



National Survey of Student Engagement

The College Student Report

FSSE 2003 Pilot Test Respondent Characteristics Southwestern University

	Lower Division	Upper Division	Other	Total
Total number of respondents	12	30	7	49
Class size				
Fewer than 20	50%	70%	29%	59%
20-49	42%	30%	71%	39%
50-99	0%	0%	0%	0%
100 or more	8%	0%	0%	2%
Full-time/Part Time				
Part-time	0%	10%	0%	6%
Full-time	100%	90%	100%	94%
Rank				
Professor	17%	21%	43%	23%
Associate Professor	33%	31%	29%	31%
Assistant Professor	50%	45%	29%	44%
Instructor	0%	3%	0%	2%
Lecturer	0%	0%	14%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	0%	0%	0%	0%
Tenure status				
Tenured	42%	45%	57%	46%
On tenure track but not tenured	42%	31%	43%	35%
Not on tenure track, institution has tenure system	17%	24%	0%	19%
No tenure system	0%	0%	0%	0%
Years teaching				
Less than 5	9%	17%	0%	13%
6-10	9%	24%	17%	20%
11-15	36%	17%	17%	22%
More than 15	45%	41%	67%	46%
Age				
Less than 35	0%	24%	0%	15%
35-44	27%	38%	14%	32%
45-54	45%	28%	57%	36%
More than 54	27%	10%	29%	17%
Gender				
Male	82%	48%	57%	57%
Female	18%	52%	43%	43%
Race/ethnicity				
African American/Black	0%	0%	0%	0%
American Indian/Alaska Native	0%	0%	0%	0%
Asian/Pacific Islander	18%	0%	0%	4%
Caucasian/White	55%	97%	86%	85%
Hispanic, Latino, or Spanish	0%	0%	0%	0%
Other	9%	0%	0%	2%
Multi-racial/ethnic	18%	3%	14%	9%
International	18%	3%	0%	6%
Discipline of appointment				
Arts and Humanities	55%	34%	43%	40%
Biological Science	9%	10%	14%	11%
Business	0%	7%	14%	6%
Education	0%	0%	14%	2%
Engineering	0%	0%	0%	0%
Physical Science	27%	7%	14%	13%
Professional	0%	0%	0%	0%
Social Science	0%	21%	0%	13%
Other	9%	21%	0%	15%



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FSSE 2003 Pilot Test Survey Look-Alike Southwestern University

1 Level of students in your selected course:

	N	%
Lower division (mostly 1st year students and sophomores)	12	24%
Upper division (mostly juniors and seniors)	30	61%
Other	7	14%

2 How many students are enrolled in your selected course section?

	N	%
Fewer than 10	7	14%
10 to 19	22	45%
20 to 29	14	29%
30 to 49	5	10%
50 to 74	0	0%
75 to 99	0	0%
100 to 149	1	2%
150 to 199	0	0%
200 or more	0	0%

3 Prior to this semester, how many times have you taught your selected course?

	N	%
None	6	12%
1 to 3	14	29%
4 to 6	3	6%
7 to 9	6	12%
More than 9	20	41%

4 What is the general area of your selected course?

	N	%
Arts and Humanities	21	43%
Biological Science	4	8%
Business	3	6%
Education	1	2%
Engineering	0	0%
Physical Science	8	16%
Professional	0	0%
Social Science	6	12%
Other	6	12%



5

About what percent of students in your selected course section at least occasionally do the following?

	N	None	1-24%	25-49%	50-74%	75% or higher
a. Frequently ask questions in class or contribute to class discussions?	49	0%	14%	18%	27%	41%
b. Frequently come to class without completing readings or assignments	48	2%	56%	19%	21%	2%
c. Use e-mail to communicate with you	49	0%	45%	20%	12%	22%
d. Discuss grades or assignments with you	49	0%	47%	16%	20%	16%
e. Talk about career plans with you	49	8%	41%	24%	8%	18%
f. Discuss ideas from readings or classes with you outside of class	49	4%	49%	27%	12%	8%
g. Work harder than they usually do to meet your standards	48	2%	23%	33%	33%	8%

6

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

	N	Never	Some-times	Often	Very Often
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	49	20%	29%	16%	35%
b. Work with other students on projects during class	49	10%	24%	41%	24%
c. Participate in a community-based project as part of your course	49	80%	10%	6%	4%
d. Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	49	27%	31%	24%	18%
e. Receive prompt feedback (written or oral) from you on their academic performance	49	0%	8%	29%	63%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	49	18%	49%	20%	12%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	48	13%	48%	29%	10%

7

In your selected course section, about how much reading and writing do you assign students?

	N	None	1	2-3	4-6	More than 6
a. Number of assigned textbooks, books, and/or book length packs of course readings	48	0%	35%	42%	15%	8%
b. Number of written papers of more than 10 pages	48	65%	27%	8%	0%	0%
c. Number of written papers between 5 and 10 pages	48	38%	29%	25%	4%	4%
d. Number of written papers of fewer than 5 pages	48	35%	13%	13%	15%	25%



8 In a typical week, how many homework assignments do you require students in your selected course section to complete?

	N	None	1	2-3	4-6	More than 6
a. Number of homework assignments that take your students more than one hour to complete	48	8%	38%	33%	2%	19%
b. Number of homework assignments that take your students less than one hour to complete	48	56%	27%	6%	4%	6%

9 Time students spend preparing for your selected course section (# of hours per week):

	N	0	1-2	3-4	5-6	7-8	9-10	11-12	More than 12
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	48	0%	0%	13%	40%	21%	23%	2%	2%
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)	48	0%	17%	48%	19%	10%	4%	0%	2%

10 In your selected course, how important to you is it that your students:

	N	Not Important	Somewhat Important	Very Important
a. Prepare two or more drafts of a paper or assignment before turning it in	48	21%	23%	33%
b. Work on a paper or project that requires integrating ideas or information from various sources	48	13%	8%	58%
c. Work with classmates outside of class to prepare class assignments	48	21%	27%	29%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	48	13%	23%	23%
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	48	10%	38%	25%
f. Tutor or teach other students (paid or voluntary)	48	44%	31%	10%

11 In your selected course, on average, what percent of time is spent on the following:

	N	0	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75% or more
a. Lecture	48	6%	13%	21%	17%	8%	15%	15%	6%
b. Teacher-led discussion	48	4%	19%	25%	17%	15%	10%	6%	4%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	48	31%	13%	19%	15%	8%	6%	4%	4%
d. Computer mediated activities	48	48%	35%	10%	4%	2%	0%	0%	0%
e. Small group activities	48	19%	31%	33%	2%	2%	6%	6%	0%
f. Student presentations	48	21%	25%	35%	8%	6%	0%	0%	4%
g. In-class writing	48	56%	27%	13%	4%	0%	0%	0%	0%
h. Performances in applied and fine arts (e.g., dance, drama, music)	46	78%	9%	4%	0%	0%	0%	0%	9%
i. Experiential (labs, field work, etc.)	47	51%	13%	13%	11%	4%	2%	2%	4%



12

Mark the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?

