

# **Faculty Survey of Student Engagement: The “FSSE” Assessment Project**

## **WESTERN MICHIGAN UNIVERSITY’S FIRST-YEAR PARTICIPATION REPORT**

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## Preface

This report contains the results of Western Michigan University's (WMU) first year of participation in the Faculty Survey of Student Engagement (FSSE), a research project that examines faculty perspectives on student engagement at colleges and universities in the United States. FSSE is the faculty counterpart to the National Survey of Student Engagement (NSSE), in which WMU students participated in both 2002 and 2003. WMU faculty participated in FSSE during its first offering in 2004. There is a great deal of information and material presented in this report, including information about our faculty, that is both revealing and informative. Data from the FSSE survey allow for comparisons of WMU faculty across upper and lower course divisions, comparisons with faculty at other doctoral-extensive universities, and comparisons with student data from the 2003 National Survey of Student Engagement (NSSE). Such a wealth of data will be delightful for some readers, yet overwhelming and tedious for others. Nonetheless, WMU has invested in these surveys for three years and will continue to do so during the 2005-2006 academic year. Continued participation will allow for a comparison of WMU students and faculty separately, as well as together, and over time. In addition, the data allows for a comparison of WMU to other doctoral-extensive universities.

Given the complex and substantial amount of information contained in the report, there is room for multiple interpretations of the data as well as about potential policy implications of the data. Interested parties might focus on the percentages of faculty that report certain activities to be important at WMU, either alone or in contrast to other doctoral-extensive universities. That is, WMU might fare well in comparison to other schools, yet still be seen as in need of improvement. To aid in the interpretation of the data and development of policy in response to the data, colleagues will be invited to serve as a readers' panel for serious review and study of the FSSE data. A campus-wide FSSE review panel strategy will be put in place to help strengthen undergraduate academic engagement across the University. Moreover, the FSSE information, in concert with the NSSE data, will support and reinforce the efforts already underway regarding the first-year experience.

When assessment information is distributed, there is a natural concern about its potential misinterpretation or misrepresentation. All individuals at Western Michigan University, from faculty and staff colleagues to the president, are working to build and support more scholarly assessment of issues across the campus with personnel, funds, and leadership attention to the results. Balanced scholarship in assessment requires self-reflection and critical discussion about specific strengths as well as any weaknesses. By making information such as the FSSE report publicly available, such assessment information can then serve as one additional mechanism for directing internal improvement. As you read and reflect on this FSSE report, and others that will follow, please think creatively about the significance of the information and how it can best be used to strengthen undergraduate education at Western Michigan University.

## I. EXECUTIVE SUMMARY

**A. Student Engagement at Western Michigan University:** In 1991, Western Michigan University's Board of Trustees adopted, as part of WMU's Mission Statement, the following:

Western Michigan University is a student-centered research university, building intellectual inquiry, investigation, and discovery into all undergraduate, graduate, and professional programs.

Furthermore, according to the 2004 Strategic Planning draft from the Office of the Provost and Vice President for Academic Affairs, one of WMU's six priorities for the future is to advance opportunities for student engagement. In essence, this means a commitment to create opportunities that "advance research, service and creative activity opportunities" for students, "hold college-level events that demonstrate WMU's engagement as a student-centered university," "develop curricular and co-curricular opportunities...in every academic program," and "nurture and prepare students for research, service, and creative inquiry" (<http://www.wmich.edu/provost/StratPlan1-7PublicDraft.pdf>, 2004).

As part of the institutional effort to advance opportunities for student engagement has been participation in two national surveys that examine both student and faculty perceptions of and involvement in aspects of engagement. These two surveys are the National Survey of Student Engagement (NSSE) and the Faculty Survey of Student Engagement (FSSE). It is the latter which is the subject of this report.

**B. FSSE Overview:** The Faculty Survey of Student Engagement (FSSE) was designed to parallel the National Survey of Student Engagement (NSSE), which is a survey of undergraduate students, and culminates in a yearly publication, *The College Student Report*. The NSSE (pronounced 'nessie') project collects information from freshmen and seniors at four-year colleges and universities throughout the United States. Its primary goal is to assess the extent to which these students engage in educational practices that have been empirically linked to high levels of learning and development. NSSE, piloted in 1999, has been administered each of the last 5 years. FSSE, piloted in 2003, is in its second year of administration. WMU participated in the NSSE in 2002 and 2003 and the FSSE in 2004.

The FSSE project is coordinated by the National Survey of Student Engagement, housed at the Indiana University Center for Postsecondary Research ([www.iub.edu/~nsse](http://www.iub.edu/~nsse)). It is designed to measure faculty expectations for student engagement in those same educational

practices that are known to be empirically linked with high levels of learning and development. In addition, FSSE (pronounced ‘fessie’) collects information about how faculty spend their time related to professional activities, as well as the kinds of learning experiences emphasized at their institution. The intended purpose of FSSE is to identify areas of strength at an institution, as well as aspects of the undergraduate experience that may warrant attention.

**C. Past Research.** Both NSSE and FSSE were developed in response to a growing literature that seeks to understand how to best measure and improve the quality of undergraduate education. In 1995, Barr and Tagg recommended a paradigm shift from providing instruction to students to producing student learning. Subsequent dialogue would focus on how to place student learning at the core of the academy. What became clear is that traditional measures used to articulate an undergraduate education (e.g., admissions standards, number of PhDs among the faculty, institutional prestige from faculty research) were becoming “increasingly suspect in terms of their validity to measure excellence in undergraduate education” (Umbach and Wawrzynski, 2004, p. 4). Newer approaches suggested that “students’ decisions to persist or withdraw from college depend on their successful academic and social integration with the college. Part of this successful integration was dependent upon the favorable interactions between faculty and students” (Umbach and Wawrzynski, 2004, p. 6).

The proliferation of research relying on self-reported student engagement behaviors clearly set the stage for understanding both student engagement and its link to student learning. However, as Umbach and Wawrzynski (2004) note, additional work was needed that would examine how institutional characteristics and faculty inputs (e.g., behaviors, satisfaction, experience, and student contact) might influence student engagement, which will positively impact student learning.

Umbach and Wawrzynski (2004) created six faculty constructs from the FSSE data, which were analyzed against the average experiences of students. The six constructs are (1) course-related interactions with students, (2) out-of-class interactions with students, (3) faculty use of active and collaborative learning techniques, (4) level of academic challenge faculty provided students, (5) level of importance faculty placed on enriching educational experiences, and (6) amount of emphasis faculty place on higher order cognitive activities. Their research findings suggest that the “educational context created by faculty behaviors and attitudes has a dramatic effect on student learning and engagement. Institutions where faculty engage students in and out of the classroom and place a high priority on enriching educational experiences had students who felt supported and were active participants in their learning” (2004, p. 18).

Furthermore, their findings indicate that while “faculty at liberal arts colleges have indeed created [these] learning environments, perhaps faculty at other colleges and universities have not been as effective at creating student-centered campuses” (2004, p. 19). Umbach and Wawrzynski’s final point is noteworthy: “Because faculty play a critical component of the collegiate experience, colleges and universities need to find ways (perhaps new ways) to support and reward faculty in their teaching role” (2004, p. 21).

**D. Findings.** The findings are summarized as follows. First, within the broader area of engagement, WMU faculty are compared to other doctoral-extensive (DRU) faculty. Second, WMU faculty are compared to WMU students. Third, key points are discussed regarding faculty time and expectations.

**Engagement, WMU Faculty, and Other DRU Faculty.** Across all seven general categories of engagement-related measures, WMU faculty participants fared quite well in comparison with faculty at other DRU schools. Across the measure, it was usually found that WMU faculty referring to lower division courses were less likely to report engagement favorable responses, while WMU faculty referring to upper division courses were more likely to report engagement favorable responses. Often, when WMU responses were weighted by division representation, the overall percentages were higher than those of other DRU faculty. The use of bar charts throughout the reports clearly evidences the extent to which WMU faculty show greater support for or structure emphasizing engagement-related measures. One notable exception is found in terms of studying a foreign language. Here, WMU faculty see less importance than do faculty at other DRU schools.

**Engagement, WMU Faculty, and WMU Students.** Some of the more striking findings occur within this area of investigation, especially in terms of apparent disconnects between how faculty and students perceive the academic and intellectual challenges and processes here at WMU. Throughout the data, there are discrepancies between faculty perceptions and students’ self-reported behavior. For example, students report a greater degree of faculty-student interaction than do faculty. Also, more faculty place emphasis on tasks such as preparing two or more drafts, while fewer students report having often done so. Very high percentages of WMU faculty report giving prompt feedback, while far fewer students report having often received prompt feedback. Notably, while 20-24% of faculty believe their evaluations of students challenge students to do their best work, only 13-14% of students believe this to be the case most of the time.

**Faculty Time and Expectations.** WMU faculty again compare favorably with their DRU counterparts in the FSSE study. Not surprisingly, faculty referencing lower division courses reported more class time spent on lecture. Faculty referencing upper division courses reported less time spent on lecture, and these numbers were consistent with other DRU faculty. WMU reported a higher percentage of time spent on experiential activities and less time spent on teacher-led discussion. However, in terms of the use of small group activities, WMU faculty report lower percentages than DRU faculty, but, again, the upper division courses make more use of small group activities than do the lower division courses.

When it comes to how faculty spend a typical 7-day week, the findings are mixed. At times, WMU faculty show higher percentages of involvement, such as with advising undergraduate students, supervising internships or other field experiences, working with students on non-class activities, and conducting service activities. A higher percentage of DRU faculty spend more than 12 hours a week engaged in research and scholarly activities, although WMU faculty referencing upper division courses are not far behind (38% and 31% respectively). Higher percentages of WMU faculty assign homework that takes more than one hour to complete (within a week's time), while lower percentages of WMU faculty report not assigning papers that are more than 10 pages in length (for upper division courses).

**E. Limitations.** One limitation of the 2004 FSSE report is the need for a better response rate. Of the 9983 faculty eligible to participate in the FSSE, only 38% did so. This is lower than the average institutional response rate of 46% and the 2004 NSSE response rate of 40%. In addition, of those faculty that did respond, 62% to 71% answered questions in regard to an upper division level course. It might prove instructive to have both more faculty involved in the FSSE survey, as well as better representation from lower division courses. This is especially important in the area of student engagement, given that high levels of student engagement are positively correlated with higher rates of retention (Umbach and Wawrzynski, 2004). Having a more informed sense of how engagement is perceived and practiced in lower division courses could prove instructive to WMU's retention initiatives.

Another limitation of the FSSE survey can be found in the language of the survey, and the implications of that language for comparing FSSE and NSSE results. With the exception of those questions geared toward measuring faculty use of time and faculty expectations, many of the questions are addressing the exact same engagement concepts, yet using very different anchors in the response options. For example, in measuring the extent to which students ask questions in class, faculty are asked what percent of students ask questions (responses are none,

1-24, 25-49, 50-74, and 75 or higher), while students are asked how often they ask questions (responses are very often, often, sometimes, and never). The different wording of questions could indicate that different concepts are being measured. This should be taken into account when making comparisons across the two surveys. This should also be taken into account when examining the discrepancies between faculty perceptions and student self-reports. Part of the discrepancy could be a function of the measures, not of a real discrepancy in behaviors.

Finally, the FSSE Institutional Report, as presented, is limited by the use of class distinctions that could be seen as artificial categories. The use of lower division and upper division courses, while clearly defined in the survey, may not be the best way for an institution to assess engagement. In addition, many of the questions ask the faculty to respond based on one specific course they are teaching during the academic year. There is no further guidance here; meaning faculty could choose a course that is more or less representative of their general approach to teaching and practices of student engagement.

**F. Future Steps.** Several steps should be taken to strengthen WMU's participation in the FSSE study. The first step should be outreach to faculty to increase participation in the 2005-2006 administration of FSSE. While the 2004 participants were representative of WMU's faculty, the overall response rate of 37.64% should be considered too low to impact policy making. The second step should be to establish a FSSE readers' panel at WMU to discuss implications from the FSSE report. The third step, which follows from the second, should be to determine better comparison groups that can be utilized within the FSSE protocol. The last step should be an increased effort at WMU to inform the university community of the definition and implementation of student engagement practices, as well as the implications of high student engagement at an institution of higher education.

**G. Report Format.** This report has three major parts. First, there is the discussion of methodology and sample. Second, we present an overview of the findings as organized by FSSE categories that are similar to the NSSE benchmarks. This overview examines the findings of WMU faculty as compared to other doctoral-extensive universities and as compared to WMU's most recent data on student assessment of the same issues. Third, we present the data that address how WMU faculty spent their time, structure their courses, perceive student time spent preparing for class, as well as report on the extent to which the faculty expect students to read, write and do homework. While NSSE data contain mean scores, as well as other statistics, FSSE data are limited to percentages reported. For most of the report, strict comparisons are made of

reported percentages. At times, however, weighted percentages are used, such as when comparing different course divisions at WMU to percentages from doctoral-extensive universities that include all levels of courses.

## II. METHODOLOGY AND SAMPLE

**A. Methodology.** The FSSE 2004 survey was completed by more than 20,000 faculty, representing 132 four-year colleges and universities. Faculty at institutions that chose to participate were sent an invitation by email and asked to respond to the online survey. At WMU, 370 faculty (38% response rate) participated in the survey. Institutions that participated are categorized based on the Carnegie Classification of Institutions of Higher Education. According to the Carnegie Classification, WMU is a Doctoral/Research University-Extensive (Doc-Ext). Doc-Ext institutions “offer a wide range of baccalaureate programs and are committed to graduate education through the doctorate. They award 50 or more doctoral degrees per year across at least 15 disciplines” (The College Student Report, 2003, p. 31).

**B. Sample Characteristics.** The WMU sample of 370 faculty members consisted of 237 males (64%) and 133 females (36%). This is comparable to the percentages of male and female faculty at WMU (63% and 37%, respectively). The majority of respondents were of Caucasian descent (82%), with 7% Asian American, 4% African American, 5% Multi-racial/ethnic, and the remaining 2% Latino, Hispanic or Other. The sample consists of more minorities than the WMU faculty, where the percentage of minorities is 15%. The sample was evenly distributed across age groups, with 34% 44 or younger, 34% 45-54, and 31% older than 54. There is greater diversity among the faculty participants than among the students who participated in the 2002 NSSE, where 88.9% reported their race as Caucasian. Eighty-nine percent of respondents reported being either native or naturalized U.S. citizens, with 8% declaring permanent residence, and 4% claiming temporary residence in the U.S.<sup>1</sup>

Additional characteristics of interest include:

- \* 97% of respondents are full-time employees.
- \* 49% reported teaching 15 or more years at WMU.
- \* 55% answered the survey in reference to class size of 20-49 students.
- \* 26% were at the rank of Professor, 31% Associate Professor, and 28% Assistant Professor. The remaining 16% were Instructors, Lecturers or Others.

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<sup>1</sup> Percentages will not always round to 100%. Respondents may have omitted an answer to a question, or earlier rounding to whole numbers may result in summary percentages greater than 100.

- \* 56% of the sample were tenured, 32% on tenure-track but not tenured, with the remaining 12% not on tenure-track.
- \* 77% of the faculty participants had earned the Doctoral degree, 17% the Masters, and 5% Bachelors, Professional degree or Other.
- \* Faculty were distributed fairly evenly across the various disciplines, with the highest percentage in Arts and Humanities (19%) and the lowest in Biological Sciences (4%).

Some caution should be used in analyzing the findings by discipline, as the FSSE categories are not consistent with WMU's College structure. For example, Social Work is considered a social science with FSSE, yet WMU houses Social Work in the College of Health and Human Services. Similarly, Communications, Criminal Justice and Public Administration are listed as "Other" with FSSE, yet are within Arts and Sciences at WMU. Given these differences, some discipline categories could be over or underrepresented in the sample.

