**Faculty Survey
of Student Engagement**

University of Wyoming
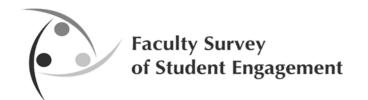
Respondent Characteristics

August 2009

Response rate	43%			
Number of invited faculty	685			
Total number of respondents	296 (74 Lower Division, 182 Upper Division, 33 Other, 7 Missing course level)			

	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	26%	17%	15%	19%
Biological science	3%	9%	12%	8%
Business	1%	9%	0%	6%
Education	14%	9%	8%	10%
Engineering	9%	12%	0%	10%
Physical science	19%	13%	27%	16%
Professional	0%	3%	15%	3%
Social science	13%	14%	19%	14%
Other	14%	14%	4%	13%
Rank				
Professor	19%	32%	37%	29%
Associate Professor	30%	26%	33%	27%
Assistant Professor	26%	29%	19%	27%
Instructor	0%	1%	0%	1%
Lecturer	24%	9%	7%	13%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	1%	3%	4%	3%
Tenure status				
Tenured	60%	64%	67%	63%
On tenure track but not tenured	32%	33%	30%	32%
Not on tenure track	8%	3%	4%	4%
No tenure system	0%	1%	0%	0%
Highest degree earned				
First professional degree	0%	3%	7%	3%
Doctoral degree	79%	88%	89%	86%
Master's degree	21%	8%	4%	11%
Bachelor's degree	0%	0%	0%	0%
Associate's degree	0%	0%	0%	0%
Other	0%	1%	0%	1%
Full-time/Part Time				
Full-time	96%	97%	96%	96%
Part-time	4%	3%	4%	4%

Faculty Survey of Student Engagement

	Lower Division	Upper Division	Other	Total
Number of courses taught 08-09[1]				
None	0%	0%	12%	1%
1-3	27%	34%	38%	32%
4-6	54%	56%	35%	53%
7 or more	20%	11%	15%	14%
Years of teaching experience				
4 or less	3%	7%	4%	6%
5-9	17%	23%	13%	20%
10-14	22%	19%	29%	20%
15 or more	58%	51%	54%	53%
Age				
34 or younger	13%	4%	8%	7%
35-44	23%	29%	19%	26%
45-54	35%	34%	27%	34%
Older than 54	30%	32%	46%	33%
Gender				
Male	59%	63%	70%	63%
Female	41%	37%	30%	37%
Race / Ethnicity				
American Indian/ Native Amer.	1%	2%	0%	1%
Asian/ Asian Amer./ Pacific Isl.	3%	4%	0%	3%
Black or African American	1%	1%	0%	1%
White (non-Hispanic)	79%	84%	63%	81%
Mexican or Mexican American	1%	0%	0%	0%
Puerto Rican	0%	2%	0%	1%
Other Hispanic or Latino	0%	1%	0%	1%
Multiracial	0%	0%	4%	0%
Other	3%	1%	0%	1%
Prefer not to respond	11%	6%	33%	10%
Citizenship status				
U.S. citizen, native	92%	86%	78%	87%
U.S. citizen, naturalized	4%	4%	15%	5%
Permanent resident of the U.S.	4%	9%	4%	7%
Temporary resident of the U.S.	0%	2%	4%	1%

1: Includes 2008-2009 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.

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University of Wyoming

Frequency Distributions

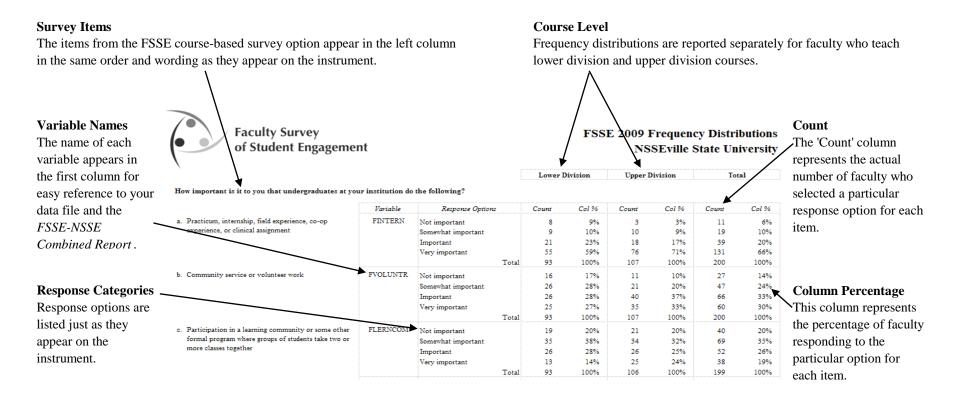August 2009

Faculty Survey of Student Engagement

Interpreting the Frequency Distributions 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 *Frequency Distributions* report is based on information from all faculty at your institution who responded to the survey based on their experiences teaching either a lower or upper division course. Faculty who responded based on another type of course or who did not report the course level are not included in this report.
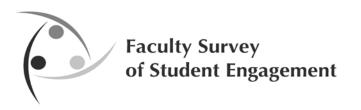
Survey Items

The items from the FSSE course-based survey option appear in the left column in the same order and wording as they appear on the instrument.

Course Level

Frequency distributions are reported separately for faculty who teach lower division and upper division courses.

Variable Names

The name of each variable appears in the first column for easy reference to your data file and the *FSSE-NSSE Combined Report*.

Count

The 'Count' column represents the actual number of faculty who selected a particular response option for each item.

Faculty Survey of Student Engagement

FSSE 2009 Frequency Distributions
NSSEville State University

How important is it to you that undergraduates at your institution do the following?

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	8	9%	3	3%	11	6%
		Somewhat important	9	10%	10	9%	19	10%
		Important	21	23%	18	17%	39	20%
		Very important	55	59%	76	71%	131	66%
		Total	93	100%	107	100%	200	100%
b. Community service or volunteer work	FVOLUNTR	Not important	16	17%	11	10%	27	14%
		Somewhat important	26	28%	21	20%	47	24%
		Important	26	28%	40	37%	66	33%
		Very important	25	27%	35	33%	60	30%
		Total	93	100%	107	100%	200	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	19	20%	21	20%	40	20%
		Somewhat important	35	38%	34	32%	69	35%
		Important	26	28%	26	25%	52	26%
		Very important	13	14%	25	24%	38	19%
		Total	93	100%	106	100%	199	100%

Response Categories

Response options are listed just as they appear on the instrument.

