




FSSE-NSSE
Combined Report 2016
NSSEville State University

FSSE-NSSE Combined Report 2016

About This Report

The display below highlights details in the *FSSE-NSSE Combined Report* that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.indiana.edu) or contact a member of the FSSE team.

- Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division (LD) or upper-division courses (UD). Student responses are reported separately for first-year students (FY) and seniors (SR) as reported by your institution.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
- Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
- Faculty responses:** The percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- Student responses:** The percentage of students who selected the corresponding response option. Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.



FSSE-NSSE Combined Report 2016

NSSEville State University

Academic Challenge

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:			
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	81
		UD	84
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84
		UD	86
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	59
		UD	69
27e. Forming a new idea or understanding from various pieces of information	fHO	LD	82
		UD	82

1

5

4

3

2

Academic Challenge

Higher-Order Learning

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to: How much has your coursework emphasized the following during the current school year?						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	35	46	18	1
		SR	37	46	15	0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	39	44	15	1
		SR	46	40	13	1
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	36	46	16	2
		SR	36	44	18	2
4e. Forming a new idea or understanding from various pieces of information	HO	FY	34	41	21	4
		SR	35	44	17	3

6

4

2

3

Academic Challenge

Higher-Order Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: <i>How much has your coursework emphasized the following during the current school year?</i>						
27b.	Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD 81 UD 91	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY 26 SR 36	47 47	25 16	1 1
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD 76 UD 83	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY 22 SR 36	48 43	27 19	3 3
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD 65 UD 71	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY 23 SR 33	48 43	28 21	1 3
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD 67 UD 75	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY 22 SR 32	52 45	25 18	2 4

Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
23a.	Combine ideas from different courses when completing assignments	fRIintegrate	LD 67 UD 69	2a.	Combined ideas from different courses when completing assignments	RIntegrate	FY 17 SR 27	44 43	35 26	5 4
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD 67 UD 68	2b.	Connected your learning to societal problems or issues	RIsocietal	FY 19 SR 27	38 38	35 29	8 6
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD 61 UD 68	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY 18 SR 23	36 36	37 34	9 8
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD 70 UD 78	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY 17 SR 24	46 48	33 24	4 4
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD 67 UD 69	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY 22 SR 28	49 46	26 23	3 2
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD 82 UD 83	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY 22 SR 29	54 45	23 26	2 1
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD 91 UD 84	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY 24 SR 35	49 47	26 18	0 1

Academic Challenge (continued)

Faculty Responses				Student Responses						
Learning Strategies										
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
25e.	Identify key information from reading assignments	fLSreading	LD 64 UD 75	9a.	Identified key information from reading assignments	Lsreading	FY 27 SR 41	53 42	20 15	1 2
25f.	Review notes after class	fLSnotes	LD 42 UD 57	9b.	Reviewed your notes after class	Lsnotes	FY 33 SR 33	32 34	31 28	4 6
25g.	Summarize what has been learned from class or from course materials	fLSsummary	LD 61 UD 64	9c.	Summarized what you learned in class or from course materials	Lssummary	FY 26 SR 35	38 35	34 24	2 6

Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22d.	Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD 49 UD 63	6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY 19 SR 24	42 37	32 32	7 7
22e.	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD 38 UD 62	6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY 12 SR 20	35 33	41 35	12 13
22f.	Evaluate what others have concluded from numerical information	fQRevaluate	LD 40 UD 57	6c.	Evaluated what others have concluded from numerical information	QRevaluate	FY 12 SR 19	32 31	42 37	14 13

Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Low challenge %	Moderate challenge %	High challenge %
21.	In your selected course section, to what extent do you think the typical student does his or her best work?	fchallenge	LD 69 UD 68	10.	During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY 1 SR 1	54 40	45 59

Note: Response options ranged from 1=Not at all to 7=Very much;
Low challenge (1 or 2), Moderate challenge (3, 4, or 5), High challenge (6 or 7).