**C. Response Rate.** Of the 983 faculty sampled, a total of 370 WMU faculty participated in the FSSE survey, representing a 37.64 percent response rate. Western Michigan's response rate was below the average institutional response rate for the 2004 FSSE of 46%. A review of WMU characteristics, however, shows comparability to both national and FSSE faculty groups. WMU is comparable regarding those at the rank of Professor (26% compared to 25% for both national and FSSE) and higher for Associate and Assistant Professors (31% and 28%, versus 24% and 25%, for all FSSE faculty and 20% and 20% for all faculty in the nation). Very few of WMU's participants were Instructors or Lecturers (7%) compared to all of FSSE participants (19%) or all faculty in the nation (24%). The percentages of males (64%) and females (36%) were comparable to the national numbers (62% and 38%, respectively), yet more male than the total FSSE group (57% male and 43% female). A final comparison is found in terms of status of employment. Of WMU respondents, 97% were full-time, while the number of full-timers is 83% for all of FSSE. There are no comparable national numbers presented for status of employment.

**D. Benchmarks of Effective Educational Practice.** The FSSE report provides outcomes regarding faculty expectations of student engagement, information about how faculty spend their time in various professional activities, as well as assessment of the kinds of learning experiences their institution emphasizes. The FSSE questions and outcomes are grouped into seven categories: Academic and Intellectual Experiences; Evaluations of Student Performance; Mental Activities; Educational and Personal Growth; Enriching Educational Experiences; Quality of Student Relationships; and Institutional Environment. These closely parallel the

benchmarks found in the NSSE survey. These benchmarks, considered the more powerful contributors to learning and personal development, are as follows: Level of Academic Challenge; Student Interactions with Faculty Members; Active and Collaborative Learning; Enriching Educational Experiences; and Supportive Campus Environment.

In addition to the seven categories delineated above, faculty are also asked questions regarding how they structure their class time, the time they spend in various professional activities, their expectations and perceptions of students' time spent preparing for classes, as well as information about how much homework, reading and writing faculty assign to their students. The FSSE report also presents comparisons of WMU faculty responses with WMU student responses from the 2003 NSSE.<sup>2</sup>

### III. OUTCOMES REGARDING ENGAGEMENT

Discussion of the findings is organized by the seven categories used by FSSE. For the FSSE, faculty were asked to answer most questions in reference to a specific course section. If the course section consisted primarily of 1<sup>st</sup> year students and sophomores, the faculty were to check the "lower division" category. If the course section consisted primarily of juniors and seniors, the category to be checked was "upper division." Approximately 29% of WMU respondents referenced a lower division course, while 71% referenced an upper division course.

Within each of the seven categories, findings are presented in two ways. First, findings are displayed that compare lower division and upper division courses at WMU with all doctoral-extensive (DRU-Extensive; hereafter referred to as DRU) schools in the FSSE study.<sup>3</sup> Second, findings are presented that compare WMU faculty reports from the 2004 FSSE with WMU student reports from the 2003 NSSE (the latest NSSE in which WMU students participated).<sup>4</sup>

**Academic and Intellectual Experiences.** Within this category, 20 questions were asked of both faculty and students. They are presented in the tables and charts in the same manner as they appeared in the survey. For example, Charts 1 and 2 include the seven questions that comprised question 12 on the FSSE survey. For each set of questions, the discussion will highlight key findings.

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<sup>2</sup> 2003 is the most recent year in which WMU participated in the NSSE.

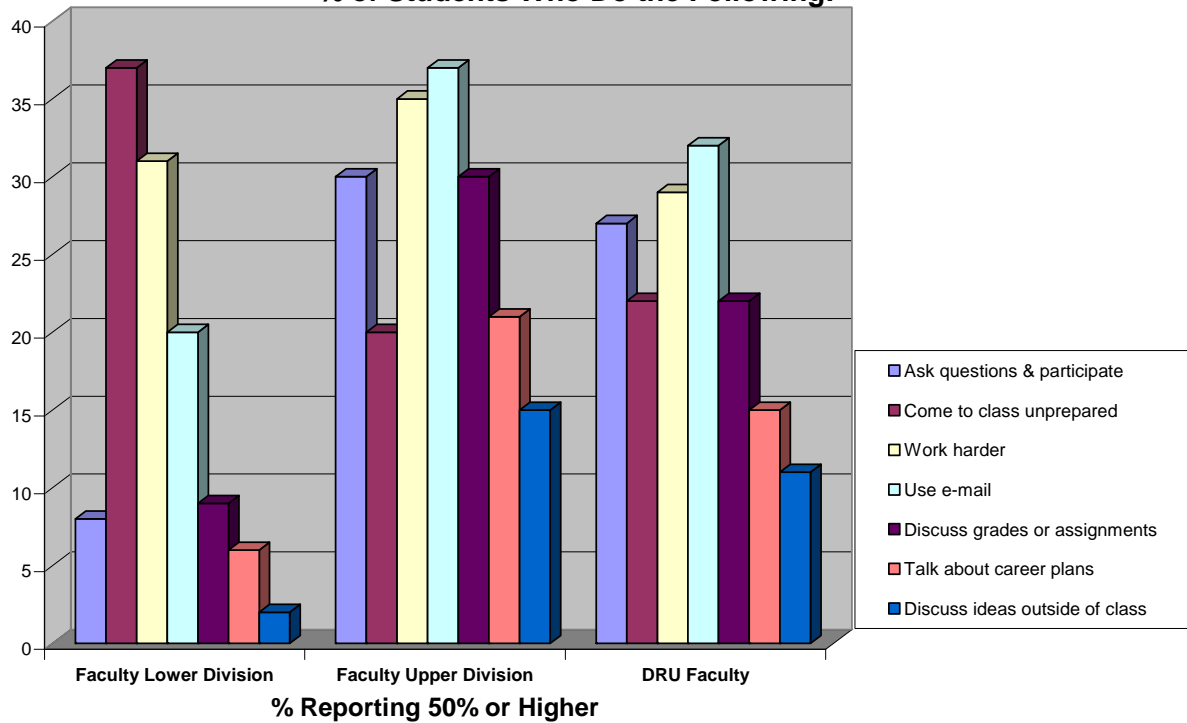
<sup>3</sup> It is important to note the findings for all doctoral-extensive schools are not broken down by level of course. Therefore, comparisons must be viewed with caution. Generally speaking, if one weights the findings for upper division (71% of sample) and lower division (29% of sample), the resulting percentages will be higher than if one were to treat both categories as equally representative.

<sup>4</sup> The 2004 FSSE Institutional Report includes these comparisons, and does so by reporting limited categories. The findings discussed are presented as organized in the Institutional Report.

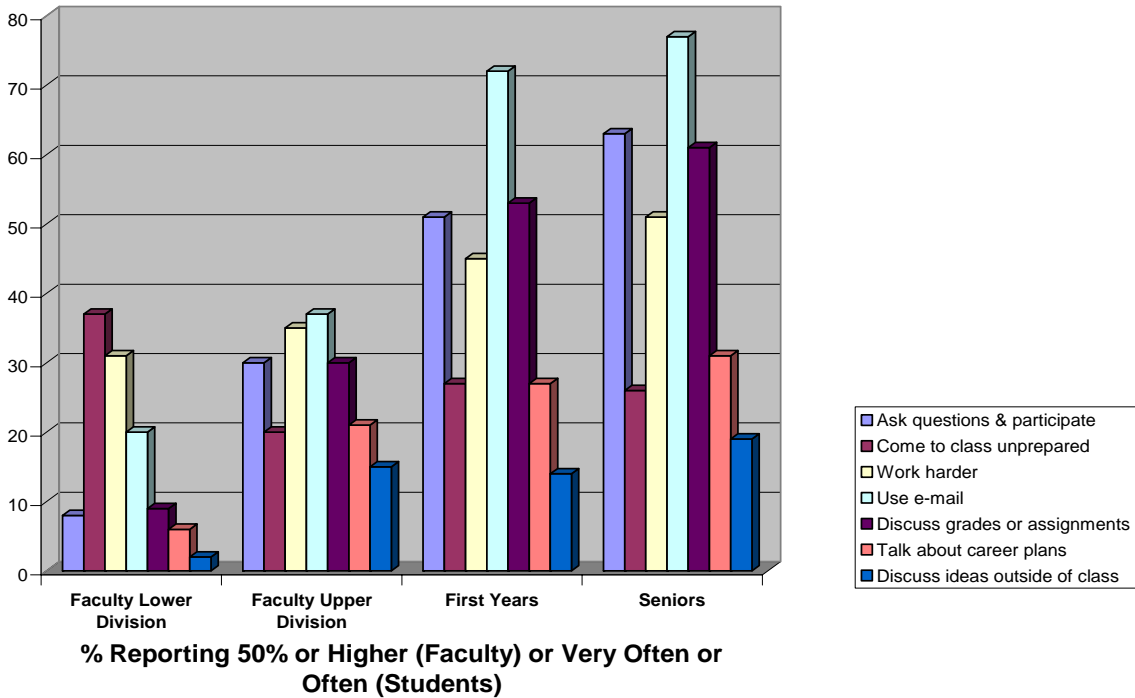
The first set of findings in this category refer to course-related interaction. Findings are reported for those responding either “50% or higher” (faculty) or “very often or often” (students). Not surprisingly, faculty referencing upper division courses report a higher percentage of interaction with students than do faculty referencing lower division courses. Upper division courses at WMU show a higher percentage of interaction than DRU schools, with the exception of coming to class without completing readings or assignments.

The findings are quite interesting when faculty responses are compared with student responses. Overall, faculty report low percentages of student participation compared to student self-reports. For example, in upper division courses, less than 40% of faculty participants reported that 50% or more of their students ask questions or contribute to class discussions (30%), work harder (35%), discuss grades or assignments (30%) or use e-mail to communicate with faculty (37%). In contrast, more than 50% of seniors report asking questions or contributing to class discussions (63%), working harder (51%), discussing grades or assignments (61%), or using e-mail to communicate with faculty (77%).

**Chart 1: Academic and Intellectual Experiences  
% of Students Who Do the Following:**



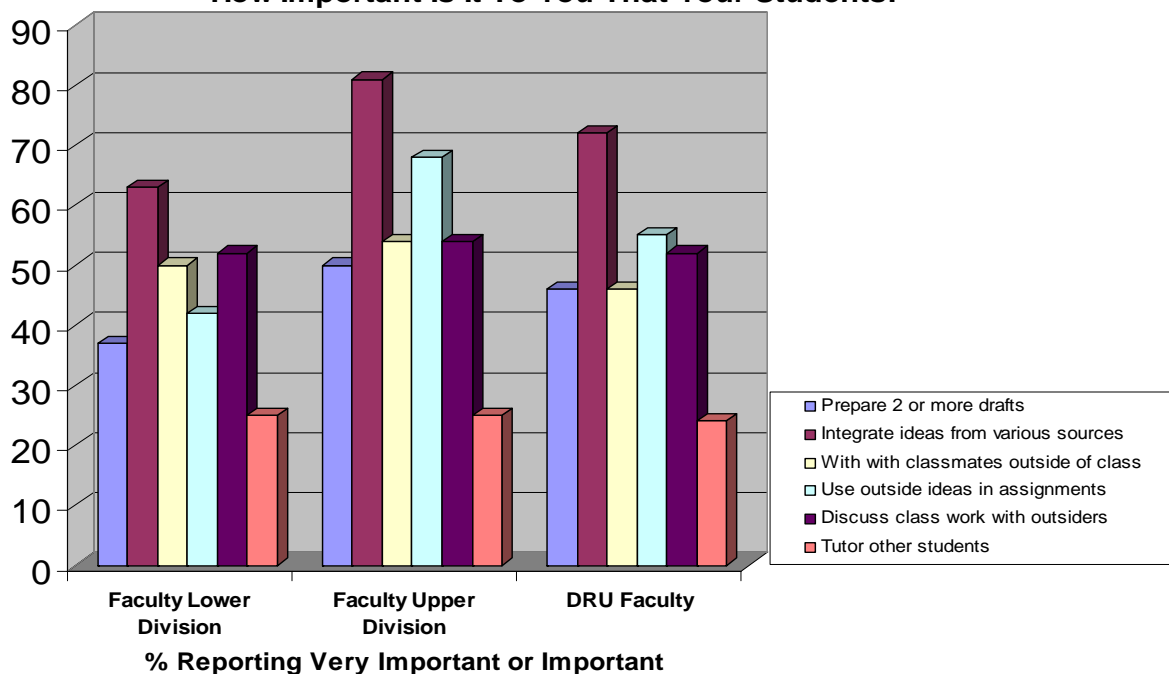
**Chart 2: Academic and Intellectual Experiences  
How Many of Your Students Do the Following:**



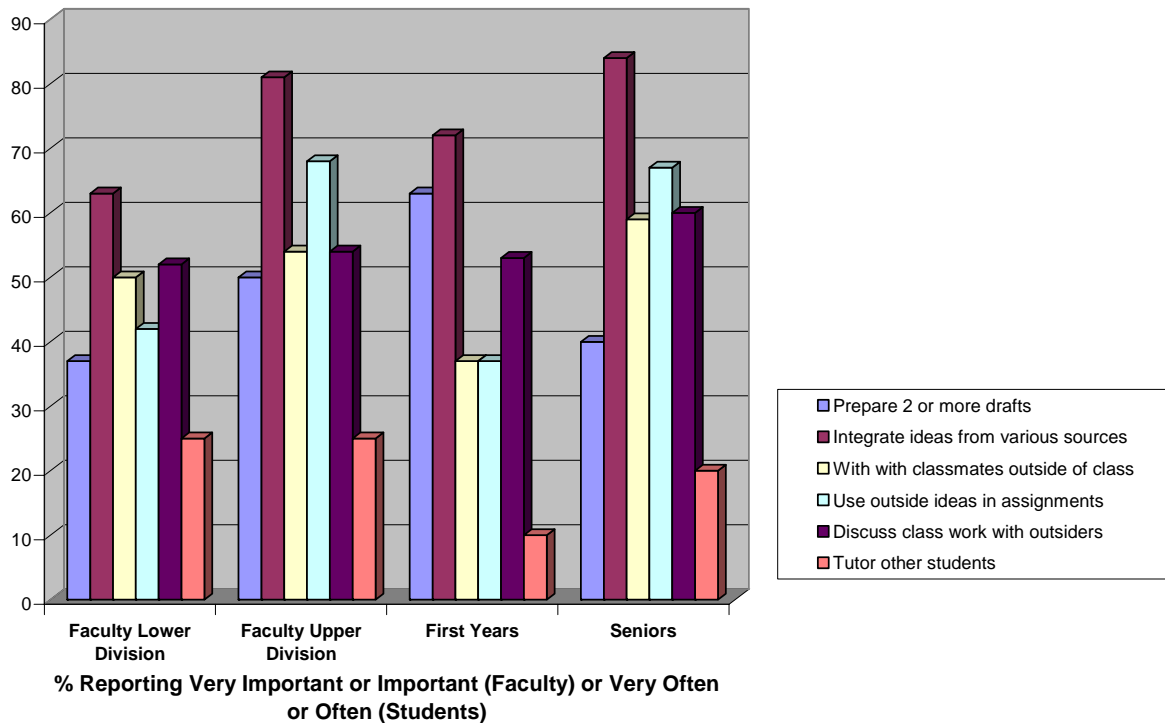
The next set of findings in this category refers to active learning as well as academic challenge. Here, the responses reported are for those who said either “very important or

important” (faculty) or “very often or often” (students). Overall, in comparing WMU faculty with DRU faculty, percentages are comparable when averaged (see Chart 3). Faculty referencing lower division courses report lower percentages than DRU faculty, while faculty referencing upper division courses report higher percentages than DRU faculty. A notable exception to this pattern is found with “work with classmates outside of class to prepare class assignments.” For this variable, both WMU percentages (50 and 54) are higher than DRU schools (46%). In comparing WMU lower and upper divisions, the percentages are consistently higher for upper division courses than for lower division courses (with the exception of a 1% difference regarding tutoring students). This makes sense in that we would expect additional

