



FSSE-NSSE

Combined Report 2013

University of West Georgia



FSSE-NSSE Combined Report 2013

Interpreting Your 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 Web site (fsse.iub.edu) or contact a member of the FSSE team.

- 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 for your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- 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.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE Web sites.
- Item wording and variable names:** Results from the FSSE survey appear in the columns on the left and items from the NSSE survey appear in columns on the right. 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.
- 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, the heading of this column varies throughout the report.
- 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 2013

NSSEville State University

Academic Challenge

Higher-Order Learning

Faculty Responses				Student Responses						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	%	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	88	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		UD	88			SR	37	44	15	3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	79	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	28	41	26	5
		UD	79			SR	36	42	18	4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	55	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	21	43	26	5
		UD	67			SR	32	41	22	5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	69	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	25	44	25	6
		UD	78			SR	33	39	23	4



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Academic Challenge

Faculty Responses

Student Responses

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	82	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	32	39	25	5
		UD	89			SR	45	40	13	2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	78	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	38	38	21	3
		UD	82			SR	46	35	16	3
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	64	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	35	38	23	4
		UD	66			SR	41	37	19	3
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	72	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	29	42	25	5
		UD	87			SR	41	37	20	3

Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD	66	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	19	38	34	10
		UD	83			SR	38	40	18	5
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD	73	2b. Connected your learning to societal problems or issues	RIsocietal	FY	20	34	37	9
		UD	81			SR	34	39	23	4
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD	64	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY	21	30	38	10
		UD	70			SR	31	32	30	8
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	70	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	23	40	31	5
		UD	80			SR	34	43	19	4
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIPerspect	LD	69	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	26	44	27	3
		UD	80			SR	39	35	24	2
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	91	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	22	44	32	3
		UD	91			SR	38	40	20	3
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	90	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	31	44	22	2
		UD	93			SR	53	34	11	1



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Academic Challenge (continued)

Faculty Responses

Student Responses

Learning Strategies

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report they substantially encourage students to do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
25e. Identify key information from reading assignments	fLSreading	LD	77	9a. Identified key information from reading assignments	LSreading	FY	47	37	15	1
		UD	72			SR	53	35	10	1
25f. Review notes after class	fLSnotes	LD	68	9b. Reviewed your notes after class	LSnotes	FY	46	25	26	3
		UD	57			SR	43	30	22	5
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	38	30	25	6
		UD	62			SR	42	31	25	3

Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	54	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	23	30	31	17
		UD	55			SR	26	34	23	17
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	50	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	15	26	34	25
		UD	48			SR	22	27	33	18
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	51	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	13	24	37	26
		UD	46			SR	19	30	34	17

Additional Academic Challenge Items

<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very much or Quite a bit %</i>	<i>NSSE Item</i>	<i>Variable^a</i>	<i>Class</i>	<i>Low challenge %</i>	<i>Moderate challenge %</i>	<i>High challenge %</i>	
21. In your selected course section, how much do students put forth their best work?	fchallenge	LD	30	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	37	62	
		UD	48			SR	1	28	70	
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very important or Important %</i>	<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very much %</i>	<i>Quite a bit %</i>	<i>Some %</i>	<i>Very little %</i>
Percentage of faculty who report that it is important that their institution increase its emphasis on the following:				Distribution of student responses to how much their institution emphasizes the following:						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	97	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	43	41	16	1
		UD	94			SR	45	39	14	1

a. 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).



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Learning with Peers

Collaborative Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who substantially encourage students to do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	75	1e. Asked another student to help you understand course material	CLaskhelp	FY	14	33	46	8
		UD	62			SR	16	29	43	11
25b. Explain course material to other students	fCLexplain	LD	61	1f. Explained course material to one or more students	CLexplain	FY	23	35	35	6
		UD	53			SR	32	36	30	2
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	67	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	22	31	30	17
		UD	52			SR	25	24	39	12
25d. Work with other students on course projects or assignments	fCLproject	LD	55	1h. Worked with other students on course projects or assignments	CLproject	FY	20	32	34	14
		UD	63			SR	30	35	28	7

Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section:				Distribution of student responses to how often they have had discussions with people from the following groups during the current school year:						
26a. People of a race or ethnicity other than their own	fDDrace	LD	72	8a. People of a race or ethnicity other than your own	DDrace	FY	51	26	18	5
		UD	64			SR	65	20	12	3
26b. People from an economic background other than their own	fDDeconomic	LD	62	8b. People from an economic background other than your own	DDeconomic	FY	41	36	18	5
		UD	53			SR	57	25	14	4
26c. People with religious beliefs other than their own	fDDreligion	LD	52	8c. People with religious beliefs other than your own	DDreligion	FY	40	25	28	6
		UD	39			SR	52	27	16	5
26d. People with political views other than their own	fDDpolitical	LD	49	8d. People with political views other than your own	DDpolitical	FY	42	29	21	9
		UD	46			SR	57	24	14	5