Column Percentage

This column represents the percentage of faculty responding to the particular option for each item.

How important is it to you that undergraduates at your institution do the following?

		Lower Division		Upper Division		Total	
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN						
	Not important	3	4%	9	5%	12	5%
	Somewhat important	14	19%	33	18%	47	19%
	Important	25	34%	63	35%	88	35%
	Very important	32	43%	75	42%	107	42%
	Total	74	100%	180	100%	254	100%
b. Community service or volunteer work	FVOLUNTR						
	Not important	9	12%	42	23%	51	20%
	Somewhat important	23	32%	64	36%	87	34%
	Important	36	49%	55	31%	91	36%
	Very important	5	7%	19	11%	24	9%
	Total	73	100%	180	100%	253	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	15	20%	51	28%	66	26%
	Somewhat important	28	38%	65	36%	93	36%
	Important	21	28%	46	25%	67	26%
	Very important	10	14%	19	10%	29	11%
	Total	74	100%	181	100%	255	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05						
	Not important	6	8%	18	10%	24	9%
	Somewhat important	28	38%	58	32%	86	34%
	Important	23	31%	69	38%	92	36%
	Very important	17	23%	37	20%	54	21%
	Total	74	100%	182	100%	256	100%
e. Foreign language coursework	FFORLANG						
	Not important	7	9%	31	17%	38	15%
	Somewhat important	21	28%	45	25%	66	26%
	Important	19	26%	60	33%	79	31%
	Very important	27	36%	45	25%	72	28%
	Total	74	100%	181	100%	255	100%
f. Study abroad	FSTUDYAB						
	Not important	14	19%	37	20%	51	20%
	Somewhat important	26	36%	64	35%	90	35%
	Important	14	19%	51	28%	65	26%
	Very important	19	26%	29	16%	48	19%
	Total	73	100%	181	100%	254	100%

		Lower Division		Upper Division		Total	

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	29	39%	59	32%	88	34%
		Somewhat important	20	27%	75	41%	95	37%
		Important	19	26%	38	21%	57	22%
		Very important	6	8%	10	5%	16	6%
		Total	74	100%	182	100%	256	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	1	1%	8	4%	9	4%
		Somewhat important	12	16%	36	20%	48	19%
		Important	22	30%	51	28%	73	29%
		Very important	39	53%	87	48%	126	49%
		Total	74	100%	182	100%	256	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
Student relationships **with other students**	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	0	0%	3	2%	3	1%
		3	2	3%	2	1%	4	2%
		4	8	11%	13	7%	21	8%
		5	24	32%	60	33%	84	33%
		6	32	43%	88	48%	120	47%
		Friendly, Supportive, Sense of Belonging	8	11%	16	9%	24	9%
		Total	74	100%	182	100%	256	100%
Student relationships **with faculty members**	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
		2	2	3%	4	2%	6	2%
		3	4	5%	10	6%	14	5%
		4	11	15%	25	14%	36	14%
		5	23	31%	55	30%	78	31%
		6	28	38%	69	38%	97	38%
		Available, Helpful, Sympathetic	6	8%	18	10%	24	9%
		Total	74	100%	181	100%	255	100%

	Lower Division		Upper Division		Total	

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

Student relationships **with administrative personnel and offices**

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVADM	Unhelpful, Inconsiderate, Rigid	1	1%	0	0%	1	0%
	2	6	8%	11	6%	17	7%
	3	9	12%	24	13%	33	13%
	4	20	27%	51	28%	71	28%
	5	13	18%	46	26%	59	23%
	6	19	26%	41	23%	60	24%
	Helpful, Considerate, Flexible	6	8%	7	4%	13	5%
	Total	74	100%	180	100%	254	100%

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Requiring students to spend significant amounts of time studying and on academic work							
FENVSCHO	Very little	7	9%	12	7%	19	7%
	Some	16	22%	64	35%	80	31%
	Quite a bit	38	51%	74	41%	112	44%
	Very much	13	18%	31	17%	44	17%
	Total	74	100%	181	100%	255	100%
b. Providing students the support they need to help them succeed academically							
FENVSUPR	Very little	1	1%	3	2%	4	2%
	Some	14	19%	31	17%	45	18%
	Quite a bit	32	43%	93	52%	125	49%
	Very much	27	36%	53	29%	80	31%
	Total	74	100%	180	100%	254	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds							
FENVDIVR	Very little	11	15%	25	14%	36	14%
	Some	31	43%	89	50%	120	48%
	Quite a bit	24	33%	52	29%	76	30%
	Very much	6	8%	13	7%	19	8%
	Total	72	100%	179	100%	251	100%

		Lower Division		Upper Division		Total	

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	16	22%	33	18%	49	19%
		Some	29	39%	93	52%	122	48%
		Quite a bit	24	32%	40	22%	64	25%
		Very much	5	7%	13	7%	18	7%
		Total	74	100%	179	100%	253	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	11	15%	18	10%	29	11%
		Some	32	43%	103	58%	135	53%
		Quite a bit	23	31%	46	26%	69	27%
		Very much	8	11%	12	7%	20	8%
		Total	74	100%	179	100%	253	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	4	5%	12	7%	16	6%
		Some	25	34%	69	39%	94	37%
		Quite a bit	39	53%	77	43%	116	46%
		Very much	6	8%	20	11%	26	10%
		Total	74	100%	178	100%	252	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	5	7%	9	5%	14	6%
		Some	26	35%	61	34%	87	34%
		Quite a bit	33	45%	84	47%	117	46%
		Very much	10	14%	25	14%	35	14%
		Total	74	100%	179	100%	253	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	2	1%	2	1%
		Some	15	20%	14	8%	29	11%
		Quite a bit	24	32%	80	45%	104	41%
		Very much	35	47%	83	46%	118	47%
		Total	74	100%	179	100%	253	100%

