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Introduction

The Faculty Survey of Student Engagement (FSSE) is a project coordinated by the National Survey of Student Engagement (NSSE) at Indiana University Bloomington. FSSE (pronounced 'fessie') is designed to measure faculty expectations of student engagement in educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time related to professorial activities and the kinds of learning experiences their institution emphasizes.

FSSE results can be used to identify areas of strength as well as aspects of the undergraduate experience that may warrant attention. This information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students' educational experience.

This overview is divided into three sections. First, we compare the characteristics of participating institutions and faculty with institutional and national profiles as well as provide general information about overall response rates. In the second section we present selected findings, including descriptive information about the faculty members who completed the survey and make some comparisons to student responses on NSSE 2004. Finally, we provide guidelines for using and interpreting FSSE 2004 results.

FSSE 2004 Institutions and Respondents

The FSSE 2004 survey was completed by more than 20,000 faculty members at 132 four-year colleges and universities. All of these institutions participated in at least one of the last four administrations of NSSE (2001 - 2004). This provides an opportunity to compare faculty and student responses to common questions. A list of participating institutions is available in the document following this overview. Faculty at participating institutions were sent an invitation email and asked to respond to the online survey via the Web.

Tables 1 and 2 on the following pages provide more information about the faculty members who responded to the survey. *Certain demographic information is withheld from the individual school data file in order to ensure that responses remain anonymous.*

**FSSE 2004
schools parallel
the national profile
of four-year colleges
and universities**



Profile of FSSE 2004 Institutions

In general, the FSSE 2004 schools parallel the national profile of four-year colleges and universities (Table 1). Like NSSE 2004, there are a few places where the FSSE 2004 profile deviates from the national profile. Compared to all four-year institutions, a greater percentage of FSSE 2004 institutions were Doctoral/Research Intensive and a smaller percentage were Baccalaureate-General. Public four-year institutions are overrepresented compared to the national pool of all four-year institutions. Also, FSSE schools were overrepresented in the Great Lakes region and slightly underrepresented in Mideast. Doctoral/Research and Master's institutions enroll more than three-quarters of all undergraduates and employ over 80% of all faculty. At the same time, ample numbers of smaller institutions participated in FSSE 2004, insuring that the results reflect a broad cross-section of faculty from across the nation.

**Table 1
FSSE and NSSE 2004 Institutions and
all Four-Year Colleges and Universities**

	<u>FSSE 2004</u>	<u>NSSE 2004</u>	<u>National</u>
Carnegie Classification			
Doc/Res – Ext	10%	10%	11%
Doc/Res – Int	13%	9%	7%
Master's I & II	47%	47%	43%
Bac – Liberal Arts	12%	17%	16%
Bac – General	14%	16%	23%
Sector			
Public 4-year	55%	42%	37%
Private 4-year	45%	58%	63%
Region			
New England	5%	8%	8%
Mideast	14%	19%	19%
Great Lakes	25%	22%	15%
Plains	11%	11%	11%
Southeast	23%	23%	25%
Southwest	8%	6%	7%
Rocky Mountains	6%	3%	3%
Far West	8%	7%	10%
Location			
Large city (>250,000)	24%	23%	19%
Mid-size city (<250,000)	25%	28%	28%
Urban fringe large city	15%	14%	16%
Urban fringe mid-size city	5%	8%	8%
Large town (>25,000)	5%	4%	4%
Small town (~5,000)	23%	18%	17%
Rural	2%	5%	6%

Source: IPEDS 2002 Institutional Characteristics File

Notes: Percentages are based on U. S. postsecondary institutions that awarded a baccalaureate degree. NSSE-participating or other national institutions that do not share these characteristics were not included in the tabulations.

Profile of FSSE 2004 Respondents

Table 2 shows selected characteristics of faculty members who completed FSSE in 2004. The first column represents faculty who responded to the FSSE survey and the second column represents the national profile of instructional faculty and staff at all public and private four-year institutions based on National Center for Education Statistics (NCES) data.

Gender

Nationally, women comprise 38% of faculty at four-year institutions. As with NSSE respondents, women are overrepresented in the FSSE respondents, 43% of whom are women faculty.

Race and Ethnicity

Respondents' race and ethnicity closely matched the NCES faculty data (Table 2). The NCES data used for the "National" column in Table 2 does not contain comparable information for the "Other" and "Multiple" categories.

Employment Status

Eighty-three percent of FSSE respondents were full-time faculty members, whereas 17% were employed on a part-time basis. This departs significantly from the NCES data for all four-year public and private universities, which indicates only two-thirds of faculty are employed full-time.

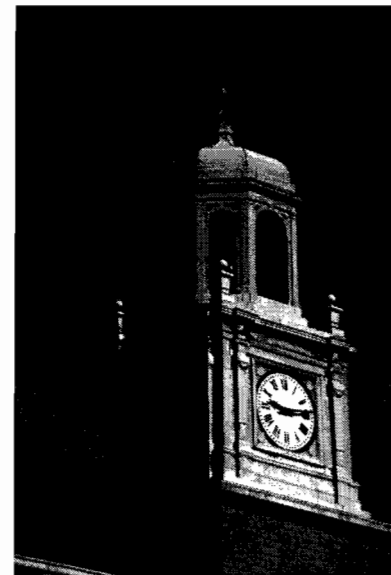


Table 2
Characteristics of FSSE 2004 Respondents

	<u>FSSE Respondents</u>	<u>National</u>
<u>Gender</u>		
Men	57%	62%
Women	43%	38%
<u>Race/Ethnicity</u>		
African American/Black	4%	5%
Amer. Indian/Alaska Native	<1%	1%
Asian/Pacific Islander	6%	6%
Caucasian/White	84%	86%
Hispanic	1%	3%
Other	1%	-
Multiple	5%	-
<u>Employment Status</u>		
Full-time	83%	66%
Part-time	17%	34%

Notes: National faculty data based on 1999 NCES data for faculty at public and private four-year institutions.

Women comprise only 38% of faculty at four-year institutions but were 43% of FSSE respondents



**The average
response rate
for FSSE was
approximately
46%**

Academic Rank

Table 3 shows the percentage of faculty respondents by rank is similar for FSSE 2004 and data from the NCES.

Table 3
Percentage of Total Faculty by Academic Rank

<u>Rank</u>	<u>FSSE</u>	<u>National</u>
Professor	25%	25%
Associate Professor	24%	20%
Assistant Professor	25%	20%
Instructor or Lecturer	19%	24%
Other	7%	12%

Notes: National faculty data based on 1999 NCES data for faculty at public and private four-year institutions.

Discipline

Table 4 shows the percentage of faculty respondents in selected disciplines by gender. Where national numbers are available, FSSE percentages compare favorably. Males clearly outnumber females in all science fields as well as in business. Conversely, education faculty and professional studies faculty are predominantly women.

Table 4
Percentage of Total Faculty by Discipline and Gender

<u>Discipline</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>FSSE</u>	<u>National</u>	<u>FSSE</u>	<u>National</u>	<u>FSSE</u>	<u>National</u>
Arts and Humanities	14%	13%	13%	12%	27%	23%
Biological/Life Sciences	4%	-	2%	-	6%	-
Business	6%	5%	3%	2%	9%	7%
Education	3%	3%	4%	5%	7%	8%
Engineering	3%	3%	<1%	<1%	4%	4%
Physical Sciences	9%	-	3%	-	12%	-
Professional	2%	-	5%	-	7%	-
Social Sciences	8%	7%	6%	3%	14%	10%
Other	8%	9%	5%	5%	13%	14%

Notes: National faculty data based on 1999 NCES data for faculty at public and private four-year institutions. The figures in the National column for Arts and Humanities are a combination of Fine Arts and Humanities. Biological/Life Sciences, Physical Sciences, and Professional were not available categories in the NCES data.

Response Rates

After adjusting for faculty who could not be contacted due to issues such as incorrect email addresses, a response rate is calculated for each FSSE participating institution. The average institutional response rate was 46%. This is slightly higher than the 40% response rate for NSSE 2004.

Selected Results

This section highlights some of the interesting findings from FSSE 2004. In several instances faculty responses are compared with student responses from NSSE 2004.

Time Spent Preparing for Class

On the FSSE survey, faculty are asked how much time they **expect** students to spend preparing for their class and how much time they believe students **actually** spent preparing for their course. Table 4 presents the responses by subject area and by faculty who teach upper versus lower division courses. The student-reported data represent first-year and senior responses to the NSSE 2004 survey regarding how much time they actually spent preparing for class. Faculty expect students to study about twice as much as students actually reported. In addition, faculty members in the Physical Sciences, Engineering, and Biological/Life Sciences reported more per class study time than other subject areas.

