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**FSSE-NSSE**  
**Combined Report 2014**  
University of Wisconsin-Whitewater

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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

#### Nashville State University

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#### Academic Challenge

##### Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>			
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	74 78
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	75 79
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	55 67
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	69 78

#### Faculty Responses

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
<b>Distribution of student responses to how much their coursework emphasized the following during the current school year:</b>						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	28 37	43 44	25 16	5 3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	28 36	41 42	26 18	5 4
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	27 32	43 41	26 22	5 5
4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	25 33	44 39	25 23	6 4

### Academic Challenge

Faculty Responses				Student Responses						
Higher-Order Learning				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 %
<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	78 91	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	20 29	48 47	30 22	2 2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	79 80	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	23 29	45 47	28 21	3 3
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	65 70	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	19 25	46 46	32 25	3 4
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	71 79	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	21 25	45 46	30 25	4 4

### Reflective & Integrative Learning

Faculty Responses				Student Responses						
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	60 84	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	16 34	34 40	44 24	6 2
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	69 73	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	13 25	35 39	43 33	8 4
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	59 65	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	12 21	35 30	44 39	9 9
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	75 85	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	15 20	41 41	40 35	3 4
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	69 78	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	17 24	42 42	38 30	3 4
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	89 90	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	17 22	41 45	39 30	3 3
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	91 96	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	24 39	42 46	32 13	2 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 %
<b>Percentage of faculty who reported they 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>						
25e. Identify key information from reading assignments	fLSreading	LD	76	9a. Identified key information from reading assignments	LSreading	FY	26	50	24	1
		UD	79			SR	38	39	20	2
25f. Review notes after class	fLSnotes	LD	61	9b. Reviewed your notes after class	LSnotes	FY	22	40	32	5
		UD	51			SR	23	34	33	10
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	68	9c. Summarized what you learned in class or from course materials	LSsummary	FY	18	41	36	5
		UD	61			SR	23	38	29	9

### Quantitative Reasoning

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>						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	64	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	16	39	36	9
		UD	56			SR	17	34	35	14
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	57	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	12	30	43	15
		UD	53			SR	16	27	38	19
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	55	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	11	32	41	16
		UD	51			SR	14	27	41	19

### 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	37	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	50	48
		UD	64			SR	2	47	51

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	85	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	29	49	21	1
		UD	80			SR	32	51	17	0

### Learning with Peers

Faculty Responses

Student Responses

### Collaborative Learning

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: About how often have you done the following during the current school year?</b>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	67	1e. Asked another student to help you understand course material	CLaskhelp	FY	14	36	43	7
		UD	61			SR	12	30	48	10
25b. Explain course material to other students	fCLexplain	LD	62	1f. Explained course material to one or more students	CLexplain	FY	19	34	44	3
		UD	51			SR	20	40	35	5
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	71	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	16	32	40	12
		UD	54			SR	17	26	40	18
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	15	41	40	4
		UD	62			SR	24	42	29	5

### 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: About how often have you had discussions with people from the following groups during the current school year?</b>						
26a. People of a race or ethnicity other than their own	fDDrace	LD	26	8a. People of a race or ethnicity other than your own	DDrace	FY	29	33	33	6
		UD	31			SR	29	28	37	6
26b. People from an economic background other than their own	fDDeconomic	LD	28	8b. People from an economic background other than your own	DDeconomic	FY	26	40	28	5
		UD	38			SR	31	37	29	4
26c. People with religious beliefs other than their own	fDDreligion	LD	24	8c. People with religious beliefs other than your own	DDreligion	FY	27	35	31	7
		UD	29			SR	30	35	30	5
26d. People with political views other than their own	fDDpolitical	LD	33	8d. People with political views other than your own	DDpolitical	FY	25	35	32	8
		UD	37			SR	33	34	28	4

### Experiences with Faculty

#### Faculty Responses

#### Student Responses

#### Student-Faculty Interaction

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>				<b>Distribution of student responses to: About how often you have done the following during the current school year?</b>						
8a. Talked about their career plans	fSFCareer	LD	66	3a. Talked about career plans with a faculty member	SFCareer	FY	13	30	43	14
		UD	64			SR	21	29	35	15
8b. Worked on activities other than coursework	fSFotherwork	LD	32	3b. Worked with a faculty member on activities other	SFotherwork	FY	8	19	36	37

