




FSSE-NSSE
Combined Report 2015
Montclair State University

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.

1. **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.
2. **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.
3. **Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
4. **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.
5. **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.
6. **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 2015

NSSEville State University

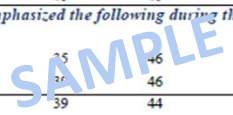
Academic Challenge

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

Student Responses

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



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 UD	86 87	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	26 34	38 38	29 24	7 4
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	86 90	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	31 37	36 38	25 20	8 5
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	72 71	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	29 33	38 38	28 24	5 5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	85 87	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	27 34	39 36	28 22	6 8

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 UD	71 84	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	19 33	36 38	36 26	10 3
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	79 75	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	20 29	35 35	35 28	10 8
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	64 61	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	22 25	33 33	37 31	8 11
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	71 80	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	20 25	40 40	34 29	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	76 73	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	27 30	41 43	28 24	4 3
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	92 95	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	21 27	41 41	34 29	4 3
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	91 95	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	31 39	40 42	27 17	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 %
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	75	9a. Identified key information from reading assignments	Lsreading	FY	32	42	24	2
		UD	76			SR	44	40	13	2
25f. Review notes after class	fLSnotes	LD	56	9b. Reviewed your notes after class	LSnotes	FY	24	33	36	8
		UD	57			SR	31	32	32	5
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	66	9c. Summarized what you learned in class or from course materials	LSummary	FY	21	35	36	8
		UD	73			SR	33	31	29	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	61	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	17	29	30	24
		UD	71			SR	20	31	31	19
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	49	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	12	23	32	34
		UD	60			SR	14	23	38	25
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	47	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	11	21	34	34
		UD	61			SR	14	24	37	25

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	38	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	52	47
		UD	51			SR	2	42	55

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	96	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	29	42	23	6
		UD	93			SR	32	42	24	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 UD	76 66	1e. Asked another student to help you understand course material	CLaskhelp	FY SR	14 12	27 23	46 50	13 15
25b. Explain course material to other students	fCLexplain	LD UD	69 61	1f. Explained course material to one or more students	CLexplain	FY SR	14 21	38 38	42 38	6 2
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD UD	72 61	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY SR	14 16	26 23	37 42	24 19
25d. Work with other students on course projects or assignments	fCLproject	LD UD	74 74	1h. Worked with other students on course projects or assignments	CLproject	FY SR	14 26	33 36	44 33	9 6

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 UD	72 70	8a. People of a race or ethnicity other than your own	DDrace	FY SR	49 52	26 30	19 14	6 4
26b. People from an economic background other than their own	fDDeconomic	LD UD	64 60	8b. People from an economic background other than your own	DDeconomic	FY SR	44 45	29 32	22 19	6 4
26c. People with religious beliefs other than their own	fDDreligion	LD UD	64 50	8c. People with religious beliefs other than your own	DDreligion	FY SR	40 45	29 30	24 19	7 6
26d. People with political views other than their own	fDDpolitical	LD UD	55 48	8d. People with political views other than your own	DDpolitical	FY SR	36 37	27 32	27 24	10 7

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	70	3a. Talked about career plans with a faculty member	SFcareer	FY	12	19	42	27
		UD	81			SR	16	23	40	21
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	34	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	6	8	22	64
		UD	34			SR	9	11	26	54
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	64	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	9	14	37	41
		UD	67			SR	11	16	41	31
8d. Discussed their academic performance	fSFperform	LD	74	3d. Discussed your academic performance with a faculty member	SFperform	FY	10	18	39	33
		UD	73			SR	13	17	45	24

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	97	5a. Clearly explained course goals and requirements	ETgoals	FY	37	38	21	4
		UD	98			SR	38	41	19	2
10b. Teach course sessions in an organized way	fETorganize	LD	100	5b. Taught course sessions in an organized way	ETorganize	FY	27	44	25	4
		UD	98			SR	35	40	22	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	30	39	26	5
		UD	99			SR	36	36	25	3
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	80	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	36	32	24	7
		UD	78			SR	28	32	29	11
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	92	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	25	35	30	10
		UD	89			SR	29	35	29	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 %
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	18	13a. Students	QIstudent	FY	7	42	50
		UD	25			SR	4	40	56
3b. Academic advisors	fQIadvisor	LD	6	13b. Academic advisors	QIadvisor	FY	15	49	33
		UD	13			SR	17	41	40
3c. Faculty	fQIfaculty	LD	13	13c. Faculty	QIfaculty	FY	8	57	33
		UD	18			SR	7	43	50
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	6	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	18	44	27
		UD	8			SR	17	38	22
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	3	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	23	51	20
		UD	6			SR	22	45	29