**Chart 3: Academic and Intellectual Experiences  
How Important Is It To You That Your Students:**



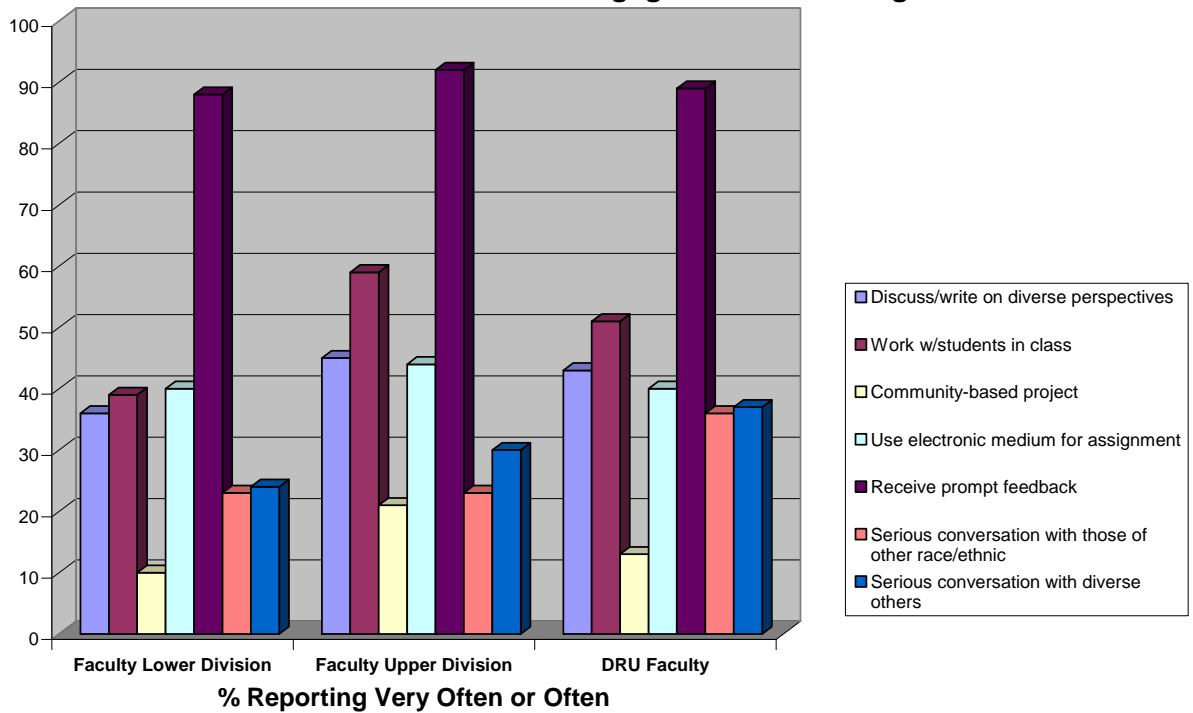
**Chart 4: Academic and Intellectual Experiences**  
**How Important Is It or How Often Have You Done the Following:**



and more challenging approaches in upper division courses. While WMU’s percentages are comparable with DRU schools, it is noteworthy, as Chart 4 demonstrates, that a relatively small percentage of faculty believe it is important for students to prepare two or more drafts of an assignment before turning it in (37% of lower division, 50% of upper division, and 46% of DRU schools). Interestingly, while 63% of first year students report having prepared two or more drafts of an assignment before turning it in, the percentage drops to 40% for seniors.

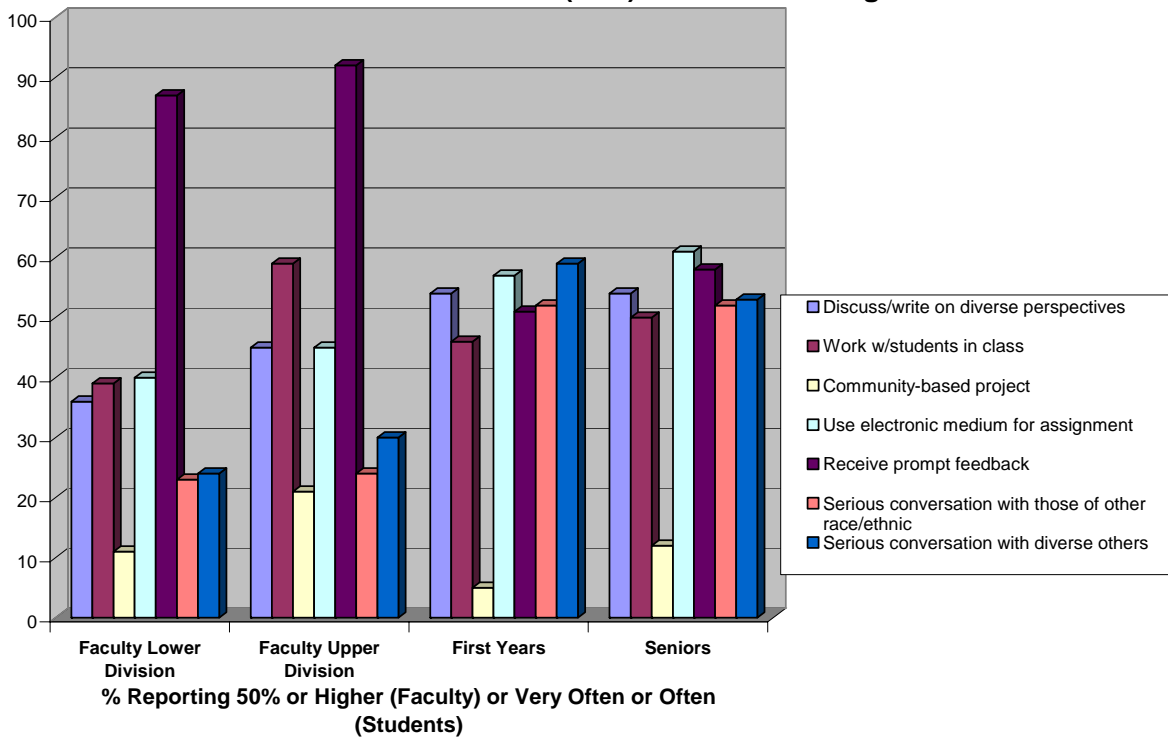
The last set of findings for academic and intellectual experiences focus on diversity (see Chart 5). For these questions, both faculty and students responses are listed for those who answered “very often or often.” Of the 7 questions presented in this section, 4 focus on working with others and/or working on diverse perspectives. Again, WMU reports lower percentages than DRU schools for the lower division courses and higher percentages for the upper division courses for two of the variables: class discussions or assignments that include diverse perspectives and working with other students on projects during class. When lower and upper division

**Chart 5: Academic and Intellectual Experiences  
How Often Do Students Engage in the Following:**



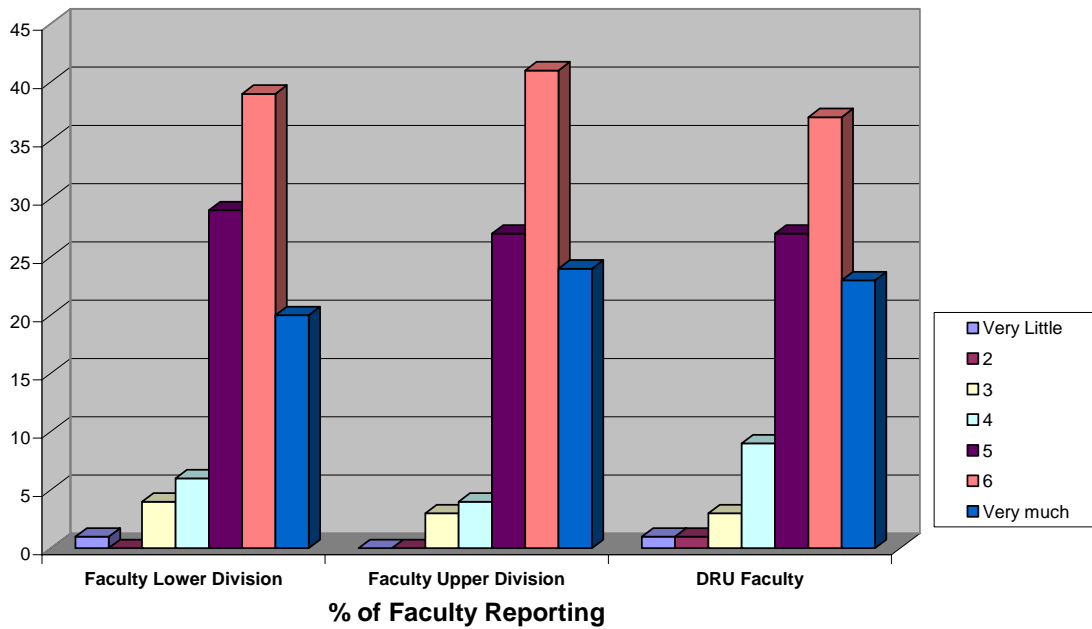
percentages are weighted and combined, WMU is comparable to or higher than DRU schools. WMU, however, does not compare well with DRU schools on two diversity variables: serious conversations with students of different race or ethnicity or serious conversations with students who are different in terms of religion, politics, or personal values. Here, WMU is lower than DRU schools for both lower division (23% and 24% compared to 36% and 37%) and upper division (23% and 30% compared to 36% and 37%). While WMU faculty report low percentages of students who very often or often engage in these serious conversations, as Chart 6 demonstrates, WMU students report much higher percentages (52% and 59% for first years and 52% and 53% for seniors). Clearly, WMU faculty and students have very different perspectives regarding engagement in conversation with diverse others.

**Chart 6: Academic and Intellectual Experiences  
How Often Do Students (You) Do the Following?**

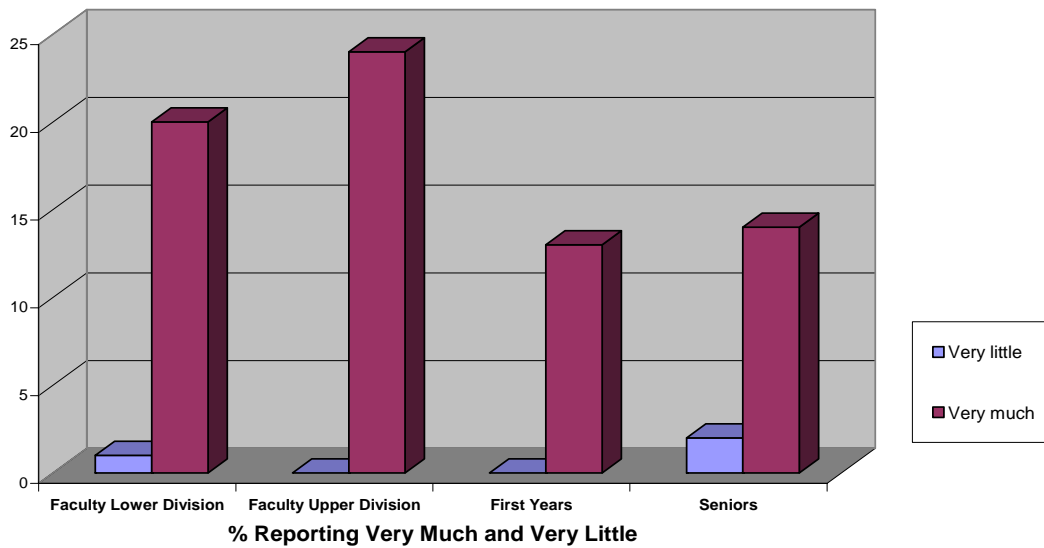


**Evaluations of Student Performance.** On the FSSE, there is one question that addresses this category, and that is a measure of the extent to which one’s evaluations of student performances (e.g., examinations or portfolios) challenge students to do their best work. The possible responses range from very little (1) to very much (7). According to Chart 7, WMU compares quite favorably with DRU schools on this variable, averaging the same or higher at the upper end of the continuum. However, Chart 8 shows that WMU faculty and WMU students have rather different perspective on whether students are being challenged to do their best work. While 20% and 24% of faculty (lower and upper division, respectively) responded “very much,” only 13% and 14% of students (first years and seniors, respectively) responded similarly.

**Chart 7: Evaluations of Student Performance  
Extent To Which Performance Evaluations Challenge Students To Do  
Their Best Work, Faculty**



**Chart 8: Evaluations of Student Performance  
Extent To Which Performance Evaluations Challenge Students To Do  
Their Best Work, Faculty and Students**



**Mental Activities.** For this category of interest, five questions were posed to both faculty and students. For both groups, the responses of “very much or quite a bit” are reported.

These questions range from an emphasis on memorization to analysis, synthesis, judgment and application. Given the desirability of higher-level learning skills, Chart 9 shows that WMU faculty fared well on these questions, in that more faculty report an emphasis on cognitive activities that go beyond memorization. A smaller percentage of WMU faculty referencing upper division courses reported an emphasis on memorization (23%) compared to DRU faculty (26%), and WMU faculty were comparable to DRU faculty at all other levels (using weighted percentages, WMU was higher than DRU schools on all but the memorization question).

**Chart 9: Mental Activities  
Emphasis on Engaging Students in the Following:**

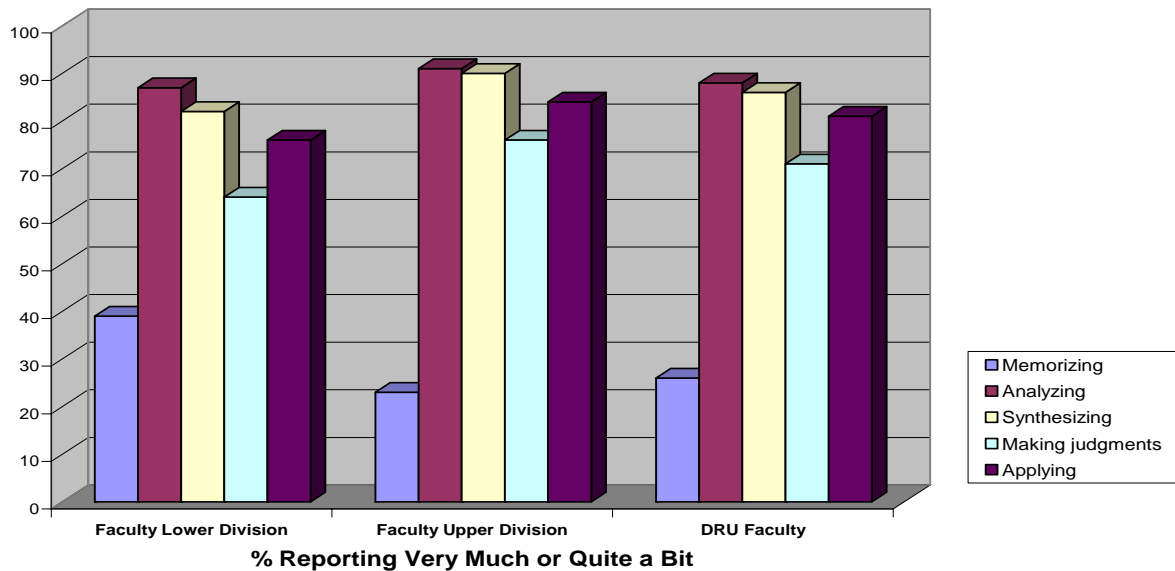
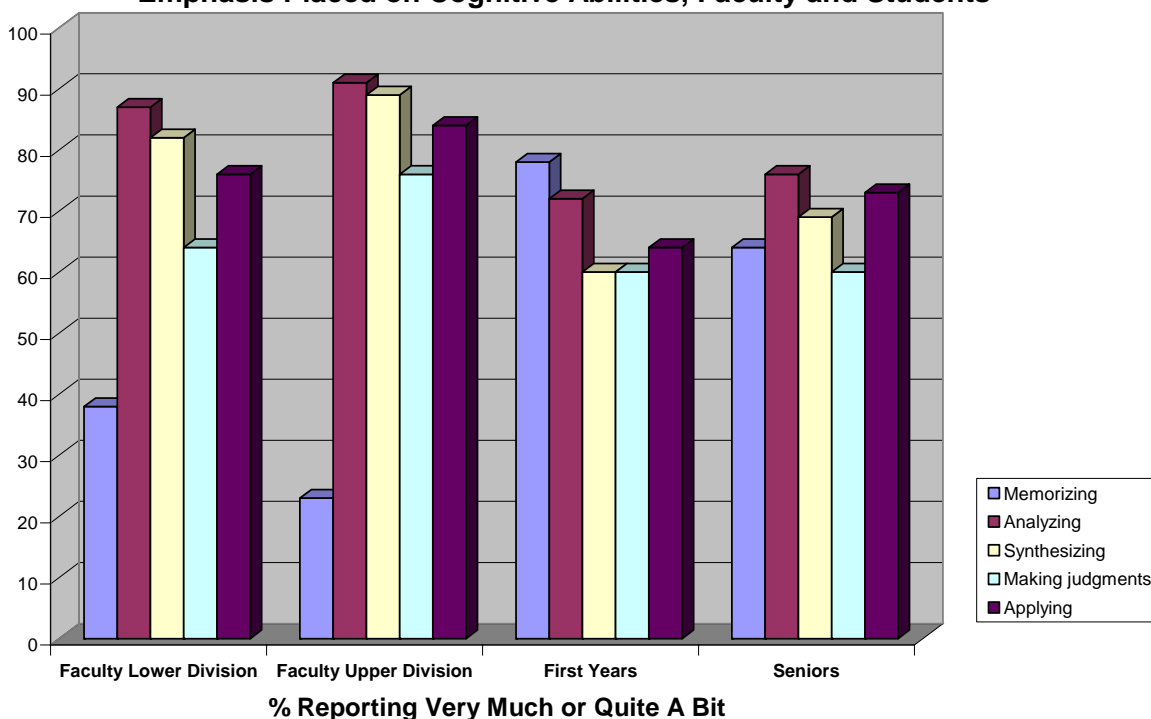


