

**NATIONAL SURVEY OF STUDENT ENGAGEMENT
AND
FACULTY SURVEY OF STUDENT ENGAGEMENT
2004**

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EXECUTIVE SUMMARY

The National Survey of Student Engagement (NSSE) assesses the extent to which first-year and senior students at four-year colleges and universities are involved in educationally effective activities. The Faculty Survey of Student Engagement (FSSE) contains many questions similar to NSSE, but elicits faculty responses. One benefit of participating in NSSE is that USU responses can be compared to those of other universities. For USU the relevant comparison group is the 42 doctoral-extensive universities that participated in NSSE in 2004. By also administering FSSE, it is possible to compare responses of USU faculty and students for comparable questions.

To simplify the task of interpreting NSSE results, five benchmarks of effective educational practices were developed by NSSE Administrators—Level of Academic Challenge, Active and Student Collaboration, Student-Faculty Interactions, Enriching Educational Experiences, and Supportive Campus Environment. Each category is made up of 6 to 11 NSSE questions. Benchmark scores are expressed in a 0-100 point scale that allows comparison with the peer group.

USU's benchmark scores fall below the averages for other doctoral-extensive universities at both the freshman and the senior levels in four of the five NSSE categories. But, in scrutinizing the individual questions used to compute these benchmark scores, the specific deficiencies in the educational experiences that cause USU to be below average are difficult to identify for some of the five benchmark categories. Although means for some items in a category may be significantly below those of the comparison group, some are significantly above and, for many, the differences are not statistically significant. One explanation for this apparent anomaly is that the numeric spread in benchmark scores among the doctoral-extensive peer group is not very great. Although potential benchmark scores range from 0-100, standard deviations for the five categories range from 2.4 to 4.8. Consequently, even though USU is at the lower end of the distribution, the educational experiences and perceptions of USU students may not be much different from those at peer schools.

Peer comparisons are important, but it is also helpful to look directly at what USU students perceive and do—especially seniors who have nearly completed their educational experience at USU. Following are selected NSSE results that pertain to students in their senior year:

1. About two-thirds often or very often asked questions in class or contributed to class discussions.
2. Twelve percent never made a class presentation.
3. Thirty-six percent often or very often came to class without completing readings or assignments.
4. About half had participated in a community-based project as part of a regular course.
5. About half said they often or very often received prompt feedback on academic performance from faculty.
6. Nearly 20% had never had a serious conversation with a student of race or ethnicity different from their own.
7. Over 60% felt that quite a bit or very much of their coursework emphasized memorization, but nearly 80% reported that quite a bit or very much of their coursework involved applying ideas to practical problems.
8. During their last year, 57% did not write a paper or report of 20 pages or more and 33% had written four or less papers or reports of fewer than five pages.
9. Nearly 60% often or very often exercised or participated in physical fitness activities during the year.
10. Forty-five% had taken foreign language coursework.
11. Less than 10% rated faculty as unavailable, unhelpful, or unsympathetic.
12. In a typical week, 45% spent ten or less hours preparing for class.
13. About two-thirds report that their USU experience contributed quite a bit or very much to their ability to write clearly and effectively and 55% made the same assessment about clear and effective speaking.
14. 50% of seniors rated the quality of their educational experience at USU as good and 35% rated it as excellent.
15. 40% say that if they could start over again they would probably attend USU and 45% say they would definitely attend USU.

Comparing NSSE AND FSSE responses to comparable questions, it was determined that faculty and student perceptions differed on many items. In several cases, activities that a high proportion of faculty thought were important for students to do were actually engaged in by only a small fraction of the student respondents. There were also differences in how students and faculty perceived their courses. For example, students thought that much of their coursework involved memorization, while faculty were more likely to see their courses as involving higher level cognitive skills. A high proportion of faculty estimated that half their students frequently come to class without completing readings or assignments, but only about one-third of students admitted to this transgression.

NATIONAL SURVEY OF STUDENT ENGAGEMENT AND FACULTY SURVEY OF STUDENT ENGAGEMENT

2004

INTRODUCTION

For the last five years, the National Survey of Student Engagement (NSSE) has been used to assess the extent to which students at four-year colleges and universities are involved in a number of educationally effective activities. The underlying assumption of NSSE is that the frequency of student involvement in these activities is a meaningful proxy for educational quality at their institutions.

NSSE is administered to both first-year and senior students. In 2004, over 560,000 students from 473 four-year colleges and universities were surveyed. NSSE sampling procedures require that each institution provide test administrators with a list of first-year and senior students. NSSE then selects a sample from each group, with sample size determined by the number of undergraduate students enrolled at the institution. Three alternative modes of test administration were available. At 42% of the participating institutions in 2004, students had the option of responding using a traditional paper questionnaire or online. Thirty-seven percent of schools offered only an online option, and 21% selected a mode that first asked students to respond online, with a traditional paper questionnaire ultimately sent to non-responders. In 2004, 87% of the NSSE respondents answered the questions online.

NSSE questions can be grouped into general areas. The first set of questions asks how often students have done a variety of academic activities. For example “During the current school year, how often did you work with classmates outside of class to prepare class assignments?” and “During the current school year, how often did you ask questions in class or contribute to class discussions?” The next section emphasizes mental activities, e.g., “During the current school year, how much has your coursework emphasized ‘memorizing facts’ vs. ‘applying theories or concepts to practical problems?’” NSSE also includes questions that ask students to estimate how much time they spend on various activities. For example, “How many hours do you spend in a typical 7-day week preparing for class?” and “During the current school year, how many papers or research reports of 20 pages or more did you write” Another NSSE section has questions about how a student’s college or university contributed to her/his knowledge, skills, and personal development, such as developing a personal code of values and ethics and working effectively with others. A copy of NSSE 2004 is included as Appendix I.

The average response rate for NSSE 2004 was 37% for first-year students and 40% for seniors. USU exceeded this average with rates of 51% and 50%, respectively. The data for USU reported below are based on responses by 445 first-year and 423 senior students. Sixty-four percent of freshman respondents were female while 44% of seniors were women. About half of first-year students were living on the USU campus, but over 90% of seniors lived off-campus.

One of the benefits of participating in NSSE is that USU responses can be compared to those of other universities and also USU data for previous years. For USU the relevant comparison group is 42 doctoral-extensive universities that participated in NSSE in 2004. With respect to previous years, USU was a NSSE participant in 2001, so USU 2004 responses can be compared to the NSSE data for 2001.

NSSE 2004 generated a large amount of data covering many areas of student activity. The purpose of this report is to summarize and interpret this information so that it can be used to improve the educational experience of undergraduates at USU. The first section considers five benchmark areas which were developed by NSSE in the attempt to summarize educational experiences at universities. The next section examines the USU NSSE responses more generally—both compared to other universities and the USU 2001 NSSE data. Section Three focuses on the Faculty Survey of Student Engagement (FSSE). This questionnaire has many items similar to those in NSSE, but was directed toward faculty. A copy of FSSE 2004 is included as Appendix II. USU participated in this survey for the first time in 2004, so it is not possible to compare responses with those from previous years. Because no national data were provided, comparisons with peer institutions are also precluded. However, it is possible to compare responses of USU faculty to those of USU students for those survey items that are similar on NSSE and FSSE.

I. BENCHMARK COMPARISONS (USU vs. 42 Doctoral Extensive Institutions)

NSSE includes 82 content questions and another 16 regarding student demographic characteristics. The data contain a wealth of information, but it is difficult to summarize the results, especially in comparison to other institutions that participated in NSSE. To simplify this task, NSSE Administrators developed five clusters or benchmarks of effective educational practice:

1. Level of Academic Challenge
2. Active and Student Collaboration
3. Student-Faculty Interactions
4. Enriching Educational Experiences
5. Supportive Campus Environment

These benchmarks each include from 6 to 11 NSSE questions that relate to the topic and are expressed in 100-point scales. Each year, NSSE calculates the five benchmark scores to allow institutions to compare how they are doing relative to other institutions. The appropriate comparison group for USU is the 42 doctoral-extensive universities that participated in NSSE in 2004. NSSE provides information on the proportion of peer institutions with benchmark scores above and below USU. Predicted benchmark scores are also reported. These predicted scores use multiple regression analysis to adjust for variations in the demographic characteristics of student bodies (such as SAT and ACT scores) that may affect student attitudes and effort.

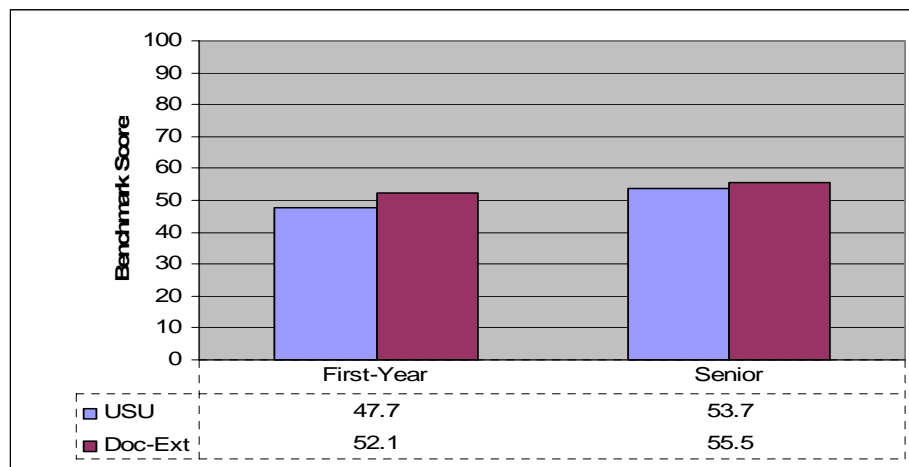
USU's benchmark scores fall below those of the peer group in four of five areas for both first year students and seniors. Although the benchmark scores are helpful, they aggregate responses to multiple NSSE questions and, as such, do not reveal the specific areas in each of the five categories where USU falls below or exceeds the results of comparison universities. This information is important if USU is to improve its level of student engagement. To provide additional insight, the tables that follow show, not only the overall benchmark comparisons, but also how USU measures up to other universities on the individual questions that comprise each benchmark. The information is provided for both 1st year and senior students, but the discussion in the following sections will focus primarily on the responses of seniors who are nearing the end of the baccalaureate experience. The rationale for concentrating on seniors is that these are the students who are the product of a multi-year USU educational experience.

A. Level of Academic Challenge (11 NSSE questions)

NSSE Definition: "Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance."

FIGURE 1 shows USU's benchmark scores for Level of Academic Challenge compared to the 42 Doctoral-extensive group. These scores rank USU below the 10th percentile for 1st year students and between the 20th and 30th percentile for seniors. When the demographic characteristics of students are taken into account, the predicted USU benchmark scores are higher than the actual scores, indicating that USU students are somewhat less engaged than would be expected.

FIGURE 1. Level of Academic Challenge



The important issue is not that USU compares poorly, but what are the specific items that comprise this benchmark where USU is behind. Table I provides USU and peer group responses for the eleven questions that were used to compute the Academic Challenge benchmark score. In comparing responses to specific questions by seniors at USU and those at other doctoral-extensive universities, it is useful to focus on those items with statistically significant differences in mean responses.

In Table I and the other tables, asterisks in the column, “Stat. Signif. in Means” indicate that the difference in mean responses for USU vs. those of the peer group are statistically significant. A “***” in the column means that the difference is significant at .001. A “**” indicates significance at .01 and “*” at .05. The question numbering in the table is the NSSE item number.

Examination of the data in Table I implies that:

1. USU senior students perceive that their coursework places less emphasis on “synthesizing and organizing ideas, information, or experience” and on “making judgments about the value of information, arguments, or methods” than do seniors at the other doctoral-extensive institutions.
2. USU seniors report that they have fewer assigned “textbooks, books, or book-length packs of course readings” than their peer students.
3. USU seniors write less 5-19 page papers or reports than their peer students, but write more short papers.
4. Although the differences are not statistically significant, USU seniors report that their school places more emphasis on spending significant amounts of time on studying and academic work, but they actually spend less time preparing for class than do students at the other doctoral-extensive institutions.

After looking at the individual items, it is not clear why USU compares so poorly on the aggregate benchmark score. The institution ranks worse than peers on some items, but better on others.

Table I: Level of Academic Challenge

ITEMS USED TO COMPUTE BENCHMARK SCORE		1st Year				Seniors			
		USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options									
1. During the current school year, about how often have you done each of the following?									
r.	Worked harder than you thought you could to meet an instructor's standards or expectations								
	Never	14%	10%	4%		6%	9%	-3%	
	Sometimes	46%	41%	5%		44%	38%	6%	
	Often	31%	36%	-5%		32%	36%	-3%	
	Very often	10%	13%	-3%		17%	17%	0%	
	Total	100%	100%			100%	100%		
	Mean	2.36	2.52	-0.16	***	2.60	2.60	0.00	
2. During the current school year, how much has your coursework emphasized the following activities?									
b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory								
	Often	4%	2%	2%		1%	1%	0%	
	Some	21%	18%	3%		14%	14%	0%	
	Quite a bit	47%	45%	2%		45%	41%	3%	
	Very much	29%	35%	-7%		39%	43%	-4%	
	Total	100%	100%			100%	100%		
	Mean	2.99	3.14	-0.15	***	3.22	3.26	-0.04	
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences								
	Very little	7%	5%	3%		4%	4%	-1%	
	Some	40%	30%	9%		29%	24%	5%	
	Quite a bit	36%	41%	-5%		43%	38%	5%	
	Very much	16%	24%	-8%		24%	33%	-9%	
	Total	100%	100%			100%	100%		

Table I: Level of Academic Challenge

ITEMS USED TO COMPUTE BENCHMARK SCORE		1st Year				Seniors			
		USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options									
	Mean	2.62	2.84	-0.22	***	2.88	3.00	-0.12	**
d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods								
	Very little	12%	7%	6%		7%	7%	-1%	
	Some	34%	32%	2%		30%	26%	4%	
	Quite a bit	37%	39%	-3%		41%	36%	4%	
	Very much	17%	22%	-5%		22%	30%	-7%	
	Total	100%	100%			100%	100%		
	Mean	2.59	2.77		***	2.79	2.88	-0.09	*
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations								
	Very little	7%	4%	3%		4%	4%	0%	
	Some	26%	23%	3%		17%	18%	-1%	
	Quite a bit	40%	39%	1%		38%	33%	4%	
	Very much	28%	34%	-7%		41%	45%	-3%	
	Total	100%	100%			100%	100%		
	Mean	2.88	3.04	-0.16	***	3.17	3.19	-0.02	
4. During the current school year, how much reading and writing have you done?									
a.	Number of assigned textbooks, books, or book-length packs of course readings								
	None	2%	1%	1%		0%	2%	-1%	
	Between 1-4	24%	18%	6%		28%	24%	4%	
	Between 5-10	43%	38%	5%		40%	36%	4%	
	Between 11-20	23%	28%	-6%		19%	24%	-5%	
	More than 20	8%	15%	-7%		13%	14%	-2%	
	Total	100%	100%			100%	100%		
	Mean	3.12	3.38	-0.26	***	3.15	3.26	-0.11	*
c.	Number of written papers or reports of 20 pages or more								
	None	92%	85%	7%		57%	54%	3%	
	Between 1-4	6%	11%	-6%		38%	38%	-1%	
	Between 5-10	1%	2%	-2%		4%	6%	-1%	
	Between 11-20	0%	1%	0%		1%	1%	0%	
	More than 20	1%	1%	0%		0%	1%	0%	
	Total	100%	100%			100%	100%		
	Mean	1.13	1.21	-0.08	**	1.51	1.57	-0.06	
d.	Number of written papers or reports between 5 and 19 pages								
	None	27%	15%	11%		13%	11%	2%	
	Between 1-4	59%	48%	11%		54%	42%	12%	
	Between 5-10	12%	28%	-16%		23%	31%	-7%	
	Between 11-20	2%	7%	-5%		7%	13%	-6%	
	More than 20	1%	2%	-1%		2%	3%	-1%	
	Total	100%	100%			100%	100%		
	Mean	1.92	2.32	-0.40	***	2.31	2.54	-0.23	***
e.	Number of written papers or reports of fewer than 5 pages								
	None	2%	3%	-1%		6%	7%	-1%	
	Between 1-4	25%	29%	-4%		27%	32%	-5%	
	Between 5-10	35%	33%	2%		28%	28%	0%	
	Between 11-20	26%	22%	4%		20%	20%	1%	
	More than 20	12%	12%	0%		19%	13%	6%	

Table I: Level of Academic Challenge

ITEMS USED TO COMPUTE BENCHMARK SCORE

	1st Year				Seniors			
	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options								
Total	100%	100%			100%	100%		
Mean	3.22	3.11	0.11	*	3.19	3.00	0.19	**
9. About how many hours do you spend in a typical seven-day week doing each of the following?								
a. Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)								
0 hr/wk	0%	0%	0%		0%	0%	0%	
1-5 hr/wk	23%	18%	5%		19%	19%	0%	
6-10 hr/wk	28%	25%	3%		26%	25%	1%	
11-15 hr/wk	22%	21%	0%		15%	19%	-4%	
16-20 hr/wk	14%	16%	-2%		15%	15%	-1%	
21-25 hr/wk	6%	10%	-3%		9%	9%	0%	
26-30 hr/wk	3%	5%	-2%		7%	6%	1%	
30+ hr/wk	4%	5%	-1%		9%	7%	2%	
Total	100%	100%			100%	100%		
Mean	3.75	4.08	-0.33	***	4.25	4.13	0.12	
10. To what extent does your institution emphasize each of the following?								
a. Spending significant amounts of time studying and on academic work								
Very little	1%	2%	-2%		1%	2%	-1%	
Some	21%	17%	4%		18%	20%	-3%	
Quite a bit	50%	48%	2%		48%	44%	5%	
Very much	29%	34%	-5%		33%	34%	-1%	
Total	100%	100%			100%	100%		
Mean	3.07	3.13	-0.06		3.13	3.08	0.05	

B. Active and Collaborative Learning (7 NSSE questions)

NSSE Definition: “Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.”

Figure II on the next page shows USU trailing the peer group based on responses by 1st year students, but above average based on responses by seniors. The percentile rankings are the 40th for 1st year students and the 70th percentile for seniors. The computed predicted scores are above the actual scores for freshman, but the university exceeds predicted responses for seniors.

