



**Faculty Survey  
of Student Engagement**

**FSSE-NSSE Combined Report 2008  
NSSEville State University**

<b>Faculty perceptions of typical students and student responses:</b>	<i>Variables</i>	<i>Response Options</i>	<b>First-Year Students</b>		<b>Seniors</b>	
			<i>Faculty Perception</i>	<i>Student Responses</i>	<i>Faculty Perception</i>	<i>Student Responses</i>
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	3%	2%	0%	2%
		Sometimes	46%	31%	16%	19%
	Often	32%	38%	34%	31%	
	Very often	19%	29%	49%	48%	
	Total		100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	34%	11%	15%	1%
		Sometimes	46%	61%	28%	21%
	Often	15%	22%	25%	43%	
	Very often	5%	5%	33%	35%	
	Total		100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	43%	10%	30%	16%
		Sometimes	37%	29%	40%	47%
	Often	14%	39%	15%	22%	
	Very often	7%	22%	15%	15%	
	Total		100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	23%	1%	2%	0%
		Sometimes	30%	13%	17%	9%
	Often	29%	44%	40%	41%	
	Very often	18%	42%	42%	50%	
	Total		100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	28%	4%	23%	6%
		Sometimes	33%	28%	34%	29%
	Often	19%	43%	20%	36%	
	Very often	20%	24%	23%	29%	
	Total		100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	8%	27%	11%	21%
		Sometimes	48%	56%	66%	57%
	Often	35%	11%	18%	15%	
	Very often	9%	6%	5%	7%	
	Total		100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	20%	11%	21%	7%
		Sometimes	42%	48%	36%	47%
	Often	23%	33%	15%	31%	
	Very often	15%	9%	28%	15%	
	Total		100%	100%	100%	100%



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			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	13%	16%	2%	4%
		Sometimes	47%	46%	30%	36%
	Often	31%	31%	34%	39%	
	Very often	10%	7%	34%	21%	
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	21%	5%	0%	2%
		Sometimes	57%	35%	37%	30%
	Often	17%	43%	32%	43%	
	Very often	5%	18%	32%	24%	
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	39%	55%	16%	43%
		Sometimes	50%	29%	57%	35%
	Often	8%	10%	21%	11%	
	Very often	4%	5%	7%	11%	
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	46%	57%	29%	53%
		Sometimes	43%	30%	43%	28%
	Often	7%	9%	18%	12%	
	Very often	5%	4%	11%	7%	
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	27%	18%	12%	11%
		Sometimes	32%	36%	19%	30%
	Often	23%	26%	24%	27%	
	Very often	19%	20%	45%	31%	
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	0%	0%	0%
		Sometimes	16%	14%	8%	7%
	Often	32%	38%	22%	28%	
	Very often	52%	48%	70%	65%	
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	2%	5%	2%	4%
		Sometimes	31%	35%	23%	26%
	Often	46%	37%	27%	35%	
	Very often	21%	23%	48%	35%	
	Total		100%	100%	100%	100%



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			<b>Faculty Perception</b>	<b>Student Responses</b>	<b>Faculty Perception</b>	<b>Student Responses</b>
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	9%	18%	0%	15%
		Sometimes	66%	47%	25%	37%
		Often	19%	24%	36%	24%
		Very often	7%	12%	39%	24%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	6%	35%	3%	27%
		Sometimes	71%	43%	53%	42%
		Often	17%	16%	25%	21%
		Very often	6%	7%	19%	10%
	Total		100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	2%	4%	0%	2%
		Sometimes	8%	32%	12%	30%
		Often	41%	43%	50%	45%
		Very often	48%	21%	38%	23%
	Total		100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	2%	6%	0%	5%
		Sometimes	50%	37%	41%	34%
		Often	34%	38%	47%	39%
		Very often	14%	19%	12%	22%
	Total		100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	28%	50%	17%	37%
		Sometimes	53%	33%	59%	32%
		Often	16%	12%	17%	20%
		Very often	3%	6%	7%	11%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	5%	11%	4%	5%
		Sometimes	67%	38%	50%	34%
		Often	23%	32%	34%	36%
		Very often	5%	19%	13%	25%
	Total		100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	11%	15%	11%	11%
		Sometimes	67%	35%	65%	39%
		Often	20%	27%	13%	28%
		Very often	2%	23%	11%	22%
	Total		100%	100%	100%	100%



