Faculty Survey of Student Engagement

FSSE 2005 Respondent Characteristics
Murray State University

Participation rate	55% (50% Full completions, 5% Partial completions)*
Number of invited faculty members	518
Total number of respondents	287
Number of full completions*	260 (84 Lower Division, 155 Upper Division, 18 Other, 3 Missing course level)
Number of partial completions*	27

	Lower Division	Upper Division	Other	Total
Discipline of appointment				
Arts and humanities	41%	21%	13%	27%
Biological science	3%	1%	0%	1%
Business	4%	6%	13%	5%
Education	3%	25%	44%	19%
Engineering	0%	5%	0%	3%
Physical science	21%	6%	6%	10%
Professional	12%	12%	13%	12%
Social science	12%	11%	0%	10%
Other	6%	14%	13%	11%
Rank				
Professor	30%	23%	18%	25%
Associate Professor	19%	22%	29%	22%
Assistant Professor	19%	23%	18%	22%
Instructor	2%	6%	12%	5%
Lecturer	24%	12%	6%	16%
Graduate Teaching Assistant	0%	0%	0%	0%
Other	5%	13%	18%	11%
Tenure status				
Tenured	48%	44%	41%	45%
On tenure track but not tenured	20%	23%	18%	22%
Not on tenure track	30%	29%	41%	30%
No tenure system	1%	3%	0%	2%
Highest degree earned				
First professional degree	2%	2%	0%	2%
Doctoral degree	65%	67%	82%	68%
Master's degree	29%	23%	18%	25%
Bachelor's degree	0%	2%	0%	1%
Associate's degree	0%	0%	0%	0%
Other	4%	6%	0%	5%

* A "full completion" is a respondent who completed the survey through the FGNWORK item or beyond. A "partial completion" is a respondent who initiated the survey but ended submission prior to FGNWORK. All percentages are based on full completions only.

Faculty Survey of Student Engagement

FSSE 2005 Respondent Characteristics
Murray State University

	Lower Division	Upper Division	Other	Total
Full-time/Part Time				
Full-time	87%	78%	76%	81%
Part-time	13%	22%	24%	19%
Years teaching				
4 or less	15%	15%	12%	15%
5-9	24%	22%	29%	23%
10-14	14%	14%	6%	13%
15 or more	47%	50%	53%	49%
Age				
34 or younger	19%	10%	6%	12%
35-44	18%	15%	24%	17%
45-54	28%	44%	24%	38%
Older than 54	35%	31%	47%	33%
Gender				
Male	63%	51%	47%	55%
Female	37%	49%	53%	45%
Race / Ethnicity				
American Indian / Native Amer.	0%	0%	0%	0%
Asian Amer. / Pacific Islander	2%	1%	0%	2%
Black or African American	4%	3%	0%	3%
White (non-Hispanic)	80%	86%	88%	85%
Mexican or Mexican American	0%	0%	0%	0%
Puerto Rican	0%	0%	0%	0%
Other Hispanic or Latino	0%	0%	0%	0%
Multiracial	2%	0%	0%	1%
Other	1%	1%	0%	1%
Prefer not to respond	10%	8%	12%	9%
Citizenship status				
U.S. citizen, native	87%	95%	100%	92%
U.S. citizen, naturalized	4%	4%	0%	4%
Permanent resident of the U.S.	9%	1%	0%	3%
Temporary resident of the U.S.	1%	1%	0%	1%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	3	4%	4	3%	7	3%
		Somewhat important	16	19%	20	13%	36	15%
		Important	26	31%	31	20%	57	24%
		Very important	38	46%	100	65%	138	58%
		Total	83	100%	155	100%	238	100%
b. Community service or volunteer work	FVOLUNTR	Not important	12	14%	16	10%	28	12%
		Somewhat important	34	41%	62	40%	96	40%
		Important	25	30%	55	35%	80	34%
		Very important	12	14%	22	14%	34	14%
		Total	83	100%	155	100%	238	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	22	27%	37	24%	59	25%
		Somewhat important	27	33%	52	34%	79	34%
		Important	24	29%	42	28%	66	28%
		Very important	10	12%	21	14%	31	13%
		Total	83	100%	152	100%	235	100%
d. Work on a research project with a faculty member outside of course or program requirements	FIMPR05	Not important	16	19%	30	19%	46	19%
		Somewhat important	23	28%	58	37%	81	34%
		Important	25	30%	40	26%	65	27%
		Very important	19	23%	27	17%	46	19%
		Total	83	100%	155	100%	238	100%
e. Study a foreign language	FFORLANG	Not important	9	11%	20	13%	29	12%
		Somewhat important	24	29%	49	32%	73	31%
		Important	19	23%	53	34%	72	30%
		Very important	31	37%	32	21%	63	27%
		Total	83	100%	154	100%	237	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
f. Study abroad	FSTUDYAB	Not important	15	18%	45	29%	60	25%
		Somewhat important	26	31%	49	32%	75	32%
		Important	21	25%	33	22%	54	23%
		Very important	21	25%	26	17%	47	20%
		Total	83	100%	153	100%	236	100%
g. Independent study	FINDSTUD	Not important	10	12%	35	23%	45	19%
		Somewhat important	34	41%	60	39%	94	39%
		Important	26	31%	43	28%	69	29%
		Very important	13	16%	17	11%	30	13%
		Total	83	100%	155	100%	238	100%
h. Self-designed major	FSDMAJOR	Not important	37	45%	79	51%	116	49%
		Somewhat important	34	41%	56	36%	90	38%
		Important	10	12%	14	9%	24	10%
		Very important	2	2%	5	3%	7	3%
		Total	83	100%	154	100%	237	100%
i. Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	FSENIOR	Not important	2	2%	5	3%	7	3%
		Somewhat important	13	16%	28	18%	41	17%
		Important	28	34%	52	34%	80	34%
		Very important	40	48%	70	45%	110	46%
		Total	83	100%	155	100%	238	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

With other students

Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
FENVSTU	Unfriendly, Unsupportive, Sense of Alienation	0	0%	1	1%	1	0%
	2	1	1%	1	1%	2	1%
	3	3	4%	5	3%	8	3%
	4	12	14%	8	5%	20	8%
	5	30	36%	42	27%	72	30%
	6	29	35%	71	46%	100	42%
	Friendly, Supportive, Sense of Belonging	9	11%	27	17%	36	15%
	Total	84	100%	155	100%	239	100%

