



## Faculty Survey of Student Engagement

### Faculty classroom practices and student responses:

		Faculty Responses						Student Responses							
Percentage of faculty who reported that more than half of students from their courses do the following								Distribution of student responses to how often they did the following at their institution during the current school year							
(FSSE) NSSE Item	Class	50% or Higher					Very often/ Class Often								
		UNF	BCH	CCB	CCEC	COAS	COEHS	UNF	BCH	CCB	CCEC	COAS	COEHS		
(Frequently) ask questions in class or contribute to class discussions	LD <sup>1</sup>	<b>27%</b>							FY	<b>58%</b>					
	UD <sup>2</sup>	<b>38%</b>	54%	13%	18%	34%	62%	SR	<b>70%</b>	76%	68%	64%	69%	80%	
(Frequently) come to class without completing readings or assignments	LD <sup>1</sup>	<b>30%</b>							FY	<b>21%</b>					
	UD <sup>2</sup>	<b>22%</b>	8%	39%	18%	28%	13%	SR	<b>28%</b>	35%	31%	28%	25%	24%	
(Frequently) work harder than they usually do to meet your standards	LD <sup>1</sup>	<b>24%</b>							FY	<b>58%</b>					
	UD <sup>2</sup>	<b>34%</b>	28%	35%	33%	32%	43%	SR	<b>62%</b>	73%	60%	50%	62%	73%	
(Occasionally) use e-mail to communicate with you	LD <sup>1</sup>	<b>34%</b>							FY	<b>75%</b>					
	UD <sup>2</sup>	<b>51%</b>	64%	47%	36%	48%	53%	SR	<b>86%</b>	91%	87%	77%	87%	93%	
(Occasionally) discuss grades or assignments with you	LD <sup>1</sup>	<b>32%</b>							FY	<b>53%</b>					
	UD <sup>2</sup>	<b>39%</b>	49%	26%	27%	39%	43%	SR	<b>59%</b>	57%	53%	52%	64%	71%	
(At least once,) talk about career plans with you	LD <sup>1</sup>	<b>12%</b>							FY	<b>30%</b>					
	UD <sup>2</sup>	<b>27%</b>	44%	13%	23%	25%	30%	SR	<b>38%</b>	61%	30%	24%	40%	42%	
(At least once,) discuss ideas from readings or classes with you outside of class	LD <sup>1</sup>	<b>13%</b>							FY	<b>16%</b>					
	UD <sup>2</sup>	<b>18%</b>	26%	6%	0%	22%	17%	SR	<b>28%</b>	28%	19%	24%	30%	28%	

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Percentage of faculty who reported that students from their courses do the following often or very often	Class	50% or Higher					Distribution of student responses to how often they did the following at their institution during the current school year							
(FSSE) NSSE Item		UNF	BCH	CCB	CCEC	COAS	COEHS	Very often/ Class Often	UNF	BCH	CCB	CCEC	COAS	COEHS
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	LD <sup>1</sup>	<b>43%</b>						FY	<b>68%</b>					
	UD <sup>2</sup>	<b>49%</b>	61%	32%	10%	51%	75%	SR	<b>62%</b>	70%	60%	33%	67%	79%
Work with other students on projects during class	LD <sup>1</sup>	<b>42%</b>						FY	<b>46%</b>					
	UD <sup>2</sup>	<b>57%</b>	76%	45%	59%	39%	86%	SR	<b>51%</b>	48%	46%	51%	50%	73%
Participate in a community-based project (e.g., service learning) as part of your course	LD <sup>1</sup>	<b>10%</b>						FY	<b>8%</b>					
	UD <sup>2</sup>	<b>20%</b>	43%	3%	5%	11%	41%	SR	<b>20%</b>	49%	5%	29%	13%	28%
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	LD <sup>1</sup>	<b>44%</b>						FY	<b>47%</b>					
	UD <sup>2</sup>	<b>57%</b>	66%	48%	64%	52%	59%	SR	<b>63%</b>	73%	66%	61%	58%	69%
Receive prompt written or oral feedback from you on their academic performance	LD <sup>1</sup>	<b>87%</b>						FY	<b>57%</b>					
	UD <sup>2</sup>	<b>92%</b>	95%	87%	86%	89%	100%	SR	<b>59%</b>	58%	56%	49%	64%	71%
Have serious conversations in your course with students of a different race or ethnicity than their own	LD <sup>1</sup>	<b>44%</b>						FY	<b>51%</b>					
	UD <sup>2</sup>	<b>41%</b>	62%	23%	33%	43%	34%	SR	<b>59%</b>	68%	62%	50%	57%	59%
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	LD <sup>1</sup>	<b>40%</b>						FY	<b>57%</b>					
	UD <sup>2</sup>	<b>41%</b>	54%	23%	29%	49%	24%	SR	<b>58%</b>	57%	58%	52%	65%	51%