N	Very Little						Very Much
	1	2	3	4	5	6	7
48	0%	0%	0%	21%	21%	33%	25%

13

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

	N	Very Little		Some	Quite a Bit	Very Much
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	48	50%	27%	17%	6%	
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	48	0%	4%	40%	56%	
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	48	0%	4%	35%	60%	
d. Making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	48	4%	15%	33%	48%	
e. Applying theories or concepts to practical problems or in new situations	48	4%	21%	21%	54%	

14

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

	N	Very Little		Some	Quite a Bit	Very Much
a. Acquiring a broad general education	48	2%	35%	40%	23%	
b. Acquiring job or work-related knowledge and skills	48	19%	46%	27%	8%	
c. Writing clearly and effectively	48	8%	23%	27%	42%	
d. Speaking clearly and effectively	48	17%	21%	29%	33%	
e. Thinking critically and analytically	48	0%	4%	6%	90%	
f. Analyzing quantitative problems	48	48%	6%	17%	29%	
g. Using computing and information technology	48	27%	27%	33%	13%	
h. Working effectively with others	48	6%	33%	33%	27%	
i. Learning effectively on their own	48	0%	2%	50%	48%	
j. Understanding themselves	48	17%	27%	21%	35%	
k. Understanding people of other racial and ethnic backgrounds	48	25%	27%	23%	25%	
l. Solving complex real-world problems	48	15%	21%	35%	29%	



15

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

	N	Hours Per Week								More than 30
		0	1-4	5-8	9-12	13-16	17-20	21-30		
a. Teaching undergraduate students in class	48	0%	6%	17%	60%	6%	6%	4%	0%	
b. Grading papers	48	0%	27%	48%	15%	4%	4%	0%	2%	
c. Giving feedback to students	48	0%	46%	31%	13%	2%	6%	2%	0%	
d. Preparing for class	48	0%	8%	27%	33%	19%	10%	2%	0%	
e. Reflecting on and revising class activities	48	0%	50%	33%	10%	2%	4%	0%	0%	
f. Advising undergraduate students	48	4%	69%	23%	2%	2%	0%	0%	0%	
g. Working with under-graduates on research	48	27%	48%	21%	0%	2%	0%	0%	2%	
h. Supervising internships or other field experiences	48	65%	27%	6%	0%	0%	2%	0%	0%	
i. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	48	19%	65%	8%	2%	2%	2%	2%	0%	
j. Other interactions with students outside of the classroom	48	4%	63%	19%	10%	0%	0%	2%	2%	

16

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

	N	Not	Somewhat	Very	
		Important	Important	Important	Important
a. Practicum, internship, field experience, co-op experience	48	10%	23%	27%	40%
b. Community service or volunteer work	48	15%	40%	29%	17%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	48	46%	21%	23%	10%
d. Work on a research project with you outside of course program requirements	48	8%	35%	29%	27%
e. Foreign language coursework	48	17%	8%	27%	48%
f. Study abroad	48	0%	19%	38%	44%
g. Independent study	48	8%	27%	35%	29%
h. Self-designed major	48	48%	42%	6%	4%
i. Culminating senior experience	48	0%	13%	21%	67%

17

Mark the box that you believe best represents the quality of student relationships with people at your institution.

	N	Unfriendly, Unsupportive, Sense of Alienation					Friendly, Supportive, Sense of Belonging	
		1	2	3	4	5	6	7
a. Student relationships with other students	47	0%	0%	0%	6%	38%	40%	15%
b. Student relationships with faculty	48	0%	0%	0%	2%	23%	42%	33%
c. Student relationships with administrative personnel and offices	47	0%	2%	9%	21%	28%	23%	17%



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

	N	Very	Some	Quite a	Very
		Little		Bit	Much
a. Requiring student to spend significant amounts of time studying and on academic work	48	2%	23%	27%	48%
b. Providing students support they need to help them succeed academically	48	0%	13%	42%	46%
c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds	48	17%	38%	25%	21%
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	48	13%	46%	27%	15%
e. Providing students the support they need to thrive socially	48	21%	38%	29%	13%
f. Attending campus events and activities (special speakers, cultural events, symposia, etc.)	48	8%	35%	21%	35%
g. Encouraging students to use computers in their academic work	48	4%	17%	29%	50%

19 During this term, does your institution consider you to be employed part-time or full-time?

	N	%
Part-time	3	6%
Full-time	45	94%

20 Which of the following best describes your academic rank, title or current position?

	N	%
Professor	11	23%
Associate Professor	15	31%
Assistant Professor	21	44%
Instructor	1	2%
Lecturer	0	0%
Graduate Teaching Assistant	0	0%
Other	0	0%

21 What is the general discipline of your academic appointment? (Please specify an academic discipline)

	N	%
Arts and Humanities	19	40%
Biological Science	5	11%
Business	3	6%
Education	1	2%
Engineering	0	0%
Physical Science	6	13%
Professional	0	0%
Social Science	6	13%
Other	7	15%



22 What is your current tenure status?

	N	%
Tenured	22	46%
On tenure track but not tenured	17	35%
Not on tenure track, although this institution has a tenure system	9	19%
No tenure system at this institution	0	0%

23 Number of years teaching at *any* college/university:

	N	%
Less than 5	6	13%
5-9	9	20%
10-14	10	22%
15 or more	21	46%

24 Age:

	N	%
34 or younger	7	15%
35-44	15	32%
45-54	17	36%
Over 54	8	17%

24 Your sex:

	N	%
Male	27	57%
Female	20	43%

26 Are you a foreign national?

	N	%
No	44	94%
Yes	3	6%

27 What is your racial or ethnic identification?

	N	%
African American/Black	0	0%
American Indian/Alaska Native	0	0%
Asian/Pacific Islander	2	4%
Caucasian/White	40	85%
Latina/o	0	0%
Other	1	2%
Multi-racial/ethnic	4	9%



National Survey of Student Engagement

The College Student Report

FSSE 2003 Pilot Test Frequency Distributions Southwestern University

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
2. How many students are enrolled in your selected course section?	crssize	Fewer than 10	0	0	7	23	7	14
		10 to 19	6	50	14	47	22	45
		20 to 29	3	25	8	27	14	29
		30 to 49	2	17	1	3	5	10
		50 to 74	0	0	0	0	0	0
		75 to 99	0	0	0	0	0	0
		100 to 149	1	8	0	0	1	2
		150 to 199	0	0	0	0	0	0
		200 or more	0	0	0	0	0	0
	Total	12	100%	30	100%	49	100%	
3. Prior to this semester, how many times have you taught your selected course?	crstimes	None	0	0	6	20	6	12
		1 to 3	3	25	10	33	14	29
		4 to 6	1	8	1	3	3	6
		7 to 9	0	0	6	20	6	12
		More than 9	8	67	7	23	20	41
		Total	12	100%	30	100%	49	100%
4. What is the general area of your selected course?	csdiscol	Arts and Humanities	7	58	11	37	21	43
		Biological Science	1	8	2	7	4	8
		Business	0	0	2	7	3	6
		Education	0	0	0	0	1	2
		Engineering	0	0	0	0	0	0
		Physical Science	3	25	4	13	8	16
		Professional	0	0	0	0	0	0
		Social Science	0	0	6	20	6	12
		Other	1	8	5	17	6	12
		Total	12	100%	30	100%	49	100%
5a. Frequently ask questions in class or contribute to class discussions?	fclquest	None	0	0	0	0	0	0
		1-24%	3	25	3	10	7	14
		25-49%	3	25	6	20	9	18
		50-74%	2	17	9	30	13	27
		75% or higher	4	33	12	40	20	41
		Total	12	100%	30	100%	49	100%



