



<b>Response rate</b>	63%			
<b>Number of invited faculty</b>	126			
<b>Total number of respondents</b>	79 (28 Lower Division, 38 Upper Division, 11 Other, 2 Missing course level)			
	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Discipline of appointment</b>				
Arts and humanities	41%	11%	20%	23%
Biological science	15%	3%	10%	8%
Business	0%	19%	0%	10%
Education	11%	19%	20%	16%
Engineering	0%	0%	0%	0%
Physical science	7%	6%	10%	7%
Professional	0%	0%	0%	0%
Social science	7%	11%	10%	10%
Other	19%	31%	30%	26%
<b>Rank</b>				
Professor	52%	38%	20%	41%
Associate Professor	19%	32%	40%	28%
Assistant Professor	11%	11%	10%	11%
Instructor	19%	19%	20%	19%
Lecturer	0%	0%	0%	0%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	0%	0%	10%	1%
<b>Tenure status</b>				
Tenured	67%	73%	44%	67%
On tenure track but not tenured	19%	14%	22%	16%
Not on tenure track	15%	14%	33%	16%
No tenure system	0%	0%	0%	0%
<b>Highest degree earned</b>				
First professional degree	0%	3%	0%	1%
Doctoral degree	81%	76%	70%	77%
Master's degree	19%	22%	20%	21%
Bachelor's degree	0%	0%	0%	0%
Associate's degree	0%	0%	0%	0%
Other	0%	0%	10%	1%
<b>Full-time/Part Time</b>				
Full-time	96%	100%	100%	99%
Part-time	4%	0%	0%	1%



	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Number of courses taught 05-06<sup>1</sup></b>				
None	0%	0%	0%	0%
1-3	0%	3%	11%	3%
4-6	35%	17%	11%	23%
7 or more	65%	81%	78%	75%
<b>Years of teaching experience</b>				
4 or less	8%	9%	10%	8%
5-9	12%	23%	20%	18%
10-14	27%	14%	10%	18%
15 or more	54%	54%	60%	55%
<b>Age</b>				
34 or younger	8%	11%	10%	10%
35-44	8%	29%	20%	20%
45-54	40%	26%	30%	31%
Older than 54	44%	34%	40%	39%
<b>Gender</b>				
Male	58%	57%	80%	60%
Female	42%	43%	20%	40%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	0%	0%	0%	0%
Black or African American	0%	0%	0%	0%
White (non-Hispanic)	85%	89%	80%	86%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	0%	0%	0%
Multiracial	0%	3%	0%	1%
Other	0%	5%	0%	3%
Prefer not to respond	15%	3%	20%	10%
<b>Citizenship status</b>				
U.S. citizen, native	96%	97%	100%	97%
U.S. citizen, naturalized	4%	3%	0%	3%
Permanent resident of the U.S.	0%	0%	0%	0%
Temporary resident of the U.S.	0%	0%	0%	0%

1: Includes 2005-2006 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Wayne State College

Lower Division	Upper Division	Total
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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>Count</i>	<i>Col %</i>	<i>Count</i>	<i>Col %</i>
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	2	7%	2	5%	4	6%
		Somewhat important	5	18%	2	5%	7	11%
		Important	7	25%	7	18%	14	21%
		Very important	14	50%	27	71%	41	62%
		Total	28	100%	38	100%	66	100%
b. Community service or volunteer work	FVOLUNTR	Not important	2	7%	6	16%	8	12%
		Somewhat important	12	43%	13	34%	25	38%
		Important	11	39%	14	37%	25	38%
		Very important	3	11%	5	13%	8	12%
		Total	28	100%	38	100%	66	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	8	29%	9	24%	17	26%
		Somewhat important	14	50%	18	47%	32	48%
		Important	4	14%	5	13%	9	14%
		Very important	2	7%	6	16%	8	12%
		Total	28	100%	38	100%	66	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	3	11%	6	16%	9	14%
		Somewhat important	14	50%	16	42%	30	45%
		Important	6	21%	10	26%	16	24%
		Very important	5	18%	6	16%	11	17%
		Total	28	100%	38	100%	66	100%
e. Foreign language coursework	FFORLANG	Not important	4	14%	3	8%	7	11%
		Somewhat important	12	43%	18	47%	30	45%
		Important	4	14%	12	32%	16	24%
		Very important	8	29%	5	13%	13	20%
		Total	28	100%	38	100%	66	100%
f. Study abroad	FSTUDYAB	Not important	9	33%	12	32%	21	33%
		Somewhat important	12	44%	13	35%	25	39%
		Important	4	15%	7	19%	11	17%
		Very important	2	7%	5	14%	7	11%
		Total	27	100%	37	100%	64	100%



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Wayne State College

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
g. Independent study or self-designed major	FINDST06	Not important	7	26%	11	29%	18	28%
		Somewhat important	11	41%	21	55%	32	49%
		Important	8	30%	6	16%	14	22%
		Very important	1	4%	0	0%	1	2%
		Total	27	100%	38	100%	65	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	1	4%	2	5%	3	5%
		Somewhat important	2	7%	3	8%	5	8%
		Important	13	46%	13	34%	26	39%
		Very important	12	43%	20	53%	32	48%
		Total	28	100%	38	100%	66	100%

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
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	5	18%	1	3%	6	9%
		5	6	21%	10	26%	16	24%
		6	10	36%	20	53%	30	45%
		Friendly, Supportive, Sense of Belonging	7	25%	7	18%	14	21%
		Total	28	100%	38	100%	66	100%
Student relationships with faculty members	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	1	3%	1	2%
		2	0	0%	0	0%	0	0%
		3	0	0%	0	0%	0	0%
		4	5	18%	1	3%	6	9%
		5	5	18%	7	18%	12	18%
		6	12	43%	23	61%	35	53%
		Available, Helpful, Sympathetic	6	21%	6	16%	12	18%
		Total	28	100%	38	100%	66	100%



