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**FSSE-NSSE**  
**Combined Report 2013**  
Colorado Mesa University

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The display below highlights details in the *FSSE-NSSE Combined* report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our Web site ([fsse.iub.edu](http://fsse.iub.edu)) or contact a member of the FSSE team.

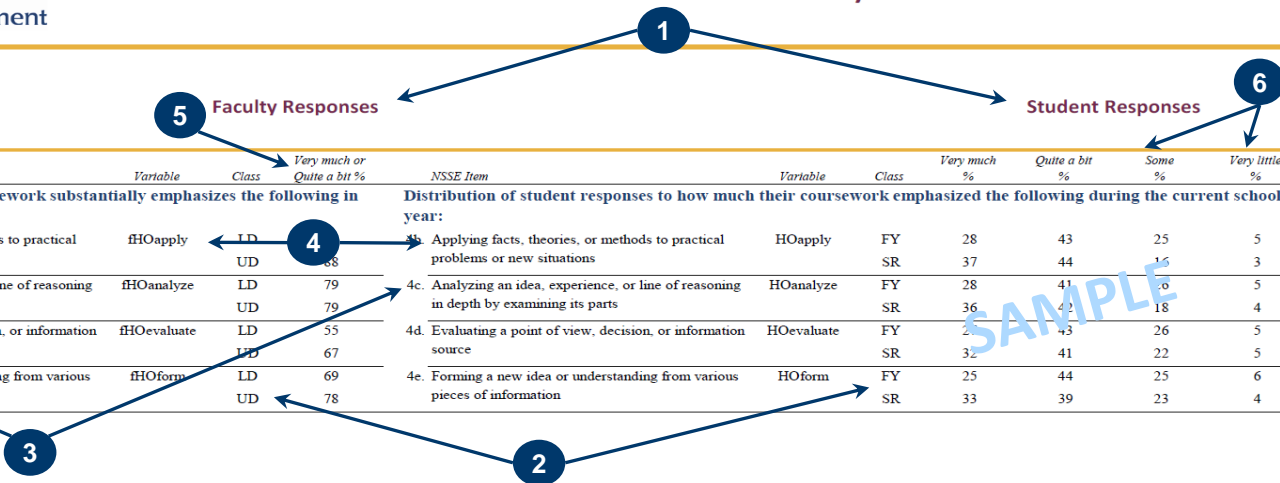
- Sample:** The *FSSE-NSSE Combined* report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students for your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division (LD) or upper-division courses (UD). Student responses are reported separately for first-year students (FY) and seniors (SR) as reported by your institution.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE Web sites.
- Item wording and variable names:** Results from the FSSE survey appear in the columns on the left and items from the NSSE survey appear in columns on the right. Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
- Faculty responses:** The percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.
- Student responses:** The percentage of students who selected the corresponding response option. Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.

### FSSE-NSSE Combined Report 2013 NSSEville State University

#### Academic Challenge

#### 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 their coursework emphasized the following during the current school year:</b>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	88	2b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		UD	88			SR	37	44	15	3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	79	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	28	41	20	5
		UD	79			SR	36	42	18	4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	55	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	25	43	26	5
		UD	67			SR	32	41	22	5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	69	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	25	44	25	6
		UD	78			SR	33	39	23	4



## Academic Challenge

### Faculty Responses

### Student Responses

#### 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 their coursework emphasized the following during the current school year:</b>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	83	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	21	45	29	4
		UD	93			SR	40	37	19	4
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	79	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	21	46	27	6
		UD	84			SR	35	41	20	4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	55	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	23	45	25	7
		UD	69			SR	26	45	24	5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	79	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	19	47	29	5
		UD	81			SR	31	39	25	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 how often they have done the following during the current school year:</b>						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD	67	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	22	36	35	7
		UD	86			SR	35	37	24	4
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD	70	2b. Connected your learning to societal problems or issues	RIsocietal	FY	18	39	37	6
		UD	65			SR	31	32	32	5
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD	53	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY	14	35	42	9
		UD	60			SR	22	30	36	13
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	70	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	18	48	30	3
		UD	79			SR	28	40	30	2
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	70	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	25	39	30	5
		UD	74			SR	27	41	29	3
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	93	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	21	42	33	4
		UD	95			SR	28	41	29	1
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	90	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	34	48	16	2
		UD	95			SR	44	41	13	2

