



<b>Response rate</b>	33%			
<b>Number of invited faculty</b>	822			
<b>Total number of respondents</b>	272 (104 Lower Division, 137 Upper Division, 15 Other, 16 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	43%	28%	31%	34%
Biological science	7%	5%	0%	5%
Business	7%	13%	0%	10%
Education	3%	5%	38%	6%
Engineering	0%	0%	0%	0%
Physical science	13%	5%	8%	9%
Professional	3%	9%	8%	7%
Social science	12%	19%	8%	16%
Other	11%	16%	8%	13%
<b>Rank</b>				
Professor	20%	30%	0%	24%
Associate Professor	18%	24%	29%	22%
Assistant Professor	26%	33%	36%	30%
Instructor	20%	5%	21%	12%
Lecturer	12%	5%	7%	8%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	4%	3%	7%	4%
<b>Tenure status</b>				
Tenured	37%	57%	36%	48%
On tenure track but not tenured	21%	24%	14%	22%
Not on tenure track	41%	15%	50%	28%
No tenure system	0%	4%	0%	2%
<b>Highest degree earned</b>				
First professional degree	0%	5%	0%	3%
Doctoral degree	59%	69%	53%	64%
Master's degree	38%	21%	40%	29%
Bachelor's degree	1%	1%	7%	1%
Associate's degree	0%	0%	0%	0%
Other	2%	5%	0%	3%
<b>Full-time/Part Time</b>				
Full-time	63%	83%	53%	73%
Part-time	37%	17%	47%	27%



	<b>Lower Division</b>	<b>Upper Division</b>	<b>Other</b>	<b>Total</b>
<b>Number of courses taught 07-08<sup>1</sup></b>				
None	0%	1%	0%	0%
1-3	12%	16%	14%	14%
4-6	42%	29%	50%	35%
7 or more	46%	55%	36%	50%
<b>Years of teaching experience</b>				
4 or less	27%	13%	21%	20%
5-9	14%	18%	21%	17%
10-14	15%	19%	29%	18%
15 or more	43%	49%	29%	45%
<b>Age</b>				
34 or younger	5%	4%	0%	4%
35-44	24%	26%	36%	26%
45-54	33%	25%	29%	29%
Older than 54	37%	45%	36%	41%
<b>Gender</b>				
Male	50%	48%	13%	47%
Female	50%	52%	87%	53%
<b>Race / Ethnicity</b>				
American Indian/ Native Amer.	0%	0%	0%	0%
Asian/ Asian Amer./ Pacific Isl.	2%	6%	13%	5%
Black or African American	0%	2%	0%	1%
White (non-Hispanic)	88%	72%	40%	76%
Mexican or Mexican American	1%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	2%	0%	1%
Multiracial	2%	0%	0%	1%
Other	1%	2%	7%	2%
Prefer not to respond	5%	16%	40%	13%
<b>Citizenship status</b>				
U.S. citizen, native	87%	83%	93%	85%
U.S. citizen, naturalized	6%	10%	0%	8%
Permanent resident of the U.S.	6%	7%	7%	7%
Temporary resident of the U.S.	0%	1%	0%	0%

1: Includes 2007-2008 undergraduate and graduate courses, taught or scheduled, as reported by faculty respondents.



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	5	5%	6	4%	11	5%
		Somewhat important	18	17%	15	11%	33	14%
		Important	34	33%	33	24%	67	28%
		Very important	47	45%	83	61%	130	54%
		Total	104	100%	137	100%	241	100%
b. Community service or volunteer work	FVOLUNTR	Not important	19	18%	13	10%	32	13%
		Somewhat important	35	34%	49	36%	84	35%
		Important	32	31%	43	32%	75	31%
		Very important	18	17%	31	23%	49	20%
		Total	104	100%	136	100%	240	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	16	15%	24	18%	40	17%
		Somewhat important	31	30%	39	29%	70	29%
		Important	39	38%	46	34%	85	36%
		Very important	18	17%	26	19%	44	18%
		Total	104	100%	135	100%	239	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	17	17%	26	19%	43	18%
		Somewhat important	34	33%	46	34%	80	34%
		Important	29	28%	39	29%	68	29%
		Very important	22	22%	24	18%	46	19%
		Total	102	100%	135	100%	237	100%
e. Foreign language coursework	FFORLANG	Not important	18	17%	28	21%	46	19%
		Somewhat important	30	29%	48	35%	78	33%
		Important	40	38%	34	25%	74	31%
		Very important	16	15%	26	19%	42	18%
		Total	104	100%	136	100%	240	100%
f. Study abroad	FSTUDYAB	Not important	22	21%	38	28%	60	25%
		Somewhat important	52	50%	44	32%	96	40%
		Important	22	21%	37	27%	59	25%
		Very important	8	8%	17	13%	25	10%
		Total	104	100%	136	100%	240	100%



**Faculty Survey  
of Student Engagement**

**FSSE 2008 Frequency Distributions  
Salem 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)**

	<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. Independent study or self-designed major	FINDST06	Not important	24	23%	40	30%	64	27%
		Somewhat important	46	45%	44	33%	90	38%
		Important	29	28%	34	25%	63	26%
		Very important	4	4%	17	13%	21	9%
		Total	103	100%	135	100%	238	100%
h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	Not important	2	2%	4	3%	6	3%
		Somewhat important	11	11%	20	15%	31	13%
		Important	39	38%	39	29%	78	33%
		Very important	52	50%	72	53%	124	52%
		Total	104	100%	135	100%	239	100%

