

Northern Arizona University's Faculty Survey of Student Engagement (FSSE) 2003 Pilot Survey

Background Information on the Faculty Survey of Student Engagement (FSSE)

The Faculty Survey of Student Engagement (FSSE) is a project coordinated by Indiana University's Center for Postsecondary Research and Planning to be used in conjunction with the nationally administered National Survey of Student Engagement¹ (NSSE). FSSE is designed to measure faculty expectations and perceptions of student engagement in educational practices that are empirically linked with high levels of learning and development.

Rather than examining student engagement as the NSSE does, FSSE focuses on:

- Faculty perceptions of how often their students engage in different activities;
- The importance that faculty place on various areas of learning and development;
- The nature and frequency of faculty-student interactions;
- How faculty members organize class time and related activities.

The FSSE is not meant to be an evaluation of faculty. Rather, it provides institutions with an opportunity to compare faculty perceptions and student reports about educational opportunities and practices on their campus. When used in conjunction with results from the National Survey of Student Engagement (NSSE), the FSSE provides Northern Arizona University with empirical information that can be used to initiate discussions among faculty, administrators, and students about teaching, learning, and the quality of students' educational experiences while at NAU.

Additional information about the FSSE and a copy of the instrument can be found at: <http://www.iub.edu/~nsse/html/fsse.htm>

FSSE Administration and Methodology

During the pilot administration of the 2003 FSSE, a total of 143 four-year colleges and universities participated resulting in more than 14,000 faculty responses. Every institution that participated in the FSSE also took part in the spring 2003 administration of the National Survey of Student Engagement (NSSE). Northern Arizona University administered the FSSE during the spring of 2003. Nine hundred eleven (911) full and part time NAU faculty members teaching in the spring 2003 were contacted via email and asked to respond to the web-based instrument. Three hundred twenty-nine (n=329) responses were recorded and analyzed. This sample size yields an error rate below ± 5 percent. The tables presented in Appendix A contain information on the demographic breakdowns and response rates of faculty participation during the spring 2003 pilot test.

Faculty participants were asked to respond to the FSSE survey based on one particular undergraduate course section, of their choosing, that they were currently teaching or had taught during the current academic year. Faculty were subsequently asked to identify the level of students in their selected course as either a lower division (mostly first year students and sophomores) or upper division (mostly juniors and seniors) course section. Based upon how the individual faculty member identified their course, their responses are analyzed separately as either a 'lower division' or 'upper division' faculty respondent.

This report examines the results from the pilot FSSE administration in three different ways. The first section summarizes the frequency for items on the FSSE for all faculty respondents at NAU to respondents from two peer institutions, George Mason University and Bowling Green State University. The second section provides the differences between the faculty responses classified as teaching lower

¹ National Survey of Student Engagement: The College Student Report, Institutional Report 2003

division courses and the faculty responses from upper division courses. In the last section, the FSSE 2003 and NSSE 2003 results are analyzed. Due to slight differences in item wording and the pilot nature of the FSSE, only percentages will be given and no statistical comparisons are completed on the differences between the faculty and student responses.

Summary of Key Results

Section 1: Frequencies of Responses for Lower Division and Upper Division Respondents

- Even though the peer comparisons are only comprised of faculty respondents from two universities, George Mason University and Bowling Green State University, the similarities between NAU responses and the peer responses when rating the relative importance for a variety of educational practices across all content areas are noteworthy. With the exception of rating the institutional emphases in a variety of ‘good practices’, NAU faculty respondents reported higher levels of expected student performance, learning, and engagement when compared to the peer respondents.

Faculty Perception of University Environment

Unlike the other sets of evaluations where NAU respondents consistently reported greater expectations and actual perceived engagement of students, the NAU faculty respondents rated all seven institutional rating statements lower than the peer respondents. The largest differences are in the ratings on institutional emphases in “encouraging contact among students from different economic, social, and racial or ethnic backgrounds,” and “attending campus events and activities.”

Section 2: Comparison between Responses of Faculty Teaching Lower Division Courses and Faculty Teaching Upper Division Courses

- A number of significant differences were found between the response means from the lower division faculty respondents and the upper division faculty respondents. Generally, faculty respondents that were classified as teaching upper-division sections perceive their students as being more actively involved in the learning process. For these upper division faculty respondents, the course structure and academic emphases reflects a greater expectation of student engagement from the upper division students when compared to the lower division faculty respondents.

Section 3: Comparison between the FSSE Survey Respondents and the NSSE Survey Respondents

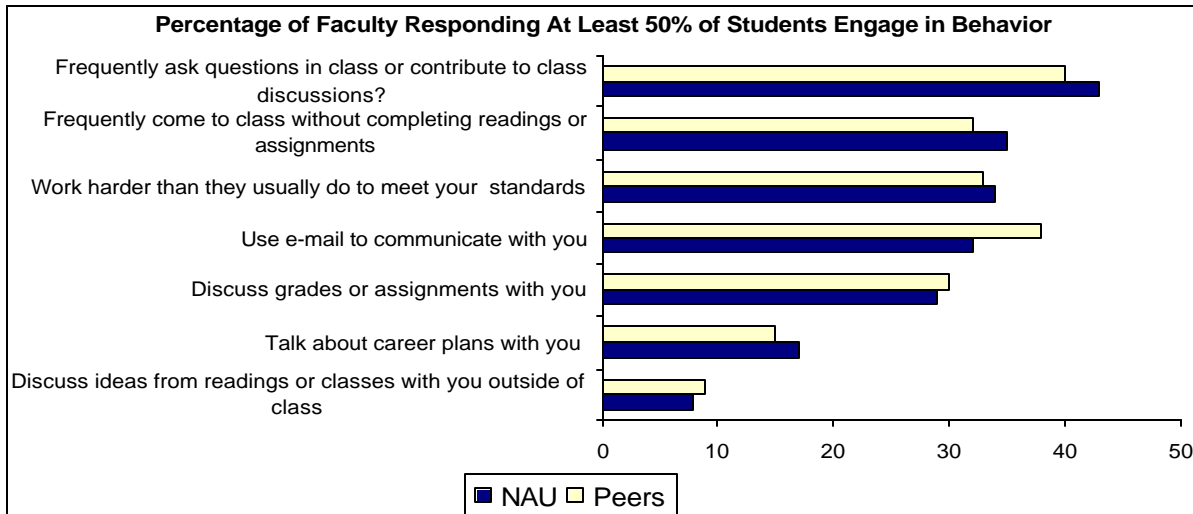
Comparisons between the faculty (FSSE) and student (NSSE) survey responses are available in six broad content areas: Academic and Intellectual Experiences, Evaluations of Student Performance, Mental Activities, Educational and Personal Growth, Enriching Educational Experiences, Quality of Relationships, and Institutional Environment.

- Generally, there was greater disconnect between the faculty respondents of lower division courses and the first-year respondents than there was between the upper division faculty respondents and senior respondents.
- In general, student responses, both first-year and senior respondents, report greater engagement, preparation, and effort than is perceived by the faculty members (both lower and upper division faculty respondents). Some of the largest discrepancies are in the areas of Academic and Intellectual Experiences, Mental Activities, and Educational and Personal Growth. It is in these areas that faculty respondents underestimate the preparation and effort that students report.
- In the areas of Quality of Relationships (for students) and Institutional Environment, faculty respondents tended to evaluate student relationships with their peers and experiences with the general university environment more negatively than students reported.

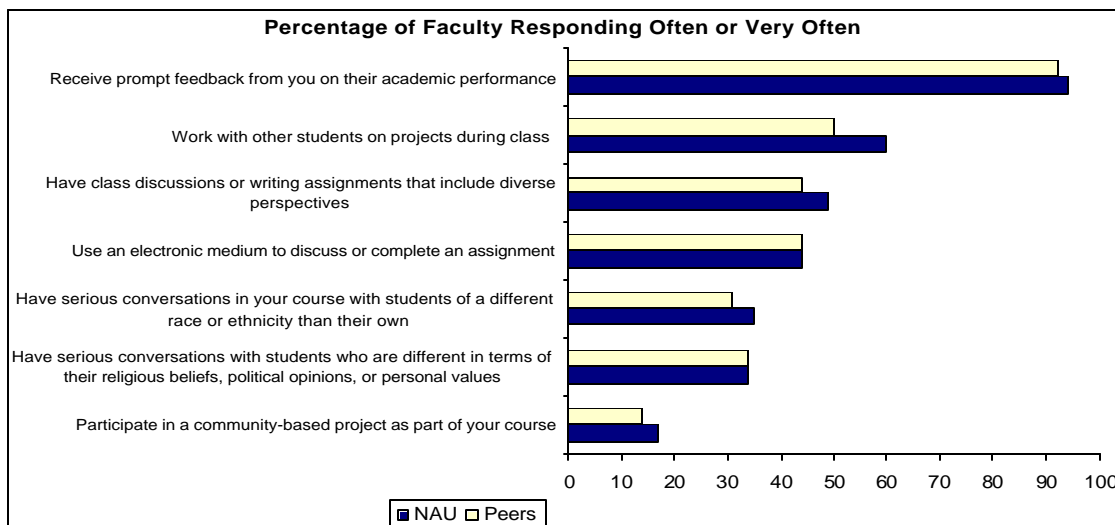
The Office of Planning and Institutional Research welcomes feedback concerning this and other studies and how they can continue to be improved.

Section 1: Frequencies of Responses for Lower Division and Upper Division Respondents

All faculty respondents were asked: *What percentage of students in your selected course section at least occasionally does the following?* All faculty respondents from NAU were more likely than the respondents at the peer institutions² to report that students frequently ask questions in class, work harder than they usually do to meet standards, and talk about career plans. Faculty respondents at NAU were also more likely to report that students frequently come to class without completing readings or assignments.

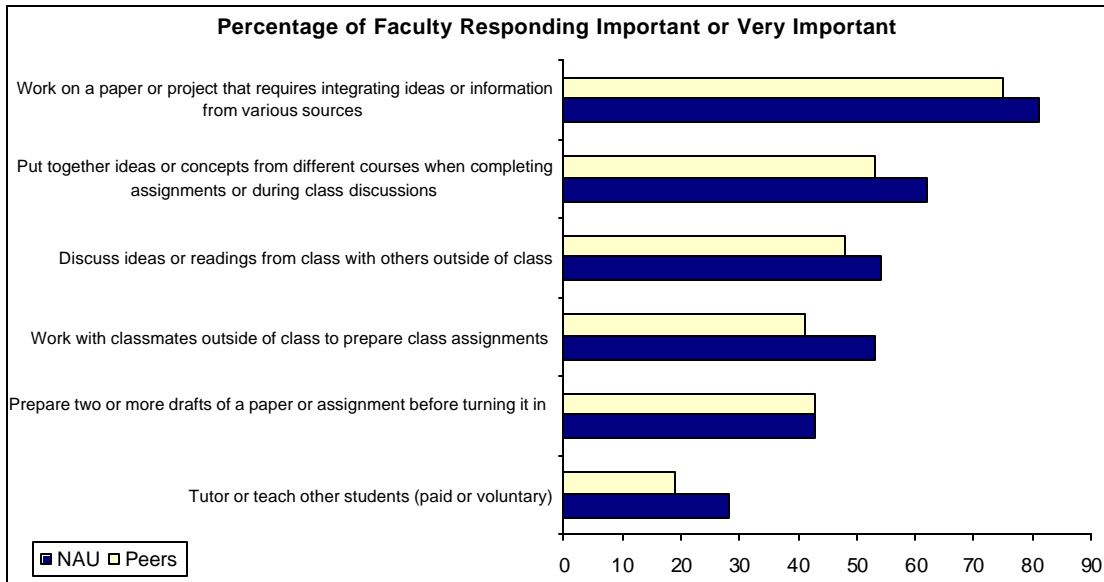


When asked: *How often do students in your selected course section engage in the following?*, NAU faculty responses were very similar to the peer responses, although NAU respondents were slightly more likely to report that students work with other students on projects during class, have class discussions or writing assignments that include diverse perspectives, and students often or very often have serious conversations in class with students of a different race or ethnicity than their own. At least 20% of NAU's participating faculty respondents indicated that students never have class discussions or writing assignments that include diverse perspectives, never participate in a community-based project as part of their course, and never use an electronic medium to discuss or complete an assignment.