### 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 report they substantially encourage students to do the following in their selected course section:</b>				<b>Distribution of student responses to how often they have done the following during the current school year:</b>						
25e. Identify key information from reading assignments	fLSreading	LD	68	9a. Identified key information from reading assignments	LSreading	FY	41	39	17	2
		UD	76			SR	44	40	15	2
25f. Review notes after class	fLSnotes	LD	57	9b. Reviewed your notes after class	LSnotes	FY	29	33	34	4
		UD	42			SR	33	29	31	7
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	64	9c. Summarized what you learned in class or from course materials	LSsummary	FY	25	32	34	8
		UD	74			SR	30	35	28	7

#### Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who report that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to how often they have done the following during the current school year:</b>						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	46	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	16	35	34	15
		UD	65			SR	22	32	34	13
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	47	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	8	28	40	23
		UD	44			SR	16	28	39	17
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	47	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	9	26	44	20
		UD	51			SR	18	25	40	17

#### Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable <sup>a</sup>	Class	Low challenge %	Moderate challenge %	High challenge %
21. In your selected course section, how much do students put forth their best work?	fchallenge	LD	48	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	3	48	49
		UD	71			SR	3	37	60

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 report that it is important that their institution increase its emphasis on the following:</b>				<b>Distribution of student responses to how much their institution emphasizes the following:</b>						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	89	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	51	37	10	1
		UD	85			SR	39	46	14	2

a. 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).

### Learning with Peers

#### Faculty Responses

#### Student Responses

#### Collaborative Learning

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 how often they have done the following during the current school year:</b>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	64	1e. Asked another student to help you understand course material	CLaskhelp	FY	11	37	40	12
		UD	58		SR	SR	15	29	45	12
25b. Explain course material to other students	fCLexplain	LD	62	1f. Explained course material to one or more students	CLexplain	FY	17	40	36	7
		UD	56		SR	SR	25	34	39	2
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	65	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	14	27	43	16
		UD	62		SR	SR	24	26	34	17
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	15	32	43	10
		UD	67		SR	SR	33	33	29	5

#### 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 report 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 how often they have had discussions with people from the following groups during the current school year:</b>						
26a. People of a race or ethnicity other than their own	fDDrace	LD	29	8a. People of a race or ethnicity other than your own	DDrace	FY	32	32	29	6
		UD	21		SR	SR	29	34	26	11
26b. People from an economic background other than their own	fDDeconomic	LD	35	8b. People from an economic background other than your own	DDeconomic	FY	35	38	23	3
		UD	29		SR	SR	32	37	25	6
26c. People with religious beliefs other than their own	fDDreligion	LD	22	8c. People with religious beliefs other than your own	DDreligion	FY	35	36	25	3
		UD	26		SR	SR	39	32	21	8
26d. People with political views other than their own	fDDpolitical	LD	26	8d. People with political views other than your own	DDpolitical	FY	37	37	23	4
		UD	38		SR	SR	42	30	20	7

### Experiences with Faculty

#### Faculty Responses

#### Student Responses

#### Student-Faculty Interaction

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>				<b>Distribution of student responses to how often they have done the following during the current school year:</b>						
8a. Talked about their career plans	fSFcareer	LD	64	3a. Talked about career plans with a faculty member	SFcareer	FY	6	21	44	29
		UD	78			SR	19	23	45	12
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	31	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	4	11	27	58
		UD	49			SR	13	14	30	44
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	65	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	6	19	40	36
		UD	72			SR	14	21	47	17
8d. Discussed their academic performance	fSFperform	LD	67	3d. Discussed your academic performance with a faculty member	SFperform	FY	9	21	44	26
		UD	87			SR	15	20	49	17

