FSSE
faculty survey of
student engagement

FSSE-NSSE
Combined Report 2026

University of Wisconsin-Whitewater

Prepared 2026-07-28

IPEDS: 240189

FSSE-NSSE Combined Report 2026

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.iu.edu**) or contact a member of the FSSE team.

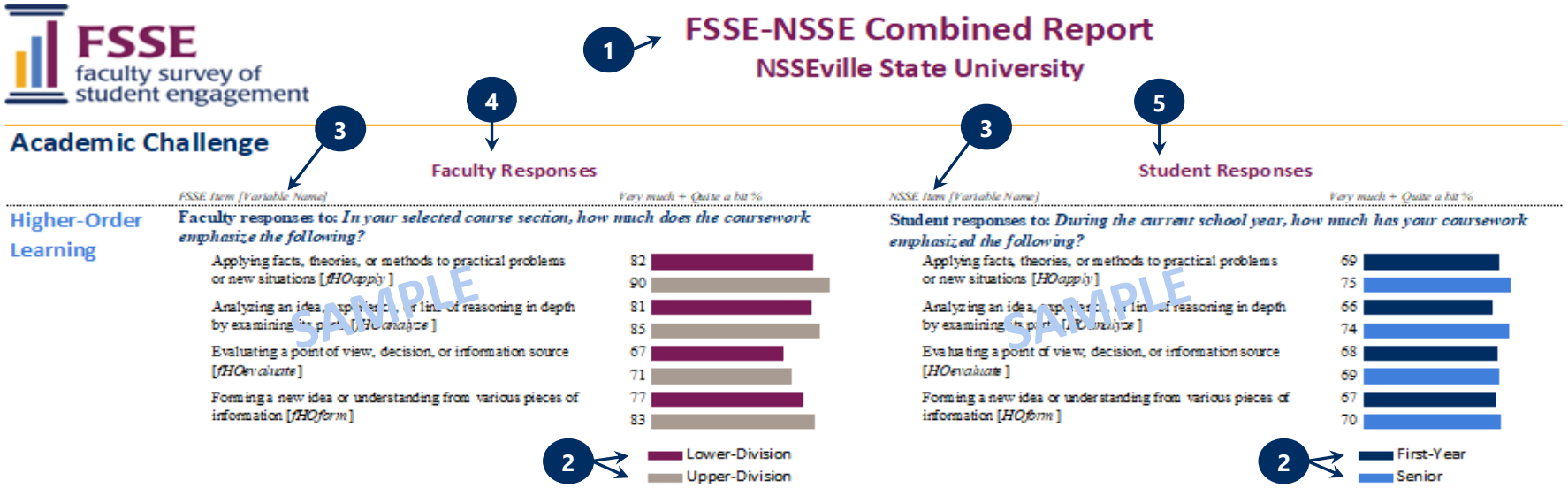
1. ***Sample:*** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from 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.

2. ***Class level:*** Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.

3. ***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 other reports.

4. ***Faculty responses:*** The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.

5. ***Student responses:*** The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your NSSE *Frequencies and Statistical Comparisons* report.



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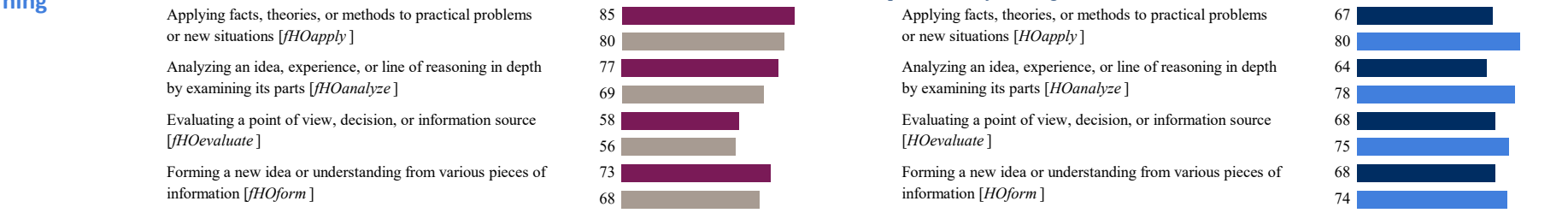
University of Wisconsin-Whitewater