Lower Division	Upper Division	Total
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Select the response that you believe best represents the quality of student relationships with people at your institution. (continued)

Student relationships with administrative personnel and offices	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVADM	Unhelpful, Inconsiderate, Rigid		0	0%	1	3%	1
	2		3	11%	3	8%	6	9%
	3		1	4%	2	5%	3	5%
	4		9	33%	12	32%	21	32%
	5		7	26%	9	24%	16	25%
	6		6	22%	10	26%	16	25%
	Helpful, Considerate, Flexible		1	4%	1	3%	2	3%
	Total		27	100%	38	100%	65	100%

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

a. Requiring students to spend significant amounts of time studying and on academic work	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
	FENVSCO	Very little		7	25%	3	8%	10
	Some		12	43%	13	34%	25	38%
	Quite a bit		9	32%	20	53%	29	44%
	Very much		0	0%	2	5%	2	3%
	Total		28	100%	38	100%	66	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	0	0%	0	0%	0	0%
		Some	5	18%	5	13%	10	15%
	Quite a bit		14	50%	18	47%	32	48%
	Very much		9	32%	15	39%	24	36%
	Total		28	100%	38	100%	66	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	2	7%	1	3%	3	5%
		Some	15	54%	20	53%	35	53%
	Quite a bit		7	25%	14	37%	21	32%
	Very much		4	14%	3	8%	7	11%
	Total		28	100%	38	100%	66	100%



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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	5	18%	5	13%	10	15%
		Some	11	39%	11	29%	22	33%
		Quite a bit	10	36%	19	50%	29	44%
		Very much	2	7%	3	8%	5	8%
		Total	28	100%	38	100%	66	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	3	11%	2	5%	5	8%
		Some	10	36%	19	50%	29	44%
		Quite a bit	13	46%	15	39%	28	42%
		Very much	2	7%	2	5%	4	6%
		Total	28	100%	38	100%	66	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	1	4%	1	3%	2	3%
		Some	6	21%	12	32%	18	27%
		Quite a bit	15	54%	18	47%	33	50%
		Very much	6	21%	7	18%	13	20%
		Total	28	100%	38	100%	66	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	3	11%	2	5%	5	8%
		Some	3	11%	14	37%	17	26%
		Quite a bit	18	64%	20	53%	38	58%
		Very much	4	14%	2	5%	6	9%
		Total	28	100%	38	100%	66	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	0	0%	0	0%
		Some	2	7%	2	5%	4	6%
		Quite a bit	11	39%	13	35%	24	37%
		Very much	15	54%	22	59%	37	57%
		Total	28	100%	37	100%	65	100%



# Faculty Survey of Student Engagement

## FSSE 2006 Frequency Distributions Wayne State College

Lower Division	Upper Division	Total
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About how many hours do you spend in a typical 7-day week doing each of 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. Teaching undergraduate students in class	UGTEACH	0	0	0%	0	0%	0	0%
		1-4	1	4%	0	0%	1	2%
		5-8	0	0%	4	11%	4	6%
		9-12	13	46%	12	32%	25	38%
		13-16	7	25%	13	35%	20	31%
		17-20	6	21%	3	8%	9	14%
		21-30	1	4%	5	14%	6	9%
		More than 30	0	0%	0	0%	0	0%
		Total	28	100%	37	100%	65	100%
b. Grading papers and exams	GRADEPAP	0	0	0%	0	0%	0	0%
		1-4	8	29%	4	11%	12	18%
		5-8	10	36%	19	50%	29	44%
		9-12	8	29%	7	18%	15	23%
		13-16	2	7%	6	16%	8	12%
		17-20	0	0%	2	5%	2	3%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	28	100%	38	100%	66	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	1	4%	0	0%	1	2%
		1-4	14	50%	8	21%	22	33%
		5-8	6	21%	16	42%	22	33%
		9-12	4	14%	7	18%	11	17%
		13-16	0	0%	4	11%	4	6%
		17-20	1	4%	3	8%	4	6%
		21-30	0	0%	0	0%	0	0%
		More than 30	2	7%	0	0%	2	3%
		Total	28	100%	38	100%	66	100%



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Lower Division	Upper Division	Total
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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>
d. Preparing for class	CLASSPRP	0	0	0%	0	0%	0	0%
		1-4	6	21%	1	3%	7	11%
		5-8	7	25%	10	26%	17	26%
		9-12	5	18%	11	29%	16	24%
		13-16	3	11%	10	26%	13	20%
		17-20	4	14%	2	5%	6	9%
		21-30	1	4%	3	8%	4	6%
		More than 30	2	7%	1	3%	3	5%
			Total	28	100%	38	100%	66
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	0	0%	0	0%
		1-4	13	48%	13	35%	26	41%
		5-8	10	37%	18	49%	28	44%
		9-12	2	7%	4	11%	6	9%
		13-16	1	4%	0	0%	1	2%
		17-20	1	4%	1	3%	2	3%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	3%	1	2%
			Total	27	100%	37	100%	64
f. Research and scholarly activities	SCHOLAR	0	0	0%	1	3%	1	2%
		1-4	5	19%	11	31%	16	25%
		5-8	14	52%	12	33%	26	41%
		9-12	4	15%	9	25%	13	21%
		13-16	1	4%	2	6%	3	5%
		17-20	1	4%	0	0%	1	2%
		21-30	1	4%	1	3%	2	3%
		More than 30	1	4%	0	0%	1	2%
			Total	27	100%	36	100%	63