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

With faculty members

Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
FENVFAC	Unavailable, Unhelpful, Unsympathetic	0	0%	1	1%	1	0%
	2	0	0%	0	0%	0	0%
	3	3	4%	5	3%	8	3%
	4	14	17%	13	8%	27	11%
	5	26	31%	43	28%	69	29%
	6	29	35%	72	46%	101	42%
	Available, Helpful, Sympathetic	12	14%	21	14%	33	14%
	Total	84	100%	155	100%	239	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
With administrative personnel	FENVADM	Unhelpful, Inconsiderate, Rigid	1	1%	0	0%	1	0%
		2	4	5%	11	7%	15	6%
		3	12	15%	21	14%	33	14%
		4	22	27%	40	26%	62	26%
		5	21	26%	38	25%	59	25%
		6	13	16%	33	22%	46	20%
		Helpful, Considerate, Flexible	8	10%	10	7%	18	8%
		Total	81	100%	153	100%	234	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Requiring student to spend significant amounts of time studying and on academic work	FENVSCHO	Very little	7	8%	9	6%	16	7%
		Some	22	27%	41	26%	63	26%
		Quite a bit	36	43%	78	50%	114	48%
		Very much	18	22%	27	17%	45	19%
		Total	83	100%	155	100%	238	100%
b. Providing students the support they need to help them succeed academically	FENVSUPR	Very little	1	1%	1	1%	2	1%
		Some	9	11%	13	8%	22	9%
		Quite a bit	45	54%	57	37%	102	43%
		Very much	28	34%	84	54%	112	47%
		Total	83	100%	155	100%	238	100%
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	FENVDIVR	Very little	12	14%	14	9%	26	11%
		Some	35	42%	39	25%	74	31%
		Quite a bit	28	33%	66	43%	94	40%
		Very much	9	11%	34	22%	43	18%
		Total	84	100%	153	100%	237	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	Very little	13	15%	13	8%	26	11%
		Some	41	49%	59	38%	100	42%
		Quite a bit	22	26%	72	47%	94	39%
		Very much	8	10%	10	6%	18	8%
		Total	84	100%	154	100%	238	100%
e. Providing students the support they need to thrive socially	FENVSOCA	Very little	4	5%	8	5%	12	5%
		Some	33	40%	55	36%	88	37%
		Quite a bit	33	40%	71	46%	104	44%
		Very much	12	15%	20	13%	32	14%
		Total	82	100%	154	100%	236	100%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	FENVACT	Very little	3	4%	6	4%	9	4%
		Some	16	19%	36	23%	52	22%
		Quite a bit	40	48%	68	44%	108	45%
		Very much	25	30%	45	29%	70	29%
		Total	84	100%	155	100%	239	100%
g. Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	Very little	2	2%	6	4%	8	3%
		Some	22	26%	33	21%	55	23%
		Quite a bit	38	45%	77	50%	115	48%
		Very much	22	26%	38	25%	60	25%
		Total	84	100%	154	100%	238	100%
h. Encouraging students to use computers in their academic work	FENVCOMP	Very little	2	2%	0	0%	2	1%
		Some	10	12%	13	8%	23	10%
		Quite a bit	28	33%	48	31%	76	32%
		Very much	44	52%	94	61%	138	58%
		Total	84	100%	155	100%	239	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Teaching undergraduate students in class	UGTEACH	0	0	0%	3	2%	3	1%
		1-4	4	5%	27	17%	31	13%
		5-8	13	15%	42	27%	55	23%
		9-12	44	52%	60	39%	104	44%
		13-16	14	17%	12	8%	26	11%
		17-20	6	7%	5	3%	11	5%
		21-30	3	4%	6	4%	9	4%
		More than 30	0	0%	0	0%	0	0%
		Total	84	100%	155	100%	239	100%
b. Grading papers and exams	GRADEPAP	0	1	1%	1	1%	2	1%
		1-4	22	26%	71	46%	93	39%
		5-8	32	38%	42	27%	74	31%
		9-12	14	17%	23	15%	37	15%
		13-16	9	11%	10	6%	19	8%
		17-20	4	5%	7	5%	11	5%
		21-30	1	1%	1	1%	2	1%
		More than 30	1	1%	0	0%	1	0%
		Total	84	100%	155	100%	239	100%
c. Giving other forms of written and oral feedback to students	GRADEBCK	0	0	0%	2	1%	2	1%
		1-4	46	55%	88	57%	134	56%
		5-8	24	29%	37	24%	61	26%
		9-12	7	8%	20	13%	27	11%
		13-16	4	5%	4	3%	8	3%
		17-20	3	4%	3	2%	6	3%
		21-30	0	0%	1	1%	1	0%
		More than 30	0	0%	0	0%	0	0%
		Total	84	100%	155	100%	239	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
d. Preparing for class	CLASSPRP	0	0	0%	1	1%	1	0%
		1-4	12	14%	36	23%	48	20%
		5-8	38	46%	54	35%	92	39%
		9-12	14	17%	37	24%	51	22%
		13-16	13	16%	13	8%	26	11%
		17-20	2	2%	11	7%	13	5%
		21-30	4	5%	1	1%	5	2%
		More than 30	0	0%	1	1%	1	0%
		Total	83	100%	154	100%	237	100%
e. Reflecting on ways to improve my teaching	REFLECT	0	1	1%	4	3%	5	2%
		1-4	57	68%	98	64%	155	66%
		5-8	18	21%	34	22%	52	22%
		9-12	4	5%	8	5%	12	5%
		13-16	3	4%	6	4%	9	4%
		17-20	1	1%	0	0%	1	0%
		21-30	0	0%	2	1%	2	1%
		More than 30	0	0%	0	0%	0	0%
		Total	84	100%	152	100%	236	100%
f. Research and scholarly activities	SCHOLAR	0	6	7%	11	7%	17	7%
		1-4	34	40%	67	44%	101	42%
		5-8	23	27%	29	19%	52	22%
		9-12	9	11%	27	18%	36	15%
		13-16	7	8%	11	7%	18	8%
		17-20	0	0%	5	3%	5	2%
		21-30	3	4%	1	1%	4	2%
		More than 30	2	2%	3	2%	5	2%
		Total	84	100%	154	100%	238	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
g. Working with undergraduates on research	FRESEARC	0	31	38%	64	41%	95	40%
		1-4	39	48%	70	45%	109	46%
		5-8	6	7%	13	8%	19	8%
		9-12	5	6%	6	4%	11	5%
		13-16	1	1%	1	1%	2	1%
		17-20	0	0%	1	1%	1	0%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	0	0%	0	0%
		Total	82	100%	155	100%	237	100%
h. Advising undergraduate students	ADVISE	0	15	18%	25	16%	40	17%
		1-4	46	56%	83	54%	129	55%
		5-8	14	17%	26	17%	40	17%
		9-12	6	7%	9	6%	15	6%
		13-16	0	0%	5	3%	5	2%
		17-20	1	1%	4	3%	5	2%
		21-30	0	0%	0	0%	0	0%
		More than 30	0	0%	1	1%	1	0%
		Total	82	100%	153	100%	235	100%
i. Supervising internships or other field experiences	FIELDEXP	0	55	66%	63	41%	118	50%
		1-4	19	23%	53	35%	72	31%
		5-8	5	6%	15	10%	20	9%
		9-12	2	2%	12	8%	14	6%
		13-16	1	1%	2	1%	3	1%
		17-20	1	1%	5	3%	6	3%
		21-30	0	0%	1	1%	1	0%
		More than 30	0	0%	1	1%	1	0%
		Total	83	100%	152	100%	235	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