In terms of statistically significant differences in responses by seniors to the individual items that make up this benchmark, Table II, starting on the next page, indicates that USU senior students:

1. Made fewer class presentations during the school year.
2. Were more likely to work with other students on projects outside of class and to have tutored or taught other students.
3. Were more likely to have participated in a community-based project as part of a regular course.

Again, focusing on questions with statistically significant differences in means, it is not obvious why the USU benchmark score for this category is below that of the comparison group.

FIGURE II: Active and Collaborative Learning

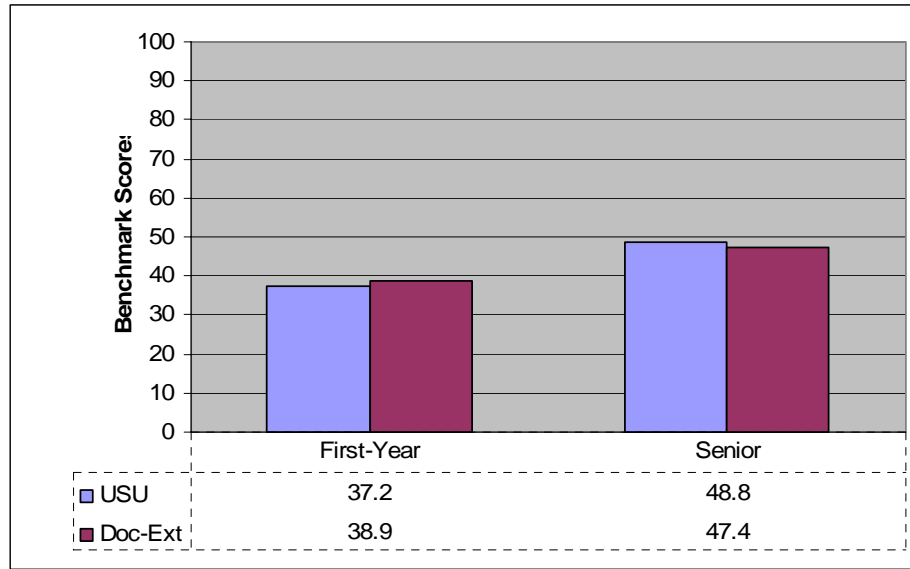


Table II: Active and Collaborative Learning

ITEMS USED TO COMPUTE BENCHMARK SCORE

1. During the current school year, about how often have you done each of the following?

a. Asked questions in class or contributed to class discussion.

Response Options	1st Year				Seniors			
	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Never	11%	5%	6%		4%	3%	1%	
Sometimes	54%	45%	9%		32%	34%	-2%	
Often	24%	32%	-8%		31%	31%	0%	
Very often	11%	16%	-5%		33%	32%	1%	
Total	100%	100%			100%	100%		
Mean	2.35	2.63	-0.28	***	2.93	2.91	0.02	
Never	37%	23%	14%		12%	8%	4%	
Sometimes	53%	55%	-2%		42%	41%	1%	
Often	8%	17%	-9%		34%	32%	2%	
Very often	2%	4%	-2%		13%	19%	-6%	
Total	100%	100%			100%	100%		
Mean	1.75	2.02	-0.27	***	2.48	2.63	-0.15	***
Never	21%	15%	6%		13%	15%	-2%	
Sometimes	49%	48%	1%		45%	46%	-1%	
Often	24%	29%	-5%		29%	27%	2%	
Very often	6%	7%	-1%		13%	12%	1%	
Total	100%	100%			100%	100%		
Mean	2.15	2.29	-0.14	***	2.42	2.34	0.08	
Never	14%	14%	0%		3%	8%	-5%	
Sometimes	50%	47%	3%		30%	33%	-3%	
Often	26%	29%	-3%		38%	33%	5%	

Table II: Active and Collaborative Learning

ITEMS USED TO COMPUTE BENCHMARK SCORE

		1st Year				Seniors			
		USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options									
j.	Tutored or taught other students (paid or voluntary).	Very often	10%	10%	0%	29%	26%	3%	
		Total	100%	100%		100%	100%		
		Mean	2.32	2.35	-0.03	2.92	2.78	0.14	***
		Never	46%	51%	-5%	33%	43%	-10%	
		Sometimes	36%	35%	1%	41%	36%	5%	
		Often	12%	10%	2%	15%	12%	3%	
		Very often	6%	4%	2%	11%	9%	2%	
		Total	100%	100%		100%	100%		
		Mean	1.77	1.68	0.09	2.03	1.86	0.17	***
k.	Participated in a community-based project as part of a regular course.	Never	49%	67%	-18%	51%	61%	-10%	
		Sometimes	35%	22%	13%	29%	26%	3%	
		Often	11%	7%	4%	13%	8%	5%	
		Very often	5%	4%	1%	7%	5%	2%	
		Total	100%	100%		100%	100%		
		Mean	1.71	1.48	0.23	1.74	1.58	0.16	***
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc).	Never	6%	7%	-1%	3%	4%	-1%	
		Sometimes	30%	35%	-5%	29%	32%	-3%	
		Often	40%	35%	5%	39%	37%	2%	
		Very often	24%	22%	2%	29%	27%	2%	
		Total	100%	99%		100%	100%		
		Mean	2.82	2.73	0.09	2.93	2.87	0.06	

C. Student-Faculty Interaction (Six NSSE questions)

NSSE Definition: “Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.”

FIGURE III: Student-Faculty Interaction

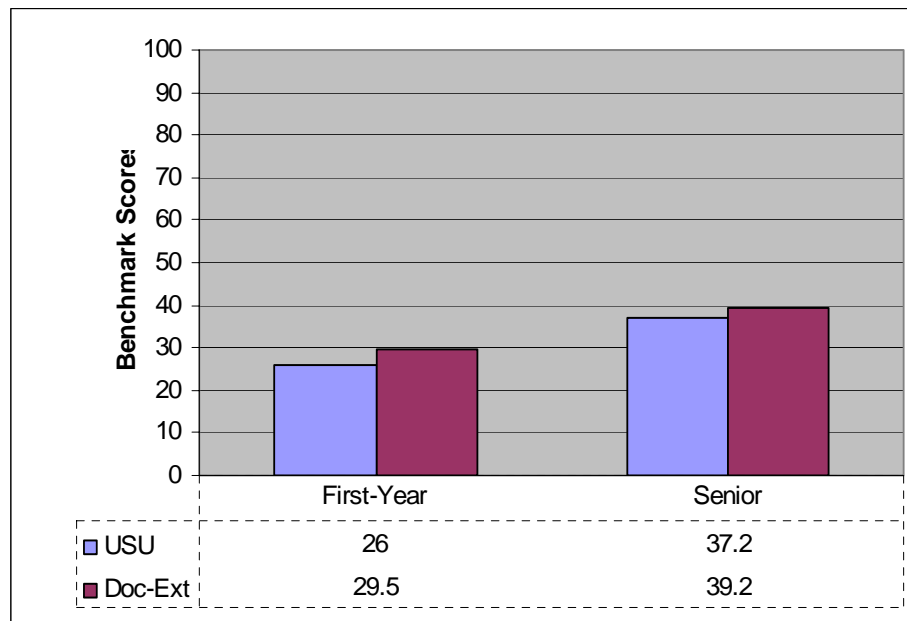


Figure III indicates that USU’s benchmark score trails other schools at both levels. USU’s score falls below the 10% percentile for freshman and is between the 30% and 40% for seniors. Predicted scores are higher than actuals for both groups.

Focusing on the items that make up this category, Table III shows that responses by USU seniors are very similar to those of seniors at other doctoral-extensive schools, except that USU students are significantly less likely to receive prompt feedback from faculty on their academic performance. This one item seems to be the basis of USU having a lower benchmark score for this category at the senior student level. However, for first-year students, USU responses are significantly below those of the means of the comparison group for four of the six NSSE questions.

Table III: Student-Faculty Interaction

ITEMS USED TO COMPUTE BENCHMARK SCORE		1st Year				Seniors			
		USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options									
1. During the current school year, about how often have you done each of the following?									
n	Discussed grades or assignments with an instructor.	Never 16%	10%	6%		3%	5%	-2%	
		Sometimes 51%	44%	7%		40%	39%	1%	
		Often 24%	31%	-7%		35%	33%	2%	
		Very often 9%	15%	-6%		22%	23%	-1%	
	Total	100%	100%			100%	100%		
	Mean	2.26	2.50	-0.24	***	2.76	2.74	0.02	
o									
	Talked about career plans with a faculty member or advisor	Never 29%	26%	3%		17%	21%	-4%	
		Sometimes 49%	49%	0%		45%	43%	2%	
		Often 16%	18%	-2%		26%	23%	3%	
		Very often 6%	7%	-1%		12%	14%	-2%	
	Total	100%	100%			100%	101%		
	Mean	1.98	2.06	-0.08	*	2.33	2.30	0.03	
p									
	Discussed ideas from your reading or classes with faculty members outside of class	Never 56%	46%	10%		33%	32%	1%	
		Sometimes 35%	41%	-6%		47%	47%	0%	
		Often 7%	10%	-3%		15%	15%	0%	
		Very often 2%	3%	-1%		5%	6%	-1%	
	Total	100%	100%			100%	100%		
	Mean	1.54	1.70	-0.16	***	1.93	1.93	0.00	
q									
	Received prompt feedback from faculty on your academic performance (written or oral).	Never 11%	8%	3%		10%	6%	4%	
		Sometimes 42%	40%	2%		38%	33%	5%	
		Often 38%	39%	-1%		38%	45%	-7%	
		Very often 9%	13%	-4%		14%	16%	-2%	
	Total	100%	100%			100%	100%		
	Mean	2.43	2.56	-0.13	**	2.56	2.71	-0.15	***
s									
	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.).	Never 6%	7%	-1%		3%	4%	-1%	
		Sometimes 30%	35%	-5%		29%	32%	-3%	
		Often 40%	36%	4%		39%	37%	2%	
		Very often 24%	22%	2%		29%	27%	2%	
	Total	100%	100%			100%	100%		
	Mean	1.41	1.44	-0.03		1.74	1.72	0.02	
7. Which of the following have you done or do plan on doing before you graduate?									
d	Work on a research project with a faculty	Have not decided 42%	42%	0%		15%	15%	0%	

Table III: Student-Faculty Interaction

ITEMS USED TO COMPUTE BENCHMARK SCORE

member outside of course or program requirements.

	1st Year				Seniors			
	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options								
Do not plan to do	21%	25%	-4%		51%	54%	-3%	
Plan to do	32%	30%	2%		14%	11%	3%	
Done	5%	3%	2%		19%	20%	-1%	
Total	100%	100%			99%	100%		
Mean	0.05	0.03	0.02	NA	0.19	0.20	-0.01	NA

D. Enriching Educational Experiences (12 NSSE Questions)

NSSE Definition: “Complementary learning opportunities in and out of class augment academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.”

Figure IV shows USU below other doctoral-extensive universities for both first-year and senior students. The percentile for first-year students is at the 10% level and for seniors it is between the 30th and 40th percentile. Predicted scores exceed actuals in both cases.

Figure IV: Enriching Educational Experiences

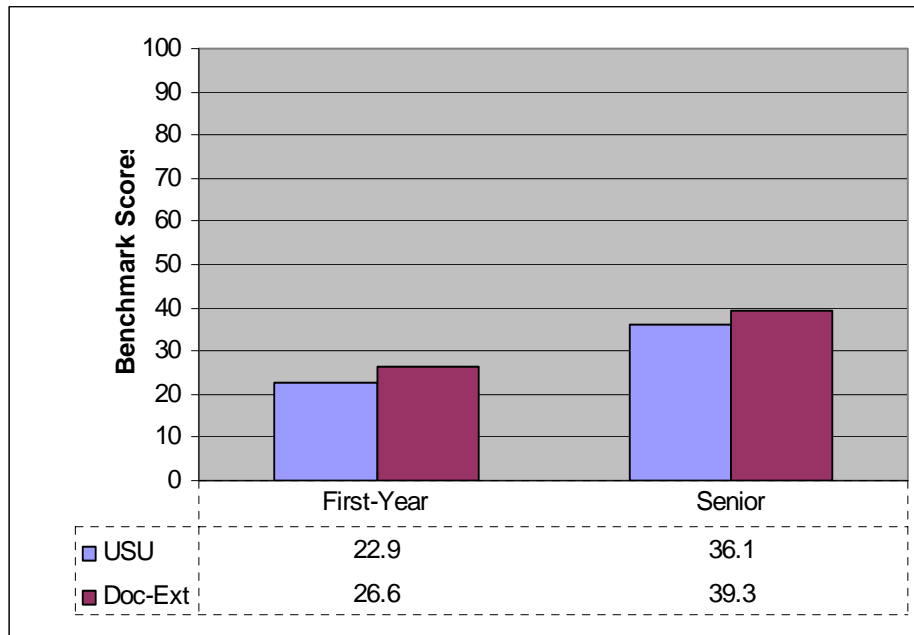


Table IV shows that, for senior students, there is a statistically significant difference in mean responses (with USU lower) for the following NSSE questions:

1. Use of an electronic medium to discuss or complete an assignment
2. Had serious conversations with students of a different race or ethnic group
3. Had serious conversations with students who differ in their religious beliefs, political opinions, or personal values.
4. Participated in study abroad

5. Had a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)
6. Time spent participating in co-curricular activities
7. Institutional emphasis on encouraging student contact among students from different economic, social, or ethnic backgrounds

Table IV: Enriching Educational Experiences

ITEMS USED TO COMPUTE BENCHMARK SCORE

		1st Year				Seniors				
		USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	
Response Options										
1. During the current school year, about how often have you done each of the following?										
l	Used an electronic medium (list-serve, chat group, Internet, etc.) to discuss or complete an assignment.	Never	17%	16%	1%	17%	14%	3%		
		Sometimes	32%	29%	3%	31%	26%	5%		
		Often	27%	27%	0%	27%	27%	0%		
		Very often	24%	28%	-4%	25%	33%	-8%		
		Total	100%	100%		100%	100%			
		Mean	2.57	2.68	-0.11	*	2.61	2.79	-0.18	***
u	Had serious conversations with students of a different race or ethnicity than your own.	Never	22%	15%	7%	18%	12%	6%		
		Sometimes	42%	34%	8%	45%	33%	12%		
		Often	19%	25%	-6%	20%	28%	-8%		
		Very often	17%	26%	-9%	17%	27%	-10%		
		Total	100%	100%		100%	100%			
		Mean	2.30	2.63	-0.33	***	2.36	2.71	-0.35	***
v	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values.	Never	10%	11%	-1%	11%	9%	2%		
		Sometimes	37%	30%	7%	41%	34%	7%		
		Often	28%	29%	-1%	27%	29%	-2%		
		Very often	25%	30%	-5%	21%	28%	-7%		
		Total	100%	100%		100%	100%			
		Mean	2.69	2.79	-0.10	*	2.59	2.76	-0.17	***
7. Which of the following have you done or do plan on doing before you graduate?										
a.	Practicum, internship, field experience, co-op experience, or clinical assignment.	Have not decided	20%	13%	7%	7%	8%	-1%		
		Do not plan to do	3%	4%	-1%	10%	18%	-8%		
		Plan to do	73%	78%	-5%	28%	23%	5%		
		Done	4%	5%	-1%	55%	51%	4%		
		Total	100%	100%		100%	100%			
		Mean	0.04	0.05	-0.01		0.55	0.51	0.04	
b.	Community service or volunteer work.	Have not decided	14%	16%	-2%	11%	10%	1%		
		Do not plan to do	5%	7%	-2%	12%	19%	-7%		
		Plan to do	42%	43%	-1%	15%	12%	3%		
		Done	39%	34%	5%	62%	59%	3%		
		Total	100%	100%		100%	100%			
		Mean	0.39	0.34	0.05		0.62	0.58	0.04	
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together.	Have not decided	48%	35%	13%	16%	13%	3%		
		Do not plan to do	28%	34%	-6%	57%	61%	-4%		
		Plan to do	17%	17%	0%	5%	5%	0%		
		Done	7%	14%	-7%	22%	21%	1%		
		Total	100%	100%		100%	100%			
		Mean	0.07	0.14	-0.07	***	0.22	0.21	0.01	

Table IV: Enriching Educational Experiences

ITEMS USED TO COMPUTE BENCHMARK SCORE

		1st Year				Seniors			
		USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options									
e.	Foreign language coursework.	Have not decided	30%	19%	11%		9%	7%	2%
		Do not plan to do	24%	26%	-2%		40%	40%	0%
		Plan to do	35%	29%	6%		6%	6%	0%
		Done	11%	26%	-15%		45%	47%	-2%
		Total	100%	100%			100%	100%	
		Mean	0.11	0.26	-0.15	***	0.45	0.47	-0.02
f.	Study abroad	Have not decided	32%	29%	3%		11%	9%	2%
		Do not plan to do	39%	26%	13%		75%	69%	6%
		Plan to do	29%	44%	-15%		5%	7%	-2%
		Done	0%	1%	-1%		9%	15%	-6%
		Total	100%	100%			100%	100%	
		Mean	0.00	0.01	-0.01		0.09	0.15	-0.06
g.	Independent study or self-designed major.	Have not decided	31%	33%	-2%		8%	8%	0%
		Do not plan to do	57%	52%	5%		64%	67%	-3%
		Plan to do	9%	13%	-4%		7%	7%	0%
		Done	3%	2%	1%		22%	18%	4%
		Total	100%	100%			101%	100%	
		Mean	0.03	0.02	0.01		0.22	0.18	0.04
h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Have not decided	48%	45%	3%		14%	11%	3%
		Do not plan to do	12%	15%	-3%		37%	38%	-1%
		Plan to do	40%	39%	1%		30%	26%	4%
		Done	0%	1%	-1%		19%	25%	-6%
		Total	100%	100%			100%	100%	
		Mean	0.00	0.01	-0.01	***	0.19	0.25	-0.06
9. About how many hours do you spend in a typical 7-day week doing the following?									
d.	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hr/wk	44%	38%			42%	44%	
		1-5 hr/wk	40%	34%			39%	32%	
		6-10 hr/wk	8%	14%			11%	11%	
		11-15 hr/wk	5%	6%			5%	6%	
		16-20 hr/wk	2%	4%			1%	3%	
		21-25 hr/wk	0%	2%			1%	2%	
		26-30 hr/wk	1%	1%			0%	1%	
		30+ hr/wk	0%	1%			1%	1%	
		Total	100%	100%			100%	100%	
		Mean	1.85	2.20	-0.35	***	1.93	2.05	-0.12
10. To what extent does your institution emphasize each of the following?									
c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.	Very little	14%	15%	-1%		22%	23%	-1%
		Some	40%	35%	5%		44%	38%	6%
		Quite a bit	27%	31%	-4%		27%	25%	2%
		Very much	19%	19%	0%		7%	14%	-7%
		Total	100%	100%			100%	100%	
		Mean	2.50	2.55	-0.05		2.19	2.31	-0.12

E. Supportive Campus Environment (6 NSSE questions)

NSSE Definition: “Student perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus. “

Figure V shows that USU’s benchmark score for supportive campus environment exceeds the peer average for first-year students, but falls slightly below for senior students. The first year percentile is the 60th and that for seniors approaches the 50th. The actual benchmark score exceeds the predicted for freshman, but is considerably below predicted for seniors.