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

	<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>
Student relationships <b>with other students</b>	FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	0	0%	0	0%
		2	4	4%	4	3%	8	3%
		3	12	12%	8	6%	20	8%
		4	23	22%	31	23%	54	22%
		5	38	37%	41	30%	79	33%
		6	18	17%	40	29%	58	24%
		Friendly, Supportive, Sense of Belonging	9	9%	13	9%	22	9%
		Total	104	100%	137	100%	241	100%
		Student relationships <b>with faculty members</b>	FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	1	1%
2	3			3%	0	0%	3	1%
3	11			11%	11	8%	22	9%
4	19			18%	25	18%	44	18%
5	32			31%	48	35%	80	33%
6	24			23%	38	28%	62	26%
Available, Helpful, Sympathetic	15			14%	14	10%	29	12%
Total	104			100%	137	100%	241	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	5	5%	13	10%	18	8%
	2	22	22%	16	12%	38	16%
	3	16	16%	27	20%	43	18%
	4	23	23%	36	26%	59	25%
	5	22	22%	26	19%	48	20%
	6	6	6%	14	10%	20	8%
	Helpful, Considerate, Flexible	6	6%	4	3%	10	4%
	Total	100	100%	136	100%	236	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	5	5%	12	9%	17	7%
	Some	40	38%	55	40%	95	39%
	Quite a bit	49	47%	52	38%	101	42%
	Very much	10	10%	18	13%	28	12%
	Total	104	100%	137	100%	241	100%

b. Providing students the support they need to help them succeed academically

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVSUPR	Very little	4	4%	5	4%	9	4%
	Some	25	24%	40	29%	65	27%
	Quite a bit	50	48%	63	46%	113	47%
	Very much	25	24%	29	21%	54	22%
	Total	104	100%	137	100%	241	100%

c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
FENVDIVR	Very little	9	9%	8	6%	17	7%
	Some	39	38%	60	44%	99	41%
	Quite a bit	34	33%	47	35%	81	34%
	Very much	22	21%	21	15%	43	18%
	Total	104	100%	136	100%	240	100%



**Faculty Survey  
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**FSSE 2008 Frequency Distributions  
Salem State College**

Lower Division	Upper Division	Total
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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	24	24%	25	19%	49	21%
		Some	47	47%	69	51%	116	49%
		Quite a bit	24	24%	29	21%	53	22%
		Very much	6	6%	12	9%	18	8%
		Total	101	100%	135	100%	236	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	17	17%	24	18%	41	17%
		Some	63	62%	74	55%	137	58%
		Quite a bit	16	16%	29	22%	45	19%
		Very much	6	6%	7	5%	13	6%
		Total	102	100%	134	100%	236	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	11	11%	12	9%	23	10%
		Some	50	48%	72	53%	122	51%
		Quite a bit	40	38%	41	30%	81	34%
		Very much	3	3%	10	7%	13	5%
		Total	104	100%	135	100%	239	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	11	11%	11	8%	22	9%
		Some	40	39%	66	48%	106	44%
		Quite a bit	40	39%	48	35%	88	37%
		Very much	12	12%	12	9%	24	10%
		Total	103	100%	137	100%	240	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	0	0%	3	2%	3	1%
		Some	10	10%	21	15%	31	13%
		Quite a bit	47	45%	48	35%	95	39%
		Very much	47	45%	65	47%	112	46%
		Total	104	100%	137	100%	241	100%



**Faculty Survey  
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**FSSE 2008 Frequency Distributions  
Salem 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	1	1%	1	1%	2	1%
		1-4	8	8%	16	12%	24	10%
		5-8	25	24%	27	20%	52	22%
		9-12	48	46%	62	45%	110	46%
		13-16	17	16%	22	16%	39	16%
		17-20	4	4%	6	4%	10	4%
		21-30	1	1%	3	2%	4	2%
		More than 30	0	0%	0	0%	0	0%
		Total	104	100%	137	100%	241	100%
b. Grading papers and exams	GRADEPAP	0	1	1%	2	1%	3	1%
		1-4	36	35%	53	39%	89	37%
		5-8	40	38%	48	35%	88	37%
		9-12	16	15%	23	17%	39	16%
		13-16	5	5%	6	4%	11	5%
		17-20	5	5%	4	3%	9	4%
		21-30	1	1%	1	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	104	100%	137	100%	241	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	2	2%	3	2%	5	2%
		1-4	68	67%	80	58%	148	62%
		5-8	23	23%	31	23%	54	23%
		9-12	6	6%	17	12%	23	10%
		13-16	2	2%	6	4%	8	3%
		17-20	1	1%	0	0%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	102	100%	137	100%	239	100%



**Faculty Survey  
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**FSSE 2008 Frequency Distributions  
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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	28	27%	30	22%	58	24%
		5-8	39	38%	53	39%	92	38%
		9-12	17	16%	32	24%	49	20%
		13-16	11	11%	16	12%	27	11%
		17-20	4	4%	4	3%	8	3%
		21-30	4	4%	0	0%	4	2%
		More than 30	1	1%	1	1%	2	1%
			Total	104	100%	136	100%	240
e. Reflecting on ways to improve my teaching	REFLECT	0	0	0%	2	1%	2	1%
		1-4	73	71%	93	68%	166	69%
		5-8	25	24%	20	15%	45	19%
		9-12	2	2%	10	7%	12	5%
		13-16	2	2%	7	5%	9	4%
		17-20	1	1%	2	1%	3	1%
		21-30	0	0%	3	2%	3	1%
		More than 30	0	0%	0	0%	0	0%
			Total	103	100%	137	100%	240
f. Research and scholarly activities	SCHOLAR	0	16	16%	12	9%	28	12%
		1-4	43	42%	47	34%	90	38%
		5-8	20	19%	42	31%	62	26%
		9-12	11	11%	20	15%	31	13%
		13-16	7	7%	9	7%	16	7%
		17-20	3	3%	4	3%	7	3%
		21-30	2	2%	2	1%	4	2%
		More than 30	1	1%	1	1%	2	1%
			Total	103	100%	137	100%	240



