FSSE Engagement Item Frequency Distribution Comparison

Question 1a. How important is it to you that undergraduates at your institution do the following: practicum, internship, field experience, co-op experience, or clinical assignment

FINTERN

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 1b. How important is it to you that undergraduates at your institution do the following: community service or volunteer work

FVOLUNTR

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 1c. How important is it to you that undergraduates at your institution do the following: participation in a learning community or some other formal program where groups of students take two or more classes together

FLERNCOM

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 1d. How important is it to you that undergraduates at your institution do the following: work on a research project with a faculty

FIMPR05

NOTE: The question was revised after the 2004 administration to request data regarding any faculty member, not necessarily the respondent.

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 1e. How important is it to you that undergraduates at your institution do the following:
foreign language coursework
FFORLANG

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 1f. How important is it to you that undergraduates at your institution do the following: study abroad

FSTUDYAB
FSSE Engagement Item Frequency Distribution Comparison

Question 1g. How important is it to you that undergraduates at your institution do the following: independent study or self-designed major

FINDST06

NOTE: The question was listed as #1g. "FINDSTUD" and #1h. "FSDMAJOR" for the 2004 administration; as such, 2004 data is shown averaged.

Lower-Division Faculty

Upper-Division Faculty
Question 1h. How important is it to you that undergraduates at your institution do the following: culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

FSSE Engagement Item Frequency Distribution Comparison

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
Question 2a. Select the response that you believe best represents the quality of student relationships with people at your institution: student relationships with other students

FSSE Engagement Item Frequency Distribution Comparison

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 2b. Select the response that you believe best represents the quality of student relationships with people at your institution: student relationships with faculty members

FENVFAC

NOTE: The question was listed as #3. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 2c. Select the response that you believe best represents the quality of student relationships with people at your institution: student relationships with administrative personnel and offices

FENVADM

NOTE: The question was listed as #4. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 3a. To what extent does your institution emphasize each of the following: requiring students to spend significant amounts of time studying and on academic work

FENVSCHO

NOTE: The question was listed as #5a. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 3b. To what extent does your institution emphasize each of the following: providing students the support they need to help them succeed academically

NOTE: The question was listed as #5b. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 3c. To what extent does your institution emphasize each of the following: encouraging contact among students from different economic, social, and racial or ethnic backgrounds

FENVDIVR

NOTE: The question was listed as #5c. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 3d. To what extent does your institution emphasize each of the following: helping students cope with their non-academic responsibilities (work, family, etc.)

FENVNACA

NOTE: The question was listed as #5d. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 3e. To what extent does your institution emphasize each of the following: providing students the support they need to thrive socially

FENVSOCA

NOTE: The question was listed as #5e. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 3f. To what extent does your institution emphasize each of the following: encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

FENVACT

NOTE: The question was listed as #5f. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
Question 3g. To what extent does your institution emphasize each of the following: encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)

NOTE: The question was listed as #5g. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 3h. To what extent does your institution emphasize each of the following:

- encouraging students to use computers in their academic work

FENVCOMP

NOTE: The question was listed as #5h. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 4a. About how many hours do you spend in a *typical 7-day week* doing the following: teaching undergraduate students in class

UGTEACH

NOTE: The question was listed as #6a. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 4b. About how many hours do you spend in a *typical 7-day week* doing the following:
grading papers and exams
GRADEPAP

NOTE: The question was listed as #6b. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 4c. About how many hours do you spend in a *typical 7-day week* doing the following:
giving other forms of written and oral feedback

**NOTE:** The question was listed as #6c. for the 2004 administration

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**Lower-Division Faculty**

**Upper-Division Faculty**
FSSE Engagement Item Frequency Distribution Comparison

Question 4d. About how many hours do you spend in a *typical 7-day week* doing the following: preparing for class

CLASSPRP

NOTE: The question was listed as #6d. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 4e. About how many hours do you spend in a *typical 7-day week* doing the following: reflecting on ways to improve my teaching

REFLECT

NOTE: The question was listed as #6e. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 4f. About how many hours do you spend in a typical 7-day week doing the following: research and scholarly activities

SCHOLAR

NOTE: The question was listed as #6f. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 4g. About how many hours do you spend in a typical 7-day week doing the following: working with undergraduates on research

NOTE: The question was listed as #6g. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 4h. About how many hours do you spend in a *typical 7-day week* doing the following: advising undergraduate students

**ADVISE**

NOTE: The question was listed as #6h. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
Question 4i. About how many hours do you spend in a *typical 7-day week* doing the following: supervising internships or other field experiences

**FIxEDXP**

NOTE: The question was listed as #6i. for the 2004 administration
Question 4j. About how many hours do you spend in a typical 7-day week doing the following: working with students on activities other than course work (committees, orientation, student life activities, etc.)

