectual Experiences Included diverse perspectives (different races, religions,	Variable		Very Often	Direction of the second of the
Academic and Intellectual Experiences	Variable DIVCLASS	Class	Very Often or Often	Never
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Class FY	Very Often or Often 54%	Never
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing		Class FY SR	Very Often or Often 54%	Never 10% 7%
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	Class FY SR FY	Very Often or Often 54% 54% 46%	Never 10% 7% 10%
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments  Worked with other students on projects during class	DIVCLASS	Class FY SR FY SR	Very Often or Often 54% 54% 46% 50%	Never 10% 7% 10% 8%
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments  Worked with other students on projects during class  Participated in a community-based project (e.g. service	DIVCLASS  CLASSGRP  COMMPROJ	Class FY SR FY SR FY FY	Very Often or Often 54% 54% 46% 50%	Never 10% 7% 10% 8%
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments  Worked with other students on projects during class  Participated in a community-based project (e.g. service learning) as part a regular course	DIVCLASS	Class FY SR FY SR FY SR FY SR	Very Often or Often 54% 54% 46% 50% 5% 12%	Never 10% 7% 10% 8% 80% 57%
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments  Worked with other students on projects during class  Participated in a community-based project (e.g. service earning) as part a regular course  Used an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	DIVCLASS  CLASSGRP  COMMPROJ  ITACADEM	Class FY SR FY SR FY SR FY FY FY	Very Often or Often 54% 54% 46% 50% 5% 12% 57%	Never 10% 7% 10% 8% 80% 57%
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments  Worked with other students on projects during class  Participated in a community-based project (e.g. service earning) as part a regular course  Used an electronic medium (listserv, chat group, Internet, etc.) o discuss or complete an assignment  Received prompt feedback (written or oral) from faculty on	DIVCLASS  CLASSGRP  COMMPROJ	FY SR FY SR FY SR FY SR	Very Often or Often 54% 54% 46% 50% 5% 12% 57% 61%	Never 10% 7% 10% 8% 80% 57% 17%
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments  Worked with other students on projects during class  Participated in a community-based project (e.g. service learning) as part a regular course  Used an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment  Received prompt feedback (written or oral) from faculty on your academic performance	DIVCLASS  CLASSGRP  COMMPROJ  ITACADEM  FACFEED	FY SR FY SR FY SR FY SR FY	Very Often or Often 54% 54% 46% 50% 5% 12% 57% 61%	Never 10% 7% 10% 8% 80% 57% 16% 88%
Academic and Intellectual Experiences included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing issignments  Worked with other students on projects during class  Participated in a community-based project (e.g. service earning) as part a regular course  Used an electronic medium (listsery, chat group, Internet, etc.) or discuss or complete an assignment  Received prompt feedback (written or oral) from faculty on your academic performance  Had serious conversations with students of a different race or	DIVCLASS  CLASSGRP  COMMPROJ  ITACADEM	Class  FY SR	Very Often or Often 54% 54% 46% 50% 5% 12% 57% 61% 51% 58%	Never 10% 7% 10% 8% 80% 57% 17% 16% 8% 4%
Academic and Intellectual Experiences Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments  Worked with other students on projects during class  Participated in a community-based project (e.g. service earning) as part a regular course  Used an electronic medium (listserv, chat group, Internet, etc.) o discuss or complete an assignment  Received prompt feedback (written or oral) from faculty on	DIVCLASS  CLASSGRP  COMMPROJ  ITACADEM  FACFEED	Class FY SR	Very Often or Often 54% 54% 46% 50% 5% 12% 57% 61% 51% 58% 52%	Never 10% 7% 10% 8% 80% 57% 16% 4% 17%