Lower Division	Upper Division	Total
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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 %
g. Working with undergraduates on research	FRESEARC	0	7	26%	6	17%	13	21%
		1-4	15	56%	20	56%	35	56%
		5-8	2	7%	8	22%	10	16%
		9-12	3	11%	1	3%	4	6%
		13-16	0	0%	1	3%	1	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	27	100%	36	100%	63	100%
h. Advising undergraduate students	ADVISE	0	3	11%	0	0%	3	5%
		1-4	16	59%	20	56%	36	57%
		5-8	6	22%	10	28%	16	25%
		9-12	0	0%	4	11%	4	6%
		13-16	1	4%	1	3%	2	3%
		17-20	0	0%	1	3%	1	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	4%	0	0%	1	2%
		Total	27	100%	36	100%	63	100%
i. Supervising internships or other field experiences	FIELDEXP	0	21	75%	15	39%	36	55%
		1-4	7	25%	18	47%	25	38%
		5-8	0	0%	3	8%	3	5%
		9-12	0	0%	1	3%	1	2%
		13-16	0	0%	1	3%	1	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	28	100%	38	100%	66	100%



Lower Division	Upper Division	Total
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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, orientation, student life activities, etc.)	FFACOTHR	0	6	22%	5	13%	11	17%
		1-4	18	67%	24	63%	42	65%
		5-8	3	11%	7	18%	10	15%
		9-12	0	0%	2	5%	2	3%
		13-16	0	0%	0	0%	0	0%
		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		27	100%	38	100%	65
k. Other interactions with students outside of the classroom	FINTERAC	0	2	7%	1	3%	3	5%
		1-4	21	75%	23	61%	44	67%
		5-8	2	7%	11	29%	13	20%
		9-12	1	4%	2	5%	3	5%
		13-16	2	7%	0	0%	2	3%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	3%	1	2%
		More than 30	0	0%	0	0%	0	0%
		Total		28	100%	38	100%	66
l. Conducting service activities	SERVICE	0	8	29%	7	18%	15	23%
		1-4	16	57%	20	53%	36	55%
		5-8	2	7%	6	16%	8	12%
		9-12	1	4%	5	13%	6	9%
		13-16	0	0%	0	0%	0	0%
		17-20	1	4%	0	0%	1	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total		28	100%	38	100%	66



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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>
<b>In what format do you teach your selected course section?</b>	TEACFORM	Classroom, on-campus	28	100%	38	100%	66	100%
		Classroom, auxiliary location	0	0%	0	0%	0	0%
		Distance education	0	0%	0	0%	0	0%
		Total	28	100%	38	100%	66	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	14	50%	33	87%	47	71%
		Yes	14	50%	5	13%	19	29%
		Total	28	100%	38	100%	66	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	0	0%	3	8%	3	5%
		10 to 19	8	30%	9	24%	17	26%
		20 to 29	8	30%	11	29%	19	29%
		30 to 49	9	33%	14	37%	23	35%
		50 to 99	2	7%	1	3%	3	5%
		100 or more	0	0%	0	0%	0	0%
		Total	27	100%	38	100%	65	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	1	4%	1	3%	2	3%
		1 to 2	3	12%	5	14%	8	13%
		3 to 9	6	23%	11	30%	17	27%
		10 to 19	6	23%	10	27%	16	25%
		20 or more	10	38%	10	27%	20	32%
		Total	26	100%	37	100%	63	100%
<b>What is the general area of your selected course?</b>	CSDISCOL	Arts and Humanities	13	46%	5	13%	18	27%
		Biological science	4	14%	1	3%	5	8%
		Business	0	0%	7	18%	7	11%
		Education	2	7%	6	16%	8	12%
		Engineering	0	0%	0	0%	0	0%
		Physical science	3	11%	2	5%	5	8%
		Professional	0	0%	0	0%	0	0%
		Social science	3	11%	6	16%	9	14%
		Other	3	11%	11	29%	14	21%
		Total	28	100%	38	100%	66	100%



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About what *percent* of students in your selected course section do 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. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	0	0%	0	0%	0	0%
		1-24%	17	61%	12	32%	29	44%
		25-49%	3	11%	11	29%	14	21%
		50-74%	3	11%	8	21%	11	17%
		75% or higher	5	18%	7	18%	12	18%
		Total	28	100%	38	100%	66	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	0	0%	1	3%	1	2%
		1-24%	12	43%	20	53%	32	48%
		25-49%	9	32%	11	29%	20	30%
		50-74%	3	11%	4	11%	7	11%
		75% or higher	4	14%	2	5%	6	9%
		Total	28	100%	38	100%	66	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	0	0%	1	3%	1	2%
		1-24%	18	64%	11	30%	29	45%
		25-49%	2	7%	12	32%	14	22%
		50-74%	5	18%	10	27%	15	23%
		75% or higher	3	11%	3	8%	6	9%
		Total	28	100%	37	100%	65	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	0	0%	0	0%
		1-24%	15	54%	14	37%	29	44%
		25-49%	4	14%	12	32%	16	24%
		50-74%	8	29%	9	24%	17	26%
		75% or higher	1	4%	3	8%	4	6%
		Total	28	100%	38	100%	66	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	0	0%	0	0%
		1-24%	17	61%	15	39%	32	48%
		25-49%	6	21%	12	32%	18	27%
		50-74%	4	14%	9	24%	13	20%
		75% or higher	1	4%	2	5%	3	5%
		Total	28	100%	38	100%	66	100%



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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>
f. At least once, talk about career plans with you	FPLANS	None	3	11%	0	0%	3	5%
		1-24%	15	54%	16	43%	31	48%
		25-49%	7	25%	12	32%	19	29%
		50-74%	2	7%	4	11%	6	9%
		75% or higher	1	4%	5	14%	6	9%
	Total	28	100%	37	100%	65	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	3	11%	1	3%	4	6%
		1-24%	19	68%	19	50%	38	58%
		25-49%	2	7%	13	34%	15	23%
		50-74%	3	11%	4	11%	7	11%
		75% or higher	1	4%	1	3%	2	3%
	Total	28	100%	38	100%	66	100%	