NOTE: The question was listed as #6j. for the 2004 administration
Question 4k. About how many hours do you spend in a *typical 7-day week* doing the following: other interactions with students outside of the classroom

FINTERAC

NOTE: The question was listed as #6k. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
Question 4l. About how many hours do you spend in a *typical 7-day week* doing the following: conducting service activities

**SERVICE**

NOTE: The question was listed as #6l. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 5. In what format do you teach your selected course section

TEACFORM

NOTE: The question was listed as #8. for the 2004 administration (no question #7. existed for the 2004 administration)

** Due to response revision, 2004 data is not comparable with 2006, 2008, 2009 and 2010 data, so is not reflected in chart **
FSSE Engagement Item Frequency Distribution Comparison

Question 6. Does your selected course section fulfill a general education requirement on your campus  
GENEDREQ  

NOTE: The question was not part of the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
Question 7. How many students are enrolled in your selected course section CS05

NOTE: The question was listed as #9. "CRSSIZE" for the 2004 administration

** Due to changes in response parameters, 2004 data was combined for responses "50 to 74" and "75 to 99", and for responses "100 to 149," "150 to 199," and "200 or more" **
FSSE Engagement Item Frequency Distribution Comparison

Question 8. Prior to this semester, how many times have you taught your selected course CT05

NOTE: The question was listed as #10. "CRSTIMES" for the 2004 administration

** Due to revision of the quantity breakout, 2004 data is not comparable with 2006, 2008, 2009 and 2010 data, so is not reflected in chart **
FSSE Engagement Item Frequency Distribution Comparison

Question 9. What is the general area of your selected course
CSDISCOL

NOTE: The question was listed as #11. for the 2004 administration, and was not used for 2011
FSSE Engagement Item Frequency Distribution Comparison

Question 10a. About what percent of students in your selected course section do the following: frequently ask questions in class or contribute to class discussions

FCLQUEST

NOTE: The question was listed as #12a. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 10b. About what percent of students in your selected course section do the following: frequently come to class without completing readings or assignments

NOTE: The question was listed as #12b. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 10c. About what percent of students in your selected course section do the following: frequently work harder than they usually do to meet your standards
FWORKHRD

NOTE: The question was listed as #12c. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 10d. About what percent of students in your selected course section do the following: occasionally use e-mail to communicate with you

FEMAIL

NOTE: The question was listed as #12d. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 10e. About what percent of students in your selected course section do the following: occasionally discuss grades or assignments with you

FGRADE

NOTE: The question was listed as #12e. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 10f. About what percent of students in your selected course section do the following: at least once, talk about career plans

FPLAN

NOTE: The question was listed as #12f. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 10g. About what percent of students in your selected course section do the following: at least once, discuss ideas from readings or classes with you outside of class

FIDEAS

NOTE: The question was listed as #12g. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 11a. How often do students in your selected course section engage in the following: have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)

FDIVCLAS

NOTE: The question was listed as #13a. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 11b. How often do students in your selected course section engage in the following: work with other students on projects during class

FCLASSGR

NOTE: The question was listed as #13b. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 11c. How often do students in your selected course section engage in the following: participate in a community-based project (e.g., service learning) as part of your course FCOMMPRO

NOTE: The question was listed as #13c. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 11d. How often do students in your selected course section engage in the following: use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment

FITICADE

NOTE: The question was listed as #13d. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 11e. How often do students in your selected course section engage in the following: receive prompt written or oral feedback from you on their academic performance

NOTE: The question was listed as #13e. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 11f. How often do students in your selected course section engage in the following: have serious conversations in your course with students of a different race or ethnicity than their own

FDIVRSTU

NOTE: The question was listed as #13f. for the 2004 administration
Question 11g. How often do students in your selected course section engage in the following: 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