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

		Lower Division		Upper Division		Total	
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH						
	0	1	1%	4	2%	5	2%
	1-4	16	22%	52	29%	68	27%
	5-8	29	39%	86	47%	115	45%
	9-12	20	27%	30	16%	50	20%
	13-16	2	3%	6	3%	8	3%
	17-20	1	1%	2	1%	3	1%
	21-30	4	5%	2	1%	6	2%
	More than 30	1	1%	0	0%	1	0%
	Total	74	100%	182	100%	256	100%
b. Grading papers and exams	GRADEPAP						
	0	1	1%	4	2%	5	2%
	1-4	35	47%	88	48%	123	48%
	5-8	23	31%	59	32%	82	32%
	9-12	9	12%	21	12%	30	12%
	13-16	2	3%	6	3%	8	3%
	17-20	3	4%	1	1%	4	2%
	21-30	1	1%	2	1%	3	1%
	More than 30	0	0%	1	1%	1	0%
	Total	74	100%	182	100%	256	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK						
	0	0	0%	9	5%	9	4%
	1-4	46	62%	102	56%	148	58%
	5-8	16	22%	51	28%	67	26%
	9-12	8	11%	16	9%	24	9%
	13-16	0	0%	2	1%	2	1%
	17-20	2	3%	1	1%	3	1%
	21-30	1	1%	0	0%	1	0%
	More than 30	1	1%	1	1%	2	1%
	Total	74	100%	182	100%	256	100%

	Lower Division		Upper Division		Total	

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	0	0%	2	1%	2	1%
		1-4	14	19%	35	19%	49	19%
		5-8	26	36%	78	43%	104	41%
		9-12	17	23%	38	21%	55	22%
		13-16	10	14%	12	7%	22	9%
		17-20	4	5%	11	6%	15	6%
		21-30	2	3%	5	3%	7	3%
		More than 30	0	0%	0	0%	0	0%
		Total	73	100%	181	100%	254	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	1	1%	3	2%	4	2%
		1-4	54	73%	128	70%	182	71%
		5-8	13	18%	41	23%	54	21%
		9-12	4	5%	5	3%	9	4%
		13-16	1	1%	3	2%	4	2%
		17-20	0	0%	0	0%	0	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	2	1%	2	1%
		Total	74	100%	182	100%	256	100%
f. Research and scholarly activities	SCHOLAR	0	6	8%	2	1%	8	3%
		1-4	18	25%	30	17%	48	19%
		5-8	17	23%	30	17%	47	19%
		9-12	11	15%	30	17%	41	16%
		13-16	10	14%	26	14%	36	14%
		17-20	6	8%	13	7%	19	7%
		21-30	2	3%	28	15%	30	12%
		More than 30	3	4%	22	12%	25	10%
		Total	73	100%	181	100%	254	100%

	Lower Division	Upper Division	Total

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	36	49%	56	31%	92	36%
		1-4	27	36%	96	53%	123	48%
		5-8	8	11%	21	12%	29	11%
		9-12	1	1%	7	4%	8	3%
		13-16	0	0%	1	1%	1	0%
		17-20	0	0%	0	0%	0	0%
		21-30	2	3%	1	1%	3	1%
		More than 30	0	0%	0	0%	0	0%
		Total	74	100%	182	100%	256	100%
h. Advising undergraduate students	ADVISE	0	7	9%	28	15%	35	14%
		1-4	57	77%	123	68%	180	71%
		5-8	7	9%	23	13%	30	12%
		9-12	2	3%	6	3%	8	3%
		13-16	0	0%	1	1%	1	0%
		17-20	0	0%	0	0%	0	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	0	0%	0	0%
		Total	74	100%	181	100%	255	100%
i. Supervising internships or other field experiences	FIELDEXP	0	46	62%	97	54%	143	56%
		1-4	24	32%	57	31%	81	32%
		5-8	3	4%	16	9%	19	7%
		9-12	0	0%	6	3%	6	2%
		13-16	1	1%	2	1%	3	1%
		17-20	0	0%	3	2%	3	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	74	100%	181	100%	255	100%

Faculty Survey of Student Engagement

	Lower Division		Upper Division		Total	

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	18	24%	65	36%	83	32%
		1-4	47	64%	97	53%	144	56%
		5-8	9	12%	11	6%	20	8%
		9-12	0	0%	9	5%	9	4%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	74	100%	182	100%	256	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	6	8%	29	16%	35	14%
		1-4	53	73%	117	64%	170	67%
		5-8	10	14%	30	16%	40	16%
		9-12	3	4%	5	3%	8	3%
		13-16	0	0%	1	1%	1	0%
		17-20	1	1%	0	0%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	73	100%	182	100%	255	100%
l. Conducting service activities	SERVICE	0	13	18%	30	17%	43	17%
		1-4	39	54%	92	51%	131	52%
		5-8	8	11%	35	19%	43	17%
		9-12	7	10%	14	8%	21	8%
		13-16	2	3%	5	3%	7	3%
		17-20	2	3%	2	1%	4	2%
		21-30	1	1%	2	1%	3	1%
		More than 30	0	0%	0	0%	0	0%
		Total	72	100%	180	100%	252	100%

		Lower Division		Upper Division		Total	

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	72	97%	173	96%	245	96%
		Classroom, auxiliary location	1	1%	2	1%	3	1%
		Distance education	1	1%	5	3%	6	2%
		Total	74	100%	180	100%	254	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	17	23%	126	70%	143	56%
		Yes	56	77%	55	30%	111	44%
		Total	73	100%	181	100%	254	100%
How many students are enrolled in your selected course section?	CS05	9 or less	0	0%	12	7%	12	5%
		10 to 19	6	8%	48	27%	54	21%
		20 to 29	21	28%	59	33%	80	31%
		30 to 49	30	41%	46	26%	76	30%
		50 to 99	7	9%	11	6%	18	7%
		100 or more	10	14%	4	2%	14	6%
		Total	74	100%	180	100%	254	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	4	5%	31	18%	35	14%
		1 to 2	15	21%	24	14%	39	16%
		3 to 9	24	33%	62	35%	86	35%
		10 to 19	19	26%	36	21%	55	22%
		20 or more	11	15%	22	13%	33	13%
		Total	73	100%	175	100%	248	100%
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	17	24%	29	18%	46	19%
		Biological science	6	8%	19	12%	25	11%
		Business	1	1%	16	10%	17	7%
		Education	10	14%	15	9%	25	11%
		Engineering	7	10%	17	10%	24	10%
		Physical science	14	20%	19	12%	33	14%
		Professional	0	0%	5	3%	5	2%
		Social science	9	13%	26	16%	35	15%
		Other	7	10%	19	12%	26	11%
		Total	71	100%	165	100%	236	100%