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			<b>Faculty Perception</b>	<b>Student Responses</b>	<b>Faculty Perception</b>	<b>Student Responses</b>
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	10%	9%	11%	9%
		Sometimes	63%	37%	63%	35%
		Often	21%	29%	16%	34%
		Very often	7%	25%	11%	22%
	Total		100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	11%	9%	2%	10%
		Sometimes	63%	39%	49%	39%
		Often	17%	31%	36%	31%
		Very often	9%	22%	14%	20%
	Total		100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	9%	8%	2%	6%
		Sometimes	58%	31%	53%	33%
		Often	21%	39%	35%	38%
		Very often	11%	22%	11%	23%
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	3%	5%	0%	4%
		Sometimes	46%	31%	36%	32%
		Often	36%	41%	43%	41%
		Very often	15%	23%	21%	23%
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	2%	0%	0%	0%
		Between 1-4	30%	12%	36%	24%
		Between 5-10	42%	42%	37%	37%
		Between 11-20	20%	34%	24%	24%
		More than 20	5%	12%	3%	15%
	Total		100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	16%	31%	12%	25%
		Between 1-4	73%	54%	83%	53%
		Between 5-10	10%	11%	6%	14%
		Between 11-20	1%	3%	0%	3%
		More than 20	1%	1%	0%	5%
	Total		100%	100%	100%	100%



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Number of written papers or reports of <b>20 pages or more</b>	TWRM05/ WRITEMOR	None	48%	87%	21%	36%
		Between 1-4	44%	10%	68%	55%
		Between 5-10	6%	2%	11%	6%
		Between 11-20	0%	1%	0%	2%
		More than 20	1%	0%	0%	1%
		Total	100%	100%	100%	100%
Number of written papers or reports <b>between 5 and 19 pages</b>	TWRMD05/ WRITEMID	None	8%	6%	4%	4%
		Between 1-4	50%	50%	47%	35%
		Between 5-10	35%	35%	37%	39%
		Between 11-20	7%	8%	9%	15%
		More than 20	0%	1%	4%	6%
		Total	100%	100%	100%	100%
Number of written papers or reports of <b>fewer than 5 pages</b>	TWRITSM/WRITESML	None	4%	2%	5%	6%
		Between 1-4	25%	21%	36%	33%
		Between 5-10	37%	42%	36%	33%
		Between 11-20	25%	23%	16%	16%
		More than 20	10%	12%	7%	12%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take <b>more</b> than one hour to complete	TPROBSTA/ PROBSETA	None	16%	10%	15%	20%
		1-2	36%	36%	19%	30%
		3-4	32%	37%	42%	34%
		5-6	6%	12%	11%	10%
		More than 6	9%	6%	13%	6%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take <b>less</b> than one hour to complete	TPROBSTB/ PROBSETB	None	14%	8%	19%	22%
		1-2	31%	27%	32%	37%
		3-4	31%	32%	17%	25%
		5-6	10%	18%	15%	11%
		More than 6	15%	14%	17%	6%
		Total	100%	100%	100%	100%



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<i>FSSE Item</i>			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/	0 hr/wk	0%	1%	0%	0%
	ACADPR01	1-5 hr/wk	18%	12%	17%	19%
		6-10 hr/wk	43%	30%	35%	29%
		11-15 hr/wk	23%	27%	26%	20%
		16-20 hr/wk	11%	14%	11%	11%
		21-25 hr/wk	3%	9%	9%	8%
		26-30 hr/wk	1%	4%	2%	6%
		30+ hr/wk	1%	3%	0%	7%
		<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
In a typical 7-day week, time spent working for pay <b>on campus</b>	TACTWKON/	0 hr/wk	6%	70%	4%	74%
	WORKON01	1-5 hr/wk	29%	5%	31%	5%
		6-10 hr/wk	39%	11%	50%	10%
		11-15 hr/wk	17%	10%	11%	9%
		16-20 hr/wk	8%	3%	2%	1%
		21-25 hr/wk	1%	0%	0%	1%
		26-30 hr/wk	0%	0%	2%	0%
		30+ hr/wk	1%	1%	0%	1%
		<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
In a typical 7-day week, time spent working for pay <b>off campus</b>	TACTWKOF/	0 hr/wk	23%	69%	0%	38%
	WORKOF01	1-5 hr/wk	23%	7%	30%	5%
		6-10 hr/wk	24%	7%	30%	9%
		11-15 hr/wk	16%	8%	26%	9%
		16-20 hr/wk	10%	5%	13%	10%
		21-25 hr/wk	3%	2%	0%	10%
		26-30 hr/wk	1%	2%	2%	5%
		30+ hr/wk	1%	1%	0%	14%
		<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