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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 %
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:				Distribution of student responses to how often they have done the following during the current school year:						
8a. Talked about their career plans	fSFcareer	LD	55	3a. Talked about career plans with a faculty member	SFcareer	FY	13	22	37	29
		UD	78			SR	24	27	37	12
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	31	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	10	12	20	58
		UD	37			SR	14	13	37	36
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	12	18	40	30
		UD	63			SR	16	29	35	20
8d. Discussed their academic performance	fSFperform	LD	78	3d. Discussed your academic performance with a faculty member	SFperform	FY	12	25	38	26
		UD	70			SR	17	28	38	17

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 %
Percentage of faculty who substantially do the following in their undergraduate courses:				Distribution of student responses to what extent their instructors have done the following during the current school year:						
10a. Clearly explain course goals and requirements	fetgoals	LD	97	5a. Clearly explained course goals and requirements	ETgoals	FY	46	35	16	3
		UD	96			SR	44	43	11	2
10b. Teach course sessions in an organized way	fetorganize	LD	100	5b. Taught course sessions in an organized way	ETorganize	FY	39	37	19	5
		UD	99			SR	40	38	21	2
10c. Use examples or illustrations to explain difficult points	fetexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	47	33	15	5
		UD	100			SR	48	34	17	1
10d. Provide feedback to students on a draft or work in progress	fetdraftfb	LD	75	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	38	33	22	7
		UD	78			SR	36	32	26	6
10e. Provide prompt and detailed feedback on tests or completed assignments	fetfeedback	LD	98	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	36	30	28	6
		UD	92			SR	34	40	23	3



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Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable ^a	Class	High ratings %	NSSE Item	Variable ^a	Class	Low ratings %	Moderate ratings %	High ratings %
Faculty perceptions of the quality of student interactions with the following people at their institution:				Distribution of student responses to the quality of interactions with the following people at their institution:					
3a. Other students	fQIstudent	LD	26	13a. Students	QIstudent	FY	3	39	58
		UD	33			SR	5	37	58
3b. Academic advisors	fQIadvisor	LD	6	13b. Academic advisors	QIadvisor	FY	9	44	45
		UD	31			SR	12	35	50
3c. Faculty	fQIfaculty	LD	28	13c. Faculty	QIfaculty	FY	5	40	55
		UD	36			SR	2	31	66
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	10	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	13	40	42
		UD	17			SR	11	41	36
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	5	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	14	44	40
		UD	14			SR	13	45	38

Supportive Environment

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who report that it is important that their institution increase its emphasis on each of the following:				Distribution of student responses to how much their institution emphasizes the following:						
2b. Providing support to help students succeed academically	fSEacademic	LD	92	14b. Providing support to help students succeed academically	SEacademic	FY	50	32	17	2
		UD	86			SR	45	33	20	3
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	89	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	53	31	12	4
		UD	74			SR	42	34	18	6
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	74	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	31	33	21	15
		UD	73			SR	26	27	32	15
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	47	14e. Providing opportunities to be involved socially	SEsocial	FY	38	37	18	6
		UD	54			SR	34	33	26	7
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	78	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	42	35	16	7
		UD	68			SR	39	31	25	5
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	60	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	21	26	31	22
		UD	54			SR	13	20	40	27
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	46	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	36	35	23	6
		UD	55			SR	28	34	30	8
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	58	14i. Attending events that address important social, economic, or political issues	SEevents	FY	29	32	26	14
		UD	61			SR	18	32	34	16

a. Response options ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).



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High Impact Practices

Faculty Responses

Student Responses

Internship

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	80	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	10	75	4	11
		UD	87			SR	52	21	15	12
FSSE Item	Variable	Class	Yes %							
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	18							
		UD	49							

Learning Community

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	31	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	13	27	33	27
		UD	40			SR	30	6	51	13

Study Abroad

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1d. Participate in a study abroad program	fabroad	LD	46	11d. Participate in a study abroad program	abroad	FY	1	33	31	35
		UD	39			SR	13	6	63	18



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High Impact Practices (continued)

