

FSSE Scales by Disciplinary Area

Using data from FSSE 2013, variations among ten disciplinary areas were evident in all of the FSSE scales. Results for each can be found below in Figures 1 through 9.

Faculty varied considerably by disciplinary area on the Reflective and Integrative Learning scale (Figure 1). On average, faculty members in social service professions, education, and communications fields found it most important that the typical student in their courses engage in forms of reflective and integrative learning. While faculty in physical sciences, mathematics, and computer science; engineering; and biological sciences, agriculture, and natural resources still believed it was important for students to engage in these activities, the value was lower when compared to other fields. Interestingly, the range of variation *within* a disciplinary area also differed by our disciplinary groupings. For the importance of reflective and integrative learning, faculty members in physical sciences, mathematics, and computer science showed the greatest variability of opinions, followed by faculty members in the biological sciences, agriculture, and natural resources and engineering. In contrast, faculty in the social service professions had more agreement on the importance of these activities.

Figure 1: Variation in Reflective and Integrative Learning by Disciplinary Area

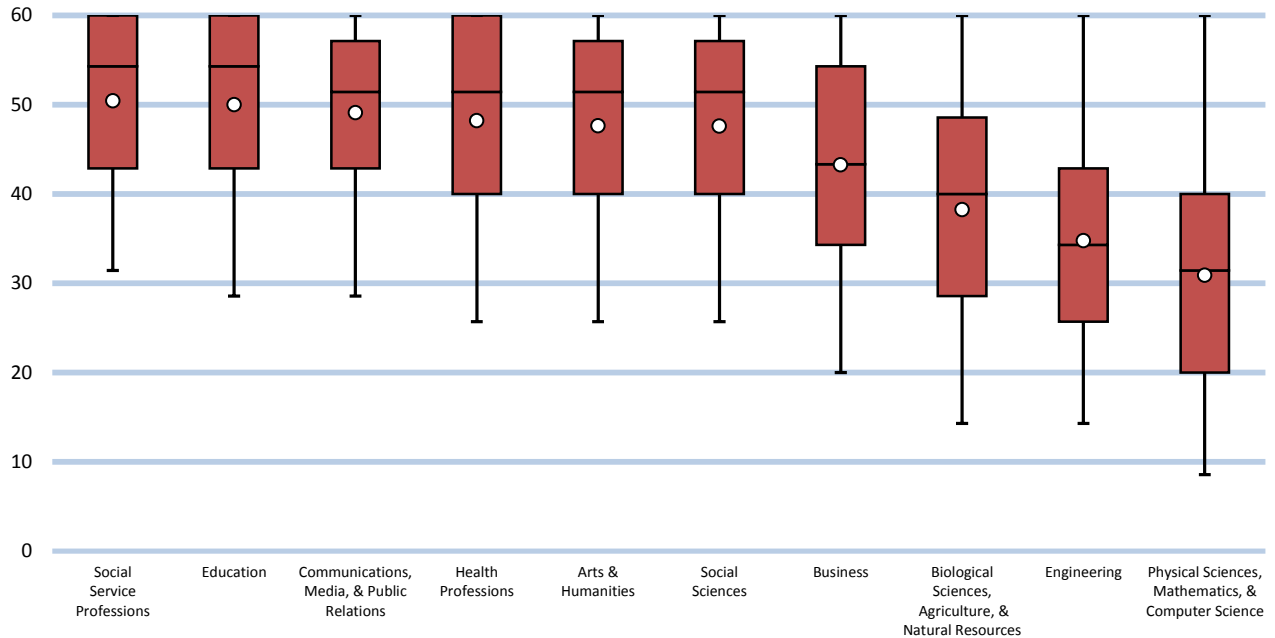


Figure 2: Variation in High-Order Learning by Disciplinary Area

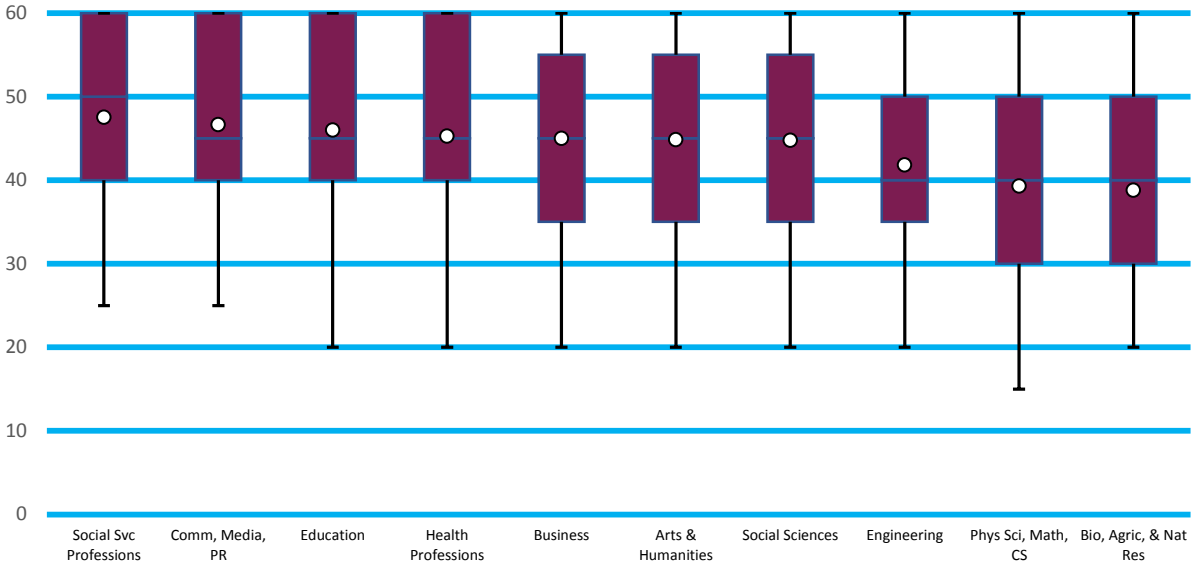


Figure 3: Variation in Learning Strategies by Disciplinary Area

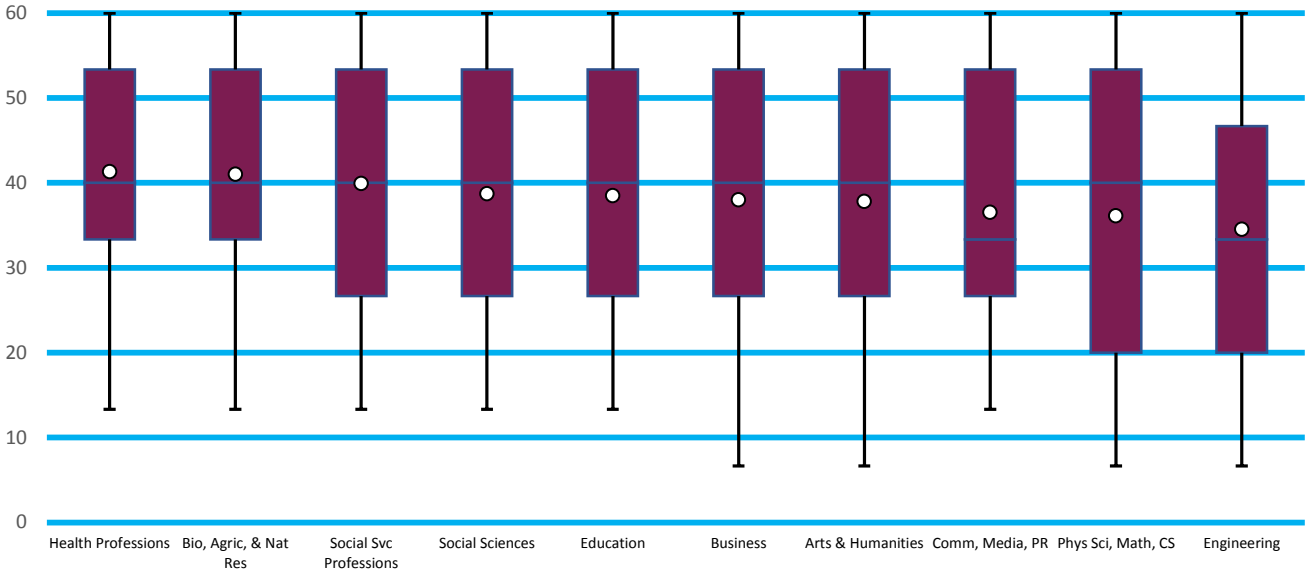


Figure 4: Variation in Quantitative Reasoning by Disciplinary Area

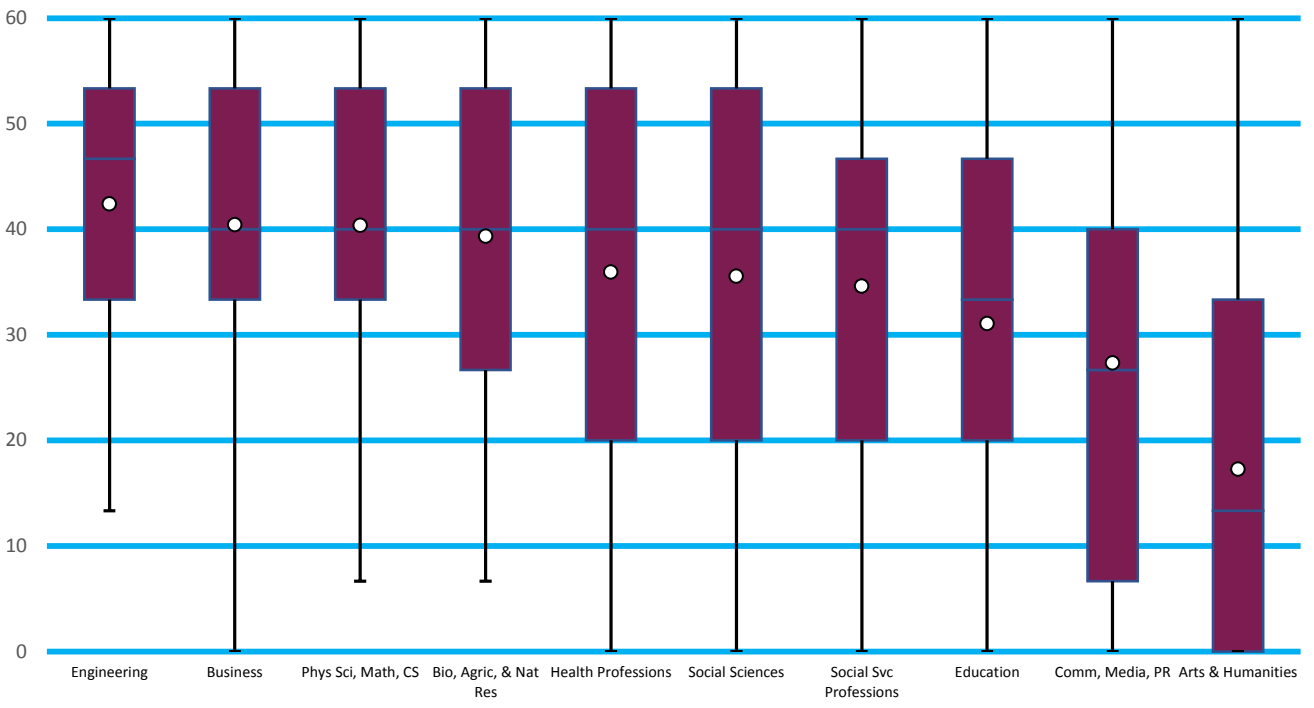


Figure 5: Variation in Collaborative Learning by Disciplinary Area

