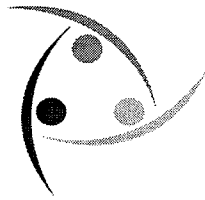


## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

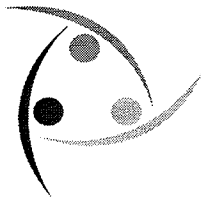
Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Asked questions in class or contributed to class discussions	TCLQUEST/	Never	7%	4%	0%	0%
	CLQUEST	Sometimes	56%	48%	13%	31%
		Often	26%	33%	30%	26%
		Very often	12%	15%	57%	43%
		Total		100%	100%	100%
Made a class presentation	TCLPRSNT/	Never	40%	12%	9%	4%
	CLPRESEN	Sometimes	40%	48%	22%	37%
		Often	7%	31%	48%	34%
		Very often	14%	9%	22%	25%
		Total		100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/	Never	56%	5%	26%	14%
	REWROPAP	Sometimes	23%	12%	22%	36%
		Often	9%	33%	35%	27%
		Very often	12%	50%	17%	23%
		Total		100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/	Never	30%	2%	4%	1%
	INTEGRAT	Sometimes	35%	21%	26%	22%
		Often	12%	42%	43%	30%
		Very often	23%	35%	26%	47%
		Total		100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/	Never	30%	7%	9%	3%
	DIVCLASS	Sometimes	40%	37%	35%	42%
		Often	21%	35%	35%	26%
		Very often	9%	22%	22%	29%
		Total		100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/	Never	2%	24%	0%	7%
	CLUNPREP	Sometimes	42%	59%	61%	73%
		Often	47%	14%	26%	13%
		Very often	9%	4%	13%	7%
		Total		100%	100%	100%
Worked with other students on projects during class	TCLASSGR/	Never	21%	14%	4%	10%
	CLASSGRP	Sometimes	35%	56%	43%	48%
		Often	33%	25%	43%	31%
		Very often	12%	5%	9%	11%
		Total		100%	100%	100%



# Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

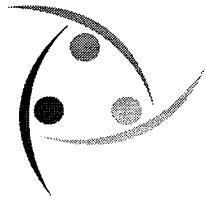
FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	9%	16%	4%	3%
		Sometimes	49%	50%	26%	48%
		Often	28%	20%	61%	25%
		Very often	14%	14%	9%	24%
	Total		100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	17%	5%	0%	3%
		Sometimes	63%	48%	48%	27%
		Often	17%	34%	39%	47%
		Very often	2%	12%	13%	24%
	Total		100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	29%	48%	13%	26%
		Sometimes	56%	33%	61%	39%
		Often	10%	10%	22%	16%
		Very often	5%	9%	4%	19%
	Total		100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	49%	44%	26%	25%
		Sometimes	37%	37%	43%	38%
		Often	10%	13%	22%	19%
		Very often	5%	6%	9%	17%
	Total		100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	27%	32%	9%	13%
		Sometimes	37%	21%	30%	26%
		Often	10%	19%	30%	25%
		Very often	27%	27%	30%	36%
	Total		100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	3%	0%	1%
		Sometimes	37%	30%	17%	19%
		Often	32%	31%	43%	29%
		Very often	32%	36%	39%	51%
	Total		100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	0%	4%	0%	2%
		Sometimes	41%	45%	39%	34%
		Often	39%	26%	30%	30%
		Very often	20%	25%	30%	34%
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	5%	20%	0%	9%
		Sometimes	51%	48%	43%	45%
		Often	41%	22%	35%	24%
		Very often	2%	11%	22%	22%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	12%	45%	9%	19%
		Sometimes	71%	37%	64%	49%
		Often	15%	9%	14%	15%
		Very often	2%	9%	14%	17%
	Total		100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	5%	0%	4%
		Sometimes	21%	49%	9%	37%
		Often	49%	34%	48%	45%
		Very often	30%	12%	43%	14%
	Total		100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	5%	9%	0%	7%
		Sometimes	56%	45%	48%	41%
		Often	28%	35%	39%	31%
		Very often	12%	11%	13%	21%
	Total		100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	37%	54%	0%	30%
		Sometimes	60%	32%	78%	48%
		Often	2%	8%	13%	13%
		Very often	0%	5%	9%	9%
	Total		100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	14%	3%	4%	3%
		Sometimes	70%	39%	70%	31%
		Often	14%	37%	9%	39%
		Very often	2%	21%	17%	27%
	Total		100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	9%	12%	0%	7%
		Sometimes	53%	29%	48%	26%
		Often	28%	32%	22%	27%
		Very often	9%	27%	30%	41%
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