Faculty expect students to spend almost twice as much time preparing for class as students actually spend

Table 5
Time Spent by Students Preparing for Class
Per Class Per Week

Discipline	Faculty expectation of hours/week		Faculty belief of actual hours/week		Student reported hours/week from NSSE	
	Lower Div.	Upper Div.	Lower Div.	Upper Div.	First-Year	Senior
Arts and Humanities	5.6	6.2	3.0	3.8	2.8	3.2
Biological/Life Sciences	6.2	6.2	2.6	3.3	3.4	3.4
Business	5.5	5.7	2.6	3.1	2.4	2.4
Education	4.4	4.9	2.5	3.2	2.6	2.9
Engineering	6.0	6.3	3.6	4.3	3.2	3.8
Physical Sciences	6.6	6.6	3.2	3.8	3.2	3.5
Professional	5.7	5.8	3.4	3.2	2.9	3.2
Social Sciences	5.3	5.6	2.4	2.9	2.8	2.7
Other	5.0	5.4	2.8	3.1	2.4	2.4
All Disciplines	5.7	5.8	2.9	3.4	2.8	2.9

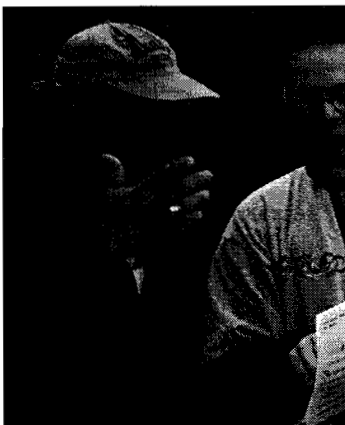
"Integrating faculty perceptions of the importance of student engagement activities with student reports of the frequency of occurrence of engagement activities is a valuable strategy for deciding which engagement activities to facilitate."

Differences by Employment Status

Part-time faculty expect students to spend about 1 hour less preparing for their classes than full-time faculty, almost 5 hours and 6 hours per class, respectively. Part-time faculty also estimate that students actually spend less than 3 hours studying for their classes whereas full-time faculty estimate that their students spend about 3.5 hours preparing for class.

-Bob Smallwood
Southwest Texas State University

On average full-time faculty members spend about three-fifths of their time on teaching-related activities



Faculty Time

Across disciplines, full-time faculty respondents devote about 59% of their time to teaching-related activities (e.g. time in class, grading), 16% of their time to research and scholarly activities, and 26% of their time to other activities (e.g., advising, service). The FSSE percentages closely mirror those derived from NCES data (Table 6).

- The average amount of time spent on all of these professorial activities varies by discipline from 55 hours per week in the Physical Sciences to 63 hours per week in Education.
- On average, faculty from across the disciplines are spending between 50% and 65% of their time on teaching—Arts and Humanities faculty spend about 63% of their time while Engineering faculty spend about 51% of their time.
- Engineering and Biological/Life Sciences faculty spend more of their time per week on research and scholarly activities (23% and 20%, respectively) while Education, Arts and Humanities, and Professional Studies faculty spend less (12%, 13%, and 13%, respectively).
- Education and Professional Studies faculty devote more of their time to “other” activities (33% and 31%, respectively) whereas faculty from the Physical Sciences and Arts and Humanities spend less than their colleagues (22% and 23%, respectively) on such activities.

Table 6
Proportion of Time Spent by Full-Time Faculty on Professorial Activities by Discipline

Discipline	Teaching Activities		Research Activities		Other Activities	
	FSSE	National	FSSE	National	FSSE	National
Arts and Humanities	63%	62%	13%	14%	23%	23%
Biological/Life Sciences	55%	-	20%	-	25%	-
Business	57%	59%	17%	15%	26%	26%
Education	56%	57%	12%	11%	33%	32%
Engineering	51%	54%	23%	23%	26%	24%
Physical Sciences	61%	-	17%	-	22%	-
Professional	56%	-	13%	-	31%	-
Social Sciences	56%	54%	18%	20%	26%	27%
Other	57%	54%	14%	13%	29%	33%
All Disciplines	59%	53%	16%	18%	26%	29%

Notes: National faculty data based on 1999 NCES data for faculty at public and private four-year institutions. The figures in the National column for Arts and Humanities are a combination of Fine Arts and Humanities. Biological/Life Sciences, Physical Sciences, and Professional were not available categories in the NCES data.

Class Time

Across disciplines, faculty report spending about 40% of their class time lecturing, 16% on small group work, and almost 15% of their time on experiential activities such as labs and field work (Table 7). The remainder of their time is spent on a variety of activities (e.g., instructor led discussions, student presentations).

- Across course levels, Biological/Life Sciences, Physical Sciences, and Engineering faculty report spending more class time (between 57% and 60%) lecturing while Education faculty spend the least amount of time (around 25%).
- Within discipline, faculty teaching lower and upper division courses spend approximately the same percentage of class time on the activities in Table 7. The most notable exception is that upper division Social Sciences faculty spend less time (44%) than their lower division colleagues (53%) on lecturing.
- Education faculty at both levels devote more class time (25% and 28%, respectively) to small group work than their colleagues from other disciplines.
- Biological/Life Sciences faculty devote about one-quarter of their class time to experiential work, which in this discipline is more than likely lab or field work.

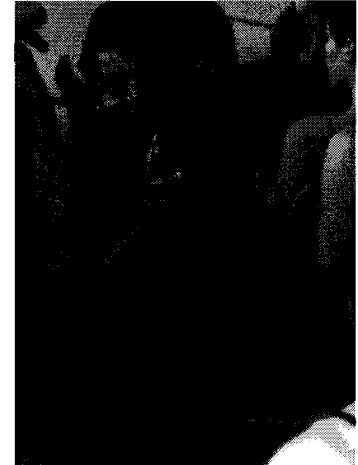


Table 7
Proportion of Class Time Devoted to Lecturing, Small Group Work, and Experiential Activities by Discipline

Discipline	Lecturing		Small Group Work		Experiential	
	Lower Div.	Upper Div.	Lower Div.	Upper Div.	Lower Div.	Upper Div.
Biological/Life Sciences	60%	57%	16%	14%	28%	25%
Physical Sciences	58%	59%	13%	12%	14%	17%
Engineering	57%	59%	14%	11%	21%	16%
Social Sciences	53%	44%	11%	12%	4%	8%
Business	45%	44%	12%	14%	9%	7%
Professional	42%	40%	17%	16%	22%	22%
Other	38%	42%	16%	17%	20%	16%
Arts and Humanities	30%	29%	19%	16%	7%	10%
Education	26%	23%	25%	28%	17%	22%
All Disciplines	43%	41%	16%	16%	13%	14%

Education faculty devote about the same amount of their class time to lectures and small group activities



Remember to check the representativeness of your faculty respondents before disseminating results

Guidelines for Using FSSE Results

Before sharing your FSSE results on-campus, become familiar with the nature of the data, the reports, and “story line” of your institution’s performance. Here are some things to consider.

Become Familiar with FSSE Reports

We have included several reports and a data file that will help you better understand your FSSE results.

- This Overview provides a profile of the FSSE respondents nationally as well as selected results.
- The Respondent Characteristics Table provides a breakdown of the faculty members who participated in the study by selected categories.
- The Frequency Report provides the response percentages to each item broken down by level of courses taught.
- The Faculty-Student Frequency Report is a template for identifying interesting ways to look for gaps in perceptions between faculty responses to FSSE and student responses to NSSE.
- A Data File allows for additional analyses to be conducted and the Codebook provides details of each question, variable name, and response set.

In addition, the FSSE website includes a frequency table that displays the national and Carnegie norms for each item.

Check the Representativeness of Your Respondents

An essential early step in reviewing your results is to compare your faculty respondents’ demographic characteristics, summarized in the Respondent Characteristics Table, with your institutional data on faculty.

Another way to gauge representativeness is through sampling error, an estimate of the margin by which the “true” score for your institution on a given item could differ from the reported score for one or more reasons, such as differences in one or more important characteristics between the sample and the populations. For example, if 60% reply “very often” to a particular item and the sampling error is $\pm 5\%$, there is a 95% chance that the population value is between 55% and 65%.

Protect the Anonymity of Your Faculty

Institutions using FSSE data should avoid attempts to identify individual participants. We have taken several measures to protect the anonymity of those who responded to the survey. For example:

- All faculty members at your institution were given the same login ID and password so their responses could not be linked back to them.
- Your data file does not include faculty member responses to demographic questions such as race/ethnicity, gender, age, number of years as a faculty member, appointment status, rank, and tenure status.
- More than 80 disciplines have been collapsed into 10 categories (see codebook) designed to parallel major organizational units on campus. Visit the FSSE website to see how your institution can have your faculty grouped in a way that parallels your campus structure.

Communicating FSSE Results

We offer the following suggestions to help you think about interpreting and communicating FSSE results to interested parties.

- Before disseminating results, please check the respondent characteristics to see if the faculty members that completed the survey adequately represent your faculty as a whole. In addition, make sure you are aware of your sample size since questions often arise as to whether a small sample size actually represents the population from which it is drawn.
- Faculty and student items and responses may not match exactly and institutional context should be used to help interpret any differences that may exist.
- Consider using student and faculty matched items as a way to begin general discussions about which engagement activities might become a greater priority on campus and about student engagement and its relationship to learning.
- Meet with others on campus responsible for faculty development and undergraduate improvement initiatives to begin sharing results and discussing ways in which FSSE data can be used to enhance teaching and learning.
- Contact the NSSE Institute for Effective Educational Practice for additional consultation on maximizing the use of your results.

We appreciate your participation in FSSE and hope you share the information from the survey widely on your campus. We also invite suggestions for improving the FSSE project and the quality and utility of the information it provides. Please direct inquiries and suggestions to the project staff at fsse@indiana.edu.