Considering statistically significant differences in means (as shown by Table V), USU seniors rate relationships with faculty lower than do students in the comparison group, but the university’s effort to “provide the support you need to thrive socially” is rated higher. Interestingly, first-year students perceive USU as less effective in providing this support than do students in the peer group.

Figure V: Supportive Campus Environment

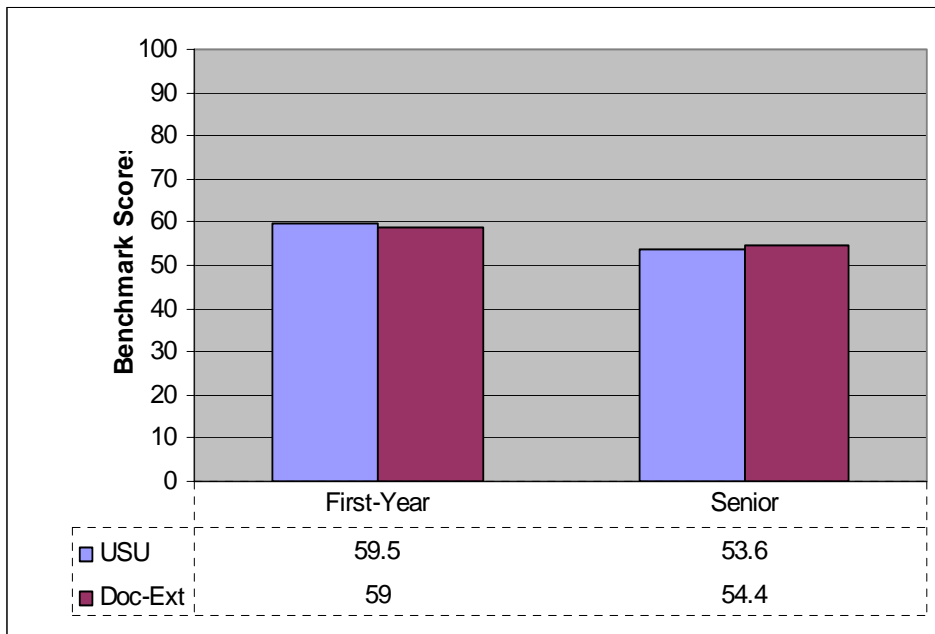


Table V: Supportive Campus Environment

ITEMS USED TO COMPUTE BENCHMARK SCORE	1st Year				Seniors			
	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options								
8. Which statement best represents the quality of your of your relationships with people at your institution?								
a. Relationships with other students.								
1: Unfriendly, unsupportive	1%	1%	0%		1%	1%	0%	
2	2%	2%	0%		1%	2%	-1%	
3	4%	4%	0%		5%	4%	1%	
4	9%	9%	0%		11%	9%	2%	
5	24%	21%	3%		20%	21%	-1%	
6	31%	33%	-2%		34%	33%	1%	
7: Friendly, supportive	29%	30%	-1%		28%	30%	-2%	
Total	100%	100%			100%	100%		
Mean	5.60	5.67	-0.07		5.63	5.64	-0.01	

Table V: Supportive Campus Environment

ITEMS USED TO COMPUTE BENCHMARK SCORE		1st Year				Seniors			
		USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means	USU	42 Doctoral Extensive Institutions	USU minus Doc Ext	Stat. Signif. Diff in Means
Response Options									
b. Relationships with faculty members.	1: Unavailable, unsympathetic	2%	0%	2%		1%	1%	0%	
	2	2%	2%	0%		3%	2%	1%	
	3	7%	5%	2%		4%	5%	-1%	
	4	12%	15%	-3%		16%	12%	4%	
	5	31%	30%	1%		27%	26%	1%	
	6	32%	33%	-1%		34%	35%	-1%	
	7: Helpful, sympathetic	14%	15%	-1%		15%	19%	-4%	
	Total	100%	100%			100%	100%		
	Mean	5.21	5.30	-0.09		5.27	5.40	-0.13	*
c. Relationships with administrative personnel and offices.	1: Unhelpful, Inconsiderate, rigid	2%	3%	-1%		3%	6%	-3%	
	2	3%	5%	-2%		8%	8%	0%	
	3	7%	9%	-2%		10%	12%	-2%	
	4	19%	19%	0%		23%	18%	5%	
	5	31%	25%	6%		28%	24%	4%	
	6	27%	26%	1%		19%	20%	-1%	
	7: Helpful, considerate, flexible	11%	13%	-2%		9%	12%	-3%	
	Total	100%	100%			100%	100%		
	Mean	5.00	4.87	0.13	*	4.56	4.55	0.01	
10. To what extent does your institution emphasize each of the following?									
b. Providing the support to help you succeed academically.	Very little	3%	3%	0%		6%	6%	0%	
	Some	23%	23%	0%		35%	31%	4%	
	Quite a bit	48%	47%	1%		44%	44%	0%	
	Very much	26%	27%	-1%		15%	19%	-4%	
	Total	100%	100%			100%	100%		
	Mean	2.98	2.98	0.00		2.68	2.76	-0.08	
d. Helping you cope with your non-academic responsibilities.	Very little	31%	32%	-1%		50%	47%	3%	
	Some	45%	42%	3%		36%	37%	-1%	
	Quite a bit	16%	19%	-3%		13%	12%	1%	
	Very much	8%	7%	1%		1%	4%	-3%	
	Total	100%	100%			100%	100%		
	Mean	2.01	2.01	0.00		1.67	1.75	-0.08	
e. Providing the support you need to thrive socially.	Very little	15%	19%	-4%		23%	31%	-8%	
	Some	36%	40%	-4%		42%	42%	0%	
	Quite a bit	37%	29%	8%		30%	20%	10%	
	Very much	12%	12%	0%		5%	7%	-2%	
	Total	100%	100%			100%	100%		
	Mean	2.46	2.33	0.13	**	2.16	2.02	0.14	**

II. COMPARATIVE RESPONSES TO OTHER NSSE QUESTIONS

Frequency distributions of responses to NSSE questions by USU first-year and senior students are found in Appendix III. This appendix also provides the frequency distribution for the 42 doctoral-extensive institutions that participated in NSSE in 2004. Table VI below shows the mean responses for USU 2004 and the peer group for both freshman and seniors. This section considers the comparative results for selected questions from the table.

A. USU vs. 42 Doctoral Extensive Institutions

Forty-two of the 82 NSSE content questions are included in the five benchmark areas. Responses by USU students for these items compared to those in the peer group were discussed in the previous section. However, comparative responses to other NSSE items are also interesting. The numbering is that of the questions in NSSE. Some examples of statistically significant differences in mean responses for senior students are:

1. Item 1-f, "Came to class without completing readings or assignments." USU students were more likely to come to class unprepared.
2. Item 4-b, "Number of books read on your own (not assigned) for personal enjoyment or academic enrichment." USU students do less leisure reading.
3. Item, 6-c, "Participated in activities to enhance spirituality." USU students were much more likely to have done so.
4. Item 9-c, "Working for pay off campus." USU students spent more hours at off-campus jobs.
5. Item 9-f, "Providing care for dependents living with you." USU seniors spent more time at this additional responsibility.
6. Items 11-c, "Writing clearly and effectively," 11-d, "Speaking clearly and effectively," and 11-e, "Thinking critically and analytically." USU students perceived that their school has contributed less to their development in these areas than did students at other doctoral-extensive schools.
7. Item 14, "If you could start over again, would you go to the same institution you are now attending?" USU seniors were more likely to say "yes."

Table VI: NSSE Means—USU 2004 vs. USU 2001 and USU 2004 vs. 42 Doctoral Extensive Institutions

Note: As before, a "****" in the last column indicates that the difference between the means is significant at .001. A "***" indicates significance at .01 and "*" at .05. Measures of statistical significance are not available to compare 2004 vs. 2001 USU responses.

2004 NSSE Item #	QUESTION	Class	Utah State University Change from 2001	Utah State University 2001 Results	Utah State University 2004 Results	42 Doctoral-- Research Extensive Universities 2004 Results		
			2004 Mean - 2001 Mean	Mean	Mean	Mean	Signif. Diff.	
	During the current school year, about how often have you done each of the following?		Responses: 1=never, 2=sometimes, 3=often, 4=very often					
1-a	Asked questions in class or contributed to class discussions	1st Yr.	-.08	2.43	2.35	2.63	***	
		Senior	.12	2.81	2.93	2.91		
1-b	Made a class presentation	1st Yr.	-.09	1.84	1.75	2.02	***	
		Senior	.04	2.44	2.48	2.63	***	
1-c	Prepared two or more drafts of a paper or assignment before turning it in	1st Yr.	-.22	2.55	2.33	2.61	***	
		Senior	-.12	2.61	2.49	2.37	**	
1-d	Worked on a paper or project that required integrating ideas or information from various sources	1st Yr.	-.10	2.81	2.71	2.93	***	
		Senior	.01	3.17	3.18	3.23		
1-e	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussion or writing assignments	1st Yr.	NA	Not asked in 2001	2.66	2.65		
		Senior	NA	Not asked in 2001	2.58	2.65		
1-f	Came to class without completing readings or assignments	1st Yr.	.17	2.18	2.35	2.12	***	
		Senior	.07	2.3	2.37	2.22	***	

2004 NSSE Item #	QUESTION	Class	Utah State University Change from 2001	Utah State University 2001 Results	Utah State University 2004 Results	42 Doctoral- Research Extensive Universities 2004 Results	
			2004 Mean - 2001 Mean	Mean	Mean	Mean	Signif. Diff.
1-g	Worked with other students on projects <u>during</u> class	1st Yr.	-.20	2.35	2.15	2.29	***
		Senior	-.16	2.58	2.42	2.34	
1-h	Worked with other students on projects <u>outside of</u> class to prepare class assignments	1st Yr.	.05	2.27	2.32	2.35	
		Senior	.15	2.77	2.92	2.78	***
1-i	Put together ideas or concepts from different courses when completing assignments or during class discussions	1st Yr.	NA	Not asked in 2001	2.44	2.44	
		Senior	NA	Not asked in 2001	2.86	2.85	
1-j	Tutored or taught other students (paid or voluntary)	1st Yr.	.24	1.53	1.77	1.68	*
		Senior	.10	1.93	2.03	1.86	***
1-k	Participated in a community-based project as a part of a regular course	1st Yr.	.34	1.37	1.71	1.48	***
		Senior	.18	1.56	1.74	1.58	***
1-l	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	1st Yr.	.00	2.57	2.57	2.68	*
		Senior	-.06	2.67	2.61	2.79	***
1-m	Used email to communicate with an instructor	1st Yr.	.18	2.66	2.84	3.03	***
		Senior	.14	2.95	3.09	3.28	***
1-n	Discussed grades or assignments with an instructor	1st Yr.	-.05	2.31	2.26	2.50	***
		Senior	.09	2.67	2.76	2.74	
1-o	Talked about career plans with a faculty member or advisor	1st Yr.	.02	1.96	1.98	2.06	*
		Senior	.09	2.24	2.33	2.30	
1-p	Discussed ideas from your reading or classes with faculty members outside of class	1st Yr.	.07	1.47	1.54	1.70	***
		Senior	.06	1.87	1.93	1.93	
1-q	Received prompt feedback from faculty on your academic performance (written or oral)	1st Yr.	.02	2.41	2.43	2.56	**
		Senior	-.01	2.57	2.56	2.71	***
1-r	Worked harder than you thought you could to meet an instructor's standards or expectations.	1st Yr.	-.02	2.38	2.36	2.52	***
		Senior	.03	2.57	2.60	2.60	
1-s	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1st Yr.	.15	1.26	1.41	1.44	
		Senior	.11	1.63	1.74	1.72	
1-t	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	1st Yr.	.05	2.77	2.82	2.73	*
		Senior	.04	2.89	2.93	2.87	
1-u	Had serious conversations with students of a different race or ethnicity than your own	1st Yr.	-.02	2.32	2.30	2.63	***
		Senior	.08	2.28	2.36	2.71	***
1-v	Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	1st Yr.	-.02	2.71	2.69	2.79	*
		Senior	-.08	2.67	2.59	2.76	***

2004 NSSE Item #	QUESTION		Utah State University Change from 2001	Utah State University 2001 Results	Utah State University 2004 Results	42 Doctoral-- Research Extensive Universities 2004 Results	
		Class	2004 Mean - 2001 Mean	Mean	Mean	Mean	Signif. Diff.
	During the current school year, how much has your coursework emphasized the following activities?	Responses: 1=never, 2=sometimes, 3=often, 4=very often					
2-a	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	1st Yr.	-.01	3.00	2.99	2.99	
		Senior	-.19	2.97	2.78	2.81	
2-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	1st Yr.	.09	2.90	2.99	3.14	***
		Senior	-.02	3.24	3.22	3.26	
2-c	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	1st Yr.	.06	2.56	2.62	2.84	***
		Senior	.04	2.84	2.88	3.00	**
2-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	1st Yr.	.00	2.59	2.59	2.77	***
		Senior	-.02	2.81	2.79	2.88	*
2-e	Applying theories or concepts to practical problems or in new situations	1st Yr.	.12	2.76	2.88	3.04	***
		Senior	-.01	3.18	3.17	3.19	
		Responses: 1= very little to 7= very much					
3	To what extent have your examinations during the current school year challenged you to do your best work?	1st Year	NA	Not asked in 2001	5.47	5.55	
		Senior	NA	Not asked in 2001	5.44	5.38	
	During the current school year, about how much reading and writing have you done?	Responses: 1= none, 2= fewer than 5, 3= 5 to 10, 4= 11 to 20, 5= > 20					
4-a	Number of assigned textbooks, books, or book-length packs of course readings	1st Yr.	.10	3.02	3.12	3.38	***
		Senior	.00	3.15	3.15	3.26	*
4-b	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1st Yr.	-.09	2.31	2.22	1.99	***
		Senior	-.23	2.30	2.07	2.19	**
4-c	Number of written papers or reports of 20 pages or more	1st Yr.	-.13	1.26	1.13	1.21	**
		Senior	-.03	1.54	1.51	1.57	
4-d	Number of written papers or reports between 5 and 19 pages	1st Yr.	-.07	1.99	1.92	2.32	***
		Senior	-.12	2.43	2.31	2.54	***
4-e	Number of written papers or reports of fewer than 5 pages	1st Yr.	-.09	3.31	3.22	3.11	*
		Senior	-.19	3.38	3.19	3.00	**
	In a typical week, how many homework problem sets do you complete?	Responses: 1= none, 2= 1-2, 3= 3-4, 4= 5-6, 5=more than 6					
5-a	Number of problem sets that take you more than an hour to complete	1st Yr.	NA	Not asked in 2001	2.50	2.58	
		Senior	NA	Not asked in 2001	2.74	2.47	***

2004 NSSE Item #	QUESTION		Utah State University Change from 2001	Utah State University 2001 Results	Utah State University 2004 Results	42 Doctoral--Research Extensive Universities 2004 Results	
		Class	2004 Mean - 2001 Mean	Mean	Mean	Mean	Signif. Diff.
5-b	Number of problem sets that take you less than an hour to complete	1st Yr.	NA	Not asked in 2001	2.59	2.63	
		Senior	NA	Not asked in 2001	2.29	2.16	*
	During the current school year, about how often have you done each of the following?	Responses: 1=never, 2=sometimes, 3=often, 4=very often					
6-a	Attended an art exhibit, gallery, play, dance, or other theatre performance	1st Yr.	NA	Not asked in 2001	2.65	2.03	***
		Senior	NA	Not asked in 2001	2.06	1.98	
6-b	Exercised or participated in physical fitness activities	1st Yr.	NA	Not asked in 2001	2.95	2.80	**
		Senior	NA	Not asked in 2001	2.77	2.68	
6-c	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	1st Yr.	NA	Not asked in 2001	3.44	2.14	***
		Senior	NA	Not asked in 2001	3.33	2.13	***
	Which of the following have you done or do you plan on doing before you graduate?	Responses: 0= no, 1= done; Thus mean is % responding done					
7-a	Practicum, internship, field experience, co-op experience, or clinical assignment	1st Yr.	NA	Not asked in 2001	.04	.05	
		Senior	NA	Not asked in 2001	.55	.51	
7-b	Community service or volunteer work	1st Yr.	NA	Not asked in 2001	.39	.34	
		Senior	NA	Not asked in 2001	.62	.58	
7-c	Participate in a learning community or some other formal program where groups of students take two or more classes together	1st Yr.	NA	Not asked in 2001	.07	.14	***
		Senior	NA	Not asked in 2001	.22	.21	
7-d	Work on a research project with a faculty member outside of course or program requirements.	1st Yr.	NA	Not asked in 2001	.05	.03	*
		Senior	NA	Not asked in 2001	.19	.20	
7-e	Foreign language coursework	1st Yr.	NA	Not asked in 2001	.11	.26	***
		Senior	NA	Not asked in 2001	.45	.47	
7-f	Study abroad	1st Yr.	NA	Not asked in 2001	.00	.01	***
		Senior	NA	Not asked in 2001	.09	.15	***
7-g	Independent study or self-designed major	1st Yr.	NA	Not asked in 2001	.03	.02	
		Senior	NA	Not asked in 2001	.22	.18	
7-h	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	1st Yr.	NA	Not asked in 2001	.00	.01	***
		Senior	NA	Not asked in 2001	.19	.25	**
	During the current school year, about how often have you done each of the following?	Responses: 1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging					
8-a	Relationships with other students	1st Yr.	-.16	5.76	5.60	5.67	
		Senior	-.13	5.76	5.63	5.64	

