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**FSSE-NSSE**  
**Combined Report 2014**  
California State University-Chico

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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.

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 Web sites.
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 2014

#### NSSEville State University

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#### Academic Challenge

##### Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>			
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	74 68
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	69 65
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	55 67
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	69 78

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

## 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 %
<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	83 93	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	27 37	43 41	26 18	4 3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	83 82	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	27 37	42 39	28 20	3 4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	56 65	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	25 28	42 41	30 24	4 6
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	76 78	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	23 31	42 41	30 23	6 5

### Reflective & Integrative Learning

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	52 80	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	19 37	38 40	39 21	4 2
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	67 75	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	19 30	35 36	41 29	5 5
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	61 59	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	18 23	36 33	38 34	8 11
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	72 78	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	18 25	45 40	31 28	6 6
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	70 70	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	40 42	32 23	2 5
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	91 89	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	24 30	44 40	30 27	3 3
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	82 94	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	30 45	44 40	25 14	1 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	71	9a. Identified key information from reading assignments	LSreading	FY	34	43	22	1
		UD	72			SR	42	38	18	2
25f. Review notes after class	fLSnotes	LD	42	9b. Reviewed your notes after class	LSnotes	FY	29	32	33	5
		UD	49			SR	31	31	32	6
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	59	9c. Summarized what you learned in class or from course materials	LSsummary	FY	26	32	35	7
		UD	57			SR	28	33	31	8

### 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	50	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	17	33	40	10
		UD	59			SR	22	30	37	11
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	48	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	11	28	42	19
		UD	50			SR	19	26	38	17
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	52	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	11	27	44	18
		UD	50			SR	18	27	38	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	34	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	55			SR	2	42	56

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	90	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	34	46	18	2
		UD	90			SR	32	46	19	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 %
<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 UD	68 59	1e. Asked another student to help you understand course material	CLaskhelp	FY SR	14 16	37 29	42 43	7 12
25b. Explain course material to other students	fCLexplain	LD UD	58 52	1f. Explained course material to one or more students	CLexplain	FY SR	15 25	44 42	39 30	3 3
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD UD	59 55	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY SR	17 22	37 28	37 34	9 15
25d. Work with other students on course projects or assignments	fCLproject	LD UD	65 65	1h. Worked with other students on course projects or assignments	CLproject	FY SR	22 35	44 38	31 24	4 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 UD	45 34	8a. People of a race or ethnicity other than your own	DDRace	FY SR	46 42	31 33	21 22	3 3
26b. People from an economic background other than their own	fDDeconomic	LD UD	47 38	8b. People from an economic background other than your own	DDeconomic	FY SR	43 41	31 35	23 21	3 3
26c. People with religious beliefs other than their own	fDDreligion	LD UD	38 25	8c. People with religious beliefs other than your own	DDreligion	FY SR	42 38	28 32	25 24	5 5
26d. People with political views other than their own	fDDpolitical	LD UD	41 36	8d. People with political views other than your own	DDpolitical	FY SR	40 38	29 34	26 24	5 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 %
<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	51	3a. Talked about career plans with a faculty member	SFcareer	FY	7	21	47	26
		UD	66			SR	18	25	40	16
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	46	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	7	15	31	47
		UD	41			SR	15	14	31	40
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	66	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	7	19	42	32
		UD	65			SR	14	23	43	20
8d. Discussed their academic performance	fSFperform	LD	57	3d. Discussed your academic performance with a faculty member	SFperform	FY	9	19	45	27
		UD	54			SR	12	23	46	20

### 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	99	5a. Clearly explained course goals and requirements	ETgoals	FY	32	47	19	2
		UD	95			SR	39	43	15	2
10b. Teach course sessions in an organized way	fETorganize	LD	99	5b. Taught course sessions in an organized way	ETorganize	FY	28	47	22	3
		UD	96			SR	35	45	17	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	99	5c. Used examples or illustrations to explain difficult points	ETexample	FY	31	42	24	3
		UD	100			SR	39	43	16	2
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	68	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	23	37	31	9
		UD	65			SR	27	35	28	10
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	81	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	22	35	29	13
		UD	87			SR	25	38	29	8

### 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	38	13a. Students	QIstudent	FY	4	40	56
		UD	48			SR	3	36	61
3b. Academic advisors	fQIadvisor	LD	10	13b. Academic advisors	QIadvisor	FY	9	37	47
		UD	20			SR	9	38	51
3c. Faculty	fQIfaculty	LD	30	13c. Faculty	QIfaculty	FY	6	45	48
		UD	34			SR	3	35	61
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	14	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	7	43	41
		UD	18			SR	7	37	39
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	6	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	9	42	38
		UD	14			SR	7	45	41

