



Bloomsburg University of Pennsylvania

FSSE-NSSE Combined Report

August 2011

Interpreting the FSSE-NSSE Combined Report

Typical-Student Survey Option

The typical-student option asks faculty members to respond to questions based on the typical first-year student or senior they have taught during the current academic year. This option is valuable for institutions that desire to have faculty estimate first-year or senior levels of engagement across all their courses, rather than one particular course.

Sample

The *FSSE-NSSE Combined Report* shows the responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who reported that they teach mostly first-year or senior students. Faculty who reported teaching mostly other types of students or who did not report a class rank of students taught are not included in this report.

Survey Items & Variable Names

In the results format above the bolded line, items from the FSSE survey appear in the first column with the corresponding FSSE and NSSE variables appearing in the second column. In the display below the bolded line, results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the first column contains survey item wording as it appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2011 Frequency Distributions* reports.

Faculty Responses

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



FSSE 2011 Frequency Distributions
NSSEville State University

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item	Variables	Response Options	Col %	Col %	Col %	Col %
Asked questions in class or contributed to class discussions	TCLQUEST	Never	1%	2%	0%	1%
	CLQUEST	Sometimes	52%	32%	9%	19%
		Often	28%	37%	31%	32%
		Very often	19%	29%	60%	49%
Total			100%	100%	100%	100%

Importance faculty place on campus-facilitated activities and student participation:			Distribution of student responses to whether they had done or plan to do the following before graduating			
Faculty Responses			Student Responses			
FSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Percentage of faculty who reported that it is important or very important that students at their institution do the following	Very Important or Important	FY	84%			
		SR	87%			
Practicum, internship, field experience, co-op experience, or clinical assignment	FY	FY	5%	81%	3%	11%
		SR	60%	18%	13%	9%

Response Categories

Where applicable, response categories are listed just as they appear on the FSSE and NSSE instruments. The distribution of responses match those in your *2011 Frequency Distributions*.

Class Level

In both results formats, frequency distributions are reported separately for faculty who teach mostly first-year students and those who teach mostly seniors. Student responses are also reported separately for first-year students and seniors. Institution-reported class levels are used for the student data. In the display below the bolded line, class level appears in the third column of both the faculty and student responses. The responses remain separated by those that pertain to first-year students (FY) and those that pertain to seniors (SR).

Note: The *FSSE-NSSE Combined Report* that accompanies the typical-student option contains two different report formats. The graphic above contains a sample of both formats. One is above the bolded line, and the other is below.

Faculty perceptions of typical students and student responses:	<i>Variables</i>	<i>Response Options</i>	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	2%	4%	2%	1%
		Sometimes	67%	43%	23%	26%
	Often	23%	35%	38%	33%	
	Very often	8%	18%	38%	40%	
	Total		100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	47%	20%	11%	3%
		Sometimes	38%	55%	29%	30%
	Often	10%	20%	34%	36%	
	Very often	4%	5%	27%	31%	
	Total		100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	53%	13%	20%	20%
		Sometimes	31%	31%	50%	40%
	Often	6%	36%	16%	24%	
	Very often	10%	20%	14%	16%	
	Total		100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	29%	2%	5%	2%
		Sometimes	31%	28%	21%	14%
	Often	18%	43%	30%	39%	
	Very often	22%	27%	43%	46%	
	Total		100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	33%	7%	20%	7%
		Sometimes	22%	35%	36%	34%
	Often	23%	39%	23%	33%	
	Very often	21%	20%	21%	26%	
	Total		100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	2%	30%	16%	23%
		Sometimes	38%	54%	57%	55%
	Often	32%	11%	14%	15%	
	Very often	28%	4%	13%	7%	
	Total		100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	20%	13%	11%	11%
		Sometimes	38%	41%	27%	42%
	Often	29%	37%	39%	31%	
	Very often	13%	9%	23%	16%	
	Total		100%	100%	100%	100%

