Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Grand Valley State University

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	9	8%	6	3%	15	5%
		Somewhat important	21	19%	20	11%	41	14%
		Important	30	27%	54	30%	84	29%
		Very important	50	45%	100	56%	150	52%
		Total	110	100%	180	100%	290	100%
b. Community service or volunteer work	FVOLUNTR	Not important	11	10%	15	8%	26	9%
		Somewhat important	41	37%	60	34%	101	35%
		Important	38	35%	67	37%	105	36%
		Very important	20	18%	37	21%	57	20%
		Total	110	100%	179	100%	289	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	29	27%	46	26%	75	26%
		Somewhat important	39	36%	64	36%	103	36%
		Important	27	25%	45	25%	72	25%
		Very important	14	13%	23	13%	37	13%
		Total	109	100%	178	100%	287	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	14	13%	23	13%	37	13%
		Somewhat important	34	31%	62	34%	96	33%
		Important	37	34%	71	39%	108	37%
		Very important	25	23%	24	13%	49	17%
		Total	110	100%	180	100%	290	100%
e. Study a foreign language	FFORLANG	Not important	7	6%	5	3%	12	4%
		Somewhat important	26	24%	53	29%	79	27%
		Important	30	27%	70	39%	100	34%
		Very important	47	43%	52	29%	99	34%
		Total	110	100%	180	100%	290	100%

Faculty Survey of Student Engagement

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Grand Valley State University

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

	Variable	*Response Options*	**Lower Division** *Count*	**Lower Division** *Col %*	**Upper Division** *Count*	**Upper Division** *Col %*	**Total** *Count*	**Total** *Col %*
f. Study abroad	FSTUDYAB	Not important	14	13%	18	10%	32	11%
		Somewhat important	33	30%	56	31%	89	31%
		Important	30	27%	61	34%	91	31%
		Very important	33	30%	45	25%	78	27%
		Total	110	100%	180	100%	290	100%
g. Independent study	FINDSTUD	Not important	20	18%	46	26%	66	23%
		Somewhat important	37	34%	67	37%	104	36%
		Important	30	27%	47	26%	77	27%
		Very important	23	21%	20	11%	43	15%
		Total	110	100%	180	100%	290	100%
h. Self-designed major	FSDMAJOR	Not important	47	43%	85	48%	132	46%
		Somewhat important	39	35%	65	37%	104	36%
		Important	19	17%	24	13%	43	15%
		Very important	5	5%	4	2%	9	3%
		Total	110	100%	178	100%	288	100%
i. Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	FSENIOR	Not important	2	2%	3	2%	5	2%
		Somewhat important	11	10%	19	11%	30	10%
		Important	30	27%	61	34%	91	31%
		Very important	67	61%	97	54%	164	57%
		Total	110	100%	180	100%	290	100%

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Select the response that you believe best represents the quality of student relationships.

With other students

Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
FENVSTU							
	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
	2	1	1%	2	1%	3	1%
	3	6	5%	9	5%	15	5%
	4	25	23%	37	21%	62	22%
	5	36	33%	53	30%	89	31%
	6	37	34%	67	38%	104	36%
	Friendly, Supportive, Sense of Belonging	5	5%	10	6%	15	5%
	Total	110	100%	178	100%	288	100%

Select the response that you believe best represents the quality of student relationships.

With faculty members

Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
FENVFAC							
	Unavailable, Unhelpful, Unsympathetic	0	0%	0	0%	0	0%
	2	0	0%	4	2%	4	1%
	3	5	5%	8	4%	13	5%
	4	13	12%	27	15%	40	14%
	5	43	39%	54	30%	97	34%
	6	40	36%	68	38%	108	38%
	Available, Helpful, Sympathetic	9	8%	17	10%	26	9%
	Total	110	100%	178	100%	288	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
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Select the response that you believe best represents the quality of student relationships.

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
With administrative personnel	FENVADM	Unhelpful, Inconsiderate, Rigid	1	1%	3	2%	4	1%
		2	4	4%	12	7%	16	6%
		3	15	14%	25	14%	40	14%
		4	45	42%	71	41%	116	42%
		5	25	24%	36	21%	61	22%
		6	10	9%	19	11%	29	10%
		Helpful, Considerate, Flexible	6	6%	7	4%	13	5%
		Total	106	100%	173	100%	279	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
a. Requiring student to spend significant amounts of time studying and on academic work	FENVSCHO	Very little	13	12%	24	13%	37	13%
		Some	44	40%	77	43%	121	42%
		Quite a bit	38	35%	56	31%	94	33%
		Very much	15	14%	21	12%	36	13%
		Total	110	100%	178	100%	288	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	1	1%	2	1%	3	1%
		Some	25	23%	31	17%	56	19%
		Quite a bit	52	47%	97	54%	149	52%
		Very much	32	29%	49	27%	81	28%
		Total	110	100%	179	100%	289	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	21	19%	43	24%	64	22%
		Some	58	53%	86	49%	144	50%
		Quite a bit	21	19%	37	21%	58	20%
		Very much	9	8%	11	6%	20	7%
		Total	109	100%	177	100%	286	100%