About how many hours do you spend in a *typical 7-day week* doing each of the following? (continued)

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
j. Working with students on activities other than course work (committees, orientation, student life activities, etc.)	FFACOTHR	0	18	21%	38	25%	56	24%
		1-4	50	60%	89	58%	139	58%
		5-8	11	13%	16	10%	27	11%
		9-12	4	5%	5	3%	9	4%
		13-16	0	0%	3	2%	3	1%
		17-20	0	0%	0	0%	0	0%
		21-30	1	1%	2	1%	3	1%
		More than 30	0	0%	1	1%	1	0%
		Total	84	100%	154	100%	238	100%
k. Other interactions with students outside of the classroom	FINTERAC	0	8	10%	19	12%	27	11%
		1-4	57	68%	101	66%	158	66%
		5-8	10	12%	19	12%	29	12%
		9-12	6	7%	12	8%	18	8%
		13-16	2	2%	1	1%	3	1%
		17-20	0	0%	0	0%	0	0%
		21-30	0	0%	1	1%	1	0%
		More than 30	1	1%	1	1%	2	1%
		Total	84	100%	154	100%	238	100%
l. Conducting service activities	SERVICE	0	24	29%	37	24%	61	26%
		1-4	43	51%	73	47%	116	49%
		5-8	6	7%	25	16%	31	13%
		9-12	7	8%	14	9%	21	9%
		13-16	2	2%	2	1%	4	2%
		17-20	2	2%	1	1%	3	1%
		21-30	0	0%	1	1%	1	0%
		More than 30	0	0%	1	1%	1	0%
		Total	84	100%	154	100%	238	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
In what format do you teach your selected course section?	TEACFORM	Classroom, on-campus	82	98%	119	77%	201	84%
		Classroom, auxiliary location	2	2%	27	18%	29	12%
		Distance education	0	0%	8	5%	8	3%
		Total	84	100%	154	100%	238	100%
Does your selected course section fulfill a general education requirement on your campus?	GENEDREQ	No	22	27%	115	74%	137	58%
		Yes	61	73%	40	26%	101	42%
		Total	83	100%	155	100%	238	100%
How many students are enrolled in your selected course section?	CS05	9 or less	2	2%	13	8%	15	6%
		10 to 19	8	10%	32	21%	40	17%
		20 to 29	18	22%	52	34%	70	30%
		30 to 49	32	40%	48	31%	80	34%
		50 to 99	15	19%	8	5%	23	10%
		100 or more	6	7%	0	0%	6	3%
		Total	81	100%	153	100%	234	100%
Prior to this semester, how many times have you taught your selected course?	CT05	0	5	7%	8	6%	13	6%
		1 to 2	7	9%	21	15%	28	13%
		3 to 9	26	35%	57	40%	83	38%
		10 to 19	20	27%	30	21%	50	23%
		20 or more	16	22%	27	19%	43	20%
		Total	74	100%	143	100%	217	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
What is the general area of your selected course?	CSDISCOL	Arts and Humanities	32	39%	27	18%	59	25%
		Biological science	3	4%	3	2%	6	3%
		Business	1	1%	9	6%	10	4%
		Education	3	4%	32	21%	35	15%
		Engineering	0	0%	5	3%	5	2%
		Physical science	18	22%	9	6%	27	12%
		Professional	7	9%	18	12%	25	11%
		Social science	11	13%	19	13%	30	13%
		Other	7	9%	28	19%	35	15%
		Total	82	100%	150	100%	232	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Frequently ask questions in class or contribute to class discussions	FCLQUEST	None	0	0%	1	1%	1	0%
		1-24%	43	51%	43	28%	86	36%
		25-49%	26	31%	48	31%	74	31%
		50-74%	7	8%	33	21%	40	17%
		75% or higher	8	10%	30	19%	38	16%
		Total	84	100%	155	100%	239	100%
b. Frequently come to class without completing readings or assignments	FCLUNPRE	None	2	2%	15	10%	17	7%
		1-24%	44	52%	83	54%	127	53%
		25-49%	12	14%	31	20%	43	18%
		50-74%	20	24%	17	11%	37	16%
		75% or higher	6	7%	8	5%	14	6%
		Total	84	100%	154	100%	238	100%
c. Frequently work harder than they usually do to meet your standards	FWORKHRD	None	0	0%	2	1%	2	1%
		1-24%	35	42%	41	27%	76	32%
		25-49%	22	27%	52	34%	74	31%
		50-74%	21	25%	47	31%	68	29%
		75% or higher	5	6%	10	7%	15	6%
		Total	83	100%	152	100%	235	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
d. Occasionally use e-mail to communicate with you	FEMAIL	None	0	0%	1	1%	1	0%
		1-24%	37	44%	48	31%	85	36%
		25-49%	24	29%	48	31%	72	30%
		50-74%	16	19%	29	19%	45	19%
		75% or higher	7	8%	29	19%	36	15%
		Total	84	100%	155	100%	239	100%
e. Occasionally discuss grades or assignments with you	FGRADE	None	0	0%	1	1%	1	0%
		1-24%	35	42%	45	29%	80	33%
		25-49%	27	32%	46	30%	73	31%