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	58	57%	59	43%	117	49%
		1-4	33	32%	61	45%	94	39%
		5-8	6	6%	7	5%	13	5%
		9-12	2	2%	7	5%	9	4%
		13-16	3	3%	2	1%	5	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		102	100%	136	100%	238
h. Advising undergraduate students	ADVISE	0	29	28%	17	13%	46	19%
		1-4	56	54%	74	54%	130	54%
		5-8	12	12%	29	21%	41	17%
		9-12	1	1%	8	6%	9	4%
		13-16	3	3%	4	3%	7	3%
		17-20	2	2%	3	2%	5	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	0%
		Total		103	100%	136	100%	239
i. Supervising internships or other field experiences	FIELDEXP	0	76	73%	75	55%	151	63%
		1-4	18	17%	43	32%	61	25%
		5-8	5	5%	8	6%	13	5%
		9-12	4	4%	5	4%	9	4%
		13-16	1	1%	5	4%	6	3%
		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		104	100%	136	100%	240



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	57	55%	57	42%	114	48%
		1-4	40	38%	70	51%	110	46%
		5-8	4	4%	6	4%	10	4%
		9-12	3	3%	1	1%	4	2%
		13-16	0	0%	2	1%	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	104	100%	136	100%	240	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	28	27%	34	25%	62	26%
		1-4	60	58%	76	56%	136	57%
		5-8	11	11%	17	13%	28	12%
		9-12	3	3%	7	5%	10	4%
		13-16	1	1%	0	0%	1	0%
		17-20	0	0%	2	1%	2	1%
		21-30	0	0%	0	0%	0	0%
		More than 30	1	1%	0	0%	1	0%
		Total	104	100%	136	100%	240	100%
l. Conducting service activities	SERVICE	0	64	62%	62	46%	126	53%
		1-4	29	28%	46	34%	75	32%
		5-8	8	8%	21	16%	29	12%
		9-12	0	0%	2	1%	2	1%
		13-16	0	0%	1	1%	1	0%
		17-20	1	1%	2	1%	3	1%
		21-30	1	1%	0	0%	1	0%
		More than 30	0	0%	0	0%	0	0%
		Total	103	100%	134	100%	237	100%



**Faculty Survey  
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**FSSE 2008 Frequency Distributions  
Salem State College**

Lower Division	Upper Division	Total
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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	102	98%	125	93%	227	95%
		Classroom, auxiliary location	0	0%	1	1%	1	0%
		Distance education	2	2%	8	6%	10	4%
		Total	104	100%	134	100%	238	100%
<b>Does your selected course section fulfill a general education requirement on your campus?</b>	GENEDREQ	No	30	29%	94	69%	124	52%
		Yes	74	71%	42	31%	116	48%
		Total	104	100%	136	100%	240	100%
<b>How many students are enrolled in your selected course section?</b>	CS05	9 or less	4	4%	9	7%	13	5%
		10 to 19	38	37%	54	40%	92	39%
		20 to 29	33	32%	45	34%	78	33%
		30 to 49	25	24%	21	16%	46	19%
		50 to 99	3	3%	4	3%	7	3%
		100 or more	0	0%	1	1%	1	0%
		Total	103	100%	134	100%	237	100%
<b>Prior to this semester, how many times have you taught your selected course?</b>	CT05	0	5	5%	16	13%	21	10%
		1 to 2	19	20%	7	6%	26	12%
		3 to 9	31	33%	47	39%	78	36%
		10 to 19	24	26%	32	26%	56	26%
		20 or more	14	15%	19	16%	33	15%
		Total	93	100%	121	100%	214	100%
<b>What is the general area of your selected course?</b>	CSDISCOL	Arts and Humanities	41	43%	30	24%	71	32%
		Biological science	5	5%	9	7%	14	6%
		Business	5	5%	20	16%	25	11%
		Education	2	2%	8	6%	10	5%
		Engineering	0	0%	0	0%	0	0%
		Physical science	14	15%	6	5%	20	9%
		Professional	4	4%	12	10%	16	7%
		Social science	12	13%	24	19%	36	16%
		Other	13	14%	17	13%	30	14%
		Total	96	100%	126	100%	222	100%



Lower Division	Upper Division	Total
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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	1	1%	0	0%	1	0%
		1-24%	48	46%	31	23%	79	33%
		25-49%	24	23%	45	34%	69	29%
		50-74%	19	18%	28	21%	47	20%
		75% or higher	12	12%	29	22%	41	17%
		Total	104	100%	133	100%	237	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	2	2%	4	3%	6	3%
		1-24%	30	29%	61	47%	91	39%
		25-49%	43	41%	31	24%	74	31%
		50-74%	17	16%	23	18%	40	17%
		75% or higher	12	12%	12	9%	24	10%
		Total	104	100%	131	100%	235	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	5	5%	1	1%	6	3%
		1-24%	40	39%	46	35%	86	37%
		25-49%	37	36%	32	24%	69	30%
		50-74%	18	18%	38	29%	56	24%
		75% or higher	2	2%	14	11%	16	7%
		Total	102	100%	131	100%	233	100%
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	1	1%	1	0%
		1-24%	35	34%	26	20%	61	26%
		25-49%	25	24%	29	22%	54	23%
		50-74%	19	18%	39	29%	58	24%
		75% or higher	25	24%	38	29%	63	27%
		Total	104	100%	133	100%	237	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	1	1%	1	1%	2	1%
		1-24%	40	38%	43	32%	83	35%
		25-49%	35	34%	33	25%	68	29%
		50-74%	19	18%	34	26%	53	22%
		75% or higher	9	9%	22	17%	31	13%
		Total	104	100%	133	100%	237	100%