Faculty Survey of Student Engagement

			Lower Division		Upper Division		Total	

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	1	1%	0	0%	1	0%
		1-24%	41	55%	64	36%	105	41%
		25-49%	11	15%	48	27%	59	23%
		50-74%	14	19%	40	22%	54	21%
		75% or higher	7	9%	28	16%	35	14%
		Total	74	100%	180	100%	254	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	2	3%	13	7%	15	6%
		1-24%	32	44%	87	49%	119	47%
		25-49%	21	29%	38	21%	59	23%
		50-74%	15	21%	26	15%	41	16%
		75% or higher	3	4%	15	8%	18	7%
		Total	73	100%	179	100%	252	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	2	3%	4	2%	6	2%
		1-24%	21	30%	59	34%	80	33%
		25-49%	23	32%	44	25%	67	27%
		50-74%	19	27%	44	25%	63	26%
		75% or higher	6	8%	23	13%	29	12%
		Total	71	100%	174	100%	245	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	1%	1	1%	2	1%
		1-24%	28	38%	51	28%	79	31%
		25-49%	16	22%	47	26%	63	25%
		50-74%	19	26%	34	19%	53	21%
		75% or higher	10	14%	46	26%	56	22%
		Total	74	100%	179	100%	253	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	1	1%	1	0%
		1-24%	40	54%	72	40%	112	44%
		25-49%	13	18%	59	33%	72	28%
		50-74%	15	20%	29	16%	44	17%
		75% or higher	6	8%	18	10%	24	9%
		Total	74	100%	179	100%	253	100%

	Lower Division		Upper Division		Total	

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. At least once, talk about career plans with you	FPLANS	None	9	12%	8	4%	17	7%
		1-24%	44	59%	96	54%	140	55%
		25-49%	7	9%	32	18%	39	15%
		50-74%	10	14%	21	12%	31	12%
		75% or higher	4	5%	22	12%	26	10%
		Total	74	100%	179	100%	253	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	6	8%	9	5%	15	6%
		1-24%	43	58%	103	58%	146	58%
		25-49%	15	20%	38	21%	53	21%
		50-74%	5	7%	20	11%	25	10%
		75% or higher	5	7%	9	5%	14	6%
		Total	74	100%	179	100%	253	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	19	26%	61	34%	80	32%
		Sometimes	22	31%	54	30%	76	30%
		Often	14	19%	21	12%	35	14%
		Very often	17	24%	43	24%	60	24%
		Total	72	100%	179	100%	251	100%
b. Work with other students on projects during class	FCLASSGR	Never	17	24%	33	19%	50	20%
		Sometimes	19	26%	57	32%	76	30%
		Often	15	21%	34	19%	49	20%
		Very often	21	29%	54	30%	75	30%
		Total	72	100%	178	100%	250	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	56	77%	133	75%	189	76%
		Sometimes	14	19%	32	18%	46	18%
		Often	1	1%	7	4%	8	3%
		Very often	2	3%	5	3%	7	3%
		Total	73	100%	177	100%	250	100%

Faculty Survey of Student Engagement

		Lower Division		Upper Division		Total	

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

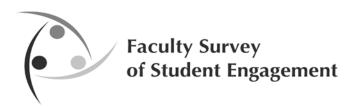|	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	22	30%	58	32%	80	32%
		Sometimes	24	33%	61	34%	85	34%
		Often	9	12%	30	17%	39	15%
		Very often	18	25%	30	17%	48	19%
		Total	73	100%	179	100%	252	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	3	4%	1	1%	4	2%
		Sometimes	12	16%	13	7%	25	10%
		Often	24	32%	71	40%	95	38%
		Very often	35	47%	93	52%	128	51%
		Total	74	100%	178	100%	252	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	21	29%	62	35%	83	33%
		Sometimes	37	51%	84	48%	121	49%
		Often	11	15%	20	11%	31	13%
		Very often	3	4%	10	6%	13	5%
		Total	72	100%	176	100%	248	100%
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	FDIFFSTU	Never	17	24%	51	29%	68	27%
		Sometimes	34	47%	76	43%	110	44%
		Often	13	18%	35	20%	48	19%
		Very often	8	11%	14	8%	22	9%
		Total	72	100%	176	100%	248	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	6	8%	5	3%	11	4%
		1	41	58%	93	52%	134	54%
		2-3	19	27%	64	36%	83	33%
		4-6	3	4%	10	6%	13	5%
		More than 6	2	3%	6	3%	8	3%
		Total	71	100%	178	100%	249	100%

	Lower Division		Upper Division		Total	

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**	FWRTMR05	None	61	82%	120	68%	181	72%
		1	10	14%	39	22%	49	20%
		2-3	3	4%	11	6%	14	6%
		4-6	0	0%	2	1%	2	1%
		More than 6	0	0%	4	2%	4	2%
		Total	74	100%	176	100%	250	100%
c. Number of written papers or reports between **5 and 19 pages**	FWRTMD05	None	37	53%	57	33%	94	39%
		1	5	7%	40	23%	45	19%
		2-3	15	21%	49	28%	64	26%
		4-6	11	16%	19	11%	30	12%
		More than 6	2	3%	7	4%	9	4%
		Total	70	100%	172	100%	242	100%
d. Number of written papers or reports of **fewer than 5 pages**	FWRITSML	None	22	30%	52	30%	74	30%
		1	12	16%	24	14%	36	14%
		2-3	9	12%	36	20%	45	18%
		4-6	15	21%	32	18%	47	19%
		More than 6	15	21%	32	18%	47	19%
		Total	73	100%	176	100%	249	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 **more than** one hour to complete	FPROBSTA	None	22	30%	83	47%	105	42%
		1-2	24	33%	42	24%	66	27%
		3-4	9	12%	19	11%	28	11%
		5-6	1	1%	9	5%	10	4%
		More than 6	17	23%	23	13%	40	16%
		Total	73	100%	176	100%	249	100%
b. Number of problem sets that take your students **less than** one hour to complete	FPROBSTB	None	41	56%	118	67%	159	64%
		1-2	16	22%	34	19%	50	20%
		3-4	6	8%	11	6%	17	7%
		5-6	3	4%	6	3%	9	4%
		More than 6	7	10%	6	3%	13	5%
		Total	73	100%	175	100%	248	100%