Faculty Survey of Student Engagement

A project of the
National Survey of Student Engagement

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FSSE 2004 Institutions

INSTITUTION	CITY, STATE	INSTITUTION	CITY, STATE
Adams State College	Alamosa, CO	Georgia Southern University	Statesboro, GA
Adelphi University	Garden City, NY	Georgia Southwestern State University	Americus, GA
Alfred University	Alfred, NY	Georgia State University	Atlanta, GA
Allegheny College	Meadville, PA	Idaho State University	Pocatello, ID
Arkansas Tech University	Russellville, AR	Illinois College	Jacksonville, IL
Bellarmino University	Louisville, KY	Indiana University East	Richmond, IN
Birmingham-Southern College	Birmingham, AL	Kennesaw State University	Kennesaw, GA
Black Hills State University	Spearfish, SD	Louisiana State University and Agricultural and Mechanical College	Baton Rouge, LA
Boise State University	Boise, ID	Loyola College in Maryland	Silver Spring, MD
Bryant College	Smithfield, RI	Loyola University New Orleans	New Orleans, LA
California State University, Chico	Chico, CA	Manchester College	North Manchester, IN
Cedarville University	Cedarville, OH	Marian College of Fond du Lac	Fond Du Lac, WI
Central Michigan University	Mt Pleasant, MI	Marymount University	Arlington, VA
Chaminade University of Honolulu	Honolulu, HI	Medgar Evers College of The City University of New York	Brooklyn, NY
Chatham College	Pittsburgh, PA	Meredith College	Raleigh, NC
Coker College	Hartsville, SC	Miami University	Oxford, OH
Colorado College	Colorado Springs, CO	Montclair State University	Upper Montclair, NJ
Colorado State University	Fort Collins, CO	Mount Mary College	Milwaukee, WI
Columbia College Chicago	Chicago, IL	Nebraska Methodist College of Nursing and Allied Health	Omaha, NE
Dakota State University	Madison, SD	New College of Florida	Sarasota, FL
Denison University	Granville, OH	Norfolk State University	Norfolk, VA
DePauw University	Greencastle, IN	North Central College	Naperville, IL
Drake University	Des Moines, IA	Northern State University	Aberdeen, SD
Drew University	Madison, NJ	Norwich University	Northfield, VT
Drexel University	Philadelphia, PA	Ohio Northern University	Ada, OH
Earlham College	Richmond, IN	Pace University	New York, NY
Eastern New Mexico University	Portales, NM	Penn State Abington	Abington, PA
Edgewood College	Madison, WI	Plymouth State College	Plymouth, NH
Elizabeth City State University	Elizabeth City, NC	Polytechnic University	Brooklyn, NY
Fitchburg State College	Fitchburg, MA	Presbyterian College	Clinton, SC
Florida Atlantic University	Boca Raton, FL	Radford University	Radford, VA
Fort Hays State University	Hays, KS	Richard Stockton College of New Jersey, The	Pomona, NJ
Franciscan University of Steubenville	Steubenville, OH	Roanoke College	Salem, VA
George Fox University	Newberg, OR		

INSTITUTION	CITY, STATE	INSTITUTION	CITY, STATE
Roosevelt University	Chicago, IL	University of Texas at Tyler, The	Tyler, TX
Saint Mary's University	San Antonio, TX	University of the District of Columbia	Washington, DC
Sam Houston State University	Huntsville, TX	University of Tulsa, The	Tulsa, OK
San José State University	San Jose, CA	University of Wisconsin-Eau Claire	Eau Claire, WI
Santa Clara University	Santa Clara, CA	University of Wisconsin-Green Bay	Green Bay, WI
Santa Fe Community College	Gainesville, FL	University of Wisconsin-La Crosse	La Crosse, WI
Scripps College	Claremont, CA	University of Wisconsin-Milwaukee	Milwaukee, WI
Seattle Pacific University	Seattle, WA	University of Wisconsin-Oshkosh	Oshkosh, WI
Seton Hall University	South Orange, NJ	University of Wisconsin-Parkside	Kenosha, WI
Siena College	Loudonville, NY	University of Wisconsin-Platteville	Platteville, WI
Sonoma State University	Rohnert Park, CA	University of Wisconsin-River Falls	River Falls, WI
South Dakota School of Mines and Technology	Rapid City, SD	University of Wisconsin-Stevens Point	Stevens Point, WI
South Dakota State University	Brookings, SD	University of Wisconsin-Stout	Menomonie, WI
Southern Illinois University Edwardsville	Edwardsville, IL	Ursinus College	Collegeville, PA
Springfield College	Springfield, MA	Utah State University	Logan, UT
St. John's University	Jamaica, NY	Virginia Commonwealth University	Richmond, VA
Suffolk University	Boston, MA	Wartburg College	Waverly, IA
Texas Christian University	Ft Worth, TX	Washburn University	Topeka, KS
Texas Lutheran University	Seguin, TX	Washington State University	Pullman, WA
Thiel College	Greenville, PA	Wayne State University	Detroit, MI
Trinity Christian College	Palos Heights, IL	West Virginia Wesleyan College	Buckhannon, WV
Truman State University	Kirksville, MO	Western Michigan University	Kalamazoo, MI
United States Merchant Marine Academy	Kings Point, NY	Western New Mexico University	Silver City, NM
University of Alabama at Birmingham	Birmingham, AL	Wiley College	Marshall, TX
University of Arkansas at Fort Smith	Ft Smith, AR		
University of Central Florida	Orlando, FL		
University of Charleston	Charleston, WV		
University of Colorado at Colorado Springs	Colorado Springs, CO		
University of Colorado at Denver	Denver, CO		
University of Hawai'i at Manoa	Honolulu, HI		
University of Massachusetts Amherst	Amherst, MA		
University of Michigan-Dearborn	Dearborn, MI		
University of Missouri-St. Louis	St Louis, MO		
University of Nebraska-Lincoln	Lincoln, NE		
University of North Carolina at Wilmington, The	Wilmington, NC		
University of Puerto Rico-Ponce University College	Ponce, PR		
University of Richmond	Richmond, VA		
University of Saint Francis	Joliet, IL		
University of South Carolina - Aiken	Aiken, SC		
University of South Dakota, The	Vermillion, SD		
University of Tampa, The	Tampa, FL		
University of Texas - Pan American, The	Edinburg, TX		

FSSE

Faculty Survey of
Student Engagement

FSSE 2004 Respondent Characteristics Montclair State University

Response rate	40%			
FSSE Sample Size	458			
Total number of respondents	183 (62 Lower Division, 101 Upper Division, 16 Other, 4 Missing course level)			
	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	37%	25%	25%	29%
Biological science	8%	5%	19%	8%
Business	5%	17%	6%	12%
Education	7%	13%	6%	10%
Engineering	0%	0%	0%	0%
Physical science	14%	6%	19%	10%
Professional	0%	4%	6%	3%
Social science	19%	14%	13%	15%
Other	10%	17%	6%	13%
Rank				
Professor	27%	31%	19%	28%
Associate Professor	23%	30%	44%	28%
Assistant Professor	45%	39%	31%	40%
Instructor	2%	1%	6%	2%
Lecturer	2%	0%	0%	1%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	2%	0%	0%	1%
Tenure status				
Tenured	59%	59%	63%	60%
On tenure track but not tenured	36%	37%	38%	37%
Not on tenure track	5%	4%	0%	4%
No tenure system	0%	0%	0%	0%
Highest degree earned				
First professional degree	0%	3%	6%	2%
Doctoral degree	95%	89%	81%	90%
Master's degree	5%	7%	0%	6%
Bachelor's degree	0%	0%	0%	0%
Associate's degree	0%	0%	0%	0%
Other	0%	1%	13%	2%

FSSE

Faculty Survey of
Student Engagement

FSSE 2004 Respondent Characteristics Montclair State University

	Lower Division	Upper Division	Other	Total
Full-time/Part Time				
Full-time	92%	96%	100%	95%
Part-time	8%	4%	0%	5%
Years teaching				
4 or less	19%	16%	7%	16%
5-9	16%	17%	20%	17%
10-14	12%	15%	0%	13%
15 or more	53%	52%	73%	54%
Class size				
Fewer than 20	15%	23%	21%	20%
20-49	74%	75%	64%	74%
50-99	10%	1%	14%	5%
100-199	2%	1%	0%	1%
200 or more	0%	0%	0%	0%
Age				
34 or younger	19%	9%	0%	12%
35-44	28%	27%	13%	26%
45-54	19%	31%	60%	30%
Older than 54	34%	32%	27%	33%
Gender				
Male	66%	61%	47%	61%
Female	34%	39%	53%	39%
Race / Ethnicity				
Black or African American	5%	7%	13%	7%
American Indian / Native Amer.	0%	0%	0%	0%
Asian Amer. / Pacific Islander	14%	17%	20%	16%
Caucasian / White	72%	67%	60%	68%
Hispanic, Latino, or Spanish	3%	2%	0%	2%
Other	0%	0%	0%	0%
Multi-racial/ethnic	5%	6%	7%	6%
Citizenship status				
U.S. citizen, native	66%	65%	69%	66%
U.S. citizen, naturalized	12%	20%	31%	18%
Permanent resident of the U.S.	14%	8%	0%	9%
Temporary resident of the U.S.	8%	7%	0%	7%