# Faculty Survey of Student Engagement

## FSSE 2008 Frequency Distributions Salem State College

Lower Division	Upper Division	Total
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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	9	9%	6	5%	15	6%
		1-24%	66	64%	63	47%	129	55%
		25-49%	15	15%	32	24%	47	20%
		50-74%	9	9%	15	11%	24	10%
		75% or higher	4	4%	17	13%	21	9%
	Total	103	100%	133	100%	236	100%	
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	14	13%	15	11%	29	12%
		1-24%	62	60%	62	47%	124	53%
		25-49%	20	19%	29	22%	49	21%
		50-74%	4	4%	20	15%	24	10%
		75% or higher	4	4%	6	5%	10	4%
	Total	104	100%	132	100%	236	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	25	25%	21	16%	46	20%
		Sometimes	25	25%	41	31%	66	28%
		Often	25	25%	29	22%	54	23%
		Very often	25	25%	41	31%	66	28%
	Total	100	100%	132	100%	232	100%	
b. Work with other students on projects during class	FCLASSGR	Never	13	13%	11	8%	24	10%
		Sometimes	40	39%	46	35%	86	37%
		Often	33	32%	37	28%	70	30%
		Very often	16	16%	38	29%	54	23%
	Total	102	100%	132	100%	234	100%	
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	77	76%	86	66%	163	71%
		Sometimes	20	20%	21	16%	41	18%
		Often	1	1%	8	6%	9	4%
		Very often	3	3%	15	12%	18	8%
	Total	101	100%	130	100%	231	100%	



# Faculty Survey of Student Engagement

## FSSE 2008 Frequency Distributions Salem State College

Lower Division	Upper Division	Total
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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	23	23%	33	25%	56	24%
		Sometimes	32	32%	35	27%	67	29%
		Often	20	20%	28	21%	48	21%
		Very often	26	26%	36	27%	62	27%
		Total	101	100%	132	100%	233	100%
e. Receive prompt written or oral feedback from you on their academic performance	FFEED	Never	0	0%	1	1%	1	0%
		Sometimes	6	6%	12	9%	18	8%
		Often	44	43%	49	38%	93	40%
		Very often	52	51%	67	52%	119	52%
		Total	102	100%	129	100%	231	100%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	20	20%	29	22%	49	21%
		Sometimes	44	44%	49	38%	93	40%
		Often	18	18%	30	23%	48	21%
		Very often	19	19%	22	17%	41	18%
		Total	101	100%	130	100%	231	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	16	17%	28	21%	44	19%
		Sometimes	48	50%	55	42%	103	45%
		Often	14	15%	31	24%	45	20%
		Very often	18	19%	17	13%	35	15%
		Total	96	100%	131	100%	227	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	4	4%	4	3%	8	3%
		1	56	55%	59	45%	115	50%
		2-3	36	36%	55	42%	91	39%
		4-6	4	4%	10	8%	14	6%
		More than 6	1	1%	3	2%	4	2%
		Total	101	100%	131	100%	232	100%



Lower Division	Upper Division	Total
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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 <b>20 pages or more</b>	FWRTMR05	None	91	90%	96	75%	187	82%
		1	8	8%	21	16%	29	13%
		2-3	1	1%	9	7%	10	4%
		4-6	0	0%	1	1%	1	0%
		More than 6	1	1%	1	1%	2	1%
		Total		101	100%	128	100%	229
c. Number of written papers or reports between <b>5 and 19 pages</b>	FWRTMD05	None	42	43%	38	31%	80	36%
		1	21	21%	38	31%	59	27%
		2-3	23	23%	36	29%	59	27%
		4-6	9	9%	10	8%	19	9%
		More than 6	3	3%	1	1%	4	2%
		Total		98	100%	123	100%	221
d. Number of written papers or reports of <b>fewer than 5 pages</b>	FWRITSML	None	25	25%	29	23%	54	24%
		1	14	14%	16	13%	30	13%
		2-3	19	19%	26	21%	45	20%
		4-6	21	21%	28	22%	49	22%
		More than 6	21	21%	27	21%	48	21%
		Total		100	100%	126	100%	226

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 one</b> hour to complete	FPROBSTA	None	34	34%	45	37%	79	35%
		1-2	45	45%	43	35%	88	39%
		3-4	13	13%	14	11%	27	12%
		5-6	2	2%	10	8%	12	5%
		More than 6	6	6%	11	9%	17	8%
		Total		100	100%	123	100%	223
b. Number of problem sets that take your students <b>less than one</b> hour to complete	FPROBSTB	None	50	51%	64	51%	114	51%
		1-2	30	30%	36	29%	66	29%
		3-4	11	11%	16	13%	27	12%
		5-6	4	4%	4	3%	8	4%
		More than 6	4	4%	6	5%	10	4%
		Total		99	100%	126	100%	225



Lower Division	Upper Division	Total
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**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 <b>expect</b> your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FEXPREP	0	0	0%	0	0%	0	0%
		1-2	9	9%	4	3%	13	6%
		3-4	36	36%	38	29%	74	32%
		5-6	32	32%	45	34%	77	33%
		7-8	10	10%	19	15%	29	13%
		9-10	11	11%	18	14%	29	13%
		11-12	2	2%	4	3%	6	3%
		More than 12	0	0%	3	2%	3	1%
		Total	100	100%	131	100%	231	100%
b. In a typical 7-day week, about how many hours do you think your students <b>actually</b> spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	FACTPREP	0	3	3%	1	1%	4	2%
		1-2	63	63%	63	48%	126	54%
		3-4	25	25%	41	31%	66	28%
		5-6	6	6%	17	13%	23	10%
		7-8	3	3%	8	6%	11	5%
		9-10	0	0%	2	2%	2	1%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	0	0%	0	0%
		Total	100	100%	132	100%	232	100%

**In your selected course section, how *important* to you is it that your students 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. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	23	23%	23	18%	46	20%
		Somewhat important	19	19%	35	28%	54	24%
		Important	26	27%	26	20%	52	23%
		Very important	30	31%	43	34%	73	32%
			Total	98	100%	127	100%	225