FSSE 2003 Pilot Test Frequency Distributions
Southwestern University

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
5b. Frequently come to class without completing readings or assignments	fclunpre	None	0	0	0	0	1	2
		1-24%	9	75	17	59	27	56
		25-49%	0	0	7	24	9	19
		50-74%	2	17	5	17	10	21
		75% or higher	1	8	0	0	1	2
		Total	12	100%	29	100%	48	100%
5c. Use e-mail to communicate with you	femail	None	0	0	0	0	0	0
		1-24%	7	58	12	40	22	45
		25-49%	1	8	7	23	10	20
		50-74%	2	17	3	10	6	12
		75% or higher	2	17	8	27	11	22
		Total	12	100%	30	100%	49	100%
5d. Discuss grades or assignments with you	fgrade	None	0	0	0	0	0	0
		1-24%	10	83	12	40	23	47
		25-49%	1	8	5	17	8	16
		50-74%	1	8	6	20	10	20
		75% or higher	0	0	7	23	8	16
		Total	12	100%	30	100%	49	100%
5e. Talk about career plans with you	fplans	None	2	17	2	7	4	8
		1-24%	6	50	11	37	20	41
		25-49%	3	25	8	27	12	24
		50-74%	1	8	2	7	4	8
		75% or higher	0	0	7	23	9	18
		Total	12	100%	30	100%	49	100%
5f. Discuss ideas from readings or classes with you outside of class	fideas	None	1	8	1	3	2	4
		1-24%	8	67	13	43	24	49
		25-49%	3	25	8	27	13	27
		50-74%	0	0	5	17	6	12
		75% or higher	0	0	3	10	4	8
		Total	12	100%	30	100%	49	100%



	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
5g. Work harder than they usually do to meet your standards	fworkhrd	None	0	0	1	3	1	2
		1-24%	6	55	5	17	11	23
		25-49%	4	36	10	33	16	33
		50-74%	1	9	11	37	16	33
		75% or higher	0	0	3	10	4	8
	Total	11	100%	30	100%	48	100%	
6a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	fdivclas	Never	5	42	5	17	10	20
		Sometimes	2	17	9	30	14	29
		Often	1	8	5	17	8	16
		Very Often	4	33	11	37	17	35
		Total	12	100%	30	100%	49	100%
6b. Worked with other students on projects during class	fclassgr	Never	1	8	4	13	5	10
		Sometimes	2	17	8	27	12	24
		Often	6	50	10	33	20	41
		Very Often	3	25	8	27	12	24
		Total	12	100%	30	100%	49	100%
6c. Participate in a community-based project as part of your course	fcommpro	Never	10	83	24	80	39	80
		Sometimes	2	17	3	10	5	10
		Often	0	0	3	10	3	6
		Very Often	0	0	0	0	2	4
		Total	12	100%	30	100%	49	100%
6d. Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	fiticade	Never	2	17	8	27	13	27
		Sometimes	5	42	8	27	15	31
		Often	3	25	8	27	12	24
		Very Often	2	17	6	20	9	18
		Total	12	100%	30	100%	49	100%
6e. Receive prompt feedback (written or oral) from you on their academic performance	ffeed	Never	0	0	0	0	0	0
		Sometimes	0	0	3	10	4	8
		Often	3	25	7	23	14	29
		Very Often	9	75	20	67	31	63
		Total	12	100%	30	100%	49	100%



FSSE 2003 Pilot Test Frequency Distributions
Southwestern University

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
6f. Have serious conversations in your course with students of a different race or ethnicity than their own	fdivrstu	Never	2	17	5	17	9	18
		Sometimes	7	58	13	43	24	49
		Often	2	17	7	23	10	20
		Very Often	1	8	5	17	6	12
		Total	12	100%	30	100%	49	100%
6g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	fdiffstu	Never	1	9	5	17	6	13
		Sometimes	7	64	13	43	23	48
		Often	2	18	8	27	14	29
		Very Often	1	9	4	13	5	10
		Total	11	100%	30	100%	48	100%
7a. Number of assigned textbooks, books, and/or book length packs of course readings	freadasg	None	0	0	0	0	0	0
		1	4	33	10	34	17	35
		2-3	5	42	11	38	20	42
		4-6	2	17	5	17	7	15
		More than 6	1	8	3	10	4	8
		Total	12	100%	29	100%	48	100%
7b. Number of written papers of more than 10 pages	fwritmor	None	10	83	18	62	31	65
		1	2	17	7	24	13	27
		2-3	0	0	4	14	4	8
		4-6	0	0	0	0	0	0
		More than 6	0	0	0	0	0	0
		Total	12	100%	29	100%	48	100%
7c. Number of written papers between 5 and 10 pages	fwritmid	None	6	50	10	34	18	38
		1	2	17	9	31	14	29
		2-3	2	17	9	31	12	25
		4-6	1	8	1	3	2	4
		More than 6	1	8	0	0	2	4
		Total	12	100%	29	100%	48	100%



FSSE 2003 Pilot Test Frequency Distributions
Southwestern University

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
7d. Number of written papers of fewer than 5 pages	fwritsm1	None	5	42	9	31	17	35
		1	2	17	4	14	6	13
		2-3	2	17	4	14	6	13
		4-6	1	8	4	14	7	15
		More than 6	2	17	8	28	12	25
		Total	12	100%	29	100%	48	100%
8a. Number of homework assignments that take your students more than one hour to complete	fprobsta	None	1	8	2	7	4	8
		1	4	33	11	38	18	38
		2-3	5	42	10	34	16	33
		4-6	0	0	1	3	1	2
		More than 6	2	17	5	17	9	19
		Total	12	100%	29	100%	48	100%
8b. Number of homework assignments that take your students less than one hour to complete	fprobstb	None	7	58	16	55	27	56
		1	4	33	8	28	13	27
		2-3	0	0	2	7	3	6
		4-6	0	0	2	7	2	4
		More than 6	1	8	1	3	3	6
		Total	12	100%	29	100%	48	100%
9a. 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)	fexprep	0 hrs./week	0	0	0	0	0	0
		1-2 hrs./week	0	0	0	0	0	0
		3-4 hrs./week	2	17	4	14	6	13
		5-6 hrs./week	5	42	12	41	19	40
		7-8 hrs./week	2	17	6	21	10	21
		9-10 hrs./week	3	25	5	17	11	23
		11-12 hrs./week	0	0	1	3	1	2
		More than 12 hrs./week	0	0	1	3	1	2
		Total	12	100%	29	100%	48	100%



	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
9b. 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)	factprep	0 hrs./week	0	0	0	0	0	0
		1-2 hrs./week	2	17	5	17	8	17
		3-4 hrs./week	8	67	14	48	23	48
		5-6 hrs./week	0	0	6	21	9	19
		7-8 hrs./week	2	17	2	7	5	10
		9-10 hrs./week	0	0	1	3	2	4
		11-12 hrs./week	0	0	0	0	0	0
		More than 12 hrs./week	0	0	1	3	1	2
	Total	12	100%	29	100%	48	100%	
10a. Prepare two or more drafts of a paper or assignment before turning it in	frewropa	Not Important	3	25	5	17	10	21
		Somewhat Important	4	33	5	17	11	23
		Important	3	25	8	28	11	23
		Very Important	2	17	11	38	16	33
		Total	12	100%	29	100%	48	100%
10b. Work on a paper or project that requires integrating ideas or information from various sources	fintegra	Not Important	2	17	4	14	6	13
		Somewhat Important	1	8	3	10	4	8
		Important	2	17	6	21	10	21
		Very Important	7	58	16	55	28	58
		Total	12	100%	29	100%	48	100%
10c. Work with classmates outside of class to prepare class assignments	focgrp	Not Important	3	25	5	17	10	21
		Somewhat Important	6	50	7	24	13	27
		Important	2	17	8	28	11	23
		Very Important	1	8	9	31	14	29
		Total	12	100%	29	100%	48	100%
10d. Put together ideas or concepts from different courses when completing assignments or during class discussions	fintidea	Not Important	3	25	2	7	6	13
		Somewhat Important	4	33	7	24	11	23
		Important	4	33	13	45	20	42
		Very Important	1	8	7	24	11	23
		Total	12	100%	29	100%	48	100%



