



**2016 CWU NATIONAL SURVEY OF STUDENT ENGAGEMENT and
FACULTY SURVEY OF STUDENT ENGAGEMENT**

ANALYSIS OF RESPONSES TO QUESTIONS RELATING TO DIVERSITY AND INCLUSIVITY

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I. METHODOLOGY

This paper analyzes the difference in average response to the National Survey of Student Engagement (NSSE) by:

- female vs. male students
- minority vs. white and other students
- student responses to the NSSE vs. faculty responses to related Faculty Survey of Student Engagement (FSSE) questions

Eleven questions were analyzed for the 2012, 2014, and 2016 NSSE. In general, the differences were not large.

The eleven 2016 NSSE questions analyzed were:

NSSE QUESTION 2c. “During the current school year, about how often have you included diverse perspectives (political, religious, racial/ethnic, gender etc.) in course discussions or assignments?”
Very often = 4, Often =3, Sometimes = 2, Never=1

NSSE QUESTION 2e. “During the current school year, about how often have you done the following? Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.”
Very often = 4, Often =3, Sometimes = 2, Never=1

NSSE Question 8a. “During the current school year about how often have you had discussions with people of a race or ethnicity other than your own?”
Very often = 4, Often =3, Sometimes = 2, Never=1

NSSE Question 8b. “During the current school year about how often have you had discussions with people of an economic background other than your own?”
Very often = 4, Often =3, Sometimes = 2, Never=1

NSSE Question 8c. “During the current school year about how often have you had discussions with people with religious beliefs other than your own?”
Very often = 4, Often =3, Sometimes = 2, Never=1

NSSE Question 8d. “During the current school year about how often have you had discussions with people with political views other than your own?”
Very often = 4, Often =3, Sometimes = 2, Never=1

NSSE QUESTION 11d. “Which of the following have you done or do you plan to do before you graduate?
d. Participate in a study abroad program.”
4 = Done or in progress / 3 = Plan to do / 2 = Do not plan to do / 1 = Undecided

NSSE QUESTION 14d. “How much does your institution emphasize “Encourage contact among students from different backgrounds (social, racial/ethnic, religious, etc.)?”
4 = Very much / 3 = Quite a bit / 2 = Some / 1 = Very little

NSSE QUESTION 14i. “How much does your institution emphasize “Attending events that address important social, economic or political issues?”

4 = Very much / 3 = Quite a bit / 2 = Some / 1 = Very little

NSSE QUESTION 17f. “How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others?”

4 = Very much / 3 = Quite a bit / 2 = Some / 1 = Very little

NSSE QUESTION 17h. “How much has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of different backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)”

4 = Very much / 3 = Quite a bit / 2 = Some / 1 = Very little

A. DATA

Raw data files were used for the 2012, 2014, and 2016 NSSE data. The data files had a column that CWU entered for the sex of each respondent (female or male). The 2016 NSSE raw data file had responses from 85 students that NSSE did not include in the CWU reports. These students were all in the Fall 2015 cohort. Some of them selected “sophomore” as their standing. NSSE only uses responses from first year students so they did not include their responses in reports.

Student responses to NSSE question 32 were used to identify race/ethnicity.

Question 32 asks “What is your race or ethnic identification (select all that apply)?”

- American Indian or Alaskan Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Other
- I prefer not to respond

Students who answered “I prefer not to respond” were not included. Students who answered “White or Other” were compared to all other groups (called Minorities in the study).

Faculty responses to the 2012, 2014, and 2016 FSSE were downloaded from FSSE summaries. A document matching FSSE questions to NSSE questions was used.

In 2012 CWU’s NSSE response rate was 17% for first year students and 20% for seniors. Details of NSSE and FSSE responses are:

- 991 total students responded to the NSSE in 2012, 348 males and 643 females
- 294 minority students and 640 white/other students responded, 934 total (not all students answered the question and some answered “I prefer not to respond”)
- 293 CWU faculty responded to the 2012 FSSE

In 2014 the response rate was 21% for first year students and 16% for seniors. Details of NSSE and FSSE responses are:

- 194 males and 431 females, 625 NSSE responses
- 152 minority students responded, 369 white and other students responded to the NSSE
- 222 faculty responded to the 2014 FSSE

In 2016 both first year students and seniors had a response rate of 19%. Details of NSSE and FSSE responses are:

- There were 207 male responses and 474 female responses, 681 total to the NSSE
- 195 minorities responded and 401 white/other students responded, 596 total
- 239 faculty responded to the FSSE

2012 had more responses than 2014 or 2016 because (a) the person downloading students used a different query than was used in 2014 and 2016. That query included more students and (b) NSSE did not ask that we remove seniors who graduated or first year students with sophomore status.

68% of the first year and 68% of the senior responses were from female students. This is not representative of CWU's student body. In the spring 2016 quarter 52% of all CWU undergraduate students were female (per TheCIS).

The race/ethnicity of NSSE respondents (especially seniors) was similar to all CWU undergraduates.

	NSSE First Year	NSSE Seniors	All CWU undergraduates
Alaskan/Native American	0%	0%	1%
Asian	7%	4%	4%
Black or African American	5%	3%	3%
Hispanic or Latinx	13%	12%	14%
Hawaiian/Pacific Islander	1%	0%	1%
White	57%	65%	58%
Other	1%	3%	Not listed
Multiracial	12%	8%	6%
Prefer not to answer/Not Reported	4%	5%	11%

The race/ethnicity of all CWU undergraduates is per TheCIS where:

- College = all
- Department = all
- Program plan = all
- Academic = UGRD
- Campus = All
- Term = Spring 2016
- Point = Census

B. EFFECT SIZES

Effect sizes were used to estimate the magnitude of differences in averages. They were also used to determine the differences in percent of faculty vs. percent of students who gave the most positive and second most positive answers, e.g., “Very often” and “Often.”

This paper uses effect sizes similar to what NSSE uses and similar “ranges” for small, medium, and large differences.

	Comparing Averages	Comparing Percentages
Small differences	0 to .2	0.0 to 0.3
Medium differences	.2 to .4	0.3 to 0.8
Large differences	Larger than 0.4	0.8 or larger

Section V compares faculty responses on the FSSE survey to student responses on the NSSE survey. The FSSE provides the percent of faculty that gave responses of “3” (often) and “4” (Very often). Those percentages were compared to the percent of students who gave responses of 3 and 4. Cohen’s *h* effect size was used to compare percent responses. Hedge’s *g* effect size was used to compare average responses.

See Durlak (2009) for a discussion of Hedge’s *g* effect size. See Ramsay quoting Cohen (1988) for a discussion of Cohen’s *h* effect sizes.

II. SUMMARY RESULTS

- Female student responses are similar to male student responses on 9 of the 11 questions analyzed. Two questions had large differences where females gave better answers: “During the current school year about how often have you done the following?”
 - Included diverse perspectives...in course discussions or assignments
 - Tried to better understand someone else’s view by imagining how an issue looks from his or her perspective
- Minority responses are similar to white/other responses on 11 out of 11 questions analyzed
- There are small differences between student and faculty ratings on 9 out of 22 questions analyzed, only one of the 22 questions has a large effect size; NSSE 8a. vs. FSSE 26a. They ask how often you had discussions with people of a race or ethnicity other than your own.

NSSE summarizes five questions that were “highest performing relative to eight peers” and “lowest performing relative to eight peers.” CWU first year students had one inclusivity question in the highest performing group and two inclusivity questions in the lowest performing group.

“Discussions with...people with political views other than your own” was one of the “highest performing questions relative to CWU’s eight peer institutions.

The two of the questions in the “lowest performing” group were:

- Included diverse perspectives (...) in course discussions or assignments
- Tried to better understand someone else’s views by imagining...his or her perspective

CWU seniors did not have any of the inclusivity questions in either the highest performing or lowest performing groups compared to our eight peers.

A. DIFFERENCES IN NSSE RESPONSES BY FEMALES AND MALES

Two questions on the 2016 NSSE had large effect sizes when comparing female to male responses. The average response by females was higher for both questions.

NSSE Question 2c. “During the current school year, about how often have you included diverse perspectives (political, religious, racial/ethnic, gender etc.) in course discussions or assignments?”

NSSE Question 2e. “During the current school year, about how often have you done the following? Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.”

The differences for the remaining questions had small or medium effect sizes.

Question	Female Average	Male Average	Difference	Effect size	Magnitude
2c.	2.7	2.5	0.2	0.5	Large
2e.	3.0	2.9	0.1	0.4	Large
8a.	3.1	3.0	0.0	0.1	Small
8b.	3.1	3.0	0.1	0.2	Small
8c.	3.1	2.9	0.1	0.3	Medium
8d.	3.0	3.0	0.0	0.0	Small
11d.	2.1	2.1	0.0	0.0	Small
14d.	2.6	2.6	0.0	0.0	Small
14i.	2.5	2.4	0.1	0.1	Small
17f.	3.0	2.9	0.1	0.2	Small
17h.	2.8	2.7	0.1	0.3	Medium

B. 2016 NSSE - DIFFERENCES IN MINORITY STUDENT AVERAGE RESPONSE COMPARED TO THE AVERAGE RESPONSE OF WHITE AND OTHER STUDENTS

There were no large differences on the 2016 NSSE in the average response by minority vs. white and other students.