# FSSE 2004 and NSSE 2003 Frequencies Western Michigan University

			Very Important	Not
Academic and Intellectual experiences	Variable	Class	or Important	Important
Prepare two or more drafts of a paper or assignment before	FREWROPA	LD	37%	39%
turning it in	FREWROFA	UD	50%	27%
Work on a paper or project that requires integrating ideas or	FINTEGRA	LD	63%	22%
formation from various sources	TINTLORA	UD	81%	9%
Work with classmates outside of class to prepare class	FOCCGRP	LD	50%	25%
assignments	TOCCOR	UD	54%	17%
Put together ideas or concepts from different courses when	LD	42%	23%	
completing assignments or during class discussions	FINTIDEA	UD	68%	7%
Discuss ideas or readings from class with others outside of		LD	52%	20%
class (other students, faculty members, coworkers, etc.)	FOOCIDEA	UD	54%	11%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	25%	48%
		UD	25%	44%
E. L. C. C. C. L. C.		GI.		
Evaluations of student performance	Variable	Class	Very Much	Very Little
Select the box that represents the extent to which your		LD	20%	1%
evaluations of student performance (e.g., examinations, portfolio) challenge students to do their best work	FEXAMS	UD	24%	0%
			Very Much or	
Mental activities	Variable	Class	Quite a Bit	Very Little
Coursework emphasizes: Memorizing facts, ideas, or methods	FMEMORIZ	LD	38%	27%
from your course and readings	TWIENORIZ	UD	23%	42%
Coursework emphasizes: Analyzing the basic elements of an	FANALYZE	LD	87%	0%
dea, experience or theory,	TANALIZE	UD	91%	0%
seen, emperiore of theory,	20040 1407 000 000 000 0000	LD	82%	3%
	ESVNTHES		0001	2%
Coursework emphasizes: Synthesizing and organizing ideas,	FSYNTHES	UD	89%	2%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences		UD LD	64%	16%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences  Coursework emphasizes: Making judgments about the value of information, arguments or methods	FSYNTHES			
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences  Coursework emphasizes: Making judgments about the value of		LD	64%	16%

Student Responses					
			Very Often		
Academic and Intellectual Experiences	Variable	Class	or Often	Never	
Prepared two or more drafts of a paper or assignment before	REWROPAP	FY	63%	12%	
turning it in	REWROTAL	SR	40%	19%	
Worked on a paper or project that required integrating ideas or INTEGRAT	FY	72%	3%		
information from various sources	INTEGRAT	SR	84%	2%	
Worked with classmates outside of class to prepare class	OCCGRP	FY	37%	17%	
assignments	OCCORP	SR	59%	8%	
Put together ideas or concepts from different courses when completing assignments or during class discussions		FY	37%	12%	
	INTIDEAS	SR	67%	2%	
Discussed ideas from your readings or classes with others	OOCIDEAS	FY	53%	8%	
outside of class (students, family members, coworkers, etc.)		SR	60%	4%	
Tutored or taught other students (paid or voluntary)	TUTOR	FY	10%	62%	
Tutored of taught other students (paid of voluntary)	TOTOK	SR	20%	50%	
Evaluations of student performance	Variable	Class	Very Much	Very Little	
·	. u. worc				
Mark the box that best represents the extent to which your examinations during the current school year challenged you to	EXAMS	FY	13%	0%	
do your best work.		SR	14%	2%	
			Very Much or		
Mental activities	Variable	Class	Quite a Bit	Very Little	
Coursework emphasizes: Memorizing facts, ideas or methods	MEMORIZE	FY	78%	2%	
from your course and readings	MEMORIZE	CD	6.40/	00/	