		50-74%	16	19%	39	25%	55	23%
		75% or higher	6	7%	24	15%	30	13%
		Total	84	100%	155	100%	239	100%
f. At least once, talk about career plans with you	FPLANS	None	6	7%	2	1%	8	3%
		1-24%	51	61%	52	34%	103	43%
		25-49%	13	16%	39	25%	52	22%
		50-74%	9	11%	31	20%	40	17%
		75% or higher	4	5%	30	19%	34	14%
		Total	83	100%	154	100%	237	100%
g. At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	None	4	5%	5	3%	9	4%
		1-24%	56	67%	79	51%	135	56%
		25-49%	16	19%	41	26%	57	24%
		50-74%	6	7%	14	9%	20	8%
		75% or higher	2	2%	16	10%	18	8%
		Total	84	100%	155	100%	239	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	Never	22	27%	25	16%	47	20%
		Sometimes	27	33%	56	37%	83	35%
		Often	11	13%	40	26%	51	22%
		Very often	23	28%	31	20%	54	23%
		Total	83	100%	152	100%	235	100%
b. Work with other students on projects during class	FCLASSGR	Never	11	13%	10	6%	21	9%
		Sometimes	37	45%	50	32%	87	37%
		Often	20	24%	47	30%	67	28%
		Very often	14	17%	48	31%	62	26%
		Total	82	100%	155	100%	237	100%
c. Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	Never	63	77%	86	57%	149	64%
		Sometimes	18	22%	45	30%	63	27%
		Often	0	0%	10	7%	10	4%
		Very often	1	1%	11	7%	12	5%
		Total	82	100%	152	100%	234	100%
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	Never	27	33%	31	20%	58	24%
		Sometimes	27	33%	46	30%	73	31%
		Often	13	16%	31	20%	44	19%
		Very often	15	18%	47	30%	62	26%
		Total	82	100%	155	100%	237	100%
e. Receive prompt feedback (written or oral) from you on their academic performance	FFEED	Never	0	0%	0	0%	0	0%
		Sometimes	7	8%	6	4%	13	5%
		Often	18	22%	63	41%	81	34%
		Very often	58	70%	86	55%	144	61%
		Total	83	100%	155	100%	238	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
f. Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	Never	17	20%	22	14%	39	16%
		Sometimes	41	49%	83	54%	124	52%
		Often	16	19%	32	21%	48	20%
		Very often	9	11%	18	12%	27	11%
		Total	83	100%	155	100%	238	100%
g. Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	Never	13	16%	24	16%	37	16%
		Sometimes	41	49%	83	54%	124	52%
		Often	16	19%	30	19%	46	19%
		Very often	13	16%	17	11%	30	13%
		Total	83	100%	154	100%	237	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Number of assigned textbooks, books, and/or book length packs of course readings	FREADASG	None	5	6%	7	5%	12	5%
		1	35	44%	85	58%	120	53%
		2-3	30	38%	44	30%	74	33%
		4-6	5	6%	1	1%	6	3%
		More than 6	4	5%	10	7%	14	6%
		Total	79	100%	147	100%	226	100%
b. Number of written papers or reports of 20 pages or more	FWRTMR05	None	72	91%	115	77%	187	82%
		1	5	6%	25	17%	30	13%
		2-3	2	3%	5	3%	7	3%
		4-6	0	0%	4	3%	4	2%
		More than 6	0	0%	1	1%	1	0%
		Total	79	100%	150	100%	229	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
c. Number of written papers or reports between 5 and 19 pages	FWRTMD05	None	49	63%	50	33%	99	43%
		1	18	23%	51	34%	69	30%
		2-3	8	10%	35	23%	43	19%
		4-6	2	3%	10	7%	12	5%
		More than 6	1	1%	4	3%	5	2%
		Total	78	100%	150	100%	228	100%
d. Number of written papers or reports of fewer than 5 pages	FWRITSML	None	28	34%	36	24%	64	28%
		1	14	17%	22	15%	36	16%
		2-3	17	21%	28	19%	45	19%
		4-6	13	16%	21	14%	34	15%
		More than 6	10	12%	42	28%	52	23%
		Total	82	100%	149	100%	231	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Number of problem sets that take your students **more than** one hour to complete	FPROBSTA	None	22	28%	50	33%	72	32%
		1-2	28	36%	60	40%	88	39%
		3-4	17	22%	18	12%	35	15%
		5-6	2	3%	8	5%	10	4%
		More than 6	9	12%	14	9%	23	10%
		Total	78	100%	150	100%	228	100%
b. Number of problem sets that take your students **less than** one hour to complete	FPROBSTB	None	30	38%	70	47%	100	44%
		1-2	28	36%	52	35%	80	35%
		3-4	11	14%	13	9%	24	11%
		5-6	2	3%	6	4%	8	4%
		More than 6	7	9%	7	5%	14	6%
		Total	78	100%	148	100%	226	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