(committees, student groups, etc.)		UD	34	than coursework (committees, student groups, etc.)	SR	13	15	30	41
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	9	22	42
		UD	56			SR	12	23	40
8d. Discussed their academic performance	fSFperform	LD	66	3d. Discussed your academic performance with a faculty member	SFperform	FY	9	28	45
		UD	58			SR	11	23	44

### Effective Teaching Practices

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 substantially do the following in their undergraduate courses:</b>				<b>Distribution of student responses to: To what extent have your instructors done the following during the current school year?</b>						
10a. Clearly explain course goals and requirements	fETgoals	LD	98	5a. Clearly explained course goals and requirements	ETgoals	FY	29	47	23	2
		UD	94			SR	31	49	18	2
10b. Teach course sessions in an organized way	fETorganize	LD	99	5b. Taught course sessions in an organized way	ETorganize	FY	26	48	24	2
		UD	98			SR	30	50	18	1
10c. Use examples or illustrations to explain difficult points	fETexample	LD	98	5c. Used examples or illustrations to explain difficult points	ETexample	FY	28	47	24	1
		UD	99			SR	32	46	20	2
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	62	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	22	46	27	6
		UD	78			SR	26	39	27	8
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	88	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	19	41	35	5
		UD	89			SR	25	43	27	5

### 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: Indicate the quality of your interactions with the following people at your institution.</b>					
3a. Other students	fQIstudent	LD	31	13a. Students	QIstudent	FY	1	37	60
		UD	39			SR	2	34	64
3b. Academic advisors	fQIadvisor	LD	16	13b. Academic advisors	QIadvisor	FY	5	35	60
		UD	26			SR	14	39	46
3c. Faculty	fQIfaculty	LD	24	13c. Faculty	QIfaculty	FY	4	45	51
		UD	38			SR	3	39	58
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	18	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	7	47	40
		UD	17			SR	9	42	37
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	7	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	10	44	40
		UD	19			SR	9	45	39

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: How much does your institution emphasize the following?</b>						
2b. Providing support to help students succeed academically	fSEacademic	LD	87	14b. Providing support to help students succeed academically	SEacademic	FY	30	47	21	2
		UD	87			SR	29	44	21	5
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	81	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	34	41	21	4
		UD	80			SR	23	39	28	9
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	83	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	24	37	32	7
		UD	83			SR	21	28	36	15
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	49	14e. Providing opportunities to be involved socially	SEsocial	FY	32	49	16	2
		UD	53			SR	31	43	22	4
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	75	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	28	48	21	2
		UD	74			SR	29	40	25	7
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	57	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	14	39	35	12
		UD	63			SR	12	24	35	29
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	52	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	27	41	28	4
		UD	56			SR	22	41	30	7
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	71	14i. Attending events that address important social, economic, or political issues	SEevents	FY	18	37	33	12
		UD	63			SR	16	29	40	15

### High Impact Practices

Faculty Responses				Student Responses						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
<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	86	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	8	75	5	11
		UD	88			SR	57	22	16	4
<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	20							
		UD	33							

### 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 %
<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	44	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	FY	32	14	37	16
		UD	39			SR	23	6	65	6

### 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 %
<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	50	11d. Participate in a study abroad program	abroad	FY	3	41	26	31
		UD	39			SR	13	5	75	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 %
<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>						
1e. Work with a faculty member on a research project	fresearch	LD	68	11e. Work with a faculty member on a research project	research	FY	6	26	30	38
		UD	49			SR	21	8	62	10

FSSE Item	Variable	Class	Yes %
<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	38
		UD	44

### 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 %
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**Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:**

Item	Variable	Class	LD %	UD %
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	83	85
		UD		

**Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?**

Item	Variable	Class	FY %	SR %	All %	Most %	Some %	None %
11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	1	36	16	47		
		SR	48	22	23	8		

### Service-Learning

FSSE Item	Variable	Class	All, Most, Some %
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fsercourse	LD	48
		UD	53

NSSE Item	Variable	Class	All %	Most %	Some %	None %
12. About how many of your courses at this institution have included a community-based project (service-learning)?	sercourse	FY	2	5	51	43
		SR	1	7	58	34

