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**FSSE-NSSE**  
**Combined Report 2016**  
University of Baltimore


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# 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](http://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

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#### Academic Challenge

##### Higher-Order Learning

Faculty Responses

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	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 %
<b>Distribution of student responses to: How much has your coursework emphasized the following during the current school year?</b>						
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	HO	FY	34	41	21	4
		SR	35	44	17	3

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### 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 %		
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>				<b>Distribution of student responses to: How much has your coursework emphasized the following during the current school year?</b>								
27b.	Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	86	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	26	52	20	2
			UD	95				SR	30	46	22	2
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	67	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	45	33	19	3
			UD	93				SR	28	48	23	2
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD	71	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY	38	44	17	2
			UD	68				SR	32	42	23	4
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD	74	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY	28	45	24	3
			UD	75				SR	31	40	24	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 %		
<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: About how often have you done the following during the current school year?</b>								
23a.	Combine ideas from different courses when completing assignments	fRIintegrate	LD	68	2a.	Combined ideas from different courses when completing assignments	RIntegrate	FY	38	45	14	3
			UD	80				SR	29	40	27	4
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD	65	2b.	Connected your learning to societal problems or issues	RIsocietal	FY	32	46	16	6
			UD	76				SR	30	38	28	5
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD	59	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	FY	39	34	22	5
			UD	68				SR	28	36	30	6
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	77	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	29	39	27	5
			UD	71				SR	30	38	28	4
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIPerspect	LD	68	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	31	46	22	2
			UD	75				SR	32	46	19	3
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	81	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY	32	41	25	2
			UD	88				SR	28	41	29	2
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	82	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	39	50	10	2
			UD	95				SR	37	42	21	0

### 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 UD 78	9a.	Identified key information from reading assignments	LSreading	FY 48 SR 45	FY 35 SR 41	FY 16 SR 12	FY 0 SR 2
25f.	Review notes after class	fLSnotes	LD 65 UD 54	9b.	Reviewed your notes after class	LSnotes	FY 42 SR 39	FY 30 SR 39	FY 23 SR 19	FY 5 SR 3
25g.	Summarize what has been learned from class or from course materials	fLSsummary	LD 80 UD 76	9c.	Summarized what you learned in class or from course materials	LSsummary	FY 29 SR 37	FY 54 SR 40	FY 15 SR 21	FY 2 SR 3

### 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 65 UD 54	6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY 20 SR 22	FY 25 SR 34	FY 40 SR 31	FY 15 SR 13
22e.	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD 61 UD 59	6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY 19 SR 20	FY 18 SR 29	FY 47 SR 33	FY 16 SR 18
22f.	Evaluate what others have concluded from numerical information	fQRevaluate	LD 52 UD 50	6c.	Evaluated what others have concluded from numerical information	QRevaluate	FY 17 SR 14	FY 22 SR 28	FY 41 SR 40	FY 21 SR 18

### 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 48 UD 56	10.	During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY 6 SR 2	FY 50 SR 43	FY 43 SR 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 %
<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 63 UD 89	14a.	Spending significant amounts of time studying and on academic work	empstudy	FY 27 SR 35	FY 56 SR 47	FY 15 SR 17	FY 2 SR 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	67 64	1e.	Asked another student to help you understand course material	CLaskhelp	FY SR	13 9	21 22	49 47	17 21
25b.	Explain course material to other students	fCLExplain	LD UD	62 59	1f.	Explained course material to one or more students	CLExplain	FY SR	22 15	25 41	45 37	8 7
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD UD	50 59	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY SR	19 11	21 23	34 40	26 26
25d.	Work with other students on course projects or assignments	fCLproject	LD UD	52 61	1h.	Worked with other students on course projects or assignments	CLproject	FY SR	22 25	40 38	28 31	10 7

#### 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	76 83	8a.	People of a race or ethnicity other than your own	DDRace	FY SR	63 59	25 26	12 13	0 2
26b.	People from an economic background other than their own	fDDeconomic	LD UD	71 75	8b.	People from an economic background other than your own	DDeconomic	FY SR	42 50	42 30	16 15	0 4
26c.	People with religious beliefs other than their own	fDDreligion	LD UD	67 65	8c.	People with religious beliefs other than your own	DDreligion	FY SR	41 44	35 26	18 25	6 5
26d.	People with political views other than their own	fDDpolitical	LD UD	52 63	8d.	People with political views other than your own	DDpolitical	FY SR	28 38	39 29	25 26	7 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 %
<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 52 UD 57	3a.	Talked about career plans with a faculty member	SFcareer	FY 11 SR 15	17	39	33
8b.	Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD 16 UD 31	3b.	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY 11 SR 9	6	23	59
8c.	Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD 40 UD 52	3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY 11 SR 8	12	42	35
8d.	Discussed their academic performance	fSFperform	LD 60 UD 54	3d.	Discussed your academic performance with a faculty member	SFperform	FY 8 SR 11	22	33	37
								19	44	26