2004 NSSE Item #	QUESTION		Utah State University Change from 2001	Utah State University 2001 Results	Utah State University 2004 Results	42 Doctoral-Research Extensive Universities 2004 Results	
		Class	2004 Mean - 2001 Mean	Mean	Mean	Mean	Signif. Diff.
		Responses: 1=unavailable, unhelpful, unsympathetic to 7=available, helpful, sympathetic					
8-b	Relationships with faculty members	1st Yr.	.11	5.10	5.21	5.30	
		Senior	.11	5.16	5.27	5.40	*
		Responses: 1=unhelpful, inconsiderate, rigid to 7=helpful, considerate, flexible					
8-c	Relationships with administrative personnel and offices	1st Yr.	.16	4.84	5.00	4.87	*
		Senior	.23	4.33	4.56	4.55	
		Possible Responses: 1= 0 hrs/wk, 2= 1-5 hrs/wk, 3= 6-10 hrs/wk, 4= 11-15 hrs/wk, 5= 16-20 hrs/wk, 7=26-30 hrs/wk, 8=more than 30 hrs/wk					
9-a	Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	1st Yr.	-.04	3.79	3.75	4.08	***
		Senior	-.07	4.32	4.25	4.13	
9-b	Working for pay on campus	1st Yr.	.12	1.37	1.48	1.54	
		Senior	.16	1.88	2.04	2.04	
9-c	Working for pay off campus	1st Yr.	-1.09	3.65	2.56	1.95	***
		Senior	-.37	4.06	3.69	3.21	***
9-d	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	1st Yr.	-.10	1.95	1.85	2.20	***
		Senior	.06	1.87	1.93	2.05	*
9-e	Relaxing and socializing (watching TV, partying, exercising, playing computer and other games, etc.)	1st Yr.	-.16	4.14	3.98	4.03	
		Senior	-.47	3.56	3.09	3.67	***
9-f	Providing care for dependents living with you (parents, children, spouse, etc.)	1st Yr.	-.63	2.04	1.41	1.34	
		Senior	-.26	2.90	2.64	1.88	***
9-g	Commuting to class (driving, walking, etc.)	1st Yr.	NA	Not asked in 2001	2.12	2.26	***
		Senior	NA	Not asked in 2001	2.12	2.34	***
		Responses: 1=very little, 2=some, 3=quite a bit, 4=very much					
10-a	Spending significant amounts of time studying and on academic work	1st Yr.	.15	2.92	3.07	3.13	
		Senior	.04	3.09	3.13	3.08	
10-b	Providing the support you need to help you succeed academically	1st Yr.	.25	2.73	2.98	2.98	
		Senior	.00	2.68	2.68	2.76	
10-c	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1st Yr.	.12	2.38	2.50	2.55	
		Senior	.11	2.08	2.19	2.31	*
10-d	Helping you cope with your non-academic responsibilities (work, family, etc.)	1st Yr.	.12	1.89	2.01	2.01	
		Senior	.04	1.63	1.67	1.75	

2004 NSSE Item #	QUESTION	Class	Utah State University Change from 2001	Utah State University 2001 Results	Utah State University 2004 Results	42 Doctoral-- Research Extensive Universities 2004 Results	
			2004 Mean - 2001 Mean	Mean	Mean	Mean	Signif. Diff.
10-e	Providing the support you need to thrive socially	1st Yr.	.19	2.27	2.46	2.33	**
		Senior	.18	1.98	2.16	2.02	**
10-f	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	1st Yr.	NA	Not asked in 2001	2.99	2.81	***
		Senior	NA	Not asked in 2001	2.69	2.55	**
10-g	Using computers in academic work	1st Yr.	NA	Not asked in 2001	3.39	3.39	
		Senior	NA	Not asked in 2001	3.53	3.50	
During the current school year, about how often have you done each of the following?		Responses: 1=very little, 2=some, 3=quite a bit, 4=very much					
11-a	Acquiring a broad general education	1st Yr.	.16	3.05	3.21	3.13	*
		Senior	.11	2.92	3.03	3.24	***
11-b	Acquiring job or work-related knowledge and skills	1st Yr.	.17	2.44	2.61	2.62	
		Senior	-.21	3.10	2.89	2.95	
11-c	Writing clearly and effectively	1st Yr.	.03	2.62	2.65	2.83	***
		Senior	-.06	2.89	2.83	2.96	**
11-d	Speaking clearly and effectively	1st Yr.	.04	2.33	2.37	2.58	***
		Senior	-.04	2.68	2.64	2.82	***
11-e	Thinking critically and analytically	1st Yr.	.18	2.85	3.03	3.13	*
		Senior	.00	3.19	3.19	3.30	**
11-f	Analyzing quantitative problems	1st Yr.	.10	2.46	2.56	2.69	**
		Senior	-.05	2.92	2.87	2.92	
11-g	Using computing and information technology	1st Yr.	.17	2.71	2.88	2.89	
		Senior	.00	3.17	3.17	3.17	
11-h	Working effectively with others	1st Yr.	.02	2.69	2.7	2.76	
		Senior	.03	3.02	3.05	3.04	
11-i	Voting in local, state, or national elections	1st Yr.	-.28	2.07	1.79	1.96	***
		Senior	.01	1.77	1.78	1.81	
11-j	Learning effectively on your own	1st Yr.	-.02	2.90	2.88	2.95	
		Senior	-.06	2.99	2.93	3.04	*
11-k	Understanding yourself	1st Yr.	-.13	2.91	2.78	2.70	
		Senior	-.06	2.75	2.69	2.76	
11-l	Understanding people of other racial and ethnic backgrounds	1st Yr.	-.15	2.60	2.45	2.52	
		Senior	.05	2.36	2.41	2.53	**

2004 NSSE Item #	QUESTION		Utah State University Change from 2001	Utah State University 2001 Results	Utah State University 2004 Results	42 Doctoral-- Research Extensive Universities 2004 Results	
		Class	2004 Mean - 2001 Mean	Mean	Mean	Mean	Signif. Diff.
11-m	Solving complex real-world problems	1st Yr.	NA	Not asked in 2001	2.52	2.49	
		Senior	NA	Not asked in 2001	2.63	2.68	
11-n	Developing a personal code of values and ethics	1st Yr.	.15	2.48	2.63	2.54	
		Senior	.20	2.23	2.43	2.58	**
11-o	Contributing to the welfare of your community	1st Yr.	.27	2.06	2.33	2.28	
		Senior	.20	2.08	2.28	2.29	
11-p	Developing a deepened sense of spirituality.	1st Yr.	NA	Not asked in 2001	2.43	2.01	***
		Senior	NA	Not asked in 2001	2.05	1.84	***
	Satisfaction with University Experience	Responses: 1=poor, 2=fair, 3=good, 4=excellent					
12	Overall how would you evaluate the quality of academic advising you have received at your institution?	1st Yr.	.16	2.82	2.98	2.95	
		Senior	.09	2.67	2.76	2.75	
13	How would you evaluate your entire educational experience at this institution?	1st Yr.	.09	3.19	3.28	3.22	
		Senior	-.02	3.20	3.18	3.17	
		Responses: 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes					
14	If you could start over again, would you go to the same institution you are now attending?	1st Yr.	.17	3.27	3.44	3.30	***
		Senior	.07	3.21	3.28	3.18	*

B. USU 2004 vs. USU 2001

Table VI also shows how responses by USU students to NSSE questions in 2001 differed from those for NSSE 2004. It is not possible to succinctly summarize the results and no measures of statistical significance of differences in means could be computed, but changes in responses to some questions over the three year period stand out. The conclusions listed below apply to both freshman and seniors at USU.

1. Item 1-c, students were less likely in 2004 to have prepared multiple drafts of a paper.
2. Item 1-g, 2004 students were less likely to work on projects with others during class.
3. Item 1-k, 2004 students were more likely to have participated in a community-based project as part of a course.
4. Item 1-m, students in 2004 were much more likely to use email to communicate with an instructor.
5. Items 4-c,d, and e, students in 2004 report that they wrote less than was reported by the 2001 sample.
6. Items 8-a,b, and c, perceived relationships with faculty and administrators improved over time, but the students in 2001 felt better about their relationships with other students.
7. Item 9-c, students in 2004 worked less off-campus.
8. Item 9-f, less time was spent by students in 2004 providing care for dependents.
9. Item 14, students in the 2004 sample were slightly more likely to say that they would attend USU if they were starting over again.

III. FACULTY SURVEY OF STUDENT ENGAGEMENT (FSSE)

FSSE consists of 90 content questions plus additional demographic items. The first set of questions asks faculty perceptions about how important it is that students participate in specific activities, such as community service, study abroad, and language study. Another section focuses on the amount of institutional emphasis given to areas such as academics and social needs. One section asks how much time each week faculty spend on activities such as teaching and grading. There is a set of questions about how frequently students, for example, ask questions in class or receive prompt feedback on academic performance. Another set of questions asks how much students efforts students expend in their academic pursuits. For example, how many papers are written or how much time is spent studying. Use of class time, such as percent of the class spent lecturing and in small group activities, is also explored. Yet another section of FSSE asks faculty to what extent they structure their courses so that students learn and develop in areas such as writing and speaking clearly and working effectively with others. The 2004 FSSE is included as Appendix II.

In 2004, FSSE was completed by more than 20,000 faculty at 132 four-year colleges and universities. The survey was only available online, and the average institutional response rate was 46%. At USU, FSSE was sent to 686 faculty members and 300 completed the survey, for a response rate of 44%. 2004 was the first year that USU participated in FSSE. Demographic characteristics of USU respondents are as follows:

Male	66%	Professor	29%	Tenured	61%	HASS	32%
Female	34%	Assoc Prof	32%	Tenure Track	27%	Eng. or Sci	27%
		Asst Prof	25%	Other	12%	Bus or Educ	17%
		Other	14%			Other (incl prof)	24%

A. Comparison of FSSE and NSSE Responses to Comparable Questions

FSSE and NSSE contain 33 questions that are essentially the same and another 13 that are similar. One advantage of USU's participating in both FSSE and NSSE is that it is possible to compare the perceptions of USU students regarding their educational experience with the perceptions of USU faculty. Table VII shows student and faculty responses to comparable questions. Note that only the responses of senior students are shown in the table. Once again, faced with a large amount of data, the choice was to focus on those students who are the product of a USU educational experience.

The first set of FSSE/NSSE questions asks "How important is it that undergraduates at your institution do the following?" (FSSE) and "Which of the following have you done or do you plan to do before graduation?" (NSSE). By comparing, it is possible to determine the extent to which faculty goals are translated into student action. As shown in Table VII, a high proportion of students marked "Plan to Do" on most of the questions. In that they are already seniors, it is unlikely that many of these plans will be realized in their undergraduate experience. It is more realistic to focus on the "Done" responses by students.

Eighty percent of faculty believe that a practicum, internship, field experience, or co-op experience is important or very important for students, but only 8% of USU students have had such an experience by their senior year. Seventy-seven percent of faculty view a culminating senior experience as important or very important, but only 11% of seniors perceive that they have had such an experience. Given the prevalence of capstone courses and the like at USU, it is likely that many students had what the university intended to be a culminating experience, but the students did not view it as such.

A second set of questions considers relationships of students with other students, faculty, and administrative personnel. It is interesting to note that students perceive these relationships to be better for all three groups than faculty perceptions of those relationships. Of special note is that USU students seem to be more satisfied with faculty than faculty think they are.

The third set of questions deals with institutional emphasis. Students rate USU as giving more emphasis to studying, having contact with students of diverse backgrounds, and attending campus events than do faculty. In contrast, faculty see the university as giving greater emphasis on providing academic support, helping students to cope with non-academic responsibilities, helping students to thrive socially, and encouraging the use of computers in their academic work.

FSSE and NSSE include questions that ask how often students have engaged in certain activities. Students are more likely than faculty to say that they have had discussions or writing assignments that include diverse perspectives, used an electronic medium to discuss or complete an assignment, had serious conversations with students of a different race, ethnicity, religious

belief, political opinion, or personal values. On the other hand, faculty are more likely to perceive that students have worked with other students on projects during class and received prompt feedback on their academic performance.

FSSE asks faculty how important it is that students do certain things, while NSSE asks how often students have participated in these same activities. The specific comparisons are best understood by looking at Table VII. However, as an example, 46% of faculty members believe that it is important or very important that students prepare two or more drafts of a paper or assignment before turning it in, while 41% of students say they did this often or very often.

Both FSSE and NSSE have items that explore the types of mental skills that are employed in the classroom. It is interesting, but not surprising, to find that students perceive more emphasis is given to memorizing, while faculty are more likely to view their course as embodying higher level skills, such as synthesizing and applying concepts to real world problems.

Finally, FSSE asks the extent to which faculty structure their courses to achieve certain objectives, while NSSE asks students how their study at USU has contributed to these skills and traits. Students give the university higher marks than do faculty in the areas of helping them to speak and write clearly, analyze quantitative problems, use information technology, work effectively with others, understand themselves, understand people of other backgrounds, develop a personal code of values and ethics, develop a deepened sense of spirituality, and acquire a broad general education. In some of these areas, the differences may reflect the fact that a university experience is much more than just taking classes. Students are immersed in a new cultural experience, but faculty see only a small part of that experience, and, hence, may underestimate the cumulative impact on the student.

Table VII: FSSE vs. NSSE Responses

Note: Means are not provided for questions where the NSSE and FSSE response options differ.

FSSE Respondents = 300		NSSE Respondents (Seniors) = 423	
FSSE Response Options	FSSE Percent	NSSE Response Options	NSSE Percent
FSSE: 1. How important is it that undergraduates at your institution do the following?			
NSSE: 7. Which of the following have you done or do you plan to do before you graduate?			
a. Practicum, internship, field experience, co-op experience	1: Not important 2: Somewhat important 3: Important 4: Very important Total	6% 14% 26% 54% 100%	1. Done 2. Plan to do 3. Do not plan to do 4. Have not decided Total
		8% 18% 23% 51% 100%	
b. Community service or volunteer work	1: Not important 2: Somewhat important 3: Important 4: Very important Total	17% 38% 28% 17% 100%	1. Done 2. Plan to do 3. Do not plan to do 4. Have not decided Total
		10% 19% 12% 59% 100%	
c. Participation in a learning community or some other formal program where groups of students take two or more classes together.	1: Not important 2: Somewhat important 3: Important 4: Very important Total	22% 35% 24% 19% 100%	1. Done 2. Plan to do 3. Do not plan to do 4. Have not decided Total
		13% 61% 5% 21% 100%	

	FSSE		NSSE	
	FSSE Response Options	Percent	NSSE Response Options	Percent
d. Work on a research project with you outside of course program requirements.	1: Not important	17%	1. Done	15%
	2: Somewhat important	37%	2. Plan to do	54%
	3: Important	30%	3. Do not plan to do	11%
	4: Very important	16%	4. Have not decided	20%
	Total	100%	Total	100%
e. Study a foreign language	1: Not important	16%	1. Done	7%
	2: Somewhat important	33%	2. Plan to do	40%
	3: Important	29%	3. Do not plan to do	6%
	4: Very important	22%	4. Have not decided	47%
	Total	100%	Total	100%
f. Study abroad	1: Not important	37%	1. Done	9%
	2: Somewhat important	30%	2. Plan to do	69%
	3: Important	18%	3. Do not plan to do	7%
	4: Very important	15%	4. Have not decided	15%
	Total	100%	Total	100%
i. Culminating senior experience	1: Not important	6%	1. Done	11%
	2: Somewhat important	17%	2. Plan to do	38%
	3: Important	35%	3. Do not plan to do	26%
	4: Very important	42%	4. Have not decided	25%
	Total	100%	Total	100%

Select the box that you believe best represents the quality of student relationships. (FSSE: 2-4 and NSSE: 8)

With other students	1: unfriendly, unsupportive, sense of alienation	0%	1: unfriendly, unsupportive, sense of alienation	1%
	2	0%	2	2%
	3	4%	3	4%
	4	10%	4	9%
	5	31%	5	21%
	6	42%	6	33%
	7: Friendly, helpful, sense of belonging	13%	7: Friendly, helpful, sense of belonging	30%
	Total	100%	Total	100%
	Mean	5.50	Mean	5.66
With faculty members	1: unavailable, unhelpful, Unsympathetic	0%	1: unavailable, unhelpful, Unsympathetic	1%
	2	1%	2	2%
	3	5%	3	5%
	4	17%	4	12%
	5	30%	5	26%

	FSSE Response Options	FSSE Percent	NSSE Response Options	NSSE Percent
	6	37%	6	35%
	7: available, helpful, sympathetic	10%	7: available, helpful, sympathetic	19%
	Total	100%	Total	100%
	Mean	5.27	Mean	5.41
With administrative personnel	1:unhelpful, inconsiderate, rigid	2%	1:unhelpful, inconsiderate, rigid	6%
	2	9%	2	8%
	3	16%	3	12%
	4	30%	4	18%
	5	22%	5	24%
	6	16%	6	20%
	7: helpful, considerate, flexible	5%	7: helpful, considerate, flexible	12%
	Total	100%	Total	100%
	Mean	4.29	Mean	4.54

5. To what extent does your institution emphasize each of the following? (FSSE: 5 and NSSE: 10))

a. Requiring students to spend significant amounts of time studying and on academic work.	1. Very little	7%	1. Very little	2%
	2. Some	29%	2. Some	20%
	3. Quite a bit	40%	3. Quite a bit	44%
	4. Very much	24%	4. Very much	34%
	Total	100%	Total	100%
	Mean	2.81	Mean	3.1
b. Providing students support they need to help them succeed academically.	1. Very little	3%	1. Very little	6%
	2. Some	23%	2. Some	31%
	3. Quite a bit	54%	3. Quite a bit	44%
	4. Very much	20%	4. Very much	19%
	Total	100%	Total	100%
	Mean	2.91	Mean	2.76
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1. Very little	32%	1. Very little	23%
	2. Some	44%	2. Some	38%
	3. Quite a bit	17%	3. Quite a bit	25%
	4. Very much	7%	4. Very much	14%
	Total	100%	Total	100%
	Mean	1.99	Mean	2.3

	FSSE		NSSE	
	FSSE Response Options	Percent	NSSE Response Options	Percent
d. Helping students cope with their non-academic responsibilities (work, family, etc.).	1. Very little	21%	1. Very little	47%
	2. Some	47%	2. Some	37%
	3. Quite a bit	24%	3. Quite a bit	12%
	4. Very much	8%	4. Very much	4%
	Total	100%	Total	100%
	Mean	2.19	Mean	1.73
e. Providing students the support they need to thrive socially.	1. Very little	19%	1. Very little	31%
	2. Some	54%	2. Some	42%
	3. Quite a bit	23%	3. Quite a bit	20%
	4. Very much	4%	4. Very much	7%
	Total	100%	Total	100%
	Mean	2.12	Mean	2.03
g. Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.).	1. Very little	9%	1. Very little	14%
	2. Some	46%	2. Some	35%
	3. Quite a bit	36%	3. Quite a bit	35%
	4. Very much	9%	4. Very much	16%
	Total	100%	Total	100%
	Mean	2.45	Mean	2.53
h. Encouraging students to use computers in their academic work.	1. Very little	1%	1. Very little	2%
	2. Some	6%	2. Some	9%
	3. Quite a bit	34%	3. Quite a bit	28%
	4. Very much	59%	4. Very much	61%
	Total	100%	Total	100%
	Mean	3.51	Mean	3.48

FSSE: 13. How often do students in your selected course section engage in the following?