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	7	26%	6	16%	13	20%
		Sometimes	7	26%	12	32%	19	30%
		Often	7	26%	15	41%	22	34%
		Very often	6	22%	4	11%	10	16%
	Total	27	100%	37	100%	64	100%	
b. Work with other students on projects during class	FCLASSGR	Never	5	19%	2	5%	7	11%
		Sometimes	7	26%	6	16%	13	20%
		Often	10	37%	17	46%	27	42%
		Very often	5	19%	12	32%	17	27%
	Total	27	100%	37	100%	64	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	15	58%	10	27%	25	40%
		Sometimes	7	27%	19	51%	26	41%
		Often	2	8%	5	14%	7	11%
		Very often	2	8%	3	8%	5	8%
	Total	26	100%	37	100%	63	100%	



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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>
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	10	37%	8	22%	18	28%
		Sometimes	10	37%	18	49%	28	44%
		Often	5	19%	5	14%	10	16%
		Very often	2	7%	6	16%	8	13%
		Total	27	100%	37	100%	64	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	0	0%	0	0%
		Sometimes	5	19%	1	3%	6	9%
		Often	10	37%	16	43%	26	41%
		Very often	12	44%	20	54%	32	50%
		Total	27	100%	37	100%	64	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	7	26%	6	16%	13	20%
		Sometimes	15	56%	23	62%	38	59%
		Often	4	15%	6	16%	10	16%
		Very often	1	4%	2	5%	3	5%
		Total	27	100%	37	100%	64	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	7	26%	4	11%	11	17%
		Sometimes	11	41%	21	57%	32	50%
		Often	7	26%	9	24%	16	25%
		Very often	2	7%	3	8%	5	8%
		Total	27	100%	37	100%	64	100%

In your selected course section, about how much reading and writing do you assign 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. Number of assigned textbooks, books, or book length packs of course readings	FREADASG	None	0	0%	0	0%	0	0%
		1	16	59%	25	66%	41	63%
		2-3	10	37%	10	26%	20	31%
		4-6	1	4%	2	5%	3	5%
		More than 6	0	0%	1	3%	1	2%
		Total	27	100%	38	100%	65	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	27	100%	26	68%	53	82%
		1	0	0%	12	32%	12	18%
		2-3	0	0%	0	0%	0	0%
		4-6	0	0%	0	0%	0	0%
		More than 6	0	0%	0	0%	0	0%
		Total		27	100%	38	100%	65
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	17	63%	12	32%	29	45%
		1	6	22%	20	53%	26	40%
		2-3	3	11%	5	13%	8	12%
		4-6	1	4%	1	3%	2	3%
		More than 6	0	0%	0	0%	0	0%
		Total		27	100%	38	100%	65
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	4	15%	6	16%	10	16%
		1	7	27%	6	16%	13	20%
		2-3	9	35%	10	26%	19	30%
		4-6	2	8%	10	26%	12	19%
		More than 6	4	15%	6	16%	10	16%
		Total		26	100%	38	100%	64

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Number of problem sets that take your students <b>more than</b> one hour to complete	FPROBSTA	None	10	38%	14	37%	24	38%
		1-2	14	54%	19	50%	33	52%
		3-4	1	4%	4	11%	5	8%
		5-6	0	0%	0	0%	0	0%
		More than 6	1	4%	1	3%	2	3%
		Total		26	100%	38	100%	64
b. Number of problem sets that take your students <b>less than</b> one hour to complete	FPROBSTB	None	12	48%	11	31%	23	38%
		1-2	9	36%	19	53%	28	46%
		3-4	4	16%	5	14%	9	15%
		5-6	0	0%	1	3%	1	2%
		More than 6	0	0%	0	0%	0	0%
		Total		25	100%	36	100%	61



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### Time students spend preparing for your selected course section:

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, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

<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>
FEXPREP	0	0	0%	0	0%	0	0%
	1-2	1	4%	1	3%	2	3%
	3-4	11	41%	13	34%	24	37%
	5-6	9	33%	14	37%	23	35%
	7-8	1	4%	5	13%	6	9%
	9-10	4	15%	4	11%	8	12%
	11-12	1	4%	1	3%	2	3%
	More than 12	0	0%	0	0%	0	0%
	Total	27	100%	38	100%	65	100%
FACTPREP	0	2	7%	0	0%	2	3%
	1-2	17	63%	18	47%	35	54%
	3-4	6	22%	15	39%	21	32%
	5-6	1	4%	5	13%	6	9%
	7-8	1	4%	0	0%	1	2%
	9-10	0	0%	0	0%	0	0%
	11-12	0	0%	0	0%	0	0%
	More than 12	0	0%	0	0%	0	0%
	Total	27	100%	38	100%	65	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, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

### In your selected course section, how important to you is it that your students do the following?

a. Prepare two or more drafts of a paper or assignment before turning it in

<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>
FREWROPA	Not important	6	22%	11	29%	17	26%
	Somewhat important	10	37%	8	21%	18	28%
	Important	6	22%	14	37%	20	31%
	Very important	5	19%	5	13%	10	15%
	Total	27	100%	38	100%	65	100%



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In your selected course section, how important to you is it that your students 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>
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	4	15%	3	8%	7	11%
		Somewhat important	3	12%	1	3%	4	6%
		Important	5	19%	13	34%	18	28%
		Very important	14	54%	21	55%	35	55%
		Total	26	100%	38	100%	64	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	8	31%	3	8%	11	17%
		Somewhat important	5	19%	8	21%	13	20%
		Important	7	27%	24	63%	31	48%
		Very important	6	23%	3	8%	9	14%
		Total	26	100%	38	100%	64	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	5	19%	2	6%	7	11%
		Somewhat important	10	37%	7	19%	17	27%
		Important	7	26%	17	47%	24	38%
		Very important	5	19%	10	28%	15	24%
		Total	27	100%	36	100%	63	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	5	19%	2	5%	7	11%
		Somewhat important	7	27%	10	26%	17	27%
		Important	7	27%	22	58%	29	45%
		Very important	7	27%	4	11%	11	17%
		Total	26	100%	38	100%	64	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	8	30%	10	26%	18	28%
		Somewhat important	9	33%	17	45%	26	40%
		Important	5	19%	9	24%	14	22%
		Very important	5	19%	2	5%	7	11%
		Total	27	100%	38	100%	65	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	5	19%	2	5%	7	11%
		Somewhat important	4	15%	8	21%	12	18%
		Important	6	22%	15	39%	21	32%
		Very important	12	44%	13	34%	25	38%
		Total	27	100%	38	100%	65	100%



