**Faculty Survey
of Student Engagement**

Western Michigan University

FSSE-NSSE Combined Report

August 2009

Faculty Survey of Student Engagement

Interpreting the FSSE-NSSE Combined Report

Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample

The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who responded to the survey based on their experiences teaching either a lower or upper division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are the same as those included in the *NSSE 2009 Frequency Distrubutions.*

Survey Items & Variable Names

Results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the leftmost column contains survey items in the same wording that appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2009 Frequency Distributions* reports.

Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.

Student Responses

Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2009 Frequency Distributions.*

Faculty Survey of Student Engagement

FSSE-NSSE Combined Report 2009
NSSEville State University

Faculty classroom practices and student responses:

Faculty Responses

Percentage of faculty who reported that more than half of students from their courses do the following

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	21%
		UD	50%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	37%
		UD	21%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	26%
		UD	42%

Student Responses

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	29%	38%	31%	2%
		SR	48%	31%	19%	2%
Come to class without completing assignments	CLUNPREP	FY	6%	11%	56%	27%
		SR	7%	15%	57%	21%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	19%	38%	37%	6%
		SR	22%	39%	34%	5%

Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.

Faculty classroom practices and student responses:

Faculty Responses	**Student Responses**

Percentage of faculty who reported that more than half of students from their courses do the following

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

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	**27%**
		UD	**31%**
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	**31%**
		UD	**20%**
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	**23%**
		UD	**36%**
Occasionally use e-mail to communicate with you	FEMAIL	LD	**30%**
		UD	**49%**
Occasionally discuss grades or assignments with you	FGRADE	LD	**18%**
		UD	**32%**
At least once, talk about career plans with you	FPLANS	LD	**16%**
		UD	**28%**
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	**6%**
		UD	**21%**

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	20%	37%	40%	3%
		SR	33%	34%	30%	3%
Come to class without completing assignments	CLUNPREP	FY	5%	18%	58%	19%
		SR	9%	17%	55%	19%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	15%	41%	37%	7%
		SR	15%	40%	38%	7%
Used e-mail to communicate with an instructor	EMAIL	FY	42%	40%	17%	2%
		SR	51%	31%	17%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	21%	35%	35%	9%
		SR	26%	33%	37%	4%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	12%	23%	44%	21%
		SR	14%	22%	47%	18%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	5%	14%	37%	44%
		SR	7%	16%	44%	32%

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses	**Student Responses**

Percentage of faculty who reported that students from their courses do the following often or very often

FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	**32%**
		UD	**50%**
Work with other students on projects during class	FCLASSGR	LD	**53%**
		UD	**56%**
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	**8%**
		UD	**15%**
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	**38%**
		UD	**52%**
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	**84%**
		UD	**89%**
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	**27%**
		UD	**28%**
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	**21%**
		UD	**32%**

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

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	20%	41%	31%	8%
		SR	25%	31%	34%	10%
Worked with other students on projects during class	CLASSGRP	FY	11%	40%	41%	8%
		SR	20%	33%	38%	9%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	3%	9%	26%	63%
		SR	5%	8%	30%	57%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	25%	32%	31%	12%
		SR	30%	27%	31%	12%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	12%	41%	38%	10%
		SR	14%	41%	38%	6%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	21%	27%	36%	16%
		SR	22%	26%	35%	18%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	26%	33%	31%	11%
		SR	24%	28%	35%	13%

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

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

Student Responses						
Distribution of student responses to how often they did the following at their institution during the current school year						
NSSE Item	*Variable*	*Class*	*Very Often*	*Often*	*Sometimes*	*Never*
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	19%	33%	31%	17%
		SR	13%	28%	40%	19%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	28%	45%	24%	2%
		SR	40%	45%	13%	2%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	13%	28%	46%	13%
		SR	25%	34%	32%	9%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	12%	40%	42%	6%
		SR	24%	45%	27%	4%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	20%	41%	33%	6%
		SR	28%	39%	31%	3%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	3%	10%	29%	57%
		SR	5%	11%	36%	47%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	34%	39%	9%
		SR	20%	32%	39%	8%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	19%	40%	33%	7%
		SR	23%	37%	33%	6%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	23%	45%	29%	3%
		SR	22%	44%	31%	2%

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Faculty classroom practices and student responses:

Faculty Responses	**Student Responses**

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

FSSE Item	Variable	Class	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	LD	**84%**
		UD	**88%**

Note: Faculty reponded 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.

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

NSSE Item	Variable	Class	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	FY	81%	19%
		SR	81%	19%

Note: Students reponded 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.

Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	**32%**
		UD	**25%**
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	**85%**
		UD	**90%**
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	**78%**
		UD	**86%**
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	**66%**
		UD	**79%**
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	**78%**
		UD	**89%**

Distribution of student responses to how much their coursework during the current school year emphasized the following

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas, or methods from your course and readings	MEMORIZE	FY	36%	42%	19%	3%
		SR	26%	41%	28%	5%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	29%	50%	19%	2%
		SR	38%	43%	17%	2%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	21%	41%	32%	6%
		SR	26%	42%	26%	6%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	20%	39%	34%	7%
		SR	25%	40%	28%	8%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	32%	41%	23%	4%
		SR	38%	40%	20%	2%

Faculty Survey of Student Engagement

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

Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	GNWIRTE	FY	25%	40%	27%	8%
		SR	28%	43%	25%	4%
Speaking clearly and effectively	GNSPEAK	FY	20%	35%	33%	12%
		SR	23%	40%	30%	7%
Thinking critically and analytically	GNANALY	FY	32%	46%	19%	3%
		SR	43%	43%	12%	2%
Analyzing quantitative problems	GNQUANT	FY	25%	40%	29%	6%
		SR	35%	39%	21%	5%
Using computing and information technology	GNCMPTS	FY	37%	37%	20%	5%
		SR	40%	38%	18%	4%
Working effectively with others	GNOTHERS	FY	30%	39%	24%	6%
		SR	35%	40%	22%	3%
Learning effectively on your own	GNINQ	FY	32%	46%	20%	2%
		SR	26%	43%	24%	7%

Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses	**Student Responses**

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

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

FSSE Item	*Variable*	*Class*	*Very Much or Quite a Bit*
Understanding themselves	FGNSELF	LD	**53%**
		UD	**62%**
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	**37%**
		UD	**50%**
Solving complex real-world problems	FGNPROBS	LD	**52%**
		UD	**66%**
Developing a personal code of values and ethics	FVALUES	LD	**36%**
		UD	**54%**
Developing a deepened sense of spirituality	FSPIRIT	LD	**10%**
		UD	**13%**
Acquiring a broad general education	FGNGENLE	LD	**56%**
		UD	**52%**
Acquiring job or work-related knowledge and skills	FGNWORK	LD	**63%**
		UD	**80%**

NSSE Item	*Variable*	*Class*	*Very Much*	*Quite a Bit*	*Some*	*Very Little*
Understanding yourself	GNSELF	FY	30%	36%	27%	8%
		SR	21%	34%	28%	17%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	23%	34%	32%	11%
		SR	16%	31%	36%	17%
Solving complex real-world problems	GNPROBSV	FY	22%	37%	30%	11%
		SR	20%	40%	28%	11%
Developing a personal code of values and ethics	GNETHICS	FY	21%	35%	32%	12%
		SR	20%	30%	32%	18%
Developing a deepened sense of spirituality	GNSPIRIT	FY	11%	17%	31%	41%
		SR	7%	10%	23%	60%
Acquiring a broad general education	GNGENLED	FY	32%	47%	17%	3%
		SR	35%	42%	21%	2%
Acquiring job or work-related knowledge and skills	GNWORK	FY	26%	39%	25%	11%
		SR	37%	40%	18%	5%

Faculty Survey of Student Engagement

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses	Student Responses

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

Distribution of student reponses to whether they had done or plan to do the following before graduating

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	**83%**
		UD	**87%**
Community service or volunteer work	FVOLUNTR	LD	**61%**
		UD	**59%**
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	**52%**
		UD	**56%**
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	**58%**
		UD	**51%**
Foreign language coursework	FFORLANG	LD	**57%**
		UD	**59%**
Study abroad	FSTUDYAB	LD	**52%**
		UD	**48%**
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	**86%**
		UD	**82%**

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	74%	4%	17%
		SR	43%	37%	12%	7%
Community service or volunteer work	VOLNTR04	FY	32%	44%	7%	16%
		SR	51%	17%	19%	13%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	16%	24%	21%	39%
		SR	24%	8%	51%	17%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	3%	29%	22%	46%
		SR	13%	16%	52%	19%
Foreign language coursework	FORLNG04	FY	19%	24%	34%	23%
		SR	33%	7%	51%	9%
Study abroad	STDABR04	FY	3%	39%	26%	32%
		SR	10%	8%	68%	15%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	38%	12%	49%
		SR	21%	35%	30%	14%

Faculty Survey
of Student Engagement

Faculty and student perceptions of the campus environment:

Faculty Responses	**Student Responses**

Percentage of faculty who reported that their institution emphasizes
each of the following quite a bit or very much

Distribution of student responses to the extent that their institution emphasizes each of the following

FSSE Item	*Variable*	*Class*	*Very Much or Quite a Bit*	*NSSE Item*	*Variable*	*Class*	*Very Much*	*Quite a Bit*	*Some*	*Very Little*
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	LD	**61%**	Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	34%	44%	20%	2%
		UD	**60%**			SR	32%	47%	19%	2%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	**75%**	Providing the support you need to help you succeed academically	ENVSUPRT	FY	29%	47%	20%	4%
		UD	**64%**			SR	19%	44%	31%	6%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	**46%**	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	22%	35%	29%	15%
		UD	**36%**			SR	11%	27%	42%	20%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	**37%**	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	9%	29%	36%	26%
		UD	**26%**			SR	4%	9%	35%	51%
Providing students the support they need to thrive socially	FENVSOCA	LD	**41%**	Providing the support you need to thrive socially	ENVSOCAL	FY	14%	34%	36%	15%
		UD	**36%**			SR	6%	21%	44%	29%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	LD	**63%**	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	21%	45%	27%	7%
		UD	**68%**			SR	15%	36%	36%	14%
Encouraging students to use computers in their academic work	FENVCOMP	LD	**93%**	Using computers in academic work	ENVCOMPT	FY	47%	37%	13%	3%
		UD	**90%**			SR	57%	30%	11%	2%

Faculty and student perceptions of the campus environment:

Faculty Responses

Student Responses

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

FSSE Item	Variable	Class	Positive Quality
With other students	FENVSTU	LD	**77%**
		UD	**80%**
With faculty members	FENVFAC	LD	**74%**
		UD	**75%**
With administrative personnel and offices	FENVADM	LD	**51%**
		UD	**44%**

Note: Faculty reponded 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.

Distribution of student ratings of the quality of their relationships with the following groups

NSSE Item	Variable	Class	Positive Quality	Neutral or Negative
With other students	ENVSTU	FY	80%	20%
		SR	80%	20%
With faculty members	ENVFAC	FY	70%	30%
		SR	74%	26%
With administrative personnel and offices	ENVADM	FY	58%	42%
		SR	53%	47%

Note: Students reponded 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