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Faculty perceptions of typical students and student responses:	<i>Variables</i>	<i>Response Options</i>	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	23%	13%	11%	4%
		Sometimes	46%	43%	25%	26%
	Often	23%	33%	38%	38%	
	Very often	8%	12%	27%	33%	
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	28%	6%	5%	1%
		Sometimes	58%	36%	33%	25%
	Often	12%	39%	42%	47%	
	Very often	1%	18%	20%	26%	
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	35%	51%	35%	42%
		Sometimes	56%	33%	49%	36%
	Often	8%	11%	12%	10%	
	Very often	1%	5%	4%	12%	
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	48%	57%	46%	50%
		Sometimes	42%	27%	37%	31%
	Often	9%	11%	4%	10%	
	Very often	1%	4%	13%	9%	
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	17%	13%	13%	11%
		Sometimes	39%	33%	41%	31%
	Often	24%	33%	26%	27%	
	Very often	20%	20%	20%	31%	
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	1%	2%	0%
		Sometimes	24%	22%	13%	9%
	Often	31%	41%	27%	30%	
	Very often	45%	36%	58%	60%	
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	2%	10%	2%	4%
		Sometimes	46%	42%	33%	30%
	Often	37%	32%	27%	37%	
	Very often	15%	16%	38%	30%	
	Total		100%	100%	100%	100%

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			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	13%	24%	4%	13%
		Sometimes	54%	43%	40%	40%
		Often	24%	22%	25%	27%
		Very often	9%	10%	31%	20%
		Total	100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	22%	40%	21%	26%
		Sometimes	65%	35%	53%	45%
		Often	8%	19%	15%	17%
		Very often	4%	6%	11%	12%
		Total	100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	10%	2%	3%
		Sometimes	13%	39%	11%	31%
		Often	45%	37%	41%	41%
		Very often	42%	14%	46%	24%
		Total	100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	6%	6%	4%	5%
		Sometimes	63%	34%	37%	30%
		Often	29%	42%	43%	42%
		Very often	2%	18%	17%	23%
		Total	100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	38%	50%	26%	40%
		Sometimes	53%	28%	52%	31%
		Often	8%	17%	13%	18%
		Very often	1%	5%	9%	11%
		Total	100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	17%	7%	13%	3%
		Sometimes	72%	34%	67%	39%
		Often	8%	44%	12%	34%
		Very often	2%	16%	8%	24%
		Total	100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	23%	21%	15%	15%
		Sometimes	61%	33%	63%	36%
		Often	13%	30%	10%	29%
		Very often	4%	16%	12%	20%
		Total	100%	100%	100%	100%

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<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	26%	14%	19%	9%
		Sometimes	62%	38%	60%	36%
		Often	10%	27%	13%	33%
		Very often	2%	20%	8%	22%
		Total	100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	21%	10%	12%	12%
		Sometimes	54%	44%	56%	42%
		Often	21%	32%	17%	30%
		Very often	4%	14%	15%	16%
		Total	100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	8%	9%	11%	6%
		Sometimes	49%	38%	57%	37%
		Often	38%	33%	17%	37%
		Very often	5%	19%	15%	20%
		Total	100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	1%	5%	8%	2%
		Sometimes	51%	34%	45%	33%
		Often	29%	42%	26%	42%
		Very often	19%	18%	21%	23%
		Total	100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	2%	0%	4%	2%
		Between 1-4	52%	18%	42%	26%
		Between 5-10	35%	48%	42%	42%
		Between 11-20	10%	22%	9%	19%
		More than 20	1%	11%	4%	11%
		Total	100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	30%	31%	39%	25%
		Between 1-4	63%	54%	57%	56%
		Between 5-10	5%	9%	2%	14%
		Between 11-20	0%	3%	2%	2%
		More than 20	1%	3%	0%	3%
		Total	100%	100%	100%	100%