NSSE: 1. During the current school year, about how often have you done each of the following?

a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.).	1. Never	30%	1. Never	12%
	2. Sometimes	34%	2. Sometimes	34%
	3. Often	19%	3. Often	31%
	4. Very often	17%	4. Very often	23%
	Total	100%	Total	100%
	Mean	2.23	Mean	2.65

	FSSE		NSSE	
	FSSE Response Options	Percent	NSSE Response Options	Percent
b. Work with other students on projects during class.	1. Never	12%	1. Never	15%
	2. Sometimes	29%	2. Sometimes	46%
	3. Often	27%	3. Often	27%
	4. Very often	32%	4. Very often	12%
	Total	100%	Total	100%
	Mean	2.79	Mean	2.36
c. Participate in a community-based project as part of your course.	1. Never	65%	1. Never	61%
	2. Sometimes	21%	2. Sometimes	26%
	3. Often	5%	3. Often	8%
	4. Very often	9%	4. Very often	5%
	Total	100%	Total	100%
	Mean	1.58	Mean	1.57
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment.	1. Never	29%	1. Never	14%
	2. Sometimes	30%	2. Sometimes	26%
	3. Often	18%	3. Often	27%
	4. Very often	23%	4. Very often	33%
	Total	100%	Total	100%
	Mean	2.35	Mean	2.79
e. Receive prompt feedback (written or oral) from you on their academic performance.	1. Never	1%	1. Never	6%
	2. Sometimes	11%	2. Sometimes	33%
	3. Often	37%	3. Often	45%
	4. Very often	51%	4. Very often	16%
	Total	100%	Total	100%
	Mean	3.38	Mean	2.71
f. Have serious conversations in your course with students of a different race or ethnicity than your own.	1. Never	38%	1. Never	12%
	2. Sometimes	47%	2. Sometimes	33%
	3. Often	8%	3. Often	28%
	4. Very often	7%	4. Very often	27%
	Total	100%	Total	100%
	Mean	1.84	Mean	2.7

	FSSE		NSSE	
	FSSE Response Options	Percent	NSSE Response Options	Percent
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.	1. Never	28%	1. Never	9%
	2. Sometimes	54%	2. Sometimes	34%
	3. Often	10%	3. Often	29%
	4. Very often	8%	4. Very often	28%
	Total	100%	Total	100%
	Mean	1.98	Mean	2.76

FSSE: 17. In your selected course section, how important to you is it that your students:
NSSE: 1. During the current school year, about how often have you done each of the following?

a. Prepare two or more drafts of a paper or assignment before turning it in.	1. Not important	29%	1. Never	21%
	2. Somewhat important	25%	2. Sometimes	38%
	3. Important	22%	3. Often	25%
	4. Very Important	24%	4. Very often	16%
	Total	100%	Total	100%

b. Work on a paper or project that requires integrating ideas or information from various sources.	1. Not important	13%	1. Never	2%
	2. Somewhat important	14%	2. Sometimes	16%
	3. Important	29%	3. Often	39%
	4. Very Important	44%	4. Very often	43%
	Total	100%	Total	100%

c. Work with classmates outside of class to prepare class assignments.	1. Not important	19%	1. Never	8%
	2. Somewhat important	32%	2. Sometimes	33%
	3. Important	24%	3. Often	33%
	4. Very Important	25%	4. Very often	26%
	Total	100%	Total	100%

d. Put together ideas or concepts from different courses when completing assignments or during class discussions.	1. Not important	10%	1. Never	4%
	2. Somewhat important	25%	2. Sometimes	31%
	3. Important	37%	3. Often	41%

	FSSE Response Options	FSSE Percent	NSSE Response Options	NSSE Percent
	4. Very Important	28%	4. Very often	24%
	Total	100%	Total	100%
<hr/>				
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.).	1. Not important	14%	1. Never	4%
	2. Somewhat important	35%	2. Sometimes	32%
	3. Important	35%	3. Often	37%
	4. Very Important	16%	4. Very often	27%
	Total	100%	Total	100%
<hr/>				
f. Tutor or teach other students (paid or voluntary).	1. Not important	44%	1. Never	43%
	2. Somewhat important	29%	2. Sometimes	36%
	3. Important	17%	3. Often	12%
	4. Very Important	10%	4. Very often	9%
	Total	100%	Total	100%

FSSE: 20. In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?

NSSE: 2. During the current school year, how much has your coursework emphasized the following mental activities?

a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them in pretty much the same form.	1. Very little	34%	1. Very little	8%
	2. Some	39%	2. Some	29%
	3. Quite a bit	18%	3. Quite a bit	37%
	4. Very much	9%	4. Very much	26%
	Total	100%	Total	100%
	Mean	2.02	Mean	2.81
<hr/>				
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.	1. Very little	2%	1. Very little	1%
	2. Some	11%	2. Some	14%
	3. Quite a bit	39%	3. Quite a bit	41%
	4. Very much	48%	4. Very much	44%
	Total	100%	Total	100%
	Mean	3.33	Mean	3.28

	FSSE		NSSE	
	FSSE Response Options	Percent	NSSE Response Options	Percent
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.	1. Very little	2%	1. Very little	4%
	2. Some	10%	2. Some	24%
	3. Quite a bit	35%	3. Quite a bit	39%
	4. Very much	53%	4. Very much	33%
	Total	100%	Total	100%
	Mean	3.39	Mean	3.01
d. Making judgements about the value of information, arguments or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	1. Very little	7%	1. Very little	7%
	2. Some	22%	2. Some	26%
	3. Quite a bit	32%	3. Quite a bit	37%
	4. Very much	39%	4. Very much	30%
	Total	100%	Total	100%
	Mean	3.03	Mean	2.9
e. Applying theories or concepts to practical problems or in a new situation.	1. Very little	5%	1. Very little	4%
	2. Some	12%	2. Some	18%
	3. Quite a bit	30%	3. Quite a bit	33%
	4. Very much	53%	4. Very much	45%
	Total	100%	Total	100%
	Mean	3.31	Mean	3.19

FSSE: 21. To what extent do you structure your selected course section so that students learn and develop in the following areas?

NSSE: 11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

a. Writing clearly and effectively	1. Very little	14%	1. Very little	5%
	2. Some	30%	2. Some	25%
	3. Quite a bit	24%	3. Quite a bit	39%
	4. Very much	32%	4. Very much	31%
	Total	100%	Total	100%
	Mean	2.74	Mean	2.96
b. Speaking clearly and effectively	1. Very little	20%	1. Very little	7%
	2. Some	38%	2. Some	30%

	FSSE		NSSE	
	FSSE Response Options	Percent	NSSE Response Options	Percent
	3. Quite a bit	21%	3. Quite a bit	37%
	4. Very much	21%	4. Very much	26%
	Total	100%	Total	100%
	Mean	2.43	Mean	2.82
<hr/>				
c. Thinking critically and analytically	1. Very little	1%	1. Very little	2%
	2. Some	5%	2. Some	13%
	3. Quite a bit	38%	3. Quite a bit	38%
	4. Very much	56%	4. Very much	47%
	Total	100%	Total	100%
	Mean	3.49	Mean	3.3
<hr/>				
d. Analyzing quantitative problems	1. Very little	34%	1. Very little	6%
	2. Some	17%	2. Some	27%
	3. Quite a bit	22%	3. Quite a bit	36%
	4. Very much	27%	4. Very much	31%
	Total	100%	Total	100%
	Mean	2.42	Mean	2.92
<hr/>				
e. Using computing and information technology	1. Very little	19%	1. Very little	4%
	2. Some	33%	2. Some	18%
	3. Quite a bit	29%	3. Quite a bit	34%
	4. Very much	19%	4. Very much	44%
	Total	100%	Total	100%
	Mean	2.48	Mean	3.18
<hr/>				
f. Working effectively with others	1. Very little	15%	1. Very little	5%
	2. Some	32%	2. Some	22%
	3. Quite a bit	29%	3. Quite a bit	37%
	4. Very much	24%	4. Very much	36%
	Total	100%	Total	100%
	Mean	2.62	Mean	3.04
<hr/>				
g. Learning effectively on their own	1. Very little	1%	1. Very little	5%
	2. Some	9%	2. Some	21%
	3. Quite a bit	60%	3. Quite a bit	39%
	4. Very much	30%	4. Very much	35%
	Total	100%	Total	100%
	Mean	3.19	Mean	3.04
<hr/>				
h. Understanding themselves	1. Very little	28%	1. Very little	12%
	2. Some	32%	2. Some	27%
	3. Quite a bit	20%	3. Quite a bit	33%

	FSSE Response Options	FSSE Percent	NSSE Response Options	NSSE Percent
	4. Very much	20%	4. Very much	28%
	Total	100%	Total	100%
	Mean	2.32	Mean	2.77
<hr/>				
i. Understanding people of other racial and ethnic backgrounds	1. Very little	44%	1. Very little	16%
	2. Some	22%	2. Some	34%
	3. Quite a bit	19%	3. Quite a bit	30%
	4. Very much	15%	4. Very much	20%
	Total	100%	Total	100%
	Mean	2.05	Mean	2.54
<hr/>				
j. Solving complex real-world problems	1. Very little	6%	1. Very little	12%
	2. Some	22%	2. Some	32%
	3. Quite a bit	37%	3. Quite a bit	33%
	4. Very much	35%	4. Very much	23%
	Total	100%	Total	100%
	Mean	3.01	Mean	2.67
<hr/>				
k. Developing a personal code of values and ethics	1. Very little	25%	1. Very little	18%
	2. Some	37%	2. Some	30%
	3. Quite a bit	24%	3. Quite a bit	28%
	4. Very much	14%	4. Very much	24%
	Total	100%	Total	100%
	Mean	2.27	Mean	2.58
<hr/>				
l. Developing a deepened sense of spirituality	1. Very little	80%	1. Very little	55%
	2. Some	14%	2. Some	21%
	3. Quite a bit	4%	3. Quite a bit	11%
	4. Very much	2%	4. Very much	13%
	Total	100%	Total	100%
	Mean	1.28	Mean	1.82
<hr/>				
m. Acquiring a broad general education	1. Very little	21%	1. Very little	2%
	2. Some	30%	2. Some	15%
	3. Quite a bit	31%	3. Quite a bit	39%
	4. Very much	18%	4. Very much	44%
	Total	100%	Total	100%
	Mean	2.46	Mean	3.25
<hr/>				

	FSSE		NSSE	
	FSSE Response Options	Percent	NSSE Response Options	Percent
n. Acquiring job or work-related knowledge and skills				
1. Very little		9%	1. Very little	8%
2. Some		17%	2. Some	24%
3. Quite a bit		29%	3. Quite a bit	33%
4. Very much		45%	4. Very much	35%
Total		100%	Total	100%
Mean		3.1	Mean	2.95

B. Responses to Other FSSE Questions

Many FSSE questions do not have NSSE counterparts. A complete list of USU faculty responses to FSSE questions is found in Appendix IV. No peer university comparison data were provided by FSSE administrators. Interesting results from Appendix IV include:

1. Fifty-six percent of respondents report that they average four hours a week or less grading papers and exams, while 15% report nine or more hours.
2. Thirty percent say they spend 17 or more hours on research and scholarly activities each week, with 20% saying four or less hours.
3. Thirty-eight percent of faculty indicate that less than one fourth of their students frequently ask questions or contribute to class discussions.
4. Over 70% believe half of their students frequently come to class without completing readings or assignments.
5. The majority of professors assign only one book or book length reading for their courses.
6. More than half the respondents assigned no papers of more than 10 pages and nearly half assigned no 5-10 page papers.
7. Sixty-one percent of faculty expected their students to spend at least five hours/week preparing for class, but only 19% believe that their students actually spend that much time.
8. Lecturing takes up at least half of class time for more than 40% of the responding faculty.

IV. SUMMARY AND CONCLUSIONS

NSSE AND FSSE are long surveys which generate a large amount of data on student and faculty activities and perceptions. As such, it is difficult to formulate succinct conclusions from the information. However, it is possible to make some general observations.

USU's benchmark scores fall below the averages for other doctoral-extensive universities at both the freshman and the senior levels in four of the five categories proposed by NSSE. But, in scrutinizing the individual questions used to compute these benchmark scores, the specific deficiencies in the educational experiences that cause USU to be below average are difficult to identify for some of the five benchmark categories. Although means for some items in a category may be significantly below those of the comparison group, some are significantly above and, for many, the differences are not statistically significant. One explanation for this apparent anomaly is that the numeric spread in benchmark scores among the doctoral extensive peer group is not very great. The benchmark scores are scaled from 0-100, but standard deviations for the five categories range from 2.4 to 4.8. Consequently, even though USU is categorized by NSSE in the lower end of the distribution, the educational experiences and perceptions of USU students may not be much different from those at peer schools.

Peer comparisons are important, but it is also helpful to look directly at what USU students perceive and do. Following are NSSE results that pertain to USU seniors:

1. About two-thirds often or very often asked questions in class or contributed to class discussions.
2. Twelve percent never made a class presentation.

3. Thirty-six percent often or very often came to class without completing readings or assignments.
4. About half had participated in a community-based project as part of a regular course.
5. About half said they often or very often received prompt feedback on academic performance from faculty.
6. Nearly 20% had never had a serious conversation with a student of race or ethnicity different from their own.
7. Over 60% felt that quite a bit or very much of their coursework emphasized memorization, but nearly 80% reported that quite a bit or very much of their coursework involved applying ideas to practical problems.
8. During their last year, 57% did not write a paper or report of 20 pages or more and 33% had written four or less papers or reports of fewer than five pages.
9. Nearly 60% often or very often exercised or participated in physical fitness activities during the year.
10. Forty-five% had taken foreign language coursework.
11. Less than 10% rated faculty as unavailable, unhelpful, or unsympathetic.
12. In a typical week, 45% spend ten or less hours preparing for class.
13. About two-thirds report that their USU experience contributed quite a bit or very much to their ability write clearly and effectively and 55% made the same assessment about clear and effective speaking.
14. 50% of seniors rate the quality of their educational experience at USU as good and 35% rate it as excellent.
15. 40% say that if they could start over again they would probably attend USU and 45% say they would definitely attend USU.

By participating in both NSSE and FSSE, it is possible to compare faculty versus student responses. Table VII provides the information for 33 comparable questions. For many of the items, faculty and students answered differently. In several cases, activities that a high proportion of faculty thought it important for students to do were actually engaged in by only a small fraction of the student respondents. There were also differences in how students and faculty perceived their courses. For example, students think that much of their coursework involved memorization, while faculty are more likely to see their courses as involving higher level cognitive skills. Seventy percent of faculty estimate that half their students frequently come to class without completing readings or assignments, but only about one-third of students admit to this transgression.

NSSE and FSSE are widely-used surveys that provide a broad range of information on student and faculty perceptions and activities. By carefully evaluating responses to the survey items, important insights can be gained about the nature of the educational experience the university is providing for undergraduate students. The disadvantage of NSSE and FSSE is that they provide such a large amount of data that it may be difficult to distill from the information specific recommendations for change. An objective of this report has been to focus on a subset of the responses, particularly in comparison to what is occurring at comparable universities. Hopefully, university policy makers will consider the findings and use them as a basis for improving undergraduate education at USU.

APPENDIX I: 2004 NSSE SURVEY INSTRUMENT

The College Student Report 2004

National Survey of Student Engagement

1 In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples: or

	Very often ▼	Often ▼	Some- times ▼	Never ▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt feedback from faculty on your academic performance (written or oral)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often ▼	Often ▼	Some- times ▼	Never ▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 During the current school year, how much has your coursework emphasized the following mental activities?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.

Very little Very much

▼ ▼

1 2 3 4 5 6 7

4 During the current school year, about how much reading and writing have you done?

	None	Between 1 and 4	Between 5 and 10	Between 11 and 20	More than 20
a. Number of assigned textbooks, books, or book-length packs of course readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of written papers or reports of 20 pages or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of written papers or reports between 5 and 19 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Number of written papers or reports of fewer than 5 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 In a typical week, how many homework problem sets do you complete?

	None	1-2	3-4	5-6	More than 6
	▼	▼	▼	▼	▼
a. Number of problem sets that take you more than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of problem sets that take you less than an hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
a. Attended an art exhibit, gallery, play, dance, or other theater performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Exercised or participated in physical fitness activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7 Which of the following have you done or do you plan to do before you graduate from your institution?

	Done	Plan to do	Do not plan to do	Have not decided
	▼	▼	▼	▼
a. Practicum, internship, field experience, co-op experience, or clinical assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work on a research project with a faculty member outside of course or program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Foreign language coursework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Independent study or self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8 Mark the box that best represents the quality of your relationships with people at your institution.

Relationships with:		
a. Other Students	b. Faculty Members	c. Administrative Personnel and Offices
Friendly, Supportive, Sense of Belonging	Available, Helpful, Sympathetic	Helpful, Considerate, Flexible
▼	▼	▼
7 <input type="checkbox"/>	7 <input type="checkbox"/>	7 <input type="checkbox"/>
6 <input type="checkbox"/>	6 <input type="checkbox"/>	6 <input type="checkbox"/>
5 <input type="checkbox"/>	5 <input type="checkbox"/>	5 <input type="checkbox"/>
4 <input type="checkbox"/>	4 <input type="checkbox"/>	4 <input type="checkbox"/>
3 <input type="checkbox"/>	3 <input type="checkbox"/>	3 <input type="checkbox"/>
2 <input type="checkbox"/>	2 <input type="checkbox"/>	2 <input type="checkbox"/>
1 <input type="checkbox"/>	1 <input type="checkbox"/>	1 <input type="checkbox"/>
▲	▲	▲
Unfriendly, Unsupportive, Sense of Alienation	Unavailable, Unhelpful, Unsympathetic	Unhelpful, Inconsiderate, Rigid

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

# of hours per week	More than 30						
	26-30	21-25	16-20	11-15	6-10	1-5	0
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working for pay on campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working for pay off campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Relaxing and socializing (watching TV, partying, exercising, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Providing care for dependents living with you (parents, children, spouse, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Commuting to class (driving, walking, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12 Overall, how would you evaluate the quality of academic advising you have received at your institution?

