




FSSE-NSSE
Combined Report 2016
California State University-Chico

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.

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 2016

NSSEville State University

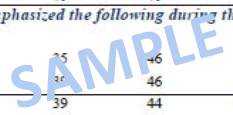
Academic Challenge

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	f	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	36	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		FY	34	41	21	4
		SR	35	44	17	3



Academic Challenge

Faculty Responses				Student Responses						
Higher-Order Learning				Higher-Order Learning						
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 89	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY 17 SR 31	48 43	30 22	6 3
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD 65 UD 85	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY 23 SR 29	39 45	32 22	6 4
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD 50 UD 67	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY 21 SR 24	41 43	32 26	6 7
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD 81 UD 77	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY 22 SR 26	41 44	32 25	5 5

Reflective & Integrative Learning

Reflective & Integrative Learning				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 73 UD 74	2a.	Combined ideas from different courses when completing assignments	RIntegrate	FY 18 SR 33	36 41	39 24	6 3
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD 64 UD 78	2b.	Connected your learning to societal problems or issues	RIsocietal	FY 17 SR 26	38 38	37 32	7 5
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD 58 UD 64	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	FY 19 SR 21	29 29	43 36	9 14
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD 67 UD 82	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY 18 SR 22	43 41	35 31	4 6
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD 70 UD 76	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY 24 SR 28	46 43	25 25	5 4
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD 91 UD 94	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY 25 SR 28	39 43	34 27	2 2
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD 94 UD 92	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY 31 SR 40	45 44	23 15	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 %
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 61 UD 69	9a.	Identified key information from reading assignments	LSreading	FY 29 SR 36	43	25	3
25f.	Review notes after class	fLSnotes	LD 55 UD 41	9b.	Reviewed your notes after class	LSnotes	FY 25 SR 30	40	29	5
25g.	Summarize what has been learned from class or from course materials	fLSsummary	LD 67 UD 55	9c.	Summarized what you learned in class or from course materials	LSsummary	FY 19 SR 23	37	36	8

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 58 UD 64	6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY 14 SR 22	35	37	14
22e.	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD 42 UD 56	6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY 10 SR 17	24	46	20
22f.	Evaluate what others have concluded from numerical information	fQRevaluate	LD 55 UD 53	6c.	Evaluated what others have concluded from numerical information	QRevaluate	FY 7 SR 15	28	43	22

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 35 UD 56	10.	During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY 1 SR 2	55	44

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 89 UD 82	14a.	Spending significant amounts of time studying and on academic work	empstudy	FY 26 SR 32	48	24	2
								47	18	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 %		
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	73	1e.	Asked another student to help you understand course material	CLaskhelp	FY	13	39	41	7
			UD	72			SR	16	34	42	8	
25b.	Explain course material to other students	fCLexplain	LD	66	1f.	Explained course material to one or more students	CLexplain	FY	17	43	36	4
			UD	65			SR	24	42	31	3	
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	70	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY	20	29	37	15
			UD	64			SR	20	33	36	10	
25d.	Work with other students on course projects or assignments	fCLproject	LD	58	1h.	Worked with other students on course projects or assignments	CLproject	FY	22	36	37	6
			UD	72			SR	35	37	26	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	38	8a.	People of a race or ethnicity other than your own	DDrace	FY	40	34	22	3
			UD	49			SR	41	31	23	5	
26b.	People from an economic background other than their own	fDDeconomic	LD	47	8b.	People from an economic background other than your own	DDeconomic	FY	37	33	25	5
			UD	53			SR	39	33	25	4	
26c.	People with religious beliefs other than their own	fDDreligion	LD	39	8c.	People with religious beliefs other than your own	DDreligion	FY	37	29	27	7
			UD	39			SR	34	33	27	5	
26d.	People with political views other than their own	fDDpolitical	LD	32	8d.	People with political views other than your own	DDpolitical	FY	35	26	32	7
			UD	44			SR	35	32	28	5	