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

	Variable	*Response Options*	**Lower Division** *Count*	**Lower Division** *Col %*	**Upper Division** *Count*	**Upper Division** *Col %*	**Total** *Count*	**Total** *Col %*
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	23	21%	38	21%	61	21%
		Some	60	55%	100	56%	160	56%
		Quite a bit	20	18%	33	19%	53	19%
		Very much	6	6%	6	3%	12	4%
		Total	109	100%	177	100%	286	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	12	11%	20	11%	32	11%
		Some	64	59%	105	60%	169	60%
		Quite a bit	25	23%	40	23%	65	23%
		Very much	7	6%	9	5%	16	6%
		Total	108	100%	174	100%	282	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	10	9%	9	5%	19	7%
		Some	44	41%	96	54%	140	49%
		Quite a bit	43	40%	56	31%	99	35%
		Very much	11	10%	17	10%	28	10%
		Total	108	100%	178	100%	286	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	11	10%	13	7%	24	8%
		Some	39	35%	73	42%	112	39%
		Quite a bit	44	40%	68	39%	112	39%
		Very much	16	15%	21	12%	37	13%
		Total	110	100%	175	100%	285	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	0	0%	0	0%
		Some	12	11%	9	5%	21	7%
		Quite a bit	33	30%	60	34%	93	32%
		Very much	65	59%	108	61%	173	60%
		Total	110	100%	177	100%	287	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
a. Teaching undergraduate students in class	UGTEACH	0	1	1%	1	1%	2	1%
		1-4	9	8%	13	7%	22	8%
		5-8	15	14%	36	20%	51	18%
		9-12	62	57%	101	56%	163	56%
		13-16	20	18%	17	9%	37	13%
		17-20	1	1%	10	6%	11	4%
		21-30	0	0%	2	1%	2	1%
		More than 30	1	1%	0	0%	1	0%
		Total	109	100%	180	100%	289	100%
b. Grading papers and exams	GRADEPAP	0	2	2%	1	1%	3	1%
		1-4	24	22%	48	27%	72	25%
		5-8	41	38%	67	37%	108	37%
		9-12	26	24%	35	19%	61	21%
		13-16	10	9%	15	8%	25	9%
		17-20	5	5%	10	6%	15	5%
		21-30	0	0%	3	2%	3	1%
		More than 30	1	1%	1	1%	2	1%
		Total	109	100%	180	100%	289	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	1%	2	1%	3	1%
		1-4	67	61%	96	53%	163	56%
		5-8	28	26%	56	31%	84	29%
		9-12	6	6%	18	10%	24	8%
		13-16	3	3%	2	1%	5	2%
		17-20	3	3%	4	2%	7	2%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	1	1%	1	0%
		Total	109	100%	180	100%	289	100%

Faculty Survey
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FSSE 2005 Frequency Distributions
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About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
d. Preparing for class	CLASSPRP	0	1	1%	0	0%	1	0%
		1-4	12	11%	27	15%	39	13%
		5-8	45	41%	75	42%	120	42%
		9-12	29	27%	41	23%	70	24%
		13-16	10	9%	24	13%	34	12%
		17-20	7	6%	7	4%	14	5%
		21-30	3	3%	4	2%	7	2%
		More than 30	2	2%	2	1%	4	1%
		Total	109	100%	180	100%	289	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	1	1%	3	2%	4	1%
		1-4	81	75%	127	71%	208	72%
		5-8	20	19%	36	20%	56	20%
		9-12	3	3%	7	4%	10	3%
		13-16	3	3%	1	1%	4	1%
		17-20	0	0%	2	1%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	3	2%	3	1%
		Total	108	100%	179	100%	287	100%
f. Research and scholarly activities	SCHOLAR	0	5	5%	3	2%	8	3%
		1-4	43	39%	70	39%	113	39%
		5-8	34	31%	50	28%	84	29%
		9-12	14	13%	31	17%	45	16%
		13-16	5	5%	12	7%	17	6%
		17-20	6	6%	12	7%	18	6%
		21-30	2	2%	0	0%	2	1%
		More than 30	0	0%	2	1%	2	1%
		Total	109	100%	180	100%	289	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
g. Working with undergraduates on research	FRESEARC	0	43	41%	67	37%	110	39%
		1-4	45	43%	89	49%	134	47%
		5-8	12	12%	17	9%	29	10%
		9-12	2	2%	4	2%	6	2%
		13-16	0	0%	1	1%	1	0%
		17-20	0	0%	1	1%	1	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	1	1%	1	1%	2	1%
		Total	104	100%	180	100%	284	100%
h. Advising undergraduate students	ADVISE	0	9	8%	12	7%	21	7%
		1-4	81	75%	119	66%	200	69%
		5-8	12	11%	36	20%	48	17%
		9-12	3	3%	11	6%	14	5%
		13-16	1	1%	1	1%	2	1%
		17-20	1	1%	0	0%	1	0%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	1	1%	1	0%
		Total	108	100%	180	100%	288	100%
i. Supervising internships or other field experiences	FIELDEXP	0	74	69%	112	63%	186	65%
		1-4	29	27%	45	25%	74	26%
		5-8	4	4%	10	6%	14	5%
		9-12	1	1%	5	3%	6	2%
		13-16	0	0%	4	2%	4	1%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	1	1%	1	0%
		More than 30	0	0%	1	1%	1	0%
		Total	108	100%	179	100%	287	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	41	38%	72	40%	113	39%
		1-4	60	56%	95	53%	155	54%
		5-8	6	6%	10	6%	16	6%
		9-12	1	1%	2	1%	3	1%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	0%
		Total	108	100%	180	100%	288	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	13	12%	24	13%	37	13%
		1-4	84	78%	133	74%	217	75%
		5-8	9	8%	16	9%	25	9%
		9-12	1	1%	6	3%	7	2%
		13-16	0	0%	0	0%	0	0%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	1	1%	2	1%
		Total	108	100%	180	100%	288	100%
l. Conducting service activities	SERVICE	0	24	22%	51	29%	75	26%
		1-4	59	55%	75	42%	134	47%
		5-8	19	18%	27	15%	46	16%
		9-12	1	1%	15	8%	16	6%
		13-16	2	2%	5	3%	7	2%
		17-20	2	2%	1	1%	3	1%
		21-30	0	0%	2	1%	2	1%
		More than 30	1	1%	2	1%	3	1%
		Total	108	100%	178	100%	286	100%

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

	Variable	*Response Options*	**Lower Division** *Count*	**Lower Division** *Col %*	**Upper Division** *Count*	**Upper Division** *Col %*	**Total** *Count*	**Total** *Col %*
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	106	96%	175	98%	281	97%
		Classroom, auxiliary location	3	3%	3	2%	6	2%
		Distance education	1	1%	1	1%	2	1%
		Total	110	100%	179	100%	289	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	41	37%	133	74%	174	60%
		Yes	69	63%	47	26%	116	40%
		Total	110	100%	180	100%	290	100%
How many students are enrolled in your selected course section?	CS05	9 or less	1	1%	4	2%	5	2%
		10 to 19	7	6%	25	14%	32	11%
		20 to 29	32	29%	52	29%	84	29%
		30 to 49	33	30%	70	39%	103	36%
		50 to 99	26	24%	22	12%	48	17%
		100 or more	11	10%	6	3%	17	6%
		Total	110	100%	179	100%	289	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	10	9%	14	8%	24	9%
		1 to 2	17	16%	28	16%	45	16%
		3 to 9	43	40%	71	42%	114	41%
		10 to 19	22	20%	26	15%	48	17%
		20 or more	16	15%	32	19%	48	17%
		Total	108	100%	171	100%	279	100%

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What is the general area of your selected course?

Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
CSDISCOL	Arts and Humanities	31	29%	37	21%	68	24%
	Biological science	8	7%	17	10%	25	9%
	Business	2	2%	15	9%	17	6%
	Education	2	2%	12	7%	14	5%
	Engineering	7	6%	2	1%	9	3%
	Physical science	24	22%	22	13%	46	16%
	Professional	3	3%	16	9%	19	7%
	Social science	21	19%	36	20%	57	20%
	Other	10	9%	19	11%	29	10%
	Total	108	100%	176	100%	284	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a.	FCLQUEST	None	1	1%	0	0%	1	0%
Frequently ask questions in class or contribute to class discussions		1-24%	56	51%	70	39%	126	44%
		25-49%	29	27%	53	29%	82	28%
		50-74%	13	12%	33	18%	46	16%
		75% or higher	10	9%	24	13%	34	12%
		Total	109	100%	180	100%	289	100%
b.	FCLUNPRE	None	2	2%	8	4%	10	3%
Frequently come to class without completing readings or assignments		1-24%	49	45%	88	49%	137	48%
		25-49%	32	29%	38	21%	70	24%
		50-74%	18	17%	34	19%	52	18%
		75% or higher	8	7%	11	6%	19	7%
		Total	109	100%	179	100%	288	100%
c.	FWORKHRD	None	5	5%	4	2%	9	3%
Frequently work harder than they usually do to meet your standards		1-24%	44	43%	59	34%	103	37%
		25-49%	31	30%	53	31%	84	30%
		50-74%	14	14%	31	18%	45	16%
		75% or higher	9	9%	26	15%	35	13%
		Total	103	100%	173	100%	276	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
d. Occasionally use e-mail to communicate with you	FEMAIL	None	1	1%	1	1%	2	1%
		1-24%	44	40%	53	29%	97	34%
		25-49%	32	29%	51	28%	83	29%
		50-74%	20	18%	44	24%	64	22%
		75% or higher	12	11%	31	17%	43	15%
		Total	109	100%	180	100%	289	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	2	1%	2	1%
		1-24%	52	48%	79	44%	131	45%
		25-49%	41	38%	48	27%	89	31%
		50-74%	11	10%	33	18%	44	15%
		75% or higher	5	5%	18	10%	23	8%
		Total	109	100%	180	100%	289	100%
f. At least once, talk about career plans with you	FPLANS	None	5	5%	7	4%	12	4%
		1-24%	86	79%	109	61%	195	67%
		25-49%	14	13%	29	16%	43	15%
		50-74%	2	2%	21	12%	23	8%
		75% or higher	2	2%	14	8%	16	6%
		Total	109	100%	180	100%	289	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	11	10%	13	7%	24	8%
		1-24%	69	63%	109	61%	178	62%
		25-49%	20	18%	34	19%	54	19%
		50-74%	8	7%	10	6%	18	6%
		75% or higher	1	1%	14	8%	15	5%
		Total	109	100%	180	100%	289	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	35	32%	34	19%	69	24%
		Sometimes	29	27%	58	32%	87	30%
		Often	21	19%	43	24%	64	22%
		Very often	24	22%	45	25%	69	24%
		Total	109	100%	180	100%	289	100%
b. Work with other students on projects during class	FCLASSGR	Never	13	12%	20	11%	33	11%
		Sometimes	33	30%	47	26%	80	28%
		Often	30	27%	55	31%	85	29%
		Very often	34	31%	57	32%	91	31%
		Total	110	100%	179	100%	289	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	85	78%	120	67%	205	71%
		Sometimes	13	12%	38	21%	51	18%
		Often	8	7%	7	4%	15	5%
		Very often	3	3%	14	8%	17	6%
		Total	109	100%	179	100%	288	100%
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	26	24%	50	28%	76	26%
		Sometimes	39	35%	53	30%	92	32%
		Often	17	15%	37	21%	54	19%
		Very often	28	25%	39	22%	67	23%
		Total	110	100%	179	100%	289	100%
e. Receive prompt feedback (written or oral) from you on their academic performance	FFEED	Never	1	1%	0	0%	1	0%
		Sometimes	14	13%	15	8%	29	10%
		Often	38	35%	60	33%	98	34%
		Very often	56	51%	105	58%	161	56%
		Total	109	100%	180	100%	289	100%

			Lower Division		Upper Division		Total	
How often do students in your selected course section engage in the following? (continued)								
	Variable	*Response Options*	*Count*	*Col %*	*Count*	*Col %*	*Count*	*Col %*
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	29	26%	60	34%	89	31%
		Sometimes	58	53%	83	46%	141	49%
		Often	17	15%	25	14%	42	15%
		Very often	6	5%	11	6%	17	6%
		Total	110	100%	179	100%	289	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	23	21%	42	24%	65	23%
		Sometimes	66	60%	81	46%	147	51%
		Often	15	14%	38	21%	53	18%
		Very often	6	5%	17	10%	23	8%
		Total	110	100%	178	100%	288	100%
In your selected course section, about how much reading and writing do you assign students?								
	Variable	*Response Options*	*Count*	*Col %*	*Count*	*Col %*	*Count*	*Col %*
a. Number of assigned textbooks, books, and/or book length packs of course readings	FREADASG	None	3	3%	6	3%	9	3%
		1	56	52%	69	40%	125	45%
		2-3	36	33%	72	42%	108	39%
		4-6	7	6%	16	9%	23	8%
		More than 6	6	6%	9	5%	15	5%
		Total	108	100%	172	100%	280	100%
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	93	91%	129	76%	222	82%
		1	6	6%	31	18%	37	14%
		2-3	2	2%	5	3%	7	3%
		4-6	0	0%	2	1%	2	1%
		More than 6	1	1%	3	2%	4	1%
		Total	102	100%	170	100%	272	100%