- Excellent
- Good
- Fair
- Poor

13 How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor

14 If you could start over again, would you go to the same institution you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

15 Write in your year of birth:

16 Your sex
 Male Female

17 Are you an international student or foreign national?
 Yes No

18 Are you of Hispanic, Latino, or Spanish origin?
 Yes No

19 What is your racial or ethnic identification?
(Mark all that apply.)

- American Indian or other Native American
- Asian American or Pacific Islander
- Black or African American
- White
- Other, specify:

20 What is your current classification in college?

- Freshman/first-year Senior
- Sophomore Unclassified
- Junior

21 Did you begin college at your current institution or elsewhere?
 Started here Started elsewhere

22 Since high school, which of the following types of schools have you attended other than the one you are attending now?
(Mark all that apply.)

- Vocational or technical school
- Community or junior college
- 4-year college other than this one
- None
- Other, specify:

23 Thinking about this current academic term, how would you characterize your enrollment?

- Full-time Less than full-time

24 Are you a member of a social fraternity or sorority?

- Yes No

25 Are you a student-athlete on a team sponsored by your institution's athletics department?

- Yes No (go to question 26)

↓
On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

26 What have most of your grades been up to now at this institution?

- A B C
- A- B- C- or lower
- B+ C+

27 Which of the following best describes where you are living now while attending college?

- Dormitory or other campus housing (not fraternity/sorority house)
- Residence (house, apartment, etc.) within walking distance of the institution
- Residence (house, apartment, etc.) within driving distance
- Fraternity or sorority house

28 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father Mother

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Did not finish high school |
| <input type="checkbox"/> | <input type="checkbox"/> | Graduated from high school |
| <input type="checkbox"/> | <input type="checkbox"/> | Attended college but did not complete degree |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed an associate's degree (A.A., A.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a bachelor's degree (B.A., B.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a master's degree (M.A., M.S., etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | Completed a doctoral degree (Ph.D., J.D., M.D., etc.) |

29 Please print your primary major or your expected primary major.

30 If applicable, please print your second major or your expected second major (not minor, concentration, etc.).

THANKS FOR SHARING YOUR VIEWS!

After completing *The Report*, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.iub.edu/nsse. Copyright © 2003 Indiana University.

APPENDIX II: 2004 FSSE SURVEY INSTRUMENT

Faculty Survey of Student Engagement 2004

Mark your answers in the boxes. Examples: or

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

	Very Important ▼	Important ▼	Somewhat Important ▼	Not Important ▼
a. Practicum, internship, field experience, co-op experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Work on a research project with you outside of course program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Study a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Study abroad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Independent study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Self-designed major	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Culminating senior experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 Select the box that you believe best represents the quality of student relationships with *other students*.

Unfriendly, Unsupportive, Sense of Alienation ▼				Friendly, Supportive, Sense of Belonging ▼			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	

3 Select the box that you believe best represents the quality of student relationships with *faculty members*.

Unavailable, Unhelpful, Unsympathetic ▼				Available, Helpful, Sympathetic ▼			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	

4 Select the box that you believe best represents the quality of student relationships with *administrative personnel*.

Unhelpful, Inconsiderate, Rigid ▼				Helpful, Considerate, Flexible ▼			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5	6	7	

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Requiring students to spend significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing students the support they need to help them succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Very much
▼

Quite a bit
▼

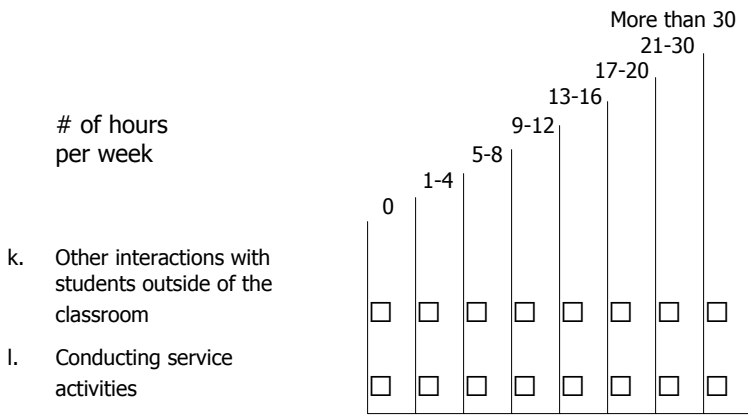
Some
▼

Very little
▼

c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing students the support they need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Encouraging students to use computers in their academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

# of hours per week	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30
a. Teaching undergraduate students in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Grading papers and exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Giving other forms of written and oral feedback to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Preparing for class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Reflecting on ways to improve my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Research and scholarly activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Working with undergraduates on research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Advising undergraduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Supervising internships or other field experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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

7 Level of students in your selected course section:

- Lower division (mostly 1st year students and sophomores)
- Upper division (mostly juniors and seniors)
- Other (Please describe)

8 Is your selected course a distance education course (correspondence course, Internet course, telecourse, etc.)?

- Yes
- No

9 How many students are enrolled in your selected course section?

- Fewer than 10
- 10 to 19
- 20 to 29
- 30 to 49
- 50 to 74
- 75 to 99
- 100 to 149
- 150 to 199
- 200 or more

10 Prior to this semester, how many times have you taught your selected course?

- None
- 1 to 3
- 4 to 6
- 7 to 9
- 10 to 15
- 16 to 20
- More than 20

11 What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)

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

	None	1-24%	25-49%	50-74%	75% or higher
a. Frequently ask questions in class or contribute to class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Frequently come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Frequently work harder than they usually do to meet your standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Occasionally use e-mail to communicate with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Occasionally discuss grades or assignments with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	None	1-24%	25-49%	50-74%	75% or higher
f. At least once, talk about career plans with you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. At least once, discuss ideas from readings or classes with you outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very often	Often	Sometimes	Never
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a community-based project as part of your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Receive prompt feedback (written or oral) from you on their academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Have serious conversations in your course with students of a different race or ethnicity than their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14 In your selected course section, about how much reading and writing do your students do?

	None	1	2-3	4-6	More than 6
a. Number of assigned textbooks, books, and/or book length packs of course readings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of written papers or reports of more than 10 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of written papers or reports between 5 and 10 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of written papers or reports of fewer than 5 pages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	None	1-2	3-4	5-6	More Than 6
a. Number of problem sets that take your students more than one hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Number of problem sets that take your students less than one hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

# of hours per week	0	1-2	3-4	5-6	7-8	9-10	11-12	More than 12
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, rehearsing, and other activities related to your course)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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, rehearsing, and other activities related to your course)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17 In your *selected course section*, how *important* to you is it that your students:

	Very Important	Im- portant	Somewhat Important	Not Im- portant
a. Prepare two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Work on a paper or project that requires integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Work with classmates outside of class to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Tutor or teach other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Percent of class time	0	1-9	10-19	20-29	30-39	40-49	50-74	75 or more
a. Lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Teacher-led discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Teacher-student shared responsibility (seminar, discussion, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Student computer use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Small group activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Student presentations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. In-class writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Testing and evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Performances in applied and fine arts (e.g., dance drama, music)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Experiential (labs, field work, art exhibits)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19 Select the box 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?

Very little	Very much
<input type="checkbox"/>	<input type="checkbox"/>
1	7

20 In your *selected course section*, how much emphasis do you place on engaging students in each of these cognitive activities?

	Very Much	Quite a bit	Some	Very Little
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
a. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Learning effectively on their own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Understanding themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22 During this term, does your institution consider you to be employed part-time or full-time?

- Part-time
 Full-time

23 Write in the total number of courses (undergraduate, graduate) you have taught or are scheduled to teach during the *current* academic year:

24 Which of the following best describes your academic rank, title, or current position? (Mark only one)

- Professor
 Associate Professor
 Assistant Professor
 Instructor
 Lecturer
 Graduate Teaching Assistant
 Other: Specify

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

26 What is your current tenure status? (Mark only one)

- Tenured
 On tenure track but not tenured
 Not on tenure track, although this institution has a tenure system
 No tenure system at this institution

27 Write in the year that you began teaching at any college/university:

28 What is the highest degree you have earned?

- First professional degree (e.g., M.D., D.D.S., J. D., D.V.M.)
 Doctoral Degree (e.g., Ph.D., Ed. D.)
 Master's Degree
 Bachelor's Degree
 Associate's Degree
 Other (write here):

29 Write in the year of your birth:

30 Your sex: Male Female

31 What is your citizenship status?

- United States citizen, native
 United States citizen, naturalized
 Permanent resident of the United States (immigrant visa)
 Temporary resident of the United States (non-immigrant visa)

32 Are you of Hispanic, Latino, or Spanish origin?

- Yes No

33 What is your racial or ethnic identification? (Mark all that apply)

- American Indian or Native American
 Asian American or Pacific Islander
 Black or African American
 White
 Other: Specify

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

	Very Important ▼	Im- portant ▼	Somewhat Important ▼	Not Im- portant ▼
a. Express an opinion about a political or community issue in a public forum (e.g., send a letter or e-mail to the media, contact a government official, make a speech, sign a petition)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Use media sources (e.g., newspaper, radio, television, Internet) to stay informed about local political or community issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Participate in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Attend a rally, vigil, or protest about an issue that is important to them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Lead meetings or activities for a local community organization or religious group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU FOR SHARING YOUR VIEWS!

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APPENDIX III: NSSE FREQUENCY DISTRIBUTIONS (USU vs. 42 Doctoral Extensive)

		1st Year		Seniors	
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions
<i>Response Options</i>					
1. During the current school year, about how often have you done each of the following?					
a.	Asked questions in class or contributed to class discussions	Never 11%	5%	4%	3%
		Sometimes 54%	45%	32%	34%
		Often 24%	32%	31%	31%
		Very often 11%	18%	33%	32%
	Total	100%	100%	100%	100%
b.	Made a class presentation	Never 37%	23%	12%	8%
		Sometimes 53%	55%	42%	41%
		Often 8%	17%	34%	32%
		Very often 2%	4%	13%	19%
	Total	100%	100%	100%	100%
c.	Prepared two or more drafts of a paper or assignment before turning it in	Never 18%	16%	13%	21%
		Sometimes 40%	30%	41%	38%
		Often 31%	31%	31%	25%
		Very often 10%	23%	16%	16%
	Total	100%	100%	100%	100%
d.	Worked on a paper or project that required integrating ideas or information from various sources	Never 6%	4%	1%	2%
		Sometimes 35%	27%	18%	16%
		Often 40%	43%	44%	39%
		Very often 19%	27%	38%	43%
	Total	100%	100%	100%	100%
e.	Included diverse perspectives (by race, religion, gender, political) in class discussions or assignments	Never 9%	9%	13%	12%
		Sometimes 36%	36%	37%	34%
		Often 35%	35%	30%	31%
		Very often 20%	20%	21%	23%
	Total	100%	100%	100%	100%
f.	Came to class without completing readings or assignments	Never 10%	17%	9%	15%
		Sometimes 54%	61%	55%	56%
		Often 26%	17%	27%	20%
		Very often 10%	6%	9%	9%
	Total	100%	100%	100%	100%
g.	Worked with other students on projects during class	Never 21%	15%	13%	15%
		Sometimes 49%	48%	46%	46%
		Often 24%	29%	29%	27%
		Very often 6%	7%	13%	12%
	Total	100%	100%	100%	100%
h.	Worked with classmates outside of class to prepare class assignments	Never 14%	14%	3%	8%
		Sometimes 50%	47%	30%	33%
		Often 26%	29%	38%	33%
		Very often 10%	10%	29%	26%
	Total	100%	100%	100%	100%
i.	Put together ideas or concepts from different courses when completing assignments or class discussions	Never 10%	10%	4%	4%
		Sometimes 46%	46%	31%	31%
		Often 33%	33%	40%	42%
		Very often 11%	11%	25%	24%

		1st Year		Seniors		
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions	
<i>Response Options</i>						
	Total	100%	100%	100%	100%	
j.	Tutored or taught other students (paid or voluntary)	Never	47%	51%	33%	43%
		Sometimes	36%	35%	41%	36%
		Often	12%	10%	15%	12%
		Very often	6%	4%	11%	9%
	Total	100%	100%	100%	100%	
k.	Participated in a community-based project as part of a regular course	Never	49%	67%	52%	61%
		Sometimes	35%	22%	29%	26%
		Often	11%	7%	13%	8%
		Very often	5%	4%	7%	5%
	Total	100%	100%	100%	100%	
l.	Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	Never	17%	16%	17%	14%
		Sometimes	32%	29%	31%	26%
		Often	27%	27%	27%	27%
		Very often	24%	28%	25%	33%
	Total	100%	100%	100%	100%	
m.	Used e-mail to communicate with an instructor	Never	4%	3%	2%	1%
		Sometimes	35%	27%	23%	18%
		Often	35%	36%	39%	33%
		Very often	26%	34%	36%	48%
	Total	100%	100%	100%	100%	
n.	Discussed grades or assignments with an instructor	Never	16%	10%	3%	5%
		Sometimes	51%	45%	40%	39%
		Often	24%	31%	35%	33%
		Very often	9%	15%	22%	23%
	Total	100%	100%	100%	100%	
o.	Talked about career plans with a faculty member or advisor	Never	29%	26%	17%	21%
		Sometimes	49%	49%	44%	43%
		Often	16%	18%	26%	23%
		Very often	6%	7%	12%	14%
	Total	100%	100%	100%	100%	
p.	Discussed ideas from your readings or classes with faculty members outside of class	Never	57%	46%	33%	32%
		Sometimes	35%	41%	47%	47%
		Often	7%	10%	15%	15%
		Very often	2%	3%	5%	6%
	Total	100%	100%	100%	100%	
q.	Received prompt feedback from faculty on your academic performance (written or oral)	Never	11%	8%	10%	6%
		Sometimes	42%	40%	38%	33%
		Often	38%	39%	38%	45%
		Very often	9%	13%	14%	16%
	Total	100%	100%	100%	100%	
r.	Worked harder than you thought you could to meet an instructor's standards or expectations	Never	14%	10%	6%	9%
		Sometimes	46%	41%	44%	38%
		Often	31%	36%	32%	36%
		Very often	10%	13%	17%	17%
	Total	100%	100%	100%	100%	
s.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	Never	70%	69%	51%	53%
		Sometimes	23%	21%	29%	29%
		Often	5%	7%	14%	11%

		1st Year		Seniors	
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions
<i>Response Options</i>					
	Very often	3%	3%	5%	7%
	Total	100%	100%	100%	100%
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	Never	6%	7%	3%
		Sometimes	30%	35%	29%
		Often	40%	35%	39%
		Very often	24%	22%	29%
	Total	100%	100%	100%	100%
u.	Had serious conversations with students of a different race or ethnicity than your own	Never	22%	15%	18%
		Sometimes	43%	34%	44%
		Often	19%	25%	20%
		Very often	17%	26%	17%
	Total	100%	100%	100%	100%
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	Never	10%	11%	11%
		Sometimes	36%	30%	40%
		Often	28%	29%	27%
		Very often	25%	30%	21%
	Total	100%	100%	100%	100%
2. During the current school year, how much has your coursework emphasized the following activities?					
a.	Coursework emphasizes: Memorizing facts, ideas or methods from your courses and readings	Often	5%	4%	8%
		Some	23%	24%	30%
		Quite a bit	40%	41%	39%
		Very much	32%	31%	24%
	Total	100%	100%	100%	100%
b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	Often	4%	2%	1%
		Some	21%	18%	14%
		Quite a bit	47%	45%	45%
		Very much	29%	35%	39%
	Total	100%	100%	100%	100%
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	Very little	7%	5%	4%
		Some	40%	30%	29%
		Quite a bit	36%	41%	43%
		Very much	16%	24%	24%
	Total	100%	100%	100%	100%
d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	Very little	12%	7%	7%
		Some	34%	32%	30%
		Quite a bit	37%	39%	41%
		Very much	17%	22%	22%
	Total	100%	100%	100%	100%
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	Very little	7%	4%	4%
		Some	26%	23%	17%
		Quite a bit	40%	39%	38%
		Very much	28%	34%	41%
	Total	100%	100%	100%	100%
3	To what extent have your examinations during the current school year challenged you to do your best work?	Very little	1%	0%	1%
		2	2%	1%	1%
		3	3%	2%	5%
		4	10%	10%	8%
		5	29%	30%	35%

		1st Year		Seniors		
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions	
<i>Response Options</i>						
4. During the current school year, how much reading and writing have you done?	6	36%	38%	34%	34%	
	Very much	19%	18%	16%	16%	
	Total	100%	100%	100%	100%	
	a. Number of assigned textbooks, books, or book-length packs of course readings	None	2%	1%	0%	2%
		Between 1-4	24%	18%	28%	24%
		Between 5-10	43%	38%	40%	36%
		Between 11-20	23%	28%	19%	24%
		More than 20	8%	15%	13%	14%
		Total	100%	100%	100%	100%
	b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	None	16%	28%	20%	21%
	Between 1-4	61%	54%	60%	53%	
	Between 5-10	13%	12%	15%	16%	
	Between 11-20	6%	4%	4%	5%	
	More than 20	4%	2%	1%	4%	
	Total	100%	100%	100%	100%	
c. Number of written papers or reports of 20 pages or more	None	92%	85%	57%	54%	
	Between 1-4	6%	11%	38%	38%	
	Between 5-10	1%	2%	4%	6%	
	Between 11-20	0%	1%	1%	1%	
	More than 20	1%	1%	0%	1%	
	Total	100%	100%	100%	100%	
d. Number of written papers or reports between 5 and 19 pages	None	27%	15%	13%	11%	
	Between 1-4	59%	48%	54%	42%	
	Between 5-10	12%	28%	23%	31%	
	Between 11-20	2%	7%	7%	13%	
	More than 20	1%	2%	2%	3%	
	Total	100%	100%	100%	100%	
e. Number of written papers or reports of fewer than 5 pages	None	2%	3%	6%	7%	
	Between 1-4	25%	29%	27%	32%	
	Between 5-10	35%	33%	28%	28%	
	Between 11-20	26%	22%	20%	20%	
	More than 20	12%	12%	19%	13%	
	Total	100%	100%	100%	100%	
5. In a typical week, how many homework problem sets do you complete?						
a. Number of problem sets that take you more than an hour to complete	None	18%	14%	17%	23%	
	1-2	39%	39%	30%	32%	
	3-4	26%	31%	29%	28%	
	5-6	10%	9%	10%	9%	
	More than 6	7%	8%	14%	8%	
	Total	100%	100%	100%	100%	
b. Number of problem sets that take you less than an hour to complete	None	12%	15%	28%	33%	
	1-2	43%	37%	37%	36%	
	3-4	27%	27%	20%	18%	
	5-6	9%	11%	6%	7%	
	More than 6	9%	10%	8%	6%	
	Total	100%	100%	100%	100%	
6. During the current school year, about how often						