Academic Challenge

Higher-Order Learning

Faculty responses to: *In your selected course section, how much does the coursework emphasize the following?*

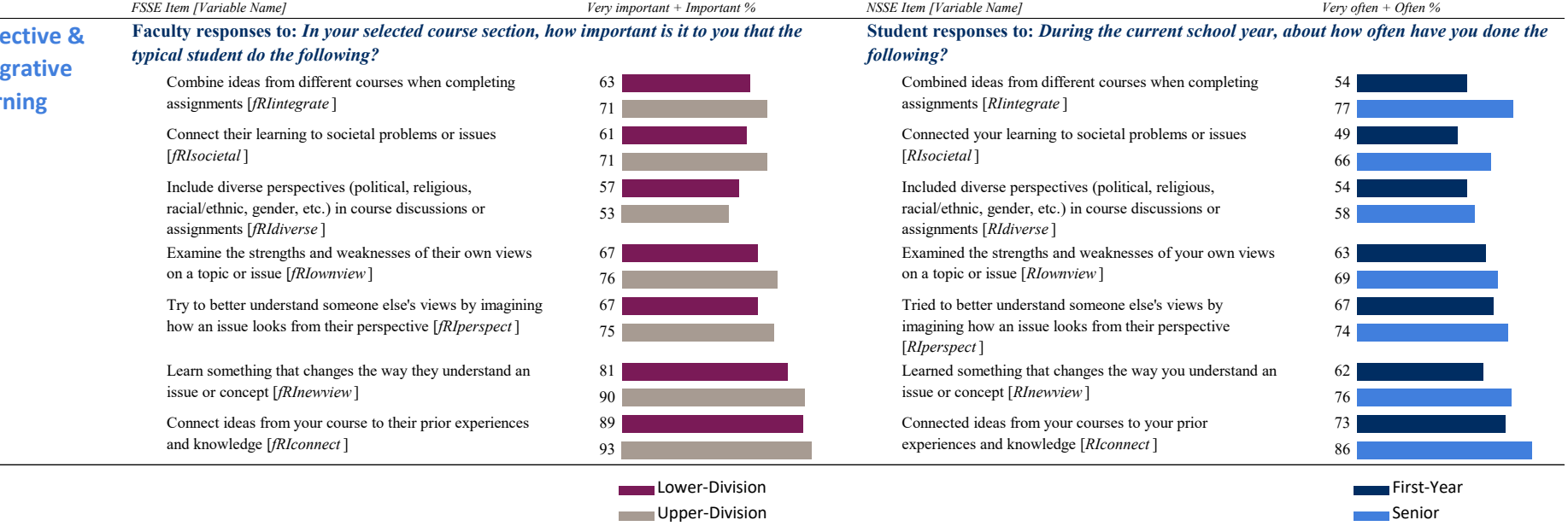
Student responses to: *During the current school year, how much has your coursework emphasized the following?*



Reflective & Integrative Learning

Faculty responses to: *In your selected course section, how important is it to you that the typical student do the following?*

Student responses to: *During the current school year, about how often have you done the following?*



Academic Challenge (continued)

Learning Strategies

Faculty responses to: ***In your selected course section, how much do you encourage students to do the following?***

Student responses to: ***During the current school year, about how often have you done the following?***

FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Identify key information from reading assignments [*fLSreading*]	65	Identified key information from reading assignments [*LSreading*]	68
	66		75
Review notes after class [*fLSnotes*]	52	Reviewed your notes after class [*LSnotes*]	62
	49		62
Summarize what has been learned from class or from course materials [*fLSsummary*]	67	Summarized what you learned in class or from course materials [*LSsummary*]	61
	58		73

Quantitative Reasoning

Faculty responses to: ***In your selected course section, how important is it to you that the typical student do the following?***