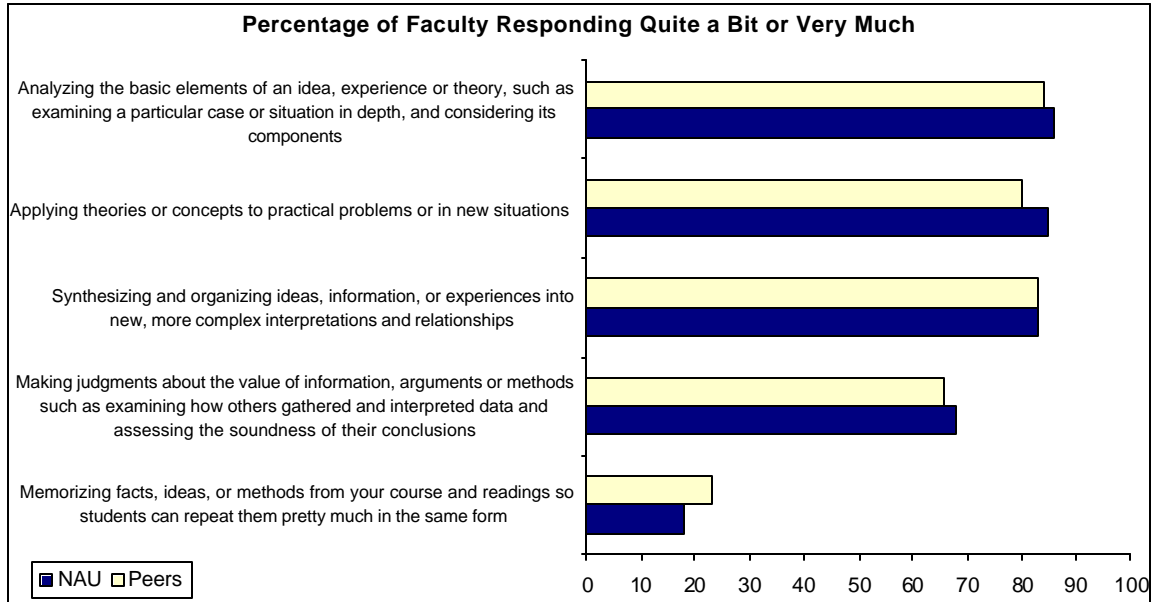


² Peer institutions include George Mason University and Bowling Green State University.

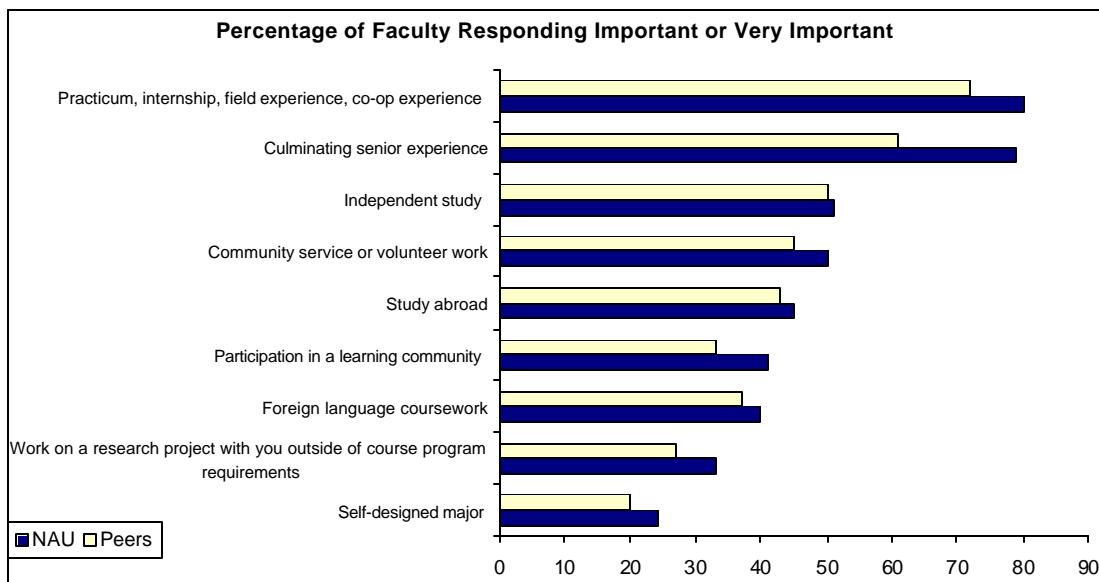
Faculty respondents rely upon a variety of activities to maximize student learning in the classroom. When asked: *To maximize student learning in your selected course section, how important to you is it that your students:*, NAU faculty respondents were more likely than the peer respondents to report that it was important or very important that students “work on a paper or project that requires integrating ideas or information from various sources,” “put together ideas or concepts from different courses when completing assignments or during class discussions,” “discuss ideas or readings from class with others outside of class,” “work with classmates outside of class to prepare class assignments,” and “tutor or teach other students.”



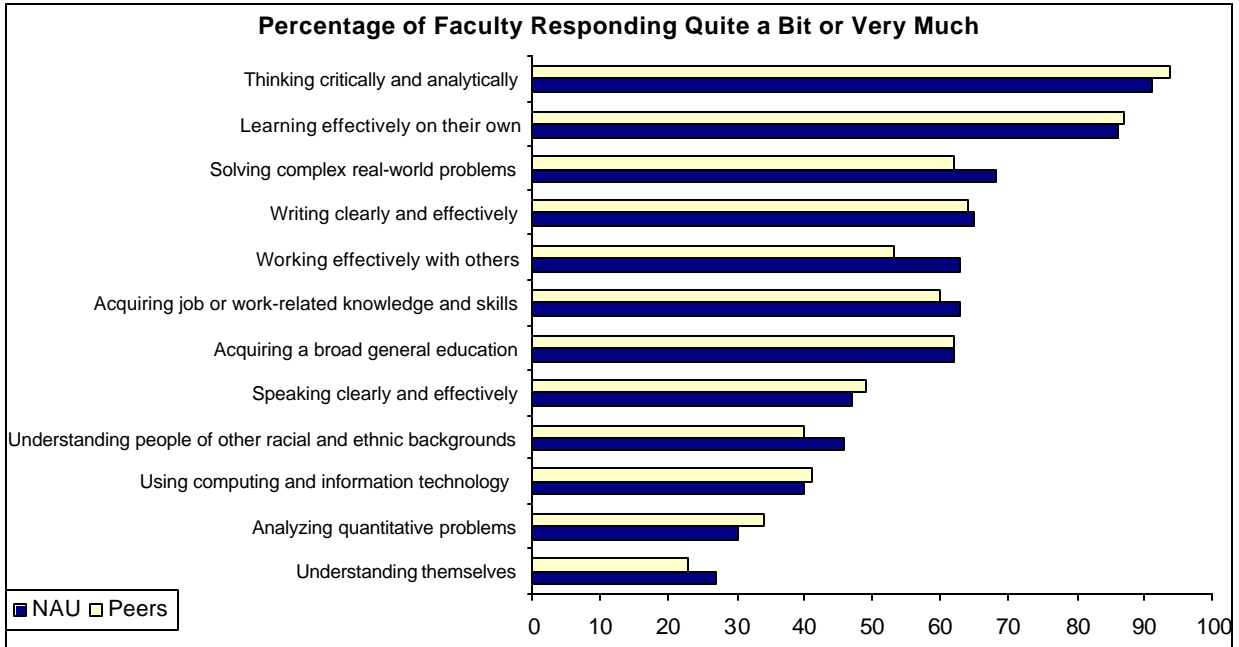
When asked, *In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?*, again the faculty responses from NAU were very similar to the faculty responses at the peer universities. NAU respondents were slightly more likely to report that they emphasize analyzing the basic elements of an idea, applying theories or concepts to practical problems, and making judgments about the value of information. Peer respondents were more likely to emphasize memorizing facts, ideas, or methods.



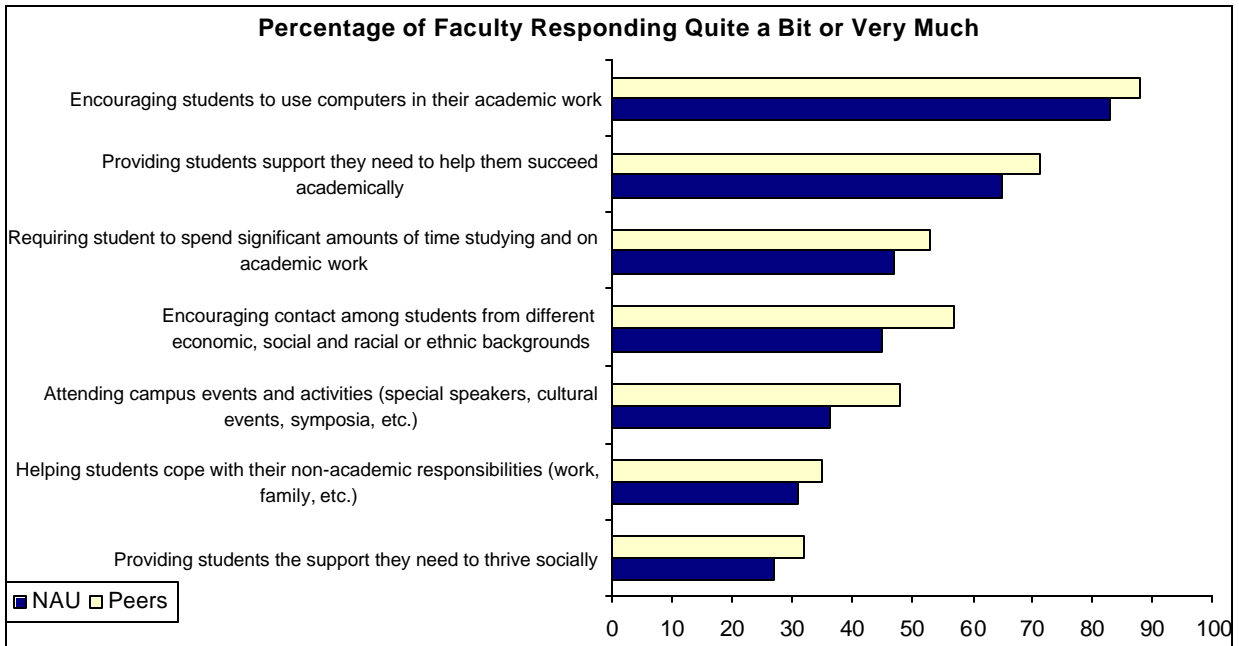
Faculty respondents were asked: *How important is it to you that undergraduates at your institution have the following experiences?* For all nine of the experiences, NAU respondents reported higher levels of importance than the responding peer faculties. It is interesting to note that while there were differences in the level of reported importance, both NAU respondents and the peer respondents ranked the experiences in essentially the same order with practicum, internships, field experiences, a culminating senior experience, and independent studies as the top three important undergraduate experiences; and work on a research project outside of course program requirements and self-designed majors as the two least important undergraduate experiences.



When asked, *To what extent do you structure your selected course section so that students learn and develop in the following areas?*, the NAU faculty respondents were more likely to structure their courses to emphasize solving complex real-world problems, working effectively with others, understanding people of other racial and ethnic backgrounds, and understanding themselves than the peer faculty respondents.



Faculty respondents were asked: *To what extent does your institution emphasize each of the following.* Unlike in the other sets of questions summarized above, the NAU faculty respondents rated all seven institutional rating statements lower than the peer respondents. The largest differences are in the ratings on institutional emphases in “encouraging contact among students from different economic, social, and racial or ethnic backgrounds,” and “attending campus events and activities.”



Section 2: Comparison between Responses of Faculty Teaching Lower Division Courses and Faculty Teaching Upper Division Courses

Appendix C contains the means for the items regarding a variety of educational practices that are empirically linked with high levels of learning and development. A number of significant differences were found between the means of the faculty respondents for lower division courses and means of the faculty respondents for upper division courses. Generally, faculty respondents that were classified as teaching upper-division sections perceive their students as being more actively involved in the learning process. For these upper division faculty respondents, the course structure and academic emphases of upper division courses reflect a greater expectation of student engagement.