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	44	3a.	Talked about career plans with a faculty member	SFcareer	FY	8	19	49	24
			UD	67				SR	17	24	42	17
8b.	Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	39	3b.	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	6	12	27	54
			UD	45				SR	12	14	33	41
8c.	Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	56	3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	6	14	43	37
			UD	68				SR	11	24	42	23
8d.	Discussed their academic performance	fSFperform	LD	64	3d.	Discussed your academic performance with a faculty member	SFperform	FY	9	18	40	34
			UD	55				SR	11	22	46	21

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	94	5a.	Clearly explained course goals and requirements	ETgoals	FY	35	39	23	3
			UD	98				SR	37	45	15	2
10b.	Teach course sessions in an organized way	fETorganize	LD	97	5b.	Taught course sessions in an organized way	ETorganize	FY	28	44	24	3
			UD	97				SR	35	45	18	3
10c.	Use examples or illustrations to explain difficult points	fETexample	LD	100	5c.	Used examples or illustrations to explain difficult points	ETexample	FY	31	42	23	4
			UD	100				SR	39	43	16	2
10g.	Provide feedback to students on drafts or works in progress	fETdraftfb	LD	59	5d.	Provided feedback on a draft or work in progress	ETdraftfb	FY	19	37	36	8
			UD	76				SR	26	36	28	10
10h.	Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	75	5e.	Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	19	32	39	10
			UD	84				SR	23	39	28	9

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: Indicate the quality of your interactions with the following people at your institution.							
3a.	Other students	fQIstudent	LD	33	13a.	Students	QIstudent	FY	4	45	50
			UD	53			SR	2	36	61	
3b.	Academic advisors	fQIadvisor	LD	17	13b.	Academic advisors	QIadvisor	FY	10	40	38
			UD	24			SR	10	36	51	
3c.	Faculty	fQIfaculty	LD	28	13c.	Faculty	QIfaculty	FY	6	46	45
			UD	33			SR	4	35	61	
3d.	Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	10	13d.	Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	7	41	42
			UD	14			SR	8	37	37	
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	8	40	42
			UD	14			SR	8	44	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 %		
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: How much does your institution emphasize the following?								
2b.	Providing support to help students succeed academically	fSEacademic	LD	86	14b.	Providing support to help students succeed academically	SEacademic	FY	28	46	22	4
			UD	92			SR	27	41	26	6	
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	79	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	32	45	19	5
			UD	84			SR	26	35	27	12	
2d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	86	14d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	24	32	34	9
			UD	84			SR	21	32	29	18	
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD	58	14e.	Providing opportunities to be involved socially	SEsocial	FY	28	41	28	4
			UD	57			SR	28	37	27	8	
2f.	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	72	14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	26	41	27	6
			UD	79			SR	29	36	24	11	
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	66	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	12	28	39	21
			UD	62			SR	10	19	36	36	
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	57	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	24	36	31	8
			UD	59			SR	15	30	36	19	
2i.	Students attending events that address important social, economic, or political issues	fSEevents	LD	67	14i.	Attending events that address important social, economic, or political issues	SEevents	FY	18	24	41	17
			UD	72			SR	13	27	37	23	

High Impact Practices

				Faculty Responses			Student Responses					
				<i>Very important or Important %</i>					<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>		<i>NSSE Item</i>	<i>Variable</i>	<i>Class</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: 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	83	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	9	70	8	13		
		UD	88			SR	48	28	16	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	29									
		UD	50									

Learning Community

				<i>Very important or Important %</i>					<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>		<i>NSSE Item</i>	<i>Variable</i>	<i>Class</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: 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	44	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	8	27	29	35		
		UD	49			SR	23	9	56	12		

Study Abroad

				<i>Very important or Important %</i>					<i>Done or in progress %</i>	<i>Plan to do %</i>	<i>Do not plan to do %</i>	<i>Have not decided %</i>
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>		<i>NSSE Item</i>	<i>Variable</i>	<i>Class</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: 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	42	11d. Participate in a study abroad program	abroad	FY	6	40	27	27		
		UD	43			SR	8	7	73	11		

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	56	11e.	Work with a faculty member on a research project	research	FY	2	28	27	43
			UD	48				SR	19	16	50	15
Percentage of faculty who participate in the following activity in a typical 7-day week:												
6a.	Working with undergraduates on research	fdresearch	LD	31								
			UD	39								