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FSSE Item	Class	Faculty Responses						Student Responses							
		50% or Higher	UNF	BCH	CCB	CCEC	COAS	COEHS	Very often/ Class Often	UNF	BCH	CCB	CCEC	COAS	COEHS
Prepare two or more drafts of a paper or assignment before turning it in	LD <sup>1</sup>	<b>39%</b>						FY	<b>60%</b>						
	UD <sup>2</sup>	<b>52%</b>	42%	48%	35%	54%	83%	SR	<b>45%</b>	58%	42%	45%	45%	43%	
Work on a paper or project that requires integrating ideas or information from various sources	LD <sup>1</sup>	<b>66%</b>						FY	<b>82%</b>						
	UD <sup>2</sup>	<b>90%</b>	42%	48%	35%	54%	83%	SR	<b>58%</b>	93%	87%	84%	89%	91%	
Work with classmates outside of class to prepare class assignments	LD <sup>1</sup>	<b>34%</b>						FY	<b>38%</b>						
	UD <sup>2</sup>	<b>52%</b>	67%	65%	41%	39%	59%	SR	<b>74%</b>	84%	87%	86%	55%	73%	
Put together ideas or concepts from different courses when completing assignments or during class discussions	LD <sup>1</sup>	<b>45%</b>						FY	<b>51%</b>						
	UD <sup>2</sup>	<b>71%</b>	92%	63%	64%	57%	90%	SR	<b>75%</b>	79%	75%	75%	72%	72%	
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	LD <sup>1</sup>	<b>51%</b>						FY	<b>16%</b>						
	UD <sup>2</sup>	<b>58%</b>	72%	48%	41%	53%	72%	SR	<b>26%</b>	28%	19%	24%	30%	28%	
Tutor or teach other students (paid or voluntary)	LD <sup>1</sup>	<b>29%</b>						FY	<b>10%</b>						
	UD <sup>2</sup>	<b>29%</b>	31%	32%	33%	22%	48%	SR	<b>17%</b>	15%	12%	20%	14%	35%	
Examine the strengths and weaknesses of their views on a topic or issue	LD <sup>1</sup>	<b>69%</b>						FY	<b>50%</b>						
	UD <sup>2</sup>	<b>79%</b>	83%	77%	62%	77%	93%	SR	<b>56%</b>	57%	48%	44%	65%	62%	
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	LD <sup>1</sup>	<b>62%</b>						FY	<b>61%</b>						
	UD <sup>2</sup>	<b>76%</b>	89%	61%	62%	71%	93%	SR	<b>67%</b>	64%	65%	58%	74%	66%	
Learn something that changes the way they understand an issue or concept	LD <sup>1</sup>	<b>84%</b>						FY	<b>64%</b>						
	UD <sup>2</sup>	<b>93%</b>	100%	94%	81%	90%	100%	SR	<b>67%</b>	74%	61%	58%	71%	74%	

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### Faculty classroom practices and student responses:

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<b>Percentage of faculty who reported that their evaluations of student performance are quite challenging for students</b>								<b>Distribution of student responses to how much their examinations during the current school year challenged them to do their best work</b>						
	Class	Quite Challenging						Class	Quite Challenging					
<i>FSSE Item</i>		UNF	BCH	CCB	CCEC	COAS	COEHS		UNF	BCH	CCB	CCEC	COAS	COEHS
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	LD <sup>1</sup>	<b>82%</b>						FY	<b>85%</b>					
	UD <sup>2</sup>	<b>92%</b>	92%	90%	91%	89%	100%	SR	<b>81%</b>	85%	81%	83%	88%	71%
<small>Note: Faculty and students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.</small>														
<b>Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses</b>								<b>Distribution of student responses to how much their coursework during the current school year emphasized the following</b>						
	Class	Very often/ Quite a bit						Class	Very often/ Quite a bit					
<i>FSSE Item</i>		UNF	BCH	CCB	CCEC	COAS	COEHS		UNF	BCH	CCB	CCEC	COAS	COEHS
Memorizing facts, ideas, or methods from your course and readings	LD <sup>1</sup>	<b>39%</b>						FY	<b>77%</b>					
	UD <sup>2</sup>	<b>21%</b>	22%	20%	14%	26%	14%	SR	<b>61%</b>	66%	72%	45%	60%	49%
Analyzing the basic elements of an idea, experience, or theory	LD <sup>1</sup>	<b>88%</b>						FY	<b>85%</b>					
	UD <sup>2</sup>	<b>91%</b>	97%	90%	86%	92%	86%	SR	<b>84%</b>	85%	82%	82%	87%	82%
Synthesizing and organizing ideas, information, or experiences	LD <sup>1</sup>	<b>89%</b>						FY	<b>72%</b>					
	UD <sup>2</sup>	<b>93%</b>	97%	87%	90%	93%	97%	SR	<b>74%</b>	83%	68%	69%	77%	78%
Making judgments about the value of information, arguments, or methods	LD <sup>1</sup>	<b>72%</b>						FY	<b>75%</b>					
	UD <sup>2</sup>	<b>80%</b>	94%	80%	67%	76%	83%	SR	<b>76%</b>	85%	71%	76%	75%	82%
Applying theories or concepts to practical problems or in new situations	LD <sup>1</sup>	<b>81%</b>						FY	<b>76%</b>					
	UD <sup>2</sup>	<b>90%</b>	97%	87%	90%	84%	97%	SR	<b>79%</b>	83%	78%	85%	77%	81%