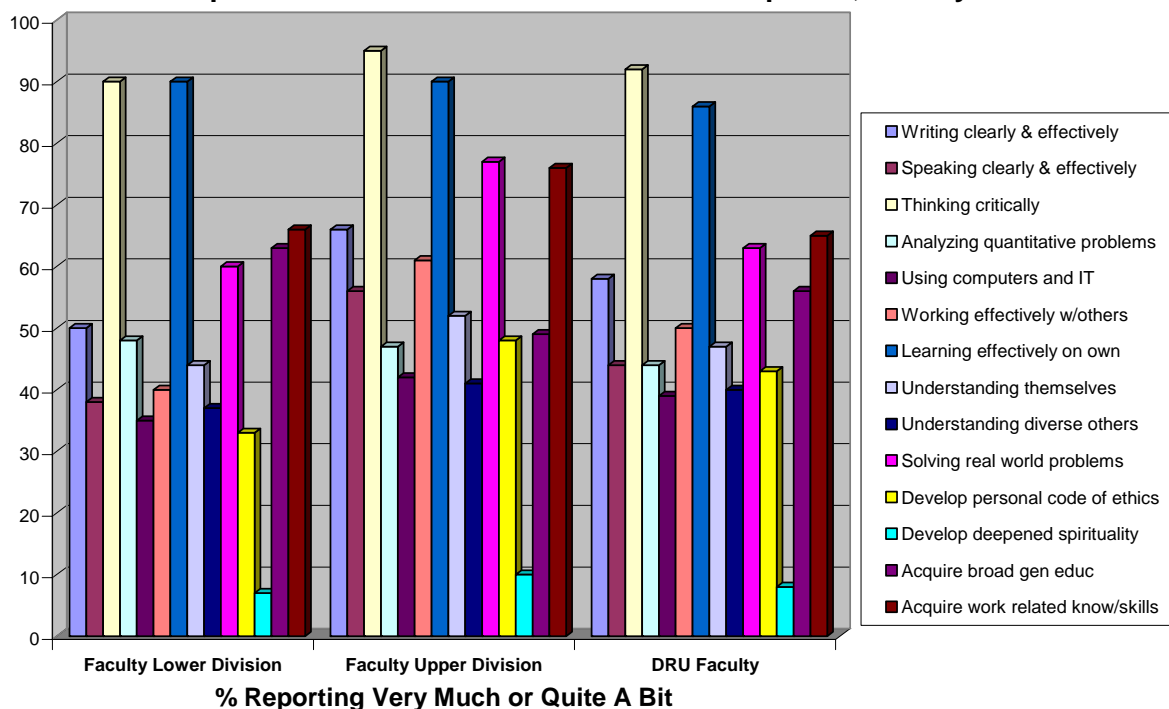
Chart 10 demonstrates that while WMU faculty compare favorably with DRU schools, they do not compare favorably with WMU students. WMU students report much higher emphasis placed on memorization (78% for first years and 64% for seniors) and less emphasis on the five measures of higher-order learning.

**Chart 10: Mental Activities  
Emphasis Placed on Cognitive Abilities, Faculty and Students**



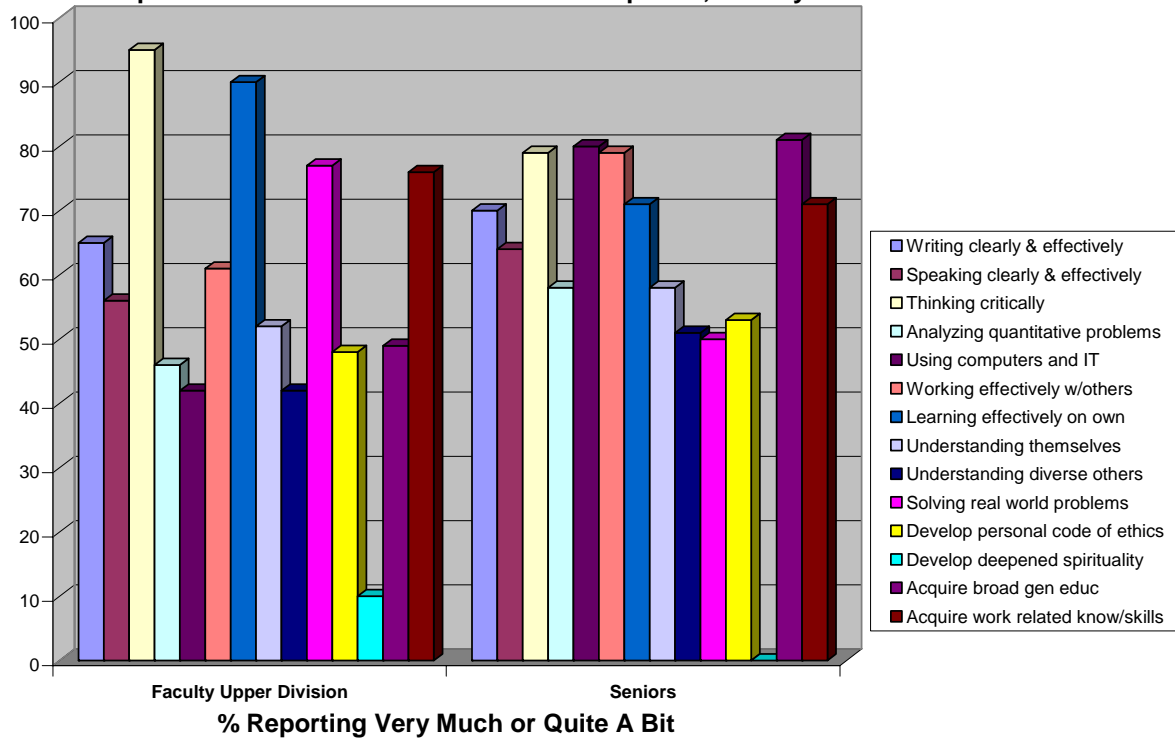
**Educational and Personal Growth.** This category consists of 14 questions for faculty and 13 questions for students. The question, “developing a deepened sense of spirituality,” was not included on the 2003 NSSE survey. Findings are discussed in terms of the percentage responding “very much or quite a bit” to the questions and displayed in Chart 11. With two exceptions, faculty referencing upper division courses were more likely than those referencing lower division courses to structure their courses so that students learn and develop in the areas covered. This did not hold true for “analyzing quantitative problems” (48% lower and 47% upper) or for “acquiring a broad general education” (63% lower and 49% upper). The latter finding is not surprising, given that general education courses are often seen as applicable to the early years of a university education. WMU faculty reported higher percentages than DRU faculty on all but the general education question.

**Chart 11: Educational and Personal Growth  
Impact of Course Structure on Skill Development, Faculty**



For nine of the questions, higher percentages of students than faculty report having experienced these activities geared toward educational and personal growth (see Chart 12). For the other four questions, there are some notable differences. Regarding “thinking critically and analytically,” fewer students report having such experiences (71% and 79%, compared to 90% and 95% of faculty). In regard to “learning effectively on their/your own,” where the percentage of faculty is 90% for upper division courses, only 71% of seniors report having this experience. For “solving complex real-world problems,” 77% of faculty report it as part of their class structure (upper division), while only 50% of seniors report it as part of their experience at WMU. The last question where lesser percentages of students report the experience is that which focuses on “acquiring job or work-related knowledge and skills.” Whereas the percentage for faculty is 76% (upper division), the seniors percentage is 71%.

**Chart 12: Educational and Personal Growth  
Impact of Course Structure on Skill Development, Faculty and Students**



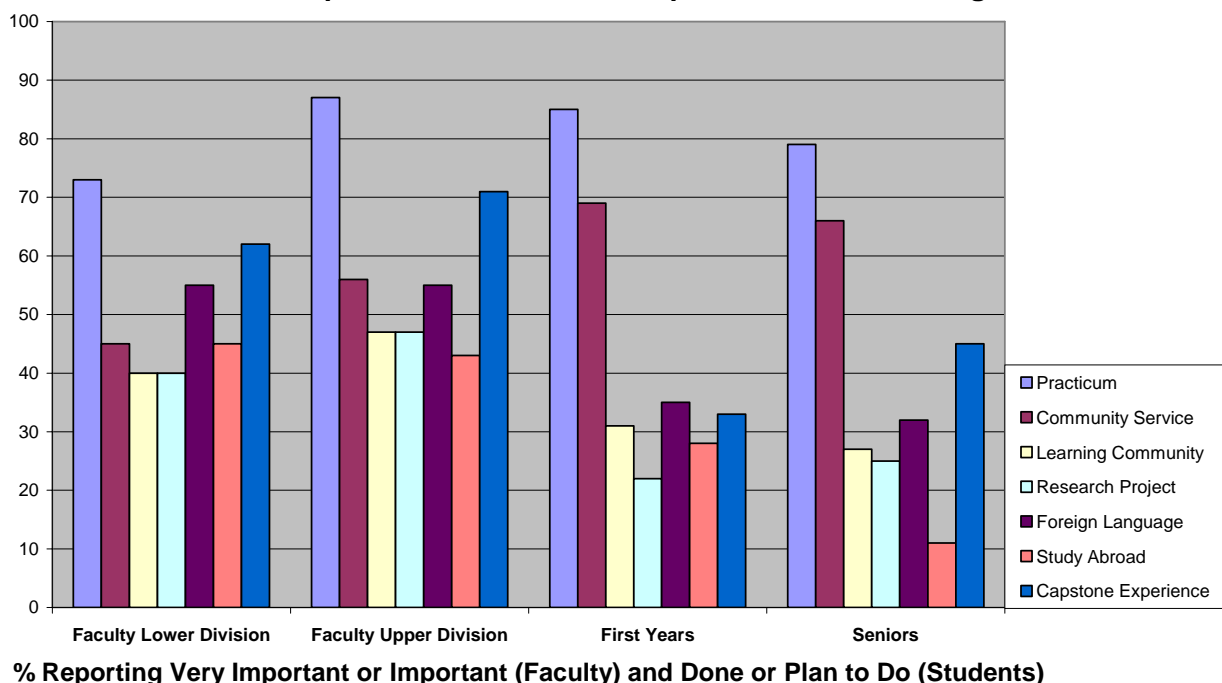
**Enriching Educational Experiences.** This category is comprised of 9 questions asked of faculty and 7 questions asked of students. Two questions asked of faculty, importance of independent study and self-designed major, were asked as one question for the 2003 NSSE.<sup>5</sup> The focus of these questions is on the importance attributed to activities such as practicums, internships, community service, learning communities, study abroad, and culminating senior experiences. WMU faculty compare favorably with their DRU school counterparts, with percentage reporting “very important or important” equal to or higher than percentages reported for all DRU schools. The one exception to this is with the importance of “study a foreign language,” where WMU is below DRU schools for both lower and upper division courses.

Chart 12 illustrates that WMU faculty, when compared to WMU students, place more importance on several of the activities covered in this section, notably learning communities, research projects outside of course program requirements, studying a foreign language, study abroad, and culminating senior experience. Students at both levels have done or plan to do community service or volunteer work, and at percentages higher than faculty assessment of importance. There is one finding in particular that needs to be highlighted, and that is in terms of

<sup>5</sup> In the 2004 FSSE Institutional Report, comparisons are presented only for those questions similarly asked of both faculty and students.

the importance of a practicum, internship or other type of field experience. Whereas WMU faculty saw this as important (73% of lower division and 87% of upper division), and 85% of first year students planned to do some such activity, only 79% of seniors reported having done or planning to do such an activity. In fact, lower percentages of seniors report having done or planning to do several of the listed activities, including field experiences, community service, learning communities, studying a foreign language, and studying abroad. This suggests that students begin their studies at WMU with the intention of engaging in enriching educational experiences, only to reduce such expectations by the senior year.

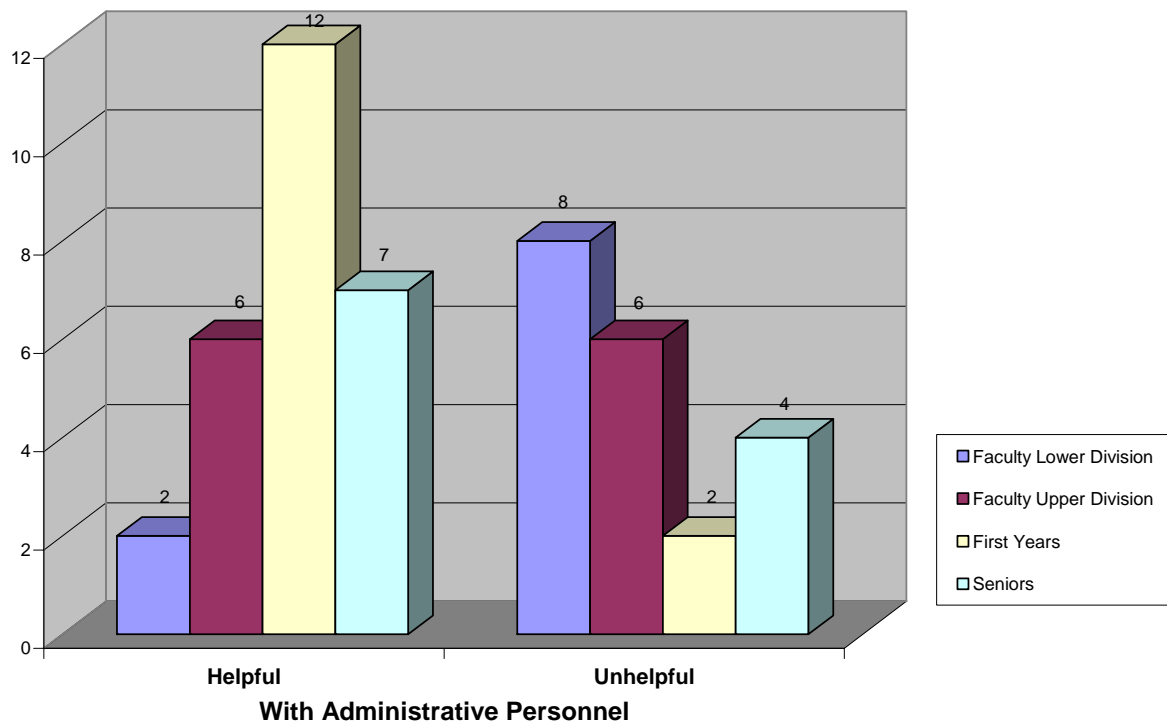
**Chart 14: Enriching Educational Experience**  
**How Important is Student Participation in the Following:**



**Quality of Student Relationships.** Quality of student relationships is measured in three contexts: with other students, with faculty, and with administrative personnel and offices. Within each context, both faculty and students are asked to assess the relationships along a seven point scale anchored by both desirable and undesirable characteristics. Scores of 7 reflect the desirable anchors, while scores of 1 reflect the undesirable anchors. In examining upper division courses and DRU schools, higher percentages of WMU faculty report scores of 6 or 7, with the sole exception of scores of 6 on the administrative personnel and offices scale (10% for WMU and 11% for DRU schools).