#### Effective Teaching Practices

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 substantially do the following in their undergraduate courses:</b>				<b>Distribution of student responses to what extent their instructors have done the following during the current school year:</b>						
10a. Clearly explain course goals and requirements	fETgoals	LD	95	5a. Clearly explained course goals and requirements	ETgoals	FY	43	41	15	1
		UD	96			SR	37	45	15	3
10b. Teach course sessions in an organized way	fETorganize	LD	98	5b. Taught course sessions in an organized way	ETorganize	FY	41	44	12	2
		UD	100			SR	40	40	16	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	98	5c. Used examples or illustrations to explain difficult points	ETexample	FY	38	46	14	2
		UD	100			SR	43	38	16	4
10d. Provide feedback to students on a draft or work in progress	fETdraftfb	LD	76	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	34	32	26	8
		UD	64			SR	35	34	22	9
10e. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	94	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	27	38	28	6
		UD	93			SR	29	44	21	5

### Campus Environment

#### Faculty Responses

#### Student Responses

#### Quality of Interactions

FSSE Item	Variable <sup>a</sup>	Class	High ratings %	NSSE Item	Variable <sup>a</sup>	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 the quality of interactions with the following people at their institution:</b>					
3a. Other students	fQIstudent	LD	32	13a. Students	QIstudent	FY	2	44	52
		UD	30			SR	4	35	60
3b. Academic advisors	fQIadvisor	LD	14	13b. Academic advisors	QIadvisor	FY	14	35	43
		UD	16			SR	8	33	56
3c. Faculty	fQIfaculty	LD	30	13c. Faculty	QIfaculty	FY	3	40	56
		UD	39			SR	2	36	61
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	20	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	8	36	37
		UD	21			SR	8	38	30
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	20	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	10	43	45
		UD	16			SR	8	48	41

#### 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 report that it is important that their institution increase its emphasis on each of the following:</b>				<b>Distribution of student responses to how much their institution emphasizes the following:</b>						
2b. Providing support to help students succeed academically	fSEacademic	LD	79	14b. Providing support to help students succeed academically	SEacademic	FY	40	35	18	6
		UD	89			SR	26	48	21	5
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	73	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	47	34	11	9
		UD	83			SR	31	42	20	7
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	71	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	19	27	31	23
		UD	78			SR	12	29	38	22
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	50	14e. Providing opportunities to be involved socially	SEsocial	FY	26	35	31	8
		UD	54			SR	19	40	34	8
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	74	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	25	40	27	8
		UD	91			SR	20	36	35	10
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	65	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	15	20	31	34
		UD	59			SR	9	13	35	44
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	21	43	25	12
		UD	63			SR	14	37	35	14
2i. Students attending events that address important social, cultural, or environmental issues	fSEevents	LD	59	14i. Attending events that address important social, cultural, or environmental issues	SEevents	FY	15	27	42	16
		UD	63			SR	10	20	35	20

social, economic, or political issues	UD	63	economic, or political issues	SR	8	23	50	19
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a. Response options ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).

### High Impact Practices

#### Faculty Responses

#### Student Responses

#### Internship

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 they have done or plan to do 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	9	65	10	15
		UD	87			SR	45	26	21	8
<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	27							
		UD	46							

#### Learning Community

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to which of the following they have done or plan to do before they graduate:</b>						
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	38	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	8	21	33	38
		UD	37			SR	27	8	55	10

#### Study Abroad

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to which of the following they have done or plan to do before they graduate:</b>						
1d. Participate in a study abroad program	fabroad	LD	25	11d. Participate in a study abroad program	abroad	FY	4	26	40	29
		UD	36			SR	6	7	77	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 %
<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 they have done or plan to do before they graduate:</b>						
1e. Work with a faculty member on a research project	fresearch	LD	53	11e. Work with a faculty member on a research project	research	FY	7	26	29	38
		UD	49			SR	23	13	52	12
<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	42							
		UD	48							