### 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 UD 98	5a.	Clearly explained course goals and requirements	ETgoals	FY 32 SR 44	45	21	2
10b.	Teach course sessions in an organized way	fETorganize	LD 96 UD 98	5b.	Taught course sessions in an organized way	ETorganize	FY 41 SR 36	37	17	5
10c.	Use examples or illustrations to explain difficult points	fETexample	LD 100 UD 98	5c.	Used examples or illustrations to explain difficult points	ETexample	FY 42 SR 37	28	25	5
10g.	Provide feedback to students on drafts or works in progress	fETdraftfb	LD 68 UD 76	5d.	Provided feedback on a draft or work in progress	ETdraftfb	FY 33 SR 33	35	26	5
10h.	Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD 91 UD 87	5e.	Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY 20 SR 30	41	32	6
								38	22	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 %		
<b>Faculty perceptions of the quality of student interactions with the following people at their institution:</b>				<b>Distribution of student responses to: Indicate the quality of your interactions with the following people at your institution.</b>							
3a.	Other students	fQIstudent	LD	12	13a.	Students	QIstudent	FY	2	39	58
			UD	24				SR	2	39	59
3b.	Academic advisors	fQIadvisor	LD	20	13b.	Academic advisors	QIadvisor	FY	4	44	45
			UD	28				SR	12	28	59
3c.	Faculty	fQIfaculty	LD	24	13c.	Faculty	QIfaculty	FY	0	32	65
			UD	48				SR	4	33	62
3d.	Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	16	13d.	Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	7	40	40
			UD	13				SR	8	31	34
3e.	Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	16	13e.	Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	5	50	40
			UD	15				SR	8	35	52

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: How much does your institution emphasize the following?</b>								
2b.	Providing support to help students succeed academically	fSEacademic	LD	96	14b.	Providing support to help students succeed academically	SEacademic	FY	48	32	17	3
			UD	91				SR	40	34	20	5
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	76	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	51	26	14	10
			UD	85				SR	45	34	16	5
2d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	72	14d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	36	36	28	0
			UD	67				SR	31	28	31	10
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD	67	14e.	Providing opportunities to be involved socially	SEsocial	FY	32	39	20	10
			UD	59				SR	29	34	29	8
2f.	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	84	14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	35	34	25	6
			UD	65				SR	23	28	35	13
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	72	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	16	26	49	9
			UD	61				SR	15	19	35	32
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	33	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	28	32	30	10
			UD	50				SR	27	26	31	16
2i.	Students attending events that address important social, economic, or political issues	fSEevents	LD	64	14i.	Attending events that address important social, economic, or political issues	SEevents	FY	27	35	32	5
			UD	59				SR	27	29	31	13

### High Impact Practices

Faculty Responses				Student Responses							
Internship				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?							
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	92	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	19	70	2	10	
		UD	87			SR	46	22	22	10	
<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	13								
		UD	22								

### 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: Which of the following have you done or do you plan to do before you graduate?							
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	36	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	73	9	10	8	
		UD	43			SR	24	14	46	16	

### 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: Which of the following have you done or do you plan to do before you graduate?							
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	20	11d. Participate in a study abroad program	abroad	FY	11	41	21	28	
		UD	30			SR	6	13	66	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: Which of the following have you done or do you plan to do before you graduate?</b>						
1e. Work with a faculty member on a research project	fresearch	LD	44	11e. Work with a faculty member on a research project	research	FY	19	30	12	39
		UD	52			SR	19	15	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	8							
		UD	27							

#### 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: Which of the following have you done or do you plan to do before you graduate?</b>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	80	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	16	56	0	29
		UD	84			SR	55	23	13	9

#### Service-Learning

FSSE Item	Variable	Class	All, Most, Some %	NSSE Item	Variable	Class	All %	Most %	Some %	None %
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservcourse	LD	46	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	2	8	44	45
		UD	52			SR	1	11	39	49
<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	56							
		UD	67							