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported that it is important that their institution increase its emphasis on the following:				Distribution of student responses to: <i>How much does your institution emphasize the following?</i>						
2a.	Students spending significant amounts of time studying and on academic work	fempstudy	LD 95 UD 90	14a.	Spending significant amounts of time studying and on academic work	empstudy	FY 25 SR 33	57 45	17 19	1 2

Learning with Peers

Collaborative Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
25a.	Ask other students for help understanding course material	fCLaskhelp	LD 55 UD 55	1e.	Asked another student to help you understand course material	CLaskhelp	FY 16 SR 15	36	40	7
25b.	Explain course material to other students	fCLExplain	LD 48 UD 58	1f.	Explained course material to one or more students	CLExplain	FY 22 SR 23	43	31	4
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD 48 UD 55	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY 15 SR 19	38	34	13
25d.	Work with other students on course projects or assignments	fCLproject	LD 63 UD 65	1h.	Worked with other students on course projects or assignments	CLproject	FY 20 SR 27	41	35	4
								45	25	3

Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
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:				Distribution of student responses to: <i>About how often have you had discussions with people from the following groups during the current school year?</i>						
26a.	People of a race or ethnicity other than their own	fDDRace	LD 47 UD 39	8a.	People of a race or ethnicity other than your own	DDRace	FY 43 SR 42	34	20	3
26b.	People from an economic background other than their own	fDDeconomic	LD 50 UD 38	8b.	People from an economic background other than your own	DDeconomic	FY 40 SR 39	42	15	3
26c.	People with religious beliefs other than their own	fDDreligion	LD 38 UD 36	8c.	People with religious beliefs other than your own	DDreligion	FY 35 SR 36	41	18	5
26d.	People with political views other than their own	fDDpolitical	LD 34 UD 42	8d.	People with political views other than your own	DDpolitical	FY 37 SR 36	39	19	5
								36	24	4

Experiences with Faculty

Faculty Responses				Student Responses								
Student-Faculty Interaction				Distribution of student responses to: <i>About how often you have done the following during the current school year?</i>								
FSSE Item	Variable	Class	Very often or Often %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %		
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:												
8a.	Talked about their career plans	fSFcareer	LD	78	3a.	Talked about career plans with a faculty member	SFcareer	FY	14	25	50	11
			UD	80				SR	24	30	37	9
8b.	Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	35	3b.	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	5	17	32	45
			UD	48				SR	12	19	37	31
8c.	Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	46	3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	8	24	41	26
			UD	72				SR	15	30	39	16
8d.	Discussed their academic performance	fSFperform	LD	72	3d.	Discussed your academic performance with a faculty member	SFperform	FY	9	23	50	18
			UD	72				SR	15	34	37	14

Effective Teaching Practices

Percentage of faculty who substantially do the following in their undergraduate courses:				Distribution of student responses to: <i>To what extent have your instructors done the following during the current school year?</i>								
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %		
10a.	Clearly explain course goals and requirements	fETgoals	LD	100	5a.	Clearly explained course goals and requirements	ETgoals	FY	30	56	14	0
			UD	100				SR	40	45	13	2
10b.	Teach course sessions in an organized way	fETorganize	LD	100	5b.	Taught course sessions in an organized way	ETorganize	FY	30	54	15	1
			UD	98				SR	37	45	16	1
10c.	Use examples or illustrations to explain difficult points	fETexample	LD	100	5c.	Used examples or illustrations to explain difficult points	ETexample	FY	31	48	18	3
			UD	100				SR	40	42	16	2
10g.	Provide feedback to students on drafts or works in progress	fETdraftfb	LD	78	5d.	Provided feedback on a draft or work in progress	ETdraftfb	FY	26	41	28	4
			UD	78				SR	33	34	27	6
10h.	Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	95	5e.	Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	23	39	32	6
			UD	93				SR	32	45	19	4

Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable	Class	High ratings %	NSSE Item	Variable	Class	Low ratings %	Moderate ratings %	High ratings %		
Faculty perceptions of the quality of student interactions with the following people at their institution:				Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i>							
3a.	Other students	fQIstudent	LD	24	13a.	Students	QIstudent	FY	2	39	58
			UD	43				SR	2	39	59
3b.	Academic advisors	fQIadvisor	LD	30	13b.	Academic advisors	QIadvisor	FY	8	46	45
			UD	40				SR	9	33	57
3c.	Faculty	fQIfaculty	LD	59	13c.	Faculty	QIfaculty	FY	3	39	57
			UD	60				SR	2	34	64
3d.	Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	24	13d.	Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	5	45	42
			UD	29				SR	8	37	43
3e.	Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	11	13e.	Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	7	43	43
			UD	21				SR	8	42	47

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).

Supportive Environment

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %		
Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following:				Distribution of student responses to: <i>How much does your institution emphasize the following?</i>								
2b.	Providing support to help students succeed academically	fSEacademic	LD	95	14b.	Providing support to help students succeed academically	SEacademic	FY	31	49	17	3
			UD	90				SR	32	46	18	3
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	91	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	38	40	17	6
			UD	92				SR	29	39	25	7
2d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	92	14d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	31	35	29	5
			UD	83				SR	26	36	29	10
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD	68	14e.	Providing opportunities to be involved socially	SEsocial	FY	36	42	20	2
			UD	70				SR	31	44	22	3
2f.	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	89	14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	35	39	22	4
			UD	86				SR	31	41	23	5
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	59	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	13	35	34	18
			UD	67				SR	16	28	33	23
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	59	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	27	41	28	4
			UD	54				SR	25	39	28	8
2i.	Students attending events that address important social, economic, or political issues	fSEevents	LD	81	14i.	Attending events that address important social, economic, or political issues	SEevents	FY	21	38	32	9
			UD	66				SR	23	37	30	10

High Impact Practices

Faculty Responses				Student Responses								
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	89	11a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	5	82	4	8
			UD	87				SR	51	23	17	8
Percentage of faculty who participate in the following activity in a typical 7-day week:												
6b.	Supervising undergraduate internships or other field experiences	fdintern	LD	31								
			UD	34								

Learning Community

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	39	11c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	6	32	21	41
			UD	38				SR	27	16	46	12

Study Abroad

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1d.	Participate in a study abroad program	fabroad	LD	28	11d.	Participate in a study abroad program	abroad	FY	3	38	32	27
			UD	38				SR	7	7	72	14

High Impact Practices (continued)

Faculty Responses

Student Responses

Undergraduate Research

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1e.	Work with a faculty member on a research project	fresearch	LD	62	11e.	Work with a faculty member on a research project	research	FY	4	34	24	38
			UD	60				SR	23	14	49	14
Percentage of faculty who participate in the following activity in a typical 7-day week:												
6a.	Working with undergraduates on research	fdresearch	LD	51								
			UD	54								

Culminating Senior Experience

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
1f.	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	86	11f.	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	1	61	8	29
			UD	88				SR	48	15	29	9

Service-Learning

FSSE Item	Variable	Class	All, Most, Some %	NSSE Item	Variable	Class	All %	Most %	Some %	None %		
9.	About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservicecourse	LD	49	12.	About how many of your courses at this institution have included a community-based project (service-learning)?	servicecourse	FY	0	9	50	41
			UD	59				SR	2	10	61	28
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:												
1g.	Participate in a community-based project (service-learning) as part of a course	fservice	LD	61								
			UD	60								

Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains										
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:				Distribution of student responses to: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>						
29a.	Writing clearly and effectively	fcgwrite	LD 58 UD 68	17a.	Writing clearly and effectively	pgwrite	FY 25 SR 43	48 37	23 15	8 5
29b.	Speaking clearly and effectively	fcgspeak	LD 44 UD 56	17b.	Speaking clearly and effectively	pgspeak	FY 21 SR 38	45 40	24 18	10 4
29c.	Thinking critically and analytically	fcgthink	LD 94 UD 97	17c.	Thinking critically and analytically	pgthink	FY 33 SR 52	51 35	14 11	2 2
29d.	Analyzing numerical and statistical information	fcganalyze	LD 36 UD 52	17d.	Analyzing numerical and statistical information	pganalyze	FY 20 SR 37	41 33	30 24	8 6
29e.	Acquiring job- or work-related knowledge and skills	fcgwork	LD 58 UD 71	17e.	Acquiring job- or work-related knowledge and skills	pgwork	FY 21 SR 39	30 37	35 20	14 4
29f.	Working effectively with others	fcgothers	LD 50 UD 70	17f.	Working effectively with others	pgothers	FY 24 SR 41	46 38	25 16	5 4
29g.	Developing or clarifying a personal code of values and ethics	fcgvalues	LD 38 UD 48	17g.	Developing or clarifying a personal code of values and ethics	pgvalues	FY 22 SR 37	42 38	28 17	8 8
29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD 47 UD 55	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY 25 SR 35	46 37	23 20	7 8
29i.	Solving complex real-world problems	fcgprobsolve	LD 50 UD 68	17i.	Solving complex real-world problems	pgprobsolve	FY 22 SR 35	36 37	34 22	9 6
29j.	Being an informed and active citizen	fcgcitizen	LD 50 UD 52	17j.	Being an informed and active citizen	pgcitizen	FY 19 SR 34	41 34	31 24	10 9

Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22a.	Ask questions or contribute to course discussions in other ways	faskquest	LD 94 UD 91	1a.	Asked questions or contributed to course discussions in other ways	askquest	FY 25 SR 43	43 33	30 23	2 1
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD 44 UD 44	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY 12 SR 18	30 27	40 35	18 20
22c.	Come to class having completed readings or assignments	fprepared	LD 91 UD 88	1c.	Come to class without completing readings or assignments	unprepared	FY 4 SR 7	9 12	58 53	29 28

Additional Engagement Items (continued)

Faculty Responses

Student Responses

Student Leadership

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	41	11b. Hold a formal leadership role in a student organization or group	leader	FY	9	42	17	32
		UD	40			SR	32	12	44	12

Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: How much has your coursework emphasized the following during the current school year?						
27a. Memorizing course material	fmemorize	LD	33	4a. Memorizing course material	memorize	FY	31	47	19	2
		UD	20			SR	30	42	22	5

Time Spent by Students

FSSE Item	Variable	Class	16 or more hours %	NSSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours %
Percentage of faculty who think the typical student in their selected course section spends 16 hours or more on each of the following in an average 7-day week:				Distribution of student responses to: About how many hours do you spend in a typical 7-day week doing the following?						
20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	3	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	14	52	26	8
		UD	9			SR	16	47	26	12
20b. Participating in co-curricular activities	ftmcocurr	LD	0	15b. Participating in co-curricular activities	tmcocurr	FY	62	27	9	2
		UD	4			SR	63	23	10	4
20c. Working for pay on campus	ftmworkon	LD	3	15c. Working for pay on campus	tmworkon	FY	86	11	3	0
		UD	4			SR	82	10	7	1
20d. Working for pay off campus	ftmworkoff	LD	34	15d. Working for pay off campus	tmworkoff	FY	72	16	8	5
		UD	52			SR	37	18	23	22
20e. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	89	8	2	1
		UD	2			SR	77	16	5	2
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	37	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	18	47	22	12
		UD	33			SR	26	49	19	7
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	6	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	90	8	1	1
		UD	16			SR	76	12	5	7
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	3	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	84	12	3	1
		UD	2			SR	61	34	3	2

NSSEID: 888888