Lower Division	Upper Division	Total
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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	14	14%	9	7%	23	10%
		Somewhat important	10	10%	14	11%	24	11%
		Important	30	31%	25	20%	55	25%
		Very important	43	44%	79	62%	122	54%
		Total	97	100%	127	100%	224	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	32	32%	22	17%	54	24%
		Somewhat important	33	33%	38	29%	71	31%
		Important	23	23%	33	26%	56	25%
		Very important	11	11%	36	28%	47	21%
		Total	99	100%	129	100%	228	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	21	22%	14	11%	35	15%
		Somewhat important	31	32%	31	24%	62	27%
		Important	31	32%	39	30%	70	31%
		Very important	14	14%	46	35%	60	26%
		Total	97	100%	130	100%	227	100%
e. Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	20	21%	15	12%	35	15%
		Somewhat important	32	33%	47	36%	79	35%
		Important	32	33%	37	29%	69	31%
		Very important	13	13%	30	23%	43	19%
		Total	97	100%	129	100%	226	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	41	42%	46	36%	87	39%
		Somewhat important	37	38%	39	31%	76	34%
		Important	14	14%	24	19%	38	17%
		Very important	5	5%	18	14%	23	10%
		Total	97	100%	127	100%	224	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	13	14%	8	6%	21	9%
		Somewhat important	12	13%	20	16%	32	14%
		Important	34	36%	48	37%	82	37%
		Very important	36	38%	53	41%	89	40%
		Total	95	100%	129	100%	224	100%



Lower Division	Upper Division	Total
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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	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	13	13%	13	10%	26	12%
		Somewhat important	18	18%	22	17%	40	18%
		Important	24	24%	38	30%	62	27%
		Very important	43	44%	55	43%	98	43%
		Total	98	100%	128	100%	226	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	2	2%	1	1%	3	1%
		Somewhat important	4	4%	12	9%	16	7%
		Important	29	30%	37	29%	66	29%
		Very important	63	64%	78	61%	141	62%
		Total	98	100%	128	100%	226	100%

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

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Lecture	LECTURE	0%	0	0%	7	6%	7	3%
		1-9%	4	4%	13	10%	17	8%
		10-19%	14	15%	26	21%	40	18%
		20-29%	18	19%	16	13%	34	15%
		30-39%	10	10%	13	10%	23	10%
		40-49%	21	22%	24	19%	45	20%
		50-74%	22	23%	17	14%	39	18%
		75% or more	7	7%	9	7%	16	7%
		Total	96	100%	125	100%	221	100%
		b. Teacher-led discussion	TEACHLED	0%	6	6%	4	3%
1-9%	9			9%	12	10%	21	10%
10-19%	23			24%	16	14%	39	18%
20-29%	22			23%	28	24%	50	23%
30-39%	14			15%	21	18%	35	16%
40-49%	12			13%	12	10%	24	11%
50-74%	9			9%	15	13%	24	11%
75% or more	1			1%	9	8%	10	5%
Total	96			100%	117	100%	213	100%



Lower Division	Upper Division	Total
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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%	26	32%	31	26%	57	28%
		1-9%	19	23%	25	21%	44	22%
		10-19%	16	20%	23	19%	39	19%
		20-29%	5	6%	13	11%	18	9%
		30-39%	7	9%	8	7%	15	7%
		40-49%	4	5%	5	4%	9	4%
		50-74%	5	6%	7	6%	12	6%
		75% or more	0	0%	7	6%	7	3%
		Total	82	100%	119	100%	201	100%
d. Student computer use	COMP MED	0%	52	55%	60	48%	112	51%
		1-9%	17	18%	23	18%	40	18%
		10-19%	8	9%	14	11%	22	10%
		20-29%	8	9%	7	6%	15	7%
		30-39%	3	3%	10	8%	13	6%
		40-49%	1	1%	3	2%	4	2%
		50-74%	1	1%	3	2%	4	2%
		75% or more	4	4%	6	5%	10	5%
		Total	94	100%	126	100%	220	100%
e. Small group activities	GROUPSML	0%	14	15%	26	20%	40	18%
		1-9%	28	30%	44	34%	72	32%
		10-19%	21	22%	24	19%	45	20%
		20-29%	18	19%	12	9%	30	14%
		30-39%	5	5%	12	9%	17	8%
		40-49%	4	4%	3	2%	7	3%
		50-74%	2	2%	5	4%	7	3%
		75% or more	2	2%	2	2%	4	2%
		Total	94	100%	128	100%	222	100%



**Faculty Survey  
of Student Engagement**

**FSSE 2008 Frequency Distributions  
Salem State College**

Lower Division	Upper Division	Total
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In your selected course section, 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>
f. Student presentations	STUPRES	0%	40	42%	30	23%	70	31%
		1-9%	25	26%	47	37%	72	32%
		10-19%	14	15%	22	17%	36	16%
		20-29%	6	6%	10	8%	16	7%
		30-39%	4	4%	9	7%	13	6%
		40-49%	5	5%	4	3%	9	4%
		50-74%	0	0%	5	4%	5	2%
		75% or more	1	1%	1	1%	2	1%
		Total	95	100%	128	100%	223	100%
g. In-class writing	CLSWRITE	0%	46	51%	67	54%	113	53%
		1-9%	24	26%	37	30%	61	28%
		10-19%	14	15%	7	6%	21	10%
		20-29%	6	7%	5	4%	11	5%
		30-39%	1	1%	2	2%	3	1%
		40-49%	0	0%	2	2%	2	1%
		50-74%	0	0%	2	2%	2	1%
		75% or more	0	0%	2	2%	2	1%
		Total	91	100%	124	100%	215	100%
h. Testing and evaluation	TESTEVAL	0%	15	15%	28	22%	43	19%
		1-9%	43	44%	49	39%	92	41%
		10-19%	24	25%	25	20%	49	22%
		20-29%	10	10%	10	8%	20	9%
		30-39%	1	1%	5	4%	6	3%
		40-49%	2	2%	4	3%	6	3%
		50-74%	2	2%	2	2%	4	2%
		75% or more	0	0%	3	2%	3	1%
		Total	97	100%	126	100%	223	100%



