



CENTRAL WASHINGTON UNIVERSITY

**2014 FACULTY SURVEY OF STUDENT ENGAGEMENT (FSSE) RESPONSES
COMPARED TO NATIONAL STUDENT SURVEY OF ENGAGEMENT (NSSE)**

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I. EXECUTIVE SUMMARY

Central Washington University (CWU) administered the Faculty Survey of Student Engagement (FSSE) to all CWU tenured and tenure-track faculty and adjuncts during the spring quarter of 2014. This report compares faculty responses to FSSE questions to student responses of the same or similar National Survey of Student Engagement (NSSE) questions.

The introduction to the FSSE States: “The information you and other faculty members on your campus provide will help identify areas of strength and improvements, as well as lead to construction discussion related to teaching, learning, and the quality of your students’ education experience.

The questions that had the largest differences follow. The FSSE/NSSE comparison is broken into five main areas. These questions summarize the differences in the percent of faculty or students who responded with the highest two (or best two) responses.

Academic Challenge - Differences were moderate (Tables 3 & 4).

Learning with Peers – Students report higher occurrences of “Discussions with Diverse Others” (Table 8).

Experiences with Faculty – Faculty reported higher “Interaction with Students” and “Use of Effective Teaching Practices” than students reported actually doing. The differences ranged from 12% to 32% (Table 9).

Campus Environment – Students reported higher “Quality of Interaction” with other students, faculty, etc. (Table 10) while differences in Supportive Environment varied.

High Impact Practices – there were some large differences but faculty were higher on some questions while students were higher on others. See Table 12 through Table 14.

Tables 1 and 2 show the questions that had the largest differences between faculty (FSSE) and student (NSSE) average responses. Some of the differences seem to be honest self-appraisals. Other differences may be due to student misperceptions (e.g. student’s perception of time spent relaxing or socializing during a seven day week). Other differences may be due to both faculty and students misperceptions.

Both the FSSE and the NSSE surveys used four point Likert scale. Tables 1 and 2 summarize the percent of faculty and students who answered the two highest or best ratings.

Table 1 - These are questions with the largest difference where faculty’s averages were higher. LD indicates responses by faculty thinking of lower division courses, UD indicates upper division. FY indicates average NSSE responses by first year students; SR indicates senior’s average responses.

Table 1 – continued

Questions	Faculty: Very much or quite a bit%	Students: Very much or quite a bit%	Difference
FSSE 9. UD About how many of your undergraduate courses at this institution have included community-based projects vs. NSSE 12. SR About how many of your courses have included a community-based project (service learning)	65%	11%	54%
FSSE 20d. LD Percent of faculty who agree very much or quite a bit that students in a typical course section spend 16 hours a week or more relaxing or socialized vs NSSE 15f. FY students who answer 16 hours or more a week LD	60%	0%	60%
FSSE 22c. UD Percent of faculty who agree very much or quite a bit that it is important to come to class having completed assignments vs. NSSE 1.c. SR percent of students who say they do.	96%	22%	74%
FSSE 22c. LD Percent of faculty who agree very much or quite a bit that it is important to come to class having completed assignments vs. NSSE 1.c. FY percent of students who say they do.	94%	17%	77%

- I talked to Mr. Manuel Rodriguez who is the Director, Center for Leadership & Community Engagement on the telephone. I asked him why there is such a large difference in perceptions of upper division faculty and seniors who think that community-based service is a part of their course. Neither one of us know why. This may take further research. The actual percent of courses that include community engagement projects is probably between the faculty and student estimates.
- First year student’s perception of how strongly they agree that they spend 16 hours a week or more socializing or relaxing (0%) seems unrealistically low.
- Student estimate of how often they come to class prepared seems to be an honest self-assessment. It is quite a contrast to faculty desires.

Table 2 - These are questions with the largest difference where student’s averages were higher. LD indicates FSSE responses by faculty thinking of lower division courses, UD indicates upper division. FY indicates NSSE average responses by first year students; SR indicates senior student average responses.

