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**FSSE-NSSE**  
**Combined Report 2016**  
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 website ([fsse.indiana.edu](http://fsse.indiana.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 at 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 websites.
- 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.
- 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.
- 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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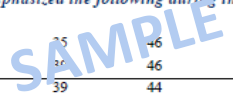
#### Academic Challenge

##### Higher-Order Learning

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



### 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: <i>How much has your coursework emphasized the following during the current school year?</i></b>						
27b.	Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD 83 UD 98	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY 21 SR 37	44 45	30 17	5 1
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD 76 UD 81	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY 27 SR 31	43 48	24 18	6 3
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD 58 UD 73	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY 25 SR 23	40 47	30 25	6 5
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD 72 UD 81	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY 24 SR 29	42 48	31 21	3 3

#### Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>						
23a.	Combine ideas from different courses when completing assignments	fRIintegrate	LD 74 UD 91	2a.	Combined ideas from different courses when completing assignments	RIintegrate	FY 21 SR 36	45 38	27 23	6 3
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD 64 UD 80	2b.	Connected your learning to societal problems or issues	RIsocietal	FY 17 SR 27	44 37	33 32	6 5
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD 54 UD 65	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY 16 SR 19	36 31	38 37	10 13
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD 77 UD 82	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY 20 SR 23	48 44	30 29	2 5
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIPerspect	LD 65 UD 72	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY 24 SR 25	43 43	30 28	4 4
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD 91 UD 88	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY 23 SR 31	43 43	32 23	2 3
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD 93 UD 95	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY 32 SR 45	46 46	21 8	1 1

### Academic Challenge (continued)

Faculty Responses				Student Responses							
Learning Strategies											
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %	
<b>Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>							
25e.	Identify key information from reading assignments	fLSreading	LD 73 UD 71	9a.	Identified key information from reading assignments	LSreading	FY 31 SR 35	46	23	17	2
25f.	Review notes after class	fLSnotes	LD 68 UD 42	9b.	Reviewed your notes after class	LSnotes	FY 32 SR 24	30	34	31	4
25g.	Summarize what has been learned from class or from course materials	fLSsummary	LD 75 UD 60	9c.	Summarized what you learned in class or from course materials	LSsummary	FY 20 SR 21	38	33	28	9

### 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 70 UD 68	6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY 23 SR 20	32	34	31	11
22e.	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD 54 UD 66	6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY 16 SR 17	22	43	35	19
22f.	Evaluate what others have concluded from numerical information	fQRevaluate	LD 51 UD 62	6c.	Evaluated what others have concluded from numerical information	QRevaluate	FY 13 SR 17	24	40	39	23

### 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 52 UD 67	10.	During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY 2 SR 3	45	53

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 82 UD 88	14a.	Spending significant amounts of time studying and on academic work	empstudy	FY 45 SR 42	44	8	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	83	1e.	Asked another student to help you understand course material	CLaskhelp	FY	16	28	48	9
			UD	68				SR	12	30	44	14
25b.	Explain course material to other students	fCLexplain	LD	77	1f.	Explained course material to one or more students	CLexplain	FY	19	46	31	3
			UD	52				SR	23	42	30	5
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	77	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY	21	27	41	11
			UD	68				SR	16	30	37	17
25d.	Work with other students on course projects or assignments	fCLproject	LD	64	1h.	Worked with other students on course projects or assignments	CLproject	FY	19	35	39	7
			UD	65				SR	26	40	27	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	fDDRrace	LD	40	8a.	People of a race or ethnicity other than your own	DDRrace	FY	38	28	28	5
			UD	36				SR	32	32	32	5
26b.	People from an economic background other than their own	fDDeconomic	LD	49	8b.	People from an economic background other than your own	DDeconomic	FY	35	34	24	6
			UD	42				SR	33	40	23	5
26c.	People with religious beliefs other than their own	fDDreligion	LD	39	8c.	People with religious beliefs other than your own	DDreligion	FY	41	28	23	8
			UD	32				SR	36	39	20	5
26d.	People with political views other than their own	fDDpolitical	LD	42	8d.	People with political views other than your own	DDpolitical	FY	37	34	21	8
			UD	34				SR	37	39	19	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 %		
<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	65	3a.	Talked about career plans with a faculty member	SFcareer	FY	8	21	47	24
			UD	74				SR	22	22	34	22
8b.	Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	37	3b.	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	5	14	27	54
			UD	53				SR	11	15	29	45
8c.	Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	55	3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	9	15	46	30
			UD	67				SR	13	23	39	25
8d.	Discussed their academic performance	fSFperform	LD	64	3d.	Discussed your academic performance with a faculty member	SFperform	FY	6	20	44	30
			UD	66				SR	13	20	48	19