			Lower Division		Upper Division		Total	
In your selected course section, about how much reading and writing do you assign students? (continued)								
	Variable	*Response Options*	*Count*	*Col %*	*Count*	*Col %*	*Count*	*Col %*
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	40	38%	38	23%	78	28%
		1	29	27%	57	34%	86	31%
		2-3	26	25%	42	25%	68	25%
		4-6	6	6%	20	12%	26	9%
		More than 6	5	5%	11	7%	16	6%
		Total	106	100%	168	100%	274	100%
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	24	22%	30	18%	54	19%
		1	12	11%	23	14%	35	13%
		2-3	27	25%	46	27%	73	26%
		4-6	17	16%	39	23%	56	20%
		More than 6	27	25%	32	19%	59	21%
		Total	107	100%	170	100%	277	100%
In a *typical week* , how many *homework problem sets* do you require students in your selected course section to complete?								
	Variable	*Response Options*	*Count*	*Col %*	*Count*	*Col %*	*Count*	*Col %*
a. Number of problem sets that take your students **more than** one hour to complete	FPROBSTA	None	37	36%	62	37%	99	37%
		1-2	45	44%	67	40%	112	41%
		3-4	11	11%	16	10%	27	10%
		5-6	0	0%	6	4%	6	2%
		More than 6	10	10%	16	10%	26	10%
		Total	103	100%	167	100%	270	100%
b. Number of problem sets that take your students **less than** one hour to complete	FPROBSTB	None	43	43%	99	61%	142	54%
		1-2	37	37%	34	21%	71	27%
		3-4	9	9%	18	11%	27	10%
		5-6	7	7%	6	4%	13	5%
		More than 6	5	5%	5	3%	10	4%
		Total	101	100%	162	100%	263	100%

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Time students spend preparing for your selected course section:

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. In a typical 7-day week, about how many hours do you **expect** your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	1	1%	0	0%	1	0%
		1-2	3	3%	4	2%	7	2%
		3-4	15	14%	42	23%	57	20%
		5-6	43	39%	61	34%	104	36%
		7-8	26	24%	34	19%	60	21%
		9-10	10	9%	28	16%	38	13%
		11-12	10	9%	5	3%	15	5%
		More than 12	2	2%	5	3%	7	2%
		Total	110	100%	179	100%	289	100%
b. In a typical 7-day week, about how many hours do you think your students **actually** spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	2	2%	3	2%	5	2%
		1-2	45	41%	74	41%	119	41%
		3-4	38	35%	68	38%	106	37%
		5-6	19	17%	21	12%	40	14%
		7-8	1	1%	8	4%	9	3%
		9-10	1	1%	2	1%	3	1%
		11-12	3	3%	1	1%	4	1%
		More than 12	0	0%	2	1%	2	1%
		Total	109	100%	179	100%	288	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	27	25%	33	19%	60	21%
		Somewhat important	30	28%	36	20%	66	23%
		Important	31	28%	56	32%	87	30%
		Very important	21	19%	52	29%	73	26%
		Total	109	100%	177	100%	286	100%

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

	Variable	*Response Options*	**Lower Division** *Count*	**Lower Division** *Col %*	**Upper Division** *Count*	**Upper Division** *Col %*	**Total** *Count*	**Total** *Col %*
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	16	15%	12	7%	28	10%
		Somewhat important	20	18%	12	7%	32	11%
		Important	30	27%	44	25%	74	26%
		Very important	44	40%	108	61%	152	53%
		Total	110	100%	176	100%	286	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	30	27%	34	19%	64	22%
		Somewhat important	35	32%	50	28%	85	30%
		Important	33	30%	54	31%	87	30%
		Very important	12	11%	39	22%	51	18%
		Total	110	100%	177	100%	287	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	23	21%	10	6%	33	11%
		Somewhat important	31	28%	52	29%	83	29%
		Important	39	35%	59	33%	98	34%
		Very important	17	15%	56	32%	73	25%
		Total	110	100%	177	100%	287	100%
e. Discuss ideas or readings from class with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	27	25%	26	15%	53	19%
		Somewhat important	41	38%	60	34%	101	35%
		Important	33	30%	63	36%	96	34%
		Very important	8	7%	28	16%	36	13%
		Total	109	100%	177	100%	286	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	49	45%	71	40%	120	42%
		Somewhat important	33	30%	58	33%	91	32%
		Important	18	17%	28	16%	46	16%
		Very important	9	8%	20	11%	29	10%
		Total	109	100%	177	100%	286	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	16	15%	11	6%	27	9%
		Somewhat important	23	21%	29	16%	52	18%
		Important	26	24%	52	29%	78	27%
		Very important	43	40%	85	48%	128	45%
		Total	108	100%	177	100%	285	100%

