



2015 NSSE/FSSE Combined Results

Faculty teaching upper division courses reported importance/emphasis in their teaching and mentoring
Seniors reported on activities/behaviors during the year

	Faculty (50)	Seniors (182)	Difference
Higher-Order Learning	<i>Very much or Quite a bit %</i>	<i>Very much or Quite a bit %</i>	<i>Faculty - Student</i>
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	93	82	11
Forming a new idea or understanding from various pieces of information	86	77	9
Applying facts, theories, or methods to practical problems or new situations	89	80	8
Evaluating a point of view, decision, or information source	84	81	3
Reflective & Integrative Learning	<i>Very important or Important %</i>	<i>Very Often or Often %</i>	<i>Faculty - Student</i>
Learn something that changes the way he or she understands an issue or concept	89	74	16
Combine ideas from different courses when completing assignments	79	67	12
Examine the strengths and weaknesses of his or her own views on a topic or issue	83	72	11
Connect ideas from your course to his or her prior experiences and knowledge	91	85	6
Connect his or her learning to societal problems or issues	74	72	3
Include diverse perspectives in course discussions or assignments	67	66	1
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	75	75	0
Quantitative Reasoning	<i>Very important or Important %</i>	<i>Very Often or Often %</i>	<i>Faculty - Student</i>
Evaluate what others have concluded from numerical information	54	44	10
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	57	49	8
Reach conclusions based on analysis of numerical information	57	60	-3
Collaborative Learning	<i>Very much or Quite a bit %</i>	<i>Very Often or Often %</i>	<i>Faculty - Student</i>
Ask other students for help understanding course material	64	29	35
Prepare for exams by working through course material with other students	64	47	16
Work with other students on course projects or assignments	77	62	15
Explain course material to other students	58	57	1
Student-Faculty Interaction	<i>Very Often or Often %</i>	<i>Very Often or Often %</i>	<i>Faculty - Student</i>
Discussed their academic performance	85	43	43
Discussed course topics, ideas, or concepts outside of class	66	38	28
Talked about their career plans	72	52	20
Worked on activities other than coursework (committees, student groups, etc.)	42	27	15
Effective Teaching Practices	<i>Very much or Quite a bit %</i>	<i>Very much or Quite a bit %</i>	<i>Faculty - Student</i>
Use examples or illustrations to explain difficult points	98	74	24
Provide prompt and detailed feedback on tests or completed assignments	92	69	23
Teach course sessions in an organized way	96	75	21
Clearly explain course goals and requirements	92	81	11
Provide feedback to students on drafts or works in progress	78	68	10
Faculty Course Goals and Student-Perceived Gains	<i>Very much or Quite a bit %</i>	<i>Very much or Quite a bit %</i>	<i>Faculty - Student</i>
Thinking critically and analytically	95	88	7
Solving complex real-world problems	66	64	2
Writing clearly and effectively	82	80	1
Acquiring job- or work-related knowledge and skills	64	65	-1
Being an informed and active citizen	65	67	-2
Working effectively with others	66	72	-6
Speaking clearly and effectively	64	81	-17
Developing or clarifying a personal code of values and ethics	49	71	-22
Understanding people of other backgrounds (economic, racial/ethnic, etc.)	52	77	-25
Analyzing numerical and statistical information	36	63	-26



	Faculty (50)	Seniors (182)	Difference
Time Spent by Students	<i>16 or more hours %</i>	<i>16 or more hours %</i>	<i>Faculty - Student</i>
Working for pay off campus	68	54	14
Relaxing and socializing	22	14	8
Working for pay on campus	4	6	-2
Providing care for dependents (children, parents, etc.)	35	39	-4
Participating in co-curricular activities	0	5	-5
Doing community service or volunteer work	2	7	-5
Commuting to campus (driving, walking, etc.)	2	13	-11
Preparing for class	4	35	-31