Question	Minority Average	White/Other Average	Difference	Effect size	Magnitude
2c.	2.7	2.6	0.1	0.1	Small
2e.	3.0	2.9	0.1	0.1	Small
8a.	3.2	3.0	0.2	0.2	Medium
8b.	3.1	3.0	0.1	0.1	Small
8c.	2.9	3.0	-0.1	-0.1	Small
8d.	2.9	3.0	-0.1	-0.1	Small
11d.	2.1	2.1	0.0	-0.1	Small
14d.	2.7	2.5	0.2	0.2	Medium
14i.	2.5	2.5	0.0	0.0	Small
17f.	3.1	3.0	0.2	0.2	Medium

17h.	2.9	2.7	0.2	0.2	Medium
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C. FACULTY RESPONSES TO THE 2016 FSSE COMPARED TO STUDENT RESPONSES TO THE 2016 NSSE

When faculty take the FSSE survey they are asked if they taught mostly lower division (LD) or upper division (UD) courses during the past year. Responses by lower division faculty are compared to first year student responses. Responses by upper-division faculty are compared to senior responses. These effect sizes are computed using Cohen's *h*. Cohen's suggestion for order of magnitude is used. Note that 12 out of 22 of the differences are "medium."

The scales vary a bit but many of them are comparing the percent of students who say they "Often" or "Very often" "diverse perspectives are included in in their class" (for example) to the percent of faculty who say it is "Very important" or "important" to do so.

Question	Student NSSE	Faculty FSSE	Difference	Effect size	Magnitude
2c./23c. FY/LD	42%	53%	-11%	-0.22	SMALL
Senior/UD	55%	68%	-13%	-0.27	SMALL
2e./23e. FY/LD	62%	65%	-3%	-0.06	SMALL
Senior/UD	77%	78%	-1%	-0.02	SMALL
8a./26a. FY/LD	70%	35%	35%	0.72	LARGE
Senior/UD	72%	48%	24%	0.50	MEDIUM
8b.26b. FY/LD	65%	38%	27%	0.55	MEDIUM
Senior/UD	77%	53%	24%	0.51	MEDIUM
8c./26c. FY/LD	68%	44%	24%	0.49	MEDIUM
Senior/UD	70%	45%	25%	0.51	MEDIUM
8d./26d. FY/LD	70%	49%	21%	0.43	MEDIUM
Senior/UD	73%	51%	22%	0.46	MEDIUM
11d./1d. FY/LD	36%	38%	-2%	-0.04	SMALL
Senior/UD	18%	41%	-23%	-0.51	MEDIUM
14d./2d. FY/LD	59%	80%	-21%	-0.46	MEDIUM
Senior/UD	50%	79%	-29%	-0.62	MEDIUM
14i./2i. FY/LD	48%	65%	-17%	-0.34	MEDIUM
Senior/UD	42%	58%	-16%	-0.32	MEDIUM
17f./29f. FY/LD	64%	56%	8%	0.16	SMALL
Senior/UD	74%	79%	-5%	-0.12	SMALL
17h./29h. FY/LD	62%	48%	14%	0.28	SMALL
Senior/UD	64%	60%	4%	0.08	SMALL

Question 8a. had large differences between first year students and lower division faculty for both 2014 and 2016.

2016 NSSE Question 8a. "During the current school year about how often have you had discussions with people of a race or ethnicity other than your own?"

2016 FSSE Question 26a. Percentage of faculty who reported that “students have substantial opportunities to engage in discussions in their selected course section with: People of a race or ethnicity other than their own.”

III. COMPARISON OF RESPONSES BY FEMALE AND MALE STUDENTS

A. NSSE QUESTION 2c. “During the current school year, about how often have you included diverse perspectives (political, religious, racial/ethnic, gender etc.) in course discussions or assignments?” In **2012 question 1e.** was phrased slightly different, “In your experience at your institution during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussion or writing assignments?”

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 1 - Percentage Responses

		1	2	3	4	Total Responses
2012	females	6%	25%	36%	34%	653
2012	males	9%	34%	31%	26%	348
2014	females	9%	37%	37%	18%	430
2014	males	11%	41%	31%	18%	193
2016	females	8%	38%	33%	20%	474
2016	males	15%	37%	32%	15%	207

Table 2 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% Change 2012 to 2016	Data Bars ± 100%	Trend lines
Never	7%	9%	10%	54%		
Sometimes	28%	38%	38%	35%		
Often	34%	35%	33%	(3%)		
Very often	31%	18%	19%	(40%)		

Note the increase in the percentage of students who “never” include diverse perspectives and the large decrease from 2012 to 2014 in the percent of students who “Very often” include diverse perspectives. Some of the difference may be due to a slight change in the wording of the questions, i.e., “writing assignments” compared to “assignments.”

Table 3 – Description Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
643	430	474	N	348	193	207
3.0	2.6	2.7	Average	2.7	2.5	2.5
0.9	0.9	0.9	St. Dev.	0.9	0.9	0.9
3.0	3.0	3.0	Median	3.0	2.0	2.0

Note: the median response for male students dropped to 2.0 or “Sometimes” in 2014 and 2016.

Table 3a. – Differences in Female and Male Average Responses

	Female Average	Male Average	Difference	Effect Size ⁽¹⁾	Magnitude of Difference ⁽²⁾
2012 1e	2.98	2.74	0.23	0.55	Large
2014 2c	2.64	2.55	0.09	0.24	Medium
2016 2c	2.66	2.47	0.19	0.47	Large

Table 4 – CWU Students Compared to Peers for the 2016 NSSE Question 2c.

	CWU	8 Peers	Far West Public
First year Average Responses	2.4	2.6	2.6
Senior Averages	2.7	2.6	2.7

In general, the 2016 NSSE results showed CWU seniors doing as well or better than peers while CWU first year students were usually slightly worse than peers.

Table 5 – Percent of CWU Faculty Who Responded “Very Important” and “Important” to 2016 FSSE Question 23c. “Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.”

	% Important and Very Important
Lower Division	53%
Upper Division	68%

Question 2c. Summary

The percentage of students who responded “very often” dropped from 2012 to 2016. It was disappointing to see the male median slip to 2.0 “sometimes” in 2014 and 2016. The averages for both females and males are slightly lower in 2016 than in 2012.

CWU first year students’ average responses are a bit lower than peers while CWU senior’s average response is equal to or a bit higher than peers. CWU faculty who taught upper division courses during

2016 placed more importance on including diverse perspectives than did CWU faculty teaching lower division courses.

Conclusion: The CWU NSSE average for “Including diverse perspectives” has decreased from 2012 to 2016. This indicates that CWU faculty, especially lower division faculty, should place more emphasis on including diverse perspectives. Hopefully this will be emphasized as CWU’s new General Education plan is implemented.

B. NSSE QUESTION 2e. “During the current school year, about how often have you done the following? Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.”

2012 6e. “During the current school year about how often have you done each of the following? Tried to better understand someone else’s view by imagining how an issue looks from his or her perspective.

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 6 – Percentage Responses

		1	2	3	4	Total Responses
2012	females	5%	27%	40%	28%	605
2012	males	7%	26%	42%	26%	313
2014	females	3%	25%	47%	25%	431
2014	males	2%	27%	43%	28%	194
2016	females	1%	24%	48%	26%	473
2016	males	5%	27%	46%	22%	207

Table 7 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% Change 2012 to 2016	Data Bars ± 100%	Trend lines
Never	6%	3%	3%	(57%)		
Sometimes	27%	26%	25%	(7%)		
Often	40%	46%	48%	18%		
Very often	27%	26%	25%	(8%)		

The percentage decrease of students who said they “Never” tried to better understand someone’s views decreased quite a bit. The actual decrease from 6% to 3% wasn’t that large. The averages and medians held relatively constant, see Table 8.

Table 8 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
605	431	473	N	313	194	207
2.9	2.9	3.0	Average	2.9	3.0	2.9
0.9	0.8	0.8	St. Dev.	0.9	0.8	0.8
3.0	3.0	3.0	Median	3.0	3.0	3.0

Both the median and average responses for both male and female students held almost constant for this question. The average CWU student response was that they often “Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.”

Table 8a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 6e	2.90	2.87	0.03	0.08	Small
2014 2e	2.94	2.96	-0.03	-0.09	Small
2016 2e	2.99	2.86	0.13	0.44	Large

Note: the average response by for females was relatively large in 2016.

Table 9 – CWU Students Compared to Peers for the 2016 NSSE Questions 2e.

