

Lower Division	Upper Division	Total
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**How important is it to you that undergraduates at your institution do the following?**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	3	2%	10	3%	13	3%
		Somewhat important	20	16%	47	15%	67	15%
		Important	35	28%	71	23%	106	24%
		Very important	65	53%	186	59%	251	57%
		Total	123	100%	314	100%	437	100%
b. Community service or volunteer work	FVOLUNTR	Not important	9	7%	37	12%	46	11%
		Somewhat important	50	41%	117	37%	167	38%
		Important	45	37%	105	33%	150	34%
		Very important	18	15%	55	18%	73	17%
		Total	122	100%	314	100%	436	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	24	20%	51	16%	75	17%
		Somewhat important	46	38%	118	38%	164	38%
		Important	33	27%	79	25%	112	26%
		Very important	19	16%	66	21%	85	19%
		Total	122	100%	314	100%	436	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	14	11%	37	12%	51	12%
		Somewhat important	43	35%	107	34%	150	34%
		Important	47	39%	114	36%	161	37%
		Very important	18	15%	55	18%	73	17%
		Total	122	100%	313	100%	435	100%
e. Foreign language coursework	FFORLANG	Not important	13	11%	39	12%	52	12%
		Somewhat important	36	29%	110	35%	146	33%
		Important	46	37%	99	32%	145	33%
		Very important	28	23%	66	21%	94	22%
		Total	123	100%	314	100%	437	100%
f. Study abroad	FSTUDYAB	Not important	13	11%	56	18%	69	16%
		Somewhat important	48	40%	118	38%	166	38%
		Important	32	26%	81	26%	113	26%
		Very important	28	23%	58	19%	86	20%
		Total	121	100%	313	100%	434	100%

**How important is it to you that undergraduates at your institution do the following? (continued)**



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Western Michigan University

	<i>Variable</i>	<i>Response Options</i>	<b>Lower Division</b>		<b>Upper Division</b>		<b>Total</b>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Independent study or self-designed major	FINDST06	Not important	40	33%	92	29%	132	30%
		Somewhat important	46	38%	117	37%	163	37%
		Important	27	22%	74	24%	101	23%
		Very important	9	7%	31	10%	40	9%
		Total	122	100%	314	100%	436	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	4	3%	9	3%	13	3%
		Somewhat important	16	13%	47	15%	63	14%
		Important	40	33%	96	31%	136	31%
		Very important	62	51%	162	52%	224	51%
		Total	122	100%	314	100%	436	100%

Select the response that you believe best represents the quality of student relationships with people at your institution.

	<i>Variable</i>	<i>Response Options</i>	<i>Count Col %</i>		<i>Count Col %</i>		<i>Count Col %</i>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	2	2%	3	1%	5	1%
		3	6	5%	17	5%	23	5%
		4	22	18%	56	18%	78	18%
		5	40	33%	101	32%	141	32%
		6	40	33%	105	33%	145	33%
		Friendly, Supportive, Sense of Belonging	13	11%	32	10%	45	10%
		Total	123	100%	314	100%	437	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	1	1%	0	0%	1	0%
		2	2	2%	7	2%	9	2%
		3	8	7%	20	6%	28	6%
		4	19	16%	49	16%	68	16%
		5	39	32%	98	31%	137	31%
		6	43	35%	111	35%	154	35%
		Available, Helpful, Sympathetic	10	8%	29	9%	39	9%
		Total	122	100%	314	100%	436	100%

Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

**FSSE 2006 Frequency Distributions  
Western Michigan University**

	<i>Variable</i>	<i>Response Options</i>	<b>Lower Division</b>		<b>Upper Division</b>		<b>Total</b>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
Student relationships with administrative personnel and offices	FENVADM	Unhelpful, Inconsiderate, Rigid	6	5%	18	6%	24	6%
		2	12	10%	43	14%	55	13%
		3	30	25%	62	20%	92	21%
		4	39	33%	84	27%	123	29%
		5	20	17%	57	18%	77	18%
		6	7	6%	38	12%	45	10%
		Helpful, Considerate, Flexible	5	4%	9	3%	14	3%
		Total	119	100%	311	100%	430	100%

**To what extent does your institution emphasize each of the following?**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	Very little	13	11%	32	10%	45	10%
		Some	44	36%	113	36%	157	36%
		Quite a bit	52	43%	122	39%	174	40%
		Very much	13	11%	46	15%	59	14%
		Total	122	100%	313	100%	435	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	6	5%	18	6%	24	6%
		Some	51	41%	120	38%	171	39%
		Quite a bit	53	43%	115	37%	168	39%
		Very much	13	11%	59	19%	72	17%
		Total	123	100%	312	100%	435	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	30	25%	63	20%	93	21%
		Some	56	46%	153	49%	209	48%
		Quite a bit	34	28%	70	22%	104	24%
		Very much	2	2%	26	8%	28	6%
		Total	122	100%	312	100%	434	100%