Time students spend preparing for your selected course section:

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
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)	FEXPREP	0	0	0%	1	1%	1	0%
		1-2	5	6%	6	4%	11	5%
		3-4	18	21%	58	38%	76	32%
		5-6	32	38%	52	34%	84	35%
		7-8	20	24%	23	15%	43	18%
		9-10	4	5%	12	8%	16	7%
		11-12	3	4%	1	1%	4	2%
		More than 12	2	2%	1	1%	3	1%
		Total	84	100%	154	100%	238	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)	FACTPREP	0	1	1%	1	1%	2	1%
		1-2	36	43%	65	43%	101	43%
		3-4	37	45%	62	41%	99	42%
		5-6	6	7%	16	11%	22	9%
		7-8	3	4%	6	4%	9	4%
		9-10	0	0%	2	1%	2	1%
		11-12	0	0%	0	0%	0	0%
		More than 12	0	0%	0	0%	0	0%
		Total	83	100%	152	100%	235	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Prepare two or more drafts of a paper or assignment before turning it in	FREWROPA	Not important	29	35%	39	25%	68	29%
		Somewhat important	21	26%	33	22%	54	23%
		Important	13	16%	44	29%	57	24%
		Very important	19	23%	37	24%	56	24%
		Total	82	100%	153	100%	235	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
b. Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	Not important	16	20%	9	6%	25	11%
		Somewhat important	14	17%	18	12%	32	14%
		Important	24	30%	49	32%	73	31%
		Very important	27	33%	78	51%	105	45%
		Total	81	100%	154	100%	235	100%
c. Work with classmates outside of class to prepare class assignments	FOCCGRP	Not important	15	18%	28	18%	43	18%
		Somewhat important	34	41%	43	28%	77	32%
		Important	21	25%	46	30%	67	28%
		Very important	13	16%	37	24%	50	21%
		Total	83	100%	154	100%	237	100%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	Not important	11	14%	10	6%	21	9%
		Somewhat important	22	27%	41	27%	63	27%
		Important	25	31%	59	38%	84	36%
		Very important	23	28%	44	29%	67	29%
		Total	81	100%	154	100%	235	100%
e. Discuss ideas or readings from class with others outside of class (other students, family members, co-workers, etc.)	FOOCID05	Not important	12	14%	21	14%	33	14%
		Somewhat important	26	31%	48	31%	74	31%
		Important	31	37%	59	39%	90	38%
		Very important	14	17%	25	16%	39	17%
		Total	83	100%	153	100%	236	100%
f. Tutor or teach other students (paid or voluntary)	FTUTOR	Not important	30	37%	60	40%	90	39%
		Somewhat important	34	41%	35	23%	69	30%
		Important	15	18%	37	25%	52	22%
		Very important	3	4%	18	12%	21	9%
		Total	82	100%	150	100%	232	100%
g. Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	Not important	10	12%	13	8%	23	10%
		Somewhat important	17	21%	30	19%	47	20%
		Important	24	29%	57	37%	81	34%
		Very important	31	38%	54	35%	85	36%
		Total	82	100%	154	100%	236	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total 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	16%	14	9%	27	11%
		Somewhat important	12	15%	29	19%	41	17%
		Important	25	30%	49	32%	74	31%
		Very important	32	39%	61	40%	93	40%
		Total	82	100%	153	100%	235	100%
i. Learn something that changes the way they understand an issue or concept	FCHNGVW	Not important	3	4%	2	1%	5	2%
		Somewhat important	7	8%	17	11%	24	10%
		Important	24	29%	55	36%	79	33%
		Very important	49	59%	80	52%	129	54%
		Total	83	100%	154	100%	237	100%