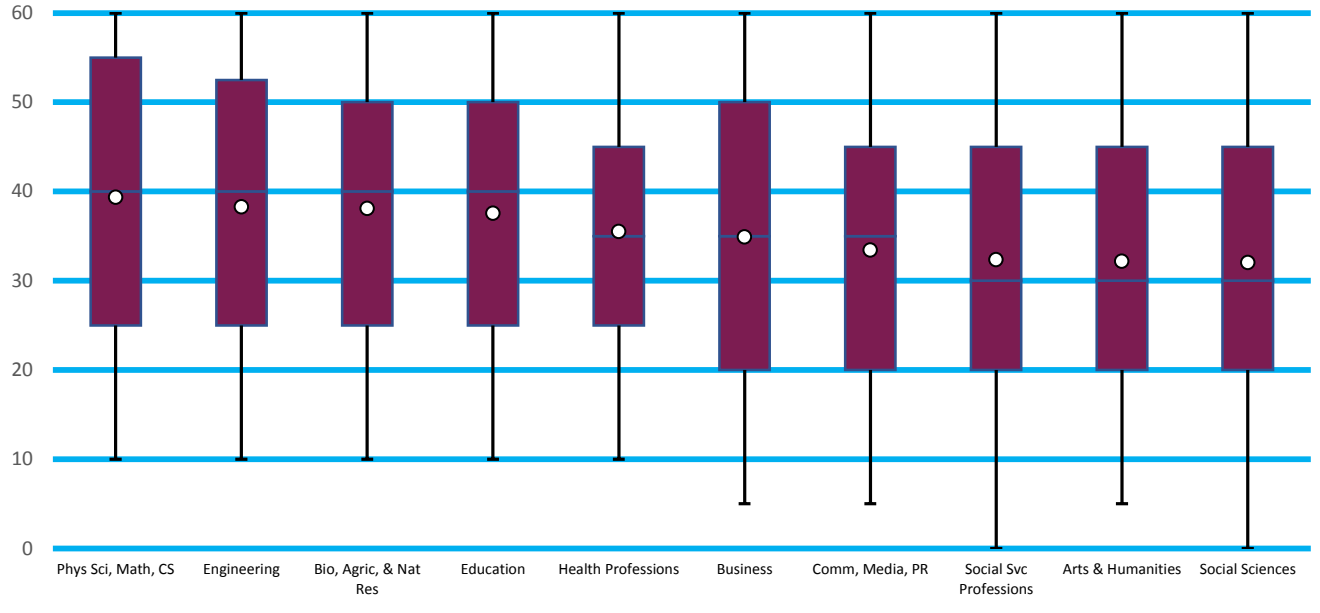


Figure 6: Variation in Discussions with Diverse Others by Disciplinary Area

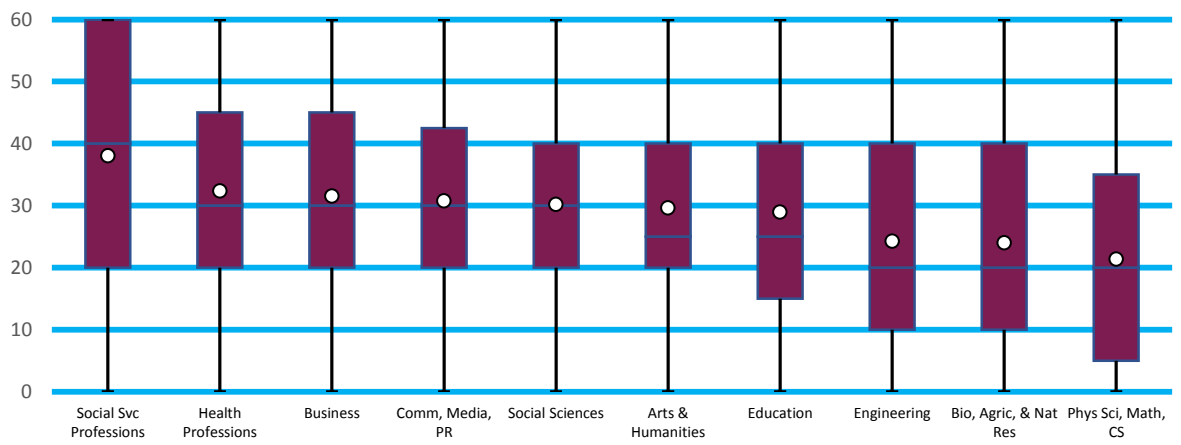


Figure 7: Variation in Student-Faculty Interaction by Disciplinary Area

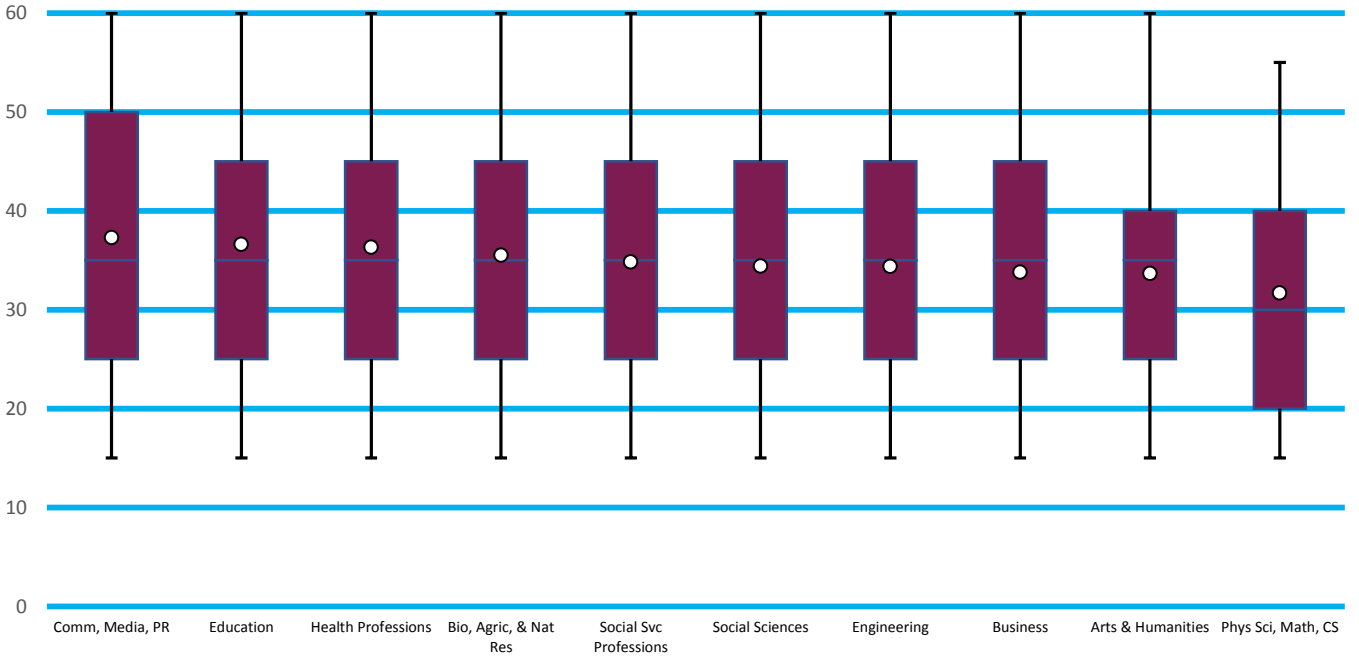


Figure 8: Variation in Quality of Interactions by Disciplinary Area

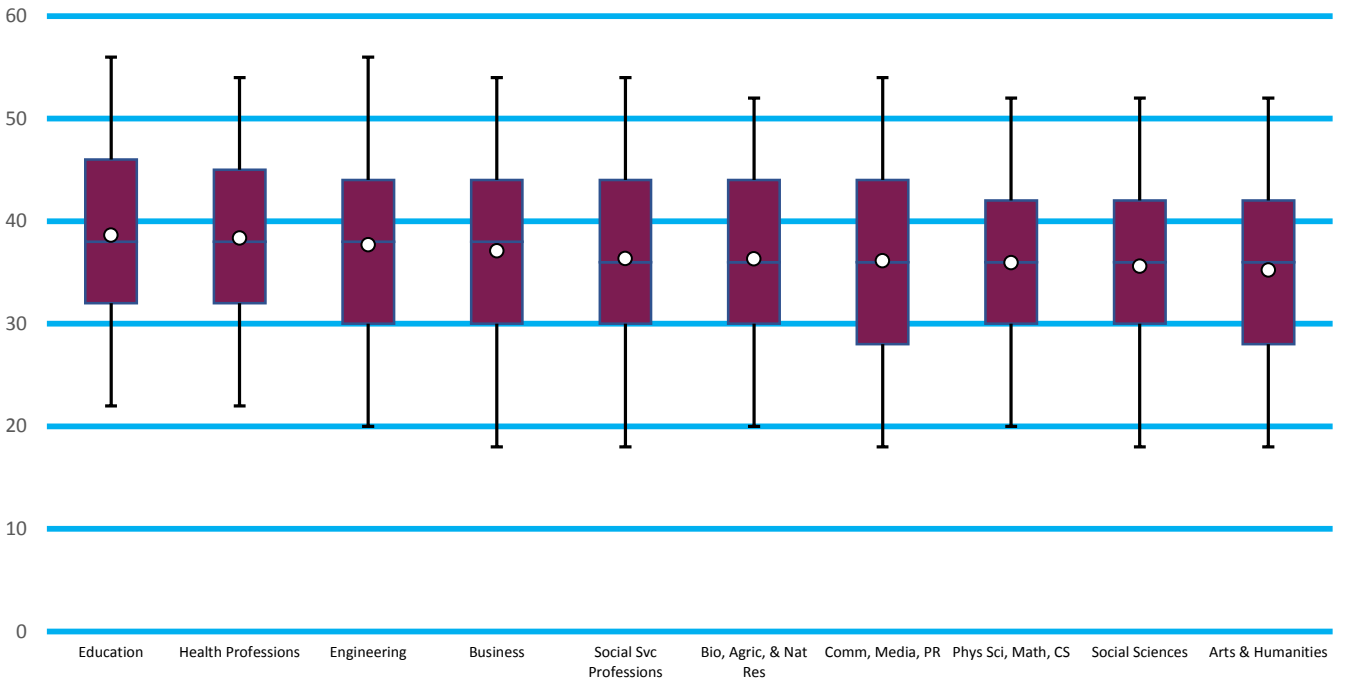


Figure 9: Variation in Supportive Environment by Disciplinary Area