Table 2 - continued

Questions	Faculty: Very much or quite a bit	Students: Very much or quite a bit	Difference
FSSE 21. LD In your selected course section, to what extent do you think the typical student does his or her best work vs. NSSE 10. FY During the current school year, to what extent have your courses challenged you to do your best work?	38%	84%	(46)%
FSSE 26.c. UD Students have substantial opportunities to engage with people with religious beliefs “other than their own” vs. NSSE 8.c. SR About how often have you had discussions with people with religious beliefs other than your own? UD	35%	76%	(41)%
NSSE 3.b. LD Quality of interaction with academic advisors vs. NSSE 13.b. FY Indicate the quality of your interactions with academic advisors.	13%	54%	(41)%
NSSE 26.b. UD Students have substantial opportunities to engage with people with economic backgrounds “other than their own” vs. NSSE 8.b. SR About how often have you had discussions with people with economic backgrounds other than your own? UD	40%	79%	(39)%

- The discrepancy between faculty who think students do their best work and students who think they do their best work is not surprising but it seems high. Question: is this a difference in definition?
- The other differences seem to be because of differences in perceptions. Maybe faculty perceive “diverse” differently than students because they have experienced more diversity.

II. METHODOLOGY

A. FSSE Administration

The FSSE is “...designed to measure faculty expectations regarding the extent to which students at institutions engage in educational practices empirically linked to high levels of learning and development.” A copy of the FSSE survey is at: http://fsse.iub.edu/pdf/2014/fsse14_survey.pdf

222 CWU faculty completed the 2014 FSSE out of 703 invitations for a response rate of 32% and a sampling error of ±5.4%. The average response rate for FSSE institutions was 48%.

An invitation email was sent to faculty on 4/22/14. Email reminders were sent to faculty who had not yet responded on 4/28/14, 5/01/14, and 5/7/14.

CWU faculty responded to two FSSE questions that help categorize their responses.

Table 3 – CWU FSSE Respondent Characteristics

9/22/14

CWU 2014 FSSE Compared to NSSE Responses

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		Count	Percent
During the current school year, have you taught an undergraduate course?	Yes	195	88%
	No	17	8%
	Missing	10	5%
What is the class level of most students in your selected course section?	Lower division	59	27%
	Upper division	131	59%
	Other	4	2%
	Missing	28	13%

B. NSSE Administration

The NSSE survey was emailed to all CWU first-year (1,513) and senior (2,244) students during the spring 2014 quarter. An invitation email was sent on April 9, 2014. Four reminder emails were sent on 4/15/14, 4/17/14, 4/23/14, and 4/29/14. All respondents received a 10% coupon from the Wildcat Shop (either in person or online). In addition, thirty respondents were randomly selected for early fall 2014 registration.

The response rate to the survey was 17.6%. 1,513 first year students were invited, 315 gave full or partial responses. 2,244 seniors were invited, there were 348 responses. In all 663 students responded out of 3,757 invited for a response rate of 17.6%. 184 of the senior respondents were enrolled in online degree programs, 35 of them responded for a response rate of 19%.

Table 4 – 2014 NSSE Response Rates

	First year Students		Seniors		All responses	
	CWU	Far West	CWU	Far West	CWU	Far West
Response Rate	21%	18%	16%	22%	18%	21%
Sampling Error	± 4.9%	± 1.3%	± 4.8%	± 0.9%		

The response rate to CWU’s NSSE exam was 18%. The response rate of institutions of similar size was 21%.

C. Report Format

The following tables are formatted as follows:

- The four left columns show the FSSE question and the percent of faculty who report that they agree “Very much” or “Quite a bit” that lower division and upper division courses at CWU engaged students in various methods depending on the question
- The four middle columns show the question number, question, and the comparable percent of CWU first-year and senior student responses
- The two right columns show:
 - the difference in faculty percentages [lower division (LD) and upper division (UD)] and student percentages [(first year (FY) and seniors (SR))]
 - the differences graphed in data bars that extend from minus 100% (student percents were higher) to positive 100% (faculty percents were higher).