**To what extent does your institution emphasize each of the following? (continued)**

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	39	32%	94	30%	133	31%
		Some	64	53%	163	52%	227	53%
		Quite a bit	17	14%	44	14%	61	14%



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Western Michigan University

			Lower Division		Upper Division		Total	
			1	1%	10	3%	11	3%
e. Providing students the support they need to thrive socially	FENVSOCA	Very much	121	100%	311	100%	432	100%
		Very little	20	17%	60	20%	80	19%
		Some	78	66%	176	57%	254	60%
		Quite a bit	18	15%	63	21%	81	19%
		Very much	2	2%	8	3%	10	2%
		Total	118	100%	307	100%	425	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	13	11%	23	7%	36	8%
		Some	60	49%	142	46%	202	47%
		Quite a bit	44	36%	119	39%	163	38%
		Very much	6	5%	24	8%	30	7%
		Total	123	100%	308	100%	431	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	13	11%	32	10%	45	10%
		Some	52	43%	138	44%	190	44%
		Quite a bit	46	38%	112	36%	158	36%
		Very much	11	9%	29	9%	40	9%
		Total	122	100%	311	100%	433	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	3	1%	3	1%
		Some	8	7%	18	6%	26	6%
		Quite a bit	45	37%	124	40%	169	39%
		Very much	69	57%	167	54%	236	54%
		Total	122	100%	312	100%	434	100%

About how many hours do you spend in a typical 7-day week doing each of the following?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH	0	3	2%	7	2%	10	2%
		1-4	20	16%	56	18%	76	17%
		5-8	51	41%	123	39%	174	40%
		9-12	31	25%	98	31%	129	29%
		13-16	10	8%	18	6%	28	6%
		17-20	7	6%	10	3%	17	4%
		21-30	1	1%	1	0%	2	0%
		More than 30	0	0%	2	1%	2	0%
		Total	123	100%	315	100%	438	100%
b. Grading papers and exams	GRADEPAP	0	6	5%	6	2%	12	3%



## Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Western Michigan University

		Lower Division		Upper Division		Total	
c. Giving other forms of written and oral feedback to students	1-4	38	31%	98	31%	136	31%
	5-8	43	35%	118	37%	161	37%
	9-12	25	20%	59	19%	84	19%
	13-16	6	5%	21	7%	27	6%
	17-20	4	3%	9	3%	13	3%
	21-30	1	1%	2	1%	3	1%
	More than 30	0	0%	2	1%	2	0%
	Total	123	100%	315	100%	438	100%
	GRADEBCK	0		4	1%	8	2%
	1-4	64	52%	155	49%	219	50%
	5-8	38	31%	104	33%	142	33%
	9-12	10	8%	29	9%	39	9%
	13-16	4	3%	15	5%	19	4%
	17-20	2	2%	3	1%	5	1%
	21-30	0	0%	2	1%	2	0%
	More than 30	0	0%	2	1%	2	0%
	Total	122	100%	314	100%	436	100%

About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Preparing for class	CLASSPRP	0		3	2%	2	1%	5	1%
		1-4		21	17%	50	16%	71	16%
		5-8		39	32%	128	41%	167	38%
		9-12		36	29%	70	22%	106	24%
		13-16		10	8%	36	11%	46	11%
		17-20		10	8%	19	6%	29	7%
		21-30		2	2%	6	2%	8	2%
		More than 30		2	2%	4	1%	6	1%
		Total		123	100%	315	100%	438	100%
e. Reflecting on ways to improve my teaching	REFLECT	0		3	2%	4	1%	7	2%
		1-4		83	68%	207	66%	290	67%
		5-8		28	23%	69	22%	97	22%
		9-12		4	3%	17	5%	21	5%
		13-16		2	2%	8	3%	10	2%
		17-20		0	0%	2	1%	2	0%
		21-30		0	0%	1	0%	1	0%



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Western Michigan University

			Lower Division		Upper Division		Total	
f. Research and scholarly activities		More than 30	2	2%	4	1%	6	1%
		Total	122	100%	312	100%	434	100%
	SCHOLAR	0	7	6%	11	4%	18	4%
		1-4	37	31%	54	17%	91	21%
		5-8	21	17%	63	20%	84	19%
		9-12	21	17%	62	20%	83	19%
		13-16	11	9%	35	11%	46	11%
		17-20	8	7%	41	13%	49	11%
		21-30	7	6%	26	8%	33	8%
		More than 30	9	7%	20	6%	29	7%
		Total	121	100%	312	100%	433	100%