General Course Overview:

- Lower division courses are likely to have more students enrolled than the upper division course sections
- Respondents classified as lower division faculty were more likely to have taught their course section more often than upper division faculty respondents.

Course Structure and Academic Emphases

- Upper division faculty respondents, on average, spent a greater percentage of course time in *computer mediated activities, experiential (labs, field work, etc.), and student presentations*. Additionally, according to the faculty respondents, students in upper division course sections are more likely to *participate in a community-based project as part of their course*.
- Respondents classified as upper division faculty spent more time *giving feedback to students and grading papers* when compared to the lower division faculty respondents.
- Upper division faculty place a greater emphasis on engaging students in *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, and on synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships*.
- Lower division faculty place a greater emphasis on engaging students by *memorizing facts, ideas, or methods from their course and readings so students can repeat them pretty much in the same form*.
- Upper division faculty respondents were more likely to structure their selected course section, when compared to the lower division faculty respondents, so that students learn and develop in:
 - *solving complex real-world problems*
 - *thinking critically and analytically*
 - *and writing clearly and effectively*

Student Preparation and Participation in Course

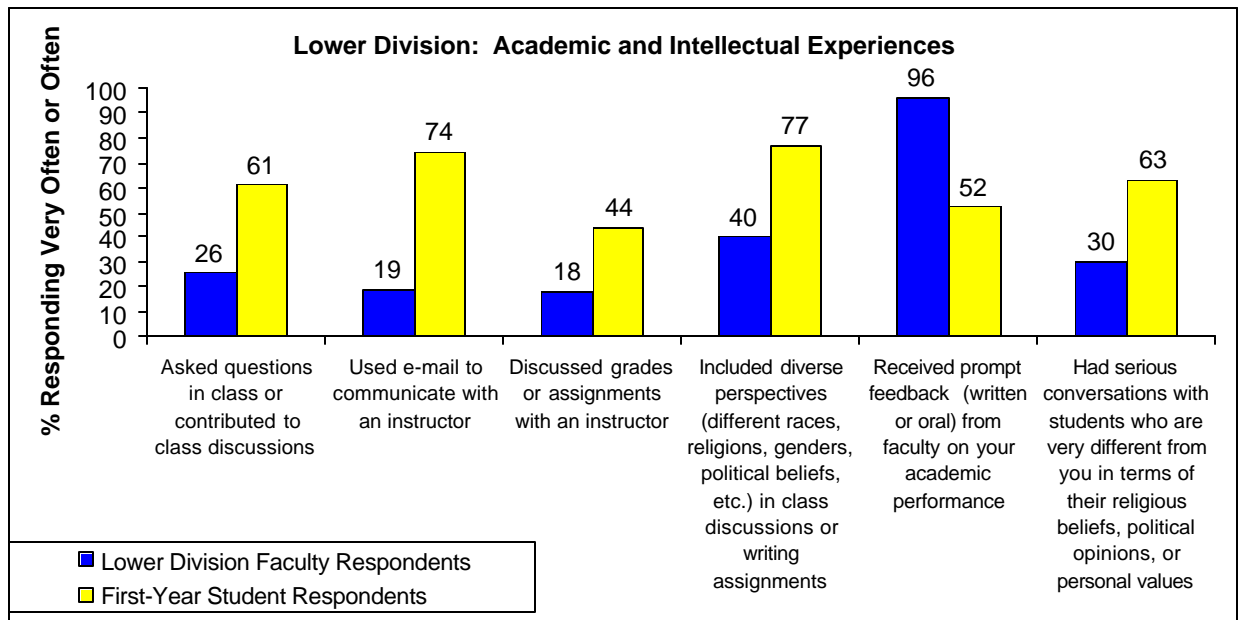
- Upper division faculty respondents report that their students spend a greater amount of time preparing for class and are more likely to require a written paper of more than 10 pages than their lower division counterparts. It is more important to the upper division faculty respondents that *work on a paper or project requires integrating ideas or information from various sources* than it was for the lower division faculty respondents.
- Responses from the upper division faculty indicate that their students are more likely to *ask questions in class or contribute to class discussions, discuss grades or assignments, discuss ideas from readings or classes, talk about career plans, and to use e-mail to communicate*.

Section 3: Comparison between the FSSE Survey Respondents and the NSSE Survey Respondents

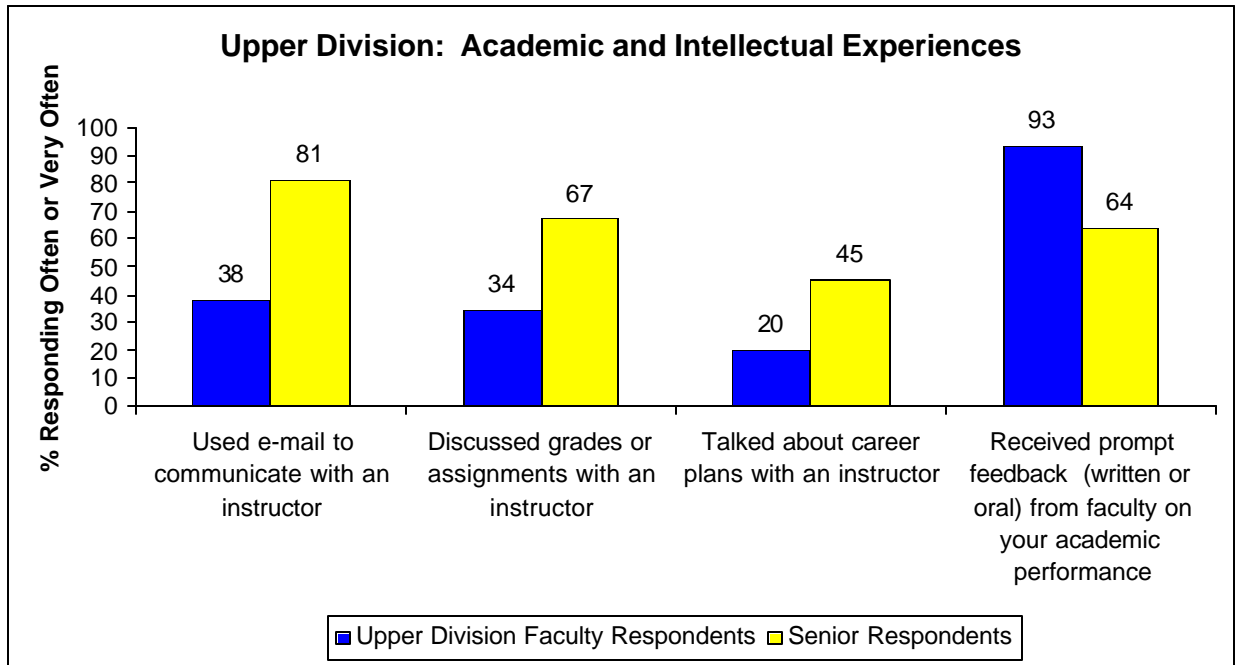
Comparisons between the FSSE and NSSE survey respondents are available in six broad content areas: Academic and Intellectual Experiences, Evaluations of Student Performance, Mental Activities, Educational and Personal Growth, Enriching Educational Experiences, Quality of Relationships, and Institutional Environment. Generally, there was greater disconnect between the survey responses for lower division faculty and the first-year respondents than there was for the upper division faculty and senior respondents. However, it should be noted that throughout these comparisons, disconnects are more common than are concurrences when comparing the faculty and student responses.

Academic and Intellectual Experiences

In the area of Academic and Intellectual Experiences, faculty and student respondents are asked about a variety of questions that measure classroom behavior and student preparation for class. It is in this area where some of the largest differences between faculty and student responses are found.



Specifically, first-year student respondents were significantly more likely to report *having asked questions in class, used e-mail to communicate with an instructor, to have discussed grades or assignments, included diverse perspectives, and have had serious conversations with diverse students* than the lower division faculty reported. Faculty respondents indicated that they provide *prompt feedback* (96%), however, only 52% of first-year students agreed.



Several of the discrepancies between the first-year respondents and lower division faculty are the same differences for the senior and upper division faculty respondents. Specifically, *used e-mail to communicate with an instructor*, *discussed grades or assignment*, and *received prompt feedback*. Seniors were also more likely to indicate that they *talked about career plans with an instructor* (45%) whereas only 20% of upper division faculty indicated that seniors often or very often discussed career plans with them.

For several statements, both faculty and student respondents were similar in responses. For lower division faculty and first-year respondents there was concurrence on: *participation in a community-based project as part of a regular course* (faculty 10%, student 11%); *worked with students on projects during class* (faculty 47%, students 42%); *worked on a paper or project that required integrating ideas or information from various sources* (faculty 71%, students 75%) and *put together ideas or concepts from different courses when completing assignments or during class discussions* (faculty 45%, students 50%). Much of the concurrence for lower division respondents is the same for the upper division respondents. Specifically, for the upper division faculty and senior respondents there was concurrence in: *included diverse perspectives in class discussions or writing assignments* (faculty 54%, seniors 56%); *participated in a community-based project as part of a regular course* (faculty 20%, seniors 16%), *worked on a paper or project that required integrating ideas or information from various sources* (faculty 87%, seniors 86%); and *worked with classmates outside of class to prepare class assignments* (faculty 57%, seniors 57%).

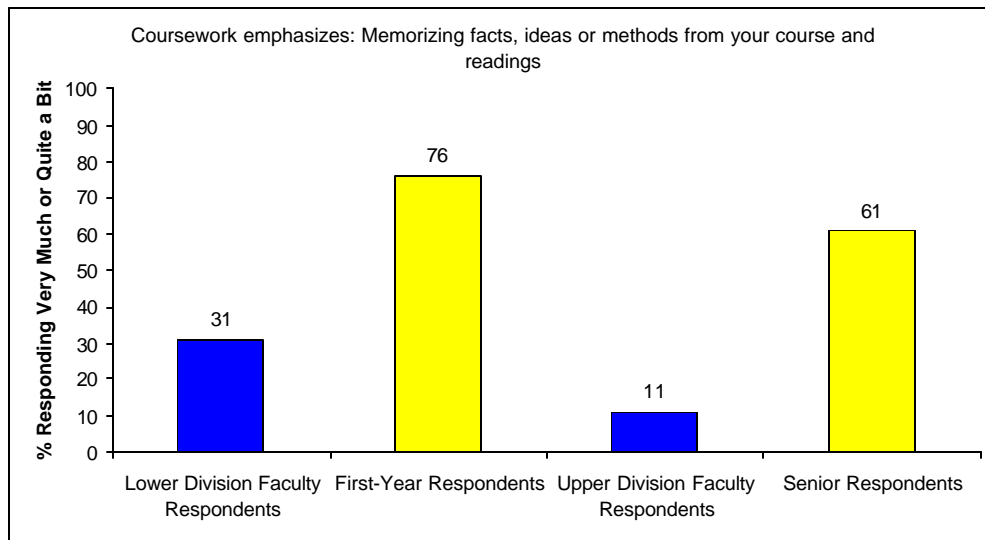
Evaluations of Student Performance

Lower division respondents had similar evaluations of the statement: *examinations during the current school year have challenged you to do your best work*. Fifteen percent of lower division faculty agreed very much or quite a bit and so did 16% of the first-year students. For upper division faculty, 26% agreed whereas 19% of the seniors agreed with this statement.