Student responses to: ***During the current school year, about how often have you done the following?***

FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [*fQRconclude*]	55	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [*QRconclude*]	57
	64		62
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	49	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [*QRproblem*]	47
	49		51
Evaluate what others have concluded from numerical information [*fQRevaluate*]	51	Evaluated what others have concluded from numerical information [*QRevaluate*]	46
	51		48

Additional Academic Challenge Items

Faculty responses to: ***How important is it to you that your institution*** **increase** ***its emphasis on each of the following?***

Student responses to: ***How much does your institution emphasize the following?***

FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
Students spending significant amounts of time studying and on academic work [*fempstudy*]	82	Spending significant amounts of time studying and on academic work [*empstudy*]	66
	71		74

FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	High challenge %
In your selected course section, to what extent do you think the typical student does their best work? [*fchallenge*]	46	During the current school year, to what extent have your courses challenged you to do your best work? [*challenge*]	32
	55		52

Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7).

Lower-Division
Upper-Division

First-Year
Senior

Learning with Peers

Collaborative Learning

Faculty Responses

Faculty responses to: *In your selected course section, how much do you encourage students to do the following?*

FSSE Item [Variable Name]	*Very much + Quite a bit %*	
Ask other students for help understanding course material [*fCLaskhelp*]	62	Lower-Division
	61	Upper-Division
Explain course material to other students [*fCLexplain*]	54	Lower-Division
	58	Upper-Division
Prepare for exams by discussing or working through course material with other students [*fCLstudy*]	61	Lower-Division
	54	Upper-Division
Work with other students on course projects or assignments [*fCLproject*]	57	Lower-Division
	69	Upper-Division

Student Responses (from NSSE 2026)

Student responses to: *During the current school year, about how often have you done the following?*

NSSE Item [Variable Name]	*Very often + Often %*	
Asked another student to help you understand course material [*CLaskhelp*]	37	First-Year
	34	Senior
Explained course material to one or more students [*CLexplain*]	43	First-Year
	43	Senior
Prepared for exams by discussing or working through course material with other students [*CLstudy*]	35	First-Year
	28	Senior
Worked with other students on course projects or assignments [*CLproject*]	54	First-Year
	63	Senior

Discussions with Diverse Others

Faculty responses to: *In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?*

FSSE Item [Variable Name]	*Very much + Quite a bit %*	
People of races or ethnicities other than their own [*fDDrace*]	33	Lower-Division
	24	Upper-Division
People from economic backgrounds other than their own [*fDDeconomic*]	37	Lower-Division
	33	Upper-Division
People with religious beliefs other than their own [*fDDreligion*]	27	Lower-Division
	24	Upper-Division
People with political views other than their own [*fDDpolitical*]	31	Lower-Division
	29	Upper-Division
People with sexual orientations other than your own [fddsexorient]	39	Lower-Division
	24	Upper-Division
People from countries other than your own [fddcountry]	14	Lower-Division
	16	Upper-Division

Student responses to: *During the current school year, about how often have you had discussions with people from the following groups?*

NSSE Item [Variable Name]	*Very often + Often %*	
People of races or ethnicities other than your own [*DDrace*]	65	First-Year
	64	Senior
People from economic backgrounds other than your own [*DDeconomic*]	67	First-Year
	71	Senior
People with religious beliefs other than your own [*DDreligion*]	62	First-Year
	65	Senior
People with political views other than your own [*DDpolitical*]	58	First-Year
	65	Senior
People with sexual orientations other than your own [ddsexorient]	56	First-Year
	61	Senior
People from countries other than your own [ddcountry]	37	First-Year
	34	Senior

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Experiences with Faculty

Faculty Responses

Student Responses (from NSSE 2026)