About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Working with undergraduates on research	FRESEARC	0	52	43%	108	35%	160	37%
		1-4	45	37%	134	43%	179	42%
		5-8	13	11%	54	17%	67	16%
		9-12	2	2%	9	3%	11	3%
		13-16	4	3%	3	1%	7	2%
		17-20	4	3%	1	0%	5	1%
		21-30	0	0%	1	0%	1	0%
		More than 30	1	1%	0	0%	1	0%
		Total	121	100%	310	100%	431	100%
h. Advising undergraduate students	ADVISE	0	38	32%	62	20%	100	23%
		1-4	61	51%	175	56%	236	55%
		5-8	11	9%	53	17%	64	15%
		9-12	4	3%	13	4%	17	4%
		13-16	3	3%	7	2%	10	2%
		17-20	0	0%	2	1%	2	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	2	2%	1	0%	3	1%
		Total	120	100%	313	100%	433	100%
i. Supervising internships or other field experiences	FIELDEXP	0	80	66%	165	53%	245	57%
		1-4	29	24%	92	30%	121	28%
		5-8	9	7%	26	8%	35	8%

		Lower Division		Upper Division		Total	
	9-12	1	1%	17	5%	18	4%
	13-16	2	2%	7	2%	9	2%
	17-20	0	0%	3	1%	3	1%
	21-30	1	1%	0	0%	1	0%
	More than 30	0	0%	1	0%	1	0%
	Total	122	100%	311	100%	433	100%

**About how many hours do you spend in a typical 7-day week doing each of the following? (continued)**

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0		56	46%	104	33%	160	37%
		1-4		59	48%	165	53%	224	52%
		5-8		4	3%	34	11%	38	9%
		9-12		1	1%	6	2%	7	2%
		13-16		1	1%	2	1%	3	1%
		17-20		0	0%	1	0%	1	0%
		21-30		0	0%	0	0%	0	0%
		More than 30		1	1%	0	0%	1	0%
		Total		122	100%	312	100%	434	100%
k. Other interactions with students outside of the classroom	FINTERAC	0		20	16%	45	14%	65	15%
		1-4		83	68%	186	59%	269	62%
		5-8		13	11%	62	20%	75	17%
		9-12		3	2%	11	4%	14	3%
		13-16		1	1%	5	2%	6	1%
		17-20		1	1%	2	1%	3	1%
		21-30		0	0%	1	0%	1	0%
		More than 30		1	1%	1	0%	2	0%
		Total		122	100%	313	100%	435	100%
l. Conducting service activities	SERVICE	0		31	25%	45	15%	76	18%
		1-4		49	40%	147	47%	196	45%
		5-8		33	27%	76	25%	109	25%
		9-12		4	3%	26	8%	30	7%
		13-16		3	2%	7	2%	10	2%
		17-20		3	2%	6	2%	9	2%
		21-30		0	0%	2	1%	2	0%
		More than 30		0	0%	1	0%	1	0%
		Total		123	100%	310	100%	433	100%

**FSSE 2006 Frequency Distributions  
Western Michigan University**

Lower Division	Upper Division	Total
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Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
<b>In what format do you teach your selected course section?</b>	TEACFORM	Classroom, on-campus	120	98%	301	96%	421	96%
		Classroom, auxiliary location	2	2%	9	3%	11	3%
		Distance education	1	1%	4	1%	5	1%
		Total	123	100%	314	100%	437	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	57	47%	228	73%	285	65%
		Yes	65	53%	86	27%	151	35%
		Total	122	100%	314	100%	436	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	2	2%	13	4%	15	3%
		10 to 19	12	10%	53	17%	65	15%
		20 to 29	20	16%	90	29%	110	25%
		30 to 49	31	25%	92	30%	123	28%
		50 to 99	29	24%	49	16%	78	18%
		100 or more	28	23%	14	5%	42	10%
		Total	122	100%	311	100%	433	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	8	7%	17	6%	25	6%
		1 to 2	18	15%	49	16%	67	16%
		3 to 9	46	38%	131	43%	177	41%
		10 to 19	20	17%	52	17%	72	17%
		20 or more	29	24%	58	19%	87	20%
		Total	121	100%	307	100%	428	100%
<b>What is the general area of your selected course?</b>	CSDISCOL	Arts and Humanities	34	29%	63	21%	97	23%
		Biological science	9	8%	9	3%	18	4%
		Business	8	7%	36	12%	44	10%
		Education	2	2%	29	9%	31	7%
		Engineering	7	6%	24	8%	31	7%
		Physical science	25	22%	29	9%	54	13%
		Professional	8	7%	21	7%	29	7%
		Social science	11	9%	48	16%	59	14%
		Other	12	10%	48	16%	60	14%
		Total	116	100%	307	100%	423	100%

About what *percent* of students in your selected course section do the following?





# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Western Michigan University

	<i>Variable</i>	<i>Response Options</i>	<b>Lower Division</b>		<b>Upper Division</b>		<b>Total</b>	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	2	2%	3	1%	5	1%
		1-24%	67	54%	121	39%	188	43%
		25-49%	29	24%	91	29%	120	28%
		50-74%	17	14%	54	17%	71	16%
		75% or higher	8	7%	44	14%	52	12%
		Total	123	100%	313	100%	436	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	13	4%	13	3%
		1-24%	45	38%	149	48%	194	45%
		25-49%	39	33%	73	23%	112	26%
		50-74%	19	16%	48	15%	67	15%
		75% or higher	17	14%	30	10%	47	11%
		Total	120	100%	313	100%	433	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	7	6%	5	2%	12	3%
		1-24%	53	44%	96	31%	149	35%
		25-49%	30	25%	87	28%	117	27%
		50-74%	23	19%	88	29%	111	26%
		75% or higher	7	6%	30	10%	37	9%
		Total	120	100%	306	100%	426	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	1%	1	0%	2	0%
		1-24%	51	42%	104	33%	155	36%
		25-49%	31	25%	88	28%	119	27%
		50-74%	24	20%	60	19%	84	19%
		75% or higher	15	12%	59	19%	74	17%
		Total	122	100%	312	100%	434	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	2	2%	1	0%	3	1%
		1-24%	60	49%	126	41%	186	43%
		25-49%	34	28%	105	34%	139	32%
		50-74%	16	13%	51	16%	67	15%
		75% or higher	11	9%	28	9%	39	9%
		Total	123	100%	311	100%	434	100%

About what *percent* of students in your selected course section do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. At least once, talk about career plans	FPLANS	None	9	7%	13	4%	22	5%



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Western Michigan University

with you			Lower Division		Upper Division		Total	
			83	67%	157	50%	240	55%
g. At least once, discuss ideas from readings or classes with you outside of class		1-24%	19	15%	62	20%	81	19%
		25-49%	6	5%	36	12%	42	10%
		50-74%	6	5%	44	14%	50	11%
		75% or higher	123	100%	312	100%	435	100%
	FIDEAS	None	11	9%	24	8%	35	8%
		1-24%	81	66%	177	57%	258	59%
		25-49%	22	18%	64	20%	86	20%
		50-74%	6	5%	29	9%	35	8%
		75% or higher	2	2%	19	6%	21	5%
		Total	122	100%	313	100%	435	100%

### How often do students in your selected course section engage in the following?

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never		52	43%	71	23%	123	28%
		Sometimes		36	30%	108	35%	144	33%
		Often		17	14%	59	19%	76	18%
		Very often		15	13%	74	24%	89	21%
		Total		120	100%	312	100%	432	100%
b. Work with other students on projects during class	FCLASSGR	Never		25	20%	51	16%	76	17%
		Sometimes		40	33%	79	25%	119	27%
		Often		28	23%	78	25%	106	24%
		Very often		29	24%	105	34%	134	31%
		Total		122	100%	313	100%	435	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never		97	80%	216	69%	313	72%
		Sometimes		19	16%	50	16%	69	16%
		Often		3	2%	22	7%	25	6%
		Very often		2	2%	25	8%	27	6%
		Total		121	100%	313	100%	434	100%

### How often do students in your selected course section engage in the following? (continued)

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never		33	27%	81	26%	114	26%
		Sometimes		47	39%	104	33%	151	35%
		Often		19	16%	54	17%	73	17%



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		Lower Division		Upper Division		Total	
e. Receive prompt written or oral feedback from you on their academic performance	Very often	22	18%	75	24%	97	22%
	Total	121	100%	314	100%	435	100%
	FFEED	4	3%	0	0%	4	1%
	Sometimes	15	12%	39	12%	54	12%
	Often	42	34%	104	33%	146	33%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	Very often	61	50%	171	54%	232	53%
	Total	122	100%	314	100%	436	100%
	FDIVRSTU	32	27%	70	23%	102	24%
	Sometimes	72	60%	165	53%	237	55%
	Often	11	9%	50	16%	61	14%
g. 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	Very often	5	4%	24	8%	29	7%
	Total	120	100%	309	100%	429	100%
	FDIFFSTU	30	26%	63	21%	93	22%
	Sometimes	70	60%	164	53%	234	55%
	Often	10	9%	43	14%	53	13%
	Very often	6	5%	37	12%	43	10%
	Total	116	100%	307	100%	423	100%

