

**Faculty Survey
of Student Engagement**

Minot State University

FSSE-NSSE Combined Report

August 2009



Faculty Survey of Student Engagement

Interpreting the FSSE-NSSE Combined Report

Course-Based Survey Option

The course-based option asks faculty members to respond to questions about student engagement based on a course taught during the current academic year. This option is valuable for institutions that want to know more about faculty practices and student engagement tied to individual courses taught on campus.

Sample

The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who responded to the survey based on their experiences teaching either a lower or upper division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are the same as those included in the *NSSE 2009 Frequency Distributions*.

Survey Items & Variable Names

Results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the leftmost column contains survey items in the same wording that appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your 2009 *Frequency Distributions* reports.

Faculty Responses

This column shows the percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.

Class Level

Frequency distributions are reported separately for faculty who reported teaching a course of mostly first-year and sophomore students (LD) or of mostly juniors and seniors (UD). Student responses are reported separately for first-year students (FY) and seniors (SR). Institution-reported class ranks are used for the student data.



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Faculty classroom practices and student responses:

Faculty Responses

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

FSSE Item	Variable	Class	UD	LD	% of Faculty
Asked questions in class or contributed to class discussions	CLQUEST	UD	21%	LD	50%
Frequently come to class without completing readings or assignments	CLW/REP	UD	23%	LD	37%
Wrote/d harder than you thought you could to meet an instructor's standards or expectations	W/REP	UD	26%	LD	42%

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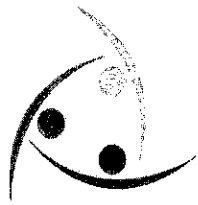
NSSEville State University

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	FY	SR	Other	Sometimes	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	29%	38%	31%	31%	2%
		SR	48%	31%	19%	19%	2%
Come to class without completing assignments	CLW/REP	FY	6%	11%	56%	27%	
		SR	7%	15%	57%	21%	
Wrote/d harder than you thought you could to meet an instructor's standards or expectations	W/REP	FY	15%	38%	57%	6%	
		SR	22%	39%	54%	5%	

Student Responses
Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE 2009 Frequency Distributions*.



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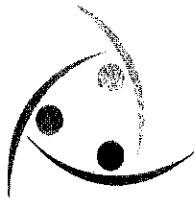
Faculty classroom practices and student responses:

FSSE Item	Variable	Class	50% or Higher
Frequently ask questions in class or contribute to class discussions	FCLQUEST	UD	26%
Frequently come to class without completing readings or assignments	FCLUNPREP	LD UD	20% 21%
Frequently work harder than they usually do to meet your standards	FWORKHARD	LD UD	26% 37%
Occasionally use e-mail to communicate with you	FEMAIL	LD UD	43% 48%
Occasionally discuss grades or assignments with you	FACGRADE	LD UD	34% 41%
At least once, talk about career plans with you	FPLANS	LD UD	14% 41%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD UD	24% 28%

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 SR	29% 40%	31% 36%	36% 24%	4% 1%
Come to class without completing assignments	CLUNPREP	FY SR	4% 6%	10% 14%	50% 58%	36% 22%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY SR	22% 18%	36% 37%	36% 40%	6% 6%
Used e-mail to communicate with an instructor	EMAIL	FY SR	41% 55%	34% 25%	24% 19%	1% 1%
Discussed grades or assignments with an instructor	FACGRADE	FY SR	19% 28%	43% 32%	28% 36%	10% 5%
Talked about career plans with a faculty member or advisor	FACPLANS	FY SR	11% 18%	25% 26%	36% 41%	28% 15%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY SR	8% 7%	11% 14%	32% 50%	49% 28%



Faculty Survey of Student Engagement

Faculty classroom practices and student responses:

Faculty Responses

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

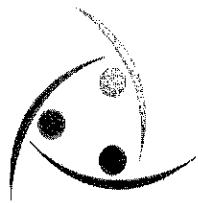
FSSE Item	Variable	Class	Very Often or Often
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	EDIVCLAS	LD UD	37% 60%
Work with other students on projects during class	ICLASSGR	LD UD	63% 70%
Participate in a community-based project (e.g., service learning) as part of your course	FOOMPRO	LD UD	9% 28%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	EFHCAD	LD UD	41% 49%
Receive prompt written or oral feedback from you on their academic performance	FEEED	LD UD	89% 92%
Have serious conversations in your course with students of a different race or ethnicity than their own	EDIVRSU	LD UD	23% 33%
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	EDIFFSTU	LD UD	40% 37%