SR

SR

FY

SR

FY

SR

ANALYZE

SYNTHESZ

**EVALUATE** 

APPLYING

64% 72%

76%

60%

69%

60%

60%

64%

73%

from your course and readings

idea, experience or theory

information, or experiences

information, arguments, or methods

practical problems or in new situations

Coursework emphasizes: Analyzing the basic elements of an

Coursework emphasizes: Synthesizing and organizing ideas,

Coursework emphasizes: Making judgments about the value of

Coursework emphasizes: Applying theories or concepts to

9%

1%

2%

7%

5%

7%

6% 5%

3%



Faculty	Responses	S		
			Very Much or	
Educational and personal growth	Variable	Class	Quite a Bit	Very Little
Writing clearly and effectively	FGNWRITE	LD	50%	27%
writing eleany and electively	TONWRITE	UD	65%	13%
Speaking clearly and effectively	FGNSPEAK	LD	37%	31%
speaking clearly and effectively	TONSTEAR	UD	56%	16%
Thinking critically and analytically	FGNANALY	LD	90%	1%
Tilliking Chicary and anaryticary	FUNANALI	UD	95%	0%
Analyzing quantitative problems	FGNQUANT	LD	48%	32%
Analyzing quantitative problems	FONQUANT	UD	46%	35%
Using computing and information technology FGNCMPTS	LD	35%	28%	
	FGNCMF13	UD	42%	22%
Working effectively with others	FGNOTHER	LD	40%	24%
		UD	61%	13%
Learning effectively on their own	FGNINQ	LD	90%	1%
Learning effectively on their own		UD	90%	2%
Understanding themselves	FGNSELF	LD	43%	28%
Onderstanding themselves		UD	52%	19%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	38%	41%
Orderstanding people of other racial and ethnic backgrounds		UD	42%	33%
Solving complex real-world problems	FGNPROBS	LD	60%	11%
Solving complex real-world problems	FUNEROBS	UD	77%	5%
Developing a personal code of values and ethics	FVALUES	LD	33%	29%
Developing a personal code of values and ethics	FVALUES	UD	48%	12%
Developing a deepened sense of spirituality	ECDIDIT	LD	8%	78%
Developing a deepened sense of spirituality	FSPIRIT	UD	10%	70%
Acquiring a broad general education	ECNICENII E	LD	63%	19%
Acquiring a broad general education	FGNGENLE	UD	49%	19%
Acquiring job or work-related knowledge and skills	ECNIWODY	LD	67%	9%
requiring job of work-related knowledge and skills	FGNWORK	UD	76%	6%

	Very Much or				
Educational and personal growth	Variable	Class	Quite a Bit	Very Little	
Writing clearly and effectively	GNWIRTE	FY	65%	7%	
witting clearly and effectively	GNWIKIE	SR	70%	8%	
Speaking alongly and affectively	GNSPEAK	FY	47%	20%	
Speaking clearly and effectively	UNSPEAK	SR	64%	10%	
	GNANALY	FY	71%	3%	
Thinking critically and analytically	GNANALI	SR	79%	4%	
A b i i i	alvzing quantitative problems GNQUANT	FY	48%	13%	
Analyzing quantitative problems	GNQUANT	SR	58%	7%	
This was the state of the state	GNCMPTS	FY	72%	6%	
Using computing and information technology	GNCMP1S	SR	80%	4%	
Working effectively with others	GNOTHERS	FY	62%	5%	
		SR	79%	4%	
Townia (Continue Anima)	GNINQ	FY	64%	10%	
Learning effectively on their own		SR	71%	6%	
11. 1	GNSELF	FY	54%	13%	
Understanding yourself	GNSELF	SR	58%	17%	
The description of the second of their body countries.	GNDIVERS	FY	46%	22%	
Understanding people of other racial and ethnic backgrounds	GNDIVERS	SR	51%	14%	
	GNPROBSV	FY	37%	19%	
Solving complex real-world problems	GNFROBSV	SR	50%	14%	
	GNETHICS	FY	39%	25%	
Developing a personal code of values and ethics	GNETHICS	SR	53%	17%	
	CNICDIDIT	FY	Note: Itam	in NECE 2002	
Developing a deepened sense of spirituality	GNSPIRIT	SR	Note: Item not	III NSSE 2003.	
A	CNCENTED	FY	77%	1%	
Acquiring a broad general education	GNGENLED	SR	81%	4%	
A	GNWORK	FY	49%	13%	
Acquiring job or work-related knowledge and skills	GNWORK	SR	71%	8%	



Faculty	Response	S		
Enriching Educational Experiences	Variable	Class	Very Important or Important	Not Important
Practicum, internship, field experience, co-op experience	FINTERN	LD UD	73% 87%	6% 4%
Community service or volunteer work	FVOLUNTR	LD UD	45% 56%	15% 14%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD UD	40% 47%	24% 22%
Work on a research project with you outside of course program requirements	FIMPRES	LD UD	40% 47%	21% 22%
Study a foreign language	FFORLANG	LD UD	55% 55%	13% 16%
Study abroad	FSTUDYAB	LD UD	45% 43%	16% 21%
Culminating senior experience	FSENIOR	LD UD	62% 71%	10% 7%
Quality of Student Relationships	Variable	Class	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sens. of Belonging
With other students	FENVSTU	LD UD	1% 0%	5% 12%
	Variable	Class	Unavailable, Unhelpful, Unsympathetic	Available, Helpfu Sympathetic
With faculty members	FENVFAC	LD UD	1% 0%	9% 11%
	Variable	Class	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible
With administrative personnel and offices	FENVADM	LD UD	8% 6%	2% 6%