	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
10e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	foocidea	Not Important	1	8	2	7	5	10
		Somewhat Important	6	50	11	38	18	38
		Important	4	33	9	31	13	27
		Very Important	1	8	7	24	12	25
		Total	12	100%	29	100%	48	100%
10f. Tutor or teach other students (paid or voluntary)	ftutor	Not Important	4	33	14	48	21	44
		Somewhat Important	6	50	8	28	15	31
		Important	2	17	5	17	7	15
		Very Important	0	0	2	7	5	10
		Total	12	100%	29	100%	48	100%
11a. Lecture	lecture	0% of class time	0	0	3	10	3	6
		1-9% of class time	3	25	1	3	6	13
		10-19% of class time	3	25	6	21	10	21
		20-29% of class time	3	25	5	17	8	17
		30-39% of class time	1	8	3	10	4	8
		40-49% of class time	1	8	4	14	7	15
		50-74% of class time	1	8	5	17	7	15
		75% of class time or more	0	0	2	7	3	6
		Total	12	100%	29	100%	48	100%
12b. Teacher-led discussion	teachled	0% of class time	0	0	1	3	2	4
		1-9% of class time	4	33	5	17	9	19
		10-19% of class time	4	33	7	24	12	25
		20-29% of class time	1	8	6	21	8	17
		30-39% of class time	0	0	6	21	7	15
		40-49% of class time	1	8	1	3	5	10
		50-74% of class time	1	8	2	7	3	6
		75% of class time or more	1	8	1	3	2	4
		Total	12	100%	29	100%	48	100%



	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
12c. Teacher-student shared responsibility (seminar, discussion, etc.)	teachstu	0% of class time	4	33	8	28	15	31
		1-9% of class time	4	33	2	7	6	13
		10-19% of class time	0	0	8	28	9	19
		20-29% of class time	2	17	4	14	7	15
		30-39% of class time	0	0	3	10	4	8
		40-49% of class time	0	0	2	7	3	6
		50-74% of class time	2	17	0	0	2	4
		75% of class time or more	0	0	2	7	2	4
	Total		12	100%	29	100%	48	100%
12d. Computer mediated activities	compmed	0% of class time	5	42	15	52	23	48
		1-9% of class time	6	50	8	28	17	35
		10-19% of class time	0	0	4	14	5	10
		20-29% of class time	1	8	1	3	2	4
		30-39% of class time	0	0	1	3	1	2
		40-49% of class time	0	0	0	0	0	0
		50-74% of class time	0	0	0	0	0	0
		75% of class time or more	0	0	0	0	0	0
	Total		12	100%	29	100%	48	100%
12e. Small group activities	groupsml	0% of class time	1	8	7	24	9	19
		1-9% of class time	4	33	8	28	15	31
		10-19% of class time	4	33	10	34	16	33
		20-29% of class time	1	8	0	0	1	2
		30-39% of class time	0	0	0	0	1	2
		40-49% of class time	0	0	3	10	3	6
		50-74% of class time	2	17	1	3	3	6
		75% of class time or more	0	0	0	0	0	0
	Total		12	100%	29	100%	48	100%



	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
12f. Student presentations	stupres	0% of class time	6	50	2	7	10	21
		1-9% of class time	4	33	7	24	12	25
		10-19% of class time	2	17	14	48	17	35
		20-29% of class time	0	0	3	10	4	8
		30-39% of class time	0	0	2	7	3	6
		40-49% of class time	0	0	0	0	0	0
		50-74% of class time	0	0	0	0	0	0
		75% of class time or more	0	0	1	3	2	4
		Total	12	100%	29	100%	48	100%
12g. In-class writing	clswrite	0% of class time	7	58	16	55	27	56
		1-9% of class time	4	33	8	28	13	27
		10-19% of class time	0	0	5	17	6	13
		20-29% of class time	1	8	0	0	2	4
		30-39% of class time	0	0	0	0	0	0
		40-49% of class time	0	0	0	0	0	0
		50-74% of class time	0	0	0	0	0	0
		75% of class time or more	0	0	0	0	0	0
		Total	12	100%	29	100%	48	100%
12h. Performances in applied and fine arts (e.g., dance, drama, music)	perform	0% of class time	9	75	23	82	36	78
		1-9% of class time	1	8	3	11	4	9
		10-19% of class time	1	8	1	4	2	4
		20-29% of class time	0	0	0	0	0	0
		30-39% of class time	0	0	0	0	0	0
		40-49% of class time	0	0	0	0	0	0
		50-74% of class time	0	0	0	0	0	0
		75% of class time or more	1	8	1	4	4	9
		Total	12	100%	28	100%	46	100%



	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
12i. Experiential (labs, field work, etc.)	experien	0% of class time	5	42	17	61	24	51
		1-9% of class time	3	25	3	11	6	13
		10-19% of class time	1	8	3	11	6	13
		20-29% of class time	1	8	3	11	5	11
		30-39% of class time	1	8	0	0	2	4
		40-49% of class time	0	0	0	0	1	2
		50-74% of class time	0	0	1	4	1	2
		75% of class time or more	1	8	1	4	2	4
	Total	12	100%	28	100%	47	100%	
12j. Mark the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	fexams	Very Little	0	0	0	0	0	0
		2	0	0	0	0	0	0
		3	0	0	0	0	0	0
		4	6	50	4	14	10	21
		5	2	17	6	21	10	21
		6	4	33	11	38	16	33
		Very much	0	0	8	28	12	25
	Total	12	100%	29	100%	48	100%	
13a. Memorizing facts, ideas, or methods from your course and readings	fmemoriz	Very Little	6	50	15	52	24	50
		Some	4	33	5	17	13	27
		Quite a Bit	1	8	7	24	8	17
		Very Much	1	8	2	7	3	6
		Total	12	100%	29	100%	48	100%
13b. Analyzing the basic elements of an idea, experience or theory	fanalyze	Very Little	0	0	0	0	0	0
		Some	1	8	0	0	2	4
		Quite a Bit	5	42	12	41	19	40
		Very Much	6	50	17	59	27	56
		Total	12	100%	29	100%	48	100%
13c. Synthesizing and organizing ideas, information, or experiences	fsynthes	Very Little	0	0	0	0	0	0
		Some	0	0	1	3	2	4
		Quite a Bit	4	33	13	45	17	35
		Very Much	8	67	15	52	29	60
		Total	12	100%	29	100%	48	100%



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	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
13d. Making judgments about the value of information, arguments or methods	fevaluat	Very Little	0	0	2	7	2	4
		Some	3	25	3	10	7	15
		Quite a Bit	3	25	13	45	16	33
		Very Much	6	50	11	38	23	48
		Total	12	100%	29	100%	48	100%
13e. Applying theories or concepts to practical problems or in new situations	fapplyin	Very Little	0	0	2	7	2	4
		Some	5	42	3	10	10	21
		Quite a Bit	1	8	7	24	10	21
		Very Much	6	50	17	59	26	54
		Total	12	100%	29	100%	48	100%
14a. Acquiring a broad general education	fngenle	Very Little	1	8	0	0	1	2
		Some	5	42	9	31	17	35
		Quite a Bit	4	33	13	45	19	40
		Very Much	2	17	7	24	11	23
		Total	12	100%	29	100%	48	100%
14b. Acquiring job or work-related knowledge and skills	fgnwork	Very Little	3	25	5	17	9	19
		Some	5	42	16	55	22	46
		Quite a Bit	3	25	5	17	13	27
		Very Much	1	8	3	10	4	8
		Total	12	100%	29	100%	48	100%
14c. Writing clearly and effectively	fgnwrite	Very Little	3	25	1	3	4	8
		Some	2	17	7	24	11	23
		Quite a Bit	3	25	7	24	13	27
		Very Much	4	33	14	48	20	42
		Total	12	100%	29	100%	48	100%
14d. Speaking clearly and effectively	fgnspeak	Very Little	4	33	3	10	8	17
		Some	3	25	7	24	10	21
		Quite a Bit	4	33	7	24	14	29
		Very Much	1	8	12	41	16	33
		Total	12	100%	29	100%	48	100%