Mental Activities

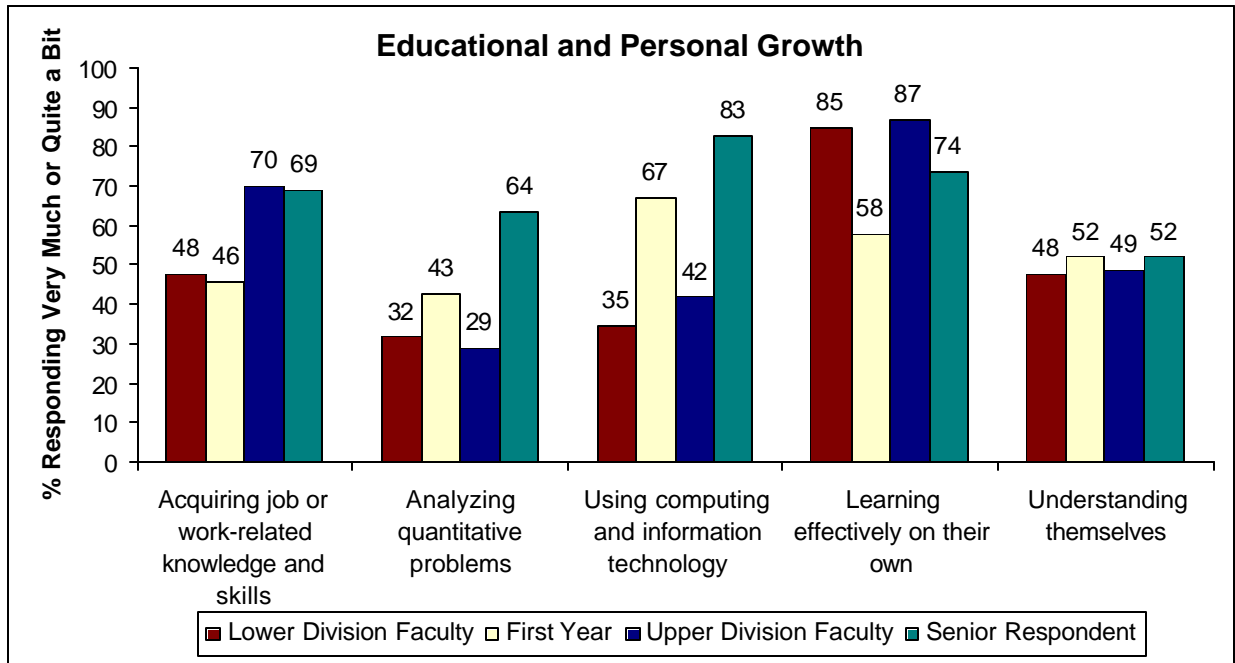
Lower division faculty respondents are more likely than the upper division faculty respondents to emphasize memorizing facts, ideas or methods from coursework and readings. The largest discrepancy

between the faculty and student respondents was for the same statement: *coursework emphasizes memorizing facts, ideas or methods from your course and readings*. Thirty-one percent of lower division faculty report that their coursework emphasizes memorization very much or quite a bit, whereas 76% of first-year respondents indicate that their courses emphasize memorization. Only 11% of upper division faculty respondents report their coursework emphasizes memorization, whereas 61% of senior respondents report coursework that emphasizes memorization very much or quite a bit.



Educational and Personal Growth

The greatest similarities between faculty and student respondents were consistent across lower and upper division respondents. NAU’s contribution to *acquiring job or work-related knowledge and skills and understanding themselves* was consistent across faculty and student respondents. The largest divergences for lower division respondents were in *using computing and information technology* and *learning effectively on their own*. Faculty are less likely to think that NAU contributes to student knowledge in using computing and information technology than both lower and upper division students report. Upper division faculty are much less likely than the senior respondents to report that NAU has contributed to their *ability to analyze quantitative problems*, and for lower division respondents faculty are significantly more likely to think that students *learn effectively on their own* than is reported by the first-year respondents.

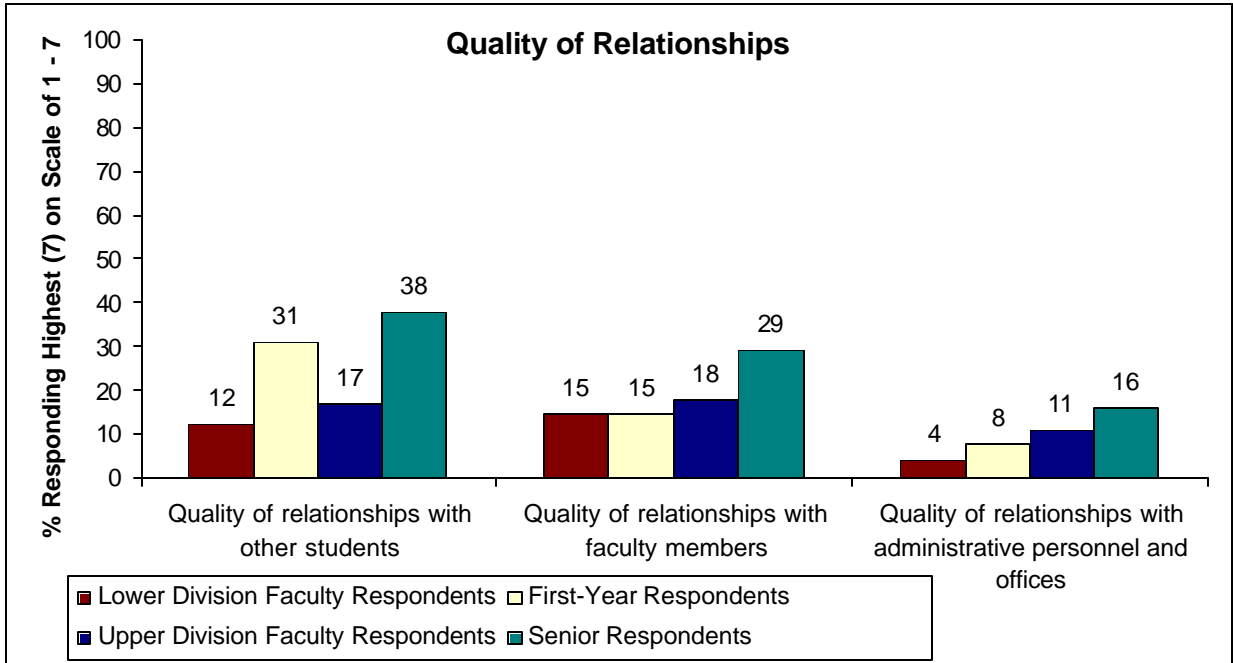


Enriching Educational Experiences

Faculty and student respondents were asked how important a variety of educational experiences were to the overall educational experience at NAU. Lower-division faculty and first-year respondents evaluated the value of the following experiences similarly: *practic um, internship, field experience, co-op experience, participation in a learning community or some other formal program where groups of students take two or more glasses together, and work on a research project with you outside of course program requirements.*

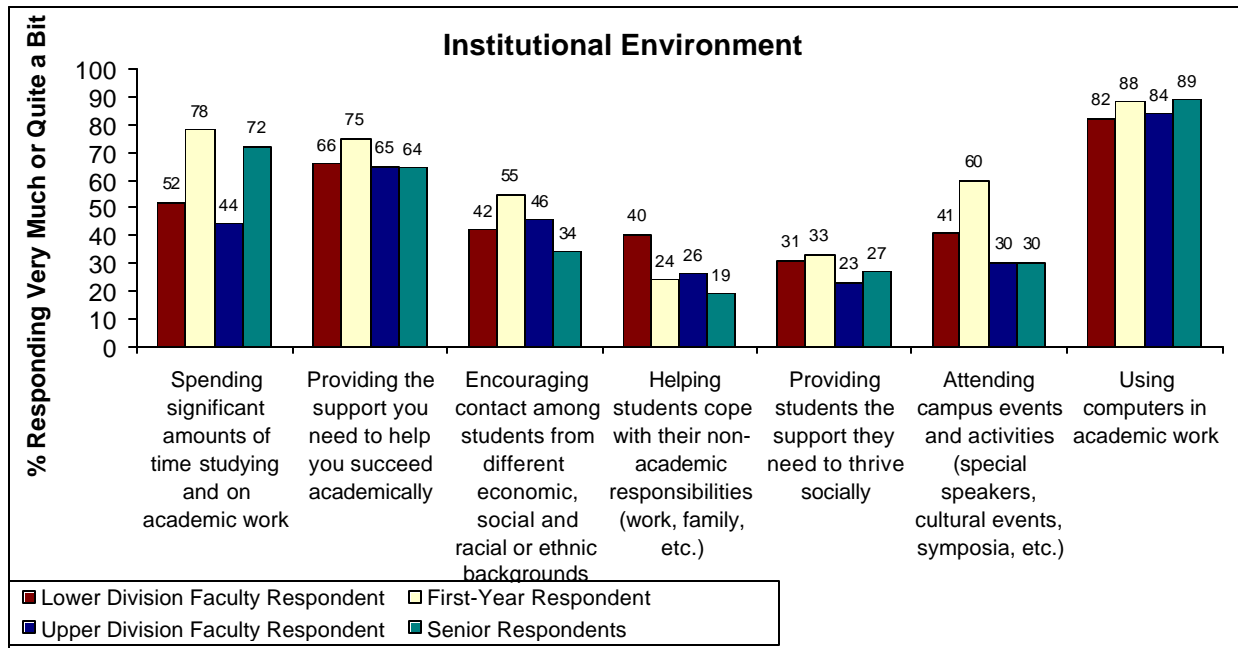
Quality of Relationships

Both lower and upper division faculty underestimate the quality of relationships that the students report having with other students. Lower division faculty respondents evaluated the quality of student relationships with faculty members and administrative personnel similar to the first-year student respondents. There was slightly more difference in the upper division faculty respondents’ perceptions of student relationships with faculty members and administrative personnel and offices when compared to the senior respondents. Senior respondents rated their relationship with faculty members higher than the upper division faculty respondents. Both first-year and senior respondents evaluated their relationships with administrative personnel and offices higher than the faculty perceived these relationships to be.



Institutional Environment

The final category to compare faculty and students responses is on the evaluation of the Institutional Environment. Generally first-year respondents evaluated the Institutional Environment more favorably than the lower division faculty respondents perceived the first-year experience. The largest difference between the faculty and student respondents occurred in the evaluation of *spending significant amounts of time studying and on academic work*. Both first-year and senior respondents reported spending significantly more time than faculty respondents perceived students spent studying and on academic work.



Appendix A: Sample and Population Characteristics

FSSE Survey Demographics

Three hundred and twenty-nine (n=329) full and part time faculty responded to the web-based survey instrument. This sample size yields an error rate below ± 5 percent. Table A shows the background characteristics of the survey sample compared to the overall faculty population at NAU in spring 2003. The survey sample was similar to the overall population of faculty on most characteristics examined. However, it should be noted that part time faculty are significantly unrepresented in the final survey sample. Additionally, Caucasian faculty members are overrepresented and minority faculty members, consequentially, are underrepresented in the final sample. It is unclear how, if at all, these discrepancies in the sample population affect the overall results of this study.

Table A. Characteristics of faculty respondents compared to all NAU spring 2003 faculty

	NAU Population	Total Respondents	Lower Division Respondent	Upper Division Respondent	Other Respondent
Total number of respondents	911	329	118	187	24
Class size					
Fewer than 20		20%	12%	22%	46%
20-49		62%	51%	70%	54%
50-99		12%	23%	7%	0%
100 or more		6%	14%	2%	0%
Full-time/Part Time					
Part-time	31%	17%	23%	12%	38%
Full-time	69%	83%	77%	88%	63%
Rank					
Professor	21%	27%	30%	26%	6%
Associate Professor	21%	27%	17%	34%	25%
Assistant Professor	14%	16%	11%	19%	19%
Instructor	7%	20%	25%	16%	19%
Lecturer	3%	6%	10%	4%	31%
Graduate Teaching Assistant		3%	7%	0%	19%
Other / Unknown	34%	1%	0%	1%	6%
Tenure status					
Tenured	40%	53%	48%	58%	38%
On tenure track but not tenured	12%	13%	10%	15%	6%
Not on tenure track, institution has tenure system	15%	33%	42%	26%	50%
No tenure system	NA	2%	1%	2%	6%
Unknown	33%				
Years teaching					
Less than 5		17%	17%	15%	38%
6-10		15%	13%	16%	13%
11-15		19%	14%	22%	25%
More than 15		49%	55%	47%	25%
Age					
Less than 35	15%	11%	16%	6%	31%
35-44	20%	19%	14%	22%	25%
45-54	33%	32%	34%	32%	25%
More than 54	32%	38%	37%	40%	19%
Gender					
Male	55%	55%	63%	54%	13%
Female	45%	45%	38%	46%	88%

