




FSSE-NSSE
Combined Report 2016
New Mexico Highlands University

FSSE-NSSE Combined Report 2016

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 2016

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	32	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	2	LD	82	4e. Forming a new idea or understanding from various pieces of information	2	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: 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	77	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	27	51	23	0
			UD	90			SR	38	44	13	5	
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	87	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	33	44	21	2
			UD	87			SR	35	47	12	6	
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD	63	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY	38	35	26	2
			UD	82			SR	37	44	15	5	
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD	83	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY	27	49	19	4
			UD	85			SR	31	44	18	7	

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: About how often have you done the following during the current school year?								
23a.	Combine ideas from different courses when completing assignments	fRIintegrate	LD	81	2a.	Combined ideas from different courses when completing assignments	RIintegrate	FY	16	41	39	3
			UD	81			SR	30	44	24	3	
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD	70	2b.	Connected your learning to societal problems or issues	RIsocietal	FY	15	42	39	4
			UD	82			SR	38	38	21	2	
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIldiverse	LD	50	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIldiverse	FY	14	21	49	17
			UD	81			SR	38	31	22	9	
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	76	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	18	35	43	4
			UD	85			SR	34	43	22	1	
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	67	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	23	36	40	0
			UD	84			SR	37	36	24	3	
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	73	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY	27	44	28	0
			UD	95			SR	30	47	22	1	
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	90	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	37	38	24	0
			UD	97			SR	51	34	14	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 %
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	57	9a. Identified key information from reading assignments	LSreading	FY	30	51	19	0
		UD	80			SR	46	42	9	3
25f. Review notes after class	fLSnotes	LD	46	9b. Reviewed your notes after class	LSnotes	FY	27	40	25	8
		UD	57			SR	36	44	16	4
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	57	9c. Summarized what you learned in class or from course materials	LSsummary	FY	24	39	36	2
		UD	80			SR	35	41	20	4

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	68	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	16	45	35	4
		UD	65			SR	17	37	32	14
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	68	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	6	39	43	12
		UD	61			SR	15	34	37	14
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	74	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	10	34	45	11
		UD	66			SR	12	30	38	21

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	38	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	43	55
		UD	67			SR	1	27	72

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	97	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	29	49	18	4
		UD	88			SR	35	44	17	4

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: About how often have you done the following during the current school year?						
25a.	Ask other students for help understanding course material	fCLaskhelp	LD 60 UD 65	1e.	Asked another student to help you understand course material	CLaskhelp	FY 19 SR 12	38	37	7
25b.	Explain course material to other students	fCLexplain	LD 67 UD 65	1f.	Explained course material to one or more students	CLexplain	FY 15 SR 17	43	39	3
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD 83 UD 71	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY 16 SR 15	23	48	13
25d.	Work with other students on course projects or assignments	fCLproject	LD 63 UD 64	1h.	Worked with other students on course projects or assignments	CLproject	FY 11 SR 19	37	42	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: About how often have you had discussions with people from the following groups during the current school year?						
26a.	People of a race or ethnicity other than their own	fDDRace	LD 59 UD 75	8a.	People of a race or ethnicity other than your own	DDRace	FY 36 SR 49	40	16	9
26b.	People from an economic background other than their own	fDDeconomic	LD 41 UD 56	8b.	People from an economic background other than your own	DDeconomic	FY 34 SR 42	39	19	9
26c.	People with religious beliefs other than their own	fDDreligion	LD 36 UD 44	8c.	People with religious beliefs other than your own	DDreligion	FY 40 SR 43	29	22	9
26d.	People with political views other than their own	fDDpolitical	LD 32 UD 58	8d.	People with political views other than your own	DDpolitical	FY 37 SR 38	31	18	13

Experiences with Faculty

Student-Faculty Interaction

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very often or Often %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
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FSSE-NSSE Combined Report 2016

New Mexico Highlands University

Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:

FSSE Item	Variable	Class	Very much or Quite a bit %
8a. Talked about their career plans	fSFcareer	LD	63
		UD	73
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	34
		UD	48
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	56
		UD	72
8d. Discussed their academic performance	fSFperform	LD	72
		UD	73