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In your selected course section, how important to you is it that your students do the following? (continued)

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	Not important	5	19%	3	8%	8	12%
		Somewhat important	3	11%	2	5%	5	8%
		Important	7	26%	20	53%	27	42%
		Very important	12	44%	13	34%	25	38%
		Total	27	100%	38	100%	65	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	3	11%	1	3%	4	6%
		Somewhat important	3	11%	0	0%	3	5%
		Important	7	26%	21	55%	28	43%
		Very important	14	52%	16	42%	30	46%
		Total	27	100%	38	100%	65	100%

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

	Variable	Response Options	Lower Division		Upper Division		Total	
			Count	Col %	Count	Col %	Count	Col %
a. Lecture	LECTURE	0	0	0%	0	0%	0	0%
		1-9	2	7%	5	14%	7	11%
		10-19	5	19%	4	11%	9	14%
		20-29	3	11%	6	16%	9	14%
		30-39	5	19%	9	24%	14	22%
		40-49	4	15%	5	14%	9	14%
		50-74	6	22%	5	14%	11	17%
		75 or more	2	7%	3	8%	5	8%
		Total	27	100%	37	100%	64	100%
b. Teacher-led discussion	TEACHLED	0	0	0%	1	3%	1	2%
		1-9	7	27%	3	8%	10	16%
		10-19	10	38%	10	27%	20	32%
		20-29	4	15%	8	22%	12	19%
		30-39	1	4%	9	24%	10	16%
		40-49	2	8%	2	5%	4	6%
		50-74	1	4%	4	11%	5	8%
		75 or more	1	4%	0	0%	1	2%
		Total	26	100%	37	100%	63	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0	5	19%	4	11%	9	15%
		1-9	9	33%	3	9%	12	19%
		10-19	4	15%	15	43%	19	31%
		20-29	4	15%	5	14%	9	15%
		30-39	2	7%	5	14%	7	11%
		40-49	1	4%	3	9%	4	6%
		50-74	2	7%	0	0%	2	3%
		75 or more	0	0%	0	0%	0	0%
		Total	27	100%	35	100%	62	100%
d. Student computer use	COMPMD	0	10	37%	13	37%	23	37%
		1-9	14	52%	15	43%	29	47%
		10-19	1	4%	3	9%	4	6%
		20-29	1	4%	2	6%	3	5%
		30-39	0	0%	1	3%	1	2%
		40-49	0	0%	0	0%	0	0%
		50-74	1	4%	0	0%	1	2%
		75 or more	0	0%	1	3%	1	2%
		Total	27	100%	35	100%	62	100%
e. Small group activities	GROUPSML	0	5	19%	3	8%	8	13%
		1-9	6	22%	10	28%	16	25%
		10-19	4	15%	9	25%	13	21%
		20-29	4	15%	7	19%	11	17%
		30-39	4	15%	4	11%	8	13%
		40-49	2	7%	1	3%	3	5%
		50-74	2	7%	1	3%	3	5%
		75 or more	0	0%	1	3%	1	2%
		Total	27	100%	36	100%	63	100%



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
f. Student presentations	STUPRES	0	12	44%	9	24%	21	33%
		1-9	7	26%	10	27%	17	27%
		10-19	3	11%	9	24%	12	19%
		20-29	4	15%	8	22%	12	19%
		30-39	0	0%	1	3%	1	2%
		40-49	0	0%	0	0%	0	0%
		50-74	1	4%	0	0%	1	2%
		75 or more	0	0%	0	0%	0	0%
			Total	27	100%	37	100%	64
g. In-class writing	CLSWRITE	0	9	33%	14	38%	23	36%
		1-9	10	37%	15	41%	25	39%
		10-19	6	22%	6	16%	12	19%
		20-29	1	4%	2	5%	3	5%
		30-39	1	4%	0	0%	1	2%
		40-49	0	0%	0	0%	0	0%
		50-74	0	0%	0	0%	0	0%
		75 or more	0	0%	0	0%	0	0%
			Total	27	100%	37	100%	64
h. Testing and evaluation	TESTEVAL	0	1	4%	1	3%	2	3%
		1-9	13	48%	16	43%	29	45%
		10-19	8	30%	16	43%	24	38%
		20-29	5	19%	4	11%	9	14%
		30-39	0	0%	0	0%	0	0%
		40-49	0	0%	0	0%	0	0%
		50-74	0	0%	0	0%	0	0%
		75 or more	0	0%	0	0%	0	0%
			Total	27	100%	37	100%	64



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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0	20	80%	32	86%	52	84%
		1-9	1	4%	2	5%	3	5%
		10-19	2	8%	1	3%	3	5%
		20-29	1	4%	2	5%	3	5%
		30-39	0	0%	0	0%	0	0%
		40-49	0	0%	0	0%	0	0%
		50-74	0	0%	0	0%	0	0%
		75 or more	1	4%	0	0%	1	2%
		Total	25	100%	37	100%	62	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0	8	30%	15	41%	23	36%
		1-9	4	15%	9	24%	13	20%
		10-19	3	11%	4	11%	7	11%
		20-29	3	11%	3	8%	6	9%
		30-39	4	15%	3	8%	7	11%
		40-49	2	7%	2	5%	4	6%
		50-74	2	7%	0	0%	2	3%
		75 or more	1	4%	1	3%	2	3%
		Total	27	100%	37	100%	64	100%
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	2	7%	1	3%	3	5%
		2	0	0%	0	0%	0	0%
		3	1	4%	0	0%	1	2%
		4	2	7%	2	5%	4	6%
		5	5	19%	6	16%	11	17%
		6	13	48%	16	43%	29	45%
		Very much	4	15%	12	32%	16	25%
		Total	27	100%	37	100%	64	100%