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Lecture	LECTURE	0	1	1%	7	5%	8	3%
		1-9	10	12%	15	10%	25	11%
		10-19	13	16%	20	13%	33	14%
		20-29	7	9%	26	17%	33	14%
		30-39	4	5%	16	11%	20	9%
		40-49	10	12%	20	13%	30	13%
		50-74	32	39%	34	23%	66	28%
		75 or more	5	6%	12	8%	17	7%
		Total	82	100%	150	100%	232	100%
b. Teacher-led discussion	TEACHLED	0	4	5%	2	1%	6	3%
		1-9	22	27%	29	20%	51	23%
		10-19	16	20%	25	17%	41	18%
		20-29	18	22%	33	23%	51	23%
		30-39	6	7%	17	12%	23	10%
		40-49	4	5%	18	13%	22	10%
		50-74	7	9%	15	10%	22	10%
		75 or more	4	5%	4	3%	8	4%
		Total	81	100%	143	100%	224	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
c. Teacher-student shared responsibility (seminar, discussion, etc.)	TEACHSTU	0	25	32%	35	24%	60	27%
		1-9	19	25%	37	25%	56	25%
		10-19	14	18%	27	18%	41	18%
		20-29	9	12%	22	15%	31	14%
		30-39	5	6%	6	4%	11	5%
		40-49	1	1%	11	8%	12	5%
		50-74	2	3%	3	2%	5	2%
		75 or more	2	3%	5	3%	7	3%
		Total	77	100%	146	100%	223	100%
d. Student computer use	COMPMED	0	43	55%	75	50%	118	52%
		1-9	18	23%	41	28%	59	26%
		10-19	6	8%	18	12%	24	11%
		20-29	2	3%	5	3%	7	3%
		30-39	1	1%	5	3%	6	3%
		40-49	1	1%	1	1%	2	1%
		50-74	1	1%	4	3%	5	2%
		75 or more	6	8%	0	0%	6	3%
		Total	78	100%	149	100%	227	100%
e. Small group activities	GROUPSML	0	20	25%	31	20%	51	22%
		1-9	23	29%	43	28%	66	28%
		10-19	16	20%	35	23%	51	22%
		20-29	9	11%	22	14%	31	13%
		30-39	5	6%	9	6%	14	6%
		40-49	1	1%	3	2%	4	2%
		50-74	4	5%	7	5%	11	5%
		75 or more	2	3%	2	1%	4	2%
		Total	80	100%	152	100%	232	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
f. Student presentations	STUPRES	0	37	47%	47	32%	84	37%
		1-9	21	27%	45	30%	66	29%
		10-19	9	12%	34	23%	43	19%
		20-29	3	4%	8	5%	11	5%
		30-39	4	5%	8	5%	12	5%
		40-49	1	1%	3	2%	4	2%
		50-74	0	0%	4	3%	4	2%
		75 or more	3	4%	0	0%	3	1%
		Total	78	100%	149	100%	227	100%
g. In-class writing	CLSWRITE	0	42	53%	83	56%	125	55%
		1-9	22	28%	40	27%	62	27%
		10-19	5	6%	14	9%	19	8%
		20-29	4	5%	4	3%	8	4%
		30-39	1	1%	3	2%	4	2%
		40-49	2	3%	1	1%	3	1%
		50-74	1	1%	2	1%	3	1%
		75 or more	3	4%	1	1%	4	2%
		Total	80	100%	148	100%	228	100%
h. Testing and evaluation	TESTEVAL	0	3	4%	10	7%	13	6%
		1-9	33	40%	74	49%	107	46%
		10-19	32	39%	46	30%	78	33%
		20-29	6	7%	14	9%	20	9%
		30-39	4	5%	4	3%	8	3%
		40-49	2	2%	2	1%	4	2%
		50-74	2	2%	1	1%	3	1%
		75 or more	1	1%	1	1%	2	1%
		Total	83	100%	152	100%	235	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
i. Performances in applied and fine arts (e.g., dance, drama, music)	PERFORM	0	66	84%	121	85%	187	84%
		1-9	2	3%	10	7%	12	5%
		10-19	1	1%	2	1%	3	1%
		20-29	0	0%	3	2%	3	1%
		30-39	2	3%	1	1%	3	1%
		40-49	0	0%	0	0%	0	0%
		50-74	3	4%	2	1%	5	2%
		75 or more	5	6%	4	3%	9	4%
		Total	79	100%	143	100%	222	100%
j. Experiential (labs, field work, art exhibits, etc.)	EXPERIEN	0	45	57%	65	44%	110	49%
		1-9	7	9%	24	16%	31	14%
		10-19	5	6%	20	14%	25	11%
		20-29	5	6%	12	8%	17	8%
		30-39	3	4%	9	6%	12	5%
		40-49	6	8%	5	3%	11	5%
		50-74	5	6%	4	3%	9	4%
		75 or more	3	4%	8	5%	11	5%
		Total	79	100%	147	100%	226	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	0	0%	0	0%	0	0%
		3	1	1%	0	0%	1	0%
		4	5	6%	8	5%	13	6%
		5	25	30%	42	27%	67	28%
		6	35	42%	62	41%	97	41%
		Very much	17	20%	41	27%	58	25%
		Total	83	100%	153	100%	236	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. **Memorizing** facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	FMEMORIZ	Very little	18	21%	48	31%	66	28%
		Some	35	42%	74	48%	109	46%
		Quite a bit	22	26%	25	16%	47	20%
		Very much	9	11%	7	5%	16	7%
		Total	84	100%	154	100%	238	100%
b. **Analyzing** the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	FANALYZE	Very little	2	2%	0	0%	2	1%
		Some	11	13%	14	9%	25	11%
		Quite a bit	39	46%	70	46%	109	46%
		Very much	32	38%	69	45%	101	43%
		Total	84	100%	153	100%	237	100%
c. **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	FSYNTHES	Very little	1	1%	0	0%	1	0%
		Some	18	22%	14	9%	32	14%
		Quite a bit	30	36%	69	45%	99	42%
		Very much	34	41%	71	46%	105	44%
		Total	83	100%	154	100%	237	100%
d. **Making judgments** about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	FEVALUAT	Very little	13	16%	7	5%	20	8%
		Some	12	14%	22	14%	34	14%
		Quite a bit	29	35%	65	42%	94	40%
		Very much	29	35%	59	39%	88	37%
		Total	83	100%	153	100%	236	100%
e. **Applying** theories or concepts to practical problems or in new situations	FAPPLYIN	Very little	3	4%	4	3%	7	3%
		Some	15	18%	11	7%	26	11%
		Quite a bit	28	33%	47	31%	75	32%
		Very much	38	45%	91	59%	129	54%
		Total	84	100%	153	100%	237	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
a. Writing clearly and effectively	FGNWRITE	Very little	16	19%	12	8%	28	12%
		Some	19	23%	33	22%	52	22%
		Quite a bit	22	26%	47	31%	69	29%
		Very much	27	32%	60	39%	87	37%
		Total	84	100%	152	100%	236	100%
b. Speaking clearly and effectively	FGNSPEAK	Very little	13	16%	17	11%	30	13%
		Some	25	30%	42	27%	67	28%
		Quite a bit	23	28%	46	30%	69	29%
		Very much	22	27%	48	31%	70	30%
		Total	83	100%	153	100%	236	100%
c. Thinking critically and analytically	FGNANALY	Very little	1	1%	0	0%	1	0%
		Some	3	4%	0	0%	3	1%
		Quite a bit	25	30%	59	39%	84	35%
		Very much	55	65%	94	61%	149	63%
		Total	84	100%	153	100%	237	100%
d. Analyzing quantitative problems	FGNQUANT	Very little	23	27%	40	26%	63	26%
		Some	14	17%	39	25%	53	22%
		Quite a bit	21	25%	33	21%	54	23%
		Very much	26	31%	42	27%	68	29%
		Total	84	100%	154	100%	238	100%
e. Using computing and information technology	FGNCMPTS	Very little	16	19%	28	18%	44	19%
		Some	38	46%	51	34%	89	38%
		Quite a bit	14	17%	40	26%	54	23%
		Very much	15	18%	33	22%	48	20%
		Total	83	100%	152	100%	235	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
f. Working effectively with others	FGNOTHER	Very little	13	15%	21	14%	34	14%
		Some	34	40%	28	18%	62	26%
		Quite a bit	20	24%	46	30%	66	28%
		Very much	17	20%	58	38%	75	32%
		Total	84	100%	153	100%	237	100%
g. Learning effectively on their own	FGNINQ	Very little	0	0%	2	1%	2	1%
		Some	9	11%	17	11%	26	11%
		Quite a bit	39	47%	70	45%	109	46%
		Very much	35	42%	65	42%	100	42%
		Total	83	100%	154	100%	237	100%
h. Understanding themselves	FGNSELF	Very little	14	17%	25	17%	39	17%
		Some	14	17%	42	28%	56	24%
		Quite a bit	30	36%	42	28%	72	31%
		Very much	25	30%	42	28%	67	29%
		Total	83	100%	151	100%	234	100%
i. Understanding people of other racial and ethnic backgrounds	FGNDIVER	Very little	24	29%	37	24%	61	26%
		Some	20	24%	44	29%	64	27%
		Quite a bit	17	21%	41	27%	58	25%
		Very much	21	26%	30	20%	51	22%
		Total	82	100%	152	100%	234	100%
j. Solving complex real-world problems	FGNPROBS	Very little	5	6%	11	7%	16	7%
		Some	27	33%	34	22%	61	26%
		Quite a bit	23	28%	58	38%	81	34%
		Very much	27	33%	50	33%	77	33%
		Total	82	100%	153	100%	235	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