	Lower Division		Upper Division		Total	

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 **expect** 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%	0	0%	0	0%
		1-2	5	7%	6	3%	11	4%
		3-4	17	23%	49	27%	66	26%
		5-6	22	30%	53	30%	75	30%
		7-8	19	26%	40	22%	59	23%
		9-10	4	5%	21	12%	25	10%
		11-12	4	5%	5	3%	9	4%
		More than 12	3	4%	5	3%	8	3%
		Total	74	100%	179	100%	253	100%
b. 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)	FACTPREP	0	2	3%	8	4%	10	4%
		1-2	29	40%	64	36%	93	37%
		3-4	26	36%	54	30%	80	32%
		5-6	10	14%	36	20%	46	18%
		7-8	2	3%	12	7%	14	6%
		9-10	2	3%	1	1%	3	1%
		11-12	2	3%	3	2%	5	2%
		More than 12	0	0%	1	1%	1	0%
		Total	73	100%	179	100%	252	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	30	42%	58	33%	88	35%
		Somewhat important	11	15%	30	17%	41	17%
		Important	18	25%	45	26%	63	25%
		Very important	13	18%	43	24%	56	23%
		Total	72	100%	176	100%	248	100%

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Faculty Survey of Student Engagement

	Lower Division		Upper Division		Total	

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	17	24%	23	13%	40	16%
		Somewhat important	9	13%	21	12%	30	12%
		Important	13	18%	37	21%	50	20%
		Very important	32	45%	95	54%	127	51%
		Total	71	100%	176	100%	247	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	10	14%	49	28%	59	24%
		Somewhat important	21	29%	43	24%	64	26%
		Important	21	29%	43	24%	64	26%
		Very important	21	29%	41	23%	62	25%
		Total	73	100%	176	100%	249	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	14	19%	17	10%	31	13%
		Somewhat important	18	25%	48	28%	66	27%
		Important	23	32%	49	28%	72	29%
		Very important	18	25%	60	34%	78	32%
		Total	73	100%	174	100%	247	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	14	19%	37	21%	51	21%
		Somewhat important	18	25%	57	32%	75	30%
		Important	22	31%	58	33%	80	32%
		Very important	18	25%	24	14%	42	17%
		Total	72	100%	176	100%	248	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	29	40%	84	48%	113	46%
		Somewhat important	23	32%	50	29%	73	30%
		Important	16	22%	32	18%	48	19%
		Very important	4	6%	9	5%	13	5%
		Total	72	100%	175	100%	247	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	14	19%	14	8%	28	11%
		Somewhat important	9	12%	34	20%	43	17%
		Important	19	26%	51	29%	70	28%
		Very important	31	42%	75	43%	106	43%
		Total	73	100%	174	100%	247	100%

	Lower Division		Upper Division		Total	

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	16	22%	28	16%	44	18%
		Somewhat important	10	14%	30	17%	40	16%
		Important	12	17%	42	24%	54	22%
		Very important	34	47%	75	43%	109	44%
		Total	72	100%	175	100%	247	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	3	4%	2	1%	5	2%
		Somewhat important	5	7%	12	7%	17	7%
		Important	17	24%	43	25%	60	24%
		Very important	47	65%	116	67%	163	67%
		Total	72	100%	173	100%	245	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%	0	0%	3	2%	3	1%
		1-9%	10	14%	16	9%	26	10%
		10-19%	7	9%	15	9%	22	9%
		20-29%	7	9%	17	10%	24	10%
		30-39%	6	8%	21	12%	27	11%
		40-49%	8	11%	22	13%	30	12%
		50-74%	22	30%	53	30%	75	30%
		75% or more	14	19%	27	16%	41	17%
		Total	74	100%	174	100%	248	100%
b. Teacher-led discussion	TEACHLED	0%	2	3%	5	3%	7	3%
		1-9%	19	26%	27	16%	46	19%
		10-19%	21	28%	51	29%	72	29%
		20-29%	14	19%	44	25%	58	23%
		30-39%	7	9%	17	10%	24	10%
		40-49%	4	5%	13	7%	17	7%
		50-74%	4	5%	11	6%	15	6%
		75% or more	3	4%	6	3%	9	4%
		Total	74	100%	174	100%	248	100%

**Faculty Survey
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	Lower Division		Upper Division		Total	

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%	23	31%	59	34%	82	33%
		1-9%	18	24%	38	22%	56	23%
		10-19%	11	15%	28	16%	39	16%
		20-29%	8	11%	28	16%	36	15%
		30-39%	6	8%	10	6%	16	7%
		40-49%	1	1%	4	2%	5	2%
		50-74%	4	5%	2	1%	6	2%
		75% or more	3	4%	3	2%	6	2%
		Total	74	100%	172	100%	246	100%
d. Student computer use	COMPMED	0%	45	61%	108	63%	153	62%
		1-9%	15	20%	38	22%	53	22%
		10-19%	7	9%	10	6%	17	7%
		20-29%	3	4%	5	3%	8	3%
		30-39%	2	3%	5	3%	7	3%
		40-49%	1	1%	4	2%	5	2%
		50-74%	1	1%	0	0%	1	0%
		75% or more	0	0%	2	1%	2	1%
		Total	74	100%	172	100%	246	100%
e. Small group activities	GROUPSML	0%	19	26%	47	27%	66	27%
		1-9%	23	31%	55	32%	78	32%
		10-19%	14	19%	31	18%	45	18%
		20-29%	10	14%	26	15%	36	15%
		30-39%	1	1%	8	5%	9	4%
		40-49%	3	4%	2	1%	5	2%
		50-74%	4	5%	4	2%	8	3%
		75% or more	0	0%	0	0%	0	0%
		Total	74	100%	173	100%	247	100%