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		Lower Division		Upper Division		Total		
Variable	Response Options	Count	Col %	Count	Col %	Count	Col%	
14e. Thinking critically and analytically	fgnanaly	Very Little	0	0	0	0	0	0
		Some	0	0	2	7	2	4
		Quite a Bit	0	0	3	10	3	6
		Very Much	12	100	24	83	43	90
		Total	12	100%	29	100%	48	100%
14f. Analyzing quantitative problems	fgnquant	Very Little	5	42	14	48	23	48
		Some	1	8	2	7	3	6
		Quite a Bit	2	17	4	14	8	17
		Very Much	4	33	9	31	14	29
		Total	12	100%	29	100%	48	100%
14g. Using computing and information technology	fgncmpts	Very Little	4	33	7	24	13	27
		Some	4	33	8	28	13	27
		Quite a Bit	3	25	10	34	16	33
		Very Much	1	8	4	14	6	13
		Total	12	100%	29	100%	48	100%
14h. Working effectively with others	fgnother	Very Little	1	8	2	7	3	6
		Some	5	42	10	34	16	33
		Quite a Bit	4	33	10	34	16	33
		Very Much	2	17	7	24	13	27
		Total	12	100%	29	100%	48	100%
14i. Learning effectively on their own	fgninq	Very Little	0	0	0	0	0	0
		Some	0	0	1	3	1	2
		Quite a Bit	5	42	16	55	24	50
		Very Much	7	58	12	41	23	48
		Total	12	100%	29	100%	48	100%
14j. Understanding themselves	fgnself	Very Little	3	25	4	14	8	17
		Some	2	17	11	38	13	27
		Quite a Bit	5	42	3	10	10	21
		Very Much	2	17	11	38	17	35
		Total	12	100%	29	100%	48	100%



	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
14k. Understanding people of other racial and ethnic backgrounds	fgndiver	Very Little	4	33	8	28	12	25
		Some	2	17	8	28	13	27
		Quite a Bit	2	17	5	17	11	23
		Very Much	4	33	8	28	12	25
	Total		12	100%	29	100%	48	100%
14l. Solving complex real-world problems	fgnprobs	Very Little	3	25	2	7	7	15
		Some	3	25	6	21	10	21
		Quite a Bit	6	50	10	34	17	35
		Very Much	0	0	11	38	14	29
	Total		12	100%	29	100%	48	100%
15a. Teaching undergraduate students in class	ugteach	0 hrs./week	0	0	0	0	0	0
		1-4 hrs./week	0	0	3	10	3	6
		5-8 hrs./week	2	17	5	17	8	17
		9-12 hrs./week	8	67	18	62	29	60
		13-16 hrs./week	0	0	0	0	3	6
		17-20 hrs./week	2	17	1	3	3	6
		21-30 hrs./week	0	0	2	7	2	4
		More than 30 hrs./week	0	0	0	0	0	0
		Total		12	100%	29	100%	48
15b. Grading papers	gradepap	0 hrs./week	0	0	0	0	0	0
		1-4 hrs./week	3	25	9	31	13	27
		5-8 hrs./week	6	50	13	45	23	48
		9-12 hrs./week	2	17	4	14	7	15
		13-16 hrs./week	0	0	2	7	2	4
		17-20 hrs./week	0	0	1	3	2	4
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	1	8	0	0	1	2
		Total		12	100%	29	100%	48



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		Lower Division		Upper Division		Total		
Variable	Response Options	Count	Col %	Count	Col %	Count	Col%	
15c. Giving feedback to students	gradebck	0 hrs./week	0	0	0	0	0	0
		1-4 hrs./week	10	83	9	31	22	46
		5-8 hrs./week	0	0	14	48	15	31
		9-12 hrs./week	0	0	5	17	6	13
		13-16 hrs./week	0	0	0	0	1	2
		17-20 hrs./week	1	8	1	3	3	6
		21-30 hrs./week	1	8	0	0	1	2
		More than 30 hrs./week	0	0	0	0	0	0
		Total	12	100%	29	100%	48	100%
15d. Preparing for class	classprp	0 hrs./week	0	0	0	0	0	0
		1-4 hrs./week	4	33	0	0	4	8
		5-8 hrs./week	1	8	11	38	13	27
		9-12 hrs./week	2	17	11	38	16	33
		13-16 hrs./week	3	25	4	14	9	19
		17-20 hrs./week	2	17	2	7	5	10
		21-30 hrs./week	0	0	1	3	1	2
		More than 30 hrs./week	0	0	0	0	0	0
		Total	12	100%	29	100%	48	100%
15e. Reflecting on and revising class activities	reflect	0 hrs./week	0	0	0	0	0	0
		1-4 hrs./week	7	58	13	45	24	50
		5-8 hrs./week	4	33	11	38	16	33
		9-12 hrs./week	0	0	4	14	5	10
		13-16 hrs./week	0	0	0	0	1	2
		17-20 hrs./week	1	8	1	3	2	4
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	0	0	0	0	0	0
		Total	12	100%	29	100%	48	100%



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	<i>Variable</i>	<i>Response Options</i>	Lower Division		Upper Division		Total	
			<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col%</i>
15f. Advising undergraduate students	advise	0 hrs./week	0	0	1	3	2	4
		1-4 hrs./week	10	83	21	72	33	69
		5-8 hrs./week	2	17	5	17	11	23
		9-12 hrs./week	0	0	1	3	1	2
		13-16 hrs./week	0	0	1	3	1	2
		17-20 hrs./week	0	0	0	0	0	0
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	0	0	0	0	0	0
		Total	12	100%	29	100%	48	100%
15g. Working with under-graduates on research	fresearc	0 hrs./week	4	33	9	31	13	27
		1-4 hrs./week	6	50	14	48	23	48
		5-8 hrs./week	2	17	5	17	10	21
		9-12 hrs./week	0	0	0	0	0	0
		13-16 hrs./week	0	0	0	0	1	2
		17-20 hrs./week	0	0	0	0	0	0
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	0	0	1	3	1	2
		Total	12	100%	29	100%	48	100%
15h. Supervising internships or other field experiences	fieldexp	0 hrs./week	7	58	21	72	31	65
		1-4 hrs./week	5	42	8	28	13	27
		5-8 hrs./week	0	0	0	0	3	6
		9-12 hrs./week	0	0	0	0	0	0
		13-16 hrs./week	0	0	0	0	0	0
		17-20 hrs./week	0	0	0	0	1	2
		21-30 hrs./week	0	0	0	0	0	0
		More than 30 hrs./week	0	0	0	0	0	0
		Total	12	100%	29	100%	48	100%



