




**FSSE-NSSE**  
**Combined Report 2014**  
Dalton State College

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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.

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

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#### 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 %
<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	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 %
<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 UD	71 93	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	34 35	39 48	23 15	3 3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	69 86	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	37 35	37 43	20 17	6 5
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	58 63	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	30 35	48 44	17 17	6 4
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	69 79	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	30 32	39 41	24 22	7 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: <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 UD	78 82	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	23 31	29 44	32 19	16 6
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	61 61	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	22 24	34 44	28 22	16 10
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	52 61	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	19 31	36 31	32 25	13 13
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	63 79	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	26 27	41 45	28 24	5 4
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	65 68	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	31 30	39 44	29 24	1 2
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	89 93	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	30 26	34 42	26 27	9 5
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	96 93	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	42 41	35 43	17 15	7 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 %	
<b>Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:</b>											
25e. Identify key information from reading assignments	fLSreading	LD	65	9a. Identified key information from reading assignments	LReading	FY	43	44	11	2	
		UD	68			SR	53	34	10	3	
25f. Review notes after class	fLSnotes	LD	70	9b. Reviewed your notes after class	LNotes	FY	42	34	23	1	
		UD	61			SR	46	30	23	1	
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	62	9c. Summarized what you learned in class or from course materials	LSummary	FY	33	43	19	5	
		UD	64			SR	44	35	14	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	19	33	32	16	
		UD	63			SR	21	30	34	15	
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	13	28	35	23	
		UD	61			SR	18	28	35	20	
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	46	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	11	25	41	23	
		UD	54			SR	14	27	35	24	

### 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	43	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	44	55
		UD	75			SR	2	33	64

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	93	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	42	43	13	3	
		UD	93			SR	43	42	14	1	

## 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	65	1e. Asked another student to help you understand course material	CLaskhelp	FY	7	21	60	12
		UD	50			SR	17	25	44	14
25b. Explain course material to other students	fCLexplain	LD	57	1f. Explained course material to one or more students	CLexplain	FY	13	33	46	7
		UD	43			SR	26	34	38	2
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	76	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	12	26	39	23
		UD	61			SR	30	29	24	17
25d. Work with other students on course projects or assignments	fCLproject	LD	65	1h. Worked with other students on course projects or assignments	CLproject	FY	10	39	40	12
		UD	46			SR	30	33	33	4

### Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you had discussions with people from the following groups during the current school year?</i></b>						
26a. People of a race or ethnicity other than their own	fDDRace	LD	48	8a. People of a race or ethnicity other than your own	DDRace	FY	42	28	25	5
		UD	46			SR	56	25	18	1
26b. People from an economic background other than their own	fDDeconomic	LD	33	8b. People from an economic background other than your own	DDeconomic	FY	39	39	19	4
		UD	46			SR	52	27	20	2
26c. People with religious beliefs other than their own	fDDreligion	LD	24	8c. People with religious beliefs other than your own	DDreligion	FY	40	32	22	5
		UD	41			SR	55	25	17	4
26d. People with political views other than their own	fDDpolitical	LD	33	8d. People with political views other than your own	DDpolitical	FY	46	29	18	7
		UD	50			SR	49	30	18	3

### 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	51	3a. Talked about career plans with a faculty member	SFcareer	FY	9	13	41	37
		UD	70			SR	18	18	41	23
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	30	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	8	12	24	57
		UD	38			SR	9	10	28	53
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	17	36	39
		UD	73			SR	14	21	34	31
8d. Discussed their academic performance	fSFperform	LD	67	3d. Discussed your academic performance with a faculty member	SFperform	FY	10	12	49	29
		UD	67			SR	11	20	38	31

### 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	100	5a. Clearly explained course goals and requirements	ETgoals	FY	55	32	11	2
		UD	97			SR	49	34	13	3
10b. Teach course sessions in an organized way	fETorganize	LD	100	5b. Taught course sessions in an organized way	ETorganize	FY	48	36	12	4
		UD	100			SR	39	40	18	2
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	58	22	17	2
		UD	100			SR	46	34	15	5
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	68	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	46	30	18	5
		UD	50			SR	36	32	22	11
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	98	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	42	28	23	8
		UD	93			SR	38	31	22	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 %
<b>Faculty perceptions of the quality of student interactions with the following people at their institution:</b>				<b>Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i></b>					
3a. Other students	fQIstudent	LD	26	13a. Students	QIstudent	FY	3	41	56
		UD	47			SR	1	27	71
3b. Academic advisors	fQIadvisor	LD	15	13b. Academic advisors	QIadvisor	FY	7	37	54
		UD	27			SR	14	34	50
3c. Faculty	fQIfaculty	LD	38	13c. Faculty	QIfaculty	FY	9	39	53
		UD	38			SR	7	30	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	10	27	45
		UD	11			SR	10	31	34
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	4	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	8	32	58
		UD	7			SR	16	42	41

