




FSSE-NSSE
Combined Report 2015
Northern Arizona University

FSSE-NSSE Combined Report 2015

About This Report

The display below highlights details in the *FSSE-NSSE Combined Report* that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.indiana.edu) or contact a member of the FSSE team.

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



FSSE-NSSE Combined Report 2015

NSSEville State University

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: How much has your coursework emphasized the following during the current school year?						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	81	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	35	46	18	1
		UD	84			SR	36	46	15	0
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	39	44	15	1
		UD	86			SR	46	40	13	1
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	59	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	36	46	16	2
		UD	69			SR	36	44	18	2
27e. Forming a new idea or understanding from various pieces of information	fHO	LD	82	4e. Forming a new idea or understanding from various pieces of information	HO	FY	34	41	21	4
		UD	82			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 %	
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	86 88	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	25 36	47 44	25 16	3 4	
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	76 84	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	25 36	47 41	24 19	4 4	
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	58 76	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	27 32	42 42	26 21	5 6	
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	74 81	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	23 34	44 41	28 20	5 5	

Reflective & Integrative Learning

							Very often %	Often %	Sometimes %	Never %	
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class					
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	64 84	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	19 32	40 45	36 20	5 3	
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	73 78	2b. Connected your learning to societal problems or issues	RIsocietal	FY SR	18 29	36 35	37 25	8 10	
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	62 73	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	17 25	35 30	39 32	9 13	
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	81 86	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	18 25	44 39	34 31	4 6	
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	74 80	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	24 34	42 35	31 26	3 4	
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	90 93	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	21 31	43 37	33 29	3 3	
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	97 94	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	32 42	42 37	25 18	1 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 %	
Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>							
25e. Identify key information from reading assignments	fLSreading	LD	70	9a. Identified key information from reading assignments	Lsreading	FY	34	46	19	2	
		UD	70			SR	43	39	15	3	
25f. Review notes after class	fLSnotes	LD	48	9b. Reviewed your notes after class	LSnotes	FY	27	37	30	5	
		UD	48			SR	27	32	31	10	
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	63	9c. Summarized what you learned in class or from course materials	LSummary	FY	23	38	30	10	
		UD	63			SR	30	32	29	10	

Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	55	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	17	38	35	11
		UD	67			SR	24	31	32	14
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	49	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	12	31	37	20
		UD	63			SR	18	28	37	17
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	45	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	11	31	40	18
		UD	60			SR	15	31	37	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	39	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	3	47	50
		UD	60			SR	3	36	62

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	87	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	35	45	19	1
		UD	80			SR	43	40	14	3

Learning with Peers

Collaborative Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD UD	71 66	1e. Asked another student to help you understand course material	CLaskhelp	FY SR	16 14	39 29	37 43	8 15
25b. Explain course material to other students	fCLexplain	LD UD	61 63	1f. Explained course material to one or more students	CLexplain	FY SR	20 22	40 40	36 32	4 6
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD UD	63 58	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY SR	17 19	32 26	37 34	14 21
25d. Work with other students on course projects or assignments	fCLproject	LD UD	67 76	1h. Worked with other students on course projects or assignments	CLproject	FY SR	17 28	39 37	38 26	7 9

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 UD	46 57	8a. People of a race or ethnicity other than your own	DDrace	FY SR	42 43	32 32	22 21	5 4
26b. People from an economic background other than their own	fDDeconomic	LD UD	47 58	8b. People from an economic background other than your own	DDeconomic	FY SR	41 41	34 35	21 19	4 4
26c. People with religious beliefs other than their own	fDDreligion	LD UD	45 47	8c. People with religious beliefs other than your own	DDreligion	FY SR	39 41	31 35	23 20	6 5
26d. People with political views other than their own	fDDpolitical	LD UD	46 51	8d. People with political views other than your own	DDpolitical	FY SR	36 40	33 35	24 20	6 5

Experiences with Faculty

Faculty Responses				Student Responses						
Student-Faculty Interaction				Distribution of student responses to: <i>About how often you have done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very often or Often %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:										
8a. Talked about their career plans	fSFcareer	LD	64	3a. Talked about career plans with a faculty member	SFcareer	FY	10	26	48	16
		UD	67			SR	17	24	42	17
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	42	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	6	15	31	48
		UD	40			SR	11	16	30	42
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	64	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	8	18	46	28
		UD	62			SR	12	22	38	28
8d. Discussed their academic performance	fSFperform	LD	72	3d. Discussed your academic performance with a faculty member	SFperform	FY	9	23	47	21
		UD	61			SR	11	20	46	24

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	5a. Clearly explained course goals and requirements	ETgoals	FY	33	46	20	2
		UD	97			SR	37	46	14	3
10b. Teach course sessions in an organized way	fETorganize	LD	99	5b. Taught course sessions in an organized way	ETorganize	FY	33	45	21	2
		UD	99			SR	34	46	17	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	99	5c. Used examples or illustrations to explain difficult points	ETexample	FY	35	42	21	2
		UD	98			SR	39	37	19	4
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	65	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	29	36	28	7
		UD	78			SR	35	31	27	7
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	90	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	22	39	29	9
		UD	93			SR	31	38	24	6