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Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas		Very often/ Quite a bit						Very often/ Quite a bit							
<i>FSSE Item</i>	<i>Class</i>	UNF	BCH	CCB	CCEC	COAS	COEHS	UNF	BCH	CCB	CCEC	COAS	COEHS		
Writing clearly and effectively	LD <sup>1</sup>	<b>52%</b>							FY	<b>80%</b>					
	UD <sup>2</sup>	<b>70%</b>	75%	67%	57%	68%	79%	SR	<b>78%</b>	74%	75%	73%	85%	75%	
Speaking clearly and effectively	LD <sup>1</sup>	<b>45%</b>							FY	<b>62%</b>					
	UD <sup>2</sup>	<b>58%</b>	71%	47%	57%	49%	72%	SR	<b>75%</b>	74%	84%	71%	71%	71%	
Thinking critically and analytically	LD <sup>1</sup>	<b>94%</b>							FY	<b>85%</b>					
	UD <sup>2</sup>	<b>98%</b>	97%	100%	100%	97%	96%	SR	<b>89%</b>	86%	91%	84%	92%	86%	
Analyzing quantitative problems	LD <sup>1</sup>	<b>50%</b>							FY	<b>72%</b>					
	UD <sup>2</sup>	<b>45%</b>	53%	57%	71%	31%	41%	SR	<b>77%</b>	78%	86%	84%	73%	65%	
Using computing and information technology	LD <sup>1</sup>	<b>30%</b>							FY	<b>67%</b>					
	UD <sup>2</sup>	<b>48%</b>	69%	57%	67%	27%	48%	SR	<b>82%</b>	85%	86%	86%	77%	81%	
Working effectively with others	LD <sup>1</sup>	<b>43%</b>							FY	<b>73%</b>					
	UD <sup>2</sup>	<b>58%</b>	86%	47%	43%	38%	90%	SR	<b>82%</b>	89%	88%	73%	78%	84%	
Learning effectively on their own	LD <sup>1</sup>	<b>80%</b>							FY	<b>73%</b>					
	UD <sup>2</sup>	<b>87%</b>	92%	97%	76%	82%	93%	SR	<b>74%</b>	78%	80%	75%	72%	67%	

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Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas		Very often/ Quite a bit						Very often/ Class Quite a bit							
FSSE Item	Class	UNF	BCH	CCB	CCEC	COAS	COEHS	UNF	BCH	CCB	CCEC	COAS	COEHS		
Understanding themselves	LD <sup>1</sup>	<b>60%</b>							FY	<b>65%</b>					
	UD <sup>2</sup>	<b>55%</b>	69%	45%	30%	50%	76%	SR	<b>61%</b>	65%	65%	52%	64%	56%	
Understanding people of other racial and ethnic backgrounds	LD <sup>1</sup>	<b>47%</b>							FY	<b>63%</b>					
	UD <sup>2</sup>	<b>46%</b>	56%	21%	21%	46%	72%	SR	<b>63%</b>	54%	54%	35%	56%	62%	
Solving complex real-world problems	LD <sup>1</sup>	<b>59%</b>							FY	<b>55%</b>					
	UD <sup>2</sup>	<b>75%</b>	86%	86%	79%	59%	90%	SR	<b>64%</b>	65%	66%	70%	60%	59%	
Developing a personal code of values and ethics	LD <sup>1</sup>	<b>48%</b>							FY	<b>54%</b>					
	UD <sup>2</sup>	<b>56%</b>	75%	45%	60%	42%	79%	SR	<b>55%</b>	64%	58%	53%	55%	43%	
Developing a deepened sense of spirituality	LD <sup>1</sup>	<b>19%</b>							FY	<b>33%</b>					
	UD <sup>2</sup>	<b>16%</b>	34%	0%	21%	13%	10%	SR	<b>24%</b>	35%	24%	22%	22%	16%	
Acquiring a broad general education	LD <sup>1</sup>	<b>76%</b>							FY	<b>85%</b>					
	UD <sup>2</sup>	<b>48%</b>	47%	24%	30%	64%	45%	SR	<b>83%</b>	81%	87%	71%	88%	79%	
Acquiring job or work-related knowledge and skills	LD <sup>1</sup>	<b>63%</b>							FY	<b>53%</b>					
	UD <sup>2</sup>	<b>83%</b>	94%	93%	95%	64%	93%	SR	<b>74%</b>	85%	76%	73%	65%	83%	

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