FSSE Item [Variable Name]	Very often + Often %	NSSE Item [Variable Name]	Very often + Often %
Student-Faculty Interaction			
Faculty responses to: *During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?*		**Student responses to: *During the current school year, about how often you have done the following?***	
Talked about their career plans [*fSFcareer*]	65 63	Talked about career plans with a faculty member [*SFcareer*]	41 45
Worked on activities other than coursework (committees, student groups, etc.) [*fSFotherwork*]	33 37	Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [*SFotherwork*]	30 33
Discussed course topics, ideas, or concepts outside of class [*fSFdiscuss*]	60 58	Discussed course topics, ideas, or concepts with a faculty member outside of class [*SFdiscuss*]	31 38
Discussed their academic performance [*fSFperform*]	58 58	Discussed your academic performance with a faculty member [*SFperform*]	30 38
Effective Teaching Practices			
Faculty responses to: *In your undergraduate courses, to what extent do you do the following?*		**Student responses to: *During the current school year, to what extent have your instructors done the following?***	
Clearly explain course goals and requirements [*fETgoals*]	96 97	Clearly explained course goals and requirements [*ETgoals*]	75 87
Teach course sessions in an organized way [*fETorganize*]	98 100	Taught course sessions in an organized way [*ETorganize*]	71 82
Use examples or illustrations to explain difficult points [*fETexample*]	98 97	Used examples or illustrations to explain difficult points [*ETexample*]	70 79
Provide feedback to students on drafts or works in progress [*fETdraftfb*]	58 73	Provided feedback on a draft or work in progress [*ETdraftfb*]	63 66
Provide prompt and detailed feedback on tests or completed assignments [*fETfeedback*]	87 94	Provided prompt and detailed feedback on tests or completed assignments. [*ETfeedback*]	59 74

Lower-Division
Upper-Division

First-Year
Senior

FSSE-NSSE Combined Report 2026

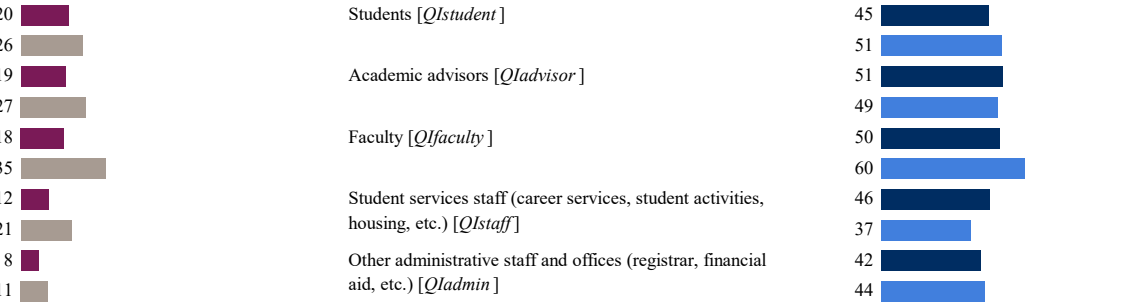
University of Wisconsin-Whitewater

Campus Environment

Quality of Interactions

Faculty responses to: ***Indicate your perception of the quality of student interactions with the following people at your institution.***

Student responses to: ***Indicate the quality of your interactions with the following people at your institution.***