### In your selected course section, about how much reading and writing do you assign students?

Variable		Response Options		Count	Col %	Count	Col %	Count	Col %
a. Number of assigned textbooks, books, or book length packs of course readings	FREADASG	None		4	3%	7	2%	11	3%
		1		73	61%	133	43%	206	48%
		2-3		36	30%	131	42%	167	39%
		4-6		5	4%	33	11%	38	9%
		More than 6		2	2%	7	2%	9	2%
	Total			120	100%	311	100%	431	100%

### In your selected course section, about how much reading and writing do you assign students? (continued)

Variable		Response Options		Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTR05	None		104	89%	210	68%	314	74%
		1		9	8%	60	20%	69	16%
		2-3		3	3%	30	10%	33	8%
		4-6		1	1%	5	2%	6	1%
		More than 6		0	0%	2	1%	2	0%
	Total			117	100%	307	100%	424	100%



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## FSSE 2006 Frequency Distributions Western Michigan University

			Lower Division		Upper Division		Total	
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	70	60%	105	34%	175	41%
		1	22	19%	88	29%	110	26%
		2-3	16	14%	78	25%	94	22%
		4-6	6	5%	26	8%	32	8%
		More than 6	2	2%	9	3%	11	3%
		Total	116	100%	306	100%	422	100%
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	38	32%	74	24%	112	26%
		1	9	8%	25	8%	34	8%
		2-3	25	21%	83	27%	108	26%
		4-6	19	16%	59	19%	78	18%
		More than 6	27	23%	64	21%	91	22%
		Total	118	100%	305	100%	423	100%

**In a typical week , how many homework problem sets do you require students in your selected course section to complete?**

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students <b>more than</b> one hour to complete	FPROBSTA	None	29	26%	107	36%	136	33%
		1-2	63	56%	137	46%	200	48%
		3-4	16	14%	37	12%	53	13%
		5-6	2	2%	11	4%	13	3%
		More than 6	3	3%	8	3%	11	3%
		Total	113	100%	300	100%	413	100%
b. Number of problem sets that take your students <b>less than</b> one hour to complete	FPROBSTB	None	49	45%	150	51%	199	50%
		1-2	49	45%	99	34%	148	37%
		3-4	7	6%	27	9%	34	8%
		5-6	2	2%	9	3%	11	3%
		More than 6	2	2%	7	2%	9	2%
		Total	109	100%	292	100%	401	100%

**Time students spend preparing for your selected course section:**

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. In a typical 7-day week, about how many hours do you <b>expect</b> your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	1	0%	1	0%
		1-2	9	8%	11	4%	20	5%
		3-4	33	28%	84	27%	117	27%
		5-6	34	29%	113	37%	147	34%
		7-8	19	16%	51	17%	70	16%
		9-10	17	14%	35	11%	52	12%
		Total	112	100%	299	100%	397	100%



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		Lower Division		Upper Division		Total		
b. In a typical 7-day week, about how many hours do you think your students <b>actually</b> spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)		11-12	5	4%	8	3%	13	3%
		More than 12	2	2%	6	2%	8	2%
		Total	119	100%	309	100%	428	100%
	FACTPREP	0	5	4%	4	1%	9	2%
		1-2	55	47%	118	38%	173	41%
		3-4	46	39%	118	38%	164	39%
		5-6	8	7%	46	15%	54	13%
		7-8	3	3%	13	4%	16	4%
		9-10	0	0%	4	1%	4	1%
		11-12	1	1%	0	0%	1	0%
		More than 12	0	0%	4	1%	4	1%
		Total	118	100%	307	100%	425	100%

In your selected course section, how important to you is it that your students do the following?