Faculty Survey of Student Engagement

FSSE 2004 Frequency Distributions Montclair State University

Lower Division	Upper Division	Total
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1. How important is it to you that undergraduates at your institution do the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>		<i>Col %</i>	
			<i>Lower Division</i>	<i>Upper Division</i>	<i>Lower Division</i>	<i>Upper Division</i>
a. Practicum, internship, field experience, co-op experience	FINTERN	Not important	4	7	6	7
		Somewhat important	10	14	16	14
		Important	16	24	26	24
		Very important	32	55	52	55
		Total	62	100	100%	100%
b. Community service or volunteer work	FVOLUNTR	Not important	12	13	19	13
		Somewhat important	24	33	39	33
		Important	19	33	31	33
		Very important	7	21	11	21
		Total	62	100	100%	100%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	Not important	11	18	18	18
		Somewhat important	25	33	40	33
		Important	19	28	31	28
		Very important	7	22	11	22
		Total	62	101	100%	100%
d. Work on a research project with you outside of course program requirements	FIMPRES	Not important	16	19	26	19
		Somewhat important	18	23	29	23
		Important	18	33	29	33
		Very important	10	26	16	26
		Total	62	101	100%	100%
e. Study a foreign language	FFORLANG	Not important	6	8	10	8
		Somewhat important	13	28	21	28
		Important	18	28	29	28
		Very important	25	36	40	36
		Total	62	100	100%	100%



Faculty Survey of Student Engagement

FSSE 2004 Frequency Distributions Montclair State University

Lower Division	Upper Division	Total
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1. How important is it to you that undergraduates at your institution do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Study abroad	FSTUDYAB	Not important	10	16	15	15	25	15
		Somewhat important	21	34	40	40	61	38
		Important	21	34	22	22	43	27
		Very important	10	16	23	23	33	20
		Total	62	100%	100	100%	162	100%
g. Independent study	FINDSTUD	Not important	11	18	17	17	28	17
		Somewhat important	22	35	31	31	53	33
		Important	21	34	30	30	51	31
		Very important	8	13	23	23	31	19
		Total	62	100%	101	100%	163	100%
h. Self-designed major	FSDMAJOR	Not important	30	48	45	45	75	46
		Somewhat important	22	35	34	34	56	35
		Important	6	10	11	11	17	10
		Very important	4	6	10	10	14	9
		Total	62	100%	100	100%	162	100%
i. Culminating senior experience	FSENIOR	Not important	6	10	14	14	20	12
		Somewhat important	15	25	18	18	33	20
		Important	21	34	30	30	51	32
		Very important	19	31	38	38	57	35
		Total	61	100%	100	100%	161	100%



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2. Select the box that you believe best represents the quality of student relationships.

		<i>Count</i>		<i>Col %</i>		<i>Count</i>		<i>Col %</i>		<i>Count</i>		<i>Col %</i>	
<i>Variable</i>	<i>Response Options</i>												
With other students	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0	1	1	1	1					
		2	1	2	2	2	3	2					
		3	9	15	8	8	17	10					
		4	7	11	30	30	37	23					
		5	24	39	32	32	56	35					
		6	19	31	15	15	34	21					
		Friendly, Supportive, Sense of Belonging	2	3	12	12	14	9					
		Total	62	100%	100	100%	162	100%					

3. Select the box that you believe best represents the quality of student relationships.

		<i>Count</i>		<i>Col %</i>		<i>Count</i>		<i>Col %</i>		<i>Count</i>		<i>Col %</i>	
<i>Variable</i>	<i>Response Options</i>												
With faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0	0	0	0	0					
		2	1	2	7	7	8	5					
		3	4	6	8	8	12	7					
		4	15	24	21	21	36	22					
		5	25	40	28	28	53	33					
		6	12	19	24	24	36	22					
		Available, Helpful, Sympathetic	5	8	13	13	18	11					
		Total	62	100%	101	100%	163	100%					



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FSSE 2004 Frequency Distributions Montclair State University

Lower Division	Upper Division	Total
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4. Select the box that you believe best represents the quality of student relationships.

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
With administrative personnel FENVADM	Unhelpful, Inconsiderate, Rigid	4	7	6	6	10	6
	2	10	17	23	23	33	21
	3	13	22	29	29	42	26
	4	14	23	19	19	33	21
	5	11	18	11	11	22	14
	6	7	12	7	7	14	9
	Helpful, Considerate, Flexible	1	2	5	5	6	4
Total		60	100%	100	100%	160	100%

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

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Requiring student to spend significant amounts of time studying and on academic work FENVSCO	Very little	13	21	12	12	25	15
	Some	25	41	36	36	61	38
	Quite a bit	18	30	38	38	56	35
	Very much	5	8	15	15	20	12
	Total	61	100%	101	100%	162	100%
b. Providing students support they need to help them succeed academically FENVSUPR	Very little	6	10	10	10	16	10
	Some	26	43	29	29	55	34
	Quite a bit	24	39	44	44	68	42
	Very much	5	8	18	18	23	14
	Total	61	100%	101	100%	162	100%
c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds FENVDIVR	Very little	8	13	11	11	19	12
	Some	26	43	37	37	63	39
	Quite a bit	17	28	30	30	47	29
	Very much	10	16	22	22	32	20
	Total	61	100%	100	100%	161	100%



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FSSE 2004 Frequency Distributions Montclair State University

Lower Division	Upper Division	Total
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5. To what extent does your institution emphasize each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	20	33	22	22	42	26
		Some	28	47	48	48	76	48
		Quite a bit	9	15	24	24	33	21
		Very much	3	5	6	6	9	6
		Total	60	100%	100	100%	160	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	18	30	17	17	35	22
		Some	28	46	54	55	82	51
		Quite a bit	12	20	24	24	36	23
		Very much	3	5	4	4	7	4
		Total	61	100%	99	100%	160	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	3	5	15	15	18	11
		Some	38	61	46	46	84	52
		Quite a bit	13	21	29	29	42	26
		Very much	8	13	11	11	19	12
		Total	62	100%	101	100%	163	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	FENVEVEN	Very little	11	18	19	19	30	19
		Some	27	44	43	43	70	43
		Quite a bit	14	23	25	25	39	24
		Very much	9	15	13	13	22	14
		Total	61	100%	100	100%	161	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	2	3	3	3	5	3
		Some	8	13	7	7	15	9
		Quite a bit	27	44	44	44	71	44
		Very much	25	40	47	47	72	44
		Total	62	100%	101	100%	163	100%



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6. About how many hours do you spend in a typical 7-day week doing each of the following?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Teaching undergraduate students in class	UGTEACH	0	0	0	2	2	2	1
		1-4	6	10	13	13	19	12
		5-8	23	38	43	43	66	41
		9-12	27	45	35	35	62	39
		13-16	2	3	4	4	6	4
		17-20	2	3	3	3	5	3
		21-30	0	0	1	1	1	1
		More than 30	0	0	0	0	0	0
		Total		60	100%	101	100%	161
b. Grading papers and exams	GRADEPAP	0	0	0	2	2	2	1
		1-4	23	39	46	46	69	43
		5-8	22	37	26	26	48	30
		9-12	7	12	18	18	25	16
		13-16	5	8	7	7	12	8
		17-20	1	2	1	1	2	1
		21-30	0	0	0	0	0	0
		More than 30	1	2	0	0	1	1
		Total		59	100%	100	100%	159
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	2	0	0	1	1
		1-4	41	69	56	56	97	61
		5-8	12	20	27	27	39	25
		9-12	4	7	12	12	16	10
		13-16	0	0	5	5	5	3
		17-20	1	2	0	0	1	1
		21-30	0	0	0	0	0	0
		More than 30	0	0	0	0	0	0
		Total		59	100%	100	100%	159



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Lower Division	Upper Division	Total
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6. About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
d. Preparing for class	CLASSPRP	0	0	0	0	0	0	0
		1-4	11	18	25	25	36	23
		5-8	19	32	42	42	61	38
		9-12	20	33	19	19	39	24
		13-16	7	12	10	10	17	11
		17-20	2	3	2	2	4	3
		21-30	1	2	2	2	3	2
		More than 30	0	0	0	0	0	0
			Total	60	100%	100	100%	160
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0	0	0	0	0
		1-4	43	72	61	61	104	65
		5-8	13	22	24	24	37	23
		9-12	2	3	8	8	10	6
		13-16	0	0	3	3	3	2
		17-20	1	2	2	2	3	2
		21-30	0	0	0	0	0	0
		More than 30	1	2	2	2	3	2
			Total	60	100%	100	100%	160
f. Research and scholarly activities	SCHOLAR	0	1	2	1	1	2	1
		1-4	16	27	12	12	28	17
		5-8	15	25	29	29	44	27
		9-12	10	17	24	24	34	21
		13-16	5	8	15	15	20	12
		17-20	3	5	12	12	15	9
		21-30	8	13	5	5	13	8
		More than 30	2	3	3	3	5	3
			Total	60	100%	101	100%	161



