

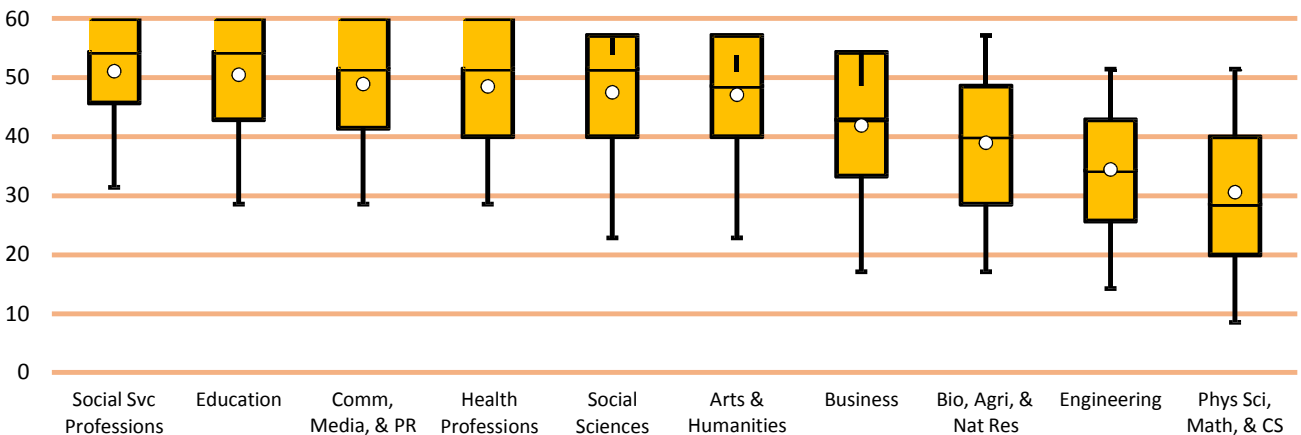
2015 FSSE Scales by Disciplinary Area

Data from FSSE 2015 were examined to determine variations among ten disciplinary areas in each of the FSSE scales. Results for each scale can be found below in Figures 1 through 10.

One example of this variation is faculty differences 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. Although 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 business. In contrast, faculty in the social service professions had more agreement on the importance of these activities.

Academic Challenge: Reflective and Integrative Learning

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



Academic Challenge: Higher-Order Learning, Quantitative Reasoning, & Learning Strategies