	CWU	8 Peers	Far West Public
First year Average Responses	2.8	2.9	2.9
Senior Averages	3.0	2.9	3.0

Table 10 – Percent of CWU Faculty Who Responded “Very Important” or “Important” to 2016 FSSE Question 23e. It is important that the typical student try to better understand someone else's views by imagining how an issue looks from his or her perspective

	% Important and Very Important
Lower Division	66%
Upper Division	78%

Question 2e. Summary

The median response for both male and female students is 3.0 or “often.” However, the average response for female students was larger than male students in 2016. The effect sizes for the difference in means was small for 2012 and 2014.

Senior ratings are a bit higher than first year student ratings and a few more faculty who taught mostly upper division sections in 2016 ranked this as being important or very important.

C. NSSE Question 8a. “During the current school year about how often have you had discussions with people of a race or ethnicity other than your own?”









2012 NSSE Question 1u. “In your experience at your institution during the current school year, about how often have you had serious conversations with students of a different race or ethnicity than you own?”

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 11 – Percentage Responses

		1	2	3	4	Total Responses
2012	females	14%	33%	29%	25%	614
2012	males	16%	30%	30%	25%	322
2014	females	5%	28%	31%	36%	410
2014	males	3%	29%	27%	41%	184
2016	females	4%	26%	31%	40%	458
2016	males	3%	24%	41%	32%	189

Table 12 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% Change 2012 to '16	Data Bars ± 100%	Trend Lines
Never	14%	5%	4%	(75%)		
Sometime	32%	28%	25%	(21%)		
Often	29%	30%	34%	17%		
Very often	25%	37%	38%	50%		

Note the large reduction in “Never from 2012 to 2014 and the corresponding increase in “Very often.”

Table 13 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
614	410	458	N	322	184	189
2.6	3.0	3.1	Average	2.6	3.1	3.0
1.0	0.9	0.9	St. Dev.	1.0	0.9	0.8
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 13a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size ⁽¹⁾	Magnitude of Difference ⁽²⁾
2012 1u	2.64	2.65	0.00	-0.01	Small
2014 8a	2.97	3.07	-0.09	-0.23	Medium
2016 8a	3.07	3.02	0.04	0.12	Small

Table 14 – CWU Students Compared to Peers for the 2016 NSSE Questions 26a.

	CWU	8 Peers	Far West Public
First year Average Response	3.0	3.0	3.1
Senior Averages	3.1	3.1	3.2

Table 15 - Percent of CWU Faculty Who Responded “Very much” or “Quite a bit” to 2016 FSSE Question 26a. In your selected course section, how much opportunity do students have to engage in discussions with People of a race or ethnicity other than their own?

	% Very much and Quite a bit
Lower Division	35%
Upper Division	48%

D. NSSE Question 8b. “During the current school year about how often have you had discussions with people of an economic background other than your own?”

2012 NSSE Question 1v. “In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?”

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 16 – Percentage Responses

	1	2	3	4	Total Responses
2012 females	11%	31%	30%	28%	614
2012 males	11%	30%	31%	28%	322
2014 females	3%	24%	37%	37%	410
2014 males	3%	22%	37%	38%	182
2016 females	4%	22%	36%	38%	452

2016 males	2%	25%	44%	29%	189
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Table 17 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% Change 2012 to 2016	Data Bars ± 100%	Trend Lines
Never	11%	3%	3%	(68%)		
Sometime	31%	23%	23%	(25%)		
Often	31%	37%	38%	25%		
Very often	28%	37%	35%	26%		

Note: Again, there was a drop in students who reported “never” from 2012 to 2014.

Table 18 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
614	410	452	N	322	182	189
2.8	3.1	3.1	Average	2.8	3.1	3.0
1.0	0.8	0.9	St. Dev.	1.0	0.8	0.8
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 18a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size ⁽¹⁾	Magnitude of Difference ⁽²⁾
2012 1v	2.75	2.77	-0.02	-0.04	Small
2014 8b	3.08	3.11	-0.03	-0.09	Small
2016 8b	3.07	3.01	0.06	0.18	Small

Table 19 – CWU Students Compared to Peers for the 2016 NSSE Questions 2c.

	CWU	8 Peers	Far West Public
First year Average Responses	2.9	3.0	3.0
Senior Averages	3.1	3.1	3.2

Table 20 - Percent of CWU Faculty Who Responded “Very much” or “Quite a bit” to 2016 FSSE Question 26b. In your selected course section, how much opportunity do students have to engage in discussions with People from an economic background other than their own?

	% Very much and Quite a bit
Lower Division	38%
Upper Division	54%

E. NSSE Question 8c. During the current school year about how often have you had discussions with people with religious beliefs other than your own?

2012 NSSE Question 1v. In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?

Very often = 4, Often = 3, Sometimes = 2, Never = 1

Table 21 – Percentage Responses

		1	2	3	4	Total Responses
2012	females	11%	31%	30%	28%	614
2012	males	11%	30%	31%	28%	322
2014	females	4%	25%	32%	39%	408
2014	males	3%	28%	25%	44%	183
2016	females	5%	24%	32%	39%	456
2016	males	5%	29%	36%	30%	188

Table 22 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% Change 2012 to 2016 ± 100%	Data Bars	Trend Lines
Never	11%	4%	5%	(53%)		
Sometimes	31%	26%	25%	(18%)		
Often	31%	30%	33%	9%		
Very often	28%	41%	36%	30%		

Table 23 – Descriptive Statistics

Females			N	Males		
2012	2014	2016		2012	2014	2016
614	408	456		322	183	188
2.8	3.1	3.1	Average	2.8	3.1	2.9
1.0	0.9	0.9	St. Dev.	1.0	0.9	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 23a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 1v	2.75	2.77	-0.02	-0.04	Small
2014 8c	3.06	3.09	-0.03	-0.08	Small
2016 8c	3.05	2.91	0.14	0.35	Medium

Table 24 – CWU Students Compared to Peers for the 2016 NSSE Questions 8c.

	CWU	8 Peers	Far West Public
First year Average Responses	3.0	2.9	3.1
Senior Averages	3.0	3.0	3.2

Table 25 - Percent of CWU Faculty Who Responded “Very much” or “Quite a bit” to 2016 FSSE Question 26c. In your selected course section, how much opportunity do students have to engage in discussions with people with religious beliefs other than their own?

	% Very much and Quite a bit
Lower Division	45%
Upper Division	45%

F. NSSE Question 8d. During the current school year about how often have you had discussions with people with political views other than your own?

2012 NSSE Question 1v. In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 26 – Percentage Responses

		1	2	3	4	Total Responses
2012	females	11%	31%	30%	28%	614
2012	males	11%	30%	31%	28%	322
2014	females	5%	26%	32%	37%	405
2014	males	4%	27%	29%	41%	181
2016	females	5%	25%	34%	35%	454
2016	males	4%	23%	41%	32%	187

Table 27 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% Change 2012 to 2016	Data Bars ± 100%	Trend Lines
Never	11%	4%	5%	(53%)		
Sometimes	31%	26%	25%	(20%)		
Often	31%	31%	36%	17%		
Very often	28%	38%	34%	24%		

Note: Again there is a large decrease in the percent of students who say “Never” from 2012 to 2014. This may be due to the difference in the wording of the question.

Table 28 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
614	405	454	N	322	181	187
2.8	3.0	3.0	Average	2.8	3.1	3.0
1.0	0.9	0.9	St. Dev.	1.0	0.9	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 28a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 1v	2.75	2.77	-0.02	-0.04	Small
2014 8d	3.01	3.07	-0.06	-0.14	Small
2016 8d	3.00	3.01	-0.01	-0.02	Small

Table 29 – CWU Students Compared to Peers for the 2016 NSSE Questions 8d.

	CWU	8 Peers	Far West Public
First year Average Responses	3.0	2.9	2.9
Senior Averages	3.0	3.0	3.0

Table 30 - Percent of CWU Faculty Who Responded “Very much” and “Quite a bit” to 2016 FSSE Question 26d. In your selected course section, how much opportunity do students have to engage in discussions with people with political views other than their own?

	% Very much and Quite a bit
Lower Division	49%
Upper Division	51%

G. NSSE QUESTION 11d. Which of the following have you done or do you plan to do before you graduate? d. Participate in a study abroad program.

