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# FSSE-NSSE

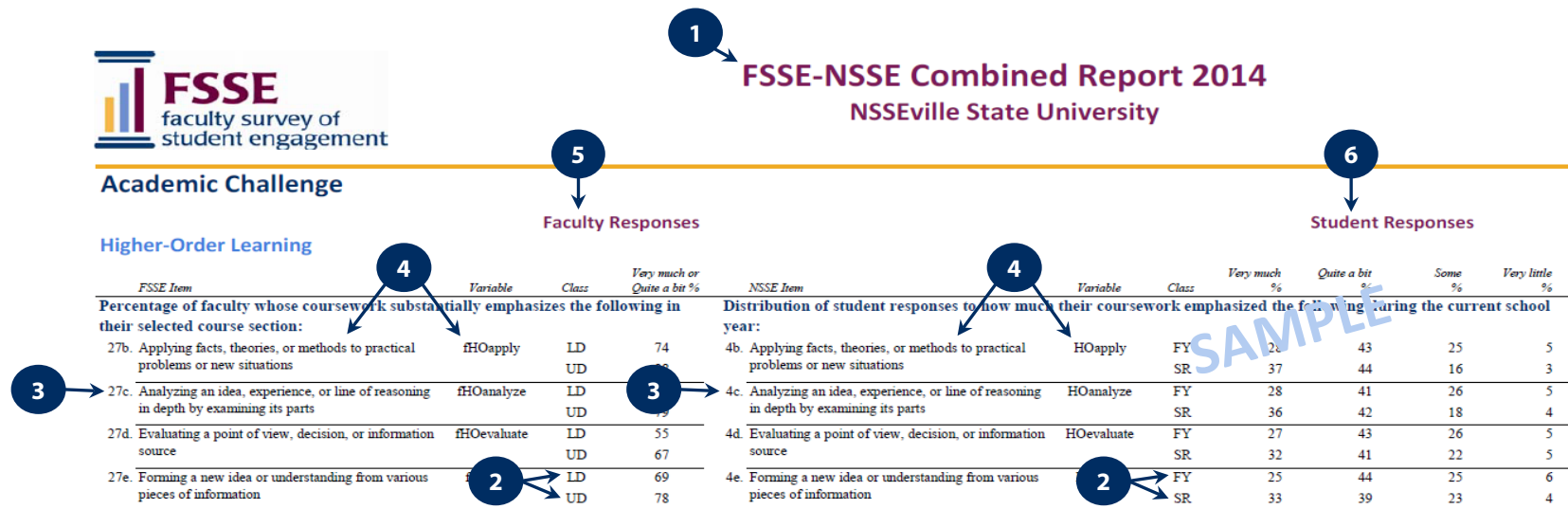
## Combined Report 2014


San Francisco State University

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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 Web site ([fsse.iub.edu](http://fsse.iub.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 Web sites.
- 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 2014

#### NSSEville State University

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#### Academic Challenge

##### Higher-Order Learning

**1**

**6**

**5**

Faculty Responses

**6**

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>				<b>Distribution of student responses to how much their coursework emphasized the following during the current school year:</b>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	74	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		UD	68			SR	37	44	16	3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	69	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	28	41	26	5
		UD	69			SR	36	42	18	4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	55	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	27	43	26	5
		UD	67			SR	32	41	22	5
27e. Forming a new idea or understanding from various pieces of information	fHOanalyze	LD	69	4e. Forming a new idea or understanding from various pieces of information	HOanalyze	FY	25	44	25	6
		UD	78			SR	33	39	23	4

### Academic Challenge

				Faculty Responses			Student Responses				
							<i>Higher-Order Learning</i>				
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %	
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>				<b>Distribution of student responses to: <i>How much has your coursework emphasized the following during the current school year?</i></b>							
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	77 83	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	23 32	45 41	28 22	4 5	
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	89 88	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	27 36	46 40	23 20	4 5	
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	75 75	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	28 32	42 40	26 23	4 5	
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	84 87	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	26 30	44 40	25 24	5 6	

### Reflective & Integrative Learning

							<i>Reflective &amp; Integrative Learning</i>				
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %	
<b>Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>							
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD UD	67 78	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	19 31	36 39	40 28	5 3	
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	83 78	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	20 29	37 36	36 30	7 5	
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	75 72	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	22 26	35 32	33 33	10 10	
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	82 89	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	22 25	43 40	30 30	6 5	
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	83 80	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	31 31	41 41	25 24	3 4	
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	94 93	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	26 31	41 41	31 25	3 3	
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	97 94	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	36 40	38 41	24 18	2 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 %
<b>Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>						
25e. Identify key information from reading assignments	fLSreading	LD	78	9a. Identified key information from reading assignments	LSreading	FY	30	47	21	2
		UD	74			SR	45	37	15	2
25f. Review notes after class	fLSnotes	LD	58	9b. Reviewed your notes after class	LSnotes	FY	23	33	36	8
		UD	53			SR	30	34	30	6
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	67	9c. Summarized what you learned in class or from course materials	LSsummary	FY	20	34	35	11
		UD	65			SR	27	35	31	7

### Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	57	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	13	36	39	12
		UD	58			SR	18	32	35	15
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	50	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	11	29	40	19
		UD	48			SR	15	28	37	21
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	53	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	9	26	46	20
		UD	50			SR	14	28	40	17

### 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	50	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	58	40
		UD	55			SR	2	46	52

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 %
<b>Percentage of faculty who reported that it is important that their institution increase its emphasis on the following:</b>				<b>Distribution of student responses to: <i>How much does your institution emphasize the following?</i></b>						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	83	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	28	47	22	2
		UD	85			SR	31	44	22	3

## 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 %
<b>Percentage of faculty who substantially encourage students to do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	75	1e. Asked another student to help you understand course material	CLaskhelp	FY	16	33	45	6
		UD	66		SR	SR	15	26	49	10
25b. Explain course material to other students	fCLexplain	LD	72	1f. Explained course material to one or more students	CLexplain	FY	16	38	43	3
		UD	57		SR	SR	19	37	41	3
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	67	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	15	30	39	16
		UD	60		SR	SR	17	26	42	15
25d. Work with other students on course projects or assignments	fCLproject	LD	74	1h. Worked with other students on course projects or assignments	CLproject	FY	15	38	42	5
		UD	69		SR	SR	30	34	31	4

### Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>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:</b>				<b>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></b>						
26a. People of a race or ethnicity other than their own	fDDRace	LD	81	8a. People of a race or ethnicity other than your own	DDRace	FY	47	32	17	4
		UD	80		SR	SR	54	26	15	4
26b. People from an economic background other than their own	fDDeconomic	LD	71	8b. People from an economic background other than your own	DDeconomic	FY	40	35	20	6
		UD	72		SR	SR	44	31	20	6
26c. People with religious beliefs other than their own	fDDreligion	LD	63	8c. People with religious beliefs other than your own	DDreligion	FY	38	29	24	9
		UD	65		SR	SR	39	28	25	8
26d. People with political views other than their own	fDDpolitical	LD	60	8d. People with political views other than your own	DDpolitical	FY	30	30	29	11
		UD	59		SR	SR	32	27	32	9

### 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 %
<b>Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:</b>										
8a. Talked about their career plans	fSFcareer	LD	47	3a. Talked about career plans with a faculty member	SFcareer	FY	10	15	39	35
		UD	61			SR	10	19	43	28
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	23	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	4	12	26	57
		UD	30			SR	7	13	30	51
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	60	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	5	17	39	39
		UD	57			SR	8	19	43	29
8d. Discussed their academic performance	fSFperform	LD	66	3d. Discussed your academic performance with a faculty member	SFperform	FY	7	17	43	33
		UD	65			SR	7	19	47	27

### 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	96	5a. Clearly explained course goals and requirements	ETgoals	FY	35	43	20	3
		UD	96			SR	40	42	17	2
10b. Teach course sessions in an organized way	fETorganize	LD	95	5b. Taught course sessions in an organized way	ETorganize	FY	29	42	26	3
		UD	98			SR	31	45	21	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	97	5c. Used examples or illustrations to explain difficult points	ETexample	FY	34	40	22	4
		UD	99			SR	37	40	20	3
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	69	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	31	34	27	8
		UD	80			SR	25	36	29	9
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	91	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	25	38	26	11
		UD	88			SR	25	37	32	7

### 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 %
<b>Faculty perceptions of the quality of student interactions with the following people at their institution:</b>				<b>Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i></b>					
3a. Other students	fQIstudent	LD	31	13a. Students	QIstudent	FY	6	43	50
		UD	32			SR	3	40	56
3b. Academic advisors	fQIadvisor	LD	12	13b. Academic advisors	QIadvisor	FY	17	43	32
		UD	16			SR	13	42	41
3c. Faculty	fQIfaculty	LD	22	13c. Faculty	QIfaculty	FY	10	53	34
		UD	28			SR	6	42	50
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	7	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	18	42	29
		UD	9			SR	12	43	26
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	9	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	15	49	30
		UD	8			SR	12	49	34

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 %
<b>Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following:</b>				<b>Distribution of student responses to: <i>How much does your institution emphasize the following?</i></b>						
2b. Providing support to help students succeed academically	fSEacademic	LD	96	14b. Providing support to help students succeed academically	SEacademic	FY	25	41	28	7
		UD	96			SR	21	39	32	8
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	93	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	29	35	28	8
		UD	88			SR	17	34	34	14
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	77	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	30	34	27	10
		UD	78			SR	26	33	28	13
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	66	14e. Providing opportunities to be involved socially	SEsocial	FY	25	37	28	10
		UD	60			SR	19	35	34	12
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	87	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	26	40	26	9
		UD	80			SR	18	35	33	14
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	75	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	16	25	34	25
		UD	62			SR	9	19	35	37
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	52	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	17	27	38	18
		UD	43			SR	11	26	38	25
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	70	14i. Attending events that address important social, economic, or political issues	SEevents	FY	16	28	34	22
		UD	59			SR	13	29	36	23