Greater percentages of WMU students than faculty see student relationships as friendly and supportive (23% first years, 29% seniors versus 5% lower division and 12% upper division). Percentages of students and faculty are comparable regarding sense of relationships of students with faculty, although the numbers are slightly higher for students. The most interesting finding from this set of data is found in terms of student relationships with administrative personnel and offices. Chart 16 illustrates that whereas 12% of first year students found these relationships to be helpful, considerate and flexible, only 7% of seniors found likewise. For first year students, 2% found administrative personnel and offices to be unhelpful, inconsiderate and rigid, and this doubled to 4% of seniors.

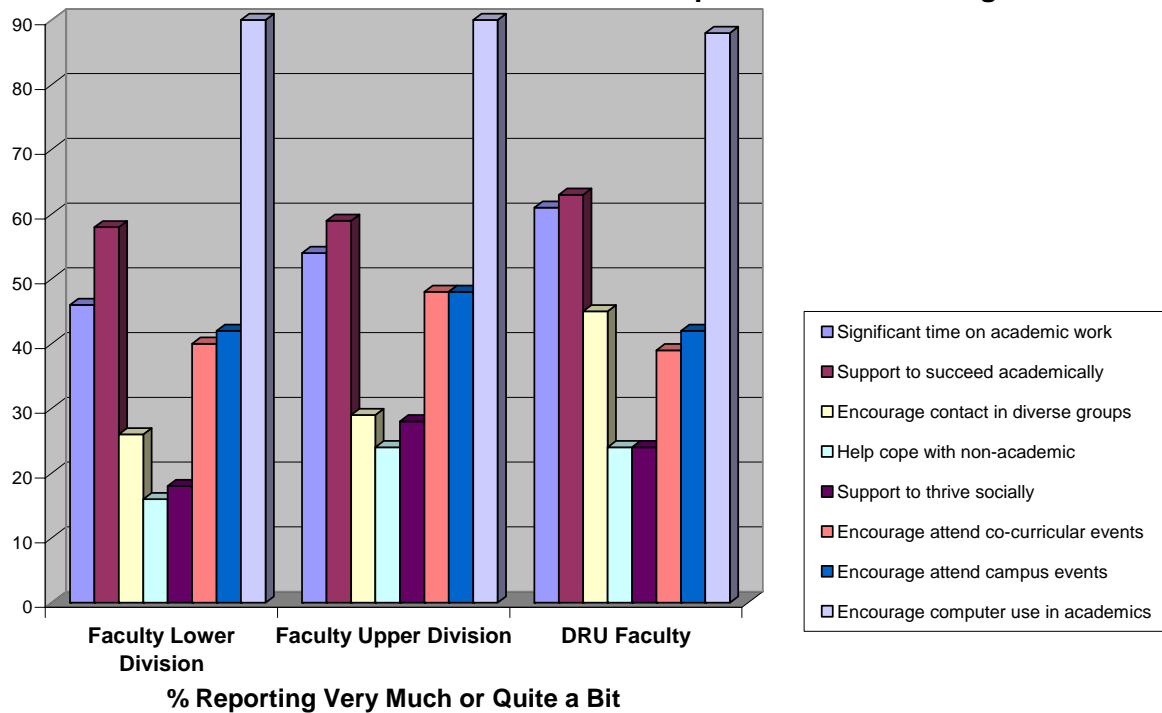
**Chart 16C: Quality of Student Relationships**



**Institutional Environment.** This last set of questions addresses the type of institutional environment perceived by both faculty and students. The questions address the extent to which the institution emphasizes: an academic focus, support for academic success, contact among diverse groups of students, support for non-academic responsibilities such as work and family, support to thrive socially, attendance at campus events, and the use of computers in academic work. The responses reported are the percentages of faculty and students who say that there is “very much or quite a bit” of such an emphasis at the institution.

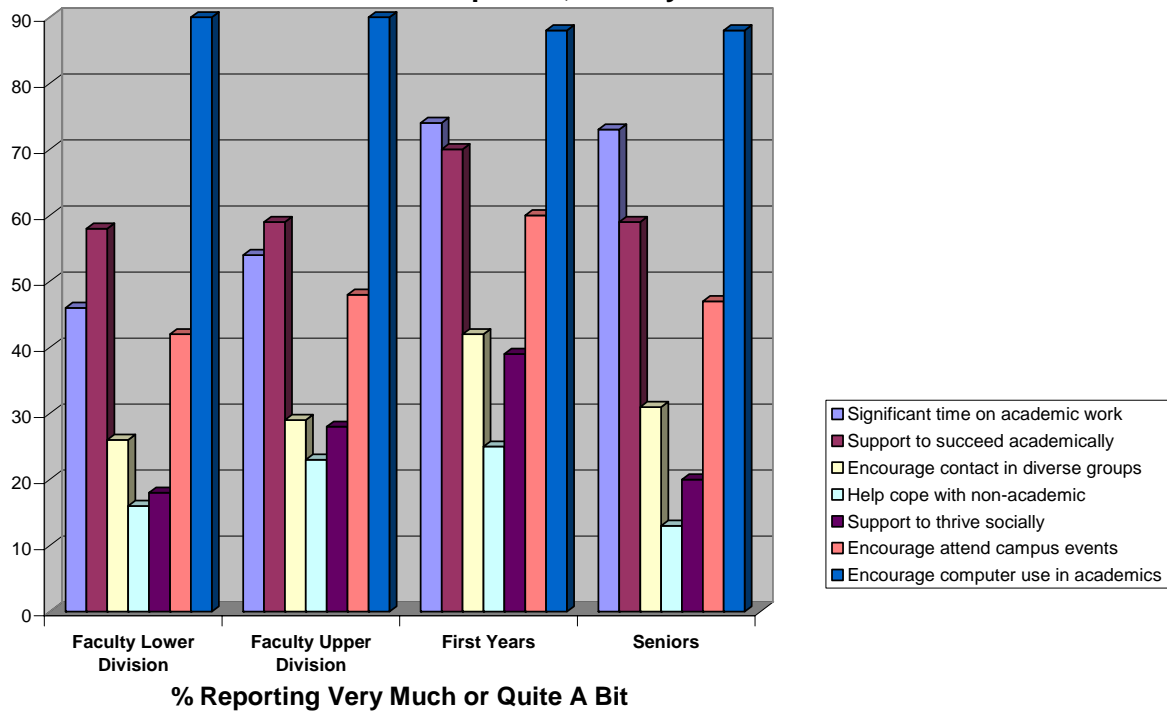
The percentages reporting “very much or quite a bit” for WMU faculty are mixed when compared to DRU schools (see Chart 17). More WMU faculty report an emphasis on participation in co-curricular activities (40% lower division and 48% upper division) than do DRU faculty (39%), on attending campus events (42% lower division, 48% upper division, and 42% DRU), as well as on the use of computers in academic work (90% for both divisions, 88% for DRU). However, WMU faculty see less emphasis on significant time on academic work (46% lower division and 54% upper division) than do DRU faculty (61%), less emphasis on support to succeed academically (58% lower division, 59% upper division, and 63% DRU), and far less emphasis on encouraging contact among diverse student groups (26% lower division, 29% upper division, and 45% DRU schools).

**Chart 17: Institutional Environment**  
**To What Extent Does Your Institution Emphasize the Following:**



With few exceptions (slightly on computer use in academic work), higher percentages of students see these activities as emphasized at WMU (see Chart 18). This is especially noteworthy in terms of seeing an emphasis on spending significant amounts of time studying and on academic work, where students (74% first years and 73% seniors) report much higher percentages than to WMU faculty (46% lower and 54% higher divisions). Students also report higher percentages on the importance of attending campus events (60% first years, 47% seniors) than do WMU faculty (42% lower and 48% upper divisions).

**Chart 18: Institutional Environment  
Institutional Emphasis, Faculty and Students**

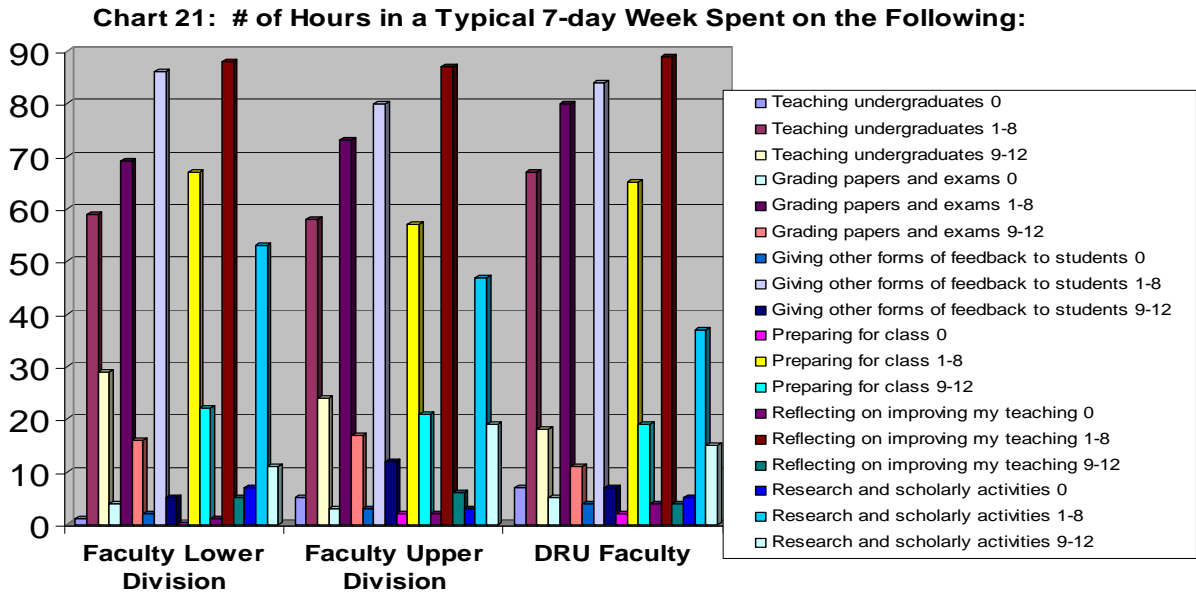


#### **IV. OUTCOMES REGARDING FACULTY TIME AND EXPECTATIONS**

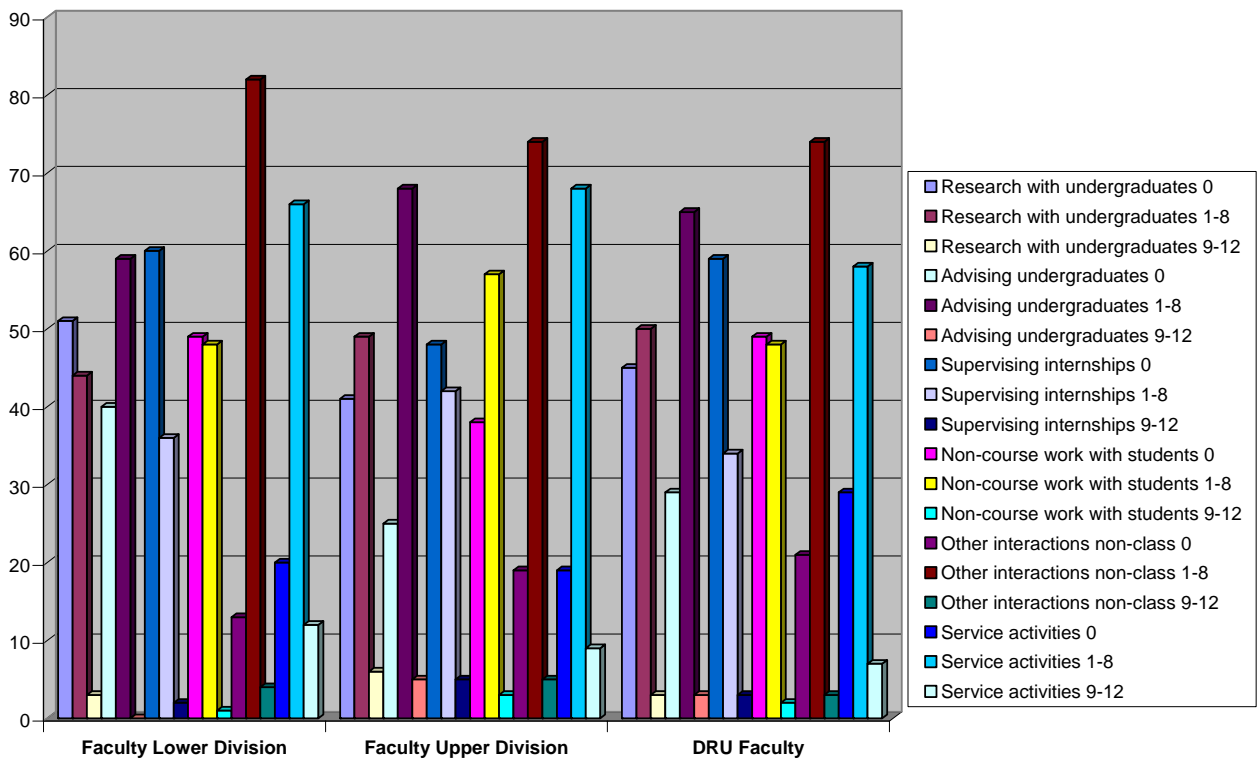
This last set of outcomes provide information on time faculty spend in various professional activities, how faculty structure class time, faculty expectations and perceptions of time students expend toward class, and faculty emphasis on homework, reading and writing.

**A. Faculty Time:** Faculty are asked to report how many hours in a typical 7-day week they spend on twelve different activities, ranging from research with, advising of and supervision of undergraduates to class preparation, reflecting on ways to improve one's teaching, and

research and scholarly activities. Chart 21 illustrates that similar percentages of faculty report



**Chart 21: # of Hours in a Typical 7-day Week Spent On the Following:  
(continued)**



spending 1-8 hours teaching undergraduate students, and for both lower and upper divisions, the percentages are lower than all DRU faculty. However, when the number of hours teaching

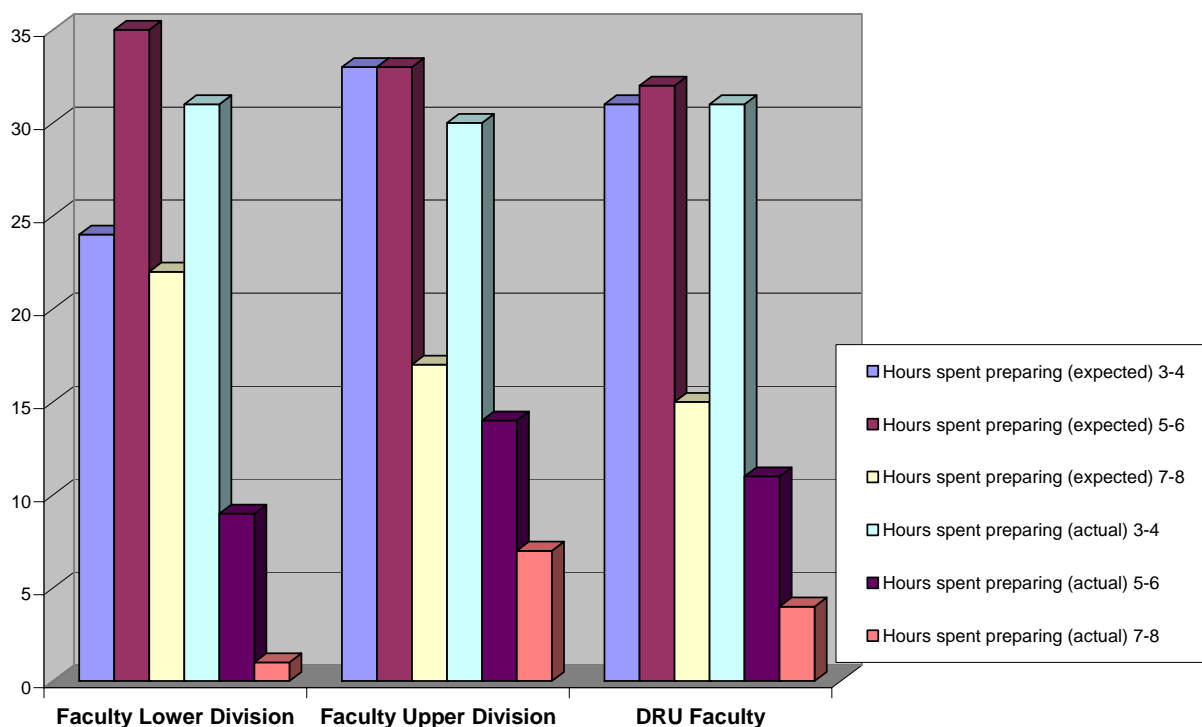
undergraduates is 9-12, percentages of faculty reporting those numbers are higher than faculty at DRU schools (29% lower, 24% upper, and 18% DRU). The possible response categories for these questions included 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, and more than 30. For the sake of brevity, the categories reported herein were collapsed to 0, 1-8, and 9-12. Very few respondents reported 13 or more hours in any of these activities, with two notable exceptions. For faculty categorized as upper division (the level of course focused on for other questions), 20% reported more than 12 hours spent preparing for class, while 32% reported more than 12 hours spent on research and scholarly activities.