	Lower Division		Upper Division		Total	

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%	36	49%	73	42%	109	44%
		1-9%	18	24%	52	30%	70	28%
		10-19%	11	15%	30	17%	41	17%
		20-29%	4	5%	11	6%	15	6%
		30-39%	2	3%	4	2%	6	2%
		40-49%	1	1%	1	1%	2	1%
		50-74%	2	3%	2	1%	4	2%
		75% or more	0	0%	0	0%	0	0%
		Total	74	100%	173	100%	247	100%
g. In-class writing	CLSWRITE	0%	40	54%	101	58%	141	57%
		1-9%	24	32%	43	25%	67	27%
		10-19%	4	5%	17	10%	21	8%
		20-29%	1	1%	9	5%	10	4%
		30-39%	2	3%	3	2%	5	2%
		40-49%	0	0%	1	1%	1	0%
		50-74%	2	3%	0	0%	2	1%
		75% or more	1	1%	0	0%	1	0%
		Total	74	100%	174	100%	248	100%
h. Testing and evaluation	TESTEVAL	0%	13	18%	36	21%	49	20%
		1-9%	37	50%	83	48%	120	49%
		10-19%	14	19%	42	24%	56	23%
		20-29%	5	7%	8	5%	13	5%
		30-39%	1	1%	3	2%	4	2%
		40-49%	1	1%	0	0%	1	0%
		50-74%	1	1%	0	0%	1	0%
		75% or more	2	3%	0	0%	2	1%
		Total	74	100%	172	100%	246	100%

Faculty Survey
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	Lower Division	Upper Division	Total

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 %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM						
	0%	62	86%	153	91%	215	90%
	1-9%	1	1%	5	3%	6	3%
	10-19%	1	1%	4	2%	5	2%
	20-29%	1	1%	1	1%	2	1%
	30-39%	0	0%	2	1%	2	1%
	40-49%	1	1%	1	1%	2	1%
	50-74%	1	1%	1	1%	2	1%
	75% or more	5	7%	1	1%	6	3%
	Total	72	100%	168	100%	240	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN						
	0%	33	46%	107	63%	140	58%
	1-9%	10	14%	23	13%	33	14%
	10-19%	12	17%	13	8%	25	10%
	20-29%	8	11%	9	5%	17	7%
	30-39%	2	3%	10	6%	12	5%
	40-49%	1	1%	4	2%	5	2%
	50-74%	4	6%	2	1%	6	2%
	75% or more	2	3%	3	2%	5	2%
	Total	72	100%	171	100%	243	100%
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						
	Very Little	0	0%	1	1%	1	0%
	2	0	0%	0	0%	0	0%
	3	1	1%	3	2%	4	2%
	4	6	8%	12	7%	18	7%
	5	24	33%	52	30%	76	31%
	6	30	41%	73	42%	103	42%
	Very much	12	16%	34	19%	46	19%
	Total	73	100%	175	100%	248	100%

	Lower Division		Upper Division		Total	

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. **Memorizing** facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	27	36%	71	41%	98	40%
		Some	25	34%	60	34%	85	34%
		Quite a bit	18	24%	31	18%	49	20%
		Very much	4	5%	12	7%	16	6%
		Total	74	100%	174	100%	248	100%
b. **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	Very little	1	1%	1	1%	2	1%
		Some	6	8%	12	7%	18	7%
		Quite a bit	28	38%	65	37%	93	38%
		Very much	38	52%	96	55%	134	54%
		Total	73	100%	174	100%	247	100%
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	0	0%	2	1%	2	1%
		Some	9	12%	18	10%	27	11%
		Quite a bit	29	39%	56	32%	85	34%
		Very much	36	49%	98	56%	134	54%
		Total	74	100%	174	100%	248	100%
d. **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	Very little	7	9%	7	4%	14	6%
		Some	17	23%	36	21%	53	21%
		Quite a bit	25	34%	61	35%	86	35%
		Very much	25	34%	69	40%	94	38%
		Total	74	100%	173	100%	247	100%
e. **Applying** theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	1	1%	3	2%	4	2%
		Some	7	10%	22	13%	29	12%
		Quite a bit	23	32%	51	29%	74	30%
		Very much	42	58%	98	56%	140	57%
		Total	73	100%	174	100%	247	100%

	Lower Division		Upper Division		Total	

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	15	21%	26	15%	41	17%
		Some	18	25%	39	23%	57	23%
		Quite a bit	19	26%	46	27%	65	26%
		Very much	21	29%	62	36%	83	34%
		Total	73	100%	173	100%	246	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	27	36%	41	24%	68	28%
		Some	18	24%	59	34%	77	31%
		Quite a bit	18	24%	45	26%	63	26%
		Very much	11	15%	28	16%	39	16%
		Total	74	100%	173	100%	247	100%
c. Thinking critically and analytically	FGNANALY	Very little	1	1%	0	0%	1	0%
		Some	10	14%	9	5%	19	8%
		Quite a bit	13	18%	56	33%	69	28%
		Very much	50	68%	107	62%	157	64%
		Total	74	100%	172	100%	246	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	26	36%	65	37%	91	37%
		Some	14	19%	34	20%	48	19%
		Quite a bit	13	18%	23	13%	36	15%
		Very much	20	27%	52	30%	72	29%
		Total	73	100%	174	100%	247	100%
e. Using computing and information technology	FGNCMPTS	Very little	21	29%	66	38%	87	35%
		Some	30	41%	53	30%	83	34%
		Quite a bit	9	12%	31	18%	40	16%
		Very much	13	18%	24	14%	37	15%
		Total	73	100%	174	100%	247	100%