NOTE: The question was listed as #13g. for the 2004 administration.
FSSE Engagement Item Frequency Distribution Comparison

Question 12a. In your selected course section, about how much reading and writing do you assign students: number of assigned textbooks, books, or book-length packs of course readings

FREADASG

NOTE: The question was listed as #14a. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
Question 12a. In your selected course section, about how much reading and writing do you assign students: number of written papers or reports of 20 pages or more

FWRTMR05

NOTE: The question was listed as #14b. for the 2004 administration

** Due to response revision, 2004 data is not comparable with 2006, 2008, 2009 and 2010 data, so is not reflected in chart **
FSSE Engagement Item Frequency Distribution Comparison

Question 12c. In your selected course section, about how much reading and writing do you assign students: number of written papers or reports between 5 and 19 pages

FWRTMD05

NOTE: The question was listed as #14c. for the 2004 administration

** Due to response revision, 2004 data is not comparable with 2006, 2008, 2009 and 2010 data, so is not reflected in chart **
FSSE Engagement Item Frequency Distribution Comparison

Question 12d. In your selected course section, about how much reading and writing do you assign students: number of written papers or reports of fewer than 5 pages

FWRITSML

NOTE: The question was listed as #14d. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 13a. In a *typical* week, how many *homework problem sets* do you require students in your selected course section to complete: number of problem sets that take your students more than one hour to complete

FPROBSTA

NOTE: The question was listed as #15a. for the 2004 administration
**FSSE Engagement Item Frequency Distribution Comparison**

**Question 13b.** In a *typical* week, how many *homework problem sets* do you require students in your selected course section to complete: number of problem sets that take your students less than one hour to complete

**FPROBSTB**

**NOTE:** The question was listed as #15b. for the 2004 administration

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**Lower-Division Faculty**

**Upper-Division Faculty**
Question 14a. 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)

NOTE: The question was listed as #16a. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 14b. 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)

FEXPREP

NOTE: The question was listed as #16b. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 15a. In your selected course section, how important to you is it that your students do the following: prepare two or more drafts of a paper or assignment before turning it in

FREWROPA

NOTE: The question was listed as #17a. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 15b. In your selected course section, how important to you is it that your students do the following: work on a paper or project that requires integrating ideas or information from various sources

FINTEGRA

NOTE: The question was listed as #17b. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 15c. In your selected course section, how important to you is it that your students do the following: work with classmates outside of class to prepare class assignments

FOCCGRP

NOTE: The question was listed as #17c. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 15d. In your selected course section, how important to you is it that your students do the following: put together ideas or concepts from different courses when completing assignments or during class discussions?

FINTIDEA

NOTE: The question was listed as #17d. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 15e. In your selected course section, how important to you is it that your students do the following: discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)

FOOCID05

NOTE: The question was listed as #17e. for the 2004 administration; slight wording change in the question from 2004 administration (not significant - retains meaning)

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 15f. In your selected course section, how important to you is it that your students do the following: tutor or teach other students (paid or voluntary)

FTUTOR

NOTE: The question was listed as #17f. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 15g. In your selected course section, how important to you is it that your students do the following: examine the strengths and weaknesses of their views on a topic or issue

FOWNVIEW

NOTE: The question not part of the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 15h. In your selected course section, how *important* to you is it that your students do the following: try to better understand someone else's views by imagining how an issue looks from that person's perspective

FOTHVW

NOTE: The question not part of the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 15i. In your selected course section, how important to you is it that your students do the following: learn something that changes the way they understand an issue or concept

FCHNGVW

NOTE: The question not part of the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 16a. In your selected course section, on average, what percent of class time is spent on the following: lecture

NOTE: The question was listed as #18a. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 16b. In your selected course section, on average, what percent of class time is spent on the following: teacher-led discussion

TEACHLED

NOTE: The question was listed as #18b. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 16c. In your selected course section, on average, what *percent of class time* is spent on the following: teacher-student shared responsibility (seminar, discussion, etc.)