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important		52	47%	82	27%	134	32%
		Somewhat important		18	16%	71	23%	89	21%
		Important		25	23%	76	25%	101	24%
		Very important		16	14%	77	25%	93	22%
		Total		111	100%	306	100%	417	100%

In your selected course section, how important to you is it that your students do the following? (continued)

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important		26	24%	32	10%	58	14%
		Somewhat important		23	21%	35	11%	58	14%
		Important		21	19%	72	23%	93	22%
		Very important		40	36%	168	55%	208	50%
		Total		110	100%	307	100%	417	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important		24	21%	60	20%	84	20%
		Somewhat important		40	35%	88	29%	128	30%
		Important		32	28%	93	30%	125	30%
		Very important		18	16%	66	21%	84	20%
		Total		114	100%	307	100%	421	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important		29	26%	23	7%	52	12%
		Somewhat important		32	29%	78	25%	110	26%



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		Lower Division		Upper Division		Total	
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	Important	34	30%	112	36%	146	35%
	Very important	17	15%	95	31%	112	27%
	Total	112	100%	308	100%	420	100%
	Not important	27	24%	43	14%	70	17%
	Somewhat important	41	37%	91	30%	132	32%
	Important	26	23%	110	36%	136	32%
	Very important	18	16%	63	21%	81	19%
	Total	112	100%	307	100%	419	100%
	Not important	56	50%	140	46%	196	47%
	Somewhat important	35	31%	90	29%	125	30%
f. Tutor or teach other students (paid or voluntary)	Important	15	13%	50	16%	65	16%
	Very important	6	5%	26	8%	32	8%
	Total	112	100%	306	100%	418	100%
	Not important	22	20%	32	11%	54	13%
	Somewhat important	24	21%	61	20%	85	20%
g. Examine the strengths and weaknesses of their views on a topic or issue	Important	37	33%	105	35%	142	34%
	Very important	29	26%	106	35%	135	32%
	Total	112	100%	304	100%	416	100%
	Not important	22	20%	32	11%	54	13%
	Somewhat important	24	21%	61	20%	85	20%

In your selected course section, how important to you is it that your students do the following? (continued)

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important		27	24%	40	13%	67	16%
		Somewhat important		22	20%	59	19%	81	19%
		Important		33	29%	86	28%	119	28%
		Very important		30	27%	121	40%	151	36%
		Total		112	100%	306	100%	418	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important		6	5%	6	2%	12	3%
		Somewhat important		15	13%	21	7%	36	9%
		Important		31	27%	95	31%	126	30%
		Very important		63	55%	184	60%	247	59%
		Total		115	100%	306	100%	421	100%

In your selected course section, on average, what percent of class time is spent on the following?

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Lecture		LECTURE	0	3	3%	8	3%	11	16 3%



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		Lower Division		Upper Division		Total	
b. Teacher-led discussion	1-9	11	9%	32	11%	43	10%
	10-19	6	5%	18	6%	24	6%
	20-29	20	17%	45	15%	65	16%
	30-39	14	12%	29	10%	43	10%
	40-49	15	13%	40	13%	55	13%
	50-74	21	18%	63	21%	84	20%
	75 or more	26	22%	66	22%	92	22%
	Total	116	100%	301	100%	417	100%
	TEACHLED	0		13	4%	20	5%
	1-9	22	19%	55	18%	77	19%
	10-19	25	22%	75	25%	100	24%
	20-29	30	26%	56	19%	86	21%
	30-39	8	7%	42	14%	50	12%
	40-49	7	6%	23	8%	30	7%
	50-74	7	6%	21	7%	28	7%
	75 or more	8	7%	14	5%	22	5%
	Total	114	100%	299	100%	413	100%

In your selected course section, on average, what percent of class time is spent on the following? (continued)

		Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0		44	38%	73	25%	117	29%
		1-9		20	17%	73	25%	93	23%
		10-19		21	18%	58	20%	79	19%
		20-29		10	9%	41	14%	51	13%
		30-39		7	6%	18	6%	25	6%
		40-49		4	3%	13	4%	17	4%
		50-74		5	4%	9	3%	14	3%
		75 or more		4	3%	8	3%	12	3%
d. Student computer use	COMPMED	Total		115	100%	293	100%	408	100%
		0		66	58%	157	53%	223	54%
		1-9		28	25%	61	21%	89	22%
		10-19		7	6%	34	11%	41	10%
		20-29		3	3%	20	7%	23	6%
		30-39		4	4%	6	2%	10	2%
		40-49		3	3%	6	2%	9	2%
		50-74		0	0%	6	2%	6	1%



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			Lower Division		Upper Division		Total	
e. Small group activities		75 or more	3	3%	6	2%	9	2%
		Total	114	100%	296	100%	410	100%
	GROUPSML	0	30	26%	67	22%	97	23%
		1-9	35	30%	62	21%	97	23%
		10-19	23	20%	63	21%	86	21%
		20-29	13	11%	46	15%	59	14%
		30-39	8	7%	26	9%	34	8%
		40-49	1	1%	13	4%	14	3%
		50-74	3	3%	15	5%	18	4%
		75 or more	2	2%	7	2%	9	2%
	Total	115	100%	299	100%	414	100%	