2012 NSSE QUESTION 7F. Done or plan to do before you graduate...study abroad

4 = Done or in progress / 3 = Plan to do / 2 = Do not plan to do / 1 = Undecided

Table 31 – Percentage Responses

		1	2	3	4	Total Responses
2012	females	21%	52%	19%	8%	599
2012	males	24%	52%	20%	5%	306
2014	females	21%	52%	22%	5%	404
2014	males	19%	59%	17%	4%	180
2016	females	17%	58%	19%	6%	454
2016	males	18%	58%	16%	8%	190

Table 32 – Trends in Total Percentage Responses for Each Response Option









	2012	2014	2016	% Change 2012 to 2016	Data Bars ± 100%	Trend Line
Never	22%	21%	21%	(7%)		
Sometimes	52%	54%	54%	5%		
Often	19%	20%	20%	7%		
Very often	7%	5%	5%	(34%)		

Table 33 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
599	404	454	N	306	180	190
2.1	2.1	2.1	Average	2.1	2.1	2.1
0.8	0.8	0.8	St. Dev.	0.8	0.7	0.8
2.0	2.0	2.0	Median	2.0	2.0	2.0

Note: all of the medians are 2.0, “Do not plan to do”

Table 33a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 7f	2.13	2.07	0.07	0.20	Medium
2014 11d	2.11	2.06	0.05	0.17	Small
2016 11d	2.13	2.14	-0.01	-0.04	Small

Table 34 – CWU Students Compared to Peers for the 2016 NSSE Questions 11d. Percent “Done” and “In-progress”

	CWU	8 Peers	Far West Public
First year Average Responses	2%	4%	3%
Senior Averages	10%	10%	11%

Table 35 - Percent of CWU Faculty Who Responded “Very important” or “Important” to 2016 FSSE Question 1d. How important is it to you that undergraduates at your institution participate in a study abroad program?

	% Very important and Important
Lower Division	38%
Upper Division	41%

H. NSSE QUESTION 14d. How much does your institution emphasize “Encourage contact among students from different backgrounds (social, racial/ethnic, religious, etc.)?”

2012 NSSE QUESTION 10c. To what extent does your institution emphasize each of the following? Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

1 = Very little / 2 = Some / 3 = Quite a bit / 4 = Very much

Table 36 – Percentage Responses

	Very little	Some	Quite a bit	Very much	Responses
2012 females	15%	31%	34%	20%	591
2012 males	15%	33%	36%	16%	298
2014 females	16%	33%	31%	19%	390
2014 males	21%	29%	33%	17%	174
2016 females	16%	30%	34%	19%	446
2016 males	13%	36%	33%	19%	183

Table 37 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change		Trend Line
				2012 to 2014	± 100%	
Very little	15%	18%	15%	2%		—
Some	32%	32%	32%	0%		—
Quite a bit	35%	32%	34%	(2%)		—
Very much	19%	19%	19%	2%		—

Note: there was very little change from 2012 to 2014 to 2016.

Table 38 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
591	390	446	N	298	174	183
2.6	2.5	2.6	Average	2.5	2.5	2.6
1.0	1.0	1.0	St. Dev.	0.9	1.0	0.9
3.0	3.0	3.0	Median	3.0	2.5	3.0

Table 38a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 10c	2.60	2.54	0.06	0.13	Small
2014 14d	2.54	2.46	0.08	0.16	Small
2016 14d	2.57	2.58	-0.02	-0.03	Small

Table 39 – CWU Students Compared to Peers for the 2016 NSSE Questions 14d.

	CWU	8 Peers	Far West Public
First year Average Responses	2.6	2.7	2.7
Senior Averages	2.5	2.6	2.6

Table 40 – FSSE 2d. Percent of CWU Faculty who responded “How important is it to you that your institution increase its emphasis on” Encouraging contact among students of different backgrounds (social, racial/ethnic, religious, etc.)

	% Important & Very important
Lower Division	79%
Upper Division	79%

I. NSSE QUESTION 14i. How much does your institution emphasize “Attending events that address important social, economic or political issues?”

2012 NSSE QUESTION – there was no equivalent question on the 2012 NSSE

1 = Very little / 2 = Some / 3 = Quite a bit / 4 = Very much

Table 41 – Percentage Responses

	Very little	Some	Quite a bit	Very much	Responses
2012 females	N/A	N/A	N/A	N/A	N/A
2012 males	N/A	N/A	N/A	N/A	N/A
2014 females	19%	41%	26%	13%	387
2014 males	25%	35%	28%	12%	173
2016 females	17%	35%	32%	16%	443
2016 males	14%	45%	30%	12%	182

Table 42 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	Change 2016 - 2014	Data Bars ± 100%
Very little	N/A	21%	16%	(5%)	
Some	N/A	39%	38%	(2%)	
Quite a bit	N/A	27%	31%	4%	
Very much	N/A	13%	15%	2%	

Table 43 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
N/A	387	443	N	N/A	173	182
N/A	2.3	2.5	Average	N/A	2.3	2.4
N/A	0.9	1.0	St. Dev.	N/A	1.0	0.9
N/A	2.0	2.0	Median	N/A	2.0	2.0

Note: the medians for 2014 and 2016 are 2.0 or “Some emphasis”

Table 43a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012	N/A	N/A	N/A	N/A	N/A
2014 14i	2.34	2.27	0.07	0.16	Small
2016 14i	2.46	2.40	0.06	0.13	Small

Table 44 – CWU Students Compared to Peers for the 2016 NSSE Questions 14d.

	CWU	8 Peers	Far West Public
First year Average Responses	2.5	2.5	2.5
Senior Averages	2.4	2.4	2.4

Table 45 – FSSE 2i. Percent of CWU Faculty who responded “How important is it to you that your institution increase its emphasis on:” Students attending events that address important social, economic, or political issues?

	% Important & Very important
Lower Division	65%
Upper Division	58%

J. NSSE QUESTION 17f. How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others?

2012 NSSE QUESTION 11h. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following? Working effectively with others.

1 = Very little / 2 = Some / 3 = Quite a bit / 4 = Very much

Table 46 – Percentage Responses

	Very little	Some	Quite a bit	Very much	Responses
2012 females	5%	19%	37%	39%	589
2012 males	6%	25%	35%	34%	290
2014 females	6%	27%	37%	29%	382
2014 males	9%	26%	37%	28%	171
2016 females	5%	24%	39%	33%	443
2016 males	4%	27%	39%	29%	181

Table 47 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% Change 2016 - 2014	Data Bars ± 100%	Trend Lines
Very little	5%	7%	4%	(16%)		
Some	21%	27%	25%	20%		
Quite a bit	36%	37%	39%	7%		
Very much	37%	29%	32%	(15%)		

Table 48 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
589	382	443	N	290	171	181
3.1	2.9	3.0	Average	3.0	2.8	2.9
0.9	0.9	0.9	St. Dev.	0.9	0.9	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Note: the medians remained constant despite the changes in the percentages.

Table 48a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 11h	3.10	2.97	0.13	0.32	Medium
2014 17f	2.90	2.84	0.06	0.15	Small
2016 17f	2.99	2.93	0.06	0.15	Small

Table 49 – CWU Students Compared to Peers for the 2016 NSSE Questions 17f.

	CWU	8 Peers	Far West Public
First year Average Responses	2.8	2.8	2.8
Senior Averages	3.1	3.1	3.0

Table 50 – FSSE 29f. Percent of CWU Faculty who responded “To what extent do you structure your selected course section so that students learn and develop in the following areas?” Working effectively with others.

	% Important
Lower Division	56%
Upper Division	79%

K. NSSE QUESTION 17h. How much has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of different backgrounds (economic, racial/ethnic, political, religious, nationality, etc.

2012 NSSE QUESTION 11L. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following? Understanding people of other backgrounds.

1 = Very little / 2 = Some / 3 = Quite a bit / 4 = Very much

Table 51 – Percentage Responses

	Very little	Some	Quite a bit	Very much	Responses
2012 females	15%	29%	34%	22%	575
2012 males	18%	33%	30%	18%	288
2014 females	12%	33%	31%	23%	381
2014 males	16%	26%	33%	25%	170
2016 females	9%	28%	37%	25%	444
2016 males	14%	28%	37%	21%	178

Table 52 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% Change 2014 to 2016	Data Bars ± 100%	Trend Lines
Very little	16%	13%	10%	(35%)		
Some	30%	31%	28%	(6%)		
Quite a bit	33%	32%	37%	13%		
Very much	21%	24%	24%	14%		

Table 53 – Descriptive Statistics

Females				Males		
2012	2014	2016		2012	2014	2016
575	381	444	N	288	170	178
2.6	2.7	2.8	Average	2.5	2.7	2.7
1.0	1.0	0.9	St. Dev.	1.0	1.0	1.0
3.0	3.0	3.0	Median	2.0	3.0	3.0

Table 53a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 11L	2.64	2.49	0.16	0.32	Medium
2014 17h	2.65	2.66	-0.01	-0.02	Small
2016 17h	2.79	2.66	0.13	0.30	Medium

Table 54 – CWU Students Compared to Peers for the 2016 NSSE Questions 17h.

	CWU	8 Peers	Far West Public
First year Average Responses	2.7	2.8	2.8
Senior Averages	2.8	2.8	2.9

Table 55 – FSSE 29h. Percent of CWU Faculty who responded: “To what extent do you structure your selected course section so that students learn and develop in the following areas?” Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.

	% Very much & Quite a bit
Lower Division	48%
Upper Division	60%

IV. RESPONSES BY MINORITY STUDENTS COMPARED TO WHITE/OTHER STUDENTS

A. NSSE QUESTION 2c. “During the current school year, about how often have you included diverse perspectives (political, religious, racial/ethnic, gender etc.) in course discussions or assignments?”