III. ACADEMIC CHALLENGE

Table 5 – Academic Challenge Comparisons

Academic Challenge									
Higher-Order Learning									
Faculty Responses				Student Responses			Difference		
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>					
FSSE Item		Class	Very much or Quite a bit %	NSSE Item		Class	Very much or Quite a bit %	Difference	Data Bars (±100%)
27b.	Applying facts, theories, or methods to practical problems or new situations	LD	71	4b.	Applying facts, theories, or methods to practical problems or new situations	FY	73	-2%	
		UD	89			SR	79	10%	
27c.	Analyzing an idea ... in depth by examining its parts	LD	76	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	FY	73	4%	
		UD	87			SR	80	7%	
27d.	Evaluating a point of view, decision, or information source	LD	60	4d.	Evaluating a point of view, decision, or information source	FY	69	-9%	
		UD	74			SR	73	1%	
27e.	Forming a new idea or understanding from various pieces of information	LD	78	4e.	Forming a new idea or understanding from various pieces of information	FY	69	9%	
		UD	82			SR	77	5%	

Reflective & Integrative Learning									
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>					
FSSE Item		Class	Very much or Quite a bit %	NSSE Item		Class	Very much or Quite a bit %	Difference	Data Bars (±100%)
23a.	Combine ideas from different courses when completing assignments	LD	70	2a.	Combined ideas from different courses when completing assignments	FY	48	23%	
		UD	82			SR	78	3%	
23b.	Connect his or her learning to societal problems or issues	LD	70	2b.	Connected your learning to societal problems or issues	FY	53	16%	
		UD	77			SR	68	9%	
23c.	Include diverse perspectives \in course discussions or assignments	LD	60	2c.	Included diverse perspectives in course discussions or assignments	FY	44	16%	
		UD	66			SR	58	8%	
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	LD	76	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	FY	61	16%	
		UD	84			SR	71	12%	
23e.	Try to better understand someone else's views	LD	69	2e.	Tried to better understand someone else's views	FY	63	6%	
		UD	75			SR	78	-3%	
23f.	Learn something that changes the way he or she understands an issue or concept	LD	95	2f.	Learned something that changed the way you understand an issue or concept	FY	65	30%	
		UD	93			SR	69	25%	
23g.	Connect ideas from your course to his or her prior experiences and knowledge	LD	87	2g.	Connected ideas from your courses to your prior experiences and knowledge	FY	74	13%	
		UD	95			SR	88	7%	

Learning Strategies									
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>					
FSSE Item		Class	% Very much or Quite a bit	NSSE Item		Class	% Very much or Quite a bit	Difference	Data Bars (±100%)
25e.	Identify key information from reading assignments	LD	66	9a.	Identified key information from reading assignments	FY	79	-13%	
		UD	77			SR	86	-9%	
25f.	Review notes after class	LD	52	9b.	Reviewed your notes after class	FY	66	-14%	
		UD	54			SR	66	-12%	
25g.	Summarize what has been learned from class or from course materials	LD	65	9c.	Summarized what you learned in class or from course materials	FY	58	7%	
		UD	66			SR	68	-2%	

Table 6 – Academic Challenge continued

Quantitative Reasoning				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>				
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:								
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Very much or Quite a bit %	Difference	Data Bars (±100%)
22d. Reach conclusions based on his or her own analysis of numerical information	LD	61	6a.	Reached conclusions based on your own analysis of numerical information	FY	52	9%	
	UD	64			SR	61	3%	
22e. Use numerical information to examine a real-world problem or issue	LD	59	6b.	Used numerical information to examine a real-world problem or issue	FY	38	22%	
	UD	57			SR	53	4%	
22f. Evaluate what others have concluded from numerical information	LD	56	6c.	Evaluated what others have concluded from numerical information	FY	33	22%	
	UD	56			SR	52	4%	

Additional Academic Challenge Items

FSSE Item	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Difference	Data Bars (±100%)
21. In your selected course section, to what extent do you think the typical student does his or her best work?	LD	38	10. ...to what extent have your courses challenged you to do your best work?	FY	54	-15%	
	UD	55		SR	48	8%	

Note. Response options ranged from 1=Not at all to 7=Very much;

FSSE Item	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Difference	Data Bars (±100%)
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	LD	86	14a. Spending significant amounts of time studying and on academic work	FY	75	11%	
	UD	85		SR	79	6%	