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			Lower Division		Upper Division		Total	
In your selected course section, how important to you is it that your students do the following? (continued)								
	Variable	*Response Options*	*Count*	*Col %*	*Count*	*Col %*	*Count*	*Col %*
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	22	20%	21	12%	43	15%
		Somewhat important	22	20%	24	14%	46	16%
		Important	25	23%	54	31%	79	28%
		Very important	40	37%	78	44%	118	41%
		Total	109	100%	177	100%	286	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	4	4%	2	1%	6	2%
		Somewhat important	11	10%	8	5%	19	7%
		Important	29	27%	43	24%	72	25%
		Very important	65	60%	124	70%	189	66%
		Total	109	100%	177	100%	286	100%
In your selected course section, on average, what *percent of class time* is spent on the following?								
	Variable	*Response Options*	*Count*	*Col %*	*Count*	*Col %*	*Count*	*Col %*
a. Lecture	LECTURE	0	2	2%	11	6%	13	5%
		1-9	12	11%	26	15%	38	14%
		10-19	19	18%	24	14%	43	15%
		20-29	8	7%	21	12%	29	10%
		30-39	13	12%	15	9%	28	10%
		40-49	17	16%	22	13%	39	14%
		50-74	29	27%	41	24%	70	25%
		75 or more	7	7%	14	8%	21	7%
		Total	107	100%	174	100%	281	100%
b. Teacher-led discussion	TEACHLED	0	4	4%	3	2%	7	3%
		1-9	20	19%	44	26%	64	23%
		10-19	27	26%	44	26%	71	26%
		20-29	20	19%	30	17%	50	18%
		30-39	12	12%	18	10%	30	11%
		40-49	16	15%	17	10%	33	12%
		50-74	5	5%	12	7%	17	6%
		75 or more	0	0%	4	2%	4	1%
		Total	104	100%	172	100%	276	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0	41	41%	48	29%	89	33%
		1-9	17	17%	39	23%	56	21%
		10-19	14	14%	34	20%	48	18%
		20-29	8	8%	22	13%	30	11%
		30-39	7	7%	8	5%	15	6%
		40-49	7	7%	3	2%	10	4%
		50-74	2	2%	10	6%	12	5%
		75 or more	3	3%	3	2%	6	2%
		Total	99	100%	167	100%	266	100%
d. Student computer use	COMPMED	0	65	63%	108	63%	173	63%
		1-9	15	14%	36	21%	51	18%
		10-19	10	10%	15	9%	25	9%
		20-29	4	4%	4	2%	8	3%
		30-39	5	5%	6	3%	11	4%
		40-49	0	0%	2	1%	2	1%
		50-74	1	1%	0	0%	1	0%
		75 or more	4	4%	1	1%	5	2%
		Total	104	100%	172	100%	276	100%
e. Small group activities	GROUPSML	0	15	14%	33	19%	48	17%
		1-9	21	20%	50	28%	71	25%
		10-19	30	28%	50	28%	80	28%
		20-29	20	19%	17	10%	37	13%
		30-39	8	7%	10	6%	18	6%
		40-49	3	3%	6	3%	9	3%
		50-74	6	6%	8	5%	14	5%
		75 or more	4	4%	3	2%	7	2%
		Total	107	100%	177	100%	284	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
f. Student presentations	STUPRES	0	51	48%	57	33%	108	39%
		1-9	36	34%	49	28%	85	30%
		10-19	8	7%	38	22%	46	16%
		20-29	5	5%	16	9%	21	8%
		30-39	2	2%	5	3%	7	3%
		40-49	0	0%	4	2%	4	1%
		50-74	2	2%	3	2%	5	2%
		75 or more	3	3%	0	0%	3	1%
		Total	107	100%	172	100%	279	100%
g. In-class writing	CLSWRITE	0	52	49%	97	56%	149	53%
		1-9	39	37%	58	33%	97	35%
		10-19	8	8%	16	9%	24	9%
		20-29	2	2%	2	1%	4	1%
		30-39	2	2%	1	1%	3	1%
		40-49	0	0%	0	0%	0	0%
		50-74	0	0%	0	0%	0	0%
		75 or more	3	3%	0	0%	3	1%
		Total	106	100%	174	100%	280	100%
h. Testing and evaluation	TESTEVAL	0	6	6%	27	15%	33	12%
		1-9	70	65%	93	53%	163	58%
		10-19	27	25%	41	23%	68	24%
		20-29	1	1%	8	5%	9	3%
		30-39	1	1%	2	1%	3	1%
		40-49	0	0%	2	1%	2	1%
		50-74	1	1%	1	1%	2	1%
		75 or more	2	2%	1	1%	3	1%
		Total	108	100%	175	100%	283	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0	94	90%	156	90%	250	90%
		1-9	4	4%	4	2%	8	3%
		10-19	2	2%	2	1%	4	1%
		20-29	1	1%	3	2%	4	1%
		30-39	0	0%	0	0%	0	0%
		40-49	1	1%	1	1%	2	1%
		50-74	1	1%	1	1%	2	1%
		75 or more	1	1%	7	4%	8	3%
		Total	104	100%	174	100%	278	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0	56	54%	105	61%	161	58%
		1-9	13	13%	20	12%	33	12%
		10-19	12	12%	18	10%	30	11%
		20-29	10	10%	7	4%	17	6%
		30-39	7	7%	9	5%	16	6%
		40-49	2	2%	6	3%	8	3%
		50-74	3	3%	3	2%	6	2%
		75 or more	1	1%	4	2%	5	2%
		Total	104	100%	172	100%	276	100%
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?	FEXAMS	Very Little	0	0%	0	0%	0	0%
		2	1	1%	1	1%	2	1%
		3	1	1%	1	1%	2	1%
		4	14	13%	13	7%	27	9%
		5	31	28%	45	26%	76	27%
		6	49	45%	74	42%	123	43%
		Very much	13	12%	42	24%	55	19%
		Total	109	100%	176	100%	285	100%

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

	Variable	*Response Options*	**Lower Division** *Count*	**Lower Division** *Col %*	**Upper Division** *Count*	**Upper Division** *Col %*	**Total** *Count*	**Total** *Col %*
a. **Memorizing** facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	35	32%	79	45%	114	40%
		Some	50	45%	64	36%	114	40%
		Quite a bit	19	17%	27	15%	46	16%
		Very much	6	5%	6	3%	12	4%
		Total	110	100%	176	100%	286	100%
b. **Analyzing** the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	4	4%	0	0%	4	1%
		Some	8	7%	22	12%	30	10%
		Quite a bit	50	45%	61	34%	111	39%
		Very much	48	44%	94	53%	142	49%
		Total	110	100%	177	100%	287	100%
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	2	2%	4	2%	6	2%
		Some	12	11%	14	8%	26	9%
		Quite a bit	49	45%	61	35%	110	38%
		Very much	47	43%	97	55%	144	50%
		Total	110	100%	176	100%	286	100%
d. **Making judgments** about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	10	9%	13	7%	23	8%
		Some	28	25%	32	18%	60	21%
		Quite a bit	41	37%	52	29%	93	32%
		Very much	31	28%	80	45%	111	39%
		Total	110	100%	177	100%	287	100%
e. **Applying** theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	7	6%	2	1%	9	3%
		Some	18	17%	19	11%	37	13%
		Quite a bit	35	32%	55	31%	90	31%
		Very much	49	45%	101	57%	150	52%
		Total	109	100%	177	100%	286	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
a. Writing clearly and effectively	FGNWRITE	Very little	11	10%	14	8%	25	9%
		Some	33	30%	31	18%	64	22%
		Quite a bit	25	23%	52	30%	77	27%
		Very much	40	37%	79	45%	119	42%
		Total	109	100%	176	100%	285	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	31	29%	29	16%	60	21%
		Some	39	36%	53	30%	92	32%
		Quite a bit	21	19%	54	31%	75	26%
		Very much	17	16%	40	23%	57	20%
		Total	108	100%	176	100%	284	100%
c. Thinking critically and analytically	FGNANALY	Very little	1	1%	0	0%	1	0%
		Some	8	8%	10	6%	18	6%
		Quite a bit	35	33%	37	21%	72	26%
		Very much	62	58%	128	73%	190	68%
		Total	106	100%	175	100%	281	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	36	33%	66	38%	102	36%
		Some	24	22%	33	19%	57	20%
		Quite a bit	23	21%	28	16%	51	18%
		Very much	26	24%	48	27%	74	26%
		Total	109	100%	175	100%	284	100%
e. Using computing and information technology	FGNCMPTS	Very little	32	29%	57	32%	89	31%
		Some	36	33%	58	33%	94	33%
		Quite a bit	23	21%	43	24%	66	23%
		Very much	18	17%	18	10%	36	13%
		Total	109	100%	176	100%	285	100%