2012 question 1e. was phrased slightly different, “In your experience at your institution during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussion or writing assignments?”

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 56 – Percentage Responses by Race/Ethnicity

		Never	Sometimes	Often	Very Often	Total Responses
2012	minority	8%	27%	33%	33%	294
2012	white	6%	29%	35%	30%	639
2014	minority	11%	42%	31%	17%	149
2014	white	10%	35%	36%	19%	366
2016	minority	10%	34%	34%	22%	194
2016	white	10%	40%	33%	17%	400

Table 57 – Trend in Responses

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	6%	10%	10%	57%		
Sometimes	28%	37%	38%	34%		
Often	34%	35%	33%	(4%)		
Very often	31%	18%	19%	(39%)		
# Responses	933	515	594			

Note: the increase in the percentage of students who “never” include diverse perspectives and the large decrease from 2012 to 2014 in the percent of students who “Very often” include diverse perspectives. Some of the difference may be due to a slight change in the wording of the questions, i.e., “writing assignments” compared to “assignments.”

Table 58 – Description Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
294	149	194	N	639	366	400
2.9	2.5	2.7	Average	2.9	2.6	2.6
0.9	0.9	0.9	St. Dev.	0.9	0.9	0.9
3.0	2.0	3.0	Median	3.0	3.0	2.0

Note: the median for minority students increased from 2014 to 2016 but the median for white students decreased during that time. However, the difference in averages for 2014 and 2016 were relatively small. See table 58a.

Table 58a. – Differences in Female and Male Average Responses

	Minority Average	White/Other Average	Difference	Effect Size	Magnitude of Difference
2012 11L	2.9	2.9	0.0	0.0	Small
2014 17h	2.5	2.6	-0.1	-0.1	Small
2016 17h	2.7	2.6	0.1	0.1	Small

Table 59 – CWU Students Compared to Peers for the 2016 NSSE Questions 2c.

	CWU	8 Peers	Far West Public
First year Average Responses	2.4	2.6	2.6
Senior Averages	2.7	2.6	2.7

Table 60 – Percent of CWU Faculty Who Responses “Very Important” or “Important” to 2016 FSSE Question 23c. “Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments.”

	% Important and Very Important
Lower Division	53%
Upper Division	68%

Question 2c. Summary

The minority student responses were not much different than white and other students. However, these responses seem to indicate that CWU should focus on improving this area for all students.

B. NSSE QUESTION 2e. “During the current school year, about how often have you done the following? Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.”

2012 6e. “During the current school year about how often have you done each of the following? Tried to better understand someone else’s view by imagining how an issue looks from his or her perspective.”

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 61 – Percentage Responses

		Never	Sometimes	Often	Very Often	Total Responses
2012	minority	4%	26%	41%	29%	220
2012	white	6%	27%	40%	26%	640
2014	minority	3%	28%	41%	27%	152
2014	white	2%	24%	46%	27%	366
2016	minority	2%	23%	47%	28%	195
2016	white	3%	26%	48%	23%	399

Table 62 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change	Data Bars	Trend
				2012 to '16	± 100%	lines
Never	6%	3%	3%	(57%)		
Sometimes	27%	25%	25%	(6%)		
Often	40%	45%	48%	18%		
Very often	27%	27%	25%	(9%)		
# Responses	860	518	594			

Note: The percentage of students who said they “Never” tried to better understand someone’s views decreased from 2012 to 2014. The actual decrease from 6% to 3% wasn’t that large. The averages and medians held relatively constant, see Table 8.

Table 63 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
220	152	195	N	640	366	399
3.0	2.9	3.0	Average	2.9	3.0	2.9
0.8	0.8	0.8	St. Dev.	0.9	0.8	0.8
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 63a. – Differences in Averages

	Minority Average	White/Other Average	Difference	Effect Size	Magnitude of Difference
2012 6e	3.0	2.9	0.1	0.1	Small
2014 2e	2.9	3.0	-0.1	-0.1	Small
2014 2e	3.0	2.9	0.1	0.1	Small

Note: the average responses by minority and white/other students were very similar on this question.

Table 64 – CWU Students Compared to Peers for the 2016 NSSE Questions 2c.

	CWU	8 Peers	Far West Public
First year Average Responses	2.8	2.9	2.9
Senior Averages	3.0	2.9	3.0

Table 65 – % of CWU Faculty Who Responded “Very Important” or “Important” to 2016 FSSE Question 23e. It is important that the typical student try to better understand someone else's views by imagining how an issue looks from his or her perspective

	% Important and Very Important
Lower Division	66%
Upper Division	78%

Question 2e. Summary -

The median response for both minority and white/other students is 3.0 or “often.” The difference in average ratings by minority students and white/other students are small.

C. NSSE Question 8a. During the current school year about how often have you had discussions with people of a race or ethnicity other than your own?

2012 NSSE Question 1u. In your experience at your institution during the current school year, about how often have you had serious conversations with students of a different race or ethnicity than you own?

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 65 – Percentage Responses

		Never	Sometimes	Often	Very Often	Total Responses
2012	minority	15%	27%	32%	26%	243
2012	white	14%	34%	27%	25%	635
2014	minority	11%	42%	31%	17%	152
2014	white	10%	35%	36%	19%	369
2016	minority	4%	21%	29%	46%	194
2016	white	3%	29%	35%	33%	401

Note: the large improvement from 2014 to 2016. “Never” decreased while “Very Often” increased.

Table 66 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	14%	5%	3%	(77%)		
Sometimes	32%	28%	26%	(18%)		
Often	28%	30%	33%	17%		
Very often	25%	38%	37%	47%		
# Responses	878	521	595			

Note: the improvements are even more evident in this table.

Table 67 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
243	152	194	N	635	369	401
2.7	3.1	3.2	Average	2.6	3.0	3.0
1.0	0.9	0.9	St. Dev.	1.0	0.9	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 67a. – Differences in Averages

	Minority Average	White/Other Average	Difference	Effect Size	Magnitude of Difference
2012 1u	2.7	2.6	0.1	0.1	Small
2014 8a	2.7	2.6	0.1	0.1	Small
2016 8a	3.2	3.0	0.2	0.2	Medium

Note: it is not surprising that minority students have higher averages on this question.

Table 68 – CWU Students Compared to Peers for the 2016 NSSE Questions 2c.

	CWU	8 Peers	Far West Public
First year Average Responses	3.0	3.0	3.1
Senior Averages	3.1	3.1	3.2

Table 69 - Percent of CWU Faculty Who Responded “Very much” and “Quite a bit” to 2016 FSSE Question 26a. In your selected course section, how much opportunity do students have to engage in discussions with People of a race or ethnicity other than their own?

	% Very much and Quite a bit
Lower Division	35%
Upper Division	48%

D. NSSE Question 8b. During the current school year about how often have you had discussions with people of an economic background other than your own?

2012 NSSE Question 1v. In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 70 – Percentage Responses

		Never	Sometimes	Often	Very Often	Total Responses
2012	minority	12%	29%	35%	24%	241
2012	white	10%	32%	29%	29%	637
2014	minority	4%	22%	32%	43%	152

2014	white	2%	23%	40%	35%	367
2016	minority	4%	21%	37%	38%	192
2016	white	3%	25%	38%	33%	399

Note: the improvement from 2012 to 2014 is probably due to the change in the wording of the question.

Table 71 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	10%	3%	4%	(66%)		
Sometimes	31%	23%	24%	(24%)		
Often	30%	37%	38%	25%		
Very often	28%	37%	35%	25%		
# Responses	878	519	591			

Note: this improvement may also be mostly due to the change in wording, i.e., “serious discussions” on the 2012 NSSE to just “discussions” on the 2014 and 2016 NSSE.

Table 72 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
241	152	192	N	637	367	399
2.7	3.1	3.1	Average	2.8	3.1	3.0
1.0	0.9	0.9	St. Dev.	1.0	0.8	0.8
3.0	3.0	3.0	Median	3.0	3.0	3.0

Note: there is very little difference in the average response by minority students and white/other students.

Table 72a. – Differences in Averages

	Minority Average	White/Other Average	Difference	Effect Size	Magnitude of Difference
2012 1v	2.7	2.8	-0.1	-0.1	Small
2014 8b	3.1	3.1	0.1	0.1	Small
2016 8b	3.1	3.0	0.1	0.1	Small

Table 73 – CWU Students Compared to Peers for the 2016 NSSE Questions 2c.

	CWU	8 Peers	Far West Public
First year Average Responses	2.9	3.0	3.0
Senior Averages	3.1	3.1	3.2

Table 74 - Percent of CWU Faculty Who Responded “Very much” or “Quite a bit” to 2016 FSSE

Question 26b. In your selected course section, how much opportunity do students have to engage in discussions with people from an economic background other than their own?