IV. LEARNING WITH PEERS

Table 7 – Learning with Peers Comparisons

Learning with Peers				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>				
Collaborative Learning								
Percentage of faculty who substantially encourage students to do the following in their selected course section:								
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Very much or Quite a bit %	Difference	Data Bars (±100%)
25a. Ask other students for help understanding course material	LD	64	1e.	Asked another student to help you understand course material	FY	44	20%	
	UD	64			SR	43	21%	
25b. Explain course material to other students	LD	62	1f.	Explained course material to one or more students	FY	51	10%	
	UD	59			SR	64	-5%	
25c. Prepare for exams by discussing or working through course material with other	LD	75	1g.	Prepared for exams by discussing or working through course material with other	FY	47	28%	
	UD	61			SR	50	12%	
25d. Work with other students on course projects or assignments	LD	70	1h.	Worked with other students on course projects or assignments	FY	47	22%	
	UD	66			SR	72	-6%	

Table 8 – Learning with Peers continued

Discussions with Diverse Others				Distribution of student responses to: <i>About how often have you had discussions with people from the following groups during the current school year?</i>				
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:								
FSSE Item	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Difference	Data Bars (±100%)	
26a. People of a race or ethnicity other than their own	LD	28	8a. People of a race or ethnicity other than your own	FY	63	-35%		
	UD	38		SR	71	-33%		
26b. People from an economic background other than their own	LD	40	8b. People from an economic background other than your own	FY	69	-29%		
	UD	40		SR	79	-40%		
26c. People with religious beliefs other than their own	LD	38	8c. People with religious beliefs other than your own	FY	63	-25%		
	UD	35		SR	76	-41%		
26d. People with political views other than their own	LD	48	8d. People with political views other than your own	FY	61	-13%		
	UD	38		SR	76	-38%		

V. EXPERIENCES WITH FACULTY

Table 9 – Experiences with Faculty Comparisons

Experiences with Faculty				Distribution of student responses to: <i>About how often you have done the following during the current school year?</i>				
Student-Faculty Interaction								
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	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Difference	Data Bars (±100%)	
8a. Talked about their career plans	LD	53	3a. Talked about career plans with a faculty member	FY	38	16%		
	UD	77		SR	47	30%		
8b. Worked on activities other than coursework (committees, student groups, etc.)	LD	33	3b. Worked with a faculty member on activities other than coursework (committees, etc.)	FY	18	15%		
	UD	43		SR	29	14%		
8c. Discussed course topics, ideas, or concepts outside of class	LD	52	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	FY	23	29%		
	UD	67		SR	38	29%		
8d. Discussed their academic performance	LD	55	3d. Discussed your academic performance with a faculty member	FY	31	25%		
	UD	69		SR	37	32%		

Effective Teaching Practices				Distribution of student responses to: <i>To what extent have your instructors done the following during the current school year?</i>				
Percentage of faculty who substantially do the following in their undergraduate courses:								
FSSE Item	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Difference	Data Bars (±100%)	
10a. Clearly explain course goals and requirements	LD	95	5a. Clearly explained course goals and requirements	FY	78	17%		
	UD	95		SR	84	12%		
10b. Teach course sessions in an organized way	LD	90	5b. Taught course sessions in an organized way	FY	75	15%		
	UD	98		SR	83	15%		
10c. Use examples or illustrations to explain difficult points	LD	98	5c. Used examples or illustrations to explain difficult points	FY	70	28%		
	UD	98		SR	78	20%		
10g. Provide feedback to students on drafts or works in progress	LD	79	5d. Provided feedback on a draft or work in progress	FY	63	16%		
	UD	76		SR	59	17%		
10h. Provide prompt and detailed feedback on tests or completed assignments	LD	95	5e. Provided prompt and detailed feedback on tests or completed assignments.	FY	61	34%		
	UD	91		SR	68	24%		

