



FSSE-NSSE

Combined Report 2013

New Jersey City University



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.



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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	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	88	3b. 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	85	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	34	44	19	3
		UD	93			SR	37	44	17	2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	92	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	34	45	18	3
		UD	94			SR	38	41	18	3
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	80	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	37	43	17	3
		UD	85			SR	36	45	16	3
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	88	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	32	47	18	3
		UD	83			SR	38	40	18	4

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	79	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	25	35	33	7
		UD	84			SR	28	40	29	3
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD	86	2b. Connected your learning to societal problems or issues	RIsocietal	FY	28	31	32	9
		UD	81			SR	31	35	30	4
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIdiverse	LD	80	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	FY	23	34	34	10
		UD	74			SR	27	38	27	8
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	94	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	26	47	24	2
		UD	89			SR	26	41	29	4
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	90	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	25	40	33	1
		UD	81			SR	29	45	22	3
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	96	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	29	42	28	2
		UD	93			SR	32	42	25	1
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	96	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	35	42	23	0
		UD	97			SR	42	43	15	0



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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	81	9a. Identified key information from reading assignments	LSreading	FY	48	42	8	2
		UD	82			SR	49	39	9	3
25f. Review notes after class	fLSnotes	LD	63	9b. Reviewed your notes after class	LSnotes	FY	45	29	20	6
		UD	58			SR	42	36	20	3
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	67	9c. Summarized what you learned in class or from course materials	LSsummary	FY	38	34	24	3
		UD	70			SR	38	37	21	4

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	57	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	22	29	33	16
		UD	58			SR	22	34	30	14
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	47	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	15	26	41	18
		UD	41			SR	18	30	31	22
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	50	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	12	24	42	21
		UD	43			SR	13	31	33	23

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	36	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	41	56
		UD	67			SR	2	35	63

<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	94	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	45	41	12	2
		UD	93			SR	38	44	15	3

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	63	1e. Asked another student to help you understand course material	CLaskhelp	FY	8	23	54	15
		UD	64		SR		10	20	52	18
25b. Explain course material to other students	fCLexplain	LD	60	1f. Explained course material to one or more students	CLexplain	FY	19	32	45	4
		UD	59		SR		22	35	39	4
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	54	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	15	24	39	23
		UD	58		SR		15	25	39	21
25d. Work with other students on course projects or assignments	fCLproject	LD	56	1h. Worked with other students on course projects or assignments	CLproject	FY	19	29	40	12
		UD	60		SR		25	32	36	8

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	80	8a. People of a race or ethnicity other than your own	DDrace	FY	54	26	13	6
		UD	87		SR		53	31	11	5
26b. People from an economic background other than their own	fDDeconomic	LD	47	8b. People from an economic background other than your own	DDeconomic	FY	46	29	18	7
		UD	64		SR		44	36	14	6
26c. People with religious beliefs other than their own	fDDreligion	LD	68	8c. People with religious beliefs other than your own	DDreligion	FY	48	24	18	10
		UD	74		SR		46	32	16	6
26d. People with political views other than their own	fDDpolitical	LD	57	8d. People with political views other than your own	DDpolitical	FY	39	28	23	11
		UD	67		SR		42	32	20	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	18	24	38	20
		UD	89			SR	20	28	32	20
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	26	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	6	8	22	64
		UD	33			SR	14	13	24	50
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	61	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	8	14	41	38
		UD	67			SR	12	20	37	30
8d. Discussed their academic performance	fSFperform	LD	81	3d. Discussed your academic performance with a faculty member	SFperform	FY	14	18	44	25
		UD	80			SR	17	25	37	20

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	100	5a. Clearly explained course goals and requirements	ETgoals	FY	44	41	12	3
		UD	99			SR	45	40	13	2
10b. Teach course sessions in an organized way	fetorganize	LD	98	5b. Taught course sessions in an organized way	ETorganize	FY	41	29	21	9
		UD	99			SR	38	38	20	4
10c. Use examples or illustrations to explain difficult points	fetexample	LD	98	5c. Used examples or illustrations to explain difficult points	ETexample	FY	44	33	18	6
		UD	100			SR	46	33	18	4
10d. Provide feedback to students on a draft or work in progress	fetdraftfb	LD	90	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	39	30	25	6
		UD	81			SR	33	32	23	12
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	39	27	25	9
		UD	97			SR	35	34	23	9



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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	22	13a. Students	QIstudent	FY	5	35	60
		UD	38			SR	2	35	61
3b. Academic advisors	fQIadvisor	LD	17	13b. Academic advisors	QIadvisor	FY	11	41	44
		UD	22			SR	13	35	51
3c. Faculty	fQIfaculty	LD	22	13c. Faculty	QIfaculty	FY	10	34	55
		UD	21			SR	9	33	57
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	9	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	15	32	31
		UD	12			SR	17	31	30
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	15	43	39
		UD	7			SR	15	42	40