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Lower Division	Upper Division	Total
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6. About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. Working with undergraduates on research	FRESEARC	0	28	47	32	32	60	38
		1-4	25	42	38	38	63	39
		5-8	6	10	21	21	27	17
		9-12	1	2	7	7	8	5
		13-16	0	0	2	2	2	1
		17-20	0	0	0	0	0	0
		21-30	0	0	0	0	0	0
		More than 30	0	0	0	0	0	0
		Total		60	100%	100	100%	160
h. Advising undergraduate students	ADVISE	0	9	15	14	14	23	15
		1-4	38	63	56	57	94	59
		5-8	10	17	19	19	29	18
		9-12	2	3	7	7	9	6
		13-16	1	2	2	2	3	2
		17-20	0	0	0	0	0	0
		21-30	0	0	0	0	0	0
		More than 30	0	0	0	0	0	0
		Total		60	100%	98	100%	158
i. Supervising internships or other field experiences	FIELDEXP	0	35	58	47	47	82	52
		1-4	18	30	29	29	47	30
		5-8	6	10	16	16	22	14
		9-12	0	0	3	3	3	2
		13-16	1	2	3	3	4	3
		17-20	0	0	1	1	1	1
		21-30	0	0	0	0	0	0
		More than 30	0	0	0	0	0	0
		Total		60	100%	99	100%	159



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Lower Division	Upper Division	Total
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6. About how many hours do you spend in a typical 7-day week doing each of the following? (continued)

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
j. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	FFACOTHR	0	32	54	38	38	70	44
		1-4	23	39	50	51	73	46
		5-8	4	7	6	6	10	6
		9-12	0	0	3	3	3	2
		13-16	0	0	1	1	1	1
		17-20	0	0	0	0	0	0
		21-30	0	0	0	0	0	0
		More than 30	0	0	1	1	1	1
		Total		59	100%	99	100%	158
k. Other interactions with students outside of the classroom	FINTERAC	0	18	30	15	15	33	20
		1-4	32	52	66	66	98	61
		5-8	11	18	13	13	24	15
		9-12	0	0	4	4	4	2
		13-16	0	0	1	1	1	1
		17-20	0	0	0	0	0	0
		21-30	0	0	0	0	0	0
		More than 30	0	0	1	1	1	1
		Total		61	100%	100	100%	161
l. Conducting service activities	SERVICE	0	24	41	33	33	57	36
		1-4	20	34	42	42	62	39
		5-8	11	19	17	17	28	18
		9-12	4	7	5	5	9	6
		13-16	0	0	0	0	0	0
		17-20	0	0	2	2	2	1
		21-30	0	0	0	0	0	0
		More than 30	0	0	0	0	0	0
		Total		59	100%	99	100%	158



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Please respond to the following questions based on *one particular undergraduate course section* you are teaching or have taught during this academic year.

		<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
8.	Is your selected course a distance education course (correspondence course, Internet course, telecourse, etc.)?	TELECORS	No	60	98	100	100	160	99
			Yes	1	2	0	0	1	1
			Total	61	100%	100	100%	161	100%
		9.	How many students are enrolled in your selected course section?	CRSSIZE	Fewer than 10	1	2	1	1
10 to 19	8				13	22	22	30	19
20 to 29	21				34	36	36	57	35
30 to 49	25				40	39	39	64	40
50 to 74	3				5	0	0	3	2
75 to 99	3				5	1	1	4	2
100 to 149	1				2	1	1	2	1
150 to 199	0				0	0	0	0	0
200 or more	0				0	0	0	0	0
Total	62				100%	100	100%	162	100%
10.	Prior to this semester, how many times have you taught your selected course?	CRSTIMES	None	4	6	7	7	11	7
			1 to 3	25	40	25	25	50	31
			4 to 6	6	10	23	23	29	18
			7 to 9	4	6	12	12	16	10
			10 to 15	7	11	9	9	16	10
			16 to 20	5	8	12	12	17	10
			More than 20	11	18	13	13	24	15
			Total	62	100%	101	100%	163	100%



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		Lower Division		Upper Division		Total	
<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
11. What is the general area of your selected course?	CSDISCOL						
	Arts and Humanities	19	32	24	25	43	28
	Biological science	5	8	6	6	11	7
	Business	3	5	16	17	19	12
	Education	2	3	9	9	11	7
	Engineering	0	0	0	0	0	0
	Physical science	10	17	6	6	16	10
	Professional	1	2	6	6	7	4
	Social science	10	17	14	15	24	15
Other	10	17	15	16	25	16	
	Total	60	100%	96	100%	156	100%

12. About what percent of students in your selected course section do the following?

		<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
<i>Variable</i>	<i>Response Options</i>						
a. Frequently ask questions in class or contribute to class discussions?	FCLQUEST						
	None	0	0	1	1	1	1
	1-24%	31	50	34	34	65	40
	25-49%	13	21	29	29	42	26
	50-74%	13	21	25	25	38	23
	75% or higher	5	8	12	12	17	10
	Total	62	100%	101	100%	163	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE						
	None	0	0	2	2	2	1
	1-24%	38	61	59	59	97	60
	25-49%	12	19	27	27	39	24
	50-74%	8	13	9	9	17	10
	75% or higher	4	6	3	3	7	4
	Total	62	100%	100	100%	162	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD						
	None	4	7	2	2	6	4
	1-24%	22	37	35	36	57	36
	25-49%	15	25	30	31	45	28
	50-74%	12	20	22	22	34	22
	75% or higher	7	12	9	9	16	10
	Total	60	100%	98	100%	158	100%



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12. About what percent of students in your selected course section do the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0	0	0	0	0
		1-24%	32	52	36	36	68	42
		25-49%	12	20	24	24	36	22
		50-74%	8	13	21	21	29	18
		75% or higher	9	15	19	19	28	17
		Total		61	100%	100	100%	161
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0	0	0	0	0
		1-24%	33	53	46	46	79	48
		25-49%	14	23	31	31	45	28
		50-74%	10	16	15	15	25	15
		75% or higher	5	8	9	9	14	9
		Total		62	100%	101	100%	163
f. At least once, talk about career plans with you	FPLANS	None	9	15	4	4	13	8
		1-24%	43	69	48	48	91	56
		25-49%	3	5	26	26	29	18
		50-74%	5	8	15	15	20	12
		75% or higher	2	3	8	8	10	6
		Total		62	100%	101	100%	163
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	9	15	5	5	14	9
		1-24%	37	60	57	56	94	58
		25-49%	11	18	25	25	36	22
		50-74%	4	6	8	8	12	7
		75% or higher	1	2	6	6	7	4
		Total		62	100%	101	100%	163



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	13	21	12	12	25	16
		Sometimes	19	31	31	31	50	31
		Often	11	18	27	27	38	24
		Very often	19	31	29	29	48	30
		Total	62	100%	99	100%	161	100%
b. Work with other students on projects during class	FCLASSGR	Never	10	16	9	9	19	12
		Sometimes	25	40	20	20	45	28
		Often	10	16	37	37	47	29
		Very often	17	27	34	34	51	31
		Total	62	100%	100	100%	162	100%
c. Participate in a community-based project as part of your course	FCOMMPRO	Never	52	84	53	53	105	65
		Sometimes	7	11	27	27	34	21
		Often	2	3	11	11	13	8
		Very often	1	2	9	9	10	6
		Total	62	100%	100	100%	162	100%
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	FITICADE	Never	9	15	14	14	23	14
		Sometimes	28	45	31	31	59	36
		Often	8	13	27	27	35	22
		Very often	17	27	28	28	45	28
		Total	62	100%	100	100%	162	100%
e. Receive prompt feedback (written or oral) from you on their academic performance	FFEED	Never	0	0	0	0	0	0
		Sometimes	9	15	13	13	22	14
		Often	13	21	39	39	52	32
		Very often	39	64	48	48	87	54
		Total	61	100%	100	100%	161	100%



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13. How often do students in your selected course section engage in the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	12	19	7	7	19	12
		Sometimes	25	40	41	42	66	42
		Often	13	21	24	25	37	23
		Very often	12	19	25	26	37	23
		Total	62	100%	97	100%	159	100%
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	Never	13	21	9	9	22	14
		Sometimes	27	44	39	40	66	41
		Often	9	15	30	31	39	24
		Very often	13	21	20	20	33	21
		Total	62	100%	98	100%	160	100%

14. In your selected course section, about how much reading and writing do your students do?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of assigned textbooks, books, and/or book length packs of course readings	FREADASG	None	1	2	1	1	2	1
		1	30	48	41	41	71	44
		2-3	19	31	39	39	58	36
		4-6	7	11	12	12	19	12
		More than 6	5	8	7	7	12	7
		Total	62	100%	100	100%	162	100%
b. Number of written papers or reports of more than 10 pages	FWRITMOR	None	48	81	35	37	83	54
		1	7	12	37	39	44	29
		2-3	1	2	17	18	18	12
		4-6	2	3	3	3	5	3
		More than 6	1	2	2	2	3	2
		Total	59	100%	94	100%	153	100%