		Lower Division		Upper Division		Total		
Variable	Response Options	Count	Col %	Count	Col %	Count	Col%	
15i. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	ffacothr	0 hrs./week	2	17	6	21	9	19
		1-4 hrs./week	9	75	16	55	31	65
		5-8 hrs./week	0	0	4	14	4	8
		9-12 hrs./week	0	0	1	3	1	2
		13-16 hrs./week	0	0	1	3	1	2
		17-20 hrs./week	0	0	1	3	1	2
		21-30 hrs./week	1	8	0	0	1	2
		More than 30 hrs./week	0	0	0	0	0	0
	Total	12	100%	29	100%	48	100%	
15j. Other interactions with students outside of the classroom	finterac	0 hrs./week	0	0	2	7	2	4
		1-4 hrs./week	8	67	16	55	30	63
		5-8 hrs./week	2	17	7	24	9	19
		9-12 hrs./week	0	0	4	14	5	10
		13-16 hrs./week	0	0	0	0	0	0
		17-20 hrs./week	0	0	0	0	0	0
		21-30 hrs./week	1	8	0	0	1	2
		More than 30 hrs./week	1	8	0	0	1	2
	Total	12	100%	29	100%	48	100%	
16a. Practicum, internship, field experience, co-op experience	fintern	Not Important	2	17	1	3	5	10
		Somewhat Important	4	33	7	24	11	23
		Important	2	17	10	34	13	27
		Very Important	4	33	11	38	19	40
		Total	12	100%	29	100%	48	100%
16b. Community service or volunteer work	fvoluntr	Not Important	2	17	3	10	7	15
		Somewhat Important	8	67	9	31	19	40
		Important	0	0	13	45	14	29
		Very Important	2	17	4	14	8	17
		Total	12	100%	29	100%	48	100%
16c. Participation in a learning community or some other formal program where groups of students take 2 or more classes together	flerncom	Not Important	6	50	13	45	22	46
		Somewhat Important	4	33	4	14	10	21
		Important	2	17	9	31	11	23
		Very Important	0	0	3	10	5	10
		Total	12	100%	29	100%	48	100%



FSSE 2003 Pilot Test Frequency Distributions
Southwestern University

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
16d. Work on a research project with you outside of course program requirements	fimpres	Not Important	2	17	1	3	4	8
		Somewhat Important	2	17	14	48	17	35
		Important	5	42	8	28	14	29
		Very Important	3	25	6	21	13	27
		Total	12	100%	29	100%	48	100%
16e. Foreign language coursework	fforlang	Not Important	2	17	3	10	8	17
		Somewhat Important	1	8	3	10	4	8
		Important	4	33	9	31	13	27
		Very Important	5	42	14	48	23	48
		Total	12	100%	29	100%	48	100%
16f. Study abroad	fstudyab	Not Important	0	0	0	0	0	0
		Somewhat Important	1	8	6	21	9	19
		Important	8	67	9	31	18	38
		Very Important	3	25	14	48	21	44
		Total	12	100%	29	100%	48	100%
16g. Independent study	findstud	Not Important	1	8	3	10	4	8
		Somewhat Important	5	42	6	21	13	27
		Important	5	42	11	38	17	35
		Very Important	1	8	9	31	14	29
		Total	12	100%	29	100%	48	100%
16h. Self-designed major	fsdmajor	Not Important	7	58	15	52	23	48
		Somewhat Important	5	42	10	34	20	42
		Important	0	0	3	10	3	6
		Very Important	0	0	1	3	2	4
		Total	12	100%	29	100%	48	100%
16i. Culminating senior experience	fsenior	Not Important	0	0	0	0	0	0
		Somewhat Important	2	17	4	14	6	13
		Important	1	8	9	31	10	21
		Very Important	9	75	16	55	32	67
		Total	12	100%	29	100%	48	100%



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Southwestern University**

		Lower Division		Upper Division		Total		
Variable	Response Options	Count	Col %	Count	Col %	Count	Col%	
17a. Student relationships with other students	fenvstu	Unfriendly, Unsupportive, Sense of Alienation	0	0	0	0	0	0
	2		0	0	0	0	0	0
	3		0	0	0	0	0	0
	4		1	8	2	7	3	6
	5		6	50	10	34	18	38
	6		1	8	15	52	19	40
		Friendly, Supportive, Sense of Belonging	4	33	2	7	7	15
		Total	12	100%	29	100%	47	100%
17b. Student relationships with faculty	fenvfac	Unfriendly, Unsupportive, Sense of Alienation	0	0	0	0	0	0
	2		0	0	0	0	0	0
	3		0	0	0	0	0	0
	4		0	0	0	0	1	2
	5		4	33	6	21	11	23
	6		5	42	13	45	20	42
		Friendly, Supportive, Sense of Belonging	3	25	10	34	16	33
		Total	12	100%	29	100%	48	100%
17c. Student relationships with administrative personnel and offices	fenvadm	Unfriendly, Unsupportive, Sense of Alienation	0	0	0	0	0	0
	2		0	0	1	3	1	2
	3		1	8	2	7	4	9
	4		5	42	3	10	10	21
	5		3	25	9	31	13	28
	6		1	8	9	31	11	23
		Friendly, Supportive, Sense of Belonging	2	17	5	17	8	17
		Total	12	100%	29	100%	47	100%
18a. Requiring student to spend significant amounts of time studying and on academic work	fenvscho	Very little	1	8	0	0	1	2
		Some	4	33	6	21	11	23
		Quite a bit	3	25	8	28	13	27
		Very much	4	33	15	52	23	48
		Total	12	100%	29	100%	48	100%



FSSE 2003 Pilot Test Frequency Distributions
Southwestern University

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
18b. Providing students support they need to help them succeed academically	fenvsupr	Very little	0	0	0	0	0	0
		Some	2	17	3	10	6	13
		Quite a bit	6	50	10	34	20	42
		Very much	4	33	16	55	22	46
	Total		12	100%	29	100%	48	100%
18c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds	fenvdivr	Very little	3	25	4	14	8	17
		Some	8	67	7	24	18	38
		Quite a bit	0	0	11	38	12	25
		Very much	1	8	7	24	10	21
	Total		12	100%	29	100%	48	100%
18d. Helping students cope with their non-academic responsibilities (work, family, etc.)	fenvnaca	Very little	2	17	3	10	6	13
		Some	6	50	12	41	22	46
		Quite a bit	2	17	9	31	13	27
		Very much	2	17	5	17	7	15
	Total		12	100%	29	100%	48	100%
18e. Providing students the support they need to thrive socially	fenvsoca	Very little	3	25	6	21	10	21
		Some	6	50	7	24	18	38
		Quite a bit	2	17	11	38	14	29
		Very much	1	8	5	17	6	13
	Total		12	100%	29	100%	48	100%
18f. Attending campus events and activities (special speakers, cultural events, symposia, etc.)	fenveven	Very little	1	8	2	7	4	8
		Some	4	33	12	41	17	35
		Quite a bit	4	33	3	10	10	21
		Very much	3	25	12	41	17	35
	Total		12	100%	29	100%	48	100%
18g. Encouraging students to use computers in their academic work	fenvcomp	Very little	1	8	1	3	2	4
		Some	2	17	4	14	8	17
		Quite a bit	4	33	8	28	14	29
		Very much	5	42	16	55	24	50
	Total		12	100%	29	100%	48	100%