### 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: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>						
29a.	Writing clearly and effectively	fcgwrite	LD 48 UD 78	17a.	Writing clearly and effectively	pgwrite	FY 36 SR 43	40 33	22 18	2 6
29b.	Speaking clearly and effectively	fcgspeak	LD 48 UD 50	17b.	Speaking clearly and effectively	pgspeak	FY 32 SR 36	54 34	13 21	2 9
29c.	Thinking critically and analytically	fcgthink	LD 95 UD 97	17c.	Thinking critically and analytically	pgthink	FY 44 SR 47	35 35	15 15	5 3
29d.	Analyzing numerical and statistical information	fcganalyze	LD 30 UD 48	17d.	Analyzing numerical and statistical information	pganalyze	FY 23 SR 35	20 30	40 26	17 8
29e.	Acquiring job- or work-related knowledge and skills	fcgwork	LD 63 UD 63	17e.	Acquiring job- or work-related knowledge and skills	pgwork	FY 27 SR 39	40 32	28 22	5 7
29f.	Working effectively with others	fcgothers	LD 43 UD 60	17f.	Working effectively with others	pgothers	FY 31 SR 40	37 32	32 25	0 3
29g.	Developing or clarifying a personal code of values and ethics	fcgvalues	LD 29 UD 55	17g.	Developing or clarifying a personal code of values and ethics	pgvalues	FY 23 SR 35	42 31	29 23	5 10
29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD 43 UD 60	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY 34 SR 41	34 28	32 22	0 10
29i.	Solving complex real-world problems	fcgprobsolve	LD 71 UD 78	17i.	Solving complex real-world problems	pgprobsolve	FY 25 SR 30	34 31	33 30	8 9
29j.	Being an informed and active citizen	fcgcitizen	LD 60 UD 59	17j.	Being an informed and active citizen	pgcitizen	FY 26 SR 34	35 28	31 25	8 12

### 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: About how often have you done the following during the current school year?</b>						
22a.	Ask questions or contribute to course discussions in other ways	faskquest	LD 100 UD 98	1a.	Asked questions or contributed to course discussions in other ways	askquest	FY 36 SR 48	43 28	20 22	0 2
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD 39 UD 56	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY 24 SR 27	33 31	29 27	13 15
22c.	Come to class having completed readings or assignments	fprepared	LD 91 UD 95	1c.	Come to class without completing readings or assignments	unprepared	FY 3 SR 5	4 9	57 52	36 34

### 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: Which of the following have you done or do you plan to do before you graduate?</b>								
1b.	Hold a formal leadership role in a student organization or group	fleader	LD	32	11b.	Hold a formal leadership role in a student organization or group	leader	FY	19	21	27	34
			UD	20				SR	21	11	48	19

#### 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: How much has your coursework emphasized the following during the current school year?</b>								
27a.	Memorizing course material	fmemorize	LD	30	4a.	Memorizing course material	memorize	FY	22	39	30	9
			UD	20				SR	22	37	35	6

#### 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: About how many hours do you spend in a typical 7-day week doing the following?</b>								
20a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	0	15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	19	59	19	3
			UD	2				SR	16	38	35	11
20b.	Participating in co-curricular activities	ftmcocurr	LD	0	15b.	Participating in co-curricular activities	tmcocurr	FY	77	18	4	2
			UD	0				SR	85	11	3	1
20c.	Working for pay <b>on campus</b>	ftmworkon	LD	8	15c.	Working for pay <b>on campus</b>	tmworkon	FY	68	22	8	2
			UD	7				SR	91	4	5	1
20d.	Working for pay <b>off campus</b>	ftmworkoff	LD	61	15d.	Working for pay <b>off campus</b>	tmworkoff	FY	39	30	8	23
			UD	73				SR	25	4	13	59
20e.	Doing community service or volunteer work	ftmservice	LD	0	15e.	Doing community service or volunteer work	tmservice	FY	78	20	2	0
			UD	0				SR	80	13	4	3
20f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	46	15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	28	41	24	8
			UD	12				SR	44	36	15	4
20g.	Providing care for dependents (children, parents, etc.)	ftmcare	LD	25	15g.	Providing care for dependents (children, parents, etc.)	tmcare	FY	79	13	5	4
			UD	27				SR	63	11	7	19
20h.	Commuting to campus (driving, walking, etc.)	ftmcommute	LD	4	15h.	Commuting to campus (driving, walking, etc.)	tmcommute	FY	63	34	2	2
			UD	2				SR	58	31	6	5

IPEDS: 161873