VI. CAMPUS ENVIRONMENT

Table 10 – Campus Environment Comparisons

Campus Environment									
Quality of Interactions				Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i>					
Faculty perceptions of the quality of student interactions with the following people at their institution:									
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	% that answered 5 to 7	Faculty less student %	Data Bars (±100%)	
3a. Other students	LD	29		13a. Students	FY	50	-22%		
	UD	29			SR	61	-32%		
3b. Academic advisors	LD	13		13b. Academic advisors	FY	54	-41%		
	UD	15			SR	46	-31%		
3c. Faculty	LD	24		13c. Faculty	FY	48	-24%		
	UD	29			SR	58	-30%		
3d. Student services staff (career services, student activities, housing, etc.)	LD	7		13d. Student services staff (career services, student activities, housing, etc.)	FY	38	-31%		
	UD	10			SR	32	-22%		
3e. Other administrative staff and offices (registrar, financial aid, etc.)	LD	9		13e. Other administrative staff and offices (registrar, financial aid, etc.)	FY	37	-28%		
	UD	8			SR	42	-34%		

Supportive Environment									
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: <i>How much does your institution emphasize the following?</i>					
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)	
2b. Providing support to help students succeed academically	LD	81		14b. Providing support to help students succeed academically	FY	75	6%		
	UD	84			SR	63	21%		
2c. Students using learning support services (tutoring services, writing center, etc.)	LD	81		14c. Using learning support services (tutoring services, writing center, etc.)	FY	74	7%		
	UD	77			SR	66	11%		
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, etc.)	LD	71		14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, etc.)	FY	52	19%		
	UD	74			SR	48	26%		
2e. Providing opportunities for students to be involved socially	LD	49		14e. Providing opportunities to be involved socially	FY	67	-18%		
	UD	53			SR	58	-5%		
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	LD	78		14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	FY	74	4%		
	UD	67			SR	58	9%		
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	LD	47		14g. Helping you manage your non-academic responsibilities (work, family, etc.)	FY	45	2%		
	UD	45			SR	21	25%		
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	LD	57		14h. Attending campus activities and events (performing arts, athletic events, etc.)	FY	62	-5%		
	UD	45			SR	48	-3%		
2i. Students attending events that address important social, economic, or political	LD	69		14i. Attending events that address important social, economic, or political issues	FY	46	23%		
	UD	63			SR	34	28%		

High Impact Practices									
Internship				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>					
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:									
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)	
1a. Participate in an internship, co-op, field experience, student teaching, or clinical	LD	78		11a. Participate in an internship, co-op, field experience, student teaching, or clinical	FY	77	1%		
	UD	85			SR	71	13%		
<i>FSSE Item</i> <i>Class</i> <i>Yes %</i>									
Percentage of faculty who participate in the following activity in a typical 7-day week:									
6b. Supervising undergraduate internships or other field experiences	LD	32							
	UD	49							

Table 11 - Campus Environment continued

Learning Community

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>				
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	LD	41		11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	FY	39	2%	
	UD	47			SR	31	16%	

Study Abroad

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>				
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)
1d. Participate in a study abroad program	LD	34		11d. Participate in a study abroad program	FY	36	-2%	
	UD	37			SR	13	23%	

VII HIGH IMPACT PRACTICES

Table 12 – High Impact Practices Faculty compared to Students

High Impact Practices (continued)

Undergraduate Research

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>				
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)
1e. Work with a faculty member on a research project	LD	59		11e. Work with a faculty member on a research project	FY	36	24%	
	UD	58			SR	34	24%	
<i>FSSE Item</i>	<i>Class</i>	<i>Yes %</i>						
Percentage of faculty who participate in the following activity in a typical 7-day week:								
6a. Working with undergraduates on research	LD	43						
	UD	45						

Culminating Senior Experience

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>				
FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)
1f. Complete a culminating senior experience (capstone course, senior project or thesis,	LD	79		11f. Complete a culminating senior experience (capstone course, senior project or thesis,	FY	63	16%	
	UD	81			SR	71	10%	

Service-Learning

FSSE Item	Class	Very much or Quite a bit %		NSSE Item	Class	Some, Most, or All	Faculty less student %	Data Bars (±100%)
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	LD	49		12. About how many of your courses at this institution have included a community-based project (service-learning)?	FY	39	10%	
	UD	65			SR	55	10%	
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	LD	58						
	UD	56						