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

	Variable	*Response Options*	Lower Division *Count*	Lower Division *Col %*	Upper Division *Count*	Upper Division *Col %*	Total *Count*	Total *Col %*
f. Working effectively with others	FGNOTHER	Very little	17	16%	25	14%	42	15%
		Some	38	35%	53	30%	91	32%
		Quite a bit	36	33%	49	28%	85	30%
		Very much	18	17%	48	27%	66	23%
		Total	109	100%	175	100%	284	100%
g. Learning effectively on their own	FGNINQ	Very little	2	2%	3	2%	5	2%
		Some	22	20%	28	16%	50	18%
		Quite a bit	41	38%	83	47%	124	44%
		Very much	44	40%	62	35%	106	37%
		Total	109	100%	176	100%	285	100%
h. Understanding themselves	FGNSELF	Very little	31	29%	39	22%	70	25%
		Some	36	33%	49	28%	85	30%
		Quite a bit	18	17%	43	25%	61	22%
		Very much	23	21%	43	25%	66	23%
		Total	108	100%	174	100%	282	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	44	41%	54	31%	98	35%
		Some	26	24%	55	31%	81	29%
		Quite a bit	16	15%	27	15%	43	15%
		Very much	21	20%	40	23%	61	22%
		Total	107	100%	176	100%	283	100%
j. Solving complex real-world problems	FGNPROBS	Very little	17	16%	19	11%	36	13%
		Some	31	29%	51	29%	82	29%
		Quite a bit	34	32%	51	29%	85	30%
		Very much	25	23%	55	31%	80	28%
		Total	107	100%	176	100%	283	100%

Faculty Survey
of Student Engagement

FSSE 2005 Frequency Distributions
Grand Valley State University

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

	Variable	*Response Options*	**Lower Division** *Count*	**Lower Division** *Col %*	**Upper Division** *Count*	**Upper Division** *Col %*	**Total** *Count*	**Total** *Col %*
k. Developing a personal code of values and ethics	FVALUES	Very little	39	36%	41	23%	80	28%
		Some	34	32%	59	34%	93	33%
		Quite a bit	25	23%	34	19%	59	21%
		Very much	9	8%	41	23%	50	18%
		Total	107	100%	175	100%	282	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	82	77%	123	70%	205	72%
		Some	16	15%	31	18%	47	17%
		Quite a bit	7	7%	11	6%	18	6%
		Very much	2	2%	11	6%	13	5%
		Total	107	100%	176	100%	283	100%
m. Acquiring a broad general education	FGNGENLE	Very little	12	11%	24	14%	36	13%
		Some	29	27%	54	31%	83	29%
		Quite a bit	31	29%	62	35%	93	33%
		Very much	35	33%	36	20%	71	25%
		Total	107	100%	176	100%	283	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	13	12%	13	7%	26	9%
		Some	43	40%	50	29%	93	33%
		Quite a bit	26	24%	57	33%	83	30%
		Very much	25	23%	54	31%	79	28%
		Total	107	100%	174	100%	281	100%

Faculty Survey
of Student Engagement

FSSE 2005 Frequency Distributions
Grand Valley State University

			Lower Division		Upper Division		Total	
Variable	*Response Options*		*Count*	*Col %*	*Count*	*Col %*	*Count*	*Col %*
Total number of courses (undergraduate and graduate) you have taught or are scheduled to teach during the *current* academic year:	NC05	0	1	1%	0	0%	1	0%
		1	3	3%	3	2%	6	2%
		2	6	6%	4	2%	10	4%
		3	13	12%	18	10%	31	11%
		4	11	10%	15	9%	26	9%
		5	14	13%	15	9%	29	10%
		6	38	35%	65	37%	103	36%
		7	14	13%	29	17%	43	15%
		8	5	5%	12	7%	17	6%
		9 or more	4	4%	14	8%	18	6%
		Total	109	100%	175	100%	284	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	31	29%	38	22%	69	25%
		Biological science	8	7%	16	9%	24	9%
		Business	2	2%	19	11%	21	8%
		Education	2	2%	11	6%	13	5%
		Engineering	7	7%	2	1%	9	3%
		Physical science	22	21%	25	14%	47	17%
		Professional	4	4%	14	8%	18	6%
		Social science	19	18%	27	16%	46	16%
		Other	12	11%	21	12%	33	12%
		Total	107	100%	173	100%	280	100%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*50% or Higher*
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	**21%**
		UD	**32%**
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	**24%**
		UD	**25%**
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	**22%**
		UD	**33%**
Occasionally use e-mail to communicate with you	FEMAIL	LD	**29%**
		UD	**42%**
Occasionally discuss grades or assignments with you	FGRADE	LD	**15%**
		UD	**28%**
At least once, talk about career plans with you	FPLANS	LD	**4%**
		UD	**19%**
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	**8%**
		UD	**13%**

Student Responses

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

NSSE Item	*Variable*	*Class*	*Very Often*	*Often*	*Sometimes*	*Never*
Asked questions in class or contributed to class discussions	CLQUEST	FY	17%	37%	43%	3%
		SR	34%	37%	27%	2%
Come to class without completing assignments	CLUNPREP	FY	6%	16%	62%	16%
		SR	7%	15%	62%	16%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	10%	39%	43%	7%
		SR	16%	36%	41%	7%
Used e-mail to communicate with an instructor	EMAIL	FY	33%	38%	27%	2%
		SR	50%	33%	17%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	15%	29%	46%	10%
		SR	25%	33%	36%	6%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	6%	16%	45%	33%
		SR	14%	24%	47%	15%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	3%	11%	39%	47%
		SR	9%	17%	43%	31%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Very Often or Often*
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	**41%**
		UD	**49%**
Work with other students on projects during class	FCLASSGR	LD	**58%**
		UD	**63%**
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	**10%**
		UD	**12%**
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	**41%**
		UD	**42%**
Receive prompt feedback (written or oral) from you on their academic performance	FFEED	LD	**86%**
		UD	**92%**
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	**21%**
		UD	**20%**
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	**19%**
		UD	**31%**