	% Very much and Quite a bit
Lower Division	38%
Upper Division	54%

E. NSSE Question 8c. “During the current school year about how often have you had discussions with people with religious beliefs other than your own?”

2012 NSSE Question 1v. “In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?”

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 75 – Percentage Responses

		Never	Sometimes	Often	Very Often	Total Responses
2012	minority	12%	29%	35%	24%	241
2012	white	10%	32%	29%	29%	637
2014	minority	7%	25%	30%	39%	151
2014	white	4%	26%	30%	41%	367
2016	minority	8%	26%	31%	35%	193
2016	white	4%	27%	34%	36%	400

Note: the decrease in Never and increase in Very often from 2012 to 2014 are probably mostly due to the wording of the question.

Table 76 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	10%	4%	5%	(53%)		
Sometimes	31%	25%	26%	(16%)		
Often	30%	30%	33%	8%		
Very often	28%	40%	36%	29%		
# Responses	878	518	593			

Table 77 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
241	151	193	N	637	367	400
2.7	3.0	2.9	Average	2.8	3.1	3.0
1.0	1.0	1.0	St. Dev.	1.0	0.9	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 77a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 1v	2.7	2.8	-0.1	-0.1	Small
2014 8c	3.0	3.1	-0.1	-0.1	Small
2016 8c	2.9	3.0	-0.1	-0.1	Small

Note: there were small differences in responses by minority vs. white/other students to this question.

Table 78 – CWU Students Compared to Peers for the 2016 NSSE Questions 8c.

	CWU	8 Peers	Far West Public
First year Average Responses	3.0	2.9	3.1
Senior Averages	3.0	3.0	3.2

Table 79 - Percent of CWU Faculty Who Responded “Very much” or “Quite a bit” to 2016 FSSE Question 26c. In your selected course section, how much opportunity do students have to engage in discussions with people with religious beliefs other than their own?

	% Very much and Quite a bit
Lower Division	45%
Upper Division	45%

F. NSSE Question 8d. “During the current school year about how often have you had discussions with people with political views other than your own?”

2012 NSSE Question 1v. “In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?”

Very often = 4, Often =3, Sometimes = 2, Never=1

Table 80 – Percentage Responses

		Never	Sometimes	Often	Very Often	Total Responses
2012	minority	12%	29%	35%	24%	241
2012	white	10%	32%	29%	29%	637
2014	minority	7%	26%	29%	38%	148
2014	white	4%	26%	33%	38%	365
2016	minority	7%	27%	33%	32%	193
2016	white	4%	24%	37%	35%	397

Table 81 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	10%	4%	5%	(53%)		
Sometimes	31%	26%	25%	(19%)		
Often	30%	32%	36%	18%		
Very often	28%	38%	34%	22%		
# Responses	878	513	590			

Note: again from 2012 to 2014 there is a large decrease in the percent of students who say “Never” and a large increase in students who say “Very often.” Most of the change is probably due to the difference in the wording of the questions.

Table 82 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
241	148	193	N	637	365	397
2.7	3.0	2.9	Average	2.8	3.0	3.0
1.0	1.0	0.9	St. Dev.	1.0	0.9	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 82a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012 1v	2.7	2.8	-0.1	-0.1	Small
2014 8d	3.0	3.0	-0.1	-0.1	Small
2016 8d	2.9	3.0	-0.1	-0.1	Small

Note: the average response by minority students is very similar to white/other students.

Table 83 – CWU Students Compared to Peers for the 2016 NSSE Questions 8d.

	CWU	8 Peers	Far West Public
First year Average Responses	3.0	2.9	2.9
Senior Averages	3.0	3.0	3.0

Table 84 - Percent of CWU Faculty Who Responded “Very much” or “Quite a bit” to 2016 FSSE Question 26d. In your selected course section, how much opportunity do students have to engage in discussions with people with political views other than their own?

	% Very much and Quite a bit
Lower Division	49%
Upper Division	51%

G. NSSE QUESTION 11d. “Which of the following have you done or do you plan to do before you graduate? d. Participate in a study abroad program.”

2012 NSSE QUESTION 7F. “Done or plan to do before you graduate...study abroad”

4 = Done or in progress / 3 = Plan to do / 2 = Do not plan to do / 1 = Undecided

Table 85 – Percentage Responses

		Have not decided	Do not plan to do	Plan to do	Done or In-progress	Total Responses
2012	minority	24%	37%	28%	11%	210
2012	white	21%	57%	16%	6%	637
2014	minority	23%	43%	28%	5%	152
2014	white	19%	60%	18%	4%	363
2016	minority	23%	51%	21%	6%	195
2016	white	16%	62%	16%	6%	399

Table 86 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	22%	20%	18%	(19%)		
Sometimes	52%	55%	58%	13%		
Often	19%	21%	18%	(8%)		
Very often	7%	4%	6%	(14%)		
# Responses	847	515	594			

Note: the change from 2012 to 2016 is relatively small.

Table 87 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
210	152	195	N	637	363	399
2.3	2.2	2.1	Average	2.1	2.1	2.1
0.9	0.8	0.8	St. Dev.	0.8	0.7	0.7
2.0	2.0	2.0	Median	2.0	2.0	2.0

Note: all of the medians are 2.0, “Do not plan to do.”

Table 87a. – Differences in Averages

	Minority Average	White/Other Average	Difference	Effect Size	Magnitude of Difference
2012 7f	2.3	2.1	0.2	0.2	Medium
2014 11d	2.2	2.1	0.1	0.1	Small
2016 11d	2.1	2.1	0.0	-0.1	Small

There were small differences by race/ethnicity for 2014 and 2016.

Table 88 – CWU Students Compared to Peers for the 2016 NSSE Questions 11d. Percent “Done” and “In-progress”

	CWU	8 Peers	Far West Public
First year Average Responses	2%	4%	3%
Senior Averages	10%	10%	11%

Table 89 - Percent of CWU Faculty Who Responded “Very important” or “Important” to 2016 FSSE Question 1d. How important is it to you that undergraduates at your institution participate in a study abroad program?

	% Very important and Important
Lower Division	38%
Upper Division	41%

H. NSSE QUESTION 14d. “How much does your institution emphasize “Encourage contact among students from different backgrounds (social, racial/ethnic, religious, etc.)?”

2012 NSSE QUESTION 10c. “To what extent does your institution emphasize each of the following? Encouraging contact among students from different economic, social, and racial or ethnic backgrounds”

1 = Very little / 2 = Some / 3 = Quite a bit / 4 = Very much

Table 90 – Percentage Responses

		Very little	Some	Quite a bit	Very much	Total Responses
2012	minority	14%	29%	36%	21%	194
2012	white	14%	33%	35%	18%	637
2014	minority	11%	32%	37%	19%	150
2014	white	19%	31%	31%	19%	366
2016	minority	13%	26%	38%	23%	192
2016	white	15%	35%	33%	17%	400

Table 91 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	14%	16%	14%	2%		
Sometimes	32%	31%	32%	(1%)		
Often	35%	33%	35%	(1%)		
Very often	19%	19%	19%	3%		
# Responses	831	516	592			

Note the small changes from 2012 to 2016.

Table 92 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
194	150	192	N	637	366	400
2.6	2.6	2.7	Average	2.6	2.5	2.5
1.0	0.9	1.0	St. Dev.	0.9	1.0	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Note: all the medians are 3.0, “Quite a bit” of emphasis on contact among students from different backgrounds (social, racial/ethnic, religious, etc.)? These is very little difference by race or ethnicity.

Table 92a. – Differences in Averages

	Minority Average	White/Other Average	Difference	Effect Size	Magnitude of Difference
2012 10c	2.6	2.6	0.1	0.1	Small
2014 14d	2.6	2.5	0.1	0.1	Small
2016 14d	2.7	2.5	0.2	0.2	Medium

Table 93 – CWU Students Compared to Peers for the 2016 NSSE Questions 14d.

	CWU	8 Peers	Far West Public
First year Average Responses	2.6	2.7	2.7
Senior Averages	2.5	2.6	2.6

Table 94 – FSSE 2d. Percent of CWU Faculty who Responded “Very important” or “Important” to: “How important is it to you that your institution increase its emphasis on” Encouraging contact among students of different backgrounds (social, racial/ethnic, religious, etc.)”

	% Important & Very important
Lower Division	79%
Upper Division	79%

I. NSSE QUESTION 14i. “How much does your institution emphasize “Attending events that address important social, economic or political issues?”