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	91	14b. Providing support to help students succeed academically	SEacademic	FY	28	47	23	2
		UD	89			SR	28	45	22	5
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	81	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	33	44	18	5
		UD	80			SR	26	38	28	8
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	74	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	28	35	30	7
		UD	77			SR	21	30	34	16
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	48	14e. Providing opportunities to be involved socially	SEsocial	FY	33	39	22	6
		UD	47			SR	31	37	27	5
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	69	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	32	41	22	6
		UD	71			SR	30	36	26	7
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	54	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	16	28	35	20
		UD	48			SR	10	20	37	33
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	48	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	23	39	29	8
		UD	44			SR	18	35	31	15
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	65	14i. Attending events that address important social, economic, or political issues	SEevents	FY	19	36	32	14
		UD	65			SR	17	29	38	16

### High Impact Practices

Faculty Responses				Student Responses							
Internship				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>							
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>											
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	75	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	12	71	5	12	
		UD	80				SR	52	25	15	8
FSSE Item	Variable	Class	Yes %								
<b>Percentage of faculty who participate in the following activity in a typical 7-day week:</b>											
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	38								
		UD	45								

### Learning Community

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>							
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 %	
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	38	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	11	29	29	31	
		UD	37				SR	26	6	56	12

### Study Abroad

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>							
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 %	
1d. Participate in a study abroad program	fabroad	LD	42	11d. Participate in a study abroad program	abroad	FY	5	44	23	28	
		UD	34				SR	11	8	68	13



### 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	55	11e. Work with a faculty member on a research project	research	FY	5	30	24	42
		UD	45			SR	20	14	49	17
<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	48							
		UD	36							

#### 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	87	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	4	57	8	31
		UD	79			SR	48	22	20	10

#### 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	58	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	3	12	56	29
		UD	67			SR	1	15	59	25
<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	46							
		UD	52							

### 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 %
<b>Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:</b>				<b>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></b>						
29a. Writing clearly and effectively	fcgwrite	LD	56	17a. Writing clearly and effectively	pgwrite	FY	24	38	32	7
		UD	61			SR	32	36	24	8
29b. Speaking clearly and effectively	fcgspk	LD	42	17b. Speaking clearly and effectively	pgspk	FY	28	36	29	6
		UD	44			SR	30	38	24	8
29c. Thinking critically and analytically	fcgthink	LD	91	17c. Thinking critically and analytically	pgthink	FY	35	40	23	3
		UD	92			SR	46	37	15	2
29d. Analyzing numerical and statistical information	fcganalyze	LD	35	17d. Analyzing numerical and statistical information	pganalyze	FY	22	37	33	9
		UD	38			SR	29	31	31	9
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	55	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	20	33	32	16
		UD	66			SR	39	32	21	8
29f. Working effectively with others	fcgothers	LD	70	17f. Working effectively with others	pgothers	FY	29	41	25	5
		UD	62			SR	41	36	20	4
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	36	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	25	33	32	10
		UD	46			SR	28	33	24	15
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	52	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	33	37	24	6
		UD	48			SR	28	35	28	10
29i. Solving complex real-world problems	fcgprobsolve	LD	54	17i. Solving complex real-world problems	pgprobsolve	FY	18	35	38	9
		UD	66			SR	31	32	29	8
29j. Being an informed and active citizen	fgcitizen	LD	63	17j. Being an informed and active citizen	pgcitizen	FY	22	35	32	10
		UD	60			SR	27	32	28	13

### Course Engagement

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>						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	91	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	20	30	46	5
		UD	92			SR	39	31	27	3
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	47	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	10	30	45	15
		UD	51			SR	18	25	37	20
22c. Come to class having completed readings or assignments	fprepared	LD	94	1c. Come to class without completing readings or assignments	unprepared	FY	6	17	57	20
		UD	92			SR	6	14	60	19

### 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	30	11b. Hold a formal leadership role in a student organization or group	leader	FY	12	33	25	29
		UD	29			SR	37	7	46	10

#### 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	32	4a. Memorizing course material	memorize	FY	29	42	25	3
		UD	37			SR	22	40	31	7

#### 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	68	23	8	1
		UD	3			SR	72	19	7	2
20b. Working for pay <b>on campus</b>	ftmworkon	LD	8	15c. Working for pay <b>on campus</b>	tmworkon	FY	83	8	8	1
		UD	8			SR	73	12	14	1
20c. Working for pay <b>off campus</b>	ftmworkoff	LD	23	15d. Working for pay <b>off campus</b>	tmworkoff	FY	79	12	8	1
		UD	36			SR	56	14	17	13
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	87	10	2	0
		UD	4			SR	84	11	4	1
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	63	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	20	49	20	11
		UD	59			SR	27	47	19	7
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	2	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	83	12	4	1
		UD	7			SR	79	6	4	10
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	67	24	7	2
		UD	2			SR	75	20	3	2

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