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14. In your selected course section, about how much reading and writing do your students do? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Number of written papers or reports between 5 and 10 pages	FWRITMID	None	24	41	26	27	50	33
		1	17	29	36	38	53	35
		2-3	14	24	28	29	42	27
		4-6	2	3	2	2	4	3
		More than 6	1	2	3	3	4	3
		Total		58	100%	95	100%	153
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	21	36	27	30	48	32
		1	5	8	16	18	21	14
		2-3	10	17	28	31	38	25
		4-6	14	24	12	13	26	17
		More than 6	9	15	8	9	17	11
		Total		59	100%	91	100%	150

15. In a typical week, how many homework problem sets do you require students in your selected course section to complete?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Number of problem sets that take your students more than one hour to complete	FPROBSTA	None	21	36	30	31	51	33
		1-2	32	54	47	48	79	51
		3-4	3	5	15	15	18	12
		5-6	1	2	1	1	2	1
		More than 6	2	3	4	4	6	4
		Total		59	100%	97	100%	156
b. Number of problem sets that take your students less than one hour to complete	FPROBSTB	None	34	59	39	41	73	48
		1-2	15	26	45	47	60	39
		3-4	7	12	7	7	14	9
		5-6	1	2	2	2	3	2
		More than 6	1	2	2	2	3	2
		Total		58	100%	95	100%	153



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16. Time students spend preparing for your selected course section:

		<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
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)	FEXPREP	0		1	2	0	0	1	1
		1-2		2	3	10	10	12	7
		3-4		23	38	32	32	55	34
		5-6		23	38	40	40	63	39
		7-8		7	11	11	11	18	11
		9-10		4	7	4	4	8	5
		11-12		0	0	2	2	2	1
		More than 12		1	2	2	2	3	2
			Total			61	100%	101	100%
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)	FACTPREP	0		2	3	1	1	3	2
		1-2		34	56	52	51	86	53
		3-4		19	31	30	30	49	30
		5-6		6	10	14	14	20	12
		7-8		0	0	3	3	3	2
		9-10		0	0	0	0	0	0
		11-12		0	0	0	0	0	0
		More than 12		0	0	1	1	1	1
			Total			61	100%	101	100%

17. In your selected course section, how important to you is it that your students:

		<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important		15	24	20	20	35	21
		Somewhat important		16	26	21	21	37	23
		Important		16	26	38	38	54	33
		Very important		15	24	22	22	37	23
			Total			62	100%	101	100%



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17. In your selected course section, how important to you is it that your students (continued):

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	9	15	5	5	14	9
		Somewhat important	9	15	7	7	16	10
		Important	19	32	23	23	42	26
		Very important	23	38	65	65	88	55
		Total	60	100%	100	100%	160	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	12	20	17	17	29	18
		Somewhat important	18	31	18	18	36	23
		Important	17	29	31	31	48	30
		Very important	12	20	34	34	46	29
		Total	59	100%	100	100%	159	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	14	23	9	9	23	14
		Somewhat important	19	31	22	22	41	26
		Important	16	26	32	32	48	30
		Very important	12	20	36	36	48	30
		Total	61	100%	99	100%	160	100%
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	FOOCIDEA	Not important	10	17	8	8	18	11
		Somewhat important	21	35	30	30	51	32
		Important	17	28	35	35	52	32
		Very important	12	20	28	28	40	25
		Total	60	100%	101	100%	161	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	32	52	36	36	68	42
		Somewhat important	15	25	29	29	44	27
		Important	9	15	23	23	32	20
		Very important	5	8	13	13	18	11
		Total	61	100%	101	100%	162	100%



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18. In your selected course, on average, what percent of class time is spent on the following?

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Lecture	LECTURE	0	3	6	5	6	8	6
		1-9	5	9	13	15	18	13
		10-19	4	7	11	12	15	10
		20-29	4	7	12	13	16	11
		30-39	5	9	16	18	21	15
		40-49	10	19	8	9	18	13
		50-74	14	26	17	19	31	22
		75 or more	9	17	7	8	16	11
			Total	54	100%	89	100%	143
b. Teacher-led discussion	TEACHLED	0	2	4	1	1	3	2
		1-9	9	17	11	12	20	14
		10-19	13	24	19	21	32	22
		20-29	15	28	27	30	42	29
		30-39	5	9	10	11	15	10
		40-49	4	7	7	8	11	8
		50-74	5	9	9	10	14	10
		75 or more	1	2	5	6	6	4
			Total	54	100%	89	100%	143
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0	23	44	19	23	42	31
		1-9	13	25	19	23	32	24
		10-19	5	10	15	18	20	15
		20-29	4	8	10	12	14	10
		30-39	3	6	13	16	16	12
		40-49	2	4	2	2	4	3
		50-74	2	4	3	4	5	4
		75 or more	0	0	1	1	1	1
			Total	52	100%	82	100%	134



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18. In your selected course, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
d. Student computer use	COMP MED	0	28	55	43	52	71	53
		1-9	15	29	22	27	37	28
		10-19	3	6	8	10	11	8
		20-29	1	2	5	6	6	5
		30-39	1	2	2	2	3	2
		40-49	1	2	1	1	2	2
		50-74	2	4	1	1	3	2
		75 or more	0	0	0	0	0	0
		Total	51	100%	82	100%	133	100%
e. Small group activities	GROUPS ML	0	15	28	17	20	32	23
		1-9	12	23	16	18	28	20
		10-19	6	11	18	21	24	17
		20-29	14	26	24	28	38	27
		30-39	3	6	8	9	11	8
		40-49	0	0	2	2	2	1
		50-74	2	4	2	2	4	3
		75 or more	1	2	0	0	1	1
		Total	53	100%	87	100%	140	100%
f. Student presentations	STUPRES	0	26	43	16	16	42	26
		1-9	14	23	36	36	50	31
		10-19	11	18	21	21	32	20
		20-29	8	13	17	17	25	16
		30-39	1	2	5	5	6	4
		40-49	1	2	2	2	3	2
		50-74	0	0	2	2	2	1
		75 or more	0	0	1	1	1	1
		Total	61	100%	100	100%	161	100%



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18. In your selected course, on average, what percent of class time is spent on the following? (continued)

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
g. In-class writing	CLSWRITE	0	30	49	50	51	80	50
		1-9	16	26	37	37	53	33
		10-19	10	16	6	6	16	10
		20-29	3	5	3	3	6	4
		30-39	2	3	2	2	4	3
		40-49	0	0	0	0	0	0
		50-74	0	0	0	0	0	0
		75 or more	0	0	1	1	1	1
			Total	61	100%	99	100%	160
h. Testing and evaluation	TESTEVAL	0	7	11	14	15	21	13
		1-9	25	41	51	53	76	48
		10-19	24	39	19	20	43	27
		20-29	4	7	8	8	12	8
		30-39	1	2	2	2	3	2
		40-49	0	0	1	1	1	1
		50-74	0	0	0	0	0	0
		75 or more	0	0	1	1	1	1
			Total	61	100%	96	100%	157
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0	53	96	69	75	122	83
		1-9	1	2	9	10	10	7
		10-19	0	0	3	3	3	2
		20-29	1	2	1	1	2	1
		30-39	0	0	3	3	3	2
		40-49	0	0	2	2	2	1
		50-74	0	0	0	0	0	0
		75 or more	0	0	5	5	5	3
			Total	55	100%	92	100%	147



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18. In your selected course, on average, what percent of class time is spent on the following? (continued)

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0	37	64	53	55	90	58
		1-9	4	7	11	11	15	10
		10-19	4	7	12	13	16	10
		20-29	5	9	10	10	15	10
		30-39	1	2	3	3	4	3
		40-49	5	9	6	6	11	7
		50-74	2	3	1	1	3	2
		75 or more	0	0	0	0	0	0
	Total	58	100%	96	100%	154	100%	
19. 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?	FEXAMS	Very Little	0	0	0	0	0	0
		2	0	0	0	0	0	0
		3	1	2	0	0	1	1
		4	7	11	12	12	19	12
		5	15	25	28	29	43	27
		6	28	46	33	34	61	38
		Very much	10	16	25	26	35	22
		Total	61	100%	98	100%	159	100%

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	16	27	27	28	43	27
		Some	34	57	55	56	89	56
		Quite a bit	10	17	13	13	23	15
		Very much	0	0	3	3	3	2
		Total	60	100%	98	100%	158	100%
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	FANALYZE	Very little	1	2	0	0	1	1
		Some	2	3	6	6	8	5
		Quite a bit	27	44	46	46	73	45
		Very much	31	51	48	48	79	49
		Total	61	100%	100	100%	161	100%



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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	0	0	0	0	0	0
		Some	5	8	7	7	12	7
		Quite a bit	23	38	46	46	69	43
		Very much	33	54	47	47	80	50
		Total	61	100%	100	100%	161	100%
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	FEVALUAT	Very little	5	8	1	1	6	4
		Some	12	20	19	19	31	19
		Quite a bit	25	41	38	39	63	40
		Very much	19	31	40	41	59	37
		Total	61	100%	98	100%	159	100%
e. Applying theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	3	5	3	3	6	4
		Some	12	20	13	13	25	16
		Quite a bit	22	37	26	26	48	30
		Very much	22	37	57	58	79	50
		Total	59	100%	99	100%	158	100%

