



FSSE-NSSE
Combined Report 2015
University of West Georgia

FSSE-NSSE Combined Report 2015

About This 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 website (fsse.indiana.edu) or contact a member of the FSSE team.

1. **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 at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
2. **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.
3. **Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
4. **Item wording and variable names:** 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.
5. **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, this column heading varies throughout the report.
6. **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 2015

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 has your coursework emphasized the following during the current school year?						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	81	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	35	46	18	1
		UD	84			SR	31	46	15	0
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	39	44	15	1
		UD	86			SR	46	40	13	1
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	59	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	36	46	16	2
		UD	69			SR	36	44	18	2
27e. Forming a new idea or understanding from various pieces of information	fHO	LD	82	4e. Forming a new idea or understanding from various pieces of information	HO	FY	34	41	21	4
		UD	82			SR	35	44	17	3

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 has your coursework emphasized the following during the current school year?						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	81	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	25	43	26	6
		UD	86			SR	49	33	16	2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	85	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	30	41	24	5
		UD	92			SR	45	35	15	6
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	68	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	25	45	25	4
		UD	77			SR	40	35	17	8
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	78	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	28	37	30	6
		UD	88			SR	43	33	19	5

Reflective & Integrative Learning

Faculty Responses				Student Responses						
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: About how often have you done the following during the current school year?						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD	75	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	23	29	40	9
		UD	78			SR	51	29	17	3
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD	82	2b. Connected your learning to societal problems or issues	RIsocietal	FY	25	26	36	14
		UD	70			SR	42	25	27	5
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD	70	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY	27	22	42	8
		UD	70			SR	39	25	26	10
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	85	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	28	34	33	5
		UD	85			SR	34	36	24	6
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	77	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	29	38	29	5
		UD	81			SR	38	35	22	4
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	87	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	26	35	34	5
		UD	90			SR	41	34	21	5
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	93	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	36	37	24	3
		UD	96			SR	52	31	15	2

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 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>						
25e. Identify key information from reading assignments	fLSreading	LD	73	9a. Identified key information from reading assignments	LSreading	FY	48	33	15	3
		UD	78			SR	51	35	11	2
25f. Review notes after class	fLSnotes	LD	68	9b. Reviewed your notes after class	LSnotes	FY	44	27	23	6
		UD	59			SR	44	28	23	6
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	36	35	22	7
		UD	68			SR	40	37	18	5

Quantitative Reasoning

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: <i>About how often have you done the following during the current school year?</i>						
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	18	28	40	14
		UD	56			SR	23	29	33	16
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	52	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	16	15	47	21
		UD	47			SR	19	20	39	22
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	48	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	12	19	41	28
		UD	49			SR	16	24	37	23

Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Low challenge %	Moderate challenge %	High challenge %
21. In your selected course section, to what extent do you think the typical student does his or her best work?	fchallenge	LD	28	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	39	59
		UD	42			SR	1	33	66

Note. 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).

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
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	fempstudy	LD	96	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	41	42	14	3
		UD	91			SR	44	45	11	0

Learning with Peers

Faculty Responses

Student Responses

Collaborative Learning

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: About how often have you done the following during the current school year?						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	70	1e. Asked another student to help you understand course material	CLaskhelp	FY	23	27	39	10
		UD	65		SR		21	23	43	13
25b. Explain course material to other students	fCLexplain	LD	63	1f. Explained course material to one or more students	CLexplain	FY	24	36	36	4
		UD	56		SR		36	33	28	3
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	66	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	26	23	34	17
		UD	66		SR		28	28	30	14
25d. Work with other students on course projects or assignments	fCLproject	LD	51	1h. Worked with other students on course projects or assignments	CLproject	FY	25	26	41	9
		UD	59		SR		38	28	26	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 reported 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: About how often have you 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	69	8a. People of a race or ethnicity other than your own	DDrace	FY	48	35	12	5
		UD	74		SR		64	24	10	3
26b. People from an economic background other than their own	fDDeconomic	LD	60	8b. People from an economic background other than your own	DDeconomic	FY	46	29	19	7
		UD	66		SR		53	31	14	3
26c. People with religious beliefs other than their own	fDDreligion	LD	38	8c. People with religious beliefs other than your own	DDreligion	FY	38	26	24	13
		UD	57		SR		54	24	19	3
26d. People with political views other than their own	fDDpolitical	LD	44	8d. People with political views other than your own	DDpolitical	FY	40	27	22	10
		UD	58		SR		52	25	18	5