2012 NSSE QUESTION – there was no equivalent question on the 2012 NSSE

1 = Very little / 2 = Some / 3 = Quite a bit / 4 = Very much

Table 95 – Percentage Responses

		Never	Sometimes	Often	Very Often	Total Responses
2012	minority	NA	NA	NA	NA	NA
2012	white	NA	NA	NA	NA	NA
2014	minority	23%	34%	28%	16%	149
2014	white	20%	41%	27%	12%	365
2016	minority	15%	38%	29%	19%	189
2016	white	15%	38%	34%	14%	400

Table 96 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2014 to '16	Data Bars ± 100%	Trend lines
Never	N/A	21%	15%	(29%)		
Sometimes	N/A	39%	38%	(1%)		
Often	N/A	27%	32%	18%		
Very often	N/A	13%	15%	13%		
# Responses	N/A	514	589			

Table 97 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
NA	149	189	N	NA	365	400
NA	2.4	2.5	Average	NA	2.3	2.5
NA	1.0	1.0	St. Dev.	NA	0.9	0.9
NA	2.0	2.0	Median	NA	2.0	2.0

Note: all of the medians are 2.0 or “Some emphasis”

Table 97a. – Differences in Averages

	Female Average	Male Average	Difference	Effect Size	Magnitude of Difference
2012	N/A	N/A	N/A	N/A	N/A
2014 14i	2.4	2.3	0.1	0.1	Small
2016 14i	2.5	2.5	0.0	0.0	Small

Table 98 – CWU Students Compared to Peers for the 2016 NSSE Questions 14d.

	CWU	8 Peers	Far West Public
First year Average Responses	2.5	2.5	2.5
Senior Averages	2.4	2.4	2.4

Table 99 – FSSE 2i. Percent of CWU Faculty who Responded “Very important” and “Important” to “How important is it to you that your institution increase its emphasis on” Students attending events that address important social, economic, or political issues?

	% Important & Very important
Lower Division	65%
Upper Division	58%

J. NSSE QUESTION 17f. “How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others?”

2012 NSSE QUESTION 11h. “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following? Working effectively with others.”

1 = Very little / 2 = Some / 3 = Quite a bit / 4 = Very much

Table 100 – Percentage Responses

		Never	Sometimes	Often	Very Often	Total Responses
2012	minority	3%	17%	34%	46%	187
2012	white	5%	22%	38%	36%	634
2014	minority	7%	21%	40%	32%	149
2014	white	7%	28%	36%	29%	366
2016	minority	2%	19%	44%	35%	194
2016	white	4%	28%	38%	31%	400

Table 101 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	4%	7%	3%	(23%)		
Sometimes	21%	26%	25%	20%		
Often	37%	37%	40%	7%		
Very often	38%	30%	32%	(15%)		
# Responses	821	515	594			

Table 102 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
187	149	194	N	634	366	400
3.2	3.0	3.1	Average	3.0	2.9	3.0
0.8	0.9	0.8	St. Dev.	0.9	0.9	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Note: the medians remained constant despite the changes in the percentages.

Table 102a. – Differences in Averages

	Minority	White/Other Average	Difference	Effect Size	Magnitude of Difference
2012 11h	3.2	3.0	0.2	0.2	Medium
2014 17f	3.0	2.9	0.1	0.1	Small
2016 17f	3.1	3.0	0.2	0.2	Medium

Table 103 – CWU Students Compared to Peers for the 2016 NSSE Questions 17f.

	CWU	8 Peers	Far West Public
First year Average Responses	2.8	2.8	2.8
Senior Averages	3.1	3.1	3.0

Table 104 – FSSE 29f. Percent of CWU Faculty who responded “Very much” and “Quite a bit” to: “To what extent do you structure your selected course section so that students learn and develop in the following areas?” Working effectively with others.

	% Very much and Quite a bit
Lower Division	56%
Upper Division	79%

K. NSSE QUESTION 17h. “How much has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of different backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)”

2012 NSSE QUESTION 11L. “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following? Understanding people of other backgrounds.”

1 = Very little / 2 = Some / 3 = Quite a bit / 4 = Very much

Table 105 – Percentage Responses

	Very little	Some	Quite a bit	Very much	Responses
2012 minority	11%	27%	33%	28%	179
2012 white	16%	31%	34%	19%	628
2014 minority	9%	22%	38%	32%	148
2014 white	16%	33%	31%	20%	365
2016 minority	6%	26%	39%	29%	194
2016 white	12%	29%	37%	22%	400

Table 106 – Trends in Total Percentage Responses for Each Response Option

	2012	2014	2016	% change 2012 to '16	Data Bars ± 100%	Trend lines
Never	15%	14%	10%	(35%)		
Sometimes	30%	30%	28%	(7%)		
Often	34%	33%	38%	12%		
Very often	21%	23%	25%	15%		
# Responses	807	513	594			

Table 107 – Descriptive Statistics

Minorities				White/Other		
2012	2014	2016		2012	2014	2016
179	148	194	N	628	365	400
2.8	2.9	2.9	Average	2.6	2.6	2.7
1.0	0.9	0.9	St. Dev.	1.0	1.0	0.9
3.0	3.0	3.0	Median	3.0	3.0	3.0

Table 107a. – Differences in Averages

	Minority Average	White/Other Average	Difference	Effect Size ⁽¹⁾	Magnitude of Difference ⁽²⁾
2012 11L	2.8	2.6	0.2	0.2	Medium
2014 17h	2.9	2.6	0.4	0.4	Large
2016 17h	2.9	2.7	0.2	0.2	Medium

Table 108 – CWU Students Compared to Peers for the 2016 NSSE Question 17h.

	CWU	8 Peers	Far West Public
First year Average Responses	2.7	2.8	2.8
Senior Averages	2.8	2.8	2.9

Table 109 – FSSE 29h. Percent of CWU Faculty who responded “Very much” and “Quite a bit” to “To what extent do you structure your selected course section so that students learn and develop in the following areas?” Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.

	% Very much and Quite a bit
Lower Division	48%
Upper Division	60%

V. GAPS BETWEEN STUDENT RESPONSES TO THE NATIONAL SURVEY OF STUDENT ENGAGEMENT AND FACULTY RESPONSES TO THE FACULTY SURVEY OF STUDENT ENGAGEMENT

Note 1: the phrasing of faculty questions may not be the same as student questions. Some of the differences below may be due to difference in phrasings. This report is meant to highlight *potential* differences in faculty and student perceptions.

Note 2: the 2012 FSSE and NSSE surveys may be worded differently than the 2014 and 2016 NSSE and FSSE surveys (the 2014 and 2016 surveys have the same wording).

Note 3: Cohen's h Effect size was used to compute that substantive difference in the total percentages of faculty and students who give responses of 3's and 4's, e.g., Often and Very Often. NSSE used Cohens suggested standards for small, medium, and large differences for differences in percentages. We used those same scales for this section. Effect sizes of 0 to .3 are small, .3 to .8 are medium, and anything over 0.8 is large.







- A. 2016 NSSE QUESTION 2c.** "During the current school year, about how often have you included diverse perspectives (political, religious, racial/ethnic, gender etc.) in course discussions or assignments?"

2016 FSSE QUESTION 23C. "It is important that the typical student do the following in their selected course section: Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments"

2012 NSSE QUESTION 1e. was phrased slightly different, "In your experience at your institution during the current school year, about how often have you included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussion or writing assignments?"

2012 FSSE QUESTION 12a. Percentage of faculty who reported that "students from their courses do the following often or very often: Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)"

Table 110 – NSSE Student vs. FSSE Faculty Responses, % that responded Often or Very Often

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
2012 1e LD	59%	44%	15%		0.30	SMALL
UD	67%	57%	10%		0.21	SMALL
2014 2c LD	42%	60%	-18%		-0.36	MEDIUM
UD	59%	66%	-7%		-0.14	SMALL
2016 2c LD	42%	53%	-11%		-0.22	SMALL
UD	55%	68%	-13%		-0.27	SMALL







B. 2016 NSSE QUESTION 2e. “During the current school year, about how often have you done the following? Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective.”

2016 FSSE Question 23e. “It is important that the typical student do the following in their selected course section: Try to better understand someone else’s views by imagining how an issue looks from his or her perspective.”

2012 NSSE question 6e. “During the current school year about how often have you done each of the following? Tried to better understand someone else’s view by imagining how an issue looks from his or her perspective.”

2012 FSSE question 16h. “It is important or very important that students do the following in their selected course section: Try to better understand someone else’s views by imagining how an issue looks from his or her perspective.”

Table 111 – NSSE Student vs. FSSE Faculty Responses, % that Responded Often or Very Often

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
2012 6e LD	63%	51%	12%		0.24	SMALL
UD	70%	81%	-11%		-0.26	SMALL
2014 2e LD	63%	69%	-6%		-0.13	SMALL
UD	78%	75%	3%		0.07	SMALL
2016 2e LD	62%	65%	-3%		-0.06	SMALL
UD	77%	78%	-1%		-0.02	SMALL







C. 2016 NSSE Question 8a. “During the current school year about how often have you had discussions with people of a race or ethnicity other than your own?”

2016 FSSE Question 26a. Percentage of faculty who reported that “students have substantial opportunities to engage in discussions in their selected course section with: People of a race or ethnicity other than their own.”

2012 NSSE Question 1u. “In your experience at your institution during the current school year, about how often have you had serious conversations with students of a different race or ethnicity than you own?”

