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**FSSE-NSSE**  
**Combined Report 2016**  
University of Wisconsin-Whitewater


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# 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](http://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

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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 has your coursework emphasized the following during the current school year?</b>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	81	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	35	46	18	1
		UD	84			SR	36	46	15	0
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	39	44	15	1
		UD	86			SR	46	40	13	1
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	59	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	36	46	16	2
		UD	69			SR	36	44	18	2
27e. Forming a new idea or understanding from various pieces of information	fHO	LD	82	4e. Forming a new idea or understanding from various pieces of information	HO	FY	34	41	21	4
		UD	82			SR	35	44	17	3

### Academic Challenge

#### Faculty Responses

#### Student Responses

#### Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
<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 81 UD 91	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY 17 SR 26	49 50	29 21	4 3
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD 80 UD 89	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY 24 SR 27	44 44	28 24	4 5
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD 61 UD 58	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY 22 SR 22	46 46	30 26	2 6
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD 72 UD 73	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY 23 SR 24	42 41	33 29	3 6

#### 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 69 UD 82	2a.	Combined ideas from different courses when completing assignments	RIintegrate	FY 13 SR 28	36 43	43 25	8 4
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD 73 UD 70	2b.	Connected your learning to societal problems or issues	RIsocietal	FY 13 SR 23	37 37	42 33	8 7
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD 60 UD 73	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY 15 SR 20	28 33	47 34	10 12
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD 73 UD 82	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY 15 SR 23	43 40	34 32	8 5
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD 66 UD 78	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY 22 SR 26	42 41	32 29	4 4
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD 87 UD 91	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY 18 SR 19	38 44	39 31	4 5
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD 92 UD 96	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY 27 SR 32	45 47	26 19	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: About how often have you done the following during the current school year?</b>						
25e. Identify key information from reading assignments	fLSreading	LD	76	9a. Identified key information from reading assignments	LSreading	FY	26	49	23	2
		UD	67			SR	31	43	22	4
25f. Review notes after class	fLSnotes	LD	59	9b. Reviewed your notes after class	LSnotes	FY	25	30	36	8
		UD	41			SR	21	30	37	11
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	76	9c. Summarized what you learned in class or from course materials	LSsummary	FY	18	35	40	8
		UD	64			SR	21	35	34	10

### 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: About how often have you done the following during the current school year?</b>						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	63	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	11	34	43	12
		UD	54			SR	20	35	31	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	8	29	41	21
		UD	52			SR	16	27	34	23
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	50	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	7	29	45	18
		UD	54			SR	15	27	36	23

### 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	51	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	3	51	46
		UD	60			SR	5	46	49

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: How much does your institution emphasize the following?</b>						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	80	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	29	57	12	2
		UD	79			SR	27	54	17	2

### 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	80	1e.	Asked another student to help you understand course material	CLaskhelp	FY	13	36	43	9
			UD	59				SR	12	31	44	13
25b.	Explain course material to other students	fCLexplain	LD	67	1f.	Explained course material to one or more students	CLexplain	FY	13	39	43	5
			UD	52				SR	18	41	36	5
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	68	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY	12	29	38	20
			UD	51				SR	16	28	37	19
25d.	Work with other students on course projects or assignments	fCLproject	LD	62	1h.	Worked with other students on course projects or assignments	CLproject	FY	14	35	47	4
			UD	62				SR	27	37	33	3

### 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	27	8a.	People of a race or ethnicity other than your own	DDRace	FY	24	28	42	5
			UD	19				SR	29	34	31	5
26b.	People from an economic background other than their own	fDDeconomic	LD	35	8b.	People from an economic background other than your own	DDeconomic	FY	25	39	30	6
			UD	28				SR	29	38	30	4
26c.	People with religious beliefs other than their own	fDDreligion	LD	22	8c.	People with religious beliefs other than your own	DDreligion	FY	26	31	35	8
			UD	22				SR	31	30	30	9
26d.	People with political views other than their own	fDDpolitical	LD	32	8d.	People with political views other than your own	DDpolitical	FY	31	32	31	6
			UD	27				SR	32	34	29	5

### 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	60	3a.	Talked about career plans with a faculty member	SFcareer	FY	12	25	45	17
			UD	79				SR	16	28	39	17
8b.	Worked on activities other than coursework	fSFotherwork	LD	41	3b.	Worked with a faculty member on activities other	SFotherwork	FY	7	13	34	46

(committees, student groups, etc.)				than coursework (committees, student groups, etc.)								
8c.	Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	63	3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	7	12	48	32
			UD	67				SR	11	21	45	23
8d.	Discussed their academic performance	fSFperform	LD	71	3d.	Discussed your academic performance with a faculty member	SFperform	FY	7	20	49	24
			UD	61				SR	9	24	41	27

### 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	28	47	25	1
			UD	93				SR	31	51	16	2
10b.	Teach course sessions in an organized way	fETorganize	LD	100	5b.	Taught course sessions in an organized way	ETorganize	FY	27	49	22	3
			UD	97				SR	30	52	16	2
10c.	Use examples or illustrations to explain difficult points	fETexample	LD	98	5c.	Used examples or illustrations to explain difficult points	ETexample	FY	29	43	28	1
			UD	99				SR	33	42	23	2
10g.	Provide feedback to students on drafts or works in progress	fETdraftfb	LD	82	5d.	Provided feedback on a draft or work in progress	ETdraftfb	FY	23	41	30	6
			UD	68				SR	27	38	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	36	38	8
			UD	86				SR	20	41	33	6