Distribution of student responses to: *About how often you have done the following during the current school year?*

NSSE Item	Variable	Class	FY %	SR %	FY %	SR %	FY %	SR %		
3a. Talked about career plans with a faculty member	SFcareer		6	28	58	8	15	23	32	30
3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork		6	16	36	42	9	10	21	60
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss		10	15	57	18	12	16	36	36
3d. Discussed your academic performance with a faculty member	SFperform		9	15	57	19	11	21	39	28

Effective Teaching Practices

FSSE Item	Variable	Class	Very much or Quite a bit %
Percentage of faculty who substantially do the following in their undergraduate courses:			
10a. Clearly explain course goals and requirements	fETgoals	LD	100
		UD	97
10b. Teach course sessions in an organized way	fETorganize	LD	97
		UD	98
10c. Use examples or illustrations to explain difficult points	fETexample	LD	97
		UD	98
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	69
		UD	88
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	84
		UD	95

Distribution of student responses to: *To what extent have your instructors done the following during the current school year?*

NSSE Item	Variable	Class	FY %	SR %	FY %	SR %	FY %	SR %		
5a. Clearly explained course goals and requirements	ETgoals		25	38	33	4	42	36	19	2
5b. Taught course sessions in an organized way	ETorganize		24	40	23	13	39	39	19	3
5c. Used examples or illustrations to explain difficult points	ETexample		33	26	34	7	44	35	18	3
5d. Provided feedback on a draft or work in progress	ETdraftfb		38	29	25	8	39	26	26	9
5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback		30	27	34	9	38	32	21	9

Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable	Class	High ratings %
Faculty perceptions of the quality of student interactions with the following people at their institution:			
3a. Other students	fQIstudent	LD	31
		UD	42
3b. Academic advisors	fQIadvisor	LD	13

NSSE Item	Variable	Class	Low ratings %	Moderate ratings %	High ratings %
Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i>					
13a. Students	QIstudent	FY	7	43	51
		SR	6	28	65
13b. Academic advisors	QIadvisor	FY	6	51	41

		UD	19		SR	16	30	49		
3c.	Faculty	fQIfaculty	LD	16	13c. Faculty	QIfaculty	FY	9	28	63
		UD	48			SR	6	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	12	44	41
		UD	20			SR	16	25	31	
3e.	Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	6	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	5	52	42
		UD	16			SR	11	38	49	

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: How much does your institution emphasize the following?								
2b.	Providing support to help students succeed academically	fSEacademic	LD	97	14b.	Providing support to help students succeed academically	SEacademic	FY	29	35	32	4
		UD	98			SR	29	36	28	7		
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	84	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	39	42	14	5
		UD	91			SR	18	30	29	23		
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	20	29	33	18
		UD	86			SR	23	33	25	19		
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD	88	14e.	Providing opportunities to be involved socially	SEsocial	FY	22	38	31	8
		UD	78			SR	22	26	29	23		
2f.	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	97	14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	16	38	32	14
		UD	89			SR	18	23	32	27		
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	78	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	14	26	40	20
		UD	77			SR	11	15	29	44		
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	84	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	13	37	30	19
		UD	58			SR	9	20	33	37		
2i.	Students attending events that address important social, economic, or political issues	fSEevents	LD	78	14i.	Attending events that address important social, economic, or political issues	SEevents	FY	13	27	35	25
		UD	66			SR	12	20	31	38		

High Impact Practices

Faculty Responses

Student Responses

Internship

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %		
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, or service-learning activity	fintern	LD	78	11a.	Participate in an internship, co-op, field experience, or service-learning activity	intern	FY	14	71	3	12

experience, student teaching, or clinical placement	UD	86	experience, student teaching, or clinical placement	SR	41	26	25	8
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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	13
		UD	50

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	50	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	40	23	14	22	
		UD	55			SR	23	19	42	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	35	11d. Participate in a study abroad program	abroad	FY	7	25	29	39	
		UD	32			SR	3	10	66	20	

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	75	11e. Work with a faculty member on a research project	research	FY	5	40	22	33	
		UD	64			SR	10	16	57	18	