	NAU Population	Total Respondents	Lower Division Respondent	Upper Division Respondent	Other Respondent
Race/ethnicity					
African American/Black	2%	1%	1%	1%	0%
American Indian/Alaska Native	7%	3%	6%	1%	0%
Asian/Pacific Islander	5%	1%	2%	1%	6%
Caucasian/White	71%	83%	79%	86%	88%
Hispanic, Latino, or Spanish	10%	1%	2%	1%	0%
Other / Unknown	6%	4%	2%	5%	0%
Multi-racial/ethnic		7%	8%	6%	6%
International		5%	5%	3%	13%
Discipline of appointment					
Arts and Humanities	24%	19%	22%	17%	19%
Biological Science		8%	12%	6%	6%
Business	8%	11%	6%	13%	19%
Education	15%	14%	3%	19%	31%
Engineering	4%	3%	4%	3%	6%
Physical Science	13%	8%	12%	6%	6%
Professional	15%	5%	4%	6%	6%
Social Science	14%	19%	23%	17%	6%
Other	7%	13%	15%	14%	0%

Appendix B. Frequency Distributions for Lower Division, Upper Division, and Total Faculty Responses

FSSE 2003 Pilot Test Frequency Distributions									
Northern Arizona University									
Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
How many students are enrolled in your selected course section?	Fewer than 10	3	3	5	3	10	3	17	3
	10 to 19	11	9	36	19	56	17	103	18
	20 to 29	39	33	77	41	120	36	193	33
	30 to 49	21	18	53	28	83	25	147	25
	50 to 74	15	13	9	5	24	7	40	7
	75 to 99	12	10	4	2	16	5	46	8
	100 to 149	7	6	1	1	8	2	19	3
	150 to 199	4	3	1	1	5	2	7	1
	200 or more	6	5	1	1	7	2	14	2
Total		118	100%	187	100%	329	100%	586	100%
Prior to this semester, how many times have you taught your selected course?	None	16	14	24	13	41	13	76	13
	1 to 3	30	25	42	23	80	24	160	27
	4 to 6	11	9	46	25	63	19	116	20
	7 to 9	9	8	23	12	37	11	67	12
	More than 9	52	44	51	27	107	33	164	28
Total		118	100%	186	100%	328	100%	583	100%
What is the general area of your selected course?	Arts and Humanities	30	26	27	14	61	19	159	27
	Biological Science	14	12	13	7	28	9	35	6
	Business	11	9	26	14	40	12	58	10
	Education	4	3	33	18	45	14	32	6
	Engineering	3	3	5	3	9	3	17	3
	Physical Science	16	14	10	5	27	8	54	9
	Professional	3	3	12	6	17	5	44	8
	Social Science	25	21	34	18	63	19	91	16
Other	11	9	27	14	38	12	92	16	
Total		117	100%	187	100%	328	100%	582	100%
Frequently ask questions in class or contribute to class discussions?	None	0	0	0	0	0	0	2	.3
	1-24%	47	40	50	27	98	30	202	25
	25-49%	39	33	47	25	91	28	149	26
	50-74%	18	15	47	25	74	23	140	24
	75% or higher	13	11	43	23	65	20	92	16
Total		117	100%	187	100%	328	100%	585	100%
Frequently come to class without completing readings or assignments	None	3	3	1	1	6	2	16	3
	1-24%	34	29	78	42	124	38	222	38
	25-49%	35	30	44	24	82	25	161	28
	50-74%	33	28	45	24	83	26	119	21
	75% or higher	11	9	17	9	30	9	63	11
Total		116	100%	185	100%	325	100%	581	100%

³ Peer Institutions included George Mason University and Bowling Green State University

FSSE 2003 Pilot Test Frequency Distributions Northern Arizona University

Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
Use e-mail to communicate with you	None	3	3	2	1	5	2	4	1
	1-24%	63	54	71	38	139	42	226	39
	25-49%	29	25	43	23	78	24	133	23
	50-74%	9	8	25	13	40	12	92	16
	75% or higher	13	11	46	25	66	20	130	22
	Total		117	100%	187	100%	328	100%	581
Discuss grades or assignments with you	None	0	0	0	0	0	0	3	1
	1-24%	56	48	64	34	126	39	247	42
	25-49%	39	34	60	32	106	32	157	27
	50-74%	17	15	41	22	64	20	107	18
	75% or higher	4	3	22	12	31	9	71	12
	Total		116	100%	187	100%	327	100%	585
Talk about career plans with you	None	15	13	11	6	30	9	62	11
	1-24%	75	64	98	52	181	55	336	58
	25-49%	17	15	41	22	61	19	99	17
	50-74%	8	7	18	10	29	9	47	8
	75% or higher	2	2	19	10	27	8	40	7
	Total		117	100%	187	100%	328	100%	584
Discuss ideas from readings or classes with you outside of class	None	9	8	10	5	21	6	56	10
	1-24%	92	79	122	65	226	69	389	67
	25-49%	13	11	36	19	52	16	86	15
	50-74%	2	2	11	6	18	5	36	6
	75% or higher	1	1	8	4	11	3	18	3
	Total		117	100%	187	100%	328	100%	585
Work harder than they usually do to meet your standards	None	4	3	0	0	6	2	23	4
	1-24%	43	37	50	27	97	30	173	31
	25-49%	42	37	61	34	106	33	188	33
	50-74%	21	18	53	29	81	25	139	25
	75% or higher	5	4	18	10	30	9	43	8
	Total		115	100%	182	100%	320	100%	566
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	Never	27	23	33	18	66	20	151	26
	Sometimes	44	37	53	28	100	30	178	31
	Often	20	17	42	23	66	20	128	22
	Very Often	27	23	58	31	96	29	125	22
	Total		118	100%	186	100%	328	100%	582
Worked with other students on projects during class	Never	15	13	22	12	40	12	111	19
	Sometimes	47	40	39	21	90	27	181	31
	Often	25	21	50	27	80	24	128	22
	Very Often	30	26	76	41	118	36	162	28
	Total		117	100%	187	100%	328	100%	582

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
Total		117	100%	187	100%	328	100%	582	100%
Participate in a community-based project as part of your course	Never	80	68	90	48	183	56	397	68
	Sometimes	25	21	58	31	88	27	107	18
	Often	9	8	18	10	30	9	35	6
	Very Often	3	3	20	11	26	8	44	8
Total		117	100%	186	100%	327	100%	583	100%
Use an electronic medium (list -serv, chat group, Internet, etc.) to discuss or complete an assignment	Never	38	32	38	20	84	26	148	25
	Sometimes	35	30	60	32	101	31	179	31
	Often	15	13	33	18	55	17	95	16
	Very Often	29	25	56	30	88	27	160	28
Total		117	100%	187	100%	328	100%	582	100%
Receive prompt feedback (written or oral) from you on their academic performance	Never	0	0	1	1	1	0	4	1
	Sometimes	5	4	12	6	17	5	39	7
	Often	41	35	68	36	115	35	212	36
	Very Often	70	60	106	57	194	59	328	56
Total		116	100%	187	100%	327	100%	583	100%
Have serious conversations in your course with students of a different race or ethnicity than their own	Never	28	24	29	16	58	18	130	23
	Sometimes	53	46	91	49	152	47	268	46
	Often	17	15	40	22	63	19	100	17
	Very Often	18	16	26	14	53	16	81	14
Total		116	100%	186	100%	326	100%	579	100%
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	Never	22	19	27	15	50	16	129	23
	Sometimes	59	51	94	51	162	50	255	45
	Often	19	17	38	21	64	20	106	19
	Very Often	15	13	24	13	46	14	83	15
Total		115	100%	183	100%	322	100%	573	100%
Number of assigned textbooks, books, and/or book length packs of course readings	None	5	4	9	5	16	5	21	4
	1	51	46	64	35	121	38	258	46
	2-3	42	38	84	46	134	43	225	40
	4-6	9	8	17	9	29	9	41	7
	More than 6	5	4	9	5	15	5	18	3
Total		112	100%	183	100%	315	100%	563	100%
Number of written papers of more than 10 pages	None	90	80	88	48	189	60	389	69
	1	17	15	59	32	81	26	118	21
	2-3	3	3	27	15	33	10	45	8
	4-6	0	0	3	2	3	1	5	1
	More than 6	2	2	6	3	9	3	4	1

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
Total		112	100%	183	100%	315	100%	561	100%
Number of written papers between 5 and 10 pages	None	61	54	75	41	146	46	275	49
	1	24	21	34	19	66	21	138	25
	2-3	16	14	48	26	65	21	99	18
	4-6	6	5	17	9	23	7	36	6
	More than 6	5	4	9	5	15	5	12	2
Total		112	100%	183	100%	315	100%	560	100%
Number of written papers of fewer than 5 pages	None	28	25	44	24	77	25	180	32
	1	15	13	20	11	38	12	73	13
	2-3	23	21	46	25	76	24	138	25
	4-6	21	19	33	18	55	18	76	14
	More than 6	25	22	39	21	68	22	94	17
Total		112	100%	182	100%	314	100%	561	100%
Number of homework assignments that take your students more than one hour to complete	None	21	19	11	6	36	12	92	16
	1	56	50	106	58	171	55	317	56
	2-3	13	12	29	16	43	14	80	14
	4-6	5	5	14	8	22	7	22	4
	More than 6	16	14	23	13	41	13	52	9
Total		111	100%	183	100%	313	100%	563	100%
Number of homework assignments that take your students less than one hour to complete	None	36	32	72	40	117	38	234	42
	1	49	44	73	41	132	42	224	40
	2-3	12	11	22	12	35	11	52	9
	4-6	6	5	5	3	11	4	15	3
	More than 6	8	7	8	4	16	5	34	6
Total		111	100%	180	100%	311	100%	559	100%
In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	0 hrs./week	0	0	0	0	0	0	0	0
	1-2 hrs./week	9	8	6	3	19	6	49	9
	3-4 hrs./week	41	37	49	27	98	31	198	35
	5-6 hrs./week	33	29	66	36	102	32	199	35
	7-8 hrs./week	12	11	27	15	39	12	67	12
	9-10 hrs./week	12	11	25	14	37	12	32	6
	11-12 hrs./week	3	3	6	3	14	4	8	1
	More than 12 hrs./week	2	2	4	2	6	2	10	2
Total		112	100%	183	100%	315	100%	563	100%
In a typical 7-day week, about how many hours do you actually spend preparing for your class (studying, reading, writing,	0 hrs./week	3	3	1	1	5	2	14	3
	1-2 hrs./week	55	49	72	39	135	43	293	52
	3-4 hrs./week	39	35	62	34	105	33	188	34
	5-6 hrs./week	10	9	29	16	42	13	46	8
	7-8 hrs./week	5	4	8	4	14	4	13	2
	9-10 hrs./week	0	0	7	4	7	2	5	1

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
rehearsing, and other activities related to your course)	11-12 hrs./week	0	0	0	0	1	0	1	.2
	More than 12 hrs./week	0	0	4	2	6	2	2	.4
	Total	112	100%	183	100%	315	100%	562	100%
Prepare two or more drafts of a paper or assignment before turning it in	Not Important	40	36	48	26	96	31	198	35
	Somewhat Important	29	26	46	25	81	26	120	21
	Important	20	18	52	29	75	24	123	22
	Very Important	23	21	36	20	61	19	120	21
Total	112	100%	182	100%	313	100%	561	100%	
Work on a paper or project that requires integrating ideas or information from various sources	Not Important	17	15	12	7	30	10	86	15
	Somewhat Important	15	14	11	6	29	9	58	10
	Important	30	27	37	20	68	22	126	23
	Very Important	49	44	122	67	185	59	291	52
Total	111	100%	182	100%	312	100%	561	100%	
Work with classmates outside of class to prepare class assignments	Not Important	31	28	27	15	63	20	166	30
	Somewhat Important	28	25	52	28	82	26	170	30
	Important	32	29	49	27	86	27	127	23
	Very Important	21	19	55	30	83	26	100	18
Total	112	100%	183	100%	314	100%	563	100%	
Put together ideas or concepts from different courses when completing assignments or during class discussions	Not Important	20	18	12	7	35	11	102	18
	Somewhat Important	41	37	37	20	81	26	160	29
	Important	30	27	63	35	101	32	171	30
	Very Important	20	18	70	38	95	30	129	23
Total	111	100%	182	100%	312	100%	562	100%	
Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	Not Important	20	18	21	12	47	15	97	17
	Somewhat Important	40	36	54	30	96	31	198	35
	Important	34	31	68	37	109	35	190	34
	Very Important	16	15	39	21	59	19	78	14
Total	110	100%	182	100%	311	100%	563	100%	
Tutor or teach other students (paid or voluntary)	Not Important	50	45	69	38	128	41	285	51
	Somewhat Important	34	31	56	31	96	31	170	30
	Important	18	16	37	20	56	18	73	13
	Very Important	9	8	19	10	31	10	33	6
Total	111	100%	181	100%	311	100%	561	100%	
Lecture	0% of class time	6	5	12	7	18	6	18	3
	1-9% of class time	9	8	22	12	37	12	84	15
	10-19% of class time	19	17	35	19	55	17	60	11
	20-29% of class time	11	10	30	16	47	15	72	13
	30-39% of class time	5	4	13	7	20	6	60	11