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

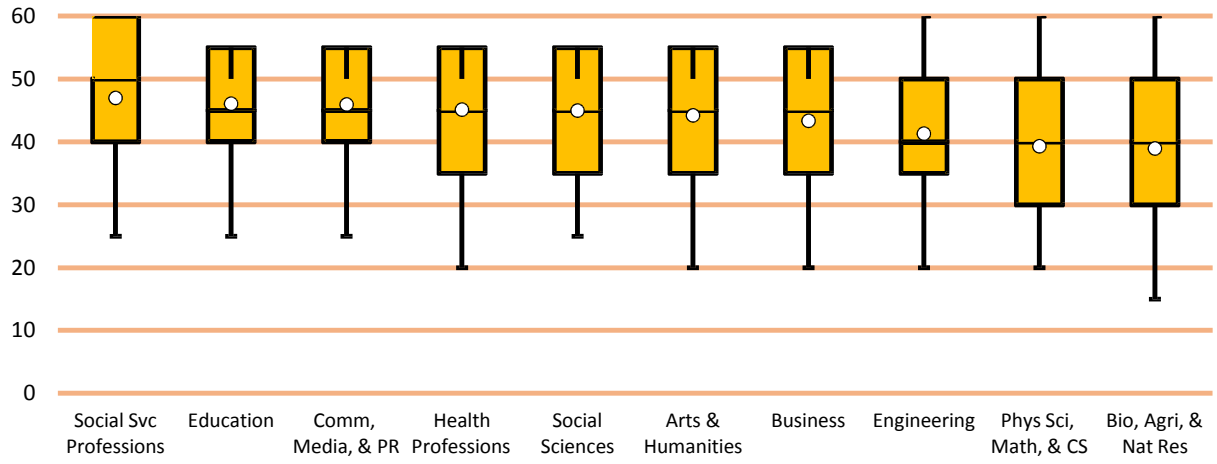


Figure 3: Variation in Quantitative Reasoning by Disciplinary Area

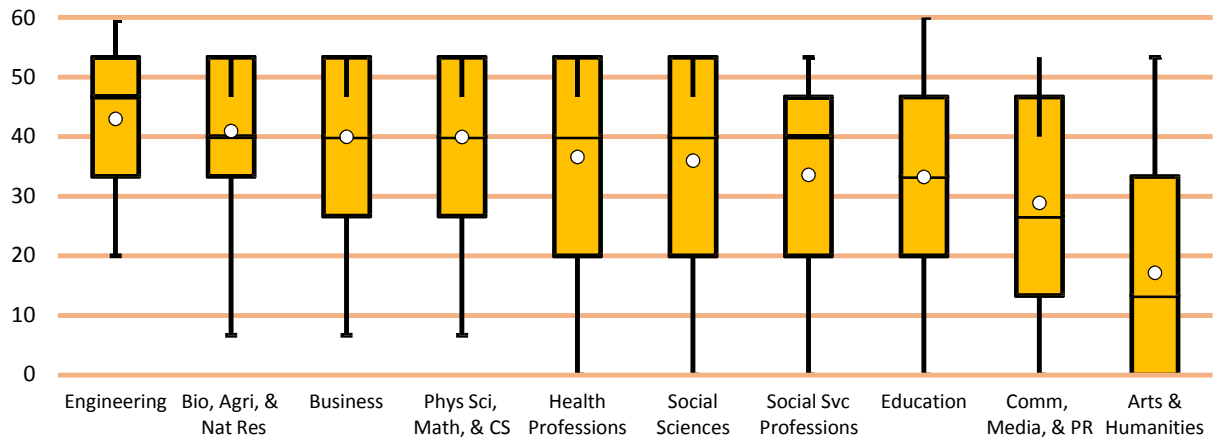


Figure 4: Variation in Learning Strategies by Disciplinary Area

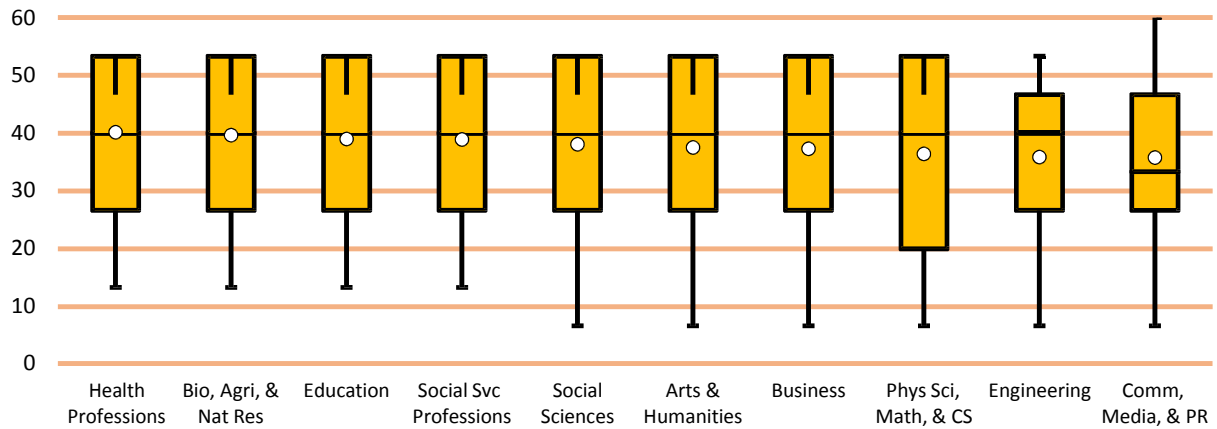