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: <i>How much does your institution emphasize the following?</i></b>						
2b. Providing support to help students succeed academically	fSEacademic	LD	91	14b. Providing support to help students succeed academically	SEacademic	FY	43	35	18	4
		UD	93			SR	40	38	17	5
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	91	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	52	25	14	8
		UD	83			SR	38	32	21	9
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	76	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	27	27	32	14
		UD	79			SR	27	32	23	17
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	79	14e. Providing opportunities to be involved socially	SEsocial	FY	46	29	23	2
		UD	77			SR	33	38	23	7
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	87	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	35	32	26	7
		UD	90			SR	29	35	25	11
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	64	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	18	26	29	27
		UD	57			SR	14	23	31	32
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	64	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	43	33	18	6
		UD	53			SR	30	42	18	10
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	68	14i. Attending events that address important social, economic, or political issues	SEevents	FY	37	31	22	10
		UD	63			SR	21	35	33	11

### High Impact Practices

				Faculty Responses			Student Responses				
				Very important or Important %			Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %	
FSSE Item	Variable	Class		NSSE Item	Variable	Class					
<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	77	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	5	67	4	24	
		UD	80			SR	42	16	30	11	
FSSE Item	Variable	Class	Yes %								
<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	17								
		UD	41								

### Learning Community

							Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class				
<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	30	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	4	28	34	33
		UD	43			SR	24	10	50	16

### Study Abroad

							Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class				
<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	34	11d. Participate in a study abroad program	abroad	FY	5	28	29	39
		UD	40			SR	6	9	74	10



### 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: <i>Which of the following have you done or do you plan to do before you graduate?</i></b>						
1e. Work with a faculty member on a research project	fresearch	LD	36	11e. Work with a faculty member on a research project	research	FY	8	21	34	37
		UD	59			SR	14	15	57	14
<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	13							
		UD	34							

#### 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: <i>Which of the following have you done or do you plan to do before you graduate?</i></b>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	72	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	3	62	5	31
		UD	80			SR	38	27	23	12

#### 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	53	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	4	31	64
		UD	70			SR	2	8	40	50
<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	52							
		UD	55							

### 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	62	17a. Writing clearly and effectively	pgwrite	FY	44	37	18	1
		UD	68			SR	51	31	14	4
29b. Speaking clearly and effectively	fcgspk	LD	53	17b. Speaking clearly and effectively	pgspk	FY	39	33	24	4
		UD	54			SR	46	31	17	7
29c. Thinking critically and analytically	fcgthink	LD	91	17c. Thinking critically and analytically	pgthink	FY	51	24	25	0
		UD	93			SR	56	31	9	4
29d. Analyzing numerical and statistical information	fcganalyze	LD	39	17d. Analyzing numerical and statistical information	pganalyze	FY	29	28	39	5
		UD	50			SR	30	28	29	12
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	51	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	20	33	34	12
		UD	71			SR	44	23	23	11
29f. Working effectively with others	fcgothers	LD	60	17f. Working effectively with others	pgothers	FY	32	39	22	6
		UD	68			SR	45	29	18	7
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	47	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	30	35	23	12
		UD	46			SR	41	19	24	16
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	56	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	32	34	28	5
		UD	46			SR	41	24	21	14
29i. Solving complex real-world problems	fcgprobsolve	LD	57	17i. Solving complex real-world problems	pgprobsolve	FY	24	29	39	8
		UD	64			SR	36	24	29	12
29j. Being an informed and active citizen	fcgcitizen	LD	52	17j. Being an informed and active citizen	pgcitizen	FY	24	41	26	9
		UD	54			SR	38	21	25	16

### 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	91	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	21	42	33	4
		UD	89			SR	48	32	19	1
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	19	22	41	18
		UD	57			SR	24	29	32	15
22c. Come to class having completed readings or assignments	fprepared	LD	96	1c. Come to class without completing readings or assignments	unprepared	FY	7	10	46	37
		UD	96			SR	3	12	54	31

### 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: <i>Which of the following have you done or do you plan to do before you graduate?</i></b>						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	36	11b. Hold a formal leadership role in a student organization or group	leader	FY	13	24	37	26
		UD	37			SR	21	8	63	8

#### 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: <i>How much has your coursework emphasized the following during the current school year?</i></b>						
27a. Memorizing course material	fmemorize	LD	39	4a. Memorizing course material	memorize	FY	32	47	18	2
		UD	32			SR	22	36	35	7

#### 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: <i>About how many hours do you spend in a typical 7-day week doing the following?</i></b>						
20a. Participating in co-curricular activities	ftmcocurr	LD	0	15b. Participating in co-curricular activities	tmcocurr	FY	84	11	4	2
		UD	0			SR	92	6	1	1
20b. Working for pay <b>on campus</b>	ftmworkon	LD	15	15c. Working for pay <b>on campus</b>	tmworkon	FY	95	2	3	1
		UD	0			SR	89	3	5	3
20c. Working for pay <b>off campus</b>	ftmworkoff	LD	87	15d. Working for pay <b>off campus</b>	tmworkoff	FY	45	8	21	26
		UD	64			SR	39	10	12	39
20d. Doing community service or volunteer work	ftmservice	LD	2	15e. Doing community service or volunteer work	tmservice	FY	83	10	7	1
		UD	0			SR	85	8	3	4
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	51	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	32	41	15	12
		UD	31			SR	47	36	12	4
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	41	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	68	13	9	10
		UD	31			SR	50	12	8	29
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	6	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	76	23	1	1
		UD	3			SR	66	31	3	0

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