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Number of written papers or reports of 20 pages or more	TWRITMR05/ WRITEMOR	None	65%	88%	31%	55%
		Between 1-4	33%	9%	59%	36%
		Between 5-10	0%	2%	7%	6%
		Between 11-20	1%	1%	0%	2%
		More than 20	1%	1%	2%	1%
	Total		100%	100%	100%	100%
Number of written papers or reports between 5 and 19 pages	TWRITMD05/ WRITEMID	None	20%	25%	7%	13%
		Between 1-4	55%	56%	46%	45%
		Between 5-10	18%	17%	33%	28%
		Between 11-20	4%	2%	11%	11%
		More than 20	2%	1%	2%	3%
	Total		100%	100%	100%	100%
Number of written papers or reports of fewer than 5 pages	TWRITSML/ WRITESML	None	6%	3%	4%	7%
		Between 1-4	55%	50%	34%	38%
		Between 5-10	22%	32%	40%	29%
		Between 11-20	16%	12%	13%	17%
		More than 20	1%	3%	9%	9%
	Total		100%	100%	100%	100%
In a typical week, number of problem sets that take more than one hour to complete	TPROBSTA/ PROBSETA	None	13%	17%	20%	20%
		1-2	41%	38%	40%	32%
		3-4	32%	33%	24%	28%
		5-6	4%	6%	10%	10%
		More than 6	10%	7%	6%	11%
	Total		100%	100%	100%	100%
In a typical week, number of problem sets that take less than one hour to complete	TPROBSTB/ PROBSETB	None	12%	12%	22%	18%
		1-2	41%	34%	41%	38%
		3-4	27%	23%	27%	21%
		5-6	10%	16%	6%	10%
		More than 6	10%	15%	4%	12%
	Total		100%	100%	100%	100%

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			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/ ACADPR01	0 hr/wk	0%	1%	0%	1%
		1-5 hr/wk	35%	15%	29%	13%
		6-10 hr/wk	33%	25%	37%	23%
		11-15 hr/wk	20%	22%	22%	24%
		16-20 hr/wk	10%	19%	8%	14%
		21-25 hr/wk	0%	11%	4%	11%
		26-30 hr/wk	1%	5%	0%	6%
		30+ hr/wk	1%	2%	0%	8%
	Total		100%	100%	100%	100%
In a typical 7-day week, time spent working for pay on campus	TACTWKON/ WORKON01	0 hr/wk	4%	89%	7%	67%
		1-5 hr/wk	31%	4%	26%	4%
		6-10 hr/wk	37%	3%	41%	9%
		11-15 hr/wk	17%	2%	13%	10%
		16-20 hr/wk	9%	1%	11%	8%
		21-25 hr/wk	3%	0%	2%	1%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	0%	0%	1%
	Total		100%	100%	100%	100%
In a typical 7-day week, time spent working for pay off campus	TACTWKOF/ WORKOF01	0 hr/wk	6%	75%	2%	60%
		1-5 hr/wk	15%	5%	17%	5%
		6-10 hr/wk	32%	6%	21%	8%
		11-15 hr/wk	18%	4%	23%	7%
		16-20 hr/wk	20%	4%	27%	6%
		21-25 hr/wk	5%	3%	10%	3%
		26-30 hr/wk	4%	2%	0%	4%
		30+ hr/wk	0%	2%	0%	6%
	Total		100%	100%	100%	100%

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<i>FSSE Item</i>			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	1%	34%	0%	29%
		1-5 hr/wk	35%	36%	48%	39%
	6-10 hr/wk	36%	12%	31%	13%	
	11-15 hr/wk	14%	9%	13%	9%	
	16-20 hr/wk	9%	4%	6%	5%	
	21-25 hr/wk	3%	2%	2%	2%	
	26-30 hr/wk	0%	1%	0%	2%	
	30+ hr/wk	3%	2%	0%	2%	
	Total			100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOC1/ SOCIAL05	0 hr/wk	0%	0%	0%	1%
		1-5 hr/wk	5%	18%	8%	23%
	6-10 hr/wk	15%	27%	16%	25%	
	11-15 hr/wk	21%	24%	29%	23%	
	16-20 hr/wk	28%	14%	18%	14%	
	21-25 hr/wk	9%	9%	16%	7%	
	26-30 hr/wk	9%	3%	2%	3%	
	30+ hr/wk	14%	6%	10%	4%	
	Total			100%	100%	100%
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	27%	80%	25%	73%
		1-5 hr/wk	52%	12%	58%	11%
	6-10 hr/wk	10%	3%	13%	5%	
	11-15 hr/wk	5%	2%	2%	2%	
	16-20 hr/wk	4%	2%	2%	1%	
	21-25 hr/wk	1%	0%	0%	1%	
	26-30 hr/wk	0%	0%	0%	1%	
	30+ hr/wk	0%	1%	0%	6%	
Total			100%	100%	100%	100%