#### 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 they have done or plan to do before they graduate:</b>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	89	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	3	55	13	30
		UD	91			SR	54	24	17	5

#### 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	39	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	6	26	67
		UD	50			SR	2	11	42	44
<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	47							
		UD	50							

### 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 report 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 their experience at this institution contributed to their knowledge, skills, and personal development in the following areas:</b>						
29a. Writing clearly and effectively	fcgwrite	LD	57	17a. Writing clearly and effectively	pgwrite	FY	27	37	23	12
		UD	76			SR	32	38	22	8
29b. Speaking clearly and effectively	fcgspeak	LD	36	17b. Speaking clearly and effectively	pgspeak	FY	19	36	30	15
		UD	69			SR	28	40	22	11
29c. Thinking critically and analytically	fcgthink	LD	89	17c. Thinking critically and analytically	pgthink	FY	32	37	25	5
		UD	98			SR	47	34	16	3
29d. Analyzing numerical and statistical information	fcganalyze	LD	39	17d. Analyzing numerical and statistical information	pganalyze	FY	19	25	38	17
		UD	26			SR	32	27	29	12
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	60	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	19	29	35	18
		UD	57			SR	32	36	24	8
29f. Working effectively with others	fcgothers	LD	61	17f. Working effectively with others	pgothers	FY	21	40	27	12
		UD	76			SR	32	38	25	5
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	40	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	17	31	30	22
		UD	57			SR	27	29	25	19
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	42	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	19	33	30	19
		UD	45			SR	21	26	35	17
29i. Solving complex real-world problems	fcgprobsolve	LD	54	17i. Solving complex real-world problems	pgprobsolve	FY	15	32	36	17
		UD	67			SR	24	35	28	13
29j. Being an informed and active citizen	fcgcitizen	LD	52	17j. Being an informed and active citizen	pgcitizen	FY	18	30	33	18
		UD	48			SR	18	34	30	18

### Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who report that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to how often they have done the following during the current school year:</b>						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	93	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	27	38	32	2
		UD	100			SR	44	33	22	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	48	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	22	35	27	16
		UD	50			SR	26	28	30	17
22c. Come to class having completed readings or assignments	fprepared	LD	92	1c. Come to class without completing readings or assignments	unprepared	FY	25	57	12	7
		UD	93			SR	25	57	12	6

### 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 they have done or plan to do before they graduate:</b>						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	25	11b. Hold a formal leadership role in a student organization or group	leader	FY	7	21	39	33
		UD	54			SR	27	6	58	9

#### 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 their coursework emphasized the following during the current school year:</b>						
27a. Memorizing course material	fmemorize	LD	31	4a. Memorizing course material	memorize	FY	28	43	25	4
		UD	30			SR	26	39	31	4

#### 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 more than 16 hours on each of the following in an average 7-day week:</b>				<b>Distribution of student responses to how many hours they spend doing each of the following in a typical 7-day week:</b>						
20a. Participating in co-curricular activities	ftmcocurr	LD	3	15b. Participating in co-curricular activities	tmcocurr	FY	74	18	5	2
		UD	0			SR	81	13	4	2
20b. Working for pay <b>on campus</b>	ftmworkon	LD	16	15c. Working for pay <b>on campus</b>	tmworkon	FY	74	15	8	2
		UD	14			SR	69	16	10	5
20c. Working for pay <b>off campus</b>	ftmworkoff	LD	72	15d. Working for pay <b>off campus</b>	tmworkoff	FY	59	17	12	13
		UD	65			SR	45	13	20	22
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	87	9	2	2
		UD	0			SR	82	11	5	3
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	61	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	21	48	21	10
		UD	51			SR	34	48	15	3
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	33	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	79	9	2	10
		UD	25			SR	73	8	4	15
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	1	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	85	11	2	1
		UD	4			SR	79	17	2	1

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