Lower Division	Upper Division	Total
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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%	84	92%	110	90%	194	91%
		1-9%	3	3%	4	3%	7	3%
		10-19%	1	1%	3	2%	4	2%
		20-29%	0	0%	0	0%	0	0%
		30-39%	0	0%	1	1%	1	0%
		40-49%	0	0%	1	1%	1	0%
		50-74%	2	2%	1	1%	3	1%
		75% or more	1	1%	2	2%	3	1%
		Total	91	100%	122	100%	213	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0%	52	55%	82	68%	134	62%
		1-9%	9	10%	14	12%	23	11%
		10-19%	10	11%	3	2%	13	6%
		20-29%	10	11%	4	3%	14	7%
		30-39%	2	2%	4	3%	6	3%
		40-49%	5	5%	6	5%	11	5%
		50-74%	4	4%	5	4%	9	4%
		75% or more	2	2%	3	2%	5	2%
		Total	94	100%	121	100%	215	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	0	0%	0	0%	0	0%
		2	2	2%	1	1%	3	1%
		3	5	5%	4	3%	9	4%
		4	11	11%	10	8%	21	9%
		5	34	34%	28	22%	62	27%
		6	30	30%	48	38%	78	34%
		Very much	18	18%	36	28%	54	24%
			Total	100	100%	127	100%	227



Lower Division	Upper Division	Total
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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	29	29%	56	44%	85	38%
		Some	41	41%	41	32%	82	36%
		Quite a bit	25	25%	17	13%	42	19%
		Very much	4	4%	13	10%	17	8%
		Total	99	100%	127	100%	226	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	5	5%	0	0%	5	2%
		Some	8	8%	12	9%	20	9%
		Quite a bit	38	38%	46	36%	84	37%
		Very much	48	48%	70	55%	118	52%
		Total	99	100%	128	100%	227	100%
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	4	4%	3	2%	7	3%
		Some	14	14%	11	9%	25	11%
		Quite a bit	37	37%	48	38%	85	38%
		Very much	44	44%	64	51%	108	48%
		Total	99	100%	126	100%	225	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	10	10%	7	5%	17	7%
		Some	20	20%	19	15%	39	17%
		Quite a bit	34	34%	44	34%	78	34%
		Very much	35	35%	58	45%	93	41%
		Total	99	100%	128	100%	227	100%
e. <b>Applying</b> theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	4	4%	2	2%	6	3%
		Some	26	26%	13	10%	39	17%
		Quite a bit	32	32%	43	34%	75	33%
		Very much	37	37%	70	55%	107	47%
		Total	99	100%	128	100%	227	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	13	13%	6	5%	19	8%
		Some	18	18%	33	26%	51	23%
		Quite a bit	34	35%	27	21%	61	27%
		Very much	33	34%	62	48%	95	42%
		Total	98	100%	128	100%	226	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	16	17%	15	12%	31	14%
		Some	29	30%	38	30%	67	30%
		Quite a bit	35	36%	34	27%	69	31%
		Very much	16	17%	41	32%	57	25%
		Total	96	100%	128	100%	224	100%
c. Thinking critically and analytically	FGNANALY	Very little	1	1%	1	1%	2	1%
		Some	7	7%	8	6%	15	7%
		Quite a bit	33	34%	30	23%	63	28%
		Very much	57	58%	89	70%	146	65%
		Total	98	100%	128	100%	226	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	44	45%	51	40%	95	43%
		Some	17	18%	26	21%	43	19%
		Quite a bit	13	13%	15	12%	28	13%
		Very much	23	24%	34	27%	57	26%
		Total	97	100%	126	100%	223	100%
e. Using computing and information technology	FGNCMPTS	Very little	24	24%	34	27%	58	26%
		Some	33	34%	37	29%	70	31%
		Quite a bit	29	30%	27	21%	56	25%
		Very much	12	12%	30	23%	42	19%
		Total	98	100%	128	100%	226	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	7	7%	12	9%	19	8%
		Some	40	41%	35	28%	75	33%
		Quite a bit	26	27%	39	31%	65	29%
		Very much	24	25%	41	32%	65	29%
		Total	97	100%	127	100%	224	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	1	1%	1	0%
		Some	17	17%	22	17%	39	17%
		Quite a bit	50	51%	56	44%	106	47%
		Very much	31	32%	49	38%	80	35%
		Total	98	100%	128	100%	226	100%
h. Understanding themselves	FGNSELF	Very little	19	20%	18	15%	37	17%
		Some	24	25%	41	33%	65	30%
		Quite a bit	27	28%	30	24%	57	26%
		Very much	27	28%	34	28%	61	28%
		Total	97	100%	123	100%	220	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	29	30%	33	27%	62	28%
		Some	25	26%	34	27%	59	27%
		Quite a bit	19	20%	33	27%	52	24%
		Very much	24	25%	24	19%	48	22%
		Total	97	100%	124	100%	221	100%
j. Solving complex real-world problems	FGNPROBS	Very little	10	10%	8	6%	18	8%
		Some	29	30%	25	20%	54	24%
		Quite a bit	38	39%	47	38%	85	38%
		Very much	20	21%	44	35%	64	29%
		Total	97	100%	124	100%	221	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	20	21%	17	14%	37	17%
		Some	21	22%	40	32%	61	28%
		Quite a bit	35	36%	39	31%	74	33%
		Very much	21	22%	28	23%	49	22%
		Total	97	100%	124	100%	221	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	66	68%	94	76%	160	72%
		Some	18	19%	18	15%	36	16%
		Quite a bit	12	12%	6	5%	18	8%
		Very much	1	1%	6	5%	7	3%
		Total	97	100%	124	100%	221	100%
m. Acquiring a broad general education	FGNGENLE	Very little	10	10%	18	15%	28	13%
		Some	20	21%	37	30%	57	26%
		Quite a bit	37	39%	38	31%	75	34%
		Very much	29	30%	31	25%	60	27%
		Total	96	100%	124	100%	220	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	11	11%	10	8%	21	10%
		Some	29	30%	16	13%	45	21%
		Quite a bit	30	31%	34	28%	64	29%
		Very much	26	27%	63	51%	89	41%
		Total	96	100%	123	100%	219	100%
<b>What is the general discipline of your academic appointment? (Please specify an academic discipline)</b>	APDISCOL	Arts and humanities	39	43%	33	28%	72	34%
		Biological science	6	7%	6	5%	12	6%
		Business	6	7%	16	13%	22	10%
		Education	3	3%	6	5%	9	4%
		Engineering	0	0%	0	0%	0	0%
		Physical science	12	13%	6	5%	18	9%
		Professional	3	3%	11	9%	14	7%
		Social science	11	12%	23	19%	34	16%
		Other	10	11%	19	16%	29	14%
		Total	90	100%	120	100%	210	100%