Figure 5: Variation in Collaborative Learning by Disciplinary Area

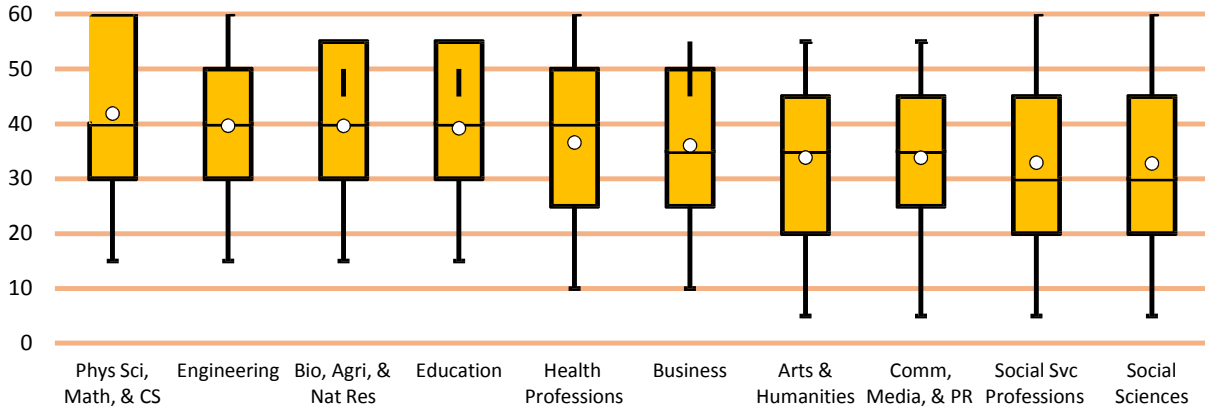
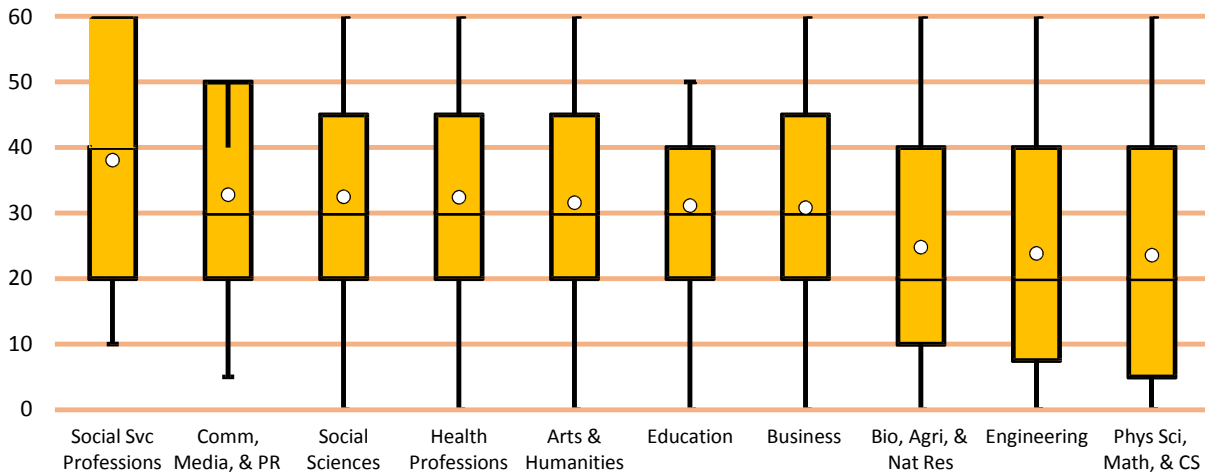


Figure 6: Variation in Discussions with Diverse Others by Disciplinary Area



Experiences with Faculty: Student-Faculty Interaction & Effective Teaching Practices