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

	<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Writing clearly and effectively	FGNWRITE	Very little	5	8	2	2	7	4
		Some	14	23	24	24	38	24
		Quite a bit	21	34	33	33	54	34
		Very much	21	34	41	41	62	39
		Total	61	100%	100	100%	161	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	7	12	8	8	15	9
		Some	21	35	27	27	48	30
		Quite a bit	18	30	29	29	47	29
		Very much	14	23	36	36	50	31
		Total	60	100%	100	100%	160	100%



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21. To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)								
<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	
c. Thinking critically and analytically	FGNANALY	Very little	0	0	0	0	0	
		Some	4	7	2	2	6	4
		Quite a bit	12	20	23	23	35	22
		Very much	44	73	75	75	119	74
		Total	60	100%	100	100%	160	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	24	39	37	37	61	38
		Some	13	21	21	21	34	21
		Quite a bit	7	11	15	15	22	14
		Very much	17	28	27	27	44	27
		Total	61	100%	100	100%	161	100%
e. Using computing and information technology	FGNCMPTS	Very little	21	34	21	21	42	26
		Some	13	21	36	36	49	30
		Quite a bit	17	28	23	23	40	25
		Very much	10	16	20	20	30	19
		Total	61	100%	100	100%	161	100%
f. Working effectively with others	FGNOTHER	Very little	10	16	8	8	18	11
		Some	21	34	23	23	44	28
		Quite a bit	17	28	33	33	50	31
		Very much	13	21	35	35	48	30
		Total	61	100%	99	100%	160	100%
g. Learning effectively on their own	FGNINQ	Very little	1	2	0	0	1	1
		Some	6	10	12	12	18	11
		Quite a bit	33	54	48	48	81	50
		Very much	21	34	40	40	61	38
		Total	61	100%	100	100%	161	100%
h. Understanding themselves	FGNSELF	Very little	11	18	9	9	20	12
		Some	19	31	33	33	52	32
		Quite a bit	19	31	29	29	48	30
		Very much	12	20	29	29	41	25
		Total	61	100%	100	100%	161	100%



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		Lower Division		Upper Division		Total		
21. To what extent do you structure your selected course section so that students learn and develop in the following areas? (continued)								
<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	22	36	16	16	38	24
		Some	17	28	29	29	46	29
		Quite a bit	8	13	27	27	35	22
		Very much	14	23	27	27	41	26
		Total	61	100%	99	100%	160	100%
j. Solving complex real-world problems	FGNPROBS	Very little	10	16	3	3	13	8
		Some	28	46	26	26	54	34
		Quite a bit	15	25	31	31	46	29
		Very much	8	13	40	40	48	30
		Total	61	100%	100	100%	161	100%
k. Developing a personal code of values and ethics	FVALUES	Very little	17	29	14	14	31	19
		Some	22	37	29	29	51	32
		Quite a bit	10	17	28	28	38	24
		Very much	10	17	29	29	39	25
		Total	59	100%	100	100%	159	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	47	78	65	65	112	70
		Some	10	17	20	20	30	19
		Quite a bit	2	3	5	5	7	4
		Very much	1	2	10	10	11	7
		Total	60	100%	100	100%	160	100%
m. Acquiring a broad general education	FGNGENLE	Very little	7	12	9	9	16	10
		Some	15	25	26	26	41	26
		Quite a bit	15	25	39	39	54	34
		Very much	23	38	26	26	49	31
		Total	60	100%	100	100%	160	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	8	13	8	8	16	10
		Some	27	45	18	18	45	28
		Quite a bit	11	18	29	29	40	25
		Very much	14	23	45	45	59	37
		Total	60	100%	100	100%	160	100%



Faculty Survey of Student Engagement

FSSE 2004 Frequency Distributions Montclair State University

		Lower Division		Upper Division		Total	
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
22. During this term, does your institution consider you to be employed part-time or full-time?	Part-time	5	8	4	4	9	6
	Full-time	56	92	97	96	153	94
	Total	61	100%	101	100%	162	100%
23. Total number of courses (undergraduate, graduate) you have taught or are scheduled to teach during the <i>current</i> academic year:	NUMCRS	0	0	0	0	0	0
	1	1	2	3	3	4	2
	2	1	2	6	6	7	4
	3	5	8	15	15	20	12
	4	8	13	9	9	17	11
	5	13	21	12	12	25	16
	6	24	39	38	38	62	39
	7	2	3	5	5	7	4
	8	5	8	6	6	11	7
	9 or more	2	3	6	6	8	5
Total		61	100%	100	100%	161	100%
24. Which of the following best describes your academic rank, title or current position?	Other	1	2	0	0	1	1
	Grad. Teaching Asst.	0	0	0	0	0	0
	Lecturer	1	2	0	0	1	1
	Instructor	1	2	1	1	2	1
	Assistant Professor	28	45	39	39	67	41
	Associate Professor	14	23	30	30	44	27
	Professor	17	27	31	31	48	29
Total		62	100%	101	100%	163	100%
25. What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	22	37	24	25	46	30
	Arts and humanities	5	8	5	5	10	6
	Biological science	3	5	16	17	19	12
	Business	4	7	12	13	16	10
	Education	0	0	0	0	0	0
	Engineering	8	14	6	6	14	9
	Physical science	0	0	4	4	4	3
	Professional	11	19	13	14	24	15
	Social science	6	10	16	17	22	14
	Other						
Total		59	100%	96	100%	155	100%



Faculty Survey of Student Engagement

FSSE 2004 Frequency Distributions Montclair State University

		Lower Division		Upper Division		Total	
Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
26. What is your current tenure status?	No tenure system	0	0	0	0	0	0
	Not on ten. track, inst. has ten.	3	5	4	4	7	4
	Tenure track/not tenured	22	36	37	37	59	36
	Tenured	36	59	60	59	96	59
	Total	61	100%	101	100%	162	100%
27. Number of years teaching at any college/university:	4 years or less	11	19	15	16	26	17
	5-9	9	16	16	17	25	17
	10-14	7	12	14	15	21	14
	15 or more	31	53	48	52	79	52
	Total	58	100%	93	100%	151	100%
28. What is the highest degree you have earned?	Other	0	0	1	1	1	1
	Associate's Degree	0	0	0	0	0	0
	Bachelor's Degree	0	0	0	0	0	0
	Master's Degree	3	5	7	7	10	6
	Doctoral Degree	57	95	89	89	146	91
	First professional degree	0	0	3	3	3	2
Total	60	100%	100	100%	160	100%	
29. Age	34 or younger	11	19	9	9	20	13
	35-44	16	28	26	27	42	27
	45-54	11	19	30	31	41	27
	Over 54	20	34	31	32	51	33
	Total	58	100%	96	100%	154	100%
30. Your sex:	Male	38	66	60	61	98	62
	Female	20	34	39	39	59	38
	Total	58	100%	99	100%	157	100%



Faculty Survey of Student Engagement

FSSE 2004 Frequency Distributions Montclair State University

		Lower Division		Upper Division		Total	
<i>Variable</i>	<i>Response Options</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
31. What is your citizenship status?	U.S. Citizen, native	39	66	66	65	105	66
	U.S. Citizen, naturalized	7	12	20	20	27	17
	Perm. U.S. res. (immigrant visa)	8	14	8	8	16	10
	Temp. U.S. res. (non-imm. visa)	5	8	7	7	12	8
	Total	59	100%	101	100%	160	100%
32/33. What is your racial or ethnic identification? (Select all that apply.)	Black or African American	3	5	7	7	10	7
	American Indian / Native Amer.	0	0	0	0	0	0
	Asian Amer. / Pacific Islander	8	14	16	17	24	16
	Caucasian / White	42	72	63	67	105	69
	Hispanic, Latino, or Spanish	2	3	2	2	4	3
	Other	0	0	0	0	0	0
	Multi-racial/ethnic	3	5	6	6	9	6
	Total	58	100%	94	100%	152	100%



Faculty Survey of Student Engagement

FSSE 2004 and NSSE 2004 Frequencies

Montclair State University

Faculty Responses

Academic and Intellectual Experiences	Variable	Class	50% or	
			Higher	Never
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	29%	0%
		UD	37%	1%
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	19%	0%
		UD	12%	2%
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	32%	7%
		UD	32%	2%
Occasionally use e-mail to communicate with you	FEMAIL	LD	28%	0%
		UD	40%	0%
Occasionally discuss grades or assignments with you	FGRADE	LD	24%	0%
		UD	24%	0%
At least once, talk about career plans with you	FPLANS	LD	11%	15%
		UD	23%	4%
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	8%	15%
		UD	14%	5%

Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	48%	21%
		UD	57%	12%
Work with other students on projects during class	FCLASSGR	LD	44%	16%
		UD	71%	9%
Participate in a community-based project as part of your course	FCOMMPRO	LD	5%	84%
		UD	20%	53%
Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	FITICADE	LD	40%	15%
		UD	55%	14%
Receive prompt feedback (written or oral) from you on their academic performance	FFEED	LD	85%	0%
		UD	87%	0%
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	40%	19%
		UD	51%	7%
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	35%	21%
		UD	51%	9%

Student Responses

Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Asked questions in class or contributed to class discussions	CLQUEST	FY	65%	4%
		SR	78%	1%
Come to class without completing assignments	CLUNPREP	FY	18%	21%
		SR	14%	26%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	56%	9%
		SR	62%	6%
Used e-mail to communicate with an instructor	EMAIL	FY	77%	1%
		SR	78%	3%
Discussed grades or assignments with an instructor	FACGRADE	FY	51%	8%
		SR	58%	6%
Talked about career plans with an instructor	FACPLANS	FY	20%	35%
		SR	32%	27%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	15%	43%
		SR	19%	38%