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	38	13a. Students	QIstudent	FY	6	38	55
		UD	41			SR	5	31	64
3b. Academic advisors	fQIadvisor	LD	15	13b. Academic advisors	QIadvisor	FY	7	48	44
		UD	24			SR	14	48	37
3c. Faculty	fQIfaculty	LD	27	13c. Faculty	QIfaculty	FY	3	45	51
		UD	42			SR	5	31	63
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	13	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	9	45	40
		UD	18			SR	12	40	25
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	11	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	12	46	35
		UD	13			SR	12	49	31

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	37	40	19	4
		UD	86			SR	31	45	18	6
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	89	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	42	37	16	5
		UD	84			SR	31	35	23	11
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	86	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	27	33	30	10
		UD	84			SR	21	32	33	14
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	64	14e. Providing opportunities to be involved socially	SEsocial	FY	29	46	20	5
		UD	60			SR	26	40	25	9
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	80	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	34	41	20	5
		UD	78			SR	30	34	23	13
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	32	33	21
		UD	56			SR	11	18	39	32
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	56	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	27	42	23	8
		UD	50			SR	19	36	30	15
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	73	14i. Attending events that address important social, economic, or political issues	SEevents	FY	19	35	32	14
		UD	66			SR	15	25	38	22

High Impact Practices

Faculty Responses				Student Responses							
Internship				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>							
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:											
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	85	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	9	74	4	13	
		UD	87			SR	49	20	25	6	
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	25								
		UD	46								

Learning Community

Faculty Responses				Student Responses							
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>							
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	54	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	18	23	30	29	
		UD	45			SR	30	6	56	9	

Study Abroad

Faculty Responses				Student Responses							
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>							
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	43	11d. Participate in a study abroad program	abroad	FY	7	47	21	25	
		UD	45			SR	10	4	79	7	

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1e. Work with a faculty member on a research project	fresearch	LD	57	11e. Work with a faculty member on a research project	research	FY	5	34	22	38
		UD	55			SR	28	10	53	9
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	31							
		UD	46							

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	91	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	5	66	6	22
		UD	93			SR	74	18	7	1

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	54	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	7	48	44
		UD	63			SR	2	11	52	35
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	54							
		UD	56							

Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains				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>						
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:										
29a. Writing clearly and effectively	fcgwrite	LD	55	17a. Writing clearly and effectively	pgwrite	FY	22	36	31	10
		UD	74			SR	43	32	20	5
29b. Speaking clearly and effectively	fcgspk	LD	50	17b. Speaking clearly and effectively	pgspk	FY	15	37	32	15
		UD	61			SR	36	31	24	9
29c. Thinking critically and analytically	fcgthink	LD	91	17c. Thinking critically and analytically	pgthink	FY	28	44	23	5
		UD	96			SR	53	31	13	3
29d. Analyzing numerical and statistical information	fcganalyze	LD	39	17d. Analyzing numerical and statistical information	pganalyze	FY	18	29	37	16
		UD	38			SR	33	28	27	12
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	61	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	15	32	39	14
		UD	70			SR	39	33	19	9
29f. Working effectively with others	fcgothers	LD	68	17f. Working effectively with others	pgothers	FY	22	39	31	8
		UD	78			SR	39	33	21	7
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	39	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	18	35	33	14
		UD	55			SR	34	31	23	13
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	51	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	20	33	34	13
		UD	58			SR	34	31	27	9
29i. Solving complex real-world problems	fcgprobsolve	LD	58	17i. Solving complex real-world problems	pgprobsolve	FY	17	28	40	14
		UD	73			SR	32	33	25	11
29j. Being an informed and active citizen	fgcitizen	LD	54	17j. Being an informed and active citizen	pgcitizen	FY	16	29	37	18
		UD	59			SR	29	29	29	13

Course Engagement

Faculty Responses				Student Responses						
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 %
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	95	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	25	36	34	5
		UD	98			SR	43	30	25	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	40	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	20	31	34	15
		UD	56			SR	20	22	38	20
22c. Come to class having completed readings or assignments	fprepared	LD	95	1c. Come to class without completing readings or assignments	unprepared	FY	6	16	57	21
		UD	92			SR	6	14	53	26

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	35	11b. Hold a formal leadership role in a student organization or group	leader	FY	10	36	28	25
		UD	30			SR	37	7	49	7

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	27	4a. Memorizing course material	memorize	FY	29	43	25	3
		UD	12			SR	18	37	35	11

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. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	6	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	11	48	30	10
		UD	6			SR	13	44	29	14
20b. Participating in co-curricular activities	ftmcocurr	LD	3	15b. Participating in co-curricular activities	tmcocurr	FY	71	24	4	1
		UD	2			SR	73	22	4	1
20c. Working for pay on campus	ftmworkon	LD	12	15c. Working for pay on campus	tmworkon	FY	83	10	6	1
		UD	13			SR	67	17	11	5
20d. Working for pay off campus	ftmworkoff	LD	35	15d. Working for pay off campus	tmworkoff	FY	83	8	6	4
		UD	48			SR	53	10	16	21
20e. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	91	7	2	0
		UD	0			SR	87	10	3	0
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	45	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	19	50	22	9
		UD	39			SR	27	49	21	4
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	1	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	92	6	1	0
		UD	15			SR	77	9	5	9
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	1	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	80	15	4	1
		UD	2			SR	78	19	3	0