Overall, WMU faculty reported higher percentages than DRU faculty for research and scholarly activities, advising undergraduate students, supervising internships or other field experiences, working with students on activities other than course work (e.g., intramurals, student life), and conducting service activities. WMU faculty reported both lower (regarding 1-8 hours) and higher (regarding 9-12 hours) percentages than DRU faculty in teaching undergraduate students, grading papers and exams, giving other forms of feedback, preparing for class, reflecting on ways to improve one's teaching, and working with undergraduates on research. WMU faculty were comparable to DRU faculty regarding other interactions with students outside of the classroom. It is noteworthy that WMU faculty fare comparable or better than other DRU faculty when it comes to working with undergraduates on research, supervising internships or other field experiences, and other interactions with students outside of the classroom.

**B. Faculty Expectations and Perceptions of Student Preparation Time:** Faculty are asked, in reference to a typical 7-day week, two questions. First, how many hours do they expect their students to spend preparing for their class and, second, how many hours so they think their students actually spend preparing for their class. Here, the response options are 0, 1-2, 3-4, 5-6, 7-8, 9-10, 11-12, and more than 12. The bulk of responses were in the 3-8 categories, and these categories are reported in Chart 22.

Overall, WMU faculty compare favorably with other DRU faculty. WMU faculty have higher expectations than do DRU faculty, with one exception. More DRU faculty expect their students to spend 1-2 hours a week preparing for their course (6%) than do WMU faculty (4% lower division and 3% upper division). Very few faculty expect their students to spend 11 or more hours in preparation (ranged from 3 to 5%).

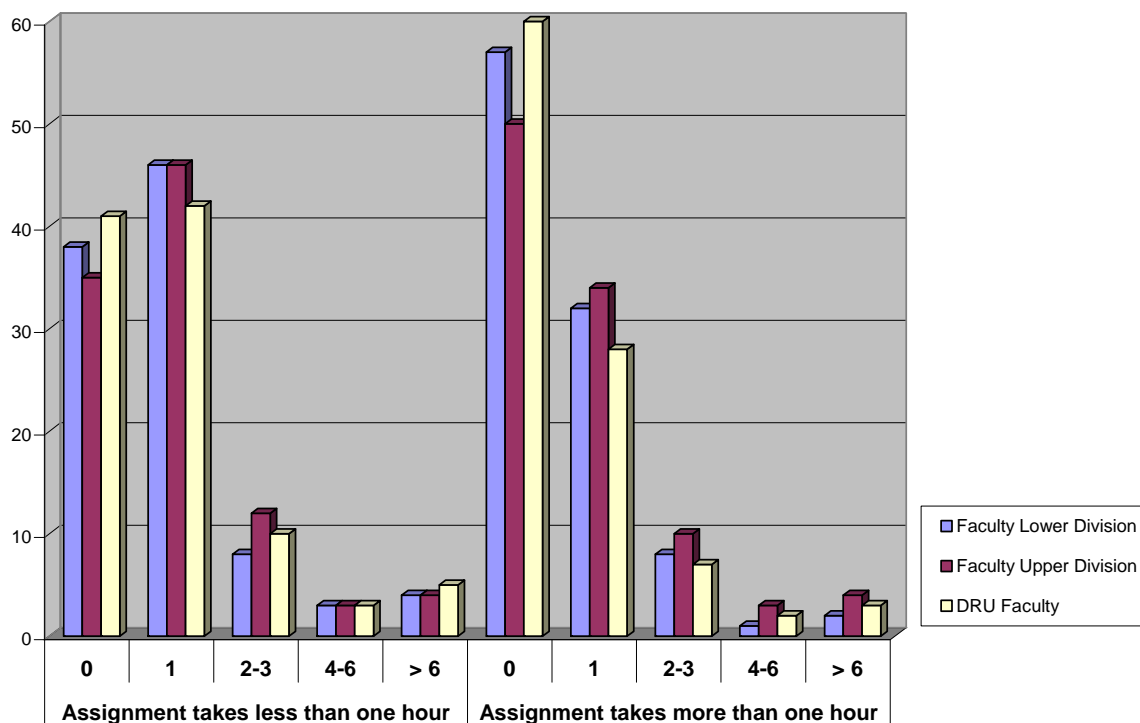
**Chart 22: Time Spent Preparing For Classes, Students**



While faculty across all levels expected preparation time ranging from 3-4 hours to 7-8 hours, the percentages decrease when faculty are asked how much time they think students actually spend preparing for their course. The bulk of answers to this question fall in the 1-2 hours range, with 53% of lower division, 43% of upper division and 46% of DRU faculty checking this response. Another 30-31% of each category checked 3-4 hours. Clearly, faculty expect more from students than they believe students are contributing.

**C. Faculty and Homework Expectations:** Faculty were asked to report how many homework problem sets they require of students in a typical week and, in reference to those problem sets, whether the set takes more or less than one hour to complete. The findings are presented in Chart 23. Interestingly, 35-41% of faculty require no problem sets that take more than one hour to complete, and 50-60% require no problem sets that take less than one hour to complete. This suggests that many faculty are not requiring any homework problem sets. These findings are consistent across lower and upper division courses, as well as with other DRU faculty. When problem sets are required, there are higher percentages of faculty who do so at WMU than at comparable DRU schools.

**Chart 23: Amount of Homework Assigned Each Week**

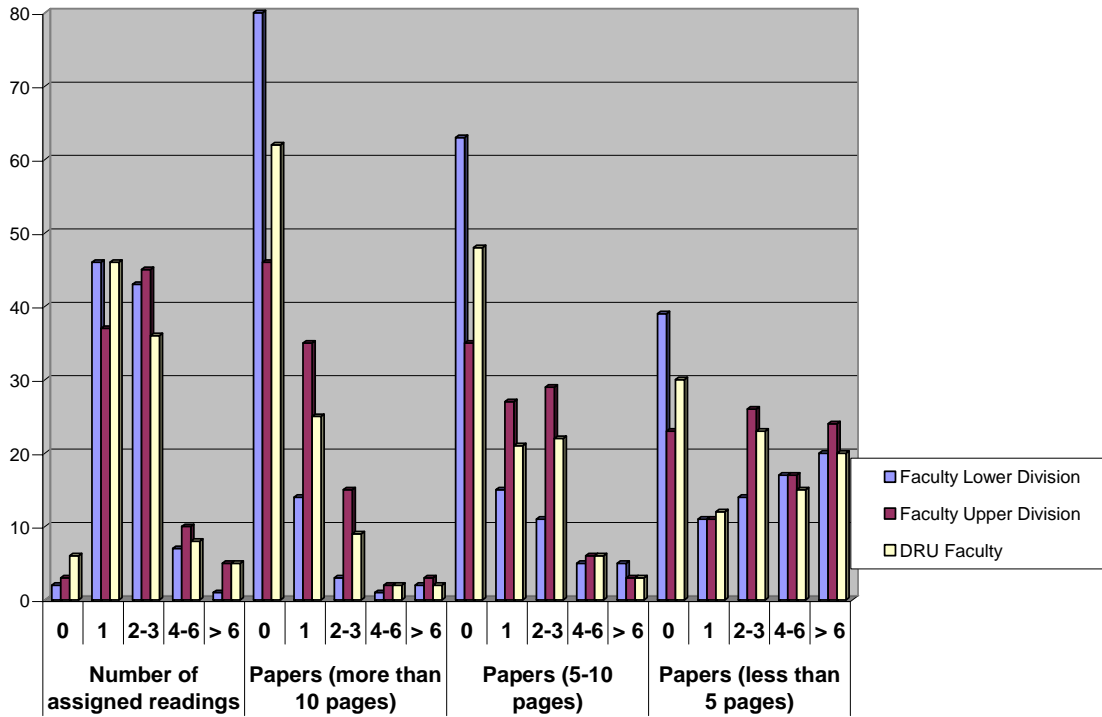


**D. Faculty and Reading and Writing Expectations:** For this last series of questions, faculty were asked how much reading and writing they require of their students. Asking about the number of assigned books or book-length packs, number of papers longer than 10 pages, number of papers between 5 and 10 pages, and number of papers fewer than 5 pages, possible responses were none, 1, 2-3, 4-6, and more than 6 (see Chart 24). Fortunately, very few faculty report none for the number of assigned books, and the percentages at WMU (2% lower and 3% upper) are lower than other DRU schools (6%). The bulk of faculty at WMU reported either 1 textbook (46% lower and 37% upper) or 2-3 textbooks (43% lower and 45% upper). These numbers are comparable to DRU schools for 1 textbook and higher for 2-3.

WMU faculty do compare favorably with DRU schools in terms of number of written papers more than 10 pages in length. Here, where the percentage of DRU faculty reporting none is 62%, 80% of lower division faculty and 46% of upper division faculty report none. Moreover, 35% of upper division faculty at WMU require one paper that is more than 10 pages in length, compared to 14% of lower division faculty and 25% of DRU faculty. There is a consistent pattern across all written assignments in this series. Lower division faculty at WMU require less

writing than do upper division faculty, and upper division faculty at WMU require more papers than do faculty at other DRU schools.

**Chart 24: How Much Reading and Writing Students Do**



## V. REFERENCES

Barr, R.B. and J. Tagg (1995). From teaching to learning: A new paradigm for undergraduate education. *Change*, 27(6): 12-25.

Umbach, P.D. and M. R. Wawrzynski (2004). Faculty do matter: The role of college faculty in student learning and engagement. Paper presented at the Forum of the Association for Institutional Research. Retrieved from the World Wide Web, June 21, 2005:  
<http://www.indiana.edu/~nsse/html/research.htm>

## VI. APPENDIX – ALL TABLES

This appendix contains WMU faculty responses in the form of percentages for all questions included in the survey. In addition, demographic information on faculty respondents is included at the end of the appendix.

### FSSE Summary Tables

<b>Table 1: <u>Academic and Intellectual Experiences</u></b>	<b>% of WMU Faculty Reporting</b>				<b>% of faculty at DRU-Extensive schools</b>	
	<b>Lower Division Courses</b>		<b>Upper Division Courses</b>			
	<b>50 + *</b>	<b>None</b>	<b>50 +</b>	<b>None</b>	<b>50 +</b>	<b>None</b>
<b>About what percent of students in your selected course section do the following?</b>						
<b>Frequently ask questions in class or contribute to class discussions.</b>	8	2	30	0	27	2
<b>Frequently come to class without completing readings or assignments.</b>	37	1	20	4	22	6
<b>Frequently work harder than they usually do to meet your standards.</b>	31	4	35	3	29	4
<b>Occasionally use e-mail to communicate with you.</b>	20	2	37	0	32	1
<b>Occasionally discuss grades or assignments with you.</b>	9	0	30	0	22	1
<b>At least once, talk about career plans with you.</b>	6	12	21	4	15	8
<b>At least once, discuss ideas from readings or classes with you outside of class.</b>	2	13	15	6	11	8
* Response categories were None, 1-24%, 25-49%, 50-74%, and 75% or higher.						

Table 2: Comparisons of WMU Faculty and Student Responses, Academic and Intellectual Experiences

About what percent of students in your selected course section do the following? →	% WMU Faculty, 2004 FSSE				In your experience at your institution during the current school year, about how often have you done each of the following? →	% WMU Students, 2003 NSSE			
	Lower Division		Upper Division			First Years		Seniors	
	50% or Higher*	Never	50% or Higher	Never		Very Often or Often**	Never	Very Often or Often	Never
Frequently ask questions in class or contribute to class discussions.	8	2	30	0	Asked questions in class or contributed to class discussions.	51	3	63	2
Frequently come to class without completing readings or assignments.	37	1	20	4	Come to class without completing assignments.	27	14	26	13
Frequently work harder than they usually do to meet your standards.	31	4	35	3	Worked harder than you thought you could to meet an instructor's standards or expectations.	45	12	51	5
Occasionally use e-mail to communicate with you.	20	2	37	0	Used e-mail to communicate with an instructor.	72	2	77	2
Occasionally discuss grades or assignments with you.	9	0	30	0	Discussed grades or assignments with an instructor.	53	8	61	2
At least once, talk about career plans with you.	6	12	21	4	Talked about career plans with an instructor.	27	29	31	22
At least once, discuss ideas from readings or classes with you outside of class.	2	13	15	6	Discussed ideas from your readings or classes with faculty members outside of class.	14	51	19	33

\* Response categories were None, 1-24%, 25-49%, 50-74%, and 75% or higher.

\*\* Response categories were Very Often, Often, Sometimes, and Never.

<b>Table 3: Academic and Intellectual Experiences</b> In your selected course section, how important is it to you that your students:	<b>% of WMU Faculty Reporting</b>					
	<b>Lower Division Courses</b>		<b>Upper Division Courses</b>		<b>% of faculty at DRU-Extensive schools</b>	
	<b>Very Important or Important*</b>	<b>Not Impor tant</b>	<b>Very Important or Important</b>	<b>Not Impor tant</b>	<b>Very Important or Important</b>	<b>Not Impor tant</b>
<b>Prepare two or more drafts of a paper or assignment before turning it in.</b>	37	39	50	27	46	32
<b>Work on a paper or project that requires integrating ideas or information from various sources.</b>	62	22	82	9	72	15
<b>Work with classmates outside of class to prepare class assignments.</b>	50	25	54	17	46	25
<b>Put together ideas or concepts from different courses when completing assignments or during class discussions.</b>	42	23	68	7	55	16
<b>Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.).</b>	52	20	54	11	52	15
<b>Tutor or teach other students (paid or voluntary).</b>	26	48	25	44	24	46
* Response categories were Very Important, Important, Somewhat Important, and Not Important.						

**Table 4: Comparisons of WMU Faculty and Student Responses, Academic and Intellectual Experiences**

In your selected course section, how important to you is it that your students:	% WMU Faculty, 2004 FSSE				In your experience at your institution during the current school year, about how often have you done each of the following?	% WMU Students, 2003 NSSE			
	Lower Division		Upper Division			First Years		Seniors	
	Very Important or Important*	Not Important	Very Important or Important	Not Important		Very Often or Often**	Never	Very Often or Often	Never
Prepare two or more drafts of a paper or assignment before turning it in.	37	39	50	27	Prepared two or more drafts of a paper or assignment before turning it in.	63	12	40	19
Work on a paper or project that requires integrating ideas or information from various sources.	62	22	82	9	Worked on a paper or project that required integrating ideas or information from various sources.	72	3	84	2
Work with classmates outside of class to prepare class assignments.	50	25	54	17	Worked with classmates outside of class to prepare class assignments.	37	17	59	8
Put together ideas or concepts from different courses when completing assignments or during class discussions.	42	23	68	7	Put together ideas or concepts from different courses when completing assignments or during class discussions.	37	12	67	2
Discuss ideas or readings from class with others outside of class.	52	20	54	11	Discussed ideas from your readings or classes with others outside of class.	53	8	60	4
Tutor or teach other students.	26	48	25	44	Tutored or taught other students.	10	62	20	50

\* Response categories were Very Important, Important, Somewhat Important, and Not Important.