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In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	0%	37%	0%	39%
		1-5 hr/wk	14%	27%	19%	27%
		6-10 hr/wk	25%	13%	48%	11%
		11-15 hr/wk	35%	7%	17%	8%
		16-20 hr/wk	17%	7%	9%	5%
		21-25 hr/wk	6%	4%	6%	5%
		26-30 hr/wk	1%	1%	2%	3%
		30+ hr/wk	2%	3%	0%	3%
		<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOCU/ SOCIAL05	0 hr/wk	0%	1%	0%	1%
		1-5 hr/wk	3%	20%	2%	27%
		6-10 hr/wk	9%	32%	25%	30%
		11-15 hr/wk	29%	25%	33%	23%
		16-20 hr/wk	33%	10%	18%	8%
		21-25 hr/wk	15%	6%	11%	4%
		26-30 hr/wk	5%	2%	4%	1%
		30+ hr/wk	6%	3%	7%	5%
		<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	52%	80%	46%	60%
		1-5 hr/wk	40%	11%	40%	17%
		6-10 hr/wk	6%	5%	14%	6%
		11-15 hr/wk	2%	3%	0%	5%
		16-20 hr/wk	0%	1%	0%	4%
		21-25 hr/wk	0%	0%	0%	0%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	1%	0%	8%
		<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>



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FSSE Item			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	17%	24%	6%	8%
		1-5 hr/wk	72%	61%	74%	63%
		6-10 hr/wk	10%	11%	21%	20%
		11-15 hr/wk	1%	3%	0%	3%
		16-20 hr/wk	0%	0%	0%	3%
		21-25 hr/wk	0%	1%	0%	1%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	0%	0%	1%
		Total		100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	0%	1%	0%	1%
		2	2%	0%	2%	2%
		3	8%	3%	4%	5%
		4	13%	16%	7%	11%
		5	29%	32%	40%	38%
		6	35%	35%	32%	29%
		Very much	14%	12%	16%	14%
Total		100%	100%	100%	100%	
Coursework emphasis: <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	3%	4%	16%	6%
		Some	29%	23%	33%	31%
		Quite a bit	46%	46%	36%	37%
		Very much	22%	27%	15%	25%
Total		100%	100%	100%	100%	
Coursework emphasis: <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	3%	2%	0%	1%
		Some	22%	17%	20%	12%
		Quite a bit	59%	46%	46%	50%
		Very much	17%	35%	34%	37%
Total		100%	100%	100%	100%	
Coursework emphasis: <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	2%	3%	4%	2%
		Some	34%	25%	20%	21%
		Quite a bit	50%	49%	48%	48%
		Very much	13%	24%	29%	29%
Total		100%	100%	100%	100%	





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Coursework emphasis: <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT/ EVALUATE	Very little	4%	4%	5%	3%
		Some	42%	22%	27%	25%
		Quite a bit	40%	48%	40%	43%
		Very much	14%	27%	27%	28%
	Total		100%	100%	100%	100%
Coursework emphasis: <b>Applying</b> theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	7%	2%	7%	2%
		Some	38%	24%	25%	14%
		Quite a bit	39%	42%	38%	46%
		Very much	16%	32%	30%	38%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	2%	4%	2%	3%
		Some	22%	17%	11%	14%
		Quite a bit	52%	45%	50%	41%
		Very much	24%	34%	38%	43%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	6%	7%	2%	4%
		Some	36%	26%	13%	16%
		Quite a bit	45%	40%	46%	38%
		Very much	13%	27%	39%	43%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	2%	3%	0%	3%
		Some	33%	15%	11%	7%
		Quite a bit	45%	45%	45%	35%
		Very much	20%	37%	45%	54%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	4%	8%	2%	4%
		Some	42%	25%	31%	19%
		Quite a bit	46%	42%	44%	40%
		Very much	8%	25%	24%	37%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	3%	5%	2%	4%
		Some	28%	16%	13%	17%
		Quite a bit	42%	40%	52%	34%
		Very much	28%	39%	34%	44%
	Total		100%	100%	100%	100%



**Faculty Survey  
of Student Engagement**

**FSSE-NSSE Combined Report 2008  
NSSEville State University**

<b>Faculty perceptions of typical students and student responses:</b>			<b>First-Year Students</b>		<b>Seniors</b>	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	3%	6%	4%	3%
		Some	32%	22%	14%	16%
		Quite a bit	44%	38%	48%	36%
		Very much	22%	34%	34%	45%
		Total	100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	1%	5%	2%	8%
		Some	37%	21%	21%	16%
		Quite a bit	48%	46%	54%	41%
		Very much	14%	28%	23%	35%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSELF	Very little	4%	9%	4%	13%
		Some	40%	28%	30%	22%
		Quite a bit	43%	37%	46%	34%
		Very much	13%	26%	20%	31%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	11%	13%	9%	17%
		Some	64%	33%	54%	34%
		Quite a bit	20%	34%	28%	27%
		Very much	4%	19%	9%	22%
		Total	100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	16%	10%	9%	9%
		Some	58%	32%	40%	26%
		Quite a bit	22%	39%	38%	39%
		Very much	4%	19%	13%	26%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	5%	11%	2%	16%
		Some	52%	28%	37%	24%
		Quite a bit	36%	35%	48%	34%
		Very much	7%	25%	13%	27%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	28%	38%	11%	48%
		Some	54%	30%	70%	26%
		Quite a bit	14%	21%	15%	15%
		Very much	4%	11%	4%	11%
		Total	100%	100%	100%	100%