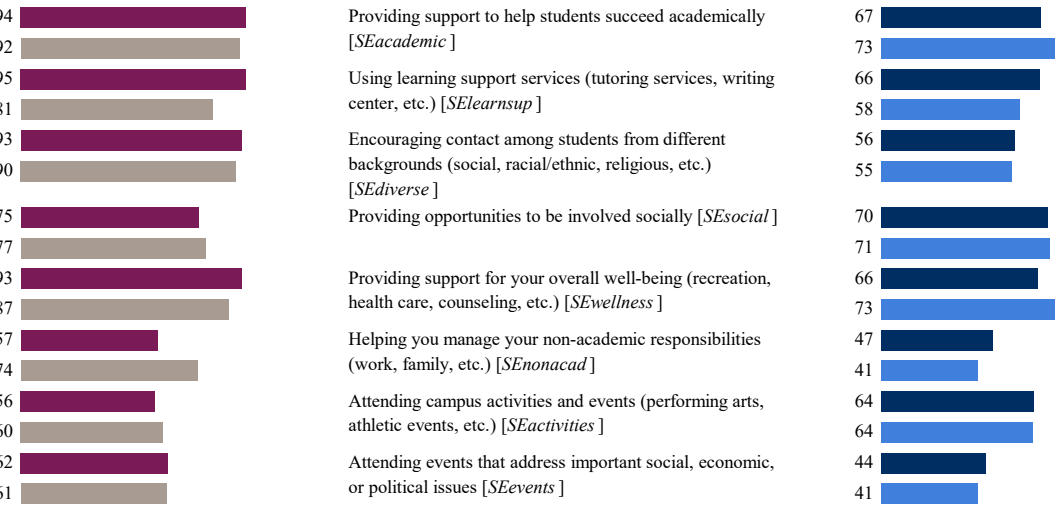


Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; High ratings (6 or 7).

Supportive Environment

Faculty responses to: ***How important is it to you that your institution*** **increase** ***its emphasis on each of the following?***

Student responses to: ***How much does your institution emphasize the following?***



Additional Engagement Items

Faculty Course Goals and Student-Perceived Gains

Faculty Responses

Faculty responses to: ***To what extent do you structure your selected course section so that students learn and develop in the following areas?***

FSSE Item [Variable Name]	*Very much + Quite a bit %*
Writing clearly and effectively [*fcgwrite*]	38
	54
Speaking clearly and effectively [*fcgspeak*]	38
	58
Thinking critically and analytically [*fcgthink*]	90
	98
Analyzing numerical and statistical information [*fcganalyze*]	34
	44
Acquiring job- or work-related knowledge and skills [*fcgwork*]	60
	68
Working effectively with others [*fcgothers*]	72
	68
Developing or clarifying a personal code of values and ethics [*fcgvalues*]	28
	47
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [*fcgdiverse*]	46
	44
Solving complex real-world problems [*fcgprobsolve*]	54
	60
Being an informed and active citizen [*fcgcitizen*]	52
	53

Student Responses (from NSSE 2026)

Student responses to: ***How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?***

NSSE Item [Variable Name]	*Very much + Quite a bit %*
Writing clearly and effectively [*pgwrite*]	66
	77
Speaking clearly and effectively [*pgspeak*]	57
	73
Thinking critically and analytically [*pgthink*]	75
	85
Analyzing numerical and statistical information [*pganalyze*]	60
	71
Acquiring job- or work-related knowledge and skills [*pgwork*]	57
	71
Working effectively with others [*pgothers*]	66
	78
Developing or clarifying a personal code of values and ethics [*pgvalues*]	60
	68
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [*pgdiverse*]	65
	69
Solving complex real-world problems [*pgprobsolve*]	57
	69
Being an informed and active citizen [*pgcitizen*]	57
	60

Course Engagement

FSSE Item [Variable Name]	*Very important + Important %*
Ask questions or contribute to course discussions in other ways [*faskquest*]	87
	92

Faculty responses to: ***In your selected course section, how important is it to you that the typical student do the following?***

NSSE Item [Variable Name]	*Very often + Often %*
Asked questions or contributed to course discussions in other ways [*askquest*]	57
	75

Student responses to: ***During the current school year, about how often have you done the following?***

Lower-Division
Upper-Division

First-Year
Senior

Additional Engagement Items (continued)

Student Leadership

Faculty responses to: ***How important is it to you that undergraduates at your institution do the following before they graduate?***

Student responses to: ***Which of the following have you done while in college or do you plan to do before you graduate?***

FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Hold a formal leadership role in a student organization or group [*fleader*]	31 / 39	Hold a formal leadership role in a student organization or group [*leader*]	42 / 42

Memorization

Faculty responses to: ***In your selected course section, how much does the coursework emphasize the following?***

Student responses to: ***During the current school year, how much has your coursework emphasized the following?***

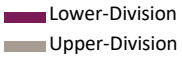
FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Memorizing course material [*fmemorize*]	35 / 15	Memorizing course material [*memorize*]	67 / 59

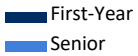
Time Spent by Students

Faculty responses to: ***In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?***