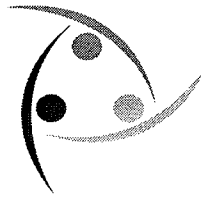
Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	21%	13%	4%	9%
		Sometimes	64%	41%	83%	47%
	Often	14%	28%	9%	24%	
	Very often	0%	18%	4%	21%	
	Total		100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	14%	3%	0%	3%
		Sometimes	58%	40%	65%	34%
	Often	26%	40%	30%	33%	
	Very often	2%	17%	4%	30%	
	Total		100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	12%	4%	4%	4%
		Sometimes	62%	40%	65%	35%
	Often	21%	38%	26%	32%	
	Very often	5%	19%	4%	30%	
	Total		100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	7%	0%	0%	3%
		Sometimes	31%	29%	48%	32%
	Often	52%	49%	48%	36%	
	Very often	10%	22%	4%	29%	
	Total		100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	0%	0%	0%	0%
		Between 1-4	42%	11%	35%	20%
	Between 5-10	44%	57%	35%	46%	
	Between 11-20	14%	23%	30%	22%	
	More than 20	0%	9%	0%	12%	
	Total		100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	40%	15%	9%	9%
		Between 1-4	56%	63%	77%	66%
	Between 5-10	5%	13%	9%	15%	
	Between 11-20	0%	5%	5%	4%	
	More than 20	0%	4%	0%	7%	
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

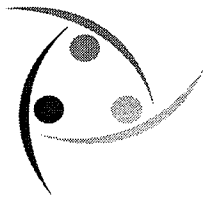
Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Number of written papers or reports of <b>20 pages or more</b>	TWR TMR05/ WRITEMOR	None	74%	88%	26%	52%
		Between 1-4	23%	8%	57%	42%
		Between 5-10	2%	2%	13%	4%
		Between 11-20	0%	1%	4%	0%
		More than 20	0%	0%	0%	2%
		Total	100%	100%	100%	100%
Number of written papers or reports <b>between 5 and 19 pages</b>	TWR TMD05/ WRITEMID	None	9%	27%	0%	6%
		Between 1-4	65%	59%	52%	57%
		Between 5-10	23%	9%	39%	24%
		Between 11-20	0%	4%	9%	10%
		More than 20	2%	0%	0%	2%
		Total	100%	100%	100%	100%
Number of written papers or reports of <b>fewer than 5 pages</b>	TWR TMSML/ WRITESML	None	2%	0%	0%	3%
		Between 1-4	30%	22%	39%	19%
		Between 5-10	26%	39%	39%	29%
		Between 11-20	30%	22%	13%	22%
		More than 20	12%	17%	9%	27%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take <b>more</b> than one hour to complete	TPROBSTA/ PROBSETA	None	2%	10%	0%	20%
		1-2	50%	26%	42%	34%
		3-4	33%	41%	42%	32%
		5-6	2%	15%	16%	8%
		More than 6	12%	8%	0%	7%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take <b>less</b> than one hour to complete	TPROBSTB/ PROBSETB	None	14%	11%	0%	24%
		1-2	19%	39%	50%	36%
		3-4	38%	26%	28%	22%
		5-6	17%	15%	17%	14%
		More than 6	12%	8%	6%	4%
		Total	100%	100%	100%	100%



# Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

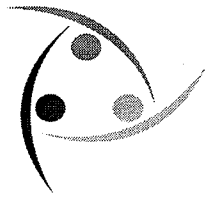
FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/	0 hr/wk	0%	0%	0%	1%
	ACADPR01	1-5 hr/wk	16%	13%	24%	7%
		6-10 hr/wk	35%	21%	43%	31%
		11-15 hr/wk	23%	22%	14%	26%
		16-20 hr/wk	23%	22%	14%	15%
		21-25 hr/wk	2%	13%	0%	8%
		26-30 hr/wk	0%	5%	5%	6%
		30+ hr/wk	0%	4%	0%	4%
		<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>
In a typical 7-day week, time spent working for pay on campus	TACTWKON/	0 hr/wk	0%	49%	5%	36%
	WORKON01	1-5 hr/wk	7%	9%	10%	13%
		6-10 hr/wk	47%	18%	35%	21%
		11-15 hr/wk	26%	17%	35%	15%
		16-20 hr/wk	16%	4%	15%	9%
		21-25 hr/wk	5%	2%	0%	2%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	1%	0%	4%
	<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
In a typical 7-day week, time spent working for pay off campus	TACTWKOF/	0 hr/wk	2%	70%	15%	62%
	WORKOF01	1-5 hr/wk	2%	3%	5%	5%
		6-10 hr/wk	30%	7%	25%	3%
		11-15 hr/wk	40%	9%	20%	7%
		16-20 hr/wk	19%	7%	30%	9%
		21-25 hr/wk	7%	3%	5%	4%
		26-30 hr/wk	0%	0%	0%	4%
		30+ hr/wk	0%	1%	0%	5%
	<b>Total</b>		<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>



# Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	2%	31%	0%	31%
		1-5 hr/wk	35%	48%	29%	58%
		6-10 hr/wk	42%	15%	48%	7%
		11-15 hr/wk	16%	3%	24%	2%
		16-20 hr/wk	5%	1%	0%	1%
		21-25 hr/wk	0%	0%	0%	1%
		26-30 hr/wk	0%	2%	0%	0%
		30+ hr/wk	0%	0%	0%	1%
		Total		100%	100%	100%
In a typical 7-day week, time spent relaxing and socializing (watching TV, partying, etc.)	TACTSOCI/ SOCIAL05	0 hr/wk	0%	2%	0%	4%
		1-5 hr/wk	7%	43%	10%	37%
		6-10 hr/wk	12%	27%	43%	32%
		11-15 hr/wk	44%	11%	29%	16%
		16-20 hr/wk	23%	11%	14%	4%
		21-25 hr/wk	9%	2%	5%	3%
		26-30 hr/wk	2%	1%	0%	0%
		30+ hr/wk	2%	1%	0%	3%
Total		100%	100%	100%	100%	
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	29%	89%	40%	75%
		1-5 hr/wk	61%	6%	25%	8%
		6-10 hr/wk	7%	3%	30%	7%
		11-15 hr/wk	0%	0%	0%	6%
		16-20 hr/wk	2%	0%	5%	2%
		21-25 hr/wk	0%	1%	0%	0%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	0%	0%	0%	2%
Total		100%	100%	100%	100%	

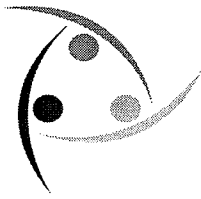


## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
			Col %	Col %	Col %	Col %
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	12%	15%	5%	15%
		1-5 hr/wk	81%	75%	90%	76%
		6-10 hr/wk	5%	7%	5%	8%
		11-15 hr/wk	2%	2%	0%	0%
		16-20 hr/wk	0%	0%	0%	1%
		21-25 hr/wk	0%	0%	0%	0%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	0%	0%	0%
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	0%	0%	9%	0%
		2	0%	0%	0%	1%
		3	12%	3%	5%	7%
		4	19%	12%	18%	14%
		5	40%	30%	36%	25%
		6	26%	37%	27%	34%
		Very much	5%	18%	5%	20%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Memorizing</b> facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	5%	5%	5%	7%
		Some	21%	23%	62%	30%
		Quite a bit	43%	45%	24%	36%
		Very much	31%	27%	10%	27%
		Total	100%	100%	100%	100%
Coursework emphasis: <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	TANALYZE/ ANALYZE	Very little	7%	4%	0%	3%
		Some	38%	21%	14%	12%
		Quite a bit	50%	49%	67%	43%
		Very much	5%	26%	19%	43%
		Total	100%	100%	100%	100%
Coursework emphasis: <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	12%	5%	0%	3%
		Some	52%	26%	19%	22%
		Quite a bit	21%	48%	57%	41%
		Very much	14%	21%	24%	34%
		Total	100%	100%	100%	100%





## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

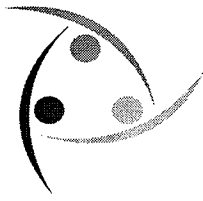
Faculty perceptions of typical students and student responses:	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item			Col %	Col %	Col %	Col %
Coursework emphasis: <b>Making judgments</b> about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT/ EVALUATE	Very little	12%	6%	5%	3%
		Some	57%	35%	14%	26%
		Quite a bit	19%	40%	48%	33%
		Very much	12%	19%	33%	38%
	Total		100%	100%	100%	100%
Coursework emphasis: <b>Applying</b> theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	19%	5%	5%	1%
		Some	50%	24%	14%	20%
		Quite a bit	21%	38%	43%	32%
		Very much	10%	33%	38%	47%
	Total		100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	2%	5%	0%	5%
		Some	26%	19%	10%	24%
		Quite a bit	55%	40%	81%	37%
		Very much	17%	36%	10%	33%
	Total		100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	2%	6%	5%	2%
		Some	24%	22%	10%	31%
		Quite a bit	62%	45%	81%	36%
		Very much	12%	27%	5%	31%
	Total		100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	10%	3%	0%	2%
		Some	50%	22%	14%	12%
		Quite a bit	26%	44%	57%	39%
		Very much	14%	32%	29%	47%
	Total		100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	5%	11%	0%	5%
		Some	66%	30%	29%	24%
		Quite a bit	24%	37%	62%	35%
		Very much	5%	22%	10%	36%
	Total		100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	5%	8%	0%	5%
		Some	15%	20%	24%	29%
		Quite a bit	59%	39%	48%	28%
		Very much	22%	33%	29%	38%
	Total		100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

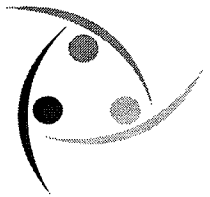
FSSE Item	Variables	Response Options	First-Year Students		Seniors	
			Faculty Perception Col %	Student Responses Col %	Faculty Perception Col %	Student Responses Col %
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	0%	6%	0%	2%
		Some	45%	22%	5%	31%
		Quite a bit	45%	47%	81%	35%
		Very much	10%	25%	14%	33%
		Total	100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	7%	5%	0%	6%
		Some	31%	25%	5%	26%
		Quite a bit	52%	49%	81%	41%
		Very much	10%	21%	14%	28%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSSELF/ GNSSELF	Very little	0%	12%	0%	15%
		Some	45%	29%	24%	25%
		Quite a bit	48%	36%	67%	33%
		Very much	7%	23%	10%	28%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	7%	14%	0%	19%
		Some	56%	40%	30%	30%
		Quite a bit	29%	30%	65%	31%
		Very much	7%	16%	5%	20%
		Total	100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	17%	16%	5%	9%
		Some	59%	38%	25%	38%
		Quite a bit	24%	34%	55%	29%
		Very much	0%	12%	15%	23%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	2%	10%	5%	9%
		Some	29%	19%	10%	25%
		Quite a bit	56%	43%	60%	31%
		Very much	12%	28%	25%	35%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	2%	3%	0%	2%
		Some	10%	16%	5%	20%
		Quite a bit	66%	38%	55%	31%
		Very much	22%	44%	40%	47%
		Total	100%	100%	100%	100%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