	Response		Dave	D- 11-1
Enriching Educational Experiences	Variable	Class	Done or Plan To Do	Do Not Plan To Do
Practicum, internship, field experience, co-op experience, or	INTERN	FY	85%	2%
clinical assignment		SR	79%	13%
Community service or volunteer work	VOLIDITED	FY	69%	9%
	VOLUNTER	SR	66%	23%
Participation in a learning community or some other formal program where groups of students take two or more classes	LEARNCOM	FY	31%	28%
together		SR	27%	58%
Work on a research project with a faculty member outside of	RESEARCH	FY	22%	36%
course program requirements	restructi	SR	25%	61%
Foreign language coursework	FORLANG	FY	35%	35%
	TOREZING	SR	32%	62%
Study abroad	STUDYABR	FY	28%	38%
		SR	11%	79%
Culminating senior experience (comprehensive exam, capstone	SENIORX	FY	33%	19%
course, thesis, project, etc.)		SR	45%	38%
Quality of Student Relationships	Variable	Class	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sens of Belonging
		FY	1%	23%
With other students	ENVSTU	SR	0%	29%
	Variable	Class	Unavailable, Unhelpful, Unsympathetic	Available, Helpfi Sympathetic
Wide Combination	ENVFAC	FY	0%	13%
With faculty members	ENVIAC	SR	1%	14%
	Variable	Class	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible
		FY	2%	12%
With administrative personnel and offices	ENVADM	SR	4%	7%



Faculty Responses					
Institutional Environment	Variable	Class	Quite a Bit	Very Little	
Requiring students to spend significant amounts of time	FENVSCHO	LD	46%	13%	
studying and on academic work	PENVSCHO	UD	54%	11%	
Providing students the support they need to help them succeed	red FENSUPR	LD	58%	8%	
academically		UD	59%	5%	
Encouraging contact among students from different	FENVDIVR	LD	26%	26%	
economic, social and racial or ethnic backgrounds		UD	29%	18%	
Helping students cope with their non-academic responsibilities	FENVACA	LD	16%	31%	
(work, family, etc.)	FENVACA	UD	23%	33%	
Providing students the support they need to thrive socially	EENVEOCA	LD	18%	26%	
Providing students the support they need to unive socially	need to thrive socially FENVSOCA	UD	28%	19%	
Encouraging students to attend campus events and activities	FENVEVEN	LD	42%	16%	
(special speakers, cultural events, symposia, etc.)	FENVEVEN	UD	48%	11%	
Encouracing students to use commutes in their conductions of	FENINCOM	LD	90%	1%	
Encouraging students to use computers in their academic work	FENVCOMP	UD	90%	1%	

			Very Much or		
Institutional Environment	Variable	Class	Quite a Bit	Very Little	
Spending significant amounts of time studying and on academic	ENVSCHOL	FY	74%	5%	
work	ENVSCHOL	SR	73%	2%	
Providing the support you need to help you succeed	ENVSUPRT	FY	70%	4%	
academically	ENVSUPRI	SR	59%	7%	
Encouraging contact among students from different	ENVDIVRS	FY	42%	19%	
economic, social and racial or ethnic backgrounds		SR	31%	26%	
Helping you cope with your non-academic responsibilities	ENVNACAD	FY	25%	38%	
(work, family, etc.)	ENVINACAD	SR	13%	55%	
Description of the state of the	ENIVEOCAL	FY	39%	18%	
Providing the support you need to thrive socially	ENVSOCAL	SR	20%	33%	
Attending campus events and activities (special speakers,	ENVEVENT	FY	60%	8%	
cultural events, athletic events, etc.)	ENVEVENI	SR	47%	15%	
Heire communication in an alamin word.	ENVCOMPT	FY	88%	2%	
Using computers in academic work	ENVCOMPT	SR	88%	2%	