### 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	93	5a.	Clearly explained course goals and requirements	ETgoals	FY	41	46	12	1
			UD	94				SR	37	46	16	2
10b.	Teach course sessions in an organized way	fETorganize	LD	91	5b.	Taught course sessions in an organized way	ETorganize	FY	40	47	11	1
			UD	100				SR	34	51	12	2
10c.	Use examples or illustrations to explain difficult points	fETexample	LD	100	5c.	Used examples or illustrations to explain difficult points	ETexample	FY	45	38	13	4
			UD	99				SR	40	43	15	1
10g.	Provide feedback to students on drafts or works in progress	fETdraftfb	LD	76	5d.	Provided feedback on a draft or work in progress	ETdraftfb	FY	34	39	23	4
			UD	72				SR	29	35	30	6
10h.	Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	95	5e.	Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	34	34	28	4
			UD	93				SR	26	44	25	5

### 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	34	13a.	Students	QIstudent	FY	5	38	56
			UD	48			SR	1	39	58	
3b.	Academic advisors	fQIadvisor	LD	22	13b.	Academic advisors	QIadvisor	FY	10	29	52
			UD	30			SR	10	22	65	
3c.	Faculty	fQIfaculty	LD	39	13c.	Faculty	QIfaculty	FY	2	33	63
			UD	47			SR	2	33	64	
3d.	Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	19	13d.	Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	11	21	48
			UD	20			SR	9	37	26	
3e.	Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	19	13e.	Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	9	33	54
			UD	22			SR	12	42	38	

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	82	14b.	Providing support to help students succeed academically	SEacademic	FY	41	42	15	2
			UD	84			SR	26	48	23	3	
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	82	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	48	35	13	4
			UD	81			SR	30	38	23	10	
2d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	80	14d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	25	23	39	13
			UD	83			SR	17	28	37	19	
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD	61	14e.	Providing opportunities to be involved socially	SEsocial	FY	40	32	21	8
			UD	60			SR	20	50	23	7	
2f.	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	76	14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	38	31	25	6
			UD	72			SR	22	38	30	10	
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	71	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	14	18	36	32
			UD	54			SR	6	17	35	43	
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	51	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	29	39	23	9
			UD	46			SR	14	44	28	14	
2i.	Students attending events that address important social, economic, or political issues	fSEevents	LD	54	14i.	Attending events that address important social, economic, or political issues	SEevents	FY	18	24	39	19
			UD	54			SR	6	27	40	28	

### High Impact Practices

Faculty Responses				Student Responses							
<b>Internship</b>											
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>							
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	81	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	5	75	5	15	
		UD	86			SR	46	27	20	7	
<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	43								

### Learning Community

Faculty Responses				Student Responses							
<b>Learning Community</b>											
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>							
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	7	27	30	36	
		UD	46			SR	24	6	59	10	

### Study Abroad

Faculty Responses				Student Responses							
<b>Study Abroad</b>											
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>							
1d. Participate in a study abroad program	fabroad	LD	25	11d. Participate in a study abroad program	abroad	FY	3	32	39	26	
		UD	17			SR	6	6	81	8	



## 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	53	11e. Work with a faculty member on a research project	research	FY	3	35	29	33
		UD	45			SR	23	15	51	11
<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	34							
		UD	32							

#### 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	84	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	1	63	8	27
		UD	86			SR	52	31	11	6