		1st Year		Seniors		
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions	
<i>Response Options</i>						
have you done each of the following?						
a.	Attended an art exhibit, gallery, play, dance, or other theatre performance	Never	13%	28%	29%	33%
		Sometimes	32%	48%	45%	45%
		Often	32%	16%	16%	14%
		Very often	23%	8%	9%	8%
		Total	100%	100%	100%	100%
6b.	Exercised or participated in physical fitness activities	Never	8%	13%	11%	17%
		Sometimes	29%	28%	30%	29%
		Often	23%	25%	31%	24%
		Very often	40%	34%	28%	30%
		Total	100%	100%	100%	100%
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	Never	7%	41%	11%	41%
		Sometimes	9%	25%	11%	26%
		Often	16%	14%	13%	13%
		Very often	68%	21%	65%	21%
		Total	100%	100%	100%	100%
7. Which of the following have you done or do you plan on doing before you graduate?						
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	Have not decided	20%	13%	7%	8%
		Do not plan to do	3%	4%	10%	18%
		Plan to do	72%	78%	28%	23%
		Done	4%	5%	55%	51%
		Total	100%	100%	100%	100%
b.	Community service or volunteer work	Have not decided	14%	16%	11%	10%
		Do not plan to do	5%	7%	12%	19%
		Plan to do	42%	43%	15%	12%
		Done	39%	34%	62%	58%
		Total	100%	100%	100%	100%
c.	Participate in a learning community or formal program where groups take 2+ classes together	Have not decided	48%	35%	16%	13%
		Do not plan to do	28%	34%	57%	61%
		Plan to do	17%	17%	5%	5%
		Done	7%	14%	22%	21%
		Total	100%	100%	100%	100%
d.	Worked on a research project with a faculty member outside of course or program requirements	Have not decided	42%	43%	15%	15%
		Do not plan to do	21%	25%	52%	54%
		Plan to do	32%	30%	14%	11%
		Done	5%	3%	19%	20%
		Total	100%	100%	100%	100%
e.	Foreign language coursework	Have not decided	30%	19%	9%	7%
		Do not plan to do	24%	26%	40%	40%
		Plan to do	35%	29%	6%	6%
		Done	11%	26%	45%	47%
		Total	100%	100%	100%	100%
f.	Study abroad	Have not decided	32%	29%	11%	9%
		Do not plan to do	39%	26%	76%	69%
		Plan to do	29%	44%	5%	7%
		Done	0%	1%	9%	15%
		Total	100%	100%	100%	100%

		1st Year		Seniors				
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions			
		<i>Response Options</i>						
g.	Independent study or self-designed major	Have not decided	31%	33%	8%	8%		
		Do not plan to do	57%	52%	64%	66%		
		Plan to do	9%	13%	7%	7%		
		Done	3%	2%	22%	18%		
		Total	100%	100%	100%	100%		
h.	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Have not decided	48%	45%	14%	11%		
		Do not plan to do	12%	15%	37%	38%		
		Plan to do	40%	39%	30%	26%		
		Done	0%	1%	19%	25%		
		Total	100%	100%	100%	100%		
8. Which statement best represents the quality of your relationships with others?								
a.	Quality of relationships with other students	1 Unfriendly, Unsupportive, Sense of Alienation	1%	1%	1%	1%		
		2	2%	2%	1%	2%		
		3	4%	4%	5%	4%		
		4	9%	9%	11%	9%		
		5	24%	21%	20%	21%		
		6	31%	33%	34%	32%		
		7 Friendly, Supportive, Sense of Belonging	29%	30%	28%	30%		
		Total	100%	100%	100%	100%		
		b.	Quality of relationships with faculty members	1 Unavailable, Unhelpful, Unsympathetic	2%	0%	1%	1%
				2	2%	2%	3%	2%
3	7%			5%	4%	5%		
4	12%			15%	16%	12%		
5	31%			30%	27%	26%		
6	32%			32%	34%	34%		
7 Available, Helpful, Sympathetic	14%			15%	15%	19%		
Total	100%			100%	100%	100%		
c.	Quality of relationships with administrative personnel and offices	1 Unhelpful, Inconsiderate, Rigid	2%	3%	3%	6%		
		2	3%	5%	8%	8%		
		3	7%	9%	10%	12%		
		4	19%	19%	23%	18%		
		5	31%	26%	28%	24%		
		6	27%	26%	19%	20%		
		7 Helpful, Considerate, Flexible	11%	13%	9%	12%		
		Total	100%	100%	100%	100%		
9. About how many hours do you spend in a typical seven-day week doing each of the following?								
a.	Preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)	0 hr/wk	0%	0%	0%	0%		
		1-5 hr/wk	23%	18%	19%	19%		
		6-10 hr/wk	28%	25%	26%	25%		
		11-15 hr/wk	22%	21%	15%	19%		
		16-20 hr/wk	14%	16%	15%	15%		
		21-25 hr/wk	6%	10%	9%	9%		

		1st Year		Seniors	
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions
<i>Response Options</i>					
b. Working for pay on campus	26-30 hr/wk	3%	5%	7%	6%
	30+ hr/wk	4%	5%	9%	7%
	Total	100%	100%	100%	100%
	0 hr/wk	83%	80%	68%	68%
	1-5 hr/wk	3%	3%	4%	4%
	6-10 hr/wk	4%	7%	7%	7%
	11-15 hr/wk	5%	6%	8%	7%
	16-20 hr/wk	4%	3%	8%	9%
	21-25 hr/wk	0%	1%	3%	2%
	26-30 hr/wk	0%	0%	1%	1%
30+ hr/wk	0%	0%	1%	2%	
Total	100%	100%	100%	100%	
c. Working for pay off campus	0 hr/wk	59%	73%	38%	49%
	1-5 hr/wk	6%	5%	6%	5%
	6-10 hr/wk	5%	5%	7%	7%
	11-15 hr/wk	7%	4%	7%	7%
	16-20 hr/wk	10%	5%	13%	10%
	21-25 hr/wk	5%	4%	9%	8%
	26-30 hr/wk	4%	2%	7%	5%
	30+ hr/wk	4%	3%	12%	11%
	Total	100%	100%	100%	100%
	d. Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	0 hr/wk	44%	38%	42%
1-5 hr/wk		40%	34%	39%	32%
6-10 hr/wk		8%	14%	11%	11%
11-15 hr/wk		5%	6%	5%	6%
16-20 hr/wk		2%	4%	1%	3%
21-25 hr/wk		0%	2%	1%	2%
26-30 hr/wk		1%	1%	0%	1%
30+ hr/wk		0%	1%	1%	1%
Total		100%	100%	100%	100%
e. Relaxing and socializing (watching TV, partying, exercising, etc.)		0 hr/wk	0%	1%	2%
	1-5 hr/wk	22%	19%	34%	24%
	6-10 hr/wk	28%	26%	36%	31%
	11-15 hr/wk	19%	21%	15%	20%
	16-20 hr/wk	12%	14%	10%	12%
	21-25 hr/wk	8%	7%	2%	6%
	26-30 hr/wk	2%	4%	1%	2%
	30+ hr/wk	9%	7%	0%	4%
	Total	100%	100%	100%	100%
	f. Providing care for dependents living with you (parents, children, spouse, etc.)	0 hr/wk	79%	85%	48%
1-5 hr/wk		13%	8%	18%	10%
6-10 hr/wk		4%	3%	10%	5%
11-15 hr/wk		1%	1%	5%	3%
16-20 hr/wk		1%	1%	5%	2%
21-25 hr/wk		0%	1%	1%	1%
26-30 hr/wk		0%	0%	2%	1%
30+ hr/wk		1%	1%	10%	6%
Total		100%	100%	100%	100%
g. Commuting to class (driving, walking, etc.)		0 hr/wk	6%	8%	5%
	1-5 hr/wk	80%	71%	82%	70%

		1st Year		Seniors		
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions	
<i>Response Options</i>						
6-10 hr/wk		11%	14%	9%	17%	
11-15 hr/wk		1%	4%	3%	5%	
16-20 hr/wk		1%	1%	0%	1%	
21-25 hr/wk		0%	1%	0%	1%	
26-30 hr/wk		0%	0%	0%	0%	
30+ hr/wk		0%	1%	0%	1%	
Total		100%	100%	100%	100%	
10. To what extent does your institution emphasize each of the following?						
a.	Spending significant amounts of time studying and on academic work	Very little	1%	2%	1%	2%
		Some	21%	17%	18%	20%
		Quite a bit	50%	48%	48%	44%
		Very much	29%	34%	33%	34%
	Total		100%	100%	100%	100%
b.	Providing the support you need to help you succeed academically	Very little	3%	3%	6%	6%
		Some	23%	23%	35%	31%
		Quite a bit	48%	46%	43%	44%
		Very much	26%	27%	15%	19%
	Total		100%	100%	100%	100%
c.	Encouraging contact among students from different economic, social, racial/ethnic backgrounds	Very little	14%	15%	22%	23%
		Some	41%	35%	44%	38%
		Quite a bit	27%	31%	27%	25%
		Very much	19%	19%	7%	14%
	Total		100%	100%	100%	100%
d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	Very little	31%	32%	49%	47%
		Some	45%	41%	36%	37%
		Quite a bit	16%	19%	13%	12%
		Very much	8%	7%	1%	4%
	Total		100%	100%	100%	100%
e.	Providing the support you need to thrive socially	Very little	15%	19%	23%	31%
		Some	36%	40%	42%	42%
		Quite a bit	37%	29%	30%	20%
		Very much	12%	12%	5%	7%
	Total		100%	100%	100%	100%
f.	Attending campus events and activities (speakers, performances, athletics, etc.)	Very little	7%	8%	9%	14%
		Some	19%	28%	31%	35%
		Quite a bit	43%	40%	43%	35%
		Very much	32%	24%	17%	16%
	Total		100%	100%	100%	100%
g.	Using computers in academic work	Very little	1%	2%	1%	2%
		Some	11%	11%	6%	9%
		Quite a bit	36%	34%	32%	28%
		Very much	52%	53%	61%	62%
	Total		100%	100%	100%	100%
11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?						
a.	Acquiring a broad general education	Very little	2%	2%	3%	2%
		Some	14%	17%	21%	15%
		Quite a bit	46%	47%	47%	39%
		Very much	38%	34%	29%	43%

		1st Year		Seniors		
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions	
<i>Response Options</i>						
	Total	100%	100%	100%	100%	
b.	Acquiring job or work-related knowledge and skills	Very little	13%	12%	7%	8%
		Some	34%	33%	27%	24%
		Quite a bit	33%	34%	35%	33%
		Very much	20%	20%	31%	35%
	Total	100%	100%	100%	100%	
c.	Writing clearly and effectively	Very little	9%	7%	4%	5%
		Some	36%	27%	31%	25%
		Quite a bit	37%	41%	43%	39%
		Very much	19%	25%	22%	31%
	Total	100%	100%	100%	100%	
d.	Speaking clearly and effectively	Very little	15%	13%	9%	7%
		Some	44%	34%	36%	30%
		Quite a bit	29%	34%	37%	37%
		Very much	11%	19%	18%	26%
	Total	100%	100%	100%	100%	
e.	Thinking critically and analytically	Very little	4%	3%	2%	2%
		Some	20%	18%	15%	13%
		Quite a bit	46%	42%	45%	38%
		Very much	31%	37%	38%	47%
	Total	100%	100%	100%	100%	
f.	Analyzing quantitative problems	Very little	11%	9%	5%	6%
		Some	38%	33%	29%	27%
		Quite a bit	35%	38%	39%	36%
		Very much	16%	20%	27%	31%
	Total	100%	100%	100%	100%	
g.	Using computing and information technology	Very little	5%	7%	3%	4%
		Some	26%	26%	19%	18%
		Quite a bit	44%	37%	35%	34%
		Very much	24%	29%	42%	43%
	Total	100%	100%	100%	100%	
h.	Working effectively with others	Very little	5%	7%	2%	5%
		Some	37%	32%	23%	22%
		Quite a bit	41%	39%	41%	37%
		Very much	17%	22%	33%	36%
	Total	100%	100%	100%	100%	
i.	Voting in local, state, or national elections	Very little	47%	41%	44%	48%
		Some	32%	32%	38%	30%
		Quite a bit	14%	18%	15%	13%
		Very much	6%	10%	4%	8%
	Total	100%	100%	100%	100%	
j.	Learning effectively on your own	Very little	6%	5%	5%	5%
		Some	23%	24%	22%	21%
		Quite a bit	48%	42%	48%	40%
		Very much	23%	29%	25%	35%
	Total	100%	100%	100%	100%	
k.	Understanding yourself	Very little	12%	13%	10%	12%
		Some	26%	29%	33%	27%
		Quite a bit	36%	35%	36%	32%
		Very much	27%	24%	22%	28%

		1st Year		Seniors	
		USU	42 Doctoral Extensive Institutions	USU	42 Doctoral Extensive Institutions
<i>Response Options</i>					
	Total	100%	100%	100%	100%
i. Understanding people of other racial and ethnic backgrounds	Very little	16%	15%	16%	16%
	Some	38%	36%	40%	35%
	Quite a bit	29%	31%	31%	30%
	Very much	16%	18%	13%	20%
	Total	100%	100%	100%	100%
m. Solving complex real-world problems	Very little	11%	13%	9%	12%
	Some	39%	39%	37%	32%
	Quite a bit	36%	33%	35%	34%
	Very much	14%	15%	18%	23%
	Total	100%	100%	100%	100%
n. Developing a personal code of values and ethics	Very little	16%	18%	20%	18%
	Some	30%	32%	34%	30%
	Quite a bit	30%	30%	29%	28%
	Very much	24%	20%	17%	24%
	Total	100%	100%	100%	100%
o. Contributing to the welfare of your community	Very little	20%	24%	22%	25%
	Some	39%	37%	41%	35%
	Quite a bit	30%	26%	26%	24%
	Very much	11%	13%	12%	15%
	Total	100%	100%	100%	100%
p. Developing a deepened sense of spirituality	Very little	26%	43%	41%	54%
	Some	27%	26%	27%	21%
	Quite a bit	27%	16%	19%	11%
	Very much	21%	14%	14%	13%
	Total	100%	100%	100%	100%
12. Overall, how would you evaluate the quality of academic advising you have received at your institution?	Poor	6%	6%	12%	13%
	Fair	20%	20%	23%	24%
	Good	44%	47%	43%	39%
	Excellent	30%	27%	22%	24%
	Total	100%	100%	100%	100%
13. How would you evaluate your entire educational experience at this institution?	Poor	0%	2%	1%	2%
	Fair	11%	11%	14%	13%
	Good	48%	52%	50%	50%
	Excellent	40%	36%	35%	35%
	Total	100%	100%	100%	100%
14. If you could start over again, would you go to the same institution you are now attending?	Definitely no	2%	4%	2%	5%
	Probably no	8%	10%	13%	13%
	Probably yes	35%	39%	40%	40%
	Definitely yes	55%	47%	45%	42%
	Total	100%	100%	100%	100%

APPENDIX IV: FSSE FREQUENCY DISTRIBUTIONS

300 RESPONSES (Lower division + upper division)

FSSE Item	Response Options	Percent	
1. How important is it that undergraduates at your institution do the following?			
a. Practicum, internship, field experience, co-op experience	1: Not important	6%	
	2: Somewhat important	14%	
	3: Important	26%	
	4: Very important	54%	
	Total	100%	
	Mean		3.28
b. Community service or volunteer work	1: Not important	17%	
	2: Somewhat important	38%	
	3: Important	28%	
	4: Very important	17%	
	Total	100%	
	Mean		2.45
c. Participation in a learning community or some other formal program where groups of students take two or more classes together.	1: Not important	22%	
	2: Somewhat important	35%	
	3: Important	24%	
	4: Very important	19%	
	Total	100%	
	Mean		2.4
d. Work on a research project with you outside of course program requirements.	1: Not important	17%	
	2: Somewhat important	37%	
	3: Important	30%	
	4: Very important	16%	
	Total	100%	
	Mean		2.45
e. Study a foreign language	1: Not important	16%	
	2: Somewhat important	33%	
	3: Important	29%	
	4: Very important	22%	
	Total	100%	
	Mean		2.57
f. Study abroad	1: Not important	37%	
	2: Somewhat important	30%	
	3: Important	18%	
	4: Very important	15%	
	Total	100%	
	Mean		2.11

FSSE Item	Response Options	Percent	
g. Independent study	1: Not important	29%	
	2: Somewhat important	32%	
	3: Important	26%	
	4: Very important	13%	
	Total	100%	
	Mean		2.23
h. Self-designed major	1: Not important	45%	
	2: Somewhat important	38%	
	3: Important	14%	
	4: Very important	3%	
	Total	100%	
	Mean		1.75
i. Culminating senior experience	1: Not important	6%	
	2: Somewhat important	17%	
	3: Important	35%	
	4: Very important	42%	
	Total	100%	
	Mean		3.13
Select the box that you believe best represents the quality of student relationships.			
2. With other students	1: unfriendly, unsupportive, sense of alienation	0%	
	2	0%	
	3	4%	
	4	10%	
	5	31%	
	6	41%	
	7: Friendly, helpful, sense of belonging	13%	
	Total	99%	
	Mean		5.44
	3. With faculty members	1: unavailable, unhelpful, Unsympathetic	0%
2		1%	
3		5%	
4		17%	
5		30%	
6		36%	
7: available, helpful, sympathetic		10%	
Total		99%	
Mean		5.21	
4. With administrative personnel	1: unhelpful, inconsiderate,	2%	