	Lower Division		Upper Division		Total	

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	9	12%	35	20%	44	18%
		Some	29	40%	52	30%	81	33%
		Quite a bit	15	21%	43	25%	58	24%
		Very much	20	27%	41	24%	61	25%
		Total	73	100%	171	100%	244	100%
g. Learning effectively on their own	FGNINQ	Very little	3	4%	2	1%	5	2%
		Some	7	9%	23	13%	30	12%
		Quite a bit	35	47%	72	42%	107	43%
		Very much	29	39%	75	44%	104	42%
		Total	74	100%	172	100%	246	100%
h. Understanding themselves	FGNSELF	Very little	17	24%	44	26%	61	26%
		Some	23	32%	51	31%	74	31%
		Quite a bit	14	19%	45	27%	59	25%
		Very much	18	25%	27	16%	45	19%
		Total	72	100%	167	100%	239	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	25	35%	70	42%	95	40%
		Some	19	26%	53	32%	72	30%
		Quite a bit	13	18%	21	13%	34	14%
		Very much	15	21%	23	14%	38	16%
		Total	72	100%	167	100%	239	100%
j. Solving complex real-world problems	FGNPROBS	Very little	7	10%	12	7%	19	8%
		Some	26	36%	34	20%	60	25%
		Quite a bit	20	27%	61	36%	81	33%
		Very much	20	27%	62	37%	82	34%
		Total	73	100%	169	100%	242	100%

	Lower Division		Upper Division		Total	

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	19	26%	43	25%	62	26%
		Some	27	37%	58	34%	85	35%
		Quite a bit	10	14%	41	24%	51	21%
		Very much	17	23%	28	16%	45	19%
		Total	73	100%	170	100%	243	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	49	68%	140	82%	189	78%
		Some	16	22%	23	14%	39	16%
		Quite a bit	4	6%	6	4%	10	4%
		Very much	3	4%	1	1%	4	2%
		Total	72	100%	170	100%	242	100%
m. Acquiring a broad general education	FGNGENLE	Very little	10	14%	34	20%	44	18%
		Some	19	26%	45	27%	64	27%
		Quite a bit	23	32%	51	31%	74	31%
		Very much	21	29%	37	22%	58	24%
		Total	73	100%	167	100%	240	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	7	10%	12	7%	19	8%
		Some	15	21%	34	20%	49	20%
		Quite a bit	27	37%	40	24%	67	28%
		Very much	24	33%	84	49%	108	44%
		Total	73	100%	170	100%	243	100%

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	18	26%	27	17%	45	20%
		Biological science	2	3%	15	9%	17	7%
		Business	1	1%	15	9%	16	7%
		Education	10	14%	14	9%	24	11%
		Engineering	6	9%	19	12%	25	11%
		Physical science	13	19%	21	13%	34	15%
		Professional	0	0%	4	3%	4	2%
		Social science	9	13%	22	14%	31	14%
		Other	10	14%	22	14%	32	14%
		Total	69	100%	159	100%	228	100%

**Faculty Survey
of Student Engagement**

University of Wyoming

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 Survey of Student Engagement

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	28%
		UD	38%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	25%
		UD	23%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	35%
		UD	39%
Occasionally use e-mail to communicate with you	FEMAIL	LD	39%
		UD	45%
Occasionally discuss grades or assignments with you	FGRADE	LD	28%
		UD	26%
At least once, talk about career plans with you	FPLANS	LD	19%
		UD	24%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	14%
		UD	16%

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	21%	33%	44%	3%
		SR	39%	34%	25%	2%
Come to class without completing assignments	CLUNPREP	FY	7%	19%	57%	18%
		SR	9%	18%	56%	17%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	14%	37%	41%	8%
		SR	16%	40%	37%	7%
Used e-mail to communicate with an instructor	EMAIL	FY	40%	40%	19%	0%
		SR	61%	31%	8%	0%
Discussed grades or assignments with an instructor	FACGRADE	FY	15%	40%	39%	7%
		SR	28%	37%	32%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	9%	25%	45%	20%
		SR	15%	26%	41%	18%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	6%	15%	38%	41%
		SR	8%	18%	43%	31%

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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

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

FSSE Item	Variable	Class	Very Often or Often	NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	43%	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	19%	39%	36%	6%
		UD	36%			SR	27%	35%	31%	7%
Work with other students on projects during class	FCLASSGR	LD	50%	Worked with other students on projects during class	CLASSGRP	FY	11%	33%	42%	14%
		UD	49%			SR	15%	34%	40%	11%
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	4%	Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	2%	10%	17%	70%
		UD	7%			SR	4%	8%	27%	60%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	37%	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	20%	28%	30%	22%
		UD	34%			SR	35%	26%	25%	14%
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	80%	Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	13%	41%	36%	9%
		UD	92%			SR	18%	49%	29%	3%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	19%	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	17%	24%	39%	19%
		UD	17%			SR	17%	25%	42%	16%
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	29%	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	24%	34%	30%	11%
		UD	28%			SR	27%	32%	33%	8%

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	**43%**
		UD	**50%**
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	**63%**
		UD	**75%**
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	**58%**
		UD	**48%**
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	**56%**
		UD	**63%**
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	**56%**
		UD	**47%**
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	**28%**
		UD	**23%**
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	**68%**
		UD	**72%**
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	**64%**
		UD	**67%**
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	**89%**
		UD	**92%**

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%	35%	34%	12%
		SR	19%	32%	37%	12%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	29%	47%	21%	2%
		SR	48%	40%	11%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	16%	33%	41%	9%
		SR	24%	35%	33%	8%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	14%	43%	37%	6%
		SR	29%	45%	22%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	23%	37%	34%	6%
		SR	24%	42%	30%	4%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	5%	13%	38%	45%
		SR	7%	12%	34%	47%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	15%	36%	38%	11%
		SR	20%	38%	34%	8%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	19%	39%	35%	7%
		SR	23%	41%	32%	4%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	24%	40%	32%	4%
		SR	23%	41%	33%	2%

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	90%
		UD	91%

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 examinations 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	87%	13%
		SR	85%	15%

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	30%
		UD	25%
Analyzing the basic elements of an idea, experience, or theory	FANALYZE	LD	90%
		UD	93%
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	88%
		UD	89%
Making judgments about the value of information, arguments, or methods	FEVALUAT	LD	68%
		UD	75%
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	89%
		UD	86%