### Campus Environment

Faculty Responses				Student Responses							
Quality of Interactions				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	30	13a.	Students	QIstudent	FY	5	47	48
			UD	38				SR	3	32	64
3b.	Academic advisors	fQIadvisor	LD	28	13b.	Academic advisors	QIadvisor	FY	4	34	60
			UD	27				SR	13	41	44
3c.	Faculty	fQIfaculty	LD	26	13c.	Faculty	QIfaculty	FY	5	41	53
			UD	33				SR	4	38	58
3d.	Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	17	13d.	Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	8	42	42
			UD	24				SR	7	41	37
3e.	Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	12	13e.	Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	9	38	43
			UD	18				SR	8	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 82 UD 85	14b.	Providing support to help students succeed academically	SEacademic	FY 35 SR 26	43 45	20 25	2 4	
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD 81 UD 82	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY 37 SR 25	39 43	17 24	7 8	
2d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD 89 UD 90	14d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY 28 SR 16	34 34	28 34	10 16	
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD 58 UD 58	14e.	Providing opportunities to be involved socially	SEsocial	FY 30 SR 28	40 43	27 24	3 6	
2f.	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD 72 UD 75	14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY 31 SR 26	38 41	28 25	3 8	
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD 55 UD 66	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY 15 SR 12	28 23	37 35	20 30	
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD 57 UD 56	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY 26 SR 22	36 35	32 35	6 8	
2i.	Students attending events that address important social, economic, or political issues	fSEevents	LD 74 UD 72	14i.	Attending events that address important social, economic, or political issues	SEevents	FY 19 SR 14	29 28	41 37	11 21	

### 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 %	
<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>							
1a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD 87 UD 91	11a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY 5 SR 58	71 18	4 17	20 7	

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 28 UD 46

### 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	40	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	32	10	41	16	
		UD	42			SR	25	4	63	8	

### 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	60	11d. Participate in a study abroad program	abroad	FY	1	36	30	33	
		UD	51			SR	13	7	71	9	

### 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	59	11e. Work with a faculty member on a research project	research	FY	4	24	24	48	
		UD	46			SR	20	6	63	11	
<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	52								
		UD	51								

### 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	80
		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	40	12	48		
		SR	53	16	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)?	fservcourse	LD	42
		UD	61

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)?	servcourse	FY	1	6	42	51
		SR	1	6	54	39

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	60
		UD	63

## 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	48
		UD	61
29b. Speaking clearly and effectively	fcgspeak	LD	45
		UD	52
29c. Thinking critically and analytically	fcgthink	LD	91
		UD	96
29d. Analyzing numerical and statistical information	fcganalyze	LD	42
		UD	31
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	63
		UD	74
29f. Working effectively with others	fcgothers	LD	54
		UD	76
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	41
		UD	48

**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?**

Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
17a. Writing clearly and effectively	pgwrite	FY	16	50	30	5
		SR	29	42	24	6
17b. Speaking clearly and effectively	pgspeak	FY	14	38	36	12
		SR	30	41	23	7
17c. Thinking critically and analytically	pgthink	FY	33	44	21	2
		SR	41	41	14	4
17d. Analyzing numerical and statistical information	pganalyze	FY	14	40	36	9
		SR	24	35	28	13
17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	17	35	36	11
		SR	37	33	23	7
17f. Working effectively with others	pgothers	FY	21	38	35	6
		SR	34	40	21	5
17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	18	39	29	14
		SR	25	38	24	13

29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	53	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	21	38	29	12
		UD	49			SR	25	37	26	12
29i. Solving complex real-world problems	fcgprobsolve	LD	55	17i. Solving complex real-world problems	pgprobsolve	FY	20	34	36	10
		UD	67			SR	22	38	29	10
29j. Being an informed and active citizen	fcgcitizen	LD	54	17j. Being an informed and active citizen	pgcitizen	FY	19	37	30	15
		UD	53			SR	21	35	29	15

### 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	89	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	20	40	35	4
		UD	97			SR	37	35	25	3
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	46	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	14	25	42	18
		UD	46			SR	12	23	37	28
22c. Come to class having completed readings or assignments	fprepared	LD	96	1c. Come to class without completing readings or assignments	unprepared	FY	5	10	55	30
		UD	89			SR	5	15	61	20

### 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	46	11b. Hold a formal leadership role in a student organization or group	leader	FY	8	35	25	32
		UD	44			SR	44	5	45	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	28	4a. Memorizing course material	memorize	FY	16	49	29	6
		UD	18			SR	20	37	36	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 2016

### 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:**

20a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	6
			UD	10
20b.	Participating in co-curricular activities	ftmcocurr	LD	1
			UD	0
20c.	Working for pay <b>on campus</b>	ftmworkon	LD	9
			UD	12
20d.	Working for pay <b>off campus</b>	ftmworkoff	LD	34
			UD	40
20e.	Doing community service or volunteer work	ftmservice	LD	0
			UD	1
20f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	48
			UD	46
20g.	Providing care for dependents (children, parents, etc.)	ftmcare	LD	0
			UD	5
20h.	Commuting to campus (driving, walking, etc.)	ftmcommute	LD	1
			UD	0

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

15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	9	53	32	7
			SR	14	49	26	11
15b.	Participating in co-curricular activities	tmcocurr	FY	66	26	6	1
			SR	67	21	8	3
15c.	Working for pay <b>on campus</b>	tmworkon	FY	84	14	2	1
			SR	65	21	11	3
15d.	Working for pay <b>off campus</b>	tmworkoff	FY	79	10	6	5
			SR	50	15	19	16
15e.	Doing community service or volunteer work	tmservice	FY	92	7	1	0
			SR	85	11	3	0
15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	21	45	25	8
			SR	20	47	23	10
15g.	Providing care for dependents (children, parents, etc.)	tmcare	FY	97	2	0	1
			SR	84	7	2	7
15h.	Commuting to campus (driving, walking, etc.)	tmcommute	FY	88	9	2	1
			SR	76	20	3	1

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