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

	<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. <b>Memorizing</b> facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	11	41%	11	30%	22	34%
		Some	11	41%	19	51%	30	47%
		Quite a bit	3	11%	4	11%	7	11%
		Very much	2	7%	3	8%	5	8%
		Total	27	100%	37	100%	64	100%
b. <b>Analyzing</b> 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	0	0%	0	0%	0	0%
		Some	6	22%	3	8%	9	14%
		Quite a bit	11	41%	16	43%	27	42%
		Very much	10	37%	18	49%	28	44%
		Total	27	100%	37	100%	64	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	0	0%	0	0%	0	0%
		Some	4	15%	5	14%	9	14%
		Quite a bit	11	41%	12	32%	23	36%
		Very much	12	44%	20	54%	32	50%
		Total	27	100%	37	100%	64	100%
d. <b>Making judgments</b> 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	2	7%	0	0%	2	3%
		Some	5	19%	9	24%	14	22%
		Quite a bit	12	44%	9	24%	21	33%
		Very much	8	30%	19	51%	27	42%
		Total	27	100%	37	100%	64	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	2	8%	0	0%	2	3%
		Some	3	12%	5	14%	8	13%
		Quite a bit	11	42%	11	30%	22	35%
		Very much	10	38%	21	57%	31	49%
		Total	26	100%	37	100%	63	100%



Lower Division	Upper Division	Total
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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	19%	3	8%	8	13%
		Some	9	33%	7	19%	16	25%
		Quite a bit	7	26%	17	46%	24	38%
		Very much	6	22%	10	27%	16	25%
		Total	27	100%	37	100%	64	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	4	15%	2	6%	6	10%
		Some	10	38%	11	31%	21	34%
		Quite a bit	8	31%	18	50%	26	42%
		Very much	4	15%	5	14%	9	15%
		Total	26	100%	36	100%	62	100%
c. Thinking critically and analytically	FGNANALY	Very little	0	0%	0	0%	0	0%
		Some	3	11%	1	3%	4	6%
		Quite a bit	8	30%	13	35%	21	33%
		Very much	16	59%	23	62%	39	61%
		Total	27	100%	37	100%	64	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	11	41%	7	19%	18	28%
		Some	8	30%	12	32%	20	31%
		Quite a bit	3	11%	9	24%	12	19%
		Very much	5	19%	9	24%	14	22%
		Total	27	100%	37	100%	64	100%
e. Using computing and information technology	FGNCMPTS	Very little	7	26%	8	22%	15	24%
		Some	11	41%	12	33%	23	37%
		Quite a bit	7	26%	7	19%	14	22%
		Very much	2	7%	9	25%	11	17%
		Total	27	100%	36	100%	63	100%



Lower Division	Upper Division	Total
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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>
f. Working effectively with others	FGNOTHER	Very little	5	19%	2	5%	7	11%
		Some	6	23%	8	22%	14	22%
		Quite a bit	5	19%	15	41%	20	32%
		Very much	10	38%	12	32%	22	35%
		Total	26	100%	37	100%	63	100%
g. Learning effectively on their own	FGNINQ	Very little	1	4%	0	0%	1	2%
		Some	2	8%	4	11%	6	10%
		Quite a bit	8	31%	22	59%	30	48%
		Very much	15	58%	11	30%	26	41%
		Total	26	100%	37	100%	63	100%
h. Understanding themselves	FGNSELF	Very little	6	22%	4	11%	10	16%
		Some	9	33%	11	31%	20	32%
		Quite a bit	6	22%	16	44%	22	35%
		Very much	6	22%	5	14%	11	17%
		Total	27	100%	36	100%	63	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	6	22%	6	17%	12	19%
		Some	8	30%	15	42%	23	37%
		Quite a bit	6	22%	11	31%	17	27%
		Very much	7	26%	4	11%	11	17%
		Total	27	100%	36	100%	63	100%
j. Solving complex real-world problems	FGNPROBS	Very little	4	15%	0	0%	4	6%
		Some	8	30%	6	17%	14	23%
		Quite a bit	6	22%	17	49%	23	37%
		Very much	9	33%	12	34%	21	34%
		Total	27	100%	35	100%	62	100%



Lower Division	Upper Division	Total
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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>
k. Developing a personal code of values and ethics	FVALUES	Very little	3	11%	3	8%	6	10%
		Some	8	30%	11	31%	19	30%
		Quite a bit	8	30%	16	44%	24	38%
		Very much	8	30%	6	17%	14	22%
		Total	27	100%	36	100%	63	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	14	52%	23	64%	37	59%
		Some	10	37%	10	28%	20	32%
		Quite a bit	2	7%	3	8%	5	8%
		Very much	1	4%	0	0%	1	2%
		Total	27	100%	36	100%	63	100%
m. Acquiring a broad general education	FGNGENLE	Very little	4	15%	7	19%	11	17%
		Some	5	19%	17	47%	22	35%
		Quite a bit	11	41%	8	22%	19	30%
		Very much	7	26%	4	11%	11	17%
		Total	27	100%	36	100%	63	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	3	11%	2	6%	5	8%
		Some	7	26%	1	3%	8	13%
		Quite a bit	7	26%	15	42%	22	35%
		Very much	10	37%	18	50%	28	44%
		Total	27	100%	36	100%	63	100%

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

	<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>
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	11	41%	4	11%	15	24%
		Biological science	4	15%	1	3%	5	8%
		Business	0	0%	7	19%	7	11%
		Education	3	11%	7	19%	10	16%
		Engineering	0	0%	0	0%	0	0%
		Physical science	2	7%	2	6%	4	6%
		Professional	0	0%	0	0%	0	0%
		Social science	2	7%	4	11%	6	10%
		Other	5	19%	11	31%	16	25%
		Total	27	100%	36	100%	63	100%