Academic and Intellectual Experiences	Variable	Class	Very Often	
			or Often	Never
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	70%	5%
		SR	66%	6%
Worked with other students on projects during class	CLASSGRP	FY	43%	14%
		SR	43%	6%
Participated in a community-based project (e.g. service learning) as part a regular course	COMMPROJ	FY	15%	71%
		SR	18%	62%
Used an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	ITACADEM	FY	50%	20%
		SR	59%	13%
Received prompt feedback (written or oral) from faculty on your academic performance	FACFEED	FY	52%	9%
		SR	61%	8%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	63%	8%
		SR	59%	11%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	58%	11%
		SR	55%	13%



Faculty Survey of Student Engagement

FSSE 2004 and NSSE 2004 Frequencies Montclair State University

Faculty Responses

Academic and Intellectual experiences	Variable	Class	Very Important	Not
			or Important	Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	50%	24%
		UD	59%	20%
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	70%	15%
		UD	88%	5%
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	49%	20%
		UD	65%	17%
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	46%	23%
		UD	69%	9%
Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	FOOCIDEA	LD	48%	17%
		UD	62%	8%
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	23%	52%
		UD	36%	36%

Evaluations of student performance	Variable	Class	Very Much	Very Little
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	FEXAMS	LD	16%	0%
		UD	26%	0%

Mental activities	Variable	Class	Very Much or	Very Little
			Quite a Bit	
Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	17%	27%
		UD	16%	28%
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory,	FANALYZE	LD	95%	2%
		UD	94%	0%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	92%	0%
		UD	93%	0%
Coursework emphasizes: Making judgments about the value of information, arguments or methods	FEVALUAT	LD	72%	8%
		UD	80%	1%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	75%	5%
		UD	84%	3%

Student Responses

Academic and Intellectual Experiences	Variable	Class	Very Often	Never
			or Often	
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	66%	11%
		SR	53%	16%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	80%	3%
		SR	89%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	26%	16%
		SR	47%	13%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	52%	8%
		SR	58%	8%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	52%	9%
		SR	63%	5%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	9%	60%
		SR	18%	50%

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 challenged you to do your best work.	EXAMS	FY	17%	1%
		SR	22%	1%

Mental activities	Variable	Class	Very Much or	Very Little
			Quite a Bit	
Coursework emphasizes: Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	67%	5%
		SR	59%	13%
Coursework emphasizes: Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	80%	2%
		SR	80%	1%
Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	71%	5%
		SR	65%	3%
Coursework emphasizes: Making judgments about the value of information, arguments, or methods	EVALUATE	FY	66%	6%
		SR	73%	8%
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations	APPLYING	FY	70%	5%
		SR	80%	3%



Faculty Survey of Student Engagement

FSSE 2004 and NSSE 2004 Frequencies Montclair State University

Faculty Responses

Educational and personal growth	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Writing clearly and effectively	FGNWRITE	LD	69%	8%
		UD	74%	2%
Speaking clearly and effectively	FGNSPEAK	LD	53%	12%
		UD	65%	8%
Thinking critically and analytically	FGNANALY	LD	93%	0%
		UD	98%	0%
Analyzing quantitative problems	FGNQUANT	LD	39%	39%
		UD	42%	37%
Using computing and information technology	FGNCMPTS	LD	44%	34%
		UD	43%	21%
Working effectively with others	FGNOTHER	LD	49%	16%
		UD	69%	8%
Learning effectively on their own	FGNINQ	LD	89%	2%
		UD	88%	0%
Understanding themselves	FGNSELF	LD	51%	18%
		UD	58%	9%
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	36%	36%
		UD	55%	16%
Solving complex real-world problems	FGNPROBS	LD	38%	16%
		UD	71%	3%
Developing a personal code of values and ethics	FVALUES	LD	34%	29%
		UD	57%	14%
Developing a deepened sense of spirituality	FSPIRIT	LD	5%	78%
		UD	15%	65%
Acquiring a broad general education	FGNGENLE	LD	63%	12%
		UD	65%	9%
Acquiring job or work-related knowledge and skills	FGNWORK	LD	42%	13%
		UD	74%	8%

Student Responses

Educational and personal growth	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Writing clearly and effectively	GNWIRTE	FY	73%	5%
		SR	70%	5%
Speaking clearly and effectively	GNSPEAK	FY	73%	8%
		SR	70%	6%
Thinking critically and analytically	GNANALY	FY	80%	6%
		SR	81%	3%
Analyzing quantitative problems	GNQUANT	FY	46%	13%
		SR	61%	7%
Using computing and information technology	GNCMPTS	FY	64%	7%
		SR	72%	5%
Working effectively with others	GNOTHERS	FY	71%	5%
		SR	72%	6%
Learning effectively on their own	GNINQ	FY	68%	7%
		SR	71%	8%
Understanding yourself	GNSELF	FY	58%	15%
		SR	60%	14%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	66%	9%
		SR	63%	9%
Solving complex real-world problems	GNPROBSV	FY	51%	11%
		SR	56%	15%
Developing a personal code of values and ethics	GNETHICS	FY	49%	21%
		SR	55%	15%
Developing a deepened sense of spirituality	GNSPIRIT	FY	29%	47%
		SR	21%	54%
Acquiring a broad general education	GNGENLED	FY	82%	3%
		SR	83%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	47%	15%
		SR	59%	15%



Faculty Survey of Student Engagement

FSSE 2004 and NSSE 2004 Frequencies Montclair State University

Faculty Responses

Enriching Educational Experiences	Variable	Class	Very Important	Not
			or Important	Important
Practicum, internship, field experience, co-op experience	FINTERN	LD	77%	6%
		UD	79%	7%
Community service or volunteer work	FVOLUNTR	LD	42%	19%
		UD	54%	13%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	42%	18%
		UD	50%	18%
Work on a research project with you outside of course program requirements	FIMPRES	LD	45%	26%
		UD	58%	19%
Study a foreign language	FFORLANG	LD	69%	10%
		UD	64%	8%
Study abroad	FSTUDYAB	LD	50%	16%
		UD	45%	15%
Culminating senior experience	FSENIOR	LD	66%	10%
		UD	68%	14%

Quality of Student Relationships	Variable	Class	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging
			With other students	FENVSTU
		UD	1%	12%

With faculty members	Variable	Class	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic
				FENVFAC
		UD	0%	13%

With administrative personnel and offices	Variable	Class	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible
				FENVADM
		UD	6%	5%

Student Responses

Enriching Educational Experiences	Variable	Class	Done or	Do Not
			Plan To Do	Plan To Do
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	82%	5%
		SR	63%	26%
Community service or volunteer work	VOLUNTR	FY	64%	11%
		SR	62%	27%
Participation in a learning community or some other formal program where groups of students take two or more classes together	LEARNCOM	FY	49%	23%
		SR	26%	60%
Work on a research project with a faculty member outside of course program requirements	RESEARCH	FY	27%	30%
		SR	25%	55%
Foreign language coursework	FORLANG	FY	71%	13%
		SR	58%	31%
Study abroad	STUDYABR	FY	39%	32%
		SR	15%	72%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	SENIORX	FY	36%	15%
		SR	38%	44%

Quality of Student Relationships	Variable	Class	Unfriendly, Unsupportive, Sense of Alienation	Friendly, Supportive, Sense of Belonging
			With other students	ENVSTU
		SR	0%	27%

With faculty members	Variable	Class	Unavailable, Unhelpful, Unsympathetic	Available, Helpful, Sympathetic
				ENVFAC
		SR	1%	19%

With administrative personnel and offices	Variable	Class	Unhelpful, Inconsiderate, Rigid	Helpful, Considerate, Flexible
				ENVADM
		SR	7%	12%



Faculty Survey of Student Engagement

FSSE 2004 and NSSE 2004 Frequencies

Montclair State University

Faculty Responses

Institutional Environment	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	LD	38%	21%
		UD	52%	12%
Providing students the support they need to help them succeed academically	FENSUPR	LD	48%	10%
		UD	61%	10%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	44%	13%
		UD	52%	11%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVACA	LD	20%	33%
		UD	30%	22%
Providing students the support they need to thrive socially	FENVSOC	LD	25%	30%
		UD	28%	17%
Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	FENVEVEN	LD	38%	18%
		UD	38%	19%
Encouraging students to use computers in their academic work	FENVCOMP	LD	84%	3%
		UD	90%	3%

Student Responses

Institutional Environment	Variable	Class	Very Much or	
			Quite a Bit	Very Little
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	81%	1%
		SR	74%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	74%	3%
		SR	59%	12%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	66%	9%
		SR	47%	20%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	39%	24%
		SR	21%	46%
Providing the support you need to thrive socially	ENVSOCAL	FY	45%	17%
		SR	30%	36%
Attending campus events and activities (special speakers, cultural events, athletic events, etc.)	ENVEVENT	FY	61%	13%
		SR	44%	19%
Using computers in academic work	ENVCOMPT	FY	83%	4%
		SR	86%	3%