



FSSE-NSSE
Combined Report 2014
San Jose State University

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) or contact a member of the FSSE team.

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



FSSE-NSSE Combined Report 2014

NSSEville State University

Academic Challenge

Higher-Order Learning

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Faculty Responses

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Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	74	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		UD	68			SR	37	44	16	3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	69	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	28	41	26	5
		UD	65			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	27	43	26	5
		UD	67			SR	32	41	22	5
27e. Forming a new idea or understanding from various pieces of information	fHOanalyze	LD	69	4e. Forming a new idea or understanding from various pieces of information	HOanalyze	FY	25	44	25	6
		UD	78			SR	33	39	23	4

Academic Challenge

Higher-Order Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: <i>How much has your coursework emphasized the following during the current school year?</i>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	81 89	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	28 37	44 41	23 18	5 3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	91 84	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	30 38	44 41	22 18	4 3
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	77 72	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	28 32	47 40	22 23	3 5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	91 89	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	28 32	44 40	23 23	5 5

Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD UD	76 80	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	19 32	34 40	39 25	7 3
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	81 75	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	16 26	37 36	40 30	8 7
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	71 71	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	17 22	36 31	38 36	9 11
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	80 84	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	19 23	44 40	32 32	5 5
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	76 77	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	25 29	44 40	28 27	4 4
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	96 92	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	20 28	46 42	31 27	2 2
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	93 94	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	32 41	44 40	22 18	2 1

Academic Challenge (continued)

Faculty Responses				Student Responses						
Learning Strategies				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:										
25e. Identify key information from reading assignments	fLSreading	LD	79	9a. Identified key information from reading assignments	Lsreading	FY	34	44	21	1
		UD	71			SR	41	40	16	2
25f. Review notes after class	fLSnotes	LD	62	9b. Reviewed your notes after class	LSnotes	FY	29	35	31	6
		UD	61			SR	29	32	32	7
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	68	9c. Summarized what you learned in class or from course materials	LSummary	FY	24	36	33	7
		UD	65			SR	27	35	30	8

Quantitative Reasoning

Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	65	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	18	37	35	10
		UD	65			SR	23	34	32	11
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	54	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	12	28	42	17
		UD	57			SR	20	26	38	17
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	54	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	13	30	40	17
		UD	59			SR	18	30	36	17

Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Low challenge %	Moderate challenge %	High challenge %
21. In your selected course section, to what extent do you think the typical student does his or her best work?	fchallenge	LD	34	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	48	50
		UD	58			SR	3	40	58

Note. Response options ranged from 1=Not at all to 7=Very much; Low challenge (1 or 2), Moderate challenge (3, 4, or 5), High challenge (6 or 7).

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported that it is important that their institution increase its emphasis on the following:				Distribution of student responses to: <i>How much does your institution emphasize the following?</i>						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	90	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	39	45	14	2
		UD	86			SR	39	44	15	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 %
Percentage of faculty who substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	73	1e. Asked another student to help you understand course material	CLaskhelp	FY	21	38	36	5
		UD	71			SR	17	30	42	10
25b. Explain course material to other students	fCLexplain	LD	66	1f. Explained course material to one or more students	CLexplain	FY	17	39	40	4
		UD	63			SR	23	38	37	3
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	73	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	18	34	37	12
		UD	61			SR	22	28	37	13
25d. Work with other students on course projects or assignments	fCLproject	LD	67	1h. Worked with other students on course projects or assignments	CLproject	FY	22	42	30	6
		UD	67			SR	41	35	22	3

Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section:				Distribution of student responses to: <i>About how often have you had discussions with people from the following groups during the current school year?</i>						
26a. People of a race or ethnicity other than their own	fDDrace	LD	86	8a. People of a race or ethnicity other than your own	DDrace	FY	48	31	19	3
		UD	77			SR	58	26	12	4
26b. People from an economic background other than their own	fDDeconomic	LD	74	8b. People from an economic background other than your own	DDeconomic	FY	40	35	21	3
		UD	71			SR	48	31	17	4
26c. People with religious beliefs other than their own	fDDreligion	LD	77	8c. People with religious beliefs other than your own	DDreligion	FY	40	30	25	6
		UD	65			SR	47	29	19	6
26d. People with political views other than their own	fDDpolitical	LD	65	8d. People with political views other than your own	DDpolitical	FY	34	29	28	9
		UD	58			SR	41	29	23	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 %
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:										
8a. Talked about their career plans	fSFcareer	LD	55	3a. Talked about career plans with a faculty member	SFcareer	FY	8	16	47	29
		UD	69			SR	11	20	45	24
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	19	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	6	11	25	58
		UD	42			SR	8	13	28	50
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	54	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	5	16	39	39
		UD	63			SR	10	19	41	30
8d. Discussed their academic performance	fSFperform	LD	70	3d. Discussed your academic performance with a faculty member	SFperform	FY	7	16	46	32
		UD	64			SR	9	19	44	27

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	97	5a. Clearly explained course goals and requirements	ETgoals	FY	31	47	20	1
		UD	97			SR	37	43	18	2
10b. Teach course sessions in an organized way	fETorganize	LD	97	5b. Taught course sessions in an organized way	ETorganize	FY	28	49	19	4
		UD	99			SR	31	45	21	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	97	5c. Used examples or illustrations to explain difficult points	ETexample	FY	30	44	23	4
		UD	98			SR	39	40	18	4
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	64	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	29	39	26	6
		UD	68			SR	27	33	31	10
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	87	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	23	40	29	8
		UD	88			SR	26	36	29	8

Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable	Class	High ratings %	NSSE Item	Variable	Class	Low ratings %	Moderate ratings %	High ratings %
Faculty perceptions of the quality of student interactions with the following people at their institution:				Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i>					
3a. Other students	fQIstudent	LD	24	13a. Students	QIstudent	FY	4	38	58
		UD	26			SR	3	34	62
3b. Academic advisors	fQIadvisor	LD	7	13b. Academic advisors	QIadvisor	FY	14	53	28
		UD	16			SR	10	42	44
3c. Faculty	fQIfaculty	LD	10	13c. Faculty	QIfaculty	FY	9	56	33
		UD	25			SR	5	43	51
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	11	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	12	46	31
		UD	6			SR	12	39	29
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	3	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	16	51	26
		UD	4			SR	16	47	32

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).

Supportive Environment

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following:				Distribution of student responses to: <i>How much does your institution emphasize the following?</i>						
2b. Providing support to help students succeed academically	fSEacademic	LD	90	14b. Providing support to help students succeed academically	SEacademic	FY	30	44	22	4
		UD	92			SR	26	42	26	6
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	88	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	33	40	19	8
		UD	82			SR	27	36	27	9
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	81	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	27	36	24	13
		UD	84			SR	24	31	29	15
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	62	14e. Providing opportunities to be involved socially	SEsocial	FY	28	38	27	7
		UD	61			SR	24	35	31	10
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	27	38	28	7
		UD	79			SR	20	35	31	14
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	29	36	21
		UD	66			SR	10	20	33	37
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	57	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	22	39	28	10
		UD	54			SR	15	30	36	19
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	75	14i. Attending events that address important social, economic, or political issues	SEevents	FY	17	31	35	18
		UD	71			SR	14	27	36	23

High Impact Practices

Faculty Responses				Student Responses							
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %	
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?							
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	10	78	3	10	
		UD	84			SR	41	39	13	7	
FSSE Item	Variable	Class	Yes %								
Percentage of faculty who participate in the following activity in a typical 7-day week:											
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	12								
		UD	42								

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 %	
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?							
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	62	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	10	34	24	32	
		UD	60			SR	20	16	48	16	

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 %	
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?							
1d. Participate in a study abroad program	fabroad	LD	43	11d. Participate in a study abroad program	abroad	FY	5	37	29	29	
		UD	40			SR	7	13	63	17	

High Impact Practices (continued)