	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col%
19. During this term, does your institution consider you to be employed part-time or full-time?		Part-time	0	0	3	10	3	6
		Full-time	12	100	26	90	45	94
		Total	12	100%	29	100%	48	100%
20. Which of the following best describes your academic rank, title or current position?		Professor	2	17	6	21	11	23
		Associate Professor	4	33	9	31	15	31
		Assistant Professor	6	50	13	45	21	44
		Instructor	0	0	1	3	1	2
		Lecturer	0	0	0	0	0	0
		Grad. Teaching Asst.	0	0	0	0	0	0
		Other	0	0	0	0	0	0
	Total	12	100%	29		48	100%	
21. What is the general discipline of your academic appointment? (Please specify an academic discipline)	apdiscol	Arts and Humanities	6	55	10	34	19	40
		Biological Science	1	9	3	10	5	11
		Business	0	0	2	7	3	6
		Education	0	0	0	0	1	2
		Engineering	0	0	0	0	0	0
		Physical Science	3	27	2	7	6	13
		Professional	0	0	0	0	0	0
		Social Science	0	0	6	21	6	13
		Other	1	9	6	21	7	15
	Total	11	100%	29	100%	47	100%	
22. What is your current tenure		Tenured	5	42	13	45	22	46
		Tenure track/not tenured	5	42	9	31	17	35
		Not on track, institution has tenure	2	17	7	24	9	19
		No tenure system	0	0	0	0	0	0
	Total	12	100%	29	100%	48	100%	
23. Number of years teaching at any college/university:		Less than 5	1	9	5	17	6	13
		5-9	1	9	7	24	9	20
		10-14	4	36	5	17	10	22
		15 or more	5	45	12	41	21	46
		Total	11	100%	29	100%	46	100%



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Variable	Response Options	Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col%
24. Age	34 or younger	0	0	7	24	7	15
	35-44	3	27	11	38	15	32
	45-54	5	45	8	28	17	36
	Over 54	3	27	3	10	8	17
	Total	11	100%	29	100%	47	100%
25. Your sex:	Male	9	82	14	48	27	57
	Female	2	18	15	52	20	43
	Total	11	100%	29	100%	47	100%
26. Are you a foreign national	No	9	82	28	97	44	94
	Yes	2	18	1	3	3	6
	Total	11	100%	29	100%	47	100%
27. What is your racial or ethnic identification? (Mark all that apply.)	African American/Black	0	0	0	0	0	0
	American Indian/Alaska Native	0	0	0	0	0	0
	Asian/Pacific Islander	2	18	0	0	2	4
	Caucasian/White	6	55	28	97	40	85
	Hispanic, Latino, or Spanish	0	0	0	0	0	0
	Other	1	9	0	0	1	2
	Multi-racial/ethnic	2	18	1	3	4	9
	Total	11	100%	29	100%	47	100%

FSSE 2003 Faculty Responses

5. Academic and Intellectual Experiences	Variable	Class	50% or	
			Higher	Never
a. Frequently ask questions in class or contribute to class discussions	fclquest	LD	50%	0%
		UD	70%	0%
b. Frequently come to class without completing readings or assignments	fclunpre	LD	25%	0%
		UD	17%	0%
c. Use e-mail to communicate with you	femail	LD	33%	0%
		UD	37%	0%
d. Discuss grades or assignments with you	fgrade	LD	8%	0%
		UD	43%	0%
e. Talk about career plans with you	fplans	LD	8%	17%
		UD	30%	7%
f. Discuss ideas from readings or classes with you outside of class	fideas	LD	0%	8%
		UD	27%	3%
g. Work harder than they usually do to meet your standards	fworkhrd	LD	9%	0%
		UD	47%	3%

6. Academic and Intellectual Experiences	Variable	Class	Very Often or Often	
			Never	Never
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	fdivclas	LD	42%	42%
		UD	53%	17%
b. Work with other students on projects during class	fclassgr	LD	75%	8%
		UD	60%	13%
c. Participate in a community-based project as part of your course	fcommpro	LD	0%	83%
		UD	10%	80%
d. Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	fiticade	LD	42%	17%
		UD	47%	27%
e. Receive prompt feedback (written or oral) from you on their academic performance	ffeed	LD	100%	0%
		UD	90%	0%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	fdivrstu	LD	25%	17%
		UD	40%	17%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	fdiffstu	LD	27%	12%
		UD	40%	17%

NSSE 2003 Student Responses

1. Academic and Intellectual Experiences	Variable	Class	Very Often or Often	
			Never	Never
a. Asked questions in class or contributed to class discussions	clquest	FY	73%	2%
		SR	88%	1%
f. Come to class without completing assignments	clunprep	FY	15%	18%
		SR	27%	13%
m. Used e-mail to communicate with an instructor	email	FY	75%	1%
		SR	84%	1%
n. Discussed grades or assignments with an instructor	facgrade	FY	61%	4%
		SR	66%	5%
o. Talked about career plans with an instructor	facplans	FY	34%	13%
		SR	67%	6%
p. Discussed ideas from your readings or classes with faculty members outside of class	facideas	FY	20%	23%
		SR	54%	15%
r. Worked harder than you thought you could to meet an instructor's standards or expectations	workhard	FY	61%	5%
		SR	59%	13%

1. Academic and Intellectual Experiences	Variable	Class	Very Often or Often	
			Never	Never
a. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	divclass	FY	67%	2%
		SR	83%	3%
f. Worked with other students on projects during class	classgrp	FY	28%	23%
		SR	29%	27%
m. Participated in a community-based project as part a regular course	commproj	FY	6%	74%
		SR	18%	58%
n. Used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	itacadem	FY	46%	16%
		SR	53%	14%
o. Received prompt feedback (written or oral) from faculty on your academic performance	facfeed	FY	74%	3%
		SR	76%	4%
p. Had serious conversations with students of a different race or ethnicity than your own	divrstud	FY	66%	5%
		SR	61%	8%
r. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	diffstu2	FY	78%	4%
		SR	76%	7%



FSSE 2003 Faculty Responses

10. Academic and intellectual experiences		Variable	Class	Very Important or Important	Not Important
a.	Prepare two or more drafts of a paper or assignment before turning it in	frewropa	LD	42%	25%
			UD	66%	17%
b.	Work on a paper or project that requires integrating ideas or information from various sources	fintegra	LD	75%	17%
			UD	76%	14%
c.	Work with classmates outside of class to prepare class assignments	focgrp	LD	25%	25%
			UD	59%	17%
d.	Put together ideas or concepts from different courses when completing assignments or during class discussions	fintidea	LD	42%	25%
			UD	69%	7%
e.	Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	foocidea	LD	42%	8%
			UD	55%	7%
f.	Tutor or teach other students (paid or voluntary)	ftutor	LD	17%	33%
			UD	24%	48%

12. Evaluations of student performance		Variable	Class	Very Much	Very Little
	Mark the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students to do their best work	fexams	LD	0%	0%
			UD	28%	0%

13. Mental activities		Variable	Class	Very Much or Quite a Bit	Very Little
a.	Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings	fmemoriz	LD	17%	50%
			UD	31%	52%
b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	fanalyze	LD	92%	0%
			UD	100%	0%
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	fsynthes	LD	100%	0%
			UD	97%	0%
d.	Coursework emphasizes: Making judgments about the value of information, arguments or methods	fevaluat	LD	75%	0%
			UD	83%	7%
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	fapplyin	LD	58%	0%
			UD	83%	7%

NSSE 2003 Student Responses

1. Academic and Intellectual Experiences		Variable	Class	Very Often or Often	Never
1c.	Prepared two or more drafts of a paper or assignment before turning it in	rewropap	FY	37%	16%
			SR	32%	21%
d.	Worked on a paper or project that required integrating ideas or information from various sources	integrat	FY	80%	1%
			SR	90%	2%
h.	Worked with classmates outside of class to prepare class assignments	occgrp	FY	57%	3%
			SR	63%	4%
i.	Put together ideas or concepts from different courses when completing assignments or during class discussions	intideas	FY	52%	6%
			SR	79%	3%
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	oocideas	FY	71%	2%
			SR	73%	2%
j.	Tutored or taught other students (paid or voluntary)	tutor	FY	18%	39%
			SR	28%	33%