2012 FSSE Question 12f. Percentage of faculty who reported that students from their courses do the following often or very often: “Have serious conversations in your course with students of a different race or ethnicity than their own.”

Table 112 – NSSE Student vs. FSSE Faculty Responses, % that Responded Often or Very Often

	Student	Faculty		Data	Effect	Qualitative
	NSSE	FSSE	Difference	Bars	Size	Difference
2012 1u LD	52%	22%	30%		0.63	MEDIUM
UD	56%	41%	15%		0.30	SMALL
2014 8a LD	63%	28%	35%		0.72	LARGE
UD	71%	38%	33%		0.68	MEDIUM
2016 8a LD	70%	35%	35%		0.72	LARGE
UD	72%	48%	24%		0.50	MEDIUM

Note: the large differences between Lower Division faculty and first year students are probably because faculty are asked how often students engaged with people of different race or ethnicity in their class. First year students are asked a more general question, how often have they engaged with people of a different race or ethnicity during the current school year. This could be in class or outside of class.

D. 2016 NSSE Question 8b. “During the current school year about how often have you had discussions with people of an economic background other than your own?”







2016 FSSE Question 26b. Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section: People from an economic background other than their own

2012 NSSE Question 1v. “In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?”

2012 FSSE QUESTION 12g. Percentage of faculty who reported that students from their courses do the following often or very often: 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

% of Very often or Often

Table 113 – NSSE Student vs. FSSE Faculty Responses, % that Responded Often or Very Often

	Student	Faculty		Data	Effect	Qualitative
	NSSE	FSSE	Difference	Bars	Size	Difference
2012 1v LD	59%	25%	34%		0.70	MEDIUM
UD	59%	43%	16%		0.32	MEDIUM
2014 8b LD	68%	40%	28%		0.57	MEDIUM
UD	80%	40%	40%		0.84	LARGE
2016 8b LD	65%	38%	27%		0.55	MEDIUM
UD	77%	53%	24%		0.51	MEDIUM

Again, the 2014 difference may be due to the wording of the questions. The FSSE ask faculty how often students have serious discussions in their course. Students are asked how often they have had serious discussions over the last school year (inside or out of class is implied).







E. 2016 NSSE QUESTION 8c. “During the current school year about how often have you had discussions with people with religious beliefs other than your own?”

2016 FSSE QUESTION 26c. Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section: People with religious beliefs other than their own

2012 NSSE QUESTION 1v. “In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?”

2012 FSSE QUESTION 12h. Percentage of faculty who reported that students from their courses do the following often or very often: 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

Table 114 – NSSE Student vs. FSSE Faculty Responses, % that Responded Often or Very Often

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
2012 1v LD	59%	25%	34%		0.70	MEDIUM
UD	59%	43%	16%		0.32	MEDIUM
2014 8c LD	63%	38%	25%		0.51	MEDIUM
UD	76%	35%	41%		0.85	LARGE
2016 8c LD	68%	44%	24%		0.49	MEDIUM
UD	70%	45%	25%		0.51	MEDIUM

Again, faculty are asked how often this happens in a specific course, students are asked how often it happens over the past school year.

F. 2016 NSSE QUESTION 8d. “During the current school year about how often have you had discussions with people with political views other than your own?”

2016 FSSE QUESTION 26d. Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section: People with political views other than their own

2012 NSSE QUESTION 1v. “In your experience at your institution during the current school year, about how often have you had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values?”

2012 FSSE QUESTION 12h. Percentage of faculty who reported that students from their courses do the following often or very often: “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”

Table 115 – NSSE Student vs. FSSE Faculty Responses, % that Responded Often or Very Often

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
2012 1v LD	59%	25%	34%	0.34	0.70	MEDIUM
UD	59%	43%	16%	0.16	0.32	MEDIUM
2014 8d LD	61%	48%	13%	0.13	0.26	SMALL
UD	76%	38%	38%	0.38	0.79	LARGE
2016 8d LD	70%	49%	21%	0.21	0.43	MEDIUM
UD	73%	51%	22%	0.22	0.46	MEDIUM







G. 2016 NSSE QUESTION 11d. “Which of the following have you done or do you plan to do before you graduate? d. Participate in a study abroad program.”

2016 FSSE QUESTION 1d. Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate: Participate in a study abroad program

2012 NSSE QUESTION 7f. “Done or plan to do before you graduate...study abroad”

2012 FSSE QUESTION 1f. Percentage of faculty who reported that it is “important or very important that students at their institution do the following: Study abroad.”

Table 115 – NSSE Students (Percent “Done” and “In-Progress”) vs. FSSE Faculty (Percent “Very important” and “Important”)

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
2012 7f LD	40%	49%	-9%		-0.18	SMALL
UD	18%	40%	-22%		-0.49	MEDIUM
2014 11d LD	36%	34%	2%		0.04	SMALL
UD	13%	37%	-24%		-0.57	MEDIUM
2016 11d LD	36%	38%	-2%		-0.04	SMALL
UD	18%	41%	-23%		-0.51	MEDIUM

There are no large differences. Faculty show more importance on this question.







H. 2016 NSSE QUESTION 14d. “How much does your institution emphasize “Encourage contact among students from different backgrounds (social, racial/ethnic, religious, etc.)?”

2016 FSSE QUESTION 2d. Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

2012 NSSE QUESTION 10c. “To what extent does your institution emphasize each of the following? Encouraging contact among students from different economic, social, and racial or ethnic backgrounds”

2012 FSSE QUESTION 3c. “To what extent does your institution emphasize each of the following? Encouraging contact among students from different economic, social, and racial or ethnic backgrounds.”

Table 116 – NSSE Student responses (percent “Very much” and “Quite a bit”) vs. FSSE faculty responses (percent “Very important” and “Important”)

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
2012 10c LD	56%	41%	15%		0.30	SMALL
UD	52%	44%	8%		0.16	SMALL
2014 14d LD	52%	71%	-19%		-0.39	MEDIUM
UD	48%	74%	-26%		-0.54	MEDIUM
2016 14d LD	59%	80%	-21%		-0.46	MEDIUM
UD	50%	79%	-29%		-0.62	MEDIUM





2016 NSSE QUESTION 14i. How much does your institution emphasize “Attending events that address important social, economic or political issues?”

2016 FSSE QUESTION 2i. Percentage of faculty who reported that it is “important that their institution increase its emphasis on each of the following: Students attending events that address important social, economic, or political issues.”

There is not a comparable question on the 2012 NSSE or FSSE.

Table 117 –FSSE faculty responses (% “Very important” and “Important”) vs. NSSE Student Responses (% “Very much” and “Quite a bit”)

Note: there was no equivalent question on the 2012 NSSE or the 2012 FSSE.

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
NO MATCH						
NO MATCH						
2014 14i LD	46%	69%	-23%		-0.47	MEDIUM
UD	34%	63%	-29%		-0.59	MEDIUM
2016 14i LD	48%	65%	-17%		-0.34	MEDIUM
UD	42%	58%	-16%		-0.32	MEDIUM

Even though there is no large difference between students and faculty should both place more emphasis on this?

J. 2016 NSSE QUESTION 17f. “How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others?”

2016 FSSE QUESTION 29f. Percentage of faculty who reported “substantially structuring their selected course section so that students learn and develop in the following areas: Working effectively with others.”

2012 NSSE QUESTION 11h. “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following? Working effectively with others.”

FSSE 2012 QUESTION 20f. Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas: Working effectively with others.”

Table 118 – NSSE Student Response (% “Very much” and “Quite a bit”) vs. FSSE Faculty responses (% Very much and Quite a bit)

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
2012 11h LD	63%	45%	18%		0.36	MEDIUM
UD	78%	70%	8%		0.18	SMALL
2014 17f LD	59%	64%	-5%		-0.10	SMALL
UD	71%	70%	1%		0.02	SMALL
2016 17f LD	64%	56%	8%		0.16	SMALL
UD	74%	79%	-5%		-0.12	SMALL

K. 2016 NSSE QUESTION 17h. How much has your experience at this institution contributed to your knowledge, skills, and personal development in understanding people of different backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

2016 FSSE QUESTION 29h: Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)

2012 NSSE QUESTION 11L. “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following? Understanding people of other backgrounds.”

2012 FSSE QUESTION 20i “Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas: Understanding people of other racial and ethnic backgrounds.”

Table 119 – NSSE Student Responses (% Very much and Quite a bit) vs. FSSE Faculty Responses (% Very much and quite a bit)

	Student NSSE	Faculty FSSE	Difference	Data Bars	Effect Size	Qualitative Difference
2012 11L LD	52%	37%	15%		0.30	SMALL
UD	53%	48%	5%		0.10	SMALL
2014 17h LD	57%	42%	15%		0.30	SMALL
UD	56%	46%	10%		0.20	SMALL
2016 17h LD	62%	48%	14%		0.28	SMALL
UD	64%	60%	4%		0.08	SMALL

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