#### 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	40	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	3	39	58
		UD	60			SR	2	12	46	40
<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	42							
		UD	53							

### Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains										
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
<b>Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:</b>				<b>Distribution of student responses to: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i></b>						
29a.	Writing clearly and effectively	fcgwrite	LD 47 UD 71	17a.	Writing clearly and effectively	pgwrite	FY 25 SR 36	36	27	11
29b.	Speaking clearly and effectively	fcgspeak	LD 44 UD 58	17b.	Speaking clearly and effectively	pgspeak	FY 20 SR 28	36	28	7
29c.	Thinking critically and analytically	fcgthink	LD 91 UD 89	17c.	Thinking critically and analytically	pgthink	FY 33 SR 50	47	15	5
29d.	Analyzing numerical and statistical information	fcganalyze	LD 51 UD 48	17d.	Analyzing numerical and statistical information	pganalyze	FY 29 SR 33	28	27	15
29e.	Acquiring job- or work-related knowledge and skills	fcgwork	LD 56 UD 70	17e.	Acquiring job- or work-related knowledge and skills	pgwork	FY 19 SR 31	33	31	16
29f.	Working effectively with others	fcgothers	LD 56 UD 75	17f.	Working effectively with others	pgothers	FY 23 SR 34	42	25	10
29g.	Developing or clarifying a personal code of values and ethics	fcgvalues	LD 43 UD 52	17g.	Developing or clarifying a personal code of values and ethics	pgvalues	FY 24 SR 29	32	28	17
29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD 34 UD 55	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY 23 SR 22	29	32	16
29i.	Solving complex real-world problems	fcgprobsolve	LD 53 UD 69	17i.	Solving complex real-world problems	pgprobsolve	FY 18 SR 21	37	33	13
29j.	Being an informed and active citizen	fcgcitizen	LD 62 UD 41	17j.	Being an informed and active citizen	pgcitizen	FY 21 SR 18	24	39	16

### Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>						
22a.	Ask questions or contribute to course discussions in other ways	faskquest	LD 89 UD 97	1a.	Asked questions or contributed to course discussions in other ways	askquest	FY 29 SR 46	36	32	3
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD 46 UD 45	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY 15 SR 22	31	40	15
22c.	Come to class having completed readings or assignments	fprepared	LD 92 UD 97	1c.	Come to class without completing readings or assignments	unprepared	FY 7 SR 5	10	47	36

### 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	29	11b.	Hold a formal leadership role in a student organization or group	leader	FY	9	25	30	36
			UD	41				SR	31	5	57	7

#### 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	34	4a.	Memorizing course material	memorize	FY	29	47	20	4
			UD	38				SR	25	41	29	5

#### 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	5	15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	8	46	33	13
			UD	4				SR	12	40	30	18
20b.	Participating in co-curricular activities	ftmcocurr	LD	2	15b.	Participating in co-curricular activities	tmcocurr	FY	68	18	11	3
			UD	2				SR	80	16	3	2
20c.	Working for pay <b>on campus</b>	ftmworkon	LD	9	15c.	Working for pay <b>on campus</b>	tmworkon	FY	80	14	5	1
			UD	9				SR	71	15	13	1
20d.	Working for pay <b>off campus</b>	ftmworkoff	LD	62	15d.	Working for pay <b>off campus</b>	tmworkoff	FY	68	12	12	8
			UD	46				SR	42	12	18	28
20e.	Doing community service or volunteer work	ftmservice	LD	0	15e.	Doing community service or volunteer work	tmservice	FY	86	11	2	1
			UD	1				SR	87	10	2	0
20f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	65	15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	19	44	25	12
			UD	42				SR	36	44	15	5
20g.	Providing care for dependents (children, parents, etc.)	ftmcare	LD	23	15g.	Providing care for dependents (children, parents, etc.)	tmcare	FY	88	7	4	2
			UD	22				SR	72	5	6	17
20h.	Commuting to campus (driving, walking, etc.)	ftmcommute	LD	2	15h.	Commuting to campus (driving, walking, etc.)	tmmcommute	FY	81	15	3	1
			UD	3				SR	84	14	2	0

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