Faculty Responses

Student Responses

Undergraduate Research

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1e. Work with a faculty member on a research project	fresearch	LD	64	11e. Work with a faculty member on a research project	research	FY	7	23	33	36
		UD	60			SR	25	9	44	22
FSSE Item	Variable	Class	Yes %							
Percentage of faculty who participate in the following activity in a typical 7 day week:										
6a. Working with undergraduates on research	fdresearch	LD	50							
		UD	43							

Culminating Senior Experience

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	82	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	2	51	10	36
		UD	86			SR	57	25	11	7

Service-Learning

All, Most, Some								All	Most	Some	None
FSSE Item	Variable	Class	%	NSSE Item	Variable	Class	%	%	%	%	
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservcourse	LD	38	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	5	40	53	
		UD	56			SR	1	10	53	36	
Very important or Important %											
FSSE Item	Variable	Class									
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	54								
		UD	60								



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Additional Engagement Items

Faculty Responses

Student Responses

Faculty Course Goals and Student-Perceived Gains

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who report substantially structuring their selected course section so that students learn and develop in the following areas:				Distribution of student responses to how much their experience at this institution contributed to their knowledge, skills, and personal development in the following areas:						
29a. Writing clearly and effectively	fcgwrite	LD	60	17a. Writing clearly and effectively	pgwrite	FY	43	35	17	5
		UD	71			SR	44	36	13	7
29b. Speaking clearly and effectively	fcgspeak	LD	48	17b. Speaking clearly and effectively	pgspeak	FY	30	36	25	9
		UD	49			SR	37	36	22	4
29c. Thinking critically and analytically	fcgthink	LD	93	17c. Thinking critically and analytically	pgthink	FY	46	36	16	3
		UD	94			SR	58	31	9	2
29d. Analyzing numerical and statistical information	fcganalyze	LD	40	17d. Analyzing numerical and statistical information	pganalyze	FY	28	29	29	14
		UD	42			SR	28	30	30	12
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	52	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	29	26	27	18
		UD	74			SR	42	33	20	6
29f. Working effectively with others	fcgothers	LD	63	17f. Working effectively with others	pgothers	FY	34	33	24	9
		UD	66			SR	38	45	13	3
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	41	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	27	26	35	13
		UD	53			SR	30	33	27	10
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	52	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	32	27	32	9
		UD	57			SR	32	34	26	8
29i. Solving complex real-world problems	fcgprobsolve	LD	62	17i. Solving complex real-world problems	pgprobsolve	FY	28	30	29	12
		UD	70			SR	33	30	27	10
29j. Being an informed and active citizen	fcgcitizen	LD	56	17j. Being an informed and active citizen	pgcitizen	FY	28	30	31	11
		UD	66			SR	28	33	29	10

Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	95	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	33	37	28	2
		UD	91			SR	52	33	15	1
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	29	27	31	14
		UD	54			SR	25	26	32	17
22c. Come to class having completed readings or assignments	fprepared	LD	95	1c. Come to class without completing readings or assignments	unprepared	FY	5	12	56	27
		UD	92			SR	7	10	58	25



FSSE-NSSE Combined Report 2013

University of West Georgia

Additional Engagement Items (continued)

Faculty Responses

Student Responses

Student Leadership

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	36	11b. Hold a formal leadership role in a student organization or group	leader	FY	13	34	28	25
		UD	34			SR	38	8	37	17

Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27a. Memorizing course material	fmemorize	LD	32	4a. Memorizing course material	memorize	FY	30	45	23	2
		UD	31			SR	23	43	28	6

Time Spent by Students

FSSE Item	Variable	Class	16 or more hours %	NSSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours %
Percentage of faculty who think the typical student in their selected course section spends more than 16 hours on each of the following in an average 7-day week:				Distribution of student responses to how many hours they spend doing each of the following in a typical 7-day week:						
20a. Participating in co-curricular activities	ftmcocurr	LD	6	15b. Participating in co-curricular activities	tmcocurr	FY	72	19	7	2
		UD	4			SR	82	15	2	1
20b. Working for pay on campus	ftmworkon	LD	14	15c. Working for pay on campus	tmworkon	FY	89	8	2	1
		UD	10			SR	74	10	12	4
20c. Working for pay off campus	ftmworkoff	LD	59	15d. Working for pay off campus	tmworkoff	FY	76	9	10	6
		UD	63			SR	57	10	17	16
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	92	8	0	0
		UD	0			SR	85	13	2	1
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	78	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	28	50	17	6
		UD	51			SR	36	41	15	7
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	9	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	86	5	2	6
		UD	17			SR	71	10	6	13
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	3	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	81	15	2	2
		UD	2			SR	65	34	1	0

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