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
40-49% of class time		15	13	31	17	48	15	76	14
50-74% of class time		25	22	20	11	47	15	108	19
75% of class time or more		22	20	20	11	43	14	84	15
Total		112	100%	183	100%	315	100%	562	100%
0% of class time		3	3	15	8	22	7	20	4
1-9% of class time		36	32	35	19	77	24	113	20
10-19% of class time		25	22	42	23	68	22	147	26
20-29% of class time		20	18	46	25	71	23	123	22
30-39% of class time		11	10	20	11	32	10	65	12
40-49% of class time		9	8	14	8	25	8	46	8
50-74% of class time		6	5	6	3	13	4	33	6
75% of class time or more		2	2	5	3	7	2	15	3
Total		112	100%	183	100%	315	100%	562	100%
0% of class time		44	39	46	25	96	31	197	36
1-9% of class time		28	25	42	23	74	24	113	20
10-19% of class time		11	10	35	19	49	16	91	17
20-29% of class time		13	12	25	14	40	13	62	11
30-39% of class time		6	5	11	6	18	6	34	6
40-49% of class time		2	2	7	4	10	3	30	5
50-74% of class time		5	4	11	6	18	6	14	3
75% of class time or more		3	3	4	2	8	3	12	2
Total		112	100%	181	100%	313	100%	553	100%
0% of class time		63	56	82	45	157	50	295	53
1-9% of class time		28	25	50	27	83	26	134	24
10-19% of class time		8	7	13	7	23	7	54	10
20-29% of class time		5	4	9	5	14	4	26	5
30-39% of class time		2	2	3	2	5	2	13	2
40-49% of class time		3	3	6	3	9	3	12	2
50-74% of class time		0	0	5	3	5	2	8	1
75% of class time or more		3	3	14	8	18	6	11	2
Total		112	100%	182	100%	314	100%	553	100%
0% of class time		34	30	33	18	71	23	165	30
1-9% of class time		30	27	52	29	86	27	133	24
10-19% of class time		17	15	36	20	57	18	109	20
20-29% of class time		17	15	28	15	47	15	76	14
30-39% of class time		5	4	11	6	18	6	30	5
40-49% of class time		2	2	6	3	9	3	22	4
50-74% of class time		4	4	10	6	16	5	13	2
75% of class time or more		3	3	5	3	9	3	7	1
Total		112	100%	181	100%	313	100%	555	100%

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
Student presentations	0% of class time	56	50	57	32	118	38	205	37
	1-9% of class time	33	29	51	28	89	28	159	29
	10-19% of class time	16	14	28	16	51	16	111	20
	20-29% of class time	3	3	21	12	25	8	35	6
	30-39% of class time	3	3	12	7	15	5	18	3
	40-49% of class time	1	1	3	2	6	2	15	3
	50-74% of class time	1	1	5	3	6	2	6	1
	75% of class time or more	0	0	3	2	3	1	7	1
	Total		113	100%	180	100%	313	100%	556
In-class writing	0% of class time	60	54	88	49	162	52	300	54
	1-9% of class time	33	29	61	34	97	31	169	31
	10-19% of class time	14	13	22	12	39	12	53	11
	20-29% of class time	3	3	5	3	8	3	15	3
	30-39% of class time	1	1	1	1	2	1	6	1
	40-49% of class time	1	1	3	2	4	1	1	.2
	50-74% of class time	0	0	0	0	0	0	2	.4
	75% of class time or more	0	0	1	1	1	0	1	.2
	Total		112	100%	181	100%	313	100%	555
Performances in applied and fine arts (e.g., dance, drama, music)	0% of class time	102	92	159	89	278	90	317	57
	1-9% of class time	4	4	11	6	16	5	81	15
	10-19% of class time	1	1	1	1	3	1	44	8
	20-29% of class time	1	1	2	1	3	1	31	6
	30-39% of class time	1	1	1	1	2	1	24	4
	40-49% of class time	1	1	1	1	2	1	17	3
	50-74% of class time	0	0	0	0	0	0	25	5
	75% of class time or more	1	1	3	2	4	1	15	3
	Total		111	100%	178	100%	308	100%	554
Experiential (labs, field work, etc.)	0% of class time	60	54	98	55	171	55	317	57
	1-9% of class time	19	17	18	10	38	12	81	15
	10-19% of class time	10	9	18	10	32	10	44	8
	20-29% of class time	14	13	16	9	31	10	31	6
	30-39% of class time	3	3	11	6	14	5	24	4
	40-49% of class time	1	1	6	3	7	2	17	3
	50-74% of class time	2	2	5	3	7	2	25	5
	75% of class time or more	3	3	6	3	10	3	15	3
	Total		112	100%	178	100%	310	100%	554
Mark the box that represents the extent to which your evaluations of student	Very Little	0	0	1	1	2	1	2	.4
	2	3	3	1	1	4	1	6	1
	3	4	4	3	2	8	3	18	3

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	4	18	16	13	7	33	11	57	10
	5	34	30	50	27	88	28	163	29
	6	36	32	67	37	107	34	200	36
	Very much	17	15	47	26	70	22	112	20
	Total	112	100%	182	100%	312	100%	558	100%
Memorizing facts, ideas, or methods from your course and readings	Very Little	31	29	70	39	110	36	209	38
	Some	42	40	91	51	138	46	222	40
	Quite a Bit	22	21	14	8	38	13	89	16
	Very Much	11	10	5	3	16	5	36	7
	Total	106	100%	180	100%	302	100%	555	100%
Analyzing the basic elements of an idea, experience or theory	Very Little	4	4	0	0	4	1	12	2
	Some	19	18	17	9	38	13	79	14
	Quite a Bit	50	47	84	47	142	47	204	37
	Very Much	33	31	79	44	118	39	260	47
	Total	106	100%	180	100%	302	100%	555	100%
Synthesizing and organizing ideas, information, or experiences	Very Little	9	8	2	1	11	4	17	3
	Some	24	23	15	8	41	14	80	14
	Quite a Bit	37	35	63	35	102	34	205	37
	Very Much	36	34	100	56	148	49	252	46
	Total	106	100%	180	100%	302	100%	554	100%
Making judgments about the value of information, arguments or methods	Very Little	15	14	10	6	25	8	42	8
	Some	30	28	36	20	69	23	148	27
	Quite a Bit	31	29	54	30	89	29	186	34
	Very Much	30	28	80	44	119	39	178	32
	Total	106	100%	180	100%	302	100%	554	100%
Applying theories or concepts to practical problems or in new situations	Very Little	6	6	3	2	9	3	28	5
	Some	17	16	18	10	37	12	84	15
	Quite a Bit	41	39	64	36	108	36	177	32
	Very Much	42	40	95	53	148	49	266	48
	Total	106	100%	180	100%	302	100%	555	100%
Acquiring a broad general education	Very Little	8	8	17	9	27	9	62	11
	Some	27	25	55	31	87	29	151	27
	Quite a Bit	31	29	62	35	97	32	183	33
	Very Much	40	38	45	25	90	30	158	29
	Total	106	100%	179	100%	301	100%	554	100%
Acquiring job or	Very Little	20	19	16	9	36	12	82	15

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
work-related knowledge and skills	Some	35	33	37	21	77	26	142	26
	Quite a Bit	27	25	51	28	83	28	158	29
	Very Much	24	23	75	42	105	35	171	31
	Total	106	100%	179	100%	301	100%	553	100%
Writing clearly and effectively	Very Little	18	17	13	7	31	10	64	12
	Some	34	32	39	22	75	25	137	25
	Quite a Bit	26	25	62	35	95	32	175	32
	Very Much	28	26	65	36	100	33	179	32
	Total	106	100%	179	100%	301	100%	555	100%
Speaking clearly and effectively	Very Little	32	30	31	17	65	22	107	19
	Some	40	38	52	29	95	32	179	32
	Quite a Bit	19	18	50	28	76	25	159	29
	Very Much	15	14	46	26	65	22	110	20
	Total	106	100%	179	100%	301	100%	555	100%
Thinking critically and analytically	Very Little	4	4	0	0	4	1	3	1
	Some	11	10	13	7	24	8	35	6
	Quite a Bit	33	31	50	28	87	29	163	30
	Very Much	58	55	117	65	187	62	352	64
	Total	106	100%	180	100%	302	100%	553	100%
Analyzing quantitative problems	Very Little	47	44	80	44	135	45	235	43
	Some	25	24	47	26	75	25	128	23
	Quite a Bit	15	14	24	13	43	14	67	12
	Very Much	19	18	29	16	49	16	123	22
	Total	106	100%	180	100%	302	100%	553	100%
Using computing and information technology	Very Little	33	31	34	19	69	23	160	29
	Some	36	34	71	39	113	37	170	31
	Quite a Bit	23	22	32	18	60	20	115	21
	Very Much	14	13	43	24	60	20	108	20
	Total	106	100%	180	100%	302	100%	553	100%
Working effectively with others	Very Little	18	17	18	10	37	12	102	18
	Some	33	31	37	21	72	24	160	29
	Quite a Bit	28	26	55	31	86	28	158	29
	Very Much	27	25	70	39	107	35	134	24
	Total	106	100%	180	100%	302	100%	554	100%
Learning effectively on their own	Very Little	0	0	0	0	0	0	4	1
	Some	16	15	23	13	41	14	68	12
	Quite a Bit	57	54	99	55	161	53	267	48

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
	Very Much	33	31	58	32	100	33	215	39
	Total	106	100%	180	100%	302	100%	554	100%
Understanding themselves	Very Little	21	20	27	15	52	17	127	23
	Some	34	32	64	36	100	33	164	30
	Quite a Bit	26	25	41	23	70	23	142	26
	Very Much	25	24	48	27	80	26	121	22
	Total	106	100%	180	100%	302	100%	554	100%
Understanding people of other racial and ethnic backgrounds	Very Little	38	36	41	23	82	27	178	32
	Some	30	28	49	27	81	27	151	27
	Quite a Bit	16	15	41	23	64	21	112	20
	Very Much	22	21	49	27	75	25	113	20
	Total	106	100%	180	100%	302	100%	554	100%
Solving complex real-world problems	Very Little	16	15	6	3	23	8	67	12
	Some	33	31	38	21	72	24	143	26
	Quite a Bit	32	30	62	34	100	33	172	31
	Very Much	25	24	74	41	107	35	171	31
	Total	106	100%	180	100%	302	100%	553	100%
Teaching undergraduate students in class	0 hrs./week	1	1	2	1	10	3	15	3
	1-4 hrs./week	19	18	45	25	69	23	149	27
	5-8 hrs./week	33	31	54	30	88	29	189	34
	9-12 hrs./week	38	36	52	29	92	31	134	24
	13-16 hrs./week	9	9	15	8	24	8	42	8
	17-20 hrs./week	1	1	7	4	8	3	18	3
	21-30 hrs./week	1	1	5	3	7	2	4	1
	More than 30 hrs./week	3	3	0	0	3	1	3	1
	Total	105	100%	180	100%	301	100%	554	100%
Grading papers	0 hrs./week	2	2	2	1	4	1	20	4
	1-4 hrs./week	41	39	71	39	119	40	279	50
	5-8 hrs./week	40	38	59	33	103	34	153	28
	9-12 hrs./week	13	12	17	9	32	11	61	11
	13-16 hrs./week	7	7	19	11	26	9	18	3
	17-20 hrs./week	0	0	9	5	11	4	17	3
	21-30 hrs./week	2	2	3	2	6	2	4	1
	More than 30 hrs./week	0	0	0	0	0	0	6	1
	Total	105	100%	180	100%	301	100%	554	100%
Giving feedback to students	0 hrs./week	0	0	2	1	2	1	6	1
	1-4 hrs./week	70	67	88	49	168	56	355	64
	5-8 hrs./week	24	23	53	29	79	26	133	24