In your selected course section, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Student presentations	STUPRES	0	67	58%	95	32%	162	39%
		1-9	28	24%	93	31%	121	29%
		10-19	12	10%	72	24%	84	20%
		20-29	3	3%	22	7%	25	6%
		30-39	3	3%	10	3%	13	3%
		40-49	0	0%	3	1%	3	1%
		50-74	2	2%	3	1%	5	1%
		75 or more	0	0%	2	1%	2	0%
		Total	115	100%	300	100%	415	100%
g. In-class writing	CLSWRITE	0	61	54%	140	47%	201	49%
		1-9	35	31%	100	34%	135	33%
		10-19	10	9%	42	14%	52	13%
		20-29	3	3%	9	3%	12	3%
		30-39	3	3%	4	1%	7	2%
		40-49	1	1%	1	0%	2	0%
		50-74	0	0%	2	1%	2	0%
		75 or more	0	0%	0	0%	0	0%
		Total	113	100%	298	100%	411	100%
h. Testing and evaluation	TESTEVAL	0	8	7%	24	8%	32	8%
		1-9	52	46%	135	45%	187	45%
		10-19	44	39%	102	34%	146	35%





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		Lower Division		Upper Division		Total	
	20-29	7	6%	25	8%	32	8%
	30-39	2	2%	6	2%	8	2%
	40-49	1	1%	1	0%	2	0%
	50-74	0	0%	2	1%	2	0%
	75 or more	0	0%	4	1%	4	1%
	Total	114	100%	299	100%	413	100%

In your selected course section, on average, what *percent of class time* is spent on the following? (continued)

i. Performances in applied and fine arts  
(e.g., dance, drama, music)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
PERFORM	0	99	88%	265	92%	364	91%
	1-9	4	4%	8	3%	12	3%
	10-19	1	1%	3	1%	4	1%
	20-29	4	4%	4	1%	8	2%
	30-39	2	2%	2	1%	4	1%
	40-49	0	0%	1	0%	1	0%
	50-74	0	0%	1	0%	1	0%
	75 or more	3	3%	5	2%	8	2%
	Total	113	100%	289	100%	402	100%
EXPERIEN	0	61	54%	160	55%	221	55%
	1-9	15	13%	37	13%	52	13%
	10-19	8	7%	23	8%	31	8%
	20-29	13	12%	21	7%	34	8%
	30-39	5	4%	14	5%	19	5%
	40-49	4	4%	17	6%	21	5%
	50-74	4	4%	13	4%	17	4%
	75 or more	2	2%	8	3%	10	2%
	Total	112	100%	293	100%	405	100%
FEXAMS	Very Little	0	0%	0	0%	0	0%
	2	1	1%	1	0%	2	0%
	3	4	3%	1	0%	5	1%
	4	23	20%	22	7%	45	11%
	5	24	21%	77	25%	101	24%
	6	46	40%	135	44%	181	43%
	Very much	18	16%	72	23%	90	21%
	Total	116	100%	308	100%	424	100%

Lower Division	Upper Division	Total
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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. <b>Memorizing</b> facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	39	34%	93	31%	132	31%
		Some	47	41%	136	45%	183	44%
		Quite a bit	25	22%	58	19%	83	20%
		Very much	5	4%	17	6%	22	5%
		Total	116	100%	304	100%	420	100%
b. <b>Analyzing</b> the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	4	3%	3	1%	7	2%
		Some	14	12%	26	9%	40	10%
		Quite a bit	57	49%	115	38%	172	41%
		Very much	41	35%	160	53%	201	48%
		Total	116	100%	304	100%	420	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	3	3%	5	2%	8	2%
		Some	23	20%	27	9%	50	12%
		Quite a bit	48	41%	125	41%	173	41%
		Very much	42	36%	145	48%	187	45%
		Total	116	100%	302	100%	418	100%
d. <b>Making judgments</b> 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	Very little	17	15%	17	6%	34	8%
		Some	33	29%	61	20%	94	23%
		Quite a bit	41	36%	106	35%	147	35%
		Very much	22	19%	120	39%	142	34%
		Total	113	100%	304	100%	417	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	5	4%	5	2%	10	2%
		Some	21	18%	40	13%	61	15%
		Quite a bit	37	32%	73	24%	110	27%
		Very much	51	45%	183	61%	234	56%
		Total	114	100%	301	100%	415	100%

To what extent do you structure your selected course section so that students learn and develop in the following areas?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Writing clearly and effectively	FGNWRITE	Very little	27	24%	31	10%	58	14%
		Some	41	36%	65	22%	106	25%
		Quite a bit	21	18%	90	30%	111	27%
		Very much	25	22%	116	38%	141	34%