## 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 %	
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?</b>							
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	76	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	9	71	4	16	
		UD	78			SR	41	31	19	9	
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	18								
		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 %	
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?</b>							
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	51	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	12	29	23	35	
		UD	45			SR	18	13	52	16	

## 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 %	
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?</b>							
1d. Participate in a study abroad program	fabroad	LD	44	11d. Participate in a study abroad program	abroad	FY	3	42	24	31	
		UD	44			SR	11	11	63	16	



### 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 %
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i></b>						
1e. Work with a faculty member on a research project	fresearch	LD	63	11e. Work with a faculty member on a research project	research	FY	4	31	24	42
		UD	54			SR	16	20	44	21
<b>Percentage of faculty who participate in the following activity in a typical 7-day week:</b>										
6a. Working with undergraduates on research	fdresearch	LD	31							
		UD	46							

#### 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 %
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i></b>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	78	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	4	43	11	41
		UD	80			SR	29	21	33	17

#### 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)?	fservcourse	LD	41	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	0	9	46	45
		UD	54			SR	2	11	50	37
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>										
1g. Participate in a community-based project (service-learning) as part of a course	fservice	LD	62							
		UD	56							

### Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains				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>						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
<b>Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:</b>										
29a. Writing clearly and effectively	fcgwrite	LD	70	17a. Writing clearly and effectively	pgwrite	FY	24	48	22	6
		UD	72			SR	35	40	20	5
29b. Speaking clearly and effectively	fcgstalk	LD	47	17b. Speaking clearly and effectively	pgstalk	FY	26	46	24	4
		UD	63			SR	29	39	24	8
29c. Thinking critically and analytically	fcgthink	LD	93	17c. Thinking critically and analytically	pgthink	FY	32	44	20	5
		UD	96			SR	40	40	16	4
29d. Analyzing numerical and statistical information	fcganalyze	LD	35	17d. Analyzing numerical and statistical information	pganalyze	FY	16	39	34	11
		UD	31			SR	25	31	33	11
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	39	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	15	27	35	23
		UD	59			SR	24	31	31	14
29f. Working effectively with others	fcgothers	LD	72	17f. Working effectively with others	pgothers	FY	23	39	32	6
		UD	70			SR	32	38	23	7
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	45	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	20	40	25	14
		UD	47			SR	27	33	27	14
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	62	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	31	37	22	10
		UD	61			SR	35	36	21	8
29i. Solving complex real-world problems	fcgprobsolve	LD	59	17i. Solving complex real-world problems	pgprobsolve	FY	18	29	36	17
		UD	62			SR	24	35	29	12
29j. Being an informed and active citizen	fcgcitizen	LD	68	17j. Being an informed and active citizen	pgcitizen	FY	15	33	37	15
		UD	65			SR	25	33	29	13

### Course Engagement

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>						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	92	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	19	33	43	6
		UD	97			SR	34	30	32	4
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	55	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	18	36	35	12
		UD	58			SR	20	27	36	17
22c. Come to class having completed readings or assignments	fprepared	LD	93	1c. Come to class without completing readings or assignments	unprepared	FY	5	16	57	22
		UD	94			SR	7	16	59	17

### 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 %
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i></b>						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	31	11b. Hold a formal leadership role in a student organization or group	leader	FY	12	25	30	33
		UD	36			SR	20	11	56	13

#### Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>				<b>Distribution of student responses to: <i>How much has your coursework emphasized the following during the current school year?</i></b>						
27a. Memorizing course material	fmemorize	LD	27	4a. Memorizing course material	memorize	FY	23	43	29	4
		UD	22			SR	23	37	33	8

#### 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 %
<b>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:</b>				<b>Distribution of student responses to: <i>About how many hours do you spend in a typical 7-day week doing the following?</i></b>						
20a. Participating in co-curricular activities	ftmcocurr	LD	2	15b. Participating in co-curricular activities	tmcocurr	FY	76	16	8	1
		UD	0			SR	80	14	5	2
20b. Working for pay <b>on campus</b>	ftmworkon	LD	9	15c. Working for pay <b>on campus</b>	tmworkon	FY	88	6	5	0
		UD	8			SR	85	7	6	2
20c. Working for pay <b>off campus</b>	ftmworkoff	LD	51	15d. Working for pay <b>off campus</b>	tmworkoff	FY	69	13	14	4
		UD	65			SR	44	16	20	19
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	84	9	6	1
		UD	0			SR	77	17	5	1
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	45	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	28	40	23	9
		UD	43			SR	29	47	16	8
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	7	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	78	12	7	3
		UD	13			SR	77	12	5	6
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	4	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	61	27	7	4
		UD	4			SR	52	39	6	3

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