\*\* Response categories were Very Often, Often, Sometimes, and Never.

<b>Table 5: Academic and Intellectual Experiences</b>	<b>% of WMU Faculty Reporting</b>					
	<b>Lower Division Courses</b>		<b>Upper Division Courses</b>		<b>% of faculty at DRU-Extensive schools</b>	
	<b>Very often or often*</b>	<b>Never</b>	<b>Very often or often</b>	<b>Never</b>	<b>Very often or often</b>	<b>Never</b>
<b>How often do students in your selected course engage in the following?</b>						
<b>Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc).</b>	36	42	45	25	43	29
<b>Work with other students on projects during class.</b>	39	26	59	17	51	19
<b>Participate in a community-based project as part of your course.</b>	10	74	21	59	13	68
<b>Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment.</b>	40	29	44	22	40	27
<b>Receive prompt feedback (written or oral) from you on their academic performance.</b>	88	0	92	0	89	1
<b>Have serious conversations in your course with students of a different race or ethnicity than their own.</b>	23	28	23	24	36	22
<b>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.</b>	24	30	30	24	37	23
* Response categories were Very Often, Often, Sometimes, and Never.						

Table 6: Comparisons of WMU Faculty and Student Responses, Academic and Intellectual Experiences

	% WMU Faculty, 2004 FSSE				In your experience at your institution during the current school year, about how often have you done each of the following? →	% WMU Students, 2003 NSSE			
	Lower Division		Upper Division			First Years		Seniors	
How often do students in your selected course section engage in the following? →	Very Often or Often*	Never	Very Often or Often	Never	Very Often or Often* →	Never	Very Often or Often	Never	
Have class discussions or writing assignments that include diverse perspectives.	36	42	45	25	Included diverse perspectives in class discussions or writing assignments.	54	10	54	7
Work with other students on projects during class.	39	26	59	17	Worked with other students on projects during class.	46	10	50	8
Participate in a community-based project as part of your course.	10	74	21	59	Participated in a community-based project (e.g., service learning) as part of a regular course.	5	80	12	57
Use an electronic medium (listserv, chat room, Internet, etc.) to discuss or complete an assignment.	40	29	44	22	Used an electronic medium to discuss or complete an assignment.	57	17	61	16
Receive prompt feedback (written or oral) from you on their academic performance.	88	0	92	0	Received prompt feedback (written or oral) from faculty on your academic performance.	51	8	58	4

Table continued on next page

**Table 6: Continued**

Engage in the following, continued.	% WMU Faculty, 2004 FSSE		Done the following, continued.	% WMU Students, 2003 NSSE	
	Lower Division	Upper Division		First Years	Seniors

	<b>Very Often or Often</b>	<b>Never</b>	<b>Very Often or Often</b>	<b>Never</b>		<b>Very Often or Often</b>	<b>Never</b>	<b>Very Often or Often</b>	<b>Never</b>
<b>Have serious conversations in your course with students of a different race or ethnicity than their own.</b>	23	28	23	24	<b>Had serious conversations with students of a different race or ethnicity than your own.</b>	52	17	52	13
<b>Have serious conversations in your course with students who are different from them in terms of their religious beliefs, political opinions, or personal values.</b>	24	30	30	24	<b>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values.</b>	59	14	53	10

\* Response categories were Very Often, Often, Sometimes, and Never.

<b>Table 7: Evaluations of Student Performance</b>	<b>% of WMU Faculty Reporting</b>		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% of faculty at DRU-Extensive schools</b>
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work.			
Very little	1	0	1
2	0	0	1
3	4	3	3
4	6	4	9
5	29	27	27
6	39	41	37
Very much	20	24	23

**Table 8: Comparisons of WMU Faculty and Student Responses, Evaluations of Student Performance**

	<b>% WMU Faculty, 2004 FSSE</b>				<b>% WMU Students, 2003 NSSE</b>			
	<b>Lower Division</b>		<b>Upper Division</b>		<b>First Years</b>		<b>Seniors</b>	
	<b>Very Much*</b>	<b>Very Little</b>	<b>Very Much</b>	<b>Very Little</b>	<b>Very Much*</b>	<b>Very Little</b>	<b>Very Much</b>	<b>Very Little</b>
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students to do their best work.	20	1	24	0	13	0	14	2
Mark the box that best represents the extent to which your examinations during your current school year challenged you to do your best work.								

\* Response categories ranged from Very Much (7), 6, 5, 4, 3, 2, and Very Little (1).

Table 9:  
Mental Activities

In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?	% of WMU Faculty Reporting				% of faculty at DRU-Extensive schools	
	Lower Division Courses		Upper Division Courses		Very much or quite a bit	Very little
	Very much or quite a bit*	Very little	Very much or quite a bit	Very little		
<b>Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form.</b>	39	27	23	42	26	33
<b>Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components.</b>	87	0	91	0	88	1
<b>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships.</b>	82	3	90	2	86	2
<b>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.</b>	64	16	76	4	71	8
<b>Applying theories or concepts to practical problems or in new situations.</b>	76	6	84	2	81	4

\* Response categories were Very Much, Quite a Bit, Some, and Very Little.

Table 10: Comparisons of WMU Faculty and Student Responses, Mental Activities

In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities? →	% WMU Faculty, 2004 FSSE				During the current school year, how much has your coursework emphasized the following mental activities? →	% WMU Students, 2003 NSSE			
	Lower Division Very Much or Quite a Bit*	Very Little	Upper Division Very Much or Quite a Bit	Very Little		First Years Very Much or Quite a Bit*	Very Little	Seniors Very Much or Quite a Bit	Very Little
Coursework emphasizes memorizing facts, ideas, or methods from your course and readings.	39	27	23	42	Coursework emphasizes memorizing facts, ideas, or methods from your course and readings.	78	2	64	9
Coursework emphasizes analyzing the basic elements of an idea, experience or theory.	87	0	91	0	Coursework emphasizes analyzing the basic elements of an idea, experience or theory.	72	1	76	2
Coursework emphasizes synthesizing and organizing ideas, information, or experiences.	82	3	90	2	Coursework emphasizes synthesizing and organizing ideas, information, or experiences.	60	7	69	5
Coursework emphasizes making judgments about the value of information, arguments or methods.	64	16	76	4	Coursework emphasizes making judgments about the value of information, arguments or methods.	60	7	60	6
Coursework emphasizes applying theories or concepts to practical problems or in new situations.	76	6	84	2	Coursework emphasizes applying theories or concepts to practical problems or in new situations.	64	5	73	3

\* Response categories were Quite a Bit, Very Much, Some, and Very Little.

**Table 11:**  
**Educational and**  
**Personal Growth**

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

	% of WMU Faculty Reporting				% of faculty at DRU-Extensive schools	
	Lower Division Courses		Upper Division Courses		Very much or quite a bit	Very little
	Very much or quite a bit*	Very little	Very much or quite a bit	Very little	Very much or quite a bit	Very little
<b>Writing clearly and effectively</b>	50	27	66	13	58	16
<b>Speaking clearly and effectively</b>	38	31	56	16	44	25
<b>Thinking critically and analytically</b>	90	1	95	0	92	1
<b>Analyzing quantitative problems</b>	48	32	47	35	44	35
<b>Using computing and information technology</b>	35	28	42	22	39	27
<b>Working effectively with others</b>	40	24	61	13	50	19
<b>Learning effectively on their own</b>	90	1	90	2	86	1
<b>Understanding themselves</b>	44	28	52	19	47	25
<b>Understanding people of other racial and ethnic backgrounds</b>	37	41	41	33	40	35
<b>Solving complex real-world problems</b>	60	11	77	5	63	11
<b>Developing a personal code of values and ethics</b>	33	29	48	12	43	22
<b>Developing a deepened sense of spirituality</b>	7	78	10	70	8	74
<b>Acquiring a broad general education</b>	63	19	49	19	56	15
<b>Acquiring job or work-related knowledge and skills</b>	66	9	76	6	65	11

\* Response categories were Very Much, Quite a Bit, Some, and Very Little.

Table 12: Comparisons of Faculty and Student Responses, Educational and Personal Growth

% WMU Faculty Responses, 2004 FSSE				← To what extent do you structure your selected course section so that students learn and develop in the following areas?	% WMU Student Responses, 2003 NSSE			
Lower Division		Upper Division			First Years		Seniors	
Very Much or Quite a Bit*	Very Little	Very Much or Quite a Bit	Very Little	To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas? →	Very Much or Quite a Bit*	Very Little	Very Much or Quite a Bit	Very Little
50	27	66	13	Writing clearly and effectively	65	7	70	8
38	31	56	16	Speaking clearly and effectively	47	20	64	10
90	1	95	0	Thinking critically and analytically	71	3	79	4
48	32	47	35	Analyzing quantitative problems	48	13	58	7
35	28	42	22	Using computing and information technology	72	6	80	4
40	24	61	13	Working effectively with others	62	5	79	4
90	1	90	2	Learning effectively on their/your own	64	10	71	6
44	28	52	19	Understanding themselves/yourself	54	13	58	17
37	41	41	33	Understanding people of other racial and ethnic backgrounds	46	22	51	14
60	11	77	5	Solving complex real-world problems	37	19	50	14
33	29	48	12	Developing a personal code of values and ethics	39	25	53	17
7	78	10	70	Developing a deepened sense of spirituality	Item not on 2003 NSSE.			
63	19	49	19	Acquiring a broad general education	77	1	81	4
66	9	76	6	Acquiring job or work-related knowledge and skills	49	13	71	8

\* Response categories were Quite a Bit, Very Much, Some, and Very Little.

<b><u>Table 13:</u></b> <b><u>Enriching Educational Experiences</u></b>	<b>% at WMU Reporting</b>				<b>% of faculty at DRU</b>	
	<b>Lower Division Courses</b>		<b>Upper Division Courses</b>		<b>Extensive schools</b>	
<b>How important is it to you that undergraduates at your institution do the following?</b>	<b>Important or Very Important*</b>	<b>Not Important</b>	<b>Important or Very Important</b>	<b>Not Important</b>	<b>Important or Very Important</b>	<b>Not Important</b>
<b>Practicum, internship, field experience, co-op experience</b>	72	6	87	4	75	7
<b>Community service or volunteer work</b>	45	15	55	14	46	18
<b>Participation in a learning community or some other formal program where groups of students take two or more classes together</b>	40	24	47	22	44	23
<b>Work on a research project with you outside of course program requirements</b>	41	21	46	22	45	23
<b>Study a foreign language</b>	54	13	54	16	59	14
<b>Study abroad</b>	45	16	43	21	43	25
<b>Independent study</b>	52	18	55	18	53	17
<b>Self-designed major</b>	12	48	20	48	20	45
<b>Culminating senior experience</b>	62	10	70	7	65	11

\* Response categories were Very Important, Important, Somewhat Important, and Not Important

**Table 14: Comparisons of Faculty and Student Responses, Enriching Educational Experiences**

% WMU Faculty Responses, 2004 FSSE				← How important is it to you that undergraduates at your institution do the following?  Which of the following have you done or do you plan to do before you graduate from your institution? →	% WMU Student Responses, 2003 NSSE			
Lower Division		Upper Division			First Years		Seniors	
Very Important or Important*	Not Important	Very Important or Important	Not Important		Done or Plan to Do**	Do Not Plan to Do	Done or Plan to Do	Do Not Plan to Do
72	6	87	4	Practicum, internship, field experience, co-op experience, or clinical assignment	85	2	79	13
45	15	55	14	Community service or volunteer work	69	9	66	23
40	24	47	22	Participation in a learning community or some other formal program where groups of students take two or more classes together	31	28	27	58
41	21	46	22	Work on a research project with you/a faculty member outside of course program requirements	22	36	25	61
54	13	54	16	Study a foreign language/Foreign language coursework	35	35	32	62
45	16	43	21	Study abroad	28	38	11	79
62	10	70	7	Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	33	19	45	38

\* Response categories were Very Important, Important, Somewhat Important, and Not Important.

\*\* Response categories were Yes (Done or Plan to Do), No, and Undecided.

**Table 15:**  
**Quality of Student Relationships**

Select the box that you believe best represents the quality of student relationships.		% at WMU Reporting		% of faculty at DRU-Extensive schools
		Lower Division Courses	Upper Division Courses	
<b>With other students</b>	<b>1</b>	1	0	0
<b>1 = Unfriendly, unsupportive, sense of alienation</b>	<b>2</b>	2	2	1
	<b>3</b>	10	2	7
	<b>4</b>	32	17	20
	<b>5</b>	32	38	35
	<b>6</b>	18	29	28
<b>7 = Friendly, supportive, sense of belonging</b>	<b>7</b>	9	11	9
<b>With faculty members</b>	<b>1</b>	1	0	0
<b>1 = Unavailable, unhelpful, unsympathetic</b>	<b>2</b>	2	3	3
	<b>3</b>	12	10	8
	<b>4</b>	23	14	21
	<b>5</b>	36	28	33
	<b>6</b>	17	34	26
<b>7 = Available, helpful, sympathetic</b>	<b>7</b>	9	11	8
<b>With administrative personnel</b>	<b>1</b>	8	6	4
<b>1 = Unhelpful, inconsiderate, rigid</b>	<b>2</b>	18	16	15
	<b>3</b>	17	14	19
	<b>4</b>	26	25	26
	<b>5</b>	18	22	20
	<b>6</b>	10	10	11
<b>7 = Helpful, considerate, flexible</b>	<b>7</b>	2	6	4

Table 16: Comparisons of WMU Faculty and Student Responses, Quality of Student Relationships

% WMU Faculty, 2004 FSSE		← Select the box that you believe best represents the quality of student relationships.		% WMU Students, 2003 NSSE	
Lower Division	Upper Division	Mark the box that best represents the quality of your relationships with people at your institution. →		First Years	Seniors
<b><u>With other students</u></b>					
9	12	<b>Friendly, Supportive, Sense of Belonging*</b>	<b>Friendly, Supportive, Sense of Belonging</b>	23	29
1	0	<b>Unfriendly, Unsupportive, Sense of Alienation</b>	<b>Unfriendly, Unsupportive, Sense of Alienation</b>	1	0
<b><u>With faculty members</u></b>					
9	11	<b>Available, Helpful, Sympathetic*</b>	<b>Available, Helpful, Sympathetic</b>	13	14
1	0	<b>Unavailable, Unhelpful, Unsympathetic</b>	<b>Unavailable, Unhelpful, Unsympathetic</b>	0	1
<b><u>With administrative personnel (and offices)</u></b>					
2	6	<b>Helpful, Considerate, Flexible*</b>	<b>Helpful, Considerate, Flexible</b>	12	7
8	6	<b>Unhelpful, Inconsiderate, Rigid</b>	<b>Unhelpful, Inconsiderate, Rigid</b>	2	4

\* For each question, response categories ranged from the Positive Anchor (7), 6, 5, 4, 3, 2, to the Negative Anchor (1). Percentages here reflect those who selected either anchor for each group.

<b>Table 17: Institutional Environment</b>		<b>% of WMU Faculty Reporting</b>		<b>% of faculty at DRU-Extensive schools</b>
		<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	
<b>To what extent does your institution emphasize each of the following?</b>				
<b>Requiring students to spend significant amounts of time studying and on academic work</b>	<b>Very much or quite a bit*</b>	46	54	61
	<b>Very little</b>	13	11	7
<b>Providing students support they need to help them succeed academically</b>	<b>Very much or quite a bit</b>	58	59	63
	<b>Very little</b>	8	5	5
<b>Encouraging contact among students from different economic, social and racial or ethnic backgrounds</b>	<b>Very much or quite a bit</b>	26	29	45
	<b>Very little</b>	26	18	16
<b>Helping students cope with their non-academic responsibilities (work, family, etc.)</b>	<b>Very much or quite a bit</b>	16	24	24
	<b>Very little</b>	31	33	27
<b>Providing students the support they need to thrive socially</b>	<b>Very much or quite a bit</b>	18	28	24
	<b>Very little</b>	26	19	23
<b>Encouraging students to participate in co-curricular activities (organizations, student government, sports, etc.)</b>	<b>Very much or quite a bit</b>	40	48	39
	<b>Very little</b>	10	7	12
<b>Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)</b>	<b>Very much or quite a bit</b>	42	48	42
	<b>Very little</b>	16	11	13
<b>Encouraging students to use computers in their academic work</b>	<b>Very much or quite a bit</b>	90	90	88
	<b>Very little</b>	1	1	1

\* Response categories were Very Much, Quite a Bit, Some, and Very Little.