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	94	14b. Providing support to help students succeed academically	SEacademic	FY	39	39	20	2
		UD	97			SR	28	42	22	8
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	98	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	42	33	18	7
		UD	93			SR	28	37	23	12
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	78	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	37	30	27	6
		UD	75			SR	27	31	26	16
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	65	14e. Providing opportunities to be involved socially	SEsocial	FY	30	36	27	7
		UD	66			SR	28	35	24	13
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	89	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	29	32	30	9
		UD	83			SR	23	35	24	18
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	74	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	18	30	30	22
		UD	66			SR	19	22	26	34
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	61	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	26	30	30	14
		UD	53			SR	22	26	29	22
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	78	14i. Attending events that address important social, economic, or political issues	SEevents	FY	22	33	30	15
		UD	68			SR	22	28	27	23

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	85	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	19	63	8	10
		UD	89			SR	43	34	16	7
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	13							
		UD	58							

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	63	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	16	33	23	27
		UD	62			SR	20	17	47	16

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	3	32	42	23
		UD	43			SR	6	18	63	14



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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	74	11e. Work with a faculty member on a research project	research	FY	9	37	24	31
		UD	65			SR	19	19	40	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	21							
		UD	39							
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	88	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	10	53	15	23
		UD	88			SR	33	31	22	14
Service-Learning										
FSSE Item	Variable	Class	All, Most, Some %	NSSE Item	Variable	Class	All %	Most %	Some %	None %
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservcourse	LD	32	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	2	11	31	56
		UD	59			SR	2	10	42	46
FSSE Item	Variable	Class	Very important or Important %							
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	55							
		UD	58							



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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	85	17a. Writing clearly and effectively	pgwrite	FY	42	34	19	5
		UD	83			SR	39	34	19	9
29b. Speaking clearly and effectively	fcgspeak	LD	50	17b. Speaking clearly and effectively	pgspeak	FY	31	37	25	7
		UD	74			SR	34	36	21	9
29c. Thinking critically and analytically	fcgthink	LD	96	17c. Thinking critically and analytically	pgthink	FY	40	37	19	3
		UD	100			SR	41	40	15	4
29d. Analyzing numerical and statistical information	fcganalyze	LD	35	17d. Analyzing numerical and statistical information	pganalyze	FY	27	27	32	14
		UD	29			SR	25	37	24	14
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	40	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	33	32	20	15
		UD	66			SR	33	30	26	11
29f. Working effectively with others	fcgothers	LD	67	17f. Working effectively with others	pgothers	FY	32	36	25	7
		UD	77			SR	40	31	21	8
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	49	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	34	26	24	16
		UD	56			SR	38	31	22	10
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	71	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	38	34	19	9
		UD	73			SR	38	36	18	8
29i. Solving complex real-world problems	fcgprobsolve	LD	60	17i. Solving complex real-world problems	pgprobsolve	FY	30	33	23	14
		UD	74			SR	29	35	25	11
29j. Being an informed and active citizen	fcgcitizen	LD	67	17j. Being an informed and active citizen	pgcitizen	FY	32	25	30	13
		UD	73			SR	29	34	25	12

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	94	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	34	40	24	2
		UD	100			SR	47	34	17	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	75	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	27	31	30	12
		UD	65			SR	25	30	31	14
22c. Come to class having completed readings or assignments	fprepared	LD	100	1c. Come to class without completing readings or assignments	unprepared	FY	3	5	48	44
		UD	100			SR	4	10	51	36



FSSE-NSSE Combined Report 2013

New Jersey City University

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	42	11b. Hold a formal leadership role in a student organization or group	leader	FY	9	29	36	26
		UD	43			SR	23	12	50	16

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	18	4a. Memorizing course material	memorize	FY	25	44	25	6
		UD	25			SR	23	40	29	9

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	2	15b. Participating in co-curricular activities	tmcocurr	FY	85	11	2	2
		UD	0			SR	82	11	6	1
20b. Working for pay on campus	ftmworkon	LD	2	15c. Working for pay on campus	tmworkon	FY	86	11	2	2
		UD	4			SR	80	12	5	3
20c. Working for pay off campus	ftmworkoff	LD	78	15d. Working for pay off campus	tmworkoff	FY	43	12	14	30
		UD	77			SR	35	7	15	43
20d. Doing community service or volunteer work	ftmservice	LD	2	15e. Doing community service or volunteer work	tmservice	FY	82	10	6	2
		UD	1			SR	81	10	6	3
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	37	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	46	38	11	4
		UD	35			SR	49	37	11	3
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	32	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	57	21	7	15
		UD	47			SR	55	15	10	20
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	4	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	56	34	7	3
		UD	4			SR	62	28	6	5

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