**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>30%</b>
		UD	<b>43%</b>
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	<b>28%</b>
		UD	<b>27%</b>
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	<b>20%</b>
		UD	<b>40%</b>
Occasionally use e-mail to communicate with you	FEMAIL	LD	<b>42%</b>
		UD	<b>58%</b>
Occasionally discuss grades or assignments with you	FGRADE	LD	<b>27%</b>
		UD	<b>42%</b>
At least once, talk about career plans with you	FPLANS	LD	<b>13%</b>
		UD	<b>24%</b>
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	<b>8%</b>
		UD	<b>20%</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	27%	36%	37%	0%
		SR	45%	35%	19%	1%
Come to class without completing assignments	CLUNPREP	FY	6%	8%	54%	33%
		SR	4%	16%	52%	28%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	14%	47%	30%	8%
		SR	17%	45%	33%	6%
Used e-mail to communicate with an instructor	EMAIL	FY	31%	41%	29%	0%
		SR	51%	31%	16%	2%
Discussed grades or assignments with an instructor	FACGRADE	FY	14%	39%	44%	3%
		SR	22%	43%	29%	6%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	6%	29%	38%	27%
		SR	17%	28%	39%	16%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	7%	12%	51%	30%
		SR	10%	24%	40%	26%



**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>50%</b>
		UD	<b>53%</b>
Work with other students on projects during class	FCLASSGR	LD	<b>48%</b>
		UD	<b>57%</b>
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	<b>4%</b>
		UD	<b>18%</b>
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	<b>46%</b>
		UD	<b>48%</b>
Receive prompt written or oral feedback from you on their academic performance	FFEED	LD	<b>94%</b>
		UD	<b>90%</b>
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	<b>37%</b>
		UD	<b>40%</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>37%</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	25%	45%	22%	8%
		SR	24%	37%	32%	8%
Worked with other students on projects during class	CLASSGRP	FY	11%	30%	47%	12%
		SR	12%	34%	45%	10%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	0%	12%	14%	75%
		SR	2%	15%	24%	58%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	17%	32%	34%	17%
		SR	27%	39%	25%	10%
Received prompt written or oral feedback from faculty on your academic performance	FACFEED	FY	10%	53%	31%	7%
		SR	22%	45%	25%	7%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	27%	32%	30%	11%
		SR	25%	27%	32%	16%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	26%	28%	32%	14%
		SR	20%	29%	35%	15%



## Faculty Survey of Student Engagement

## FSSE-NSSE Combined Report 2008 Salem 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>57%</b>
		UD	<b>54%</b>
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	<b>75%</b>
		UD	<b>82%</b>
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	<b>34%</b>
		UD	<b>53%</b>
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	<b>46%</b>
		UD	<b>65%</b>
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	<b>46%</b>
		UD	<b>52%</b>
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	<b>20%</b>
		UD	<b>33%</b>
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	<b>74%</b>
		UD	<b>78%</b>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	<b>68%</b>
		UD	<b>73%</b>
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	<b>94%</b>
		UD	<b>90%</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	30%	30%	32%	7%
		SR	18%	27%	38%	17%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	25%	47%	24%	3%
		SR	42%	46%	13%	0%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	6%	21%	42%	32%
		SR	12%	28%	46%	14%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	13%	40%	40%	7%
		SR	18%	42%	35%	5%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	14%	43%	35%	8%
		SR	19%	34%	40%	7%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	10%	23%	63%
		SR	6%	12%	31%	51%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	9%	30%	45%	16%
		SR	18%	33%	40%	10%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	17%	45%	31%	7%
		SR	19%	37%	38%	6%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	17%	44%	34%	4%
		SR	28%	40%	28%	4%



Faculty classroom practices and student responses:

**Faculty Responses**

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

FSSE Item	Variable	Class	Quite Challenging
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>82%</b>
		UD	<b>88%</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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Memorizing facts, ideas, or methods from your course and readings	FMEMORIZ	LD	<b>29%</b>
		UD	<b>24%</b>
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	<b>87%</b>
		UD	<b>91%</b>
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	<b>82%</b>
		UD	<b>89%</b>
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	<b>70%</b>
		UD	<b>80%</b>
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	<b>70%</b>
		UD	<b>88%</b>

**Student Responses**

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

NSSE Item	Variable	Class	Quite Challenging	Not as Challenging
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	68%	32%
		SR	78%	22%

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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Memorizing facts, ideas or methods from your course and readings	MEMORIZE	FY	17%	50%	28%	5%
		SR	27%	35%	30%	8%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	35%	46%	19%	0%
		SR	46%	43%	10%	2%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	26%	44%	29%	1%
		SR	37%	39%	22%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	21%	46%	27%	5%
		SR	36%	42%	17%	6%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	24%	50%	23%	3%
		SR	55%	25%	18%	2%



# Faculty Survey of Student Engagement

# FSSE-NSSE Combined Report 2008 Salem 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

FSSE Item	Variable	Class	Very Much or Quite a Bit
Writing clearly and effectively	FGNWRITE	LD	<b>68%</b>
		UD	<b>70%</b>
Speaking clearly and effectively	FGNSPEAK	LD	<b>53%</b>
		UD	<b>59%</b>
Thinking critically and analytically	FGNANALY	LD	<b>92%</b>
		UD	<b>93%</b>
Analyzing quantitative problems	FGNQUANT	LD	<b>37%</b>
		UD	<b>39%</b>
Using computing and information technology	FGNCMPTS	LD	<b>42%</b>
		UD	<b>45%</b>
Working effectively with others	FGNOTHER	LD	<b>52%</b>
		UD	<b>63%</b>
Learning effectively on their own	FGNINQ	LD	<b>83%</b>
		UD	<b>82%</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