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FSSE Item			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	6%	29%	0%	12%
		1-5 hr/wk	70%	59%	67%	65%
		6-10 hr/wk	21%	7%	25%	16%
		11-15 hr/wk	3%	3%	8%	6%
		16-20 hr/wk	0%	1%	0%	0%
		21-25 hr/wk	0%	0%	0%	0%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	0%	1%	0%	1%
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	1%	1%	0%	1%
		2	1%	1%	2%	2%
		3	11%	5%	6%	5%
		4	25%	13%	21%	10%
		5	29%	34%	33%	33%
		6	19%	29%	25%	28%
		Very much	13%	17%	13%	21%
		Total	100%	100%	100%	100%
Coursework emphasis: Memorizing facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	5%	4%	4%	4%
		Some	25%	18%	42%	22%
		Quite a bit	48%	45%	28%	44%
		Very much	23%	33%	26%	30%
		Total	100%	100%	100%	100%
Coursework emphasis: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	8%	3%	4%	2%
		Some	30%	18%	20%	16%
		Quite a bit	48%	47%	48%	41%
		Very much	15%	33%	28%	41%
		Total	100%	100%	100%	100%
Coursework emphasis: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	14%	4%	8%	4%
		Some	31%	27%	24%	24%
		Quite a bit	43%	45%	43%	41%
		Very much	13%	23%	24%	32%
		Total	100%	100%	100%	100%

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FSSE Item			Col %	Col %	Col %	Col %
Coursework emphasis: 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	TEVALUAT/ EVALUATE	Very little	13%	5%	8%	5%
		Some	43%	25%	24%	23%
		Quite a bit	33%	45%	38%	39%
		Very much	13%	25%	30%	33%
	Total		100%	100%	100%	100%
Coursework emphasis: Applying theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	15%	4%	8%	2%
		Some	35%	19%	18%	13%
		Quite a bit	28%	40%	30%	39%
		Very much	23%	36%	44%	46%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	8%	5%	2%	3%
		Some	42%	23%	39%	21%
		Quite a bit	38%	47%	35%	40%
		Very much	13%	25%	24%	37%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	13%	9%	2%	4%
		Some	45%	21%	31%	18%
		Quite a bit	35%	45%	43%	41%
		Very much	8%	24%	24%	37%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	9%	1%	6%	1%
		Some	47%	16%	20%	16%
		Quite a bit	30%	46%	37%	37%
		Very much	14%	37%	37%	46%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	14%	4%	8%	3%
		Some	45%	24%	31%	23%
		Quite a bit	30%	48%	43%	39%
		Very much	10%	24%	18%	35%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	4%	4%	0%	3%
		Some	28%	21%	14%	20%
		Quite a bit	47%	44%	45%	37%
		Very much	22%	31%	41%	40%
	Total		100%	100%	100%	100%