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Response Options	Lower Division		Upper Division		Total Respondents				
	NAU		NAU		NAU		Peers ³		
	Count	%	Count	%	Count	%	Count	%	
9-12 hrs./week	8	8	14	8	24	8	40	7	
13-16 hrs./week	1	1	16	9	17	6	8	1	
17-20 hrs./week	1	1	6	3	7	2	6	1	
21-30 hrs./week	1	1	1	1	4	1	5	1	
More than 30 hrs./week	0	0	0	0	0	0	1	.2	
Total	105	100%	180	100%	301	100%	554	100%	
Preparing for class	0 hrs./week	0	0	1	1	1	0	0	0
	1-4 hrs./week	28	27	33	18	67	22	162	29
	5-8 hrs./week	43	41	71	39	121	40	219	40
	9-12 hrs./week	21	20	38	21	60	20	100	18
	13-16 hrs./week	6	6	26	14	32	11	36	7
	17-20 hrs./week	7	7	9	5	16	5	23	4
	21-30 hrs./week	0	0	2	1	3	1	4	1
	More than 30 hrs./week	0	0	0	0	1	0	10	2
Total	105	100%	180	100%	301	100%	554	100%	
Reflecting on and revising class activities	0 hrs./week	1	1	0	0	1	0	7	1
	1-4 hrs./week	62	59	94	53	169	56	362	65
	5-8 hrs./week	30	29	56	31	87	29	123	22
	9-12 hrs./week	10	10	17	9	27	9	40	7
	13-16 hrs./week	2	2	9	5	11	4	12	2
	17-20 hrs./week	0	0	2	1	2	1	3	1
	21-30 hrs./week	0	0	0	0	1	0	4	1
	More than 30 hrs./week	0	0	1	1	2	1	3	1
Total	105	100%	179	100%	300	100%	554	100%	
Advising undergraduate students	0 hrs./week	22	21	29	16	61	20	177	32
	1-4 hrs./week	60	57	104	58	169	56	291	53
	5-8 hrs./week	19	18	32	18	52	17	56	10
	9-12 hrs./week	2	2	8	4	10	3	18	3
	13-16 hrs./week	2	2	4	2	6	2	7	1
	17-20 hrs./week	0	0	3	2	3	1	1	.2
	21-30 hrs./week	0	0	0	0	0	0	4	1
	More than 30 hrs./week	0	0	0	0	0	0	0	0
Total	105	100%	180	100%	301	100%	554	100%	
Working with undergraduates on research	0 hrs./week	63	60	77	43	153	51	327	59
	1-4 hrs./week	29	28	76	42	108	36	167	60
	5-8 hrs./week	9	9	11	6	20	7	39	7
	9-12 hrs./week	3	3	8	4	11	4	13	2
	13-16 hrs./week	1	1	4	2	5	2	2	.4
	17-20 hrs./week	0	0	1	1	1	0	3	1
	21-30 hrs./week	0	0	3	2	3	1	1	.2

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
More than 30 hrs./week		0	0	0	0	0	0	1	.2
Total		105	100%	180	100%	301	100%	553	100%
Supervising internships or other field experiences	0 hrs./week	73	70	104	58	185	61	367	66
	1-4 hrs./week	19	18	46	26	69	23	120	22
	5-8 hrs./week	9	9	9	5	21	7	34	6
	9-12 hrs./week	2	2	17	9	19	6	14	3
	13-16 hrs./week	0	0	2	1	2	1	7	1
	17-20 hrs./week	1	1	2	1	3	1	6	1
	21-30 hrs./week	0	0	0	0	0	0	3	1
	More than 30 hrs./week	1	1	0	0	2	1	2	.4
Total		105	100%	180	100%	301	100%	553	100%
Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	0 hrs./week	45	43	83	46	136	45	309	56
	1-4 hrs./week	44	42	73	41	122	41	182	33
	5-8 hrs./week	11	10	17	9	29	10	37	7
	9-12 hrs./week	3	3	6	3	9	3	10	2
	13-16 hrs./week	0	0	0	0	1	0	3	1
	17-20 hrs./week	0	0	1	1	2	1	6	1
	21-30 hrs./week	2	2	0	0	2	1	3	1
	More than 30 hrs./week	0	0	0	0	0	0	2	.4
Total		105	100%	180	100%	301	100%	552	100%
Other interactions with students outside of the classroom	0 hrs./week	17	16	32	18	54	18	146	26
	1-4 hrs./week	67	64	106	59	178	59	318	58
	5-8 hrs./week	15	14	25	14	43	14	62	11
	9-12 hrs./week	3	3	14	8	17	6	14	3
	13-16 hrs./week	2	2	1	1	5	2	6	1
	17-20 hrs./week	0	0	1	1	2	1	3	1
	21-30 hrs./week	0	0	0	0	0	0	3	1
	More than 30 hrs./week	1	1	1	1	2	1	1	.2
Total		105	100%	180	100%	301	100%	553	100%
Practicum, internship, field experience, co- op experience	Not Important	7	7	4	2	11	4	46	8
	Somewhat Important	21	20	30	17	51	17	110	20
	Important	36	34	46	26	87	29	142	26
	Very Important	42	40	100	56	153	51	250	46
	Total	106	100%	180	100%	302	100%	548	100%
Community service or volunteer work	Not Important	13	12	24	13	39	13	113	21
	Somewhat Important	39	37	66	37	110	36	189	35
	Important	34	32	56	31	95	31	155	28
	Very Important	20	19	34	19	58	19	90	17
	Total	106	100%	180	100%	302	100%	547	100%

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Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
Participation in a learning community or some other formal program where groups of students take 2 or more classes together	Not Important	20	19	33	18	58	19	159	29
	Somewhat Important	42	40	75	42	121	40	208	38
	Important	29	27	36	20	68	23	109	20
	Very Important	15	14	36	20	55	18	71	13
	Total		106	100%	180	100%	302	100%	547
Work on a research project with you outside of course program requirements	Not Important	35	33	67	37	111	37	232	42
	Somewhat Important	37	35	52	29	93	31	173	32
	Important	27	25	34	19	63	21	101	19
	Very Important	7	7	27	15	35	12	41	8
	Total		106	100%	180	100%	302	100%	547
Foreign language coursework	Not Important	23	22	45	25	70	23	164	30
	Somewhat Important	39	37	66	37	112	37	177	32
	Important	20	19	41	23	65	22	95	17
	Very Important	24	23	28	16	55	18	112	20
	Total		106	100%	180	100%	302	100%	548
Study abroad	Not Important	18	17	38	21	59	20	133	24
	Somewhat Important	35	33	69	38	109	36	184	34
	Important	31	29	41	23	78	26	118	22
	Very Important	22	21	32	18	56	19	113	21
	Total		106	100%	180	100%	302	100%	548
Independent study	Not Important	12	11	21	12	37	12	85	16
	Somewhat Important	30	28	77	43	112	37	192	35
	Important	45	42	44	24	94	31	168	31
	Very Important	19	18	38	21	59	20	103	19
	Total		106	100%	180	100%	302	100%	548
Self-designed major	Not Important	37	35	71	39	116	38	206	28
	Somewhat Important	47	44	66	37	116	38	235	43
	Important	17	16	28	16	50	17	74	14
	Very Important	5	5	15	8	20	7	33	6
	Total		106	100%	180	100%	302	100%	548
Culminating senior experience	Not Important	7	7	8	4	19	6	82	15
	Somewhat Important	16	15	27	15	44	15	133	24
	Important	41	39	55	31	98	32	162	30
	Very Important	42	40	90	50	141	47	168	31
	Total		106	100%	180	100%	302	100%	545
Student relationships	Unfriendly, Unsupportive, Sense of Alienation	0	0	1	1	1	0	0	0

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Response Options		Lower Division		Upper Division		Total Respondents				
		NAU		NAU		NAU		Peers ³		
		Count	%	Count	%	Count	%	Count	%	
with other students	2	1	1	0	0	1	0	4	1	
	3	9	9	6	3	15	5	25	5	
	4	9	9	14	8	26	9	72	13	
	5	28	27	43	25	75	25	194	36	
	6	45	43	82	47	133	45	192	35	
	Friendly, Supportive, Sense of Belonging	13	12	29	17	44	15	57	11	
	Total	105	100%	175	100%	295	100%	544	100%	
	Student relationships with faculty	Unfriendly, Unsupportive, Sense of Alienation	1	1	1	1	2	1	1	.2
		2	1	1	1	1	2	1	8	2
		3	6	6	5	3	12	4	23	4
4		12	11	14	8	29	10	86	16	
5		29	28	46	26	77	26	184	34	
6		40	38	77	44	123	42	199	37	
Friendly, Supportive, Sense of Belonging		16	15	32	18	51	17	43	8	
Total		105	100%	176	100%	296	100%	544	100%	
Student relationships with administrative personnel and offices		Unfriendly, Unsupportive, Sense of Alienation	6	6	11	6	18	6	9	2
		2	12	11	17	10	29	10	25	5
	3	21	20	28	16	49	17	75	13	
	4	17	16	38	22	60	20	121	22	
	5	24	23	36	20	62	21	145	27	
	6	21	20	26	15	51	17	123	23	
	Friendly, Supportive, Sense of Belonging	4	4	20	11	26	9	43	8	
	Total	105	100%	176	100%	295	100%	541	100%	
	Requiring student to spend significant amounts of time studying and on academic work	Very little	6	6	23	13	31	10	55	10
		Some	44	42	76	43	126	42	198	37
Quite a bit		45	43	58	33	109	37	218	40	
Very much		10	10	19	11	31	10	71	13	
Total		105	100%	176	100%	297	100%	542	100%	
Providing students support they need to help them succeed academically	Very little	4	4	8	5	14	5	7	1	
	Some	32	30	54	31	90	30	153	29	
	Quite a bit	46	44	77	44	130	44	272	50	
	Very much	23	22	37	21	63	21	112	21	
	Total	105	100%	176	100%	297	100%	544	100%	
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	Very little	16	15	25	14	46	15	53	10	
	Some	45	43	70	40	117	39	178	33	
	Quite a bit	34	32	65	37	106	36	202	37	
	Very much	10	10	16	9	28	9	108	20	
	Total	105	100%	176	100%	297	100%	541	100%	

**FSSE 2003 Pilot Test Frequency Distributions
Northern Arizona University**

Response Options		Lower Division		Upper Division		Total Respondents			
		NAU		NAU		NAU		Peers ³	
		Count	%	Count	%	Count	%	Count	%
Helping students cope with their non-academic responsibilities (work, family, etc.)	Very little	21	20	54	31	79	27	89	17
	Some	42	40	77	44	126	42	260	48
	Quite a bit	35	33	40	23	78	26	151	28
	Very much	7	7	5	3	14	5	37	7
	Total	105	100%	176	100%	297	100%	537	100%
Providing students the support they need to thrive socially	Very little	17	16	43	24	62	21	68	13
	Some	55	53	93	53	155	52	296	55
	Quite a bit	28	27	34	19	67	23	140	26
	Very much	4	4	6	3	12	4	32	6
	Total	104	100%	176	100%	296	100%	536	100%
Attending campus events and activities (special speakers, cultural events, symposia, etc.)	Very little	17	16	39	22	57	19	54	10
	Some	45	43	84	48	133	45	224	42
	Quite a bit	39	37	48	27	97	33	202	37
	Very much	4	4	5	3	10	3	60	11
	Total	105	100%	176	100%	297	100%	540	100%
Encouraging students to use computers in their academic work	Very little	2	2	5	3	7	2	11	2
	Some	17	16	23	13	43	14	58	11
	Quite a bit	44	42	76	43	126	42	199	37
	Very much	42	40	72	41	121	41	274	51
	Total	105	100%	176	100%	297	100%	542	100%