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	75	11f.	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	4	52	12	32
			UD	82				SR	53	25	15	7

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	49	12.	About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	11	56	32
			UD	69				SR	2	13	51	34
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	47								
			UD	64								

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 UD	61 68	17a.	Writing clearly and effectively	pgwrite	FY SR	17 29	40 38	35 25	8 7
29b.	Speaking clearly and effectively	fcgspeak	LD UD	32 48	17b.	Speaking clearly and effectively	pgspeak	FY SR	20 31	43 36	32 24	6 9
29c.	Thinking critically and analytically	fcgthink	LD UD	93 92	17c.	Thinking critically and analytically	pgthink	FY SR	32 46	46 37	20 14	3 3
29d.	Analyzing numerical and statistical information	fcganalyze	LD UD	37 33	17d.	Analyzing numerical and statistical information	pganalyze	FY SR	16 34	33 31	36 27	15 9
29e.	Acquiring job- or work-related knowledge and skills	fcgwork	LD UD	40 61	17e.	Acquiring job- or work-related knowledge and skills	pgwork	FY SR	16 36	38 32	29 23	17 10
29f.	Working effectively with others	fcgothers	LD UD	68 75	17f.	Working effectively with others	pgothers	FY SR	24 41	47 34	23 21	7 4
29g.	Developing or clarifying a personal code of values and ethics	fcgvalues	LD UD	32 42	17g.	Developing or clarifying a personal code of values and ethics	pgvalues	FY SR	18 27	38 31	29 29	15 13
29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD UD	42 47	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY SR	27 28	35 32	30 28	9 12
29i.	Solving complex real-world problems	fcgprobsolve	LD UD	23 70	17i.	Solving complex real-world problems	pgprobsolve	FY SR	18 28	36 36	34 26	11 10
29j.	Being an informed and active citizen	fcgcitizen	LD UD	48 58	17j.	Being an informed and active citizen	pgcitizen	FY SR	19 25	33 31	38 32	10 12

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 UD	94 94	1a.	Asked questions or contributed to course discussions in other ways	askquest	FY SR	23 39	29 31	44 27	4 2
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD UD	38 60	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY SR	12 14	26 24	41 37	22 24
22c.	Come to class having completed readings or assignments	fprepared	LD UD	97 92	1c.	Come to class without completing readings or assignments	unprepared	FY SR	5 6	17 16	59 62	19 16

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	42	11b.	Hold a formal leadership role in a student organization or group	leader	FY	10	33	27	31
			UD	37			SR	33	9	47	11	

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	41	4a.	Memorizing course material	memorize	FY	22	47	28	4
			UD	21			SR	23	39	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 %		
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	6	15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	12	51	29	8
			UD	8			SR	11	43	31	15	
20b.	Participating in co-curricular activities	ftmcocurr	LD	0	15b.	Participating in co-curricular activities	tmcocurr	FY	70	25	4	1
			UD	1			SR	71	19	7	3	
20c.	Working for pay on campus	ftmworkon	LD	9	15c.	Working for pay on campus	tmworkon	FY	89	4	7	0
			UD	11			SR	79	9	11	0	
20d.	Working for pay off campus	ftmworkoff	LD	43	15d.	Working for pay off campus	tmworkoff	FY	79	10	7	4
			UD	48			SR	54	14	16	15	
20e.	Doing community service or volunteer work	ftmservice	LD	0	15e.	Doing community service or volunteer work	tmservice	FY	88	8	4	0
			UD	2			SR	82	13	3	1	
20f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	49	15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	19	53	21	7
			UD	49			SR	29	42	20	9	
20g.	Providing care for dependents (children, parents, etc.)	ftmcare	LD	0	15g.	Providing care for dependents (children, parents, etc.)	tmcare	FY	89	6	5	0
			UD	6			SR	79	8	3	10	
20h.	Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h.	Commuting to campus (driving, walking, etc.)	tmcommute	FY	72	22	5	1
			UD	1			SR	72	24	3	1	

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