			Lower Division		Upper Division		Total	
b. Speaking clearly and effectively		Total	114	100%	302	100%	416	100%
	FGNSPEAK	Very little	41	37%	50	17%	91	22%
		Some	36	32%	97	32%	133	32%
		Quite a bit	18	16%	95	32%	113	27%
		Very much	17	15%	59	20%	76	18%
		Total	112	100%	301	100%	413	100%
	c. Thinking critically and analytically	FGNANALY	Very little	1	1%	2	1%	3
Some			12	10%	17	6%	29	7%
Quite a bit			42	37%	90	30%	132	32%
Very much			60	52%	193	64%	253	61%
Total			115	100%	302	100%	417	100%
d. Analyzing quantitative problems		FGNQUANT	Very little	31	27%	110	36%	141
	Some		27	23%	58	19%	85	20%
	Quite a bit		23	20%	46	15%	69	17%
	Very much		34	30%	88	29%	122	29%
	Total		115	100%	302	100%	417	100%
	e. Using computing and information technology	FGNCMPTS	Very little	31	27%	73	24%	104
Some			37	32%	107	36%	144	35%
Quite a bit			26	23%	67	22%	93	22%
Very much			20	18%	53	18%	73	18%
Total			114	100%	300	100%	414	100%

**To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)**

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Working effectively with others	FGNOTHER	Very little	24	21%	44	14%	68	16%
		Some	35	30%	77	25%	112	27%
		Quite a bit	35	30%	82	27%	117	28%
		Very much	23	20%	101	33%	124	29%
	Total		117	100%	304	100%	421	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	4	1%	4	1%
		Some	16	14%	35	12%	51	12%
		Quite a bit	54	46%	140	47%	194	46%
		Very much	47	40%	122	41%	169	40%
	Total		117	100%	301	100%	418	100%



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Western Michigan University

			Lower Division		Upper Division		Total	
h. Understanding themselves	FGNSELF	Very little	34	30%	60	20%	94	23%
		Some	30	26%	90	30%	120	29%
		Quite a bit	33	29%	92	31%	125	30%
		Very much	18	16%	57	19%	75	18%
		Total	115	100%	299	100%	414	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	55	49%	98	33%	153	37%
		Some	23	20%	83	28%	106	26%
		Quite a bit	21	19%	56	19%	77	19%
		Very much	14	12%	61	20%	75	18%
		Total	113	100%	298	100%	411	100%
j. Solving complex real-world problems	FGNPROBS	Very little	25	22%	30	10%	55	13%
		Some	31	27%	69	23%	100	24%
		Quite a bit	37	32%	101	34%	138	33%
		Very much	21	18%	99	33%	120	29%
		Total	114	100%	299	100%	413	100%

To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
k. Developing a personal code of values and ethics	FVALUES	Very little	38	34%	56	19%	94	23%
		Some	39	35%	93	31%	132	32%
		Quite a bit	17	15%	87	29%	104	25%
		Very much	19	17%	64	21%	83	20%
		Total	113	100%	300	100%	413	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	88	77%	230	78%	318	78%
		Some	18	16%	38	13%	56	14%
		Quite a bit	5	4%	20	7%	25	6%
		Very much	3	3%	7	2%	10	2%
		Total	114	100%	295	100%	409	100%
m. Acquiring a broad general education	FGNGENLE	Very little	17	15%	59	20%	76	19%
		Some	38	34%	94	32%	132	32%
		Quite a bit	37	33%	89	30%	126	31%
		Very much	21	19%	54	18%	75	18%
		Total	113	100%	296	100%	409	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	11	9%	26	9%	37	9%
		Some	29	25%	43	14%	72	17%



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Western Michigan University

		Lower Division		Upper Division		Total	
	Quite a bit	37	32%	90	30%	127	30%
	Very much	39	34%	142	47%	181	43%
	Total	116	100%	301	100%	417	100%

What is the general discipline of your academic appointment? (Please specify an academic discipline)

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
APDISCOL	Arts and humanities	30	27%	61	20%	91	22%
	Biological science	6	5%	7	2%	13	3%
	Business	9	8%	33	11%	42	10%
	Education	3	3%	34	11%	37	9%
	Engineering	10	9%	25	8%	35	9%
	Physical science	21	19%	26	9%	47	11%
	Professional	12	11%	25	8%	37	9%
	Social science	11	10%	44	15%	55	13%
	Other	8	7%	45	15%	53	13%
	Total	110	100%	300	100%	410	100%