**Appendix C. Differences Between Lower-Division and Upper Division Faculty Responses
(statistically significant differences at the 0.05 level are highlighted in yellow)**

	Lower-Division	Upper-Division
How many students are enrolled in your selected course section? (Scale: 1 = Fewer than 10, 2 = 10-19, 3 = 20-29, 4 = 30-49, 5 = 50 to 74, 6 = 75 to 99, 7 = 11 to 149, 8 = 150 to 199, 9 = 200 or more)	4.31	3.28
Prior to this semester, how many times have you taught your selected course? (Scale: 1 = None, 2 = 1 to 3, 3 = 4 to 6, 4 = 7 to 9, 5 = More than 9)	3.43	3.19

Mark the box that you believe best represents the quality of student relationships with people at your institution. (Scale: 1 = Unfriendly, unsupportive, sense of alienation to 7 = Friendly, supportive, sense of belong)	Lower-Division	Upper-Division
Other Students	5.39	5.63
Faculty Members	5.39	5.63
Administrative Personnel and Offices	4.14	4.30

In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities: (Scale: 1 = Very little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)	Lower-Division	Upper-Division
Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	3.06	3.34
Applying theories or concepts to practical problems or in new situations	3.12	3.39
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	2.72	3.13
Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	2.12	1.74
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2.94	3.45

To what extent does your institution emphasize each of the following? (Scale: 1 = Very little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)	Lower-Division	Upper-Division
Attending campus events and activities (special speakers, cultural events, symposia, etc.)	2.29	2.11
Encouraging contact among students from different economic, social & racial or ethnic backgrounds	2.36	2.41
Encouraging students to use computers in their academic work	3.20	3.22
Helping students cope with their non-academic responsibilities (work, family, etc.)	2.27	1.98
Providing students support they need to help them succeed academically	2.84	2.81
Providing students the support they need to thrive socially	2.18	2.02
Requiring students to spend significant amounts of time studying and on academic work	2.56	2.41

To what extent do you structure your selected course section so that students learn and develop in the following areas? (Scale: 1 = Very Little, 2 = Some, 3 = Quite a Bit, 4 = Very Much)	Lower-Division	Upper-Division
Acquiring a broad general education	2.97	2.75
Acquiring job or work-related knowledge and skills	2.52	3.03
Analyzing quantitative problems	2.06	2.01
Learning effectively on their own	3.16	3.19
Solving complex real-world problems	2.62	3.13
Speaking clearly and effectively	2.16	2.62
Thinking critically and analytically	3.37	3.58
Understanding people of other racial and ethnic backgrounds	2.21	2.54
Understanding themselves	2.52	2.61
Working effectively with others	2.60	2.98
Writing clearly and effectively	2.60	3.00

How important is it to you that undergraduates at your institution do the following? (Scale: 1 = Not Important, 2 = Somewhat Important, 3 = Important, 4 = Very Important)	Lower-Division	Upper-Division
Community service or volunteer work	2.58	2.56
Culminating senior experience	3.11	3.26
Foreign language coursework	2.42	2.29
Participation in a learning community or some other formal program where groups of students take two or more classes together	2.37	2.42
Practicum, internship, field experience, co-op experience	3.07	3.34
Study abroad	2.54	2.37
Work on a research project with you outside of course program requirements	2.06	2.12

Time students spend preparing for your selected course section (# of hrs / wk). (Scale 1 = 0, 2 = 1-2, 3 = 3-4, 4 = 5-6, 5 = 7-8, 6 = 9-10, 7 = 11-12, 8 = More than 12)	Lower-Division	Upper-Division
In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	3.95	4.27
In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	2.63	3.07

In your selected course section, about how much reading and writing do you assign students? / In a typical week, how much homework assignments do you require students in your selected course section? (Scale: 1 = None, 2 = 1, 3 = 2-3, 4 = 4-6, 5 = More than 6)	Lower-Division	Upper-Division
Number of assigned textbooks, books, and/or book length packs of course readings	2.63	2.74
Number of homework assignments that take your students less than one hour to complete	2.11	1.91
Number of homework assignments that take your students more than one hour to complete	2.45	2.63
Number of written papers between 5 and 10 pages	1.84	2.19
Number of written papers of fewer than 5 pages	3.00	3.02
Number of written papers of more than 10 pages	1.28	1.80

About how many hours do you spend in a typical week doing each of the following? (Scale: 1 = 0, 2 = 1-4, 3 = 5-8, 4 = 9-12, 5 = 13-16, 6 = 17-20, 7 = 21-30, 8 = More than 30)	Lower-Division	Upper-Division
Advising undergraduate students	2.07	2.24
Giving feedback to students	2.50	2.87
Grading papers	2.90	3.11
Other interactions with students outside of the classroom	2.15	2.19
Preparing for class	3.25	3.50
Reflecting on and revising class activities	2.52	2.73
Supervising internships or other field experiences	1.52	1.74
Teaching undergraduate students in class	3.54	3.41
Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	1.83	1.72
Working with undergraduates on research	1.57	1.89

In your selected course, on average, what percent of time is spent on the following: (0 = 0, 1 = 1-9%, 2 = 10-19%, 3 = 20-29%, 4 = 30-39%, 5 = 40-49%, 6 = 50-74%, 7 = 75% or more)	Lower-Division	Upper-Division
Computer mediated activities	1.92	2.50
Experiential (labs, field work, etc.)	2.17	2.39
In-class writing	1.71	1.81
Lecture	5.28	4.55
Performances in applied and fine arts (e.g., dance, drama, music)	1.23	1.28
Small group activities	2.70	3.08
Student presentations	1.86	2.58
Teacher-led discussion	3.54	3.61
Teacher-student shared responsibility (seminar, discussion, etc.)	2.55	2.99

Mark 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? (Scale: 1 = Very Little to 7 = Very Much)	5.31	5.74
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How often do students in your selected course section engage in the following? (Scale: 1 = Never, 2 = Sometimes, 3 = Often, 4 = Very Often)	Lower-Division	Upper-Division
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	2.40	2.67
Have serious conversations in your course with students of a different race or ethnicity than their own	2.22	2.34
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	2.23	2.32
Participate in a community-based project as part of your course	1.44	1.83
Receive prompt feedback (written or oral) from you on their academic performance	3.56	3.49
Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	2.30	2.57
Work with other students on projects during class	2.60	2.96

About what percent of students in your selected course section at least occasionally do the following? (Scale: 1 = None, 2 = 1 to 24%, 3 = 25 to 49%, 4 = 50 to 74%, 5 = 75% or Higher)	Lower-Division	Upper-Division
Come to class without completing readings or assignments	3.13	2.99
Ask questions in class or contribute to class discussions	2.97	3.44
Discuss grades or assignments with you	2.73	3.11
Discuss ideas from readings or classes with you outside of class	2.09	2.39
Talk about career plans with you	2.21	2.66
Use e-mail to communicate with you	2.71	3.22
Work harder than they usually do to meet your standards	2.83	3.21

In your selected course, how important to you is it that your students . . . (Scale: 1 = Not Important, 2 = Somewhat Important, 3 = Important, 4 = Very Important)	Lower-Division	Upper-Division
Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	2.42	2.69
Prepare two or more drafts of a paper or assignment before turning it in	2.23	2.42
Put together ideas or concepts from different courses when completing assignments or during class discussions	2.45	3.05
Tutor or teach other students (paid or voluntary)	1.87	2.03
Work on a paper or project that requires integrating ideas or information from various sources	3.00	3.48
Work with classmates outside of class to prepare class assignments	2.38	2.72

Appendix D. FSSE 2003 and NSSE 2003 Comparisons

	Lower Division / First-Year Respondents		Upper-Division / Senior Respondents	
	Lower Division	First-Year Respondents	Upper Division	Senior Respondents
Academic and Intellectual Experiences	% Responding 50% or Higher	% Responding Very Often or Often	% Responding 50% or Higher	% Responding Very Often or Often
Asked questions in class or contributed to class discussions	26	61	48	66
Come to class without completing assignments	38	20	34	16
Used e-mail to communicate with an instructor	19	74	38	81
Discussed grades or assignments with an instructor	18	44	34	67
Talked about career plans with an instructor	9	30	20	45
Discussed ideas from your readings or classes with faculty members outside of class	3	13	10	25
Worked harder than you thought you could to meet an instructor's standards or expectations	23	44	39	55
Academic and Intellectual Experiences	% Responding Very Often or Often	% Responding Very Often or Often	% Responding Very Often or Often	% Responding Very Often or Often
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	40	77	54	56
Worked with other students on projects during class	47	42	67	50
Participated in a community-based project as part a regular course	10	11	20	16
Used an electronic medium (list -serv, chat group, Internet, etc.) to discuss or complete an assignment	38	44	48	63
Received prompt feedback (written or oral) from faculty on your academic performance	96	52	93	64
Had serious conversations with students of a different race or ethnicity than your own	30	50	35	57
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	30	63	34	58
Academic and Intellectual Experiences	% Responding Very Important or Important	% Responding Very Often or Often	% Responding Very Important or Important	% Responding Very Often or Often
Prepared two or more drafts of a paper or assignment before turning it in	38	46	48	60
Worked on a paper or project that required integrating ideas or information from various sources	71	75	87	86
Worked with classmates outside of class to prepare class assignments	47	38	57	57
Put together ideas or concepts from different courses when completing assignments or during class discussions	45	50	73	66
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	45	61	59	63
Tutored or taught other students (paid or voluntary)	24	12	31	18
Evaluations of Student Performance	% Responding Very Much	% Responding Very Much	% Responding Very Much	% Responding Very Much
Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	15	16	26	19
Mental Activities	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit

	Lower Division / First-Year Respondents		Upper-Division / Senior Respondents	
	Lower Division	First-Year Respondents	Upper Division	Senior Respondents
Coursework emphasizes: Memorizing facts, ideas or methods from your course and readings	31	76	11	61
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	78	86	91	78
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	69	64	91	71
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	58	71	74	65
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	78	66	88	74
Educational and Personal Growth	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit
Acquiring a broad general education	67	82	60	76
Acquiring job or work-related knowledge and skills	48	46	70	69
Writing clearly and effectively	51	62	71	77
Speaking clearly and effectively	32	48	54	70
Thinking critically and analytically	86	77	93	84
Analyzing quantitative problems	32	43	29	64
Using computing and information technology	35	67	42	83
Working effectively with others	52	59	69	79
Learning effectively on their own	85	58	87	74
Understanding themselves	48	52	49	52
Understanding people of other racial and ethnic backgrounds	36	53	50	44
Solving complex real-world problems	54	39	76	54
Enriching Educational Experiences	% Responding Very Important or Important	% Responding "Yes" (have participated)	% Responding Very Important or Important	% Responding "Yes" (have participated)
Practicum, internship, field experience, co-op experience	74	79	81	69
Community service or volunteer work	51	74	50	58
Participation in a learning community or some other formal program where groups of students take two or more classes together	42	43	40	29
Work on a research project with you outside of course program requirements	32	29	34	23
Foreign language coursework	42	53	38	35
Study abroad	50	43	41	18
Culminating senior experience	78	44	81	75
Quality of Relationships	% Responding Friendly, Supportive, Sense of Belonging	% Responding Friendly, Supportive, Sense of Belonging	% Responding Friendly, Supportive, Sense of Belonging	% Responding Friendly, Supportive, Sense of Belonging
Quality of relationships with other students	12	31	17	38
Quality of relationships with faculty members	15	15	18	29
Quality of relationships with administrative personnel and offices	4	8	11	16
Institutional Environment	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit	% Responding Very Much or Quite a Bit
Spending significant amounts of time studying and on academic work	52	78	44	72
Providing the support you need to help you succeed academically	66	75	65	64

	Lower Division / First-Year Respondents		Upper-Division / Senior Respondents	
	Lower Division	First-Year Respondents	Upper Division	Senior Respondents
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	42	55	46	34
Helping students cope with their non-academic responsibilities (work, family, etc.)	40	24	26	19
Providing students the support they need to thrive socially	31	33	23	27
Attending campus events and activities (special speakers, cultural events, symposia, etc.)	41	60	30	30
Using computers in academic work	82	88	84	89