Faculty Responses

Student Responses

Undergraduate Research

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?						
1e. Work with a faculty member on a research project	fresearch	LD	54	11e. Work with a faculty member on a research project	research	FY	3	31	26	39
		UD	54			SR	15	18	45	22
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	23							
		UD	38							

Culminating Senior Experience

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	79	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	4	46	14	36
		UD	87			SR	36	30	19	14

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	35	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	9	50	39
		UD	54			SR	1	12	57	30
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:										
1g. Participate in a community-based project (service-learning) as part of a course	fservice	LD	59							
		UD	58							

Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains										
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:				Distribution of student responses to: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>						
29a. Writing clearly and effectively	fcgwrite	LD	65	17a. Writing clearly and effectively	pgwrite	FY	27	42	25	6
		UD	62			SR	36	37	21	6
29b. Speaking clearly and effectively	fcgspk	LD	56	17b. Speaking clearly and effectively	pgspk	FY	23	40	31	6
		UD	60			SR	31	38	25	6
29c. Thinking critically and analytically	fcgthink	LD	94	17c. Thinking critically and analytically	pgthink	FY	30	44	22	4
		UD	93			SR	44	38	16	3
29d. Analyzing numerical and statistical information	fcganalyze	LD	33	17d. Analyzing numerical and statistical information	pganalyze	FY	21	37	34	8
		UD	42			SR	32	33	25	10
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	61	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	17	32	35	17
		UD	66			SR	32	31	27	10
29f. Working effectively with others	fcgothers	LD	80	17f. Working effectively with others	pgothers	FY	30	37	27	6
		UD	69			SR	37	38	20	5
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	59	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	23	35	31	11
		UD	49			SR	30	31	26	13
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	65	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	28	38	25	9
		UD	62			SR	33	31	25	10
29i. Solving complex real-world problems	fcgprobsolve	LD	64	17i. Solving complex real-world problems	pgprobsolve	FY	19	34	36	12
		UD	73			SR	29	33	26	12
29j. Being an informed and active citizen	fcgcitizen	LD	68	17j. Being an informed and active citizen	pgcitizen	FY	20	32	34	15
		UD	65			SR	24	30	30	16

Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	99	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	18	36	42	4
		UD	96			SR	35	31	31	4
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	64	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	19	30	38	13
		UD	50			SR	19	25	37	19
22c. Come to class having completed readings or assignments	fprepared	LD	94	1c. Come to class without completing readings or assignments	unprepared	FY	7	16	53	24
		UD	92			SR	8	19	56	17

Additional Engagement Items (continued)

Faculty Responses

Student Responses

Student Leadership

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	38	11b. Hold a formal leadership role in a student organization or group	leader	FY	11	33	29	27
		UD	40			SR	27	13	46	14

Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: <i>How much has your coursework emphasized the following during the current school year?</i>						
27a. Memorizing course material	fmemorize	LD	20	4a. Memorizing course material	memorize	FY	29	47	22	2
		UD	19			SR	26	37	29	8

Time Spent by Students

FSSE Item	Variable	Class	16 or more hours %	NSSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours %
Percentage of faculty who think the typical student in their selected course section spends 16 hours or more on each of the following in an average 7-day week:				Distribution of student responses to: <i>About how many hours do you spend in a typical 7-day week doing the following?</i>						
20a. Participating in co-curricular activities	ftmcocurr	LD	5	15b. Participating in co-curricular activities	tmcocurr	FY	71	24	4	1
		UD	2			SR	75	17	5	2
20b. Working for pay on campus	ftmworkon	LD	12	15c. Working for pay on campus	tmworkon	FY	82	9	8	1
		UD	12			SR	84	8	6	2
20c. Working for pay off campus	ftmworkoff	LD	47	15d. Working for pay off campus	tmworkoff	FY	77	11	8	4
		UD	64			SR	40	16	22	22
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	86	11	2	1
		UD	2			SR	81	14	4	1
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	57	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	20	47	21	12
		UD	35			SR	29	45	18	8
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	9	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	84	11	4	1
		UD	16			SR	73	13	5	9
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	73	23	3	1
		UD	3			SR	62	32	4	2

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