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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 SR	17% 25%	47% 30%	26% 35%	10% 11%
Worked with other students on projects during class	CLASSGRP	FY SR	9% 17%	40% 33%	36% 37%	14% 13%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY SR	1% 7%	8% 6%	19% 27%	72% 60%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY SR	20% 33%	22% 25%	31% 27%	27% 15%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY SR	13% 20%	37% 45%	38% 32%	12% 3%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY SR	13% 13%	24% 22%	37% 39%	26% 26%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTUD	FY SR	12% 14%	25% 22%	38% 42%	25% 22%



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Faculty classroom practices and student responses:

Faculty Responses			Very Important or Important
FSSE Item	Variable	Class	
Prepared two or more drafts of a paper or assignment before turning it in	FRESWROPA	LD	49%
		UD	59%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	71%
		UD	87%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	53%
		UD	59%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINIDEA	LD	69%
		UD	86%
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCIDMS	LD	51%
		UD	67%
Tutor or teach other students (paid or voluntary)	FEUTOR	LD	34%
		UD	42%
Examine the strengths and weaknesses of their views on a topic or issue	FEOWNVIEW	LD	66%
		UD	88%
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FEOTHERVW	LD	63%
		UD	88%
Learn something that changes the way they understand an issue or concept	FECHNGVW	LD	91%
		UD	94%

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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%	41%	23%	11%
		SR	18%	32%	34%	16%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	29%	44%	23%	4%
		SR	45%	39%	13%	2%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	6%	21%	41%	32%
		SR	16%	34%	39%	11%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	12%	32%	44%	12%
		SR	25%	36%	34%	5%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	18%	38%	32%	12%
		SR	20%	34%	40%	6%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	7%	29%	60%
		SR	7%	11%	29%	52%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	14%	24%	46%	16%
		SR	20%	31%	38%	11%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHERVIEW	FY	18%	32%	39%	11%
		SR	24%	35%	33%	8%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	16%	41%	34%	9%
		SR	21%	38%	36%	5%



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Faculty classroom practices and student responses:

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 response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	MEMORIZE	LD	88%
	ANALYZE	UD	84%

Note: Faculty responded 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	MEMORIZE	LD	46%
	ANALYZE	UD	20%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	LD	83%
	SYNTHESZ	UD	90%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	LD	77%
	EVALUATE	UD	90%
Making judgments about the value of information, arguments, or methods	EVALUATE	LD	66%
	APPLYING	UD	90%
Applying theories or concepts to practical problems or in new situations	APPLYING	LD	86%
	SYNTHESZ	UD	92%

Student Responses

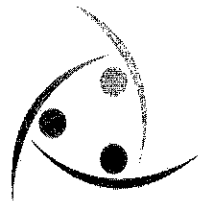
Distribution of student responses to how much their examinations during the current school year challenged them to do their best work

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	EXAMS	FY	81%	19%
		SR	79%	21%

Note: Students responded 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	23%	42%	31%	3%
		SR	19%	39%	29%	13%
Analyzing the basic elements of an idea, experience, or theory	ANALYZE	FY	27%	46%	23%	4%
		SR	33%	48%	18%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	17%	45%	29%	9%
		SR	25%	46%	25%	5%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	17%	42%	32%	9%
		SR	27%	44%	24%	6%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	26%	42%	24%	8%
		SR	35%	44%	18%	3%



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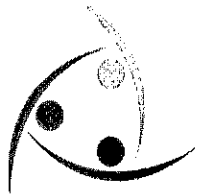
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Faculty classroom practices and student responses:

Faculty Responses			
FSSE Item	Variable	Class	
Writing clearly and effectively	FGNRWRE	LD	57%
		UD	76%
Speaking clearly and effectively	FGNSPEAK	LD	43%
		UD	67%
Thinking critically and analytically	FGNANALY	LD	94%
		UD	96%
Analyzing quantitative problems	FGNQANT	LD	37%
		UD	47%
Using computing and information technology	FGNCMBTS	LD	57%
		UD	45%
Working effectively with others	FGNOTHER	LD	54%
		UD	78%
Learning effectively on their own	FGNINSO	LD	80%
		UD	86%

Student Responses						
NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	GNWIRTE	FY	31%	41%	25%	3%
		SR	30%	42%	21%	6%
Speaking clearly and effectively	GNSPEAK	FY	27%	36%	30%	7%
		SR	28%	41%	26%	5%
Thinking critically and analytically	GNANALY	FY	35%	42%	18%	5%
		SR	43%	38%	17%	2%
Analyzing quantitative problems	GNQUANT	FY	24%	35%	36%	6%
		SR	31%	39%	27%	4%
Using computing and information technology	GNCMPTS	FY	31%	32%	30%	7%
		SR	33%	40%	21%	6%
Working effectively with others	GNOTHERS	FY	29%	35%	32%	4%
		SR	34%	43%	19%	4%
Learning effectively on your own	GNINQ	FY	16%	42%	32%	9%
		SR	29%	40%	21%	11%