3. Evaluations of student performance		Variable	Class	Very Much	Very Little
	Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work	exams	FY	21%	0%
			SR	16%	2%

2. Mental activities		Variable	Class	Very Much or Quite a Bit	Very Little
a.	Coursework emphasizes: Memorizing facts, ideas or methods from your course and readings	memorize	FY	68%	5%
			SR	42%	20%
b.	Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	analyze	FY	92%	1%
			SR	88%	3%
c.	Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	synthesz	FY	78%	2%
			SR	88%	4%
d.	Coursework emphasizes: Making judgments about the value of information, arguments, or methods	evaluate	FY	77%	2%
			SR	73%	4%
e.	Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	applying	FY	81%	1%
			SR	83%	3%



FSSE 2003 Faculty Responses

14. Educational and personal growth		Variable	Class	Very Much or Quite a Bit		Very Little
a.	Acquiring a broad general education	fgngenle	LD UD	50% 69%	8% 0%	
b.	Acquiring job or work-related knowledge and skills	fgnwork	LD UD	33% 28%	25% 17%	
c.	Writing clearly and effectively	fgnwrite	LD UD	58% 72%	25% 3%	
d.	Speaking clearly and effectively	fgnspeak	LD UD	42% 66%	33% 10%	
e.	Thinking critically and analytically	fgnanaly	LD UD	100% 93%	0% 0%	
f.	Analyzing quantitative problems	fgnquant	LD UD	50% 45%	42% 48%	
g.	Using computing and information technology	fgncmpts	LD UD	33% 48%	33% 24%	
h.	Working effectively with others	fgnother	LD UD	50% 59%	8% 7%	
i.	Learning effectively on their own	fgninq	LD UD	100% 97%	0% 0%	
j.	Understanding themselves	fgnself	LD UD	58% 48%	25% 14%	
k.	Understanding people of other racial and ethnic backgrounds	fgndiver	LD UD	50% 45%	33% 28%	
l.	Solving complex real-world problems	fgnprobs	LD UD	50% 72%	25% 7%	

16. Enriching Educational Experiences

16. Enriching Educational Experiences		Variable	Class	Very Important or Important		Not Important
a.	Practicum, internship, field experience, co-op experience	fintern	LD UD	50% 72%	17% 3%	
b.	Community service or volunteer work	fvoluntr	LD UD	17% 59%	17% 10%	
c.	Participation in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD UD	17% 41%	50% 45%	
d.	Work on a research project with you outside of course program requirements	fimpres	LD UD	67% 48%	17% 3%	
e.	Foreign language coursework	fforlang	LD UD	75% 79%	17% 10%	

NSSE 2003 Student Responses

11. Educational and personal growth		Variable	Class	Very Much or Quite a Bit		Very Little
a.	Acquiring a broad general education	gngenled	FY SR	92% 92%	0% 1%	
b.	Acquiring job or work-related knowledge and skills	gnwork	FY SR	55% 58%	6% 14%	
c.	Writing clearly and effectively	gnwrite	FY SR	78% 87%	4% 5%	
d.	Speaking clearly and effectively	gnspeak	FY SR	66% 78%	7% 4%	
e.	Thinking critically and analytically	gnanaly	FY SR	91% 91%	0% 3%	
f.	Analyzing quantitative problems	gnquant	FY SR	59% 62%	11% 13%	
g.	Using computing and information technology	gncmpts	FY SR	58% 68%	10% 8%	
h.	Working effectively with others	gnothers	FY SR	65% 79%	3% 4%	
j.	Learning effectively on their own	gninq	FY SR	75% 81%	2% 3%	
k.	Understanding themselves	gnself	FY SR	73% 76%	7% 9%	
l.	Understanding people of other racial and ethnic backgrounds	gndivers	FY SR	63% 62%	9% 13%	
m.	Solving complex real-world problems	gnprobsv	FY SR	55% 50%	10% 17%	

7. Enriching Educational Experiences

7. Enriching Educational Experiences		Variable	Class	Yes	
a.	Practicum, internship, field experience, co-op experience	intern	FY SR	83% 83%	
b.	Community service or volunteer work	volunter	FY SR	86% 85%	
c.	Participation in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY SR	35% 26%	
d.	Work on a research project with you outside of course program requirements	research	FY SR	51% 44%	
e.	Foreign language coursework	forlang	FY SR	78% 84%	



FSSE 2003 Faculty Responses

16. Enriching Educational Experiences		Variable	Class	Very Important or Important	Not Important
f.	Study abroad	ftudyab	LD	92%	0%
			UD	79%	0%
i.	Culminating senior experience	fsenior	LD	83%	0%
			UD	86%	0%

17. Quality of Relationships		Variable	Class	Friendly, Supportive, Sense of Belonging (7)	Unfriendly, Unsupportive, Sense of Alienation (1)
a.	Student relationships with other students	fenvstu	LD	33%	0%
			UD	7%	0%
b.	Student relationships with faculty members	fenvfac	LD	25%	0%
			UD	34%	0%
c.	Student relationships with administrative personnel and offices	fenvadm	LD	17%	0%
			UD	17%	0%

18. Institutional Environment		Variable	Class	Very Much or Quite a Bit	Very Little
a.	Requiring students to spend significant amounts of time studying and on academic work	fenvscho	LD	58%	8%
			UD	79%	0%
b.	Providing students support they need to help them succeed academically	fenvsupr	LD	83%	0%
			UD	90%	0%
c.	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	fenvdivr	LD	8%	25%
			UD	62%	14%
d.	Helping students cope with their non-academic responsibilities (work, family, etc.)	fenvvaca	LD	33%	17%
			UD	48%	10%
e.	Providing students the support they need to thrive socially	fenvsoca	LD	25%	25%
			UD	55%	21%
f.	Attending campus events and activities (special speakers, cultural events, symposia, etc.)	fenveven	LD	58%	8%
			UD	52%	7%
g.	Encouraging students to use computers in their academic work	fenvcomp	LD	75%	8%
			UD	83%	3%

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7. Enriching Educational Experiences		Variable	Class	Yes
f.	Study abroad	studyabr	FY	68%
			SR	41%
i.	Culminating senior experience	seniorx	FY	85%
			SR	98%

17. Quality of Relationships		Variable	Class	Friendly, Supportive, Sense of Belonging (7)	Unfriendly, Unsupportive, Sense of Alienation (1)
a.	Quality of relationships with other students	envstu	FY	43%	0%
			SR	29%	4%
b.	Quality of relationships with faculty members	envfac	FY	39%	0%
			SR	44%	2%
c.	Quality of relationships with administrative personnel and offices	envadm	FY	22%	1%
			SR	15%	8%

10. Institutional Environment		Variable	Class	Very Much or Quite a Bit	Very Little
a.	Spending significant amounts of time studying and on academic work	envschol	FY	95%	1%
			SR	86%	1%
b.	Providing the support you need to help you succeed academically	envsuprt	FY	90%	1%
			SR	76%	1%
c.	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	envdivrs	FY	67%	6%
			SR	57%	13%
d.	Helping students cope with their non-academic responsibilities (work, family, etc.)	envacad	FY	38%	17%
			SR	23%	38%
e.	Providing students the support they need to thrive socially	envsocial	FY	46%	12%
			SR	22%	43%
f.	Attending campus events and activities (special speakers, cultural events, symposia, etc.)	envevent	FY	82%	2%
			SR	58%	17%
g.	Using computers in academic work	envcompt	FY	86%	2%
			SR	9000%	1%