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	92	14b. Providing support to help students succeed academically	SEacademic	FY	27	43	22	8
		UD	90			SR	24	36	31	9
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	86	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	29	39	23	9
		UD	84			SR	21	40	28	11
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	81	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	26	35	27	12
		UD	73			SR	23	32	31	14
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	62	14e. Providing opportunities to be involved socially	SEsocial	FY	30	38	25	7
		UD	61			SR	24	42	25	9
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	75	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	31	37	22	10
		UD	79			SR	27	44	24	6
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	71	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	15	26	35	24
		UD	64			SR	13	17	37	34
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	49	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	23	36	30	11
		UD	69			SR	21	34	32	13
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	74	14i. Attending events that address important social, economic, or political issues	SEevents	FY	15	30	33	22
		UD	74			SR	14	32	34	19

High Impact Practices

				Faculty Responses			Student Responses				
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very important or Important %</i>	<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>	
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: <i>Which of the following have you done or do you plan to do before you graduate?</i>							
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	73	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	7	77	3	13	
		UD	85			SR	48	26	15	11	
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Yes %</i>								
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	35								
		UD	37								

Learning Community

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very important or Important %</i>	<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>	
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: <i>Which of the following have you done or do you plan to do before you graduate?</i>							
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	56	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	47	22	13	17	
		UD	52			SR	29	8	50	13	

Study Abroad

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very important or Important %</i>	<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>	
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: <i>Which of the following have you done or do you plan to do before you graduate?</i>							
1d. Participate in a study abroad program	fabroad	LD	46	11d. Participate in a study abroad program	abroad	FY	2	36	26	36	
		UD	43			SR	6	6	73	15	

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
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	6	26	29	39
		UD	56			SR	18	12	50	21
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	44							
		UD	47							

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	87	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	2	47	9	41
		UD	85			SR	35	23	26	15

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	5	38	57
		UD	51			SR	1	8	50	41
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	42							
		UD	55							

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	70	17a. Writing clearly and effectively	pgwrite	FY	34	39	20	7
		UD	80			SR	33	38	20	9
29b. Speaking clearly and effectively	fcgspeak	LD	53	17b. Speaking clearly and effectively	pgspeak	FY	25	37	29	10
		UD	67			SR	33	34	24	9
29c. Thinking critically and analytically	fcgthink	LD	94	17c. Thinking critically and analytically	pgthink	FY	32	37	23	8
		UD	95			SR	40	42	13	5
29d. Analyzing numerical and statistical information	fcganalyze	LD	31	17d. Analyzing numerical and statistical information	pganalyze	FY	16	30	29	25
		UD	56			SR	21	32	28	19
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	48	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	18	27	30	24
		UD	74			SR	28	31	26	15
29f. Working effectively with others	fcgothers	LD	60	17f. Working effectively with others	pgothers	FY	19	39	29	12
		UD	76			SR	33	36	23	9
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	46	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	21	31	32	17
		UD	50			SR	28	28	24	19
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	61	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	28	36	26	11
		UD	50			SR	30	29	30	11
29i. Solving complex real-world problems	fcgprobsolve	LD	68	17i. Solving complex real-world problems	pgprobsolve	FY	19	29	31	20
		UD	70			SR	23	28	34	15
29j. Being an informed and active citizen	fcgcitizen	LD	59	17j. Being an informed and active citizen	pgcitizen	FY	19	31	28	22
		UD	54			SR	19	32	30	19

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	99	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	27	35	33	5
		UD	96			SR	42	36	20	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	56	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	38	29	22	10
		UD	59			SR	21	22	34	23
22c. Come to class having completed readings or assignments	fprepared	LD	96	1c. Come to class without completing readings or assignments	unprepared	FY	5	13	50	32
		UD	98			SR	7	10	57	25

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>							
1b. Hold a formal leadership role in a student organization or group	fleader	LD	33	11b. Hold a formal leadership role in a student organization or group	leader	FY	8	33	26	34	
		UD	31			SR	23	8	57	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: <i>How much has your coursework emphasized the following during the current school year?</i>							
27a. Memorizing course material	fmemorize	LD	31	4a. Memorizing course material	memorize	FY	22	41	31	6	
		UD	22			SR	24	37	30	10	

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: <i>About how many hours do you spend in a typical 7-day week doing the following?</i>							
20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	5	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	23	44	29	4	
		UD	5			SR	24	46	22	7	
20b. Participating in co-curricular activities	ftmcocurr	LD	0	15b. Participating in co-curricular activities	tmcocurr	FY	78	15	7	1	
		UD	2			SR	85	11	3	1	
20c. Working for pay on campus	ftmworkon	LD	10	15c. Working for pay on campus	tmworkon	FY	85	10	4	1	
		UD	6			SR	87	6	6	2	
20d. Working for pay off campus	ftmworkoff	LD	63	15d. Working for pay off campus	tmworkoff	FY	60	13	19	8	
		UD	59			SR	32	16	26	25	
20e. Doing community service or volunteer work	ftmservice	LD	1	15e. Doing community service or volunteer work	tmservice	FY	90	6	3	1	
		UD	2			SR	84	12	3	1	
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	53	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	30	41	20	9	
		UD	40			SR	35	44	16	5	
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	3	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	80	10	8	3	
		UD	3			SR	71	13	8	9	
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	4	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	70	24	6	1	
		UD	2			SR	62	33	4	1	

IPEDS: 185590