Student Responses

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

NSSE Item	*Variable*	*Class*	*Very Often*	*Often*	*Sometimes*	*Never*
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	15%	38%	40%	8%
		SR	24%	36%	34%	7%
Worked with other students on projects during class	CLASSGRP	FY	14%	38%	39%	9%
		SR	14%	37%	41%	8%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	1%	5%	19%	74%
		SR	5%	9%	30%	55%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	24%	29%	35%	11%
		SR	26%	30%	30%	14%
Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	FY	14%	44%	37%	4%
		SR	19%	55%	24%	2%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	20%	26%	36%	19%
		SR	18%	28%	38%	16%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	28%	29%	34%	9%
		SR	24%	30%	37%	9%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Very Important or Important*
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	**48%**
		UD	**61%**
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	**67%**
		UD	**86%**
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	**41%**
		UD	**53%**
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	**51%**
		UD	**65%**
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	**38%**
		UD	**51%**
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	**25%**
		UD	**27%**
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	**64%**
		UD	**77%**
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	**60%**
		UD	**75%**
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	**86%**
		UD	**94%**

Student Responses

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

NSSE Item	*Variable*	*Class*	*Very Often*	*Often*	*Sometimes*	*Never*
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	25%	36%	27%	11%
		SR	21%	27%	38%	15%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	33%	47%	18%	1%
		SR	43%	44%	13%	0%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	8%	28%	50%	14%
		SR	18%	37%	39%	6%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	10%	37%	48%	5%
		SR	25%	43%	29%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	14%	37%	44%	5%
		SR	25%	40%	30%	5%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	3%	9%	33%	56%
		SR	11%	11%	31%	47%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	11%	35%	45%	9%
		SR	22%	37%	36%	5%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	20%	36%	40%	5%
		SR	26%	38%	32%	4%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	17%	42%	37%	4%
		SR	26%	38%	34%	1%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Quite Challenging*
Select the 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	FEXAMS	LD	**85%**
		UD	**91%**

Note: Faculty reponded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

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

FSSE Item	*Variable*	*Class*	*Very Much or Quite a Bit*
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	**23%**
		UD	**19%**
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	**89%**
		UD	**88%**
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	**87%**
		UD	**90%**
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	**65%**
		UD	**75%**
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	**77%**
		UD	**88%**

Student Responses

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

NSSE Item	*Variable*	*Class*	*Quite Challenging*	*Not as Challenging*
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	84%	16%
		SR	78%	22%

Note: Students reponded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

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

NSSE Item	*Variable*	*Class*	*Very Much*	*Quite a Bit*	*Some*	*Very Little*
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	28%	42%	25%	5%
		SR	17%	34%	38%	11%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	25%	49%	24%	2%
		SR	33%	48%	17%	2%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	17%	46%	33%	4%
		SR	25%	43%	28%	3%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	17%	42%	35%	6%
		SR	25%	41%	28%	6%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	27%	45%	25%	3%
		SR	38%	38%	21%	3%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Very Much or Quite a Bit*
Writing clearly and effectively	FGNWRITE	LD	**60%**
		UD	**74%**
Speaking clearly and effectively	FGNSPEAK	LD	**35%**
		UD	**53%**
Thinking critically and analytically	FGNANALY	LD	**92%**
		UD	**94%**
Analyzing quantitative problems	FGNQUANT	LD	**45%**
		UD	**43%**
Using computing and information technology	FGNCMPTS	LD	**38%**
		UD	**35%**
Working effectively with others	FGNOTHER	LD	**50%**
		UD	**55%**
Learning effectively on their own	FGNINQ	LD	**78%**
		UD	**82%**

Student Responses

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

NSSE Item	*Variable*	*Class*	*Very Much*	*Quite a Bit*	*Some*	*Very Little*
Writing clearly and effectively	GNWIRTE	FY	25%	47%	24%	5%
		SR	36%	41%	20%	4%
Speaking clearly and effectively	GNSPEAK	FY	15%	37%	33%	15%
		SR	25%	38%	29%	8%
Thinking critically and analytically	GNANALY	FY	29%	48%	21%	2%
		SR	45%	40%	13%	2%
Analyzing quantitative problems	GNQUANT	FY	21%	44%	30%	5%
		SR	30%	39%	25%	5%
Using computing and information technology	GNCMPTS	FY	28%	41%	25%	6%
		SR	40%	40%	16%	4%
Working effectively with others	GNOTHERS	FY	25%	45%	26%	4%
		SR	36%	40%	19%	5%
Learning effectively on your own	GNINQ	FY	22%	43%	29%	6%
		SR	26%	41%	25%	8%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Very Much or Quite a Bit*
Understanding themselves	FGNSELF	LD	**38%**
		UD	**49%**
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	**35%**
		UD	**38%**
Solving complex real-world problems	FGNPROBS	LD	**55%**
		UD	**60%**
Developing a personal code of values and ethics	FVALUES	LD	**32%**
		UD	**43%**
Developing a deepened sense of spirituality	FSPIRIT	LD	**8%**
		UD	**13%**
Acquiring a broad general education	FGNGENLE	LD	**62%**
		UD	**56%**
Acquiring job or work-related knowledge and skills	FGNWORK	LD	**48%**
		UD	**64%**

Student Responses

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

NSSE Item	*Variable*	*Class*	*Very Much*	*Quite a Bit*	*Some*	*Very Little*
Understanding yourself	GNSELF	FY	20%	37%	30%	13%
		SR	21%	34%	30%	14%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	15%	34%	36%	16%
		SR	16%	29%	37%	19%
Solving complex real-world problems	GNPROBSV	FY	14%	31%	42%	13%
		SR	17%	34%	33%	16%
Developing a personal code of values and ethics	GNETHICS	FY	14%	30%	37%	19%
		SR	17%	25%	36%	22%
Developing a deepened sense of spirituality	GNSPIRIT	FY	8%	18%	32%	42%
		SR	6%	13%	22%	59%
Acquiring a broad general education	GNGENLED	FY	33%	49%	16%	2%
		SR	40%	42%	15%	4%
Acquiring job or work-related knowledge and skills	GNWORK	FY	18%	35%	35%	12%
		SR	31%	38%	23%	7%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Very Important or Important*
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	**73%**
		UD	**86%**
Community service or volunteer work	FVOLUNTR	LD	**53%**
		UD	**58%**
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	**38%**
		UD	**38%**
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	**56%**
		UD	**53%**
Study a foreign language	FFORLANG	LD	**70%**
		UD	**68%**
Study abroad	FSTUDYAB	LD	**57%**
		UD	**59%**
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	FSENIOR	LD	**88%**
		UD	**88%**