FSSE Item	Variable	Class	Very important or Important %
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**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	58
		UD	60

## Additional Engagement Items

### Faculty Responses

### Student Responses

#### Faculty Course Goals and Student-Perceived Gains

FSSE Item	Variable	Class	Very much or Quite a bit %
29a. Writing clearly and effectively	fcgwrite	LD	51
		UD	64
29b. Speaking clearly and effectively	fcspeak	LD	42
		UD	54
29c. Thinking critically and analytically	fcgthink	LD	92
		UD	91
29d. Analyzing numerical and statistical information	fcganalyze	LD	39
		UD	31
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	52
		UD	71
29f. Working effectively with others	fcgothers	LD	62
		UD	67
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	42
		UD	46

**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?**

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
17a. Writing clearly and effectively	pgwrite	FY	21	48	25	5
		SR	33	41	22	4
17b. Speaking clearly and effectively	pgspeak	FY	18	39	32	10
		SR	32	39	23	7
17c. Thinking critically and analytically	pgthink	FY	27	49	22	3
		SR	42	41	15	1
17d. Analyzing numerical and statistical information	pganalyze	FY	20	38	30	11
		SR	27	31	31	11
17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	19	39	32	11
		SR	34	39	22	5
17f. Working effectively with others	pgothers	FY	22	45	27	6
		SR	36	39	20	5
17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	19	39	33	8
		SR	29	31	28	12

29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fegdiverse	LD	44	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	20	44	28	8
		UD	46			SR	28	36	27	9
29i. Solving complex real-world problems	fcgprobsolve	LD	48	17i. Solving complex real-world problems	pgprobsolve	FY	19	35	36	10
		UD	69			SR	25	34	33	8
29j. Being an informed and active citizen	fcgcitizen	LD	52	17j. Being an informed and active citizen	pgcitizen	FY	18	34	37	11
		UD	51			SR	23	32	34	12

### Course Engagement

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: About how often have you done the following during the current school year?</b>						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	94	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	20	39	39	2
		UD	96			SR	41	34	23	1
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	47	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	16	31	38	16
		UD	50			SR	14	22	43	21
22c. Come to class having completed readings or assignments	fprepared	LD	94	1c. Come to class without completing readings or assignments	unprepared	FY	6	9	56	29
		UD	92			SR	7	16	57	21

### 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: Which of the following have you done or do you plan to do before you graduate?</b>						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	40	11b. Hold a formal leadership role in a student organization or group	leader	FY	13	34	25	28
		UD	37			SR	41	6	47	6

### 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: How much has your coursework emphasized the following during the current school year?</b>						
27a. Memorizing course material	fmemorize	LD	21	4a. Memorizing course material	memorize	FY	20	46	31	4
		UD	20			SR	20	40	33	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 %
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## FSSE-NSSE Combined Report 2014

### University of Wisconsin-Whitewater

Percentage of faculty who think the typical student in their selected course section spends 16 hours or more on each of the following in an average 7-day week:				Distribution of student responses to: <i>About how many hours do you spend in a typical 7-day week doing the following?</i>						
20a. Participating in co-curricular activities	ftmcocurr	LD	3	15b. Participating in co-curricular activities	tmcocurr	FY	68	27	4	1
		UD	4			SR	66	23	7	4
20b. Working for pay <b>on campus</b>	ftmworkon	LD	8	15c. Working for pay <b>on campus</b>	tmworkon	FY	80	15	4	1
		UD	11			SR	65	21	11	3
20c. Working for pay <b>off campus</b>	ftmworkoff	LD	28	15d. Working for pay <b>off campus</b>	tmworkoff	FY	81	9	7	3
		UD	44			SR	50	14	20	15
20d. Doing community service or volunteer work	ftmservice	LD	1	15e. Doing community service or volunteer work	tmservice	FY	90	8	2	0
		UD	2			SR	86	10	3	1
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	57	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	18	56	20	6
		UD	50			SR	20	49	23	7
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	1	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	91	5	2	1
		UD	3			SR	85	5	2	7
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	1	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	86	12	2	0
		UD	2			SR	77	18	3	1

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