# Faculty Survey of Student Engagement

## FSSE 2006 and NSSE 2006 Frequencies Wayne State College

### Faculty classroom practices and student responses:

#### Faculty Responses

Percentage of faculty who reported that more than half of students from their courses do the following

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>50% or Higher</i>
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	<b>29%</b>
		UD	<b>39%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>25%</b>
		UD	<b>16%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>29%</b>
		UD	<b>35%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>32%</b>
		UD	<b>32%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>18%</b>
		UD	<b>29%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>11%</b>
		UD	<b>24%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>14%</b>
		UD	<b>13%</b>

#### Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Asked questions in class or contributed to class discussions	CLQUEST	FY	21%	40%	37%	1%
		SR	38%	38%	23%	1%
Come to class without completing assignments	CLUNPREP	FY	6%	14%	54%	26%
		SR	7%	14%	59%	20%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	12%	45%	34%	8%
		SR	17%	41%	38%	4%
Used e-mail to communicate with an instructor	EMAIL	FY	26%	36%	34%	4%
		SR	41%	36%	23%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	15%	31%	45%	9%
		SR	22%	39%	36%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	10%	26%	46%	18%
		SR	17%	34%	42%	7%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	5%	13%	34%	48%
		SR	7%	21%	44%	28%



# Faculty Survey of Student Engagement

## FSSE 2006 and NSSE 2006 Frequencies Wayne State College

### Faculty classroom practices and student responses:

#### Faculty Responses

Percentage of faculty who reported that students from their courses do the following often or very often

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often or Often</i>
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	<b>48%</b>
		UD	<b>51%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>56%</b>
		UD	<b>78%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>15%</b>
		UD	<b>22%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>26%</b>
		UD	<b>30%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>81%</b>
		UD	<b>97%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>19%</b>
		UD	<b>22%</b>
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	<b>33%</b>
		UD	<b>32%</b>

#### Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Often</i>	<i>Often</i>	<i>Sometimes</i>	<i>Never</i>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	20%	33%	41%	6%
		SR	21%	38%	34%	7%
Worked with other students on projects during class	CLASSGRP	FY	16%	43%	34%	7%
		SR	17%	41%	39%	2%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	5%	9%	22%	64%
		SR	5%	18%	45%	33%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	27%	24%	28%	21%
		SR	32%	28%	24%	15%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	12%	38%	39%	12%
		SR	12%	43%	43%	3%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	18%	24%	37%	21%
		SR	13%	27%	38%	22%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	22%	36%	31%	12%
		SR	18%	31%	38%	13%



# Faculty Survey of Student Engagement

## FSSE 2006 and NSSE 2006 Frequencies Wayne State College

### Faculty classroom practices and student responses:

#### Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	LD	<b>41%</b>
		UD	<b>50%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>73%</b>
		UD	<b>89%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>50%</b>
		UD	<b>71%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>44%</b>
		UD	<b>75%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>54%</b>
		UD	<b>68%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>37%</b>
		UD	<b>29%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>67%</b>
		UD	<b>74%</b>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	<b>70%</b>
		UD	<b>87%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>78%</b>
		UD	<b>97%</b>

#### Student Responses

Distribution of student responses to how often they did the following at their institution during the current school year

NSSE Item	Variable	Class	Very Often	Often	Sometimes	Never
Prepared two or more drafts of a paper or assignment before turning it in	REWROPAP	FY	17%	32%	38%	13%
		SR	16%	27%	45%	13%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	28%	53%	17%	2%
		SR	40%	49%	10%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	16%	31%	42%	11%
		SR	18%	45%	31%	6%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	10%	40%	44%	6%
		SR	18%	52%	27%	2%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	18%	45%	26%	11%
		SR	21%	40%	37%	2%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	10%	42%	44%
		SR	12%	13%	39%	36%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	11%	29%	48%	12%
		SR	17%	37%	37%	9%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	15%	38%	37%	10%
		SR	20%	40%	36%	5%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	20%	40%	33%	7%
		SR	24%	41%	32%	2%



**Faculty classroom practices and student responses:**

**Faculty Responses**

**Percentage of faculty who reported that their evaluations of student performance are quite challenging for students**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>
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	LD	<b>81%</b>
		UD	<b>92%</b>

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

**Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses**

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	<b>19%</b>
		UD	<b>19%</b>
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	<b>78%</b>
		UD	<b>92%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>85%</b>
		UD	<b>86%</b>
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	<b>74%</b>
		UD	<b>76%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>81%</b>
		UD	<b>86%</b>

**Student Responses**

**Distribution of student responses to how much their examinations during the current school year challenged them to do their best work**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Quite Challenging</i>	<i>Not as Challenging</i>
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	77%	23%
		SR	82%	18%

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

**Distribution of student responses to how much their coursework during the current school year emphasized the following**

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	23%	47%	27%	4%
		SR	19%	43%	30%	8%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	18%	52%	28%	3%
		SR	27%	54%	17%	1%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	15%	48%	29%	8%
		SR	18%	45%	33%	4%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	16%	45%	33%	6%
		SR	21%	41%	32%	6%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	22%	50%	21%	8%
		SR	33%	45%	18%	3%



## Faculty Survey of Student Engagement

## FSSE 2006 and NSSE 2006 Frequencies Wayne State College

### Faculty classroom practices and student responses:

#### Faculty Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Writing clearly and effectively	FGNWRITE	LD	<b>48%</b>
		UD	<b>73%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>46%</b>
		UD	<b>64%</b>
Thinking critically and analytically	FGNANALY	LD	<b>89%</b>
		UD	<b>97%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>30%</b>
		UD	<b>49%</b>
Using computing and information technology	FGNCMPTS	LD	<b>33%</b>
		UD	<b>44%</b>
Working effectively with others	FGNOTHER	LD	<b>58%</b>
		UD	<b>73%</b>
Learning effectively on their own	FGNINQ	LD	<b>88%</b>
		UD	<b>89%</b>

#### Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Writing clearly and effectively	GNWIRTE	FY	33%	32%	31%	4%
		SR	29%	46%	21%	4%
Speaking clearly and effectively	GNSPEAK	FY	33%	38%	24%	6%
		SR	30%	43%	23%	3%
Thinking critically and analytically	GNANALY	FY	34%	45%	18%	2%
		SR	39%	48%	12%	1%
Analyzing quantitative problems	GNQUANT	FY	29%	37%	27%	7%
		SR	30%	41%	24%	5%
Using computing and information technology	GNCMPTS	FY	34%	35%	27%	3%
		SR	40%	44%	15%	1%
Working effectively with others	GNOTHERS	FY	34%	39%	24%	4%
		SR	38%	45%	14%	2%
Learning effectively on your own	GNINQ	FY	28%	37%	30%	4%
		SR	25%	44%	27%	5%



## Faculty Survey of Student Engagement

## FSSE 2006 and NSSE 2006 Frequencies Wayne State College

### Faculty classroom practices and student responses:

#### Faculty Responses

Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Understanding themselves	FGNSELF	LD	<b>44%</b>
		UD	<b>58%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>48%</b>
		UD	<b>42%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>56%</b>
		UD	<b>83%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>59%</b>
		UD	<b>61%</b>
Developing a deepened sense of spirituality	FSPRIT	LD	<b>11%</b>
		UD	<b>8%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>67%</b>
		UD	<b>33%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>63%</b>
		UD	<b>92%</b>

#### Student Responses

Distribution of student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Understanding yourself	GNSELF	FY	27%	41%	26%	6%
		SR	24%	39%	26%	11%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	21%	33%	31%	14%
		SR	18%	35%	36%	11%
Solving complex real-world problems	GNPROBSV	FY	21%	26%	41%	12%
		SR	20%	37%	34%	9%
Developing a personal code of values and ethics	GNETHICS	FY	21%	36%	33%	11%
		SR	22%	32%	37%	9%
Developing a deepened sense of spirituality	GNSPIRIT	FY	15%	19%	36%	29%
		SR	12%	14%	28%	47%
Acquiring a broad general education	GNGENLED	FY	35%	46%	19%	1%
		SR	39%	46%	14%	2%
Acquiring job or work-related knowledge and skills	GNWORK	FY	24%	42%	26%	8%
		SR	38%	40%	18%	4%



# Faculty Survey of Student Engagement

## FSSE 2006 and NSSE 2006 Frequencies Wayne State College

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

#### Faculty Responses

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

FSSE Item	Variable	Class	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	<b>75%</b>
		UD	<b>89%</b>
Community service or volunteer work	FVOLUNTR	LD	<b>50%</b>
		UD	<b>50%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	<b>21%</b>
		UD	<b>29%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	<b>39%</b>
		UD	<b>42%</b>
Foreign language coursework	FFORLANG	LD	<b>43%</b>
		UD	<b>45%</b>
Study abroad	FSTUDYAB	LD	<b>22%</b>
		UD	<b>32%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>89%</b>
		UD	<b>87%</b>

#### Student Responses

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

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	7%	76%	5%	12%
		SR	55%	21%	16%	8%
Community service or volunteer work	VOLNTR04	FY	39%	39%	5%	16%
		SR	63%	11%	15%	11%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	12%	22%	23%	43%
		SR	22%	7%	54%	17%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	3%	36%	24%	37%
		SR	17%	9%	58%	17%
Foreign language coursework	FORLNG04	FY	21%	37%	19%	23%
		SR	55%	3%	37%	6%
Study abroad	STDABR04	FY	4%	18%	45%	32%
		SR	2%	4%	82%	11%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	4%	35%	17%	44%
		SR	22%	26%	40%	12%



## Faculty Survey of Student Engagement

## FSSE 2006 and NSSE 2006 Frequencies Wayne State College

### Faculty and student perceptions of the campus environment:

#### Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCO	LD	<b>32%</b>
		UD	<b>58%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>82%</b>
		UD	<b>87%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	<b>39%</b>
		UD	<b>45%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>43%</b>
		UD	<b>58%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>54%</b>
		UD	<b>45%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEEN	LD	<b>79%</b>
		UD	<b>58%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>93%</b>
		UD	<b>95%</b>

#### Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Much</i>	<i>Quite a Bit</i>	<i>Some</i>	<i>Very Little</i>
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	30%	45%	22%	3%
		SR	23%	45%	28%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	27%	49%	21%	3%
		SR	28%	49%	22%	2%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	16%	28%	43%	12%
		SR	14%	30%	42%	14%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	23%	38%	29%
		SR	6%	24%	42%	27%
Providing the support you need to thrive socially	ENVSOCAL	FY	11%	28%	46%	15%
		SR	7%	32%	40%	20%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	23%	47%	26%	4%
		SR	13%	45%	32%	11%
Using computers in academic work	ENVCOMPT	FY	36%	46%	17%	2%
		SR	59%	31%	11%	0%



## Faculty Survey of Student Engagement

## FSSE 2006 and NSSE 2006 Frequencies Wayne State College

### Faculty and student perceptions of the campus environment:

#### Faculty Responses

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>
With other students	FENVSTU	LD	<b>82%</b>
		UD	<b>97%</b>
With faculty members	FENVFAC	LD	<b>82%</b>
		UD	<b>95%</b>
With administrative personnel and offices	FENVADM	LD	<b>52%</b>
		UD	<b>53%</b>

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

#### Student Responses

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Neutral or Negative</i>
With other students	ENVSTU	FY	87%	13%
		SR	86%	14%
With faculty members	ENVFAC	FY	73%	27%
		SR	83%	17%
With administrative personnel and offices	ENVADM	FY	59%	41%
		SR	57%	43%

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