Student Responses

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

NSSE Item	*Variable*	*Class*	*Done*	*Plan to do*	*Do not plan to do*	*Have not decided*
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	78%	4%	12%
		SR	45%	33%	16%	6%
Community service or volunteer work	VOLNTR04	FY	33%	45%	7%	15%
		SR	61%	16%	16%	7%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	7%	21%	32%	41%
		SR	22%	9%	55%	13%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	2%	23%	30%	45%
		SR	14%	11%	57%	18%
Foreign language coursework	FORLNG04	FY	21%	25%	34%	20%
		SR	36%	8%	50%	6%
Study abroad	STDABR04	FY	2%	40%	26%	32%
		SR	11%	9%	66%	14%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	49%	11%	39%
		SR	52%	42%	4%	3%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Very Much or Quite a Bit*
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	LD	**48%**
		UD	**43%**
Providing students the support they need to help them succeed academically	FENVSUPR	LD	**76%**
		UD	**82%**
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	**28%**
		UD	**27%**
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	**24%**
		UD	**22%**
Providing students the support they need to thrive socially	FENVSOCA	LD	**30%**
		UD	**28%**
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	LD	**55%**
		UD	**51%**
Encouraging students to use computers in their academic work	FENVCOMP	LD	**89%**
		UD	**95%**

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	31%	50%	17%	1%
		SR	32%	47%	19%	2%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	29%	49%	21%	2%
		SR	21%	48%	28%	3%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	19%	32%	33%	15%
		SR	11%	24%	39%	26%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	6%	21%	41%	33%
		SR	3%	14%	35%	48%
Providing the support you need to thrive socially	ENVSOCAL	FY	8%	28%	47%	17%
		SR	5%	21%	43%	31%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	22%	39%	32%	7%
		SR	11%	37%	36%	16%
Using computers in academic work	ENVCOMPT	FY	47%	41%	11%	2%
		SR	59%	32%	8%	2%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Grand Valley State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Positive Quality*
With other students	FENVSTU	LD	**71%**
		UD	**73%**
With faculty members	FENVFAC	LD	**84%**
		UD	**78%**
With administrative personnel	FENVADM	LD	**39%**
		UD	**36%**

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

Student Responses

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

NSSE Item	*Variable*	*Class*	*Positive Quality*	*Neutral or Negative*
With other students	ENVSTU	FY	79%	21%
		SR	75%	25%
With faculty members	ENVFAC	FY	68%	32%
		SR	81%	19%
With administrative personnel and offices	ENVADM	FY	51%	49%
		SR	47%	53%

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

FSSE 2005 Respondent Characteristics
Grand Valley State University

Participation rate	53% (48% Full completions, 5% Partial completions)*
Number of invited faculty members	690
Total number of respondents	363
Number of full completions*	330 (110 Lower Division, 180 Upper Division, 35 Other, 5 Missing course level)
Number of partial completions*	33

	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	29%	22%	19%	24%
Biological science	7%	9%	0%	8%
Business	2%	11%	3%	7%
Education	2%	6%	26%	7%
Engineering	7%	1%	3%	3%
Physical science	21%	14%	6%	16%
Professional	4%	8%	26%	8%
Social science	18%	16%	16%	16%
Other	11%	12%	0%	11%
Rank				
Professor	16%	21%	16%	19%
Associate Professor	33%	35%	35%	34%
Assistant Professor	46%	41%	42%	43%
Instructor	3%	2%	0%	2%
Lecturer	0%	0%	0%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	2%	1%	6%	2%
Tenure status				
Tenured	46%	55%	52%	52%
On tenure track but not tenured	54%	45%	45%	48%
Not on tenure track	0%	0%	3%	0%
No tenure system	0%	0%	0%	0%
Highest degree earned				
First professional degree	1%	3%	3%	3%
Doctoral degree	90%	84%	71%	85%
Master's degree	5%	10%	19%	9%
Bachelor's degree	0%	1%	3%	1%
Associate's degree	0%	0%	0%	0%
Other	4%	2%	3%	3%

* A "full completion" is a respondent who completed the survey through the FGNWORK item or beyond. A "partial completion" is a respondent who initiated the survey but ended submission prior to FGNWORK. All percentages are based on full completions only.

FSSE 2005 Respondent Characteristics
Grand Valley State University

	Lower Division	Upper Division	Other	Total
Full-time/Part Time				
Full-time	99%	97%	97%	98%
Part-time	1%	3%	3%	3%
Years teaching				
4 or less	13%	14%	20%	14%
5-9	33%	16%	30%	24%
10-14	16%	22%	7%	18%
15 or more	37%	48%	43%	44%
Age				
34 or younger	11%	12%	10%	12%
35-44	47%	27%	34%	35%
45-54	23%	40%	24%	33%
Older than 54	19%	21%	31%	21%
Gender				
Male	62%	51%	42%	54%
Female	38%	49%	58%	46%
Race / Ethnicity				
American Indian / Native Amer.	0%	0%	0%	0%
Asian Amer. / Pacific Islander	7%	3%	0%	4%
Black or African American	2%	3%	6%	3%
White (non-Hispanic)	75%	77%	77%	76%
Mexican or Mexican American	0%	1%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	4%	2%	0%	2%
Multiracial	1%	2%	0%	1%
Other	2%	3%	0%	3%
Prefer not to respond	9%	10%	16%	10%
Citizenship status				
U.S. citizen, native	79%	89%	94%	86%
U.S. citizen, naturalized	8%	3%	3%	5%
Permanent resident of the U.S.	9%	6%	3%	7%
Temporary resident of the U.S.	3%	2%	0%	2%