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

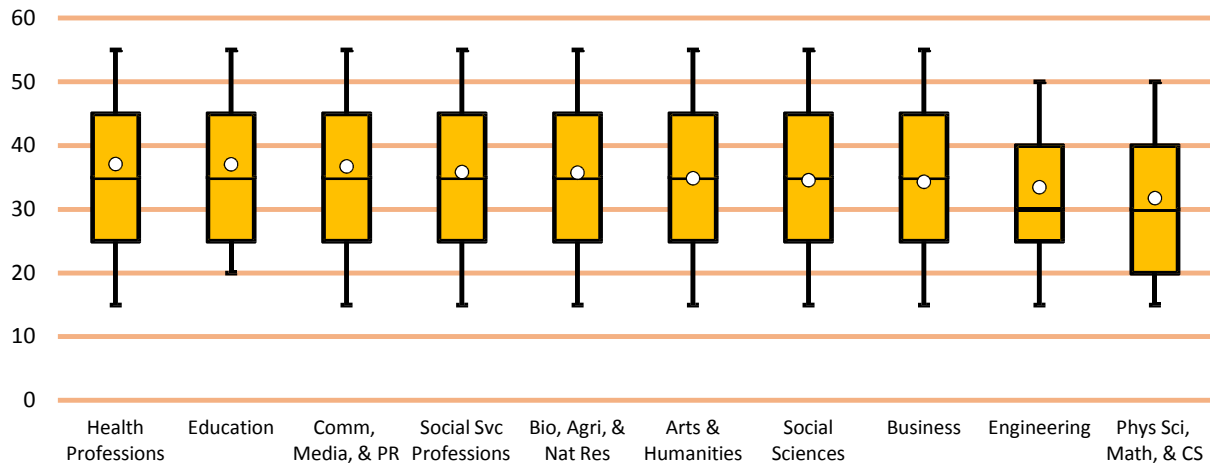
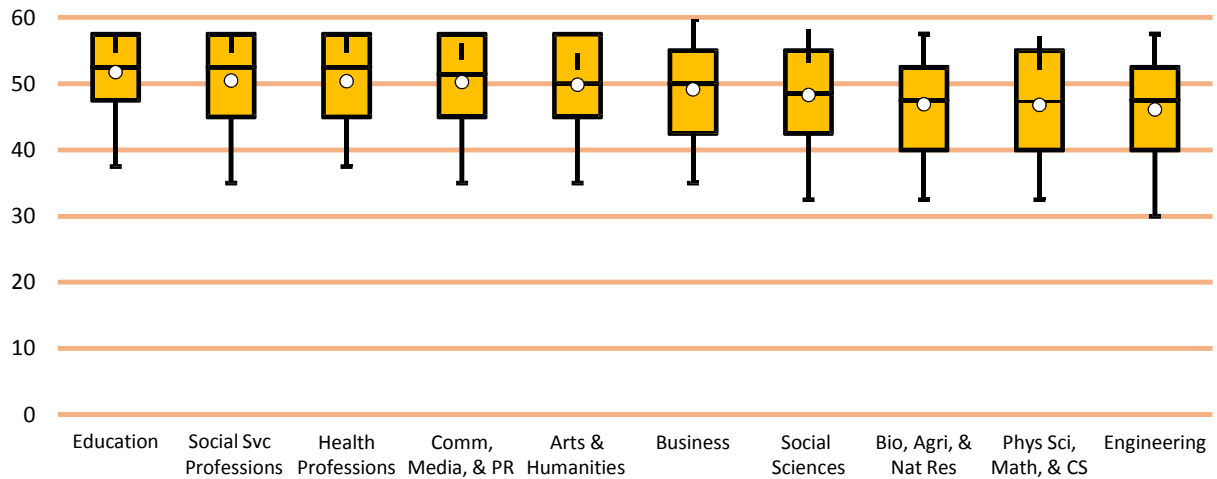


Figure 8: Variation in Effective Teaching Practice by Disciplinary Area



Campus Environment: Quality of Interactions & Supportive Environment

Figure 9: Variation in Quality of Interactions by Disciplinary Area

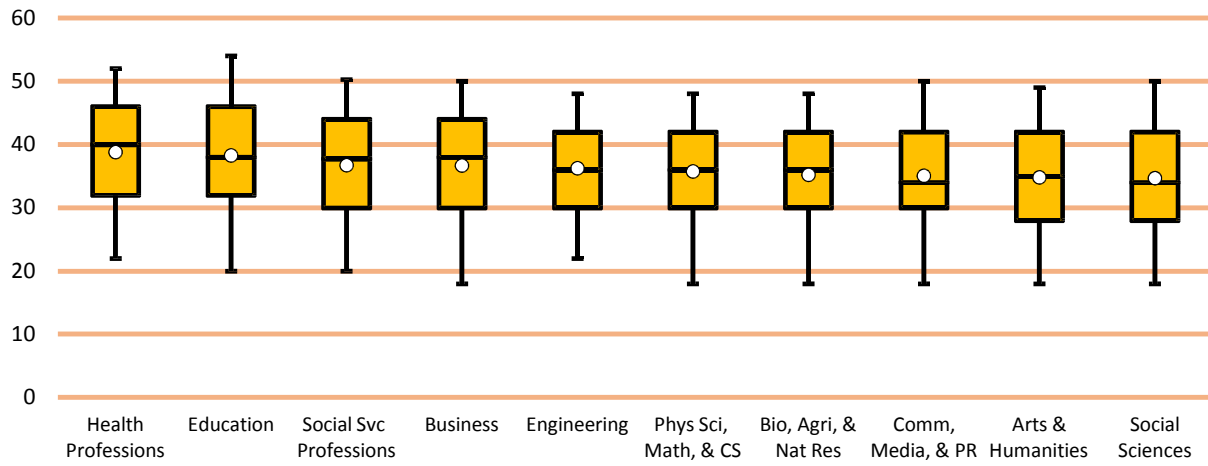


Figure 10: Variation in Supportive Environment by Disciplinary Area