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

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
k. Developing a personal code of values and ethics	FVALUES	Very little	17	21%	11	7%	28	12%
		Some	20	24%	45	29%	65	28%
		Quite a bit	22	27%	45	29%	67	29%
		Very much	23	28%	52	34%	75	32%
		Total	82	100%	153	100%	235	100%
l. Developing a deepened sense of spirituality	FSPIRIT	Very little	49	60%	86	57%	135	58%
		Some	18	22%	39	26%	57	25%
		Quite a bit	8	10%	16	11%	24	10%
		Very much	7	9%	9	6%	16	7%
		Total	82	100%	150	100%	232	100%
m. Acquiring a broad general education	FGNGENLE	Very little	5	6%	27	18%	32	14%
		Some	19	23%	42	28%	61	26%
		Quite a bit	20	24%	45	30%	65	28%
		Very much	38	46%	38	25%	76	32%
		Total	82	100%	152	100%	234	100%
n. Acquiring job or work-related knowledge and skills	FGNWORK	Very little	7	9%	4	3%	11	5%
		Some	23	28%	10	7%	33	14%
		Quite a bit	26	32%	46	30%	72	31%
		Very much	26	32%	92	61%	118	50%
		Total	82	100%	152	100%	234	100%

Faculty Survey of Student Engagement

FSSE 2005 Frequency Distributions
Murray State University

	Variable	Response Options	Lower Division Count	Lower Division Col %	Upper Division Count	Upper Division Col %	Total Count	Total Col %
Total number of courses (undergraduate and graduate) you have taught or are scheduled to teach during the *current* academic year:	NC05	0	0	0%	0	0%	0	0%
		1	1	1%	13	9%	14	6%
		2	5	6%	15	10%	20	9%
		3	6	8%	9	6%	15	7%
		4	8	10%	25	17%	33	14%
		5	14	18%	13	9%	27	12%
		6	18	23%	17	11%	35	15%
		7	4	5%	14	9%	18	8%
		8	11	14%	22	15%	33	14%
		9 or more	11	14%	22	15%	33	14%
		Total	78	100%	150	100%	228	100%
What is the general discipline of your academic appointment? (Please specify an academic discipline)	APDISCOL	Arts and humanities	32	41%	31	21%	63	28%
		Biological science	2	3%	1	1%	3	1%
		Business	3	4%	8	6%	11	5%
		Education	2	3%	36	25%	38	17%
		Engineering	0	0%	7	5%	7	3%
		Physical science	16	21%	8	6%	24	11%
		Professional	9	12%	18	12%	27	12%
		Social science	9	12%	16	11%	25	11%
		Other	5	6%	20	14%	25	11%
		Total	78	100%	145	100%	223	100%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*50% or Higher*
Frequently ask questions in class or contribute to class discussions	FCLQUEST	LD	**18%**
		UD	**41%**
Frequently come to class without completing readings or assignments	FCLUNPRE	LD	**31%**
		UD	**16%**
Frequently work harder than they usually do to meet your standards	FWORKHRD	LD	**31%**
		UD	**38%**
Occasionally use e-mail to communicate with you	FEMAIL	LD	**27%**
		UD	**37%**
Occasionally discuss grades or assignments with you	FGRADE	LD	**26%**
		UD	**41%**
At least once, talk about career plans with you	FPLANS	LD	**16%**
		UD	**40%**
At least once, discuss ideas from readings or classes with you outside of class	FIDEAS	LD	**10%**
		UD	**19%**

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*
Asked questions in class or contributed to class discussions	CLQUEST	FY	25%	34%	38%	3%
		SR	42%	33%	22%	3%
Come to class without completing assignments	CLUNPREP	FY	2%	14%	68%	16%
		SR	4%	9%	62%	25%
Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	FY	14%	30%	50%	6%
		SR	22%	44%	28%	6%
Used e-mail to communicate with an instructor	EMAIL	FY	22%	53%	23%	1%
		SR	53%	31%	16%	1%
Discussed grades or assignments with an instructor	FACGRADE	FY	14%	44%	34%	7%
		SR	30%	37%	31%	3%
Talked about career plans with a faculty member or advisor	FACPLANS	FY	10%	23%	52%	14%
		SR	31%	26%	36%	6%
Discussed ideas from your readings or classes with faculty members outside of class	FACIDEAS	FY	3%	16%	46%	36%
		SR	10%	18%	43%	30%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Very Often or Often*
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	FDIVCLAS	LD	**41%**
		UD	**47%**
Work with other students on projects during class	FCLASSGR	LD	**41%**
		UD	**61%**
Participate in a community-based project (e.g., service learning) as part of your course	FCOMMPRO	LD	**1%**
		UD	**14%**
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FITICADE	LD	**34%**
		UD	**50%**
Receive prompt feedback (written or oral) from you on their academic performance	FFEED	LD	**92%**
		UD	**96%**
Have serious conversations in your course with students of a different race or ethnicity than their own	FDIVRSTU	LD	**30%**
		UD	**32%**
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	FDIFFSTU	LD	**35%**
		UD	**31%**

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*
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY	15%	39%	38%	8%
		SR	26%	36%	28%	10%
Worked with other students on projects during class	CLASSGRP	FY	10%	39%	44%	8%
		SR	22%	34%	39%	5%
Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY	4%	3%	23%	69%
		SR	10%	12%	32%	45%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	ITACADEM	FY	21%	32%	31%	16%
		SR	33%	31%	26%	10%
Received prompt feedback from faculty on your academic performance (written or oral)	FACFEED	FY	17%	33%	47%	3%
		SR	25%	48%	24%	3%
Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	FY	17%	27%	39%	18%
		SR	20%	29%	37%	14%
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	DIFFSTU2	FY	21%	31%	37%	11%
		SR	21%	32%	37%	9%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

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	**39%**
		UD	**53%**
Work on a paper or project that requires integrating ideas or information from various sources	FINTEGRA	LD	**63%**
		UD	**82%**
Work with classmates outside of class to prepare class assignments	FOCCGRP	LD	**41%**
		UD	**54%**
Put together ideas or concepts from different courses when completing assignments or during class discussions	FINTIDEA	LD	**59%**
		UD	**67%**
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	FOOCID05	LD	**54%**
		UD	**55%**
Tutor or teach other students (paid or voluntary)	FTUTOR	LD	**22%**
		UD	**37%**
Examine the strengths and weaknesses of their views on a topic or issue	FOWNVIEW	LD	**67%**
		UD	**72%**
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	FOTHRVW	LD	**70%**
		UD	**72%**
Learn something that changes the way they understand an issue or concept	FCHNGVW	LD	**88%**
		UD	**88%**

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%	40%	33%	10%
		SR	22%	37%	30%	11%
Worked on a paper or project that required integrating ideas or information from various sources	INTEGRAT	FY	27%	49%	24%	0%
		SR	51%	35%	13%	1%
Worked with classmates outside of class to prepare class assignments	OCCGRP	FY	8%	26%	47%	19%
		SR	21%	42%	32%	5%
Put together ideas or concepts from different courses when completing assignments or during class discussions	INTIDEAS	FY	9%	36%	47%	9%
		SR	22%	44%	31%	3%
Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	OOCIDEAS	FY	13%	36%	48%	3%
		SR	21%	44%	28%	6%
Tutored or taught other students (paid or voluntary)	TUTOR	FY	4%	14%	37%	44%
		SR	9%	10%	31%	49%
Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY	17%	29%	43%	11%
		SR	18%	44%	31%	7%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY	17%	34%	46%	3%
		SR	26%	41%	29%	4%
Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY	22%	33%	44%	1%
		SR	29%	36%	33%	2%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

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	**93%**
		UD	**95%**

Note: Faculty reponded 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	**37%**
		UD	**21%**
Analyzing the basic elements of an idea, experience or theory	FANALYZE	LD	**85%**
		UD	**91%**
Synthesizing and organizing ideas, information, or experiences	FSYNTHES	LD	**77%**
		UD	**91%**
Making judgments about the value of information, arguments or methods	FEVALUAT	LD	**70%**
		UD	**81%**
Applying theories or concepts to practical problems or in new situations	FAPPLYIN	LD	**79%**
		UD	**90%**

Student Responses

Distribution of student responses to how much their examininations during the current schol 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	82%	18%
		SR	92%	8%