NOTE: The question was listed as #18c. for the 2004 administration
Question 16d. In your selected course section, on average, what *percent of class time* is spent on the following: student computer use

**COMPMED**

**NOTE:** The question was listed as #18d. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 16e. In your selected course section, on average, what percent of class time is spent on the following: small group activities

GROUPSML

NOTE: The question was listed as #18e. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 16f. In your selected course section, on average, what percent of class time is spent on the following: student presentations

STUPRES

NOTE: The question was listed as #18f. for the 2004 administration
Question 16g. In your selected course section, on average, what *percent of class time* is spent on the following: in-class writing

**CLSWRITE**

*NOTE:* The question was listed as #18g. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 16h. In your selected course section, on average, what percent of class time is spent on the following: testing and evaluation

NOTE: The question was listed as #18h. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
**FSSE Engagement Item Frequency Distribution Comparison**

**Question 16i.** In your selected course section, on average, what *percent of class time* is spent on the following: performances in applied and fine arts (e.g., dance, drama, music)

**PERFORM**

*NOTE: The question was listed as #18i. for the 2004 administration*
Question 16j. In your selected course section, on average, what \textit{percent of class time} is spent on the following: experiential (labs, field work, art exhibits, etc.)

**EXPERIEN**

NOTE: The question was listed as #18j. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 17. 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

NOTE: The question was listed as #19. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 18a. In your selected course section, how much emphasis do you place on engaging students in the following mental activity: memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form

FMEMORIZ

NOTE: The question was listed as #20a. for the 2004 administration
Question 18b. In your selected course section, how much emphasis do you place on engaging students in the following mental activity: 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

NOTE: The question was listed as #20b. for the 2004 administration.
Question 18c. In your selected course section, how much emphasis do you place on engaging students in the following mental activity: synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships

FSYNTHES

NOTE: The question was listed as #20c. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 18d. In your selected course section, how much emphasis do you place on engaging students in the following mental activity: 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

NOTE: The question was listed as #20d. for the 2004 administration.
FSSE Engagement Item Frequency Distribution Comparison

Question 18e. In your selected course section, how much emphasis do you place on engaging students in the following mental activity: applying theories or concepts to practical problems or in new situations

FAPPLYIN

NOTE: The question was listed as #20e. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
Question 19a. To what extent do you structure your selected course section so that students learn and develop in the following area: writing clearly and effectively

NOTE: The question was listed as #21a. for the 2004 administration
Question 19b. To what extent do you structure your selected course section so that students learn and develop in the following area: speaking clearly and effectively

FGNSPEAK

NOTE: The question was listed as #21b. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
Question 19c. To what extent do you structure your selected course section so that students learn and develop in the following area: thinking critically and analytically

NOTE: The question was listed as #21c. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 19d. To what extent do you structure your selected course section so that students learn and develop in the following area: analyzing quantitative problems

FGNQUANT

NOTE: The question was listed as #21d. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 19e. To what extent do you structure your selected course section so that students learn and develop in the following area: using computing and information technology

FGNCOMPTS

NOTE: The question was listed as #21e. for the 2004 administration
FSSE Engagement Item Frequency Distribution Comparison

Question 19f. To what extent do you structure your selected course section so that students learn and develop in the following area: working effectively with others

FGNOTHER

NOTE: The question was listed as #21f. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 19g. To what extent do you structure your selected course section so that students learn and develop in the following area: learning effectively on their own

FGNINQ

NOTE: The question was listed as #21g. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 19h. To what extent do you structure your selected course section so that students learn and develop in the following area: understanding themselves

NOTE: The question was listed as #21h. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 19i. To what extent do you structure your selected course section so that students learn and develop in the following area: understanding people of other racial and ethnic backgrounds

FGNDIVER

NOTE: The question was listed as #21i. for the 2004 administration

Institutional Effectiveness: CKS - 9/22/2011
FSSE Engagement Item Frequency Distribution Comparison

Question 19j. To what extent do you structure your selected course section so that students learn and develop in the following area: solving complex real-world problems

FGNPROBS

NOTE: The question was listed as #21j. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 19k. To what extent do you structure your selected course section so that students learn and develop in the following area: developing a personal code of values and ethics

FVALUES

NOTE: The question was listed as #21k. for the 2004 administration
Question 19l. To what extent do you structure your selected course section so that students learn and develop in the following area: developing a deepened sense of spirituality

FSPIRIT

NOTE: The question was listed as #21l. for the 2004 administration
Question 19m. To what extent do you structure your selected course section so that students learn and develop in the following area: acquiring a broad general education