**Faculty Survey  
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<b>Faculty perceptions of typical students and student responses:</b>			<b>First-Year Students</b>		<b>Seniors</b>	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	1%	2%	0%	3%
		Some	19%	13%	15%	10%
	Quite a bit	55%	45%	54%	35%	
	Very much	26%	40%	31%	52%	
	Total		100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	10%	9%	0%	8%
		Some	53%	26%	31%	18%
	Quite a bit	28%	41%	44%	37%	
	Very much	8%	24%	25%	38%	
	Total		100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITZN	Very little	39%	26%	25%	32%
		Some	47%	36%	57%	32%
	Quite a bit	12%	23%	19%	19%	
	Very much	2%	15%	0%	18%	
	Total		100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	19%	14%	4%	19%
		Some	54%	37%	54%	30%
	Quite a bit	24%	34%	39%	31%	
	Very much	4%	15%	4%	20%	
	Total		100%	100%	100%	100%



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

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	<b>78%</b>
		SR	<b>84%</b>
Community service or volunteer work	FVOLUNTR	FY	<b>69%</b>
		SR	<b>62%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	<b>51%</b>
		SR	<b>40%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	<b>60%</b>
		SR	<b>33%</b>
Foreign language coursework	FFORLANG	FY	<b>76%</b>
		SR	<b>68%</b>
Study abroad	FSTUDYAB	FY	<b>66%</b>
		SR	<b>69%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	<b>87%</b>
		SR	<b>92%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	78%	4%	13%
		SR	69%	15%	12%	3%
Community service or volunteer work	VOLNTR04	FY	33%	46%	7%	14%
		SR	66%	9%	15%	10%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	16%	28%	22%	35%
		SR	25%	9%	52%	14%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	6%	37%	21%	37%
		SR	22%	13%	54%	12%
Foreign language coursework	FORLNG04	FY	21%	43%	18%	18%
		SR	54%	6%	35%	5%
Study abroad	STDABR04	FY	2%	49%	24%	25%
		SR	19%	6%	66%	9%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	61%	7%	31%
		SR	47%	28%	19%	6%



# Faculty Survey of Student Engagement

# FSSE-NSSE Combined Report 2008 NSSEville State University

## Faculty and student perceptions of the campus environment:

### Faculty Responses

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

FSSE Item	Variable	Students Taught	Very Much or Quite a Bit
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	FY	<b>83%</b>
		SR	<b>87%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	FY	<b>85%</b>
		SR	<b>86%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	<b>49%</b>
		SR	<b>41%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	<b>39%</b>
		SR	<b>41%</b>
Providing students the support they need to thrive socially	FENVSOCA	FY	<b>48%</b>
		SR	<b>52%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	FY	<b>80%</b>
		SR	<b>92%</b>
Encouraging students to use computers in their academic work	FENVCOMP	FY	<b>95%</b>
		SR	<b>97%</b>

### Student Responses

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	34%	48%	17%	1%
		SR	34%	49%	14%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	38%	44%	15%	2%
		SR	30%	46%	20%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	24%	32%	29%	15%
		SR	17%	29%	34%	20%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	14%	28%	38%	20%
		SR	10%	21%	35%	33%
Providing the support you need to thrive socially	ENVSOCAL	FY	18%	33%	33%	15%
		SR	13%	26%	39%	22%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	32%	40%	22%	6%
		SR	26%	33%	34%	7%
Using computers in academic work	ENVCOMPT	FY	51%	33%	13%	2%
		SR	58%	32%	10%	1%



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

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	<b>93%</b>
		SR	<b>90%</b>
With faculty members	FENVFAC	FY	<b>93%</b>
		SR	<b>100%</b>
With administrative personnel and offices	FENVADM	FY	<b>58%</b>
		SR	<b>72%</b>

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	76%	24%
		SR	75%	25%
With faculty members	ENVFAC	FY	78%	22%
		SR	86%	14%
With administrative personnel and offices	ENVADM	FY	59%	41%
		SR	53%	47%

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4