Note: Students reponded 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	29%	44%	18%	9%
		SR	21%	35%	35%	8%
Analyzing the basic elements of an idea, experience or theory	ANALYZE	FY	26%	42%	30%	2%
		SR	36%	46%	16%	2%
Synthesizing and organizing ideas, information, or experiences	SYNTHESZ	FY	22%	44%	29%	4%
		SR	31%	45%	21%	2%
Making judgments about the value of information, arguments, or methods	EVALUATE	FY	19%	49%	24%	8%
		SR	29%	44%	22%	5%
Applying theories or concepts to practical problems or in new situations	APPLYING	FY	23%	48%	21%	8%
		SR	45%	41%	12%	2%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

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	**58%**
		UD	**70%**
Speaking clearly and effectively	FGNSPEAK	LD	**54%**
		UD	**61%**
Thinking critically and analytically	FGNANALY	LD	**95%**
		UD	**100%**
Analyzing quantitative problems	FGNQUANT	LD	**56%**
		UD	**49%**
Using computing and information technology	FGNCMPTS	LD	**35%**
		UD	**48%**
Working effectively with others	FGNOTHER	LD	**44%**
		UD	**68%**
Learning effectively on their own	FGNINQ	LD	**89%**
		UD	**88%**

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	25%	45%	27%	2%
		SR	45%	38%	16%	1%
Speaking clearly and effectively	GNSPEAK	FY	19%	42%	28%	10%
		SR	46%	39%	11%	4%
Thinking critically and analytically	GNANALY	FY	25%	50%	22%	3%
		SR	57%	33%	8%	1%
Analyzing quantitative problems	GNQUANT	FY	18%	38%	38%	7%
		SR	42%	34%	21%	3%
Using computing and information technology	GNCMPTS	FY	31%	40%	19%	10%
		SR	58%	24%	18%	0%
Working effectively with others	GNOTHERS	FY	28%	38%	30%	5%
		SR	50%	38%	9%	3%
Learning effectively on your own	GNINQ	FY	24%	35%	32%	9%
		SR	40%	41%	18%	2%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

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*
Understanding themselves	FGNSELF	LD	**66%**
		UD	**56%**
Understanding people of other racial and ethnic backgrounds	FGNDIVER	LD	**46%**
		UD	**47%**
Solving complex real-world problems	FGNPROBS	LD	**61%**
		UD	**71%**
Developing a personal code of values and ethics	FVALUES	LD	**55%**
		UD	**63%**
Developing a deepened sense of spirituality	FSPIRIT	LD	**18%**
		UD	**17%**
Acquiring a broad general education	FGNGENLE	LD	**71%**
		UD	**55%**
Acquiring job or work-related knowledge and skills	FGNWORK	LD	**63%**
		UD	**91%**

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*
Understanding yourself	GNSELF	FY	22%	30%	32%	17%
		SR	33%	35%	24%	7%
Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	14%	28%	45%	13%
		SR	26%	38%	29%	7%
Solving complex real-world problems	GNPROBSV	FY	15%	32%	42%	11%
		SR	27%	42%	22%	9%
Developing a personal code of values and ethics	GNETHICS	FY	17%	35%	27%	20%
		SR	30%	34%	31%	6%
Developing a deepened sense of spirituality	GNSPIRIT	FY	10%	22%	42%	26%
		SR	15%	19%	31%	35%
Acquiring a broad general education	GNGENLED	FY	33%	48%	16%	3%
		SR	43%	45%	11%	1%
Acquiring job or work-related knowledge and skills	GNWORK	FY	19%	36%	32%	13%
		SR	44%	36%	16%	4%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

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	**77%**
		UD	**85%**
Community service or volunteer work	FVOLUNTR	LD	**45%**
		UD	**50%**
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	**41%**
		UD	**41%**
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	LD	**53%**
		UD	**43%**
Study a foreign language	FFORLANG	LD	**60%**
		UD	**55%**
Study abroad	FSTUDYAB	LD	**51%**
		UD	**39%**
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	FSENIOR	LD	**82%**
		UD	**79%**

Student Responses

Distribution of student reponses 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	6%	80%	6%	9%
		SR	65%	17%	13%	5%
Community service or volunteer work	VOLNTR04	FY	38%	34%	11%	17%
		SR	64%	10%	14%	11%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	15%	24%	26%	36%
		SR	35%	2%	50%	13%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	9%	24%	26%	42%
		SR	19%	12%	59%	10%
Foreign language coursework	FORLNG04	FY	21%	19%	38%	21%
		SR	31%	5%	55%	9%
Study abroad	STDABR04	FY	3%	42%	27%	28%
		SR	9%	7%	75%	9%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	47%	18%	34%
		SR	32%	21%	35%	13%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Very Much or Quite a Bit*
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	LD	**65%**
		UD	**68%**
Providing students the support they need to help them succeed academically	FENVSUPR	LD	**88%**
		UD	**91%**
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	LD	**44%**
		UD	**65%**
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	LD	**36%**
		UD	**53%**
Providing students the support they need to thrive socially	FENVSOCA	LD	**55%**
		UD	**59%**
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	LD	**71%**
		UD	**75%**
Encouraging students to use computers in their academic work	FENVCOMP	LD	**86%**
		UD	**92%**

Student Responses

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

NSSE Item	*Variable*	*Class*	*Very Much*	*Quite a Bit*	*Some*	*Very Little*
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	28%	49%	20%	2%
		SR	31%	48%	18%	3%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	26%	54%	15%	6%
		SR	33%	50%	16%	1%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	18%	34%	37%	11%
		SR	24%	34%	34%	7%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	22%	40%	27%
		SR	12%	17%	48%	23%
Providing the support you need to thrive socially	ENVSOCAL	FY	9%	37%	39%	15%
		SR	17%	34%	31%	18%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	27%	48%	21%	3%
		SR	31%	32%	26%	11%
Using computers in academic work	ENVCOMPT	FY	38%	48%	11%	2%
		SR	65%	23%	12%	0%

Faculty Survey of Student Engagement

FSSE 2005 and NSSE 2005 Frequencies
Murray State University

Faculty Responses

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

FSSE Item	*Variable*	*Class*	*Positive Quality*
With other students	FENVSTU	LD	**81%**
		UD	**90%**
With faculty members	FENVFAC	LD	**80%**
		UD	**88%**
With administrative personnel	FENVADM	LD	**52%**
		UD	**53%**

Note: Faculty reponded 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

NSSE Item	*Variable*	*Class*	*Positive Quality*	*Neutral or Negative*
With other students	ENVSTU	FY	84%	16%
		SR	90%	10%
With faculty members	ENVFAC	FY	72%	28%
		SR	90%	10%
With administrative personnel and offices	ENVADM	FY	53%	47%
		SR	69%	31%

Note: Students reponded 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 are coded as neutral or negative.