FGNGENLE

NOTE: The question was listed as #21m. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
FSSE Engagement Item Frequency Distribution Comparison

Question 19n. To what extent do you structure your selected course section so that students learn and develop in the following area: acquiring job or work-related knowledge and skills

FGNWORK

NOTE: The question was listed as #21n. for the 2004 administration

Lower-Division Faculty

Upper-Division Faculty
Question 20. What is the general discipline of your academic appointment

APDISCOL

NOTE: The question was listed as #25. for the 2004 administration; part of the demographic questions
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Institutional Effectiveness: CKS – 9/22/2011

Page 90 of 111
### FSSE Six-Year Trends: Engagement Item Frequency Distributions Comparison

#### Western Michigan University

#### Lower Division Faculty

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#### Institutional Effectiveness

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**Note:** The data for 2004-2008 is provided for reference, while the data for 2009-2010 is included for comparison. The differences in percentages reflect changes over the years.
Prior to this semester, how many times have you taught your selected course section?

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**Total** | 122 | 100% | 264 | 100% | 189 | 100% | 154 | 100% | 314 | 100% | 320 | 100% | 267 | 100% | 283 | 100% | 225 | 100% |

**Note:** Prior to this semester, how many times have you taught your selected course?
9. What is the general area of your selected course?

10a. Engineering

10b. Often

10c. Frequently

10d. Never

10e. Occasionally

10f. Sometimes

10g. Usually

10h. Always

11a. Higher

11b. Upper Division Faculty

11c. Faculty

11d. Other

11e. Professional

11f. Social

11g. Business

11h. Biological science

11i. Arts and Humanities

11j. Medical

11k. Professional

11l. Other

11m. Total

11n. Total

11o. Total

11p. Total

11q. Total

11r. Total

11s. Total

11t. Total

11u. Total

11v. Total

11w. Total

11x. Total

11y. Total

11z. Total

12a. Between 1 and 24

12b. Between 25 and 49

12c. Between 50 and 74

12d. Between 75 or higher

12e. Between 10 to 19

12f. Between 20 to 24

12g. Between 25 to 29

12h. Between 30 to 34

12i. Between 35 to 39

12j. Between 40 to 44

12k. Between 45 to 49

12l. Between 50 to 54

12m. Between 55 to 59

12n. Between 60 to 64

12o. Between 65 to 69

12p. Between 70 to 74

12q. Between 75 or higher

12r. Between 10 to 19

12s. Between 20 to 24

12t. Between 25 to 29

12u. Between 30 to 34

12v. Between 35 to 39

12w. Between 40 to 44

12x. Between 45 to 49

12y. Between 50 to 54

12z. Between 55 to 59

13a. Never

13b. Occasionally

13c. Sometimes

13d. Occasionally

13e. Occasionally

13f. Occasionally

13g. Occasionally

13h. Occasionally

13i. Occasionally

13j. Occasionally

13k. Occasionally

13l. Occasionally

13m. Occasionally

13n. Occasionally

13o. Occasionally

13p. Occasionally

13q. Occasionally

13r. Occasionally

13s. Occasionally

13t. Occasionally

13u. Occasionally

13v. Occasionally

13w. Occasionally

13x. Occasionally

13y. Occasionally

13z. Occasionally

14a. Total

14b. Total

14c. Total

14d. Total

14e. Total

14f. Total

14g. Total

14h. Total

14i. Total

14j. Total

14k. Total

14l. Total

14m. Total

14n. Total

14o. Total

14p. Total

14q. Total

14r. Total

14s. Total

14t. Total

14u. Total

14v. Total

14w. Total

14x. Total

14y. Total

14z. Total

15a. Total

15b. Total

15c. Total

15d. Total

15e. Total

15f. Total

15g. Total

15h. Total

15i. Total

15j. Total

15k. Total

15l. Total

15m. Total

15n. Total

15o. Total

15p. Total

15q. Total

15r. Total

15s. Total

15t. Total

15u. Total

15v. Total

15w. Total

15x. Total

15y. Total

15z. Total

16a. Total

16b. Total

16c. Total

16d. Total

16e. Total

16f. Total

16g. Total

16h. Total

16i. Total

16j. Total

16k. Total

16l. Total

16m. Total

16n. Total

16o. Total

16p. Total

16q. Total

16r. Total

16s. Total

16t. Total

16u. Total

16v. Total

16w. Total

16x. Total

16y. Total

16z. Total

17a. Total

17b. Total

17c. Total

17d. Total

17e. Total

17f. Total

17g. Total

17h. Total

17i. Total

17j. Total

17k. Total

17l. Total

17m. Total

17n. Total

17o. Total

17p. Total

17q. Total

17r. Total

17s. Total

17t. Total

17u. Total

17v. Total

17w. Total

17x. Total

17y. Total

17z. Total

18a. Total

18b. Total

18c. Total

18d. Total

18e. Total

18f. Total

18g. Total

18h. Total

18i. Total

18j. Total

18k. Total

18l. Total

18m. Total

18n. Total

18o. Total

18p. Total

18q. Total

18r. Total

18s. Total

18t. Total

18u. Total

18v. Total

18w. Total

18x. Total

18y. Total

18z. Total

19a. Total

19b. Total

19c. Total