FSSE Item	Response Options	Percent	
	rigid		
	2	9%	
	3	16%	
	4	30%	
	5	22%	
	6	16%	
	7: helpful, considerate, flexible	5%	
	Total	100%	
	Mean		4.29
<hr/>			
5. To what extent does your institution emphasize each of the following?			
a. Requiring students to spend significant amounts of time studying and on academic work.	1. Very little	7%	
	2. Some	29%	
	3. Quite a bit	40%	
	4. Very much	24%	
	Total	100%	
	Mean		2.81
<hr/>			
b. Providing students support they need to help them succeed academically.	1. Very little	3%	
	2. Some	23%	
	3. Quite a bit	54%	
	4. Very much	20%	
	Total	100%	
	Mean		2.91
<hr/>			
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1. Very little	32%	
	2. Some	44%	
	3. Quite a bit	17%	
	4. Very much	7%	
	Total	100%	
	Mean		1.99
<hr/>			
d. Helping students cope with their non-academic responsibilities (work, family, etc.).	1. Very little	21%	
	2. Some	47%	
	3. Quite a bit	24%	
	4. Very much	8%	
	Total	100%	
	Mean		2.19
<hr/>			
e. Providing students the support they need to thrive socially.	1. Very little	19%	
	2. Some	54%	
	3. Quite a bit	23%	
	4. Very much	4%	
	Total	100%	
	Mean		2.12
<hr/>			
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social	1. Very little	9%	

FSSE Item	Response Options	Percent	
fraternity or sorority, intercollegiate or intramural sports, etc.).	2. Some	51%	
	3. Quite a bit	32%	
	4. Very much	8%	
	Total	100%	
	Mean		2.39
g. Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.).	1. Very little	9%	
	2. Some	45%	
	3. Quite a bit	36%	
	4. Very much	9%	
	Total	99%	
	Mean		2.43
h. Encouraging students to use computers in their academic work.	1. Very little	1%	
	2. Some	6%	
	3. Quite a bit	34%	
	4. Very much	59%	
	Total	100%	
	Mean		3.51
6. About how much time do you spend in a typical 7-day week doing each of the following?			
a. Teaching undergraduate students in class	0	0%	
	1-4	29%	
	5-8	43%	
	9-12	18%	
	13-16	5%	
	17-20	3%	
	21-30	0%	
	More than 30	1%	
	Total	99%	
	Mean		7.0
b. Grading papers and exam.	0	2%	
	1-4	54%	
	5-8	29%	
	9-12	12%	
	13-16	3%	
	17-20	0%	
	21-30	0%	
	More than 30	0%	
	Total	100%	
	Mean		4.9
c. Giving other forms of written and oral feedback to students.	0	2%	
	1-4	63%	
	5-8	24%	
	9-12	7%	

FSSE Item	Response Options	Percent	
	13-16	3%	
	17-20	0%	
	21-30	0%	
	More than 30	0%	
	Total	99%	
	Mean		4.3
d. Preparing for class	0	0%	
	1-4	27%	
	5-8	37%	
	9-12	23%	
	13-16	9%	
	17-20	1%	
	21-30	2%	
	More than 30	0%	
	Total	99%	
	Mean		7.5
e. Reflecting on ways to improve my teaching	0	3%	
	1-4	72%	
	5-8	19%	
	9-12	5%	
	13-16	0%	
	17-20	0%	
	21-30	0%	
	More than 30	0%	
	Total	99%	
	Mean		3.6
f. Research and scholarly activities	0	3%	
	1-4	17%	
	5-8	18%	
	9-12	20%	
	13-16	12%	
	17-20	12%	
	21-30	10%	
	More than 30	8%	
	Total	100%	
	Mean		12.6
g. Working with undergraduates on research	0	35%	
	1-4	49%	
	5-8	11%	
	9-12	3%	
	13-16	1%	
	17-20	0%	
	21-30	0%	
	More than 30	0%	
	Total	99%	
	Mean		2.4

FSSE Item	Response Options	Percent	
h. Advising undergraduate students	0	23%	
	1-4	59%	
	5-8	12%	
	9-12	4%	
	13-16	1%	
	17-20	1%	
	21-30	0%	
	More than 30	0%	
	Total	100%	
	Mean		3.0
i. Supervising internships or other field experiences	0	48%	
	1-4	36%	
	5-8	9%	
	9-12	3%	
	13-16	2%	
	17-20	0%	
	21-30	2%	
	More than 30	0%	
	Total	100%	
	Mean		2.6
j. Working with students on activities other than course work (committees, organizations, student life activities, orientation intramurals, etc.)	0	40%	
	1-4	51%	
	5-8	3%	
	9-12	1%	
	13-16	0%	
	17-20	2%	
	21-30	0%	
	More than 30	0%	
	Total	97%	
	Mean		1.9
k. Other interactions with students outside the classroom	0	13%	
	1-4	69%	
	5-8	14%	
	9-12	3%	
	13-16	0%	
	17-20	1%	
	21-30	0%	
	More than 30	0%	
	Total	100%	
	Mean		3.1
l. Conducting service activities	0	28%	
	1-4	50%	
	5-8	16%	
	9-12	3%	
	13-16	2%	

FSSE Item	Response Options	Percent	
	17-20	1%	
	21-30	0%	
	More than 30	0%	
	Total	100%	
	Mean		3.1
<hr/>			
12. About what percentage of students in your selected course do the following?			
a. Frequently ask questions in class or contribute to class discussions.	None	1%	
	1-24%	37%	
	25-49%	28%	
	50-74%	21%	
	75% or higher	13%	
	Total	100%	
	Mean		40%
<hr/>			
b. Frequently come to class without completing readings or assignments.	None	8%	
	1-24%	52%	
	25-49%	21%	
	50-74%	13%	
	75% or higher	5%	
	Total	99%	
	Mean		27%
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c. Frequently work harder than they usually do to meet your standards.	None	2%	
	1-24%	35%	
	25-49%	30%	
	50-74%	22%	
	75% or higher	11%	
	Total	100%	
	Mean		39%
<hr/>			
d. Occasionally use e-mail to communicate with you.	None	2%	
	1-24%	42%	
	25-49%	27%	
	50-74%	15%	
	75% or higher	15%	
	Total	101%	
	Mean		46%
<hr/>			
e. Occasionally discuss grades or assignments with you.	None	1%	
	1-24%	47%	
	25-49%	28%	
	50-74%	15%	
	75% or higher	8%	

FSSE Item	Response Options		Percent	
	Total	Mean		
			99%	48%
f. At least once, talk about career plans with you.	None		6%	
	1-24%		58%	
	25-49%		19%	
	50-74%		9%	
	75% or higher		8%	
	Total		100%	
	Mean			42%
g. At least once, discuss ideas from readings or classes with you outside of class.	None		5%	
	1-24%		64%	
	25-49%		21%	
	50-74%		5%	
	75% or higher		6%	
	Total		101%	
	Mean			42%
13. How often do students in your selected course section engage in the following?				
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	1. Never		30%	
	2. Sometimes		34%	
	3. Often		19%	
	4. Very often		17%	
	Total		100%	
	Mean			2.23
b. Work with other students on projects during class.	1. Never		12%	
	2. Sometimes		29%	
	3. Often		27%	
	4. Very often		31%	
	Total		99%	
	Mean			2.75
c. Participate in a community-based project as part of your course.	1. Never		65%	
	2. Sometimes		21%	
	3. Often		5%	
	4. Very often		9%	
	Total		100%	
	Mean			1.58
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment.	1. Never		29%	
	2. Sometimes		31%	
	3. Often		18%	
	4. Very often		23%	

FSSE Item	Response Options		Percent	
	Total	Mean		
			101%	2.37
e. Receive prompt feedback (written or oral) from you on their academic performance.	1. Never		1%	
	2. Sometimes		11%	
	3. Often		37%	
	4. Very often		52%	
	Total		101%	
	Mean			3.42
f. Have serious conversations in your course with students of a different race or ethnicity than your own.	1. Never		38%	
	2. Sometimes		48%	
	3. Often		8%	
	4. Very often		7%	
	Total		101%	
	Mean			1.86
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.	1. Never		28%	
	2. Sometimes		54%	
	3. Often		10%	
	4. Very often		8%	
	Total		100%	
	Mean			1.98
14. In your selected course, about how much reading and writing do the students do?				
a. Number of assigned textbooks, books, and/or book length packs of course readings.	None		7%	
	1		50%	
	2-3		32%	
	4-6		8%	
	More than 6		3%	
	Total		100%	
	Mean			1.91
b. Number of written papers or reports of more than 10 pages.	None		55%	
	1		27%	
	2-3		14%	
	4-6		2%	
	More than 6		2%	
	Total		100%	
	Mean			0.86
c. Number of written papers or reports between 5 and 10 pages.	None		50%	
	1		20%	
	2-3		21%	
	4-6		8%	
	More than 6		2%	
	Total		99%	

FSSE Item	Response Options	Percent	
	Mean		1.27
d. Number of written papers or reports of fewer than 5 pages. packs of course readings.	None	28%	
	1	14%	
	2-3	29%	
	4-6	15%	
	More than 6	14%	
	Total	100%	
	Mean		2.60
15. In a typical week, how many homework problems sets do you require students in your selected course to complete?			
a. Number of problem sets that take your students more than one hour to complete.	None	36%	
	1-2	48%	
	3-4	9%	
	5-6	2%	
	More than 6	4%	
	Total	99%	
	Mean		1.09
b. Number of problem sets that take your students less than one hour to complete.	None	59%	
	1-2	31%	
	3-4	6%	
	5-6	1%	
	More than 6	4%	
	Total	101%	
	Mean		0.79
16. Time students spend preparing for your selected course section.			
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, rehearsing, and other activities related to the course).	0	0%	
	1-2	5%	
	3-4	34%	
	5-6	34%	
	7-8	12%	
	9-10	12%	
	11-12	0%	
	More than 12	3%	
	Total	100%	
	Mean		5.6
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, rehearsing, and other activities related to the course).	0	1%	
	1-2	42%	
	3-4	37%	
	5-6	9%	
	7-8	6%	

FSSE Item	Response Options	Percent	
	9-10	2%	
	11-12	1%	
	More than 12	2%	
	Total	100%	
	Mean		3.4
<hr/>			
17. In your selected course section, how important to you is it that your students:			
a. Prepare two or more drafts of a paper or assignment before turning it in.	1. Not important	29%	
	2. Somewhat important	25%	
	3. Important	22%	
	4. Very Important	24%	
	Total	100%	
	Mean		2.41
<hr/>			
b. Work on a paper or project that requires integrating ideas or information from various sources.	1. Not important	13%	
	2. Somewhat important	14%	
	3. Important	29%	
	4. Very Important	44%	
	Total	100%	
	Mean		3.04
<hr/>			
c. Work with classmates outside of class to prepare class assignments.	1. Not important	19%	
	2. Somewhat important	33%	
	3. Important	24%	
	4. Very Important	25%	
	Total	101%	
	Mean		2.57
<hr/>			
d. Put together ideas or concepts from different courses when completing assignments or during class discussions.	1. Not important	10%	
	2. Somewhat important	25%	
	3. Important	36%	
	4. Very Important	28%	
	Total	99%	
	Mean		2.8
<hr/>			
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.).	1. Not important	14%	
	2. Somewhat important	35%	
	3. Important	35%	
	4. Very Important	16%	
	Total	100%	
	Mean		2.53
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f. Tutor or teach other students (paid or voluntary).	1. Not important	44%	
	2. Somewhat important	29%	
	3. Important	17%	
	4. Very Important	10%	
	Total	100%	

FSSE Item	Response Options Mean	Percent	
			1.93
18. In your selected course, on aveage, what percent of the time is spent on the following"			
a. Lecture	0	2%	
	1-9	9%	
	10-19	11%	
	20-29	10%	
	30-39	11%	
	40-49	13%	
	50-74	24%	
	75 or more	19%	
	Total	99%	
	Mean		46%
b. Teacher-led discussion	0	7%	
	1-9	19%	
	10-19	25%	
	20-29	22%	
	30-39	12%	
	40-49	7%	
	50-74	6%	
	75 or more	3%	
	Total	101%	
	Mean		24%
c. Teacher-student shared responsibility (seminar, dicussion, etc.)	0	37%	
	1-9	21%	
	10-19	16%	
	20-29	13%	
	30-39	6%	
	40-49	2%	
	50-74	3%	
	75 or more	1%	
	Total	99%	
	Mean		12%
d. Student computer use.	0	61%	
	1-9	18%	
	10-19	8%	
	20-29	6%	
	30-39	3%	
	40-49	2%	
	50-74	1%	
	75 or more	1%	
	Total	100%	
	Mean		7%

FSSE Item	Response Options	Percent	
e. Small group activities	0	31%	
	1-9	22%	
	10-19	18%	
	20-29	17%	
	30-39	5%	
	40-49	3%	
	50-74	3%	
	75 or more	1%	
	Total	100%	
	Mean		14%
f. Student presentations	0	38%	
	1-9	27%	
	10-19	21%	
	20-29	8%	
	30-39	3%	
	40-49	2%	
	50-74	1%	
	75 or more	0%	
	Total	100%	
	Mean		9%
g. In-class writing	0	63%	
	1-9	25%	
	10-19	8%	
	20-29	4%	
	30-39	0%	
	40-49	0%	
	50-74	0%	
	75 or more	0%	
	Total	100%	
	Mean		3%
h. Testing and evaluation	0	11%	
	1-9	57%	
	10-19	24%	
	20-29	5%	
	30-39	0%	
	40-49	0%	
	50-74	2%	
	75 or more	2%	
	Total	101%	
	Mean		10%
i. Performances in applied and fine arts (e.g., dance, drama, music).	0	86%	
	1-9	4%	
	10-19	5%	
	20-29	3%	
	30-39	1%	

FSSE Item	Response Options	Percent	
	40-49	0%	
	50-74	0%	
	75 or more	1%	
	Total	100%	
	Mean		3%
<hr/>			
j. Experiential (labs, field work, art exhibits, etc.)	0	50%	
	1-9	13%	
	10-19	10%	
	20-29	9%	
	30-39	5%	
	40-49	5%	
	50-74	3%	
	75 or more	4%	
	Total	99%	
	Mean		14%
<hr/>			
19. How much do your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?			
	1: Very little	1%	
	2	0%	
	3	3%	
	4	8%	
	5	27%	
	6	39%	
	7: Very much	22%	
	Total	100%	
	Mean		5.65
<hr/>			
20. In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?			
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them in pretty much the same form.	1. Very little	34%	
	2. Some	40%	
	3. Quite a bit	18%	
	4. Very much	9%	
	Total	101%	
	Mean		2.04
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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.	1. Very little	2%	
	2. Some	11%	
	3. Quite a bit	39%	
	4. Very much	48%	
	Total	100%	
	Mean		3.33
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c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.	1. Very little	2%	
	2. Some	10%	
	3. Quite a bit	35%	

FSSE Item	Response Options	Percent	
	4. Very much	52%	
	Total	99%	
	Mean		3.35
d. Making judgements about the value of information, arguments or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	1. Very little	7%	
	2. Some	22%	
	3. Quite a bit	32%	
	4. Very much	40%	
	Total	101%	
	Mean		3.07
e. Applying theories or concepts to practical problems or in a new situation.	1. Very little	5%	
	2. Some	12%	
	3. Quite a bit	30%	
	4. Very much	53%	
	Total	100%	
	Mean		3.31
21. To what extent do you structure your selected course section so that students learn and develop in the following areas?			
a. Writing clearly and effectively	1. Very little	14%	
	2. Some	30%	
	3. Quite a bit	24%	
	4. Very much	31%	
	Total	99%	
	Mean		2.7
b. Speaking clearly and effectively	1. Very little	20%	
	2. Some	37%	
	3. Quite a bit	21%	
	4. Very much	21%	
	Total	99%	
	Mean		2.41
c. Thinking critically and analytically	1. Very little	1%	
	2. Some	5%	
	3. Quite a bit	38%	
	4. Very much	57%	
	Total	101%	
	Mean		3.53
d. Analyzing quantitative problems	1. Very little	34%	
	2. Some	17%	
	3. Quite a bit	22%	
	4. Very much	27%	
	Total	100%	

FSSE Item	Response Options	Percent	
	Mean		2.42
e. Using computing and information technology	1. Very little	19%	
	2. Some	33%	
	3. Quite a bit	29%	
	4. Very much	19%	
	Total	100%	
	Mean		2.48
f. Working effectively with others	1. Very little	15%	
	2. Some	32%	
	3. Quite a bit	29%	
	4. Very much	24%	
	Total	100%	
	Mean		2.62
g. Learning effectively on their own	1. Very little	1%	
	2. Some	9%	
	3. Quite a bit	59%	
	4. Very much	30%	
	Total	99%	
	Mean		3.16
h. Understanding themselves	1. Very little	28%	
	2. Some	33%	
	3. Quite a bit	20%	
	4. Very much	20%	
	Total	101%	
	Mean		2.34
i. Understanding people of other racial and ethnic backgrounds	1. Very little	44%	
	2. Some	22%	
	3. Quite a bit	19%	
	4. Very much	15%	
	Total	100%	
	Mean		2.05
j. Solving complex real-world problems	1. Very little	6%	
	2. Some	22%	
	3. Quite a bit	37%	
	4. Very much	35%	
	Total	100%	
	Mean		3.01
k. Developing a personal code of values and ethics	1. Very little	25%	
	2. Some	37%	
	3. Quite a bit	24%	
	4. Very much	14%	
	Total	100%	

FSSE Item	Response Options	Percent	
	Mean		2.27
I. Developing a deepened sense of spirituality	1. Very little	80%	
	2. Some	14%	
	3. Quite a bit	4%	
	4. Very much	2%	
	Total	100%	
	Mean		1.28
m. Acquiring a broad general education	1. Very little	21%	
	2. Some	30%	
	3. Quite a bit	32%	
	4. Very much	18%	
	Total	101%	
	Mean		2.49
n. Acquiring job or work-related knowledge and skills	1. Very little	9%	
	2. Some	17%	
	3. Quite a bit	29%	
	4. Very much	45%	
	Total	100%	
	Mean		3.1