Table 13 – High Impact Practices continued

Additional Engagement Items									
Faculty Course Goals and Student-Perceived Gains									
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: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>					
FSSE Item	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)		
29a. Writing clearly and effectively	LD	56	17a. Writing clearly and effectively	FY	69	-13%			
	UD	71		SR	73	-2%			
29b. Speaking clearly and effectively	LD	31	17b. Speaking clearly and effectively	FY	49	-17%			
	UD	53		SR	67	-14%			
29c. Thinking critically and analytically	LD	93	17c. Thinking critically and analytically	FY	78	14%			
	UD	97		SR	80	16%			
29d. Analyzing numerical and statistical information	LD	40	17d. Analyzing numerical and statistical information	FY	53	-13%			
	UD	42		SR	59	-18%			
29e. Acquiring job- or work-related knowledge and skills	LD	47	17e. Acquiring job- or work-related knowledge and skills	FY	45	3%			
	UD	73		SR	72	1%			
29f. Working effectively with others	LD	64	17f. Working effectively with others	FY	59	4%			
	UD	70		SR	71	-1%			
29g. Developing or clarifying a personal code of values and ethics	LD	45	17g. Developing or clarifying a personal code of values and ethics	FY	54	-9%			
	UD	46		SR	54	-7%			
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious,	LD	42	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious,	FY	57	-15%			
	UD	46		SR	55	-10%			
29i. Solving complex real-world problems	LD	58	17i. Solving complex real-world problems	FY	52	6%			
	UD	70		SR	60	10%			
29j. Being an informed and active citizen	LD	62	17j. Being an informed and active citizen	FY	51	11%			
	UD	56		SR	56	0%			

Course Engagement									
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>					
FSSE Item	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)		
22a. Ask questions or contribute to course discussions in other ways	LD	88	1a. Asked questions or contributed to course discussions in other ways	FY	58	30%			
	UD	98		SR	82	17%			
22b. Prepare two or more drafts of a paper or assignment before turning it in	LD	44	1b. Prepared two or more drafts of a paper or assignment before turning it in	FY	52	-8%			
	UD	59		SR	53	5%			
22c. Come to class having completed readings or assignments	LD	94	1c. Come to class without completing readings or assignments (Never or Sometimes)	FY	83	11%			
	UD	96		SR	80	16%			

Additional Engagement Items (continued)									
Student Leadership									
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: <i>Which of the following have you done or do you plan to do before you graduate?</i>					
FSSE Item	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)		
1b. Hold a formal leadership role in a student organization or group	LD	17	11b. Hold a formal leadership role in a student organization or group	FY	35	-18%			
	UD	40		SR	41	-1%			

Memorization									
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>					
FSSE Item	Class	Very much or Quite a bit %	NSSE Item	Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)		
27a. Memorizing course material	LD	29	4a. Memorizing course material	FY	67	-38%			
	UD	21		SR	58	-36%			

Table 14 – High Impact Practices continued

Time Spent by Students

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>					
FSSE Item		Class	Very much or Quite a bit %	NSSE Item		Class	Very much or Quite a bit %	Faculty less student %	Data Bars (±100%)
20a.	Participating in co-curricular activities	LD	0	15b.	Participating in co-curricular activities	FY	6	-6%	
		UD	4			SR	6	-2%	
20b.	Working for pay on campus	LD	8	15c.	Working for pay on campus	FY	5	3%	
		UD	16			SR	13	2%	
20c.	Working for pay off campus	LD	26	15d.	Working for pay off campus	FY	5	21%	
		UD	49			SR	33	16%	
20d.	Doing community service or volunteer work	LD	0	15e.	Doing community service or volunteer work	FY	2	-2%	
		UD	0			SR	5	-5%	
20e.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with	LD	60	15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with	FY	43	18%	
		UD	52			SR	24	28%	
20f.	Providing care for dependents (children, parents, etc.)	LD	9	15g.	Providing care for dependents (children, parents, etc.)	FY	3	7%	
		UD	16			SR	18	-2%	
20g.	Commuting to campus (driving, walking, etc.)	LD	0	15h.	Commuting to campus (driving, walking, etc.)	FY	3	-3%	
		UD	2			SR	2	0%	