Student responses to: ***About how many hours do you spend in a typical 7-day week doing the following?***

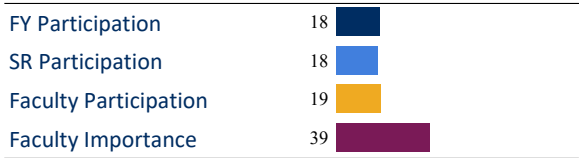
FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [*ftmprep*]	16 / 20	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [*tmprep*]	32 / 38
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [*ftmcocurr*]	7 / 7	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [*tmcocurr*]	15 / 12
Working for pay **on campus** [*ftmworkon*]	11 / 14	Working for pay **on campus** [*tmworkon*]	8 / 13
Working for pay **off campus** [*ftmworkoff*]	47 / 43	Working for pay **off campus** [*tmworkoff*]	20 / 37
Doing community service or volunteer work [*ftmservice*]	0 / 0	Doing community service or volunteer work [*tmservice*]	6 / 4
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [*ftmrelax*]	56 / 47	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [*tmrelax*]	42 / 37
Providing care for dependents (children, parents, etc.) [*ftmcare*]	4 / 3	Providing care for dependents (children, parents, etc.) [*tmcare*]	9 / 10
Commuting to campus (driving, walking, etc.) [*ftmcommute*]	0 / 2	Commuting to campus (driving, walking, etc.) [*tmcommute*]	8 / 4





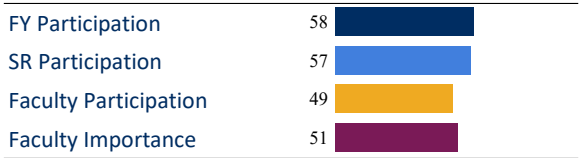
High-Impact Practices

Learning Community



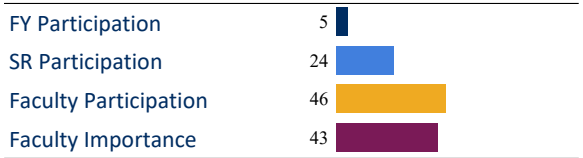
NSSE variable: 11c *learncom;* FSSE variables: 1c *flearncom,* 8b *fdlearncom*

Service-Learning



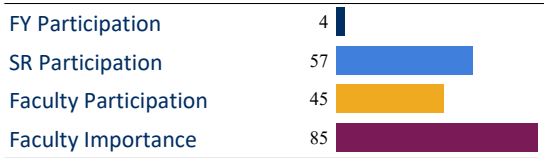
NSSE variable: 12 *servcourse;* FSSE variables; 1g *fservice,* 11 *fservcourse*

Research with Faculty



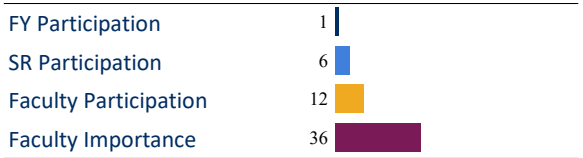
NSSE variable: 11e *research;* FSSE variables: 1e *fresearch,* 8d *fdresearch20*

Internship or Field Experience



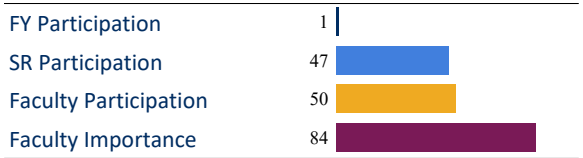
NSSE variable: 11a *intern;* FSSE variables; 1a *fintern,* 8a *fdintern20*

Study Abroad



NSSE variable: 11d *abroad* ; FSSE variables: 1d *fabroad,* 8c *fdabroad*

Senior Culminating Experience



NSSE variable: 11f *capstone* ; FSSE variables: 1f *fcapstone,* 8e *fdcapstone*

FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in these High-Impact Practices in a typical week. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component. For the remaining experiences, this represents the percentage of faculty responding "Yes" to participating in the given activity during the current school year.

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.