19d. Total

19e. Total

19f. Total

19g. Total

19h. Total

19i. Total

19j. Total

19k. Total

19l. Total

19m. Total

19n. Total

19o. Total

19p. Total

19q. Total

19r. Total

19s. Total

19t. Total

19u. Total

19v. Total

19w. Total

19x. Total

19y. Total

19z. Total

20a. Total

20b. Total

20c. Total
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<td>11b</td>
<td>Have serious conversations in your course with students of a different race or ethnicity than their own</td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
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<tr>
<td>11g</td>
<td>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</td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
<td><strong>2004 data is not comparable -- see below for actual response rates</strong></td>
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**FSSE Six-Year Trends: Engagement Item Frequency Distributions Comparison**

**Work on a paper or project that requires integrating ideas or information from various sources**

**File notes:**
- Work on a paper or project that requires integrating ideas or information from various sources
- Sources
- Work on a paper or project that requires integrating ideas or information from various sources
- FSSE Six-Year Trends: Engagement Item Frequency Distributions Comparison
### FSSE Six-Year Trends: Engagement Item Frequency Distributions Comparison

**Western Michigan University**

**FSSE Six-Year Trends: Engagement Item Frequency Distributions Comparison**

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<tr>
<th>Question</th>
<th>2004</th>
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<th>2006</th>
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<td>2006</td>
<td>2007</td>
<td>2008</td>
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<tr>
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<td>2004</td>
<td>2005</td>
<td>2006</td>
<td>2007</td>
<td>2008</td>
<td>2009</td>
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<td>2006</td>
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<td>2008</td>
<td>2009</td>
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<td><strong>Important</strong></td>
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<td>40%</td>
<td>36%</td>
<td>30%</td>
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<td>32%</td>
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<tr>
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<td>32%</td>
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<td>15%</td>
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<td><strong>Not important</strong></td>
<td>10%</td>
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**Note:** The percentages have been rounded to two decimal places for clarity.
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<tr>
<td>#20d. FGNQUANT Acquiring job or work-related knowledge and skills</td>
<td>Very much</td>
<td>31 33%</td>
<td>29 32%</td>
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<td>49 22%</td>
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<td>18 19%</td>
<td>25 22%</td>
<td>65 30%</td>
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<td>92 100%</td>
<td>112 100%</td>
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<td>Very much</td>
<td>36 39%</td>
<td>33 30%</td>
<td>72 32%</td>
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<tr>
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Institutional Effectiveness: CKS - 9/22/2011

Page 106 of 111
### FSSE Six-Year Trends: Engagement Item Frequency Distributions Comparison

**Western Michigan University**

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<td>Number of problem sets that take your students less than one hour to complete</td>
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<td>Number of problem sets that take your students 3 to 9</td>
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<td>Number of problem sets that take your students 100 to 149</td>
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<td>Memorizing facts, ideas, or methods from your course and readings so students can...</td>
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<td>Academic Discipline</td>
<td>Developing a deepened sense of spirituality</td>
<td>Developing a personal code of values and ethics</td>
<td>Solving complex real-world problems</td>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>Understanding themselves</td>
<td>Learning effectively on their own</td>
<td>Working effectively with others</td>
<td>What is the general discipline of your academic appointment? (Please specify an academic discipline)</td>
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<td>Social science</td>
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