NSSE Item	Variable	Class	Very Much	Quite a Bit	Some	Very Little
Writing clearly and effectively	GNWIRTE	FY	28%	51%	19%	2%
		SR	38%	44%	14%	3%
Speaking clearly and effectively	GNSPEAK	FY	28%	46%	22%	5%
		SR	38%	46%	13%	3%
Thinking critically and analytically	GNANALY	FY	35%	45%	19%	1%
		SR	47%	40%	11%	2%
Analyzing quantitative problems	GNQUANT	FY	20%	45%	27%	8%
		SR	39%	40%	14%	7%
Using computing and information technology	GNCMPTS	FY	29%	45%	22%	4%
		SR	45%	36%	15%	4%
Working effectively with others	GNOTHERS	FY	26%	44%	27%	4%
		SR	36%	44%	17%	3%
Learning effectively on your own	GNINQ	FY	24%	51%	21%	4%
		SR	30%	45%	21%	3%



**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>56%</b>
		UD	<b>52%</b>
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	<b>44%</b>
		UD	<b>46%</b>
Solving complex real-world problems	FGNPROBS	LD	<b>60%</b>
		UD	<b>73%</b>
Developing a personal code of values and ethics	FVALUES	LD	<b>58%</b>
		UD	<b>54%</b>
Developing a deepened sense of spirituality	FSPIRIT	LD	<b>13%</b>
		UD	<b>10%</b>
Acquiring a broad general education	FGNGENLE	LD	<b>69%</b>
		UD	<b>56%</b>
Acquiring job or work-related knowledge and skills	FGNWORK	LD	<b>58%</b>
		UD	<b>79%</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	23%	43%	23%	11%
		SR	27%	39%	27%	7%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	30%	37%	27%	6%
		SR	22%	43%	25%	10%
Solving complex real-world problems	GNPROBSV	FY	21%	40%	32%	8%
		SR	24%	38%	28%	10%
Developing a personal code of values and ethics	GNETHICS	FY	22%	36%	33%	9%
		SR	24%	38%	28%	10%
Developing a deepened sense of spirituality	GNSPIRIT	FY	10%	20%	38%	32%
		SR	9%	13%	27%	52%
Acquiring a broad general education	GNGENLED	FY	24%	49%	22%	5%
		SR	51%	30%	16%	3%
Acquiring job or work-related knowledge and skills	GNWORK	FY	17%	44%	28%	11%
		SR	43%	32%	21%	5%



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

**Faculty Responses**

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

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very Important or Important</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	<b>78%</b>
		UD	<b>85%</b>
Community service or volunteer work	FVOLUNTR	LD	<b>48%</b>
		UD	<b>54%</b>
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	<b>55%</b>
		UD	<b>53%</b>
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	<b>50%</b>
		UD	<b>47%</b>
Foreign language coursework	FFORLANG	LD	<b>54%</b>
		UD	<b>44%</b>
Study abroad	FSTUDYAB	LD	<b>29%</b>
		UD	<b>40%</b>
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	LD	<b>88%</b>
		UD	<b>82%</b>

**Student Responses**

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done</i>	<i>Plan to do</i>	<i>Do not plan to do</i>	<i>Have not decided</i>
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	4%	80%	3%	12%
		SR	52%	26%	16%	6%
Community service or volunteer work	VOLNTR04	FY	26%	53%	6%	15%
		SR	48%	11%	24%	17%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	9%	31%	26%	34%
		SR	23%	7%	52%	18%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	1%	31%	25%	42%
		SR	19%	11%	51%	19%
Foreign language coursework	FORLNG04	FY	15%	34%	28%	23%
		SR	23%	6%	56%	16%
Study abroad	STDABR04	FY	4%	40%	27%	29%
		SR	10%	6%	72%	12%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	3%	37%	19%	42%
		SR	27%	29%	31%	14%



**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>57%</b>
		UD	<b>51%</b>
Providing students the support they need to help them succeed academically	FENVSUPR	LD	<b>72%</b>
		UD	<b>67%</b>
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	<b>54%</b>
		UD	<b>50%</b>
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	<b>30%</b>
		UD	<b>30%</b>
Providing students the support they need to thrive socially	FENVSOCA	LD	<b>22%</b>
		UD	<b>27%</b>
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVVEN	LD	<b>50%</b>
		UD	<b>44%</b>
Encouraging students to use computers in their academic work	FENVCOMP	LD	<b>90%</b>
		UD	<b>82%</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	20%	53%	24%	2%
		SR	27%	46%	24%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	16%	53%	26%	5%
		SR	17%	55%	23%	5%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	16%	37%	37%	10%
		SR	17%	33%	26%	24%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	22%	40%	28%
		SR	8%	16%	34%	43%
Providing the support you need to thrive socially	ENVSOCAL	FY	11%	40%	35%	14%
		SR	7%	18%	41%	35%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	22%	39%	31%	8%
		SR	11%	40%	31%	18%
Using computers in academic work	ENVCOMP	FY	37%	48%	12%	3%
		SR	49%	36%	14%	1%



**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>63%</b>
		UD	<b>69%</b>
With faculty members	FENVFAC	LD	<b>68%</b>
		UD	<b>73%</b>
With administrative personnel and offices	FENVADM	LD	<b>34%</b>
		UD	<b>32%</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	78%	22%
		SR	87%	13%
With faculty members	ENVFAC	FY	74%	26%
		SR	82%	18%
With administrative personnel and offices	ENVADM	FY	50%	50%
		SR	44%	56%

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