FSSE Item	Variable	Class	Yes %
Percentage of faculty who participate in the following activity in a typical 7-day week:			
6a. Working with undergraduates on research	fdresearch	LD	28
		UD	54

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	94	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	7	49	13	31	
		UD	77			SR	15	26	38	21	

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	56	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	2	10	51	37
		UD	63			SR	5	18	38	39

FSSE Item	Variable	Class	Very important or Important %
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	71
		UD	65

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: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?							
29a. Writing clearly and effectively	fcgwrite	LD	47	17a. Writing clearly and effectively	pgwrite	FY	23	43	29	5	
		UD	73			SR	46	31	18	5	
29b. Speaking clearly and effectively	fcgspeak	LD	47	17b. Speaking clearly and effectively	pgspeak	FY	18	42	33	8	

			UD	75				SR	38	30	24	8
29c.	Thinking critically and analytically	fcgthink	LD	93	17c.	Thinking critically and analytically	pgthink	FY	21	49	25	5
			UD	95				SR	53	32	11	4
29d.	Analyzing numerical and statistical information	fcganalyze	LD	40	17d.	Analyzing numerical and statistical information	pganalyze	FY	22	33	40	5
			UD	47				SR	32	35	21	11
29e.	Acquiring job- or work-related knowledge and skills	fcgwork	LD	53	17e.	Acquiring job- or work-related knowledge and skills	pgwork	FY	14	37	34	16
			UD	73				SR	37	27	24	13
29f.	Working effectively with others	fcgothers	LD	63	17f.	Working effectively with others	pgothers	FY	36	32	25	8
			UD	73				SR	40	29	26	5
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	21	43	30	6
			UD	61				SR	40	32	19	9
29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	52	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	28	29	35	8
			UD	69				SR	45	27	18	9
29i.	Solving complex real-world problems	fcgprobsolve	LD	57	17i.	Solving complex real-world problems	pgprobsolve	FY	15	36	34	15
			UD	81				SR	34	34	23	9
29j.	Being an informed and active citizen	fcgcitizen	LD	57	17j.	Being an informed and active citizen	pgcitizen	FY	17	32	37	14
			UD	75				SR	35	29	24	12

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: About how often have you done the following during the current school year?						
22a.	Ask questions or contribute to course discussions in other ways	faskquest	LD 90 UD 97	1a.	Asked questions or contributed to course discussions in other ways	askquest	FY 35 SR 61	41	24	0
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD 42 UD 62	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY 35 SR 28	27	37	2
22c.	Come to class having completed readings or assignments	fprepared	LD 77 UD 95	1c.	Come to class without completing readings or assignments	unprepared	FY 3 SR 4	6	67	24
								7	61	28

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: Which of the following have you done or do you plan to do before you graduate?						
1b.	Hold a formal leadership role in a student organization or group	fleader	LD 38 UD 28	11b.	Hold a formal leadership role in a student organization or group	leader	FY 7 SR 12	29	21	44
								15	55	18

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	30	4a. Memorizing course material	memorize	FY	22	45	32	2
		UD	25			SR	21	39	30	10

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	3	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	11	54	26	9
		UD	3			SR	19	48	21	12
20b. Participating in co-curricular activities	ftmcocurr	LD	6	15b. Participating in co-curricular activities	tmcocurr	FY	66	11	19	3
		UD	0			SR	85	10	1	3
20c. Working for pay on campus	ftmworkon	LD	30	15c. Working for pay on campus	tmworkon	FY	65	7	28	0
		UD	13			SR	79	3	14	3
20d. Working for pay off campus	ftmworkoff	LD	47	15d. Working for pay off campus	tmworkoff	FY	75	10	12	3
		UD	58			SR	41	5	13	41
20e. Doing community service or volunteer work	ftmservice	LD	7	15e. Doing community service or volunteer work	tmservice	FY	88	6	5	2
		UD	2			SR	78	16	5	1
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	68	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	42	37	16	5
		UD	34			SR	50	40	8	3
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	20	15g. Providing care for dependents (children, parents, etc.)	tncare	FY	81	7	7	6
		UD	39			SR	42	6	10	42
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	72	27	2	0
		UD	3			SR	74	18	3	6

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