Table 18: Comparisons of WMU Faculty and Student Responses, Institutional Environment

To what extent does your institution emphasize each of the following? →	% WMU Faculty, 2004 FSSE				To what extent does your institution emphasize each of the following? →	% WMU Students, 2003 NSSE			
	Lower Division		Upper Division			First Years		Seniors	
	Very Much	or Quite a Bit*	Very Little	or Quite a Bit		Very Much	or Quite a Bit	Very Little	or Quite a Bit
Requiring students to spend significant amounts of time studying and on academic work.	46	13	54	11	Spending significant amounts of time studying and on academic work.	74	5	73	2
Providing students the support they need to help them succeed academically.	58	8	59	5	Providing the support you need to help you succeed academically.	70	4	59	7
Encouraging contact among students from different economic, social and racial or ethnic backgrounds.	26	26	29	18	Encouraging contact among students from different economic, social and racial or ethnic backgrounds.	42	19	31	26
Helping students cope with their non-academic responsibilities (work, family, etc.)	16	31	24	33	Helping you cope with your non-academic responsibilities (work, family, etc.)	25	38	13	55
Providing students the support they need to thrive socially.	18	26	28	19	Providing the support you need to thrive socially.	39	1	20	33
Encouraging students to attend campus events and activities.	42	16	48	11	Attending campus events and activities.	60	8	47	15
Encouraging students to use computers in their academic work.	90	1	90	1	Using computers in academic work.	88	2	88	2

\* Response categories were Quite a Bit, Very Much, Some, and Very Little.

<b>Table 19:</b> Please respond to the following questions based on <i>one particular course section</i> that you are teaching or have taught during this academic year.		<b>% of WMU Faculty Reporting</b>		
		<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% of faculty at DRU-Extensive schools</b>
<b>Is your selected course a distance education course?</b>	<b>No</b>	99	98	97
	<b>Yes</b>	1	2	3
<b>How many students are enrolled in your selected course section?</b>	<b>&lt; 10</b>	0	4	5
	<b>10-19</b>	6	17	17
	<b>20-29</b>	17	29	24
	<b>30-49</b>	25	32	26
	<b>50-74</b>	15	13	10
	<b>75-199 *</b>	22	4	13
	<b>200 +</b>	15	0	5
<b>Prior to this semester, how many times have you taught your selected course?</b>	<b>None</b>	7	7	11
	<b>1 to 3</b>	17	25	26
	<b>4 to 6</b>	23	19	19
	<b>7 to 9</b>	17	13	11
	<b>10-15</b>	13	13	12
	<b>16-20</b>	6	8	6
	<b>&gt; 20</b>	17	16	15
<b>What is the general area of your selected course?</b>	<b>Arts &amp; Humanities</b>	21	17	24
	<b>Biological Science</b>	11	3	8
	<b>Business</b>	4	12	8
	<b>Education</b>	1	10	6
	<b>Engineering</b>	3	10	6
	<b>Physical Science</b>	22	8	12
	<b>Professional</b>	9	9	9
	<b>Social Science</b>	17	14	16
<b>Other</b>	12	17	12	
* Response categories were fewer than 10, 10-19, 20-29, 30-49, 50-74, 75-99, 100-149, 150-199, and 200 or more.				

<b>Table 20:</b> In your selected course, on average, what percent of class time is spent on the following?		<b>% of WMU Faculty Reporting</b>		<b>% of faculty at DRU-Extensive schools</b>
		<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	
<b>Lecture</b>	<b>0</b>	3	6	5
	<b>1-9</b>	11	10	12
	<b>10-19</b>	7	12	10
	<b>20-29</b>	4	12	11
	<b>30-39</b>	5	8	9
	<b>40-49</b>	19	13	12
	<b>50-74</b>	20	21	21
	<b>75 +</b>	32	17	21
<b>Teacher-led discussion</b>	<b>0</b>	9	5	7
	<b>1-9</b>	24	24	23
	<b>10-19</b>	22	21	23
	<b>20-29</b>	16	24	20
	<b>30-39</b>	14	12	11
	<b>40-49</b>	7	6	8
	<b>50-74</b>	4	6	6
	<b>75 +</b>	4	1	3
<b>Teacher-student shared responsibility (seminar, discussion, etc.)</b>	<b>0</b>	58	26	38
	<b>1-9</b>	21	23	20
	<b>10-19</b>	7	13	14
	<b>20-29</b>	6	16	12
	<b>30-39</b>	1	11	7
	<b>40-49</b>	3	5	4
	<b>50-74</b>	1	6	3
	<b>75 +</b>	1	2	2
<b>Student computer use</b>	<b>0</b>	65	54	64
	<b>1-9</b>	15	23	17
	<b>10-19</b>	8	11	8
	<b>20-29</b>	5	6	5
	<b>30-39</b>	1	3	2
	<b>40-49</b>	3	1	1
	<b>50-74</b>	0	2	1
	<b>75 +</b>	3	0	2
<b>Small group activities</b>	<b>0</b>	41	23	31
	<b>1-9</b>	18	20	23
	<b>10-19</b>	16	23	17
	<b>20-29</b>	11	18	13
	<b>30-39</b>	3	8	6
	<b>40-49</b>	8	4	4
	<b>50-74</b>	4	2	3
	<b>75 +</b>	0	1	2
<b>Table 20, continued</b>		<b>% of WMU Faculty Reporting</b>		

		Lower Division Courses	Upper Division Courses	% of faculty at DRU-Extensive schools
Student presentations	0	61	30	42
	1-9	23	27	27
	10-19	7	19	16
	20-29	3	13	8
	30-39	2	5	3
	40-49	1	2	2
	50-74	2	3	2
	75 +	0	0	1
In-class writing	0	61	46	56
	1-9	24	36	28
	10-19	12	12	9
	20-29	2	4	3
	30-39	1	2	1
	40-49	0	0	1
	50-74	0	1	0
	75 +	0	0	0
Testing and evaluation	0	3	8	13
	1-9	41	46	47
	10-19	41	35	30
	20-29	11	5	7
	30-39	4	2	2
	40-49	0	2	1
	50-74	0	1	1
	75 +	0	0	1
Performances in applied and fine arts (e.g., dance, drama, music)	0	96	94	89
	1-9	1	2	3
	10-19	0	2	2
	20-29	1	0	2
	30-39	1	0	1
	40-49	0	0	1
	50-74	0	0	1
	75 +	1	1	2
Experiential (labs, field work, art exhibits, etc.)	0	66	52	58
	1-9	9	11	12
	10-19	7	10	8
	20-29	7	7	6
	30-39	4	6	4
	40-49	2	4	3
	50-74	4	6	4
	75 +	1	4	4

<b>Table 21:</b> About how many hours do you spend in a typical 7-day week doing each of the following?	<b>% of WMU Faculty Reporting</b>		
	<b>Lower Division</b>	<b>Upper Division</b>	<b>% of faculty at DRU-Extensive</b>

		Courses	Courses	schools
<b>Teaching undergraduate students in class.</b>	<b>0*</b>	1	5	7
	<b>1-8</b>	59	58	67
	<b>9-12</b>	29	24	18
<b>Grading papers and exams.</b>	<b>0</b>	4	3	5
	<b>1-8</b>	69	73	80
	<b>9-12</b>	16	17	11
<b>Giving other forms of written and oral feedback to students.</b>	<b>0</b>	2	3	4
	<b>1-8</b>	86	80	84
	<b>9-12</b>	5	12	7
<b>Preparing for class.</b>	<b>0</b>	0	2	2
	<b>1-8</b>	67	57	65
	<b>9-12</b>	22	21	19
<b>Reflecting on ways to improve my teaching.</b>	<b>0</b>	1	2	4
	<b>1-8</b>	88	87	89
	<b>9-12</b>	5	6	4
<b>Research and scholarly activities.</b>	<b>0</b>	7	3	5
	<b>1-8</b>	53	47	37
	<b>9-12</b>	11	19	15
<b>Working with undergraduates on research.</b>	<b>0</b>	51	41	45
	<b>1-8</b>	44	49	50
	<b>9-12</b>	3	6	3
<b>Advising undergraduate students.</b>	<b>0</b>	40	25	29
	<b>1-8</b>	59	68	65
	<b>9-12</b>	0	5	3
<b>Supervising internships or other field experiences.</b>	<b>0</b>	60	48	59
	<b>1-8</b>	36	42	34
	<b>9-12</b>	2	5	3
<b>Working with students on activities other than course work (student life, intramurals, etc.).</b>	<b>0</b>	49	38	49
	<b>1-8</b>	48	57	48
	<b>9-12</b>	1	3	2
<b>Other interactions with students outside of the classroom.</b>	<b>0</b>	13	19	21
	<b>1-8</b>	82	74	74
	<b>9-12</b>	4	5	3
<b>Conducting service activities.</b>	<b>0</b>	20	19	29
	<b>1-8</b>	66	68	58
	<b>9-12</b>	12	9	7

\* Response categories were 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30 and more than 30. For the nine questions, answers of 13 or more accounted for less than 10% of respondents, with the notable exceptions of Upper Division Courses and Preparing for Class (20% over 12) and Research and Scholarly Activities (32% over 12).

<b>Table 22:</b> Time students spend preparing for your selected course section:		% of WMU Faculty Reporting		% of faculty at DRU-Extensive schools
		Lower Division Courses	Upper Division Courses	
<b>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)?</b>	<b>0</b>	0	0	1
	<b>1-2</b>	4	3	6
	<b>3-4</b>	24	33	31
	<b>5-6</b>	35	33	32
	<b>7-8</b>	22	17	15
	<b>9-10</b>	11	11	10
	<b>11-12</b>	2	1	2
	<b>&gt; 12</b>	1	3	3
<b>In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)?</b>	<b>0</b>	3	2	4
	<b>1-2</b>	53	43	46
	<b>3-4</b>	31	30	31
	<b>5-6</b>	9	14	11
	<b>7-8</b>	1	7	4
	<b>9-10</b>	2	3	2
	<b>11-12</b>	0	0	1
	<b>&gt; 12</b>	1	1	1

<b>Table 23:</b> In a typical week, how many homework problem sets do you require students in your selected course section to complete?		% of WMU Faculty Reporting		% of faculty at DRU-Extensive schools
		Lower Division Courses	Upper Division Courses	
<b>Number of problem sets that take your students more than one hour to complete.</b>	<b>None</b>	38	35	41
	<b>1</b>	46	46	42
	<b>2-3</b>	8	12	10
	<b>4-6</b>	3	3	3
	<b>&gt; 6</b>	4	4	5
<b>Number of problem sets that take your students less than one hour to complete.</b>	<b>None</b>	57	50	60
	<b>1</b>	32	34	28
	<b>2-3</b>	8	10	7
	<b>4-6</b>	1	3	2
	<b>&gt; 6</b>	2	4	3

<b>Table 24:</b> In your selected course section, about how much reading and writing do your students do?		<b>% of WMU Faculty Reporting</b>		
		<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% of faculty at DRU-Extensive schools</b>
<b>Number of assigned textbooks, books, and/or book length packs of course readings.</b>	<b>None</b>	2	3	6
	<b>1</b>	46	37	46
	<b>2-3</b>	43	45	36
	<b>4-6</b>	7	10	8
	<b>&gt; 6</b>	1	5	5
<b>Number of written pages or reports of more than 10 pages.</b>	<b>None</b>	80	46	62
	<b>1</b>	14	35	25
	<b>2-3</b>	3	15	9
	<b>4-6</b>	1	2	2
	<b>&gt; 6</b>	2	3	2
<b>Number of written papers or reports between 5 and 10 pages.</b>	<b>None</b>	63	35	48
	<b>1</b>	15	27	21
	<b>2-3</b>	11	29	22
	<b>4-6</b>	5	6	6
	<b>&gt; 6</b>	5	3	3
<b>Number of written papers or reports of fewer than 5 pages.</b>	<b>None</b>	39	23	30
	<b>1</b>	11	11	12
	<b>2-3</b>	14	26	23
	<b>4-6</b>	17	17	15
	<b>&gt; 6</b>	20	24	20

**WMU Faculty Participant Demographics**

Table 25:  
Gender

	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>Female</b>	40	31	41
<b>Male</b>	60	69	59

Table 26:  
Racial/Ethnic Identification

	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>Black or African American</b>	4	4	4
<b>American Indian/Native American</b>	0	0	0
<b>Asian American/Pacific Islander</b>	2	10	8
<b>Caucasian/White</b>	85	80	82
<b>Hispanic, Latino or Spanish</b>	0	1	1
<b>Other</b>	1	0	0
<b>Multi-racial/ethnic</b>	7	5	5

Table 27:  
Age

	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>34 or younger</b>	6	8	15
<b>35-44</b>	30	27	24
<b>45-54</b>	30	36	32
<b>over 54</b>	33	29	29

Table 28:  
Highest Degree Earned

	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>Other</b>	1	2	2
<b>Associate's Degree</b>	0	0	0
<b>Bachelor's Degree</b>	0	3	4
<b>Master's Degree</b>	24	14	19
<b>Doctoral Degree</b>	74	80	72
<b>First Professional Degree</b>	1	1	2

Table 29:  
Number of Years  
Teaching at Any  
College/University

	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>4 or less</b>	15	12	18
<b>5-9</b>	23	16	18
<b>10-14</b>	17	20	15
<b>15 or more</b>	45	51	50

Table 30:  
Current Tenure Status

	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>No tenure system</b>	0	0	1
<b>Not on tenure track, institution has tenure</b>	15	11	30
<b>Tenure track/not tenured</b>	39	29	20
<b>Tenured</b>	46	60	49

<u>Table 31:</u> <u>Current Citizenship Status</u>	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>U.S. Citizen, native</b>	90	73	83
<b>U.S. Citizen, naturalized</b>	4	11	7
<b>Permanent U.S. resident (immigrant visa)</b>	2	12	6
<b>Temporary U.S. resident (non-imm. visa)</b>	3	4	4

<u>Table 32:</u> <u>Employment Status and Rank</u>	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>Part-time</b>	0	3	14
<b>Full-time</b>	100	97	86
<b>Professor</b>	18	29	26
<b>Associate Professor</b>	24	33	24
<b>Assistant Professor</b>	36	25	22
<b>Instructor</b>	7	4	11
<b>Lecturer</b>	2	2	6
<b>Graduate Teaching Assistant</b>	0	0	6
<b>Other</b>	13	6	5

<u>Table 33:</u> <u>Number of Courses To Be Taught During Current Academic Year</u>	% of WMU FSSE Participants		
	<b>Lower Division Courses</b>	<b>Upper Division Courses</b>	<b>% at DRU- Extensive Schools</b>
<b>None</b>	0	2	2
<b>1</b>	3	5	8
<b>2</b>	11	11	19
<b>3</b>	16	14	15
<b>4</b>	27	21	23
<b>5</b>	7	13	12
<b>6</b>	18	17	9
<b>7</b>	4	3	4
<b>8</b>	8	9	4
<b>9 or more</b>	5	5	4

<u>Table 34:</u> <u>General Discipline of Academic Appointment</u>	% of WMU FSSE Participants		
	<b>Lower</b>	<b>Upper</b>	<b>% at DRU-</b>

	<b>Division Courses</b>	<b>Division Courses</b>	<b>Extensive Schools</b>
<b>Arts and Humanities</b>	21	17	24
<b>Biological Science</b>	7	3	7
<b>Business</b>	5	12	8
<b>Education</b>	3	14	6
<b>Engineering</b>	3	13	6
<b>Physical Science</b>	23	7	11
<b>Professional</b>	12	8	10
<b>Social Science</b>	14	11	15
<b>Other</b>	12	17	12