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	28%	44%	25%	3%
		SR	21%	38%	32%	9%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	34%	47%	18%	1%
		SR	40%	46%	14%	0%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	25%	45%	28%	3%
		SR	33%	43%	21%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	23%	46%	26%	6%
		SR	31%	44%	22%	4%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	38%	41%	19%	3%
		SR	44%	38%	16%	2%

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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
Writing clearly and effectively	FGNWRITE	LD	**55%**
		UD	**62%**
Speaking clearly and effectively	FGNSPEAK	LD	**39%**
		UD	**42%**
Thinking critically and analytically	FGNANALY	LD	**85%**
		UD	**95%**
Analyzing quantitative problems	FGNQUANT	LD	**45%**
		UD	**43%**
Using computing and information technology	FGNCMPTS	LD	**30%**
		UD	**32%**
Working effectively with others	FGNOTHER	LD	**48%**
		UD	**49%**
Learning effectively on their own	FGNINQ	LD	**86%**
		UD	**85%**

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	GNWIRTE	FY	26%	41%	27%	6%
		SR	38%	40%	20%	3%
Speaking clearly and effectively	GNSPEAK	FY	22%	40%	28%	10%
		SR	31%	40%	24%	5%
Thinking critically and analytically	GNANALY	FY	37%	48%	13%	2%
		SR	50%	38%	10%	2%
Analyzing quantitative problems	GNQUANT	FY	28%	47%	20%	5%
		SR	38%	38%	22%	2%
Using computing and information technology	GNCMPTS	FY	34%	43%	17%	7%
		SR	45%	36%	16%	2%
Working effectively with others	GNOTHERS	FY	28%	41%	26%	5%
		SR	37%	38%	21%	3%
Learning effectively on your own	GNINQ	FY	28%	47%	20%	5%
		SR	33%	41%	21%	5%

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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Understanding themselves	FGNSELF	LD	**44%**
		UD	**43%**
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	**39%**
		UD	**26%**
Solving complex real-world problems	FGNPROBS	LD	**55%**
		UD	**73%**
Developing a personal code of values and ethics	FVALUES	LD	**37%**
		UD	**41%**
Developing a deepened sense of spirituality	FSPIRIT	LD	**10%**
		UD	**4%**
Acquiring a broad general education	FGNGENLE	LD	**60%**
		UD	**53%**
Acquiring job or work-related knowledge and skills	FGNWORK	LD	**70%**
		UD	**73%**

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
Understanding yourself	GNSELF	FY	25%	38%	25%	12%
		SR	24%	33%	28%	14%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	17%	32%	35%	16%
		SR	18%	31%	36%	15%
Solving complex real-world problems	GNPROBSV	FY	19%	38%	32%	12%
		SR	24%	36%	31%	10%
Developing a personal code of values and ethics	GNETHICS	FY	19%	33%	32%	16%
		SR	21%	32%	31%	16%
Developing a deepened sense of spirituality	GNSPIRIT	FY	11%	19%	28%	42%
		SR	8%	12%	23%	56%
Acquiring a broad general education	GNGENLED	FY	34%	47%	18%	1%
		SR	42%	41%	15%	2%
Acquiring job or work-related knowledge and skills	GNWORK	FY	24%	39%	29%	9%
		SR	35%	39%	21%	5%

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

Faculty Responses

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	77%
		UD	77%
Community service or volunteer work	FVOLUNTR	LD	56%
		UD	41%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	42%
		UD	36%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	54%
		UD	58%
Foreign language coursework	FFORLANG	LD	62%
		UD	58%
Study abroad	FSTUDYAB	LD	45%
		UD	44%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	82%
		UD	76%

Student Responses

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	7%	74%	4%	15%
		SR	47%	29%	14%	9%
Community service or volunteer work	VOLNTR04	FY	31%	42%	8%	18%
		SR	55%	16%	17%	11%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	21%	19%	28%	31%
		SR	25%	9%	50%	15%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	6%	32%	22%	41%
		SR	20%	15%	48%	17%
Foreign language coursework	FORLNG04	FY	24%	34%	22%	21%
		SR	45%	10%	37%	8%
Study abroad	STDABR04	FY	2%	38%	25%	35%
		SR	12%	10%	63%	15%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	50%	14%	35%
		SR	30%	37%	21%	11%

Faculty Survey of Student Engagement

Faculty and student perceptions of the campus environment:
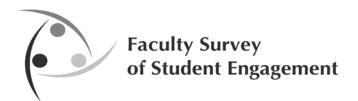
Faculty Responses	**Student Responses**

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	**69%**	Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	35%	48%	15%	2%
		UD	**58%**			SR	33%	48%	18%	1%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	**80%**	Providing the support you need to help you succeed academically	ENVSUPRT	FY	34%	43%	21%	2%
		UD	**81%**			SR	27%	44%	24%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	**42%**	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	20%	33%	34%	13%
		UD	**36%**			SR	16%	28%	37%	18%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	**39%**	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	11%	25%	39%	25%
		UD	**30%**			SR	7%	19%	37%	37%
Providing students the support they need to thrive socially	FENVSOCA	LD	**42%**	Providing the support you need to thrive socially	ENVSOCAL	FY	16%	34%	36%	15%
		UD	**32%**			SR	9%	27%	41%	23%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	LD	**58%**	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	29%	45%	21%	4%
		UD	**61%**			SR	21%	39%	30%	10%
Encouraging students to use computers in their academic work	FENVCOMP	LD	**80%**	Using computers in academic work	ENVCOMPT	FY	50%	39%	10%	1%
		UD	**91%**			SR	63%	27%	8%	1%

Faculty Survey of Student Engagement

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	**86%**
		UD	**90%**
With faculty members	FENVFAC	LD	**77%**
		UD	**78%**
With administrative personnel and offices	FENVADM	LD	**51%**
		UD	**52%**

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	77%	23%
		SR	82%	18%
With faculty members	ENVFAC	FY	68%	32%
		SR	80%	20%
With administrative personnel and offices	ENVADM	FY	54%	46%
		SR	59%	41%

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