<i>FSSE Item</i>	<i>Variables</i>	<i>Response Options</i>	<b>First-Year Students</b>		<b>Seniors</b>	
			<i>Col %</i>	<i>Col %</i>	<i>Col %</i>	<i>Col %</i>
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	2%	2%	0%	0%
		Some	12%	14%	0%	18%
		Quite a bit	68%	47%	90%	37%
		Very much	17%	37%	10%	45%
	Total		100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	12%	8%	0%	2%
		Some	44%	25%	10%	23%
		Quite a bit	34%	43%	75%	32%
		Very much	10%	24%	15%	43%
	Total		100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITIZN	Very little	51%	44%	30%	41%
		Some	37%	33%	50%	32%
		Quite a bit	12%	17%	20%	16%
		Very much	0%	6%	0%	11%
	Total		100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	10%	11%	10%	7%
		Some	68%	29%	35%	31%
		Quite a bit	20%	40%	45%	37%
		Very much	2%	20%	10%	26%
	Total		100%	100%	100%	100%



# Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

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

#### Faculty Responses

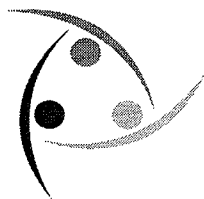
Percentage of faculty who reported that it is important or very important that students at their institution do the following

FSSE Item	Variable	Students Taught	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	93%
		SR	96%
Community service or volunteer work	FVOLUNTR	FY	65%
		SR	87%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	35%
		SR	43%
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	49%
		SR	52%
Foreign language coursework	FFORLANG	FY	56%
		SR	61%
Study abroad	FSTUDYAB	FY	35%
		SR	30%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	81%
		SR	83%

#### Student Responses

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

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	78%	4%	13%
		SR	70%	19%	7%	5%
Community service or volunteer work	VOLNTR04	FY	57%	25%	5%	13%
		SR	82%	9%	4%	5%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	8%	22%	25%	45%
		SR	34%	9%	44%	13%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	2%	20%	41%	37%
		SR	12%	18%	57%	13%
Foreign language coursework	FORLNG04	FY	18%	47%	17%	18%
		SR	48%	15%	33%	4%
Study abroad	STDABR04	FY	5%	42%	16%	36%
		SR	24%	10%	52%	14%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	2%	45%	11%	42%
		SR	25%	49%	16%	10%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

### 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>Students Taught</i>	<i>Very Much or Quite a Bit</i>
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	FY	72%
		SR	83%
Providing students the support they need to help them succeed academically	FENVSUPR	FY	91%
		SR	91%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	53%
		SR	74%
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	33%
		SR	57%
Providing students the support they need to thrive socially	FENVSOCA	FY	60%
		SR	70%
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	FY	93%
		SR	96%
Encouraging students to use computers in their academic work	FENVCOMP	FY	98%
		SR	100%

#### 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	43%	43%	12%	2%
		SR	45%	44%	11%	0%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	31%	48%	18%	4%
		SR	34%	47%	18%	1%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	24%	28%	37%	12%
		SR	17%	34%	39%	10%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	10%	23%	44%	23%
		SR	7%	22%	43%	28%
Providing the support you need to thrive socially	ENVSOCAL	FY	12%	36%	37%	15%
		SR	9%	38%	39%	14%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	49%	37%	12%	2%
		SR	39%	35%	22%	4%
Using computers in academic work	ENVCOMPT	FY	52%	33%	14%	0%
		SR	55%	31%	14%	0%



## Faculty Survey of Student Engagement

## FSSE 2007 and NSSE 2007 Frequencies Southern Adventist University

### 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>Students Taught</i>	<i>Positive Quality</i>
With other students	FENVSTU	FY	<b>95%</b>
		SR	<b>100%</b>
With faculty members	FENVFAC	FY	<b>86%</b>
		SR	<b>100%</b>
With administrative personnel and offices	FENVADM	FY	<b>51%</b>
		SR	<b>50%</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	84%	16%
		SR	86%	14%
With faculty members	ENVFAC	FY	78%	22%
		SR	84%	16%
With administrative personnel and offices	ENVADM	FY	53%	47%
		SR	49%	51%

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