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Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	6%	4%	0%	4%
		Some	45%	20%	14%	13%
		Quite a bit	31%	45%	53%	39%
		Very much	18%	31%	33%	44%
		Total		100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	10%	5%	4%	3%
		Some	41%	17%	31%	20%
		Quite a bit	39%	50%	37%	44%
		Very much	10%	27%	29%	33%
		Total		100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSSELF	Very little	12%	8%	6%	10%
		Some	51%	25%	35%	26%
		Quite a bit	25%	42%	41%	36%
		Very much	12%	25%	18%	29%
		Total		100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	15%	8%	11%	11%
		Some	58%	35%	46%	35%
		Quite a bit	23%	41%	28%	36%
		Very much	4%	17%	15%	18%
		Total		100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	22%	8%	10%	9%
		Some	51%	30%	38%	32%
		Quite a bit	17%	41%	38%	38%
		Very much	9%	20%	15%	21%
		Total		100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	25%	9%	10%	12%
		Some	46%	25%	35%	30%
		Quite a bit	24%	46%	42%	32%
		Very much	5%	21%	13%	26%
		Total		100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	55%	39%	56%	53%
		Some	34%	30%	27%	25%
		Quite a bit	9%	22%	8%	12%
		Very much	1%	9%	8%	9%
		Total		100%	100%	100%

Faculty perceptions of typical students and student responses:	<i>Variables</i>	<i>Response Options</i>	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	3%	3%	2%	3%
		Some	40%	12%	27%	17%
		Quite a bit	43%	50%	48%	41%
		Very much	15%	35%	23%	40%
		Total	100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	8%	6%	0%	4%
		Some	36%	23%	15%	19%
		Quite a bit	48%	47%	48%	35%
		Very much	8%	24%	38%	42%
		Total	100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITZN	Very little	32%	35%	25%	32%
		Some	53%	37%	48%	35%
		Quite a bit	15%	20%	21%	21%
		Very much	0%	9%	6%	13%
		Total	100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	22%	14%	17%	18%
		Some	63%	38%	45%	36%
		Quite a bit	15%	33%	26%	28%
		Very much	0%	15%	13%	18%
		Total	100%	100%	100%	100%

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

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	90%
		SR	100%
Community service or volunteer work	FVOLUNTR	FY	74%
		SR	68%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	47%
		SR	52%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	53%
		SR	54%
Foreign language coursework	FFORLANG	FY	60%
		SR	49%
Study abroad	FSTUDYAB	FY	41%
		SR	35%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	84%
		SR	82%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	85%	4%	7%
		SR	52%	32%	12%	4%
Community service or volunteer work	VOLNTR04	FY	37%	46%	8%	8%
		SR	64%	13%	14%	9%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	22%	24%	29%	25%
		SR	26%	8%	56%	10%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	3%	36%	27%	34%
		SR	17%	13%	57%	13%
Foreign language coursework	FORLNG04	FY	15%	20%	41%	24%
		SR	33%	4%	55%	8%
Study abroad	STDABR04	FY	2%	30%	31%	38%
		SR	6%	7%	74%	13%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	3%	40%	18%	39%
		SR	24%	29%	32%	15%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	FY	57%
		SR	61%
Providing students the support they need to help them succeed academically	FENVSUPR	FY	72%
		SR	73%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	47%
		SR	50%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	26%
		SR	25%
Providing students the support they need to thrive socially	FENVSOCA	FY	39%
		SR	39%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	FY	54%
		SR	64%
Encouraging students to use computers in their academic work	FENVCOMP	FY	89%
		SR	84%

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	38%	47%	14%	2%
		SR	35%	48%	16%	1%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	33%	46%	19%	2%
		SR	25%	45%	25%	4%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	23%	39%	27%	11%
		SR	16%	31%	39%	13%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	33%	32%	25%
		SR	8%	16%	39%	37%
Providing the support you need to thrive socially	ENVSOCAL	FY	15%	41%	33%	11%
		SR	9%	28%	41%	22%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	26%	35%	32%	6%
		SR	18%	37%	35%	10%
Using computers in academic work	ENVCOMPT	FY	46%	39%	13%	2%
		SR	49%	37%	10%	4%

Faculty and student perceptions of the campus environment:

Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	79%
		SR	89%
With faculty members	FENVFAC	FY	77%
		SR	77%
With administrative personnel and offices	FENVADM	FY	41%
		SR	39%

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

Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	80%	20%
		SR	83%	17%
With faculty members	ENVFAC	FY	72%	28%
		SR	81%	19%
With administrative personnel and offices	ENVADM	FY	52%	48%
		SR	59%	41%

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