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



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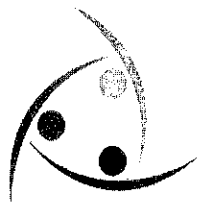
Faculty classroom practices and student responses:

Faculty Responses			
FSSE Item	Variable	Class	Very Much or Quite a Bit
Understanding themselves	FGNSELF	LD	50%
		UD	69%
Understanding people of other racial and ethnic backgrounds	FGNDIVERS	LD	43%
		UD	57%
Solving complex real-world problems	FGNPROBS	LD	54%
		UD	78%
Developing a personal code of values and ethics	FVALUES	LD	43%
		UD	67%
Developing a deepened sense of spirituality	FSPIRIT	LD	9%
		UD	20%
Acquiring a broad general education	FGNGENLE	LD	66%
		UD	55%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	74%
		UD	86%

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	17%	35%	30%	18%
		SR	20%	35%	27%	18%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	15%	30%	37%	18%
		SR	19%	27%	36%	18%
Solving complex real-world problems	GNPROBSV	FY	16%	31%	37%	17%
		SR	21%	33%	35%	12%
Developing a personal code of values and ethics	GNETHICS	FY	18%	28%	32%	21%
		SR	23%	29%	28%	20%
Developing a deepened sense of spirituality	GNSPIRIT	FY	7%	18%	26%	49%
		SR	9%	12%	22%	57%
Acquiring a broad general education	GNGENLED	FY	34%	42%	20%	4%
		SR	30%	49%	18%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	23%	31%	33%	13%
		SR	37%	39%	19%	5%



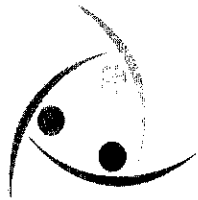
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Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses			
FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	91%
		UD	91%
Community service or volunteer work	FVOLNTR	LD	74%
		UD	76%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLEARNCOM	LD	71%
		UD	76%
Work on a research project with a faculty member outside of course or program requirements	FRESRCH04	LD	57%
		UD	72%
Foreign language coursework	FORLANG	LD	57%
		UD	40%
Study abroad	FSTUDABR04	LD	23%
		UD	37%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	86%
		UD	89%

Student Responses						
Distribution of student responses 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	7%	68%	5%	20%
		SR	48%	31%	13%	7%
Community service or volunteer work	VOLNTR04	FY	36%	33%	11%	21%
		SR	48%	15%	20%	17%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	13%	25%	20%	42%
		SR	24%	4%	50%	22%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	8%	24%	28%	39%
		SR	14%	7%	59%	20%
Foreign language coursework	FORLANG04	FY	17%	25%	29%	30%
		SR	19%	8%	57%	16%
Study abroad	STDABR04	FY	6%	20%	34%	41%
		SR	6%	4%	73%	18%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	3%	38%	15%	44%
		SR	25%	30%	26%	19%



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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	Class	Very Much or Quite a Bit
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	60%
		UD	61%
Providing students the support they need to help them succeed academically	FENVSUPR	LD	63%
		UD	67%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIR	LD	34%
		UD	45%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	18%
		UD	30%
Providing students the support they need to thrive socially	FENVSOCA	LD	25%
		UD	37%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEN	LD	54%
		UD	60%
Encouraging students to use computers in their academic work	FENVCOMP	LD	77%
		UD	85%

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	28%	50%	18%	4%
		SR	32%	44%	20%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	27%	42%	20%	10%
		SR	24%	44%	27%	5%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIRS	FY	16%	40%	25%	19%
		SR	15%	22%	40%	23%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	18%	36%	36%
		SR	7%	16%	30%	47%
Providing the support you need to thrive socially	ENVSOCAL	FY	9%	29%	38%	23%
		SR	5%	21%	43%	30%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	26%	38%	24%	12%
		SR	14%	32%	31%	22%
Using computers in academic work	ENVCOMPT	FY	42%	35%	17%	6%
		SR	56%	31%	10%	3%



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Faculty and student perceptions of the campus environment:

Faculty Responses			
FSSE Item	Variable	Class	Positive Quality
With other students	FENVSTU	LD	63%
		UD	80%
With faculty members	FENVFAC	LD	71%
		UD	78%
With administrative personnel and offices	FENVADM	LD	49%
		UD	51%

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

NSSE Item	Variable	Class	Positive Quality	Neutral or Negative
With other students	ENVSTU	FY	72%	28%
		SR	80%	20%
With faculty members	ENVFAC	FY	77%	23%
		SR	79%	21%
With administrative personnel and offices	ENVADM	FY	63%	37%
		SR	60%	40%

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