Experiences with Faculty

Faculty Responses				Student Responses						
Student-Faculty Interaction				Distribution of student responses to: <i>About how often you have done the following during the current school year?</i>						
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:										
8a. Talked about their career plans	fSFcareer	LD	64	3a. Talked about career plans with a faculty member	SFcareer	FY	16	19	42	22
		UD	73			SR	26	27	30	16
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	32	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	11	10	25	55
		UD	43			SR	20	14	28	38
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	65	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	11	18	44	27
		UD	64			SR	25	20	31	24
8d. Discussed their academic performance	fSFperform	LD	85	3d. Discussed your academic performance with a faculty member	SFperform	FY	15	21	46	18
		UD	71			SR	23	18	40	19

Effective Teaching Practices

Faculty Responses				Student Responses						
Percentage of faculty who substantially do the following in their undergraduate courses:				Distribution of student responses to: <i>To what extent have your instructors done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
10a. Clearly explain course goals and requirements	fETgoals	LD	96	5a. Clearly explained course goals and requirements	ETgoals	FY	42	34	21	3
		UD	98			SR	46	33	15	6
10b. Teach course sessions in an organized way	fETorganize	LD	98	5b. Taught course sessions in an organized way	ETorganize	FY	42	30	25	3
		UD	95			SR	38	37	19	6
10c. Use examples or illustrations to explain difficult points	fETexample	LD	97	5c. Used examples or illustrations to explain difficult points	ETexample	FY	37	34	25	4
		UD	97			SR	45	33	19	4
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	78	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	40	30	22	8
		UD	76			SR	33	35	19	12
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	93	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	36	35	22	6
		UD	91			SR	34	37	20	9

Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable	Class	High ratings %	NSSE Item	Variable	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: <i>Indicate the quality of your interactions with the following people at your institution.</i>					
3a. Other students	fQIstudent	LD	21	13a. Students	QIstudent	FY	6	44	49
		UD	27			SR	5	40	53
3b. Academic advisors	fQIadvisor	LD	13	13b. Academic advisors	QIadvisor	FY	7	36	54
		UD	19			SR	13	29	55
3c. Faculty	fQIfaculty	LD	21	13c. Faculty	QIfaculty	FY	8	38	53
		UD	26			SR	7	34	59
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	13	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	15	39	38
		UD	12			SR	10	36	37
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	7	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	13	40	41
		UD	10			SR	9	48	38

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).

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 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>						
2b. Providing support to help students succeed academically	fSEacademic	LD	91	14b. Providing support to help students succeed academically	SEacademic	FY	41	38	13	7
		UD	87			SR	36	38	20	6
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	91	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	46	32	12	10
		UD	84			SR	38	29	21	12
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	80	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	23	36	28	13
		UD	78			SR	19	35	34	13
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	56	14e. Providing opportunities to be involved socially	SEsocial	FY	34	34	23	9
		UD	61			SR	30	39	22	9
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	76	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	40	34	18	7
		UD	82			SR	35	33	24	8
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	70	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	18	25	28	30
		UD	71			SR	8	16	39	38
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	51	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	33	29	25	13
		UD	58			SR	19	38	28	15
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	65	14i. Attending events that address important social, economic, or political issues	SEevents	FY	22	28	27	23
		UD	69			SR	13	26	40	22

High Impact Practices

Internship

Faculty Responses

Student Responses

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 have you done or do you plan to do before you graduate?						
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	84	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	10	73	5	12
		UD	85			SR	53	21	21	4
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	19							
		UD	38							

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 have you done or do you plan to do before you graduate?						
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	34	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	32	21	26	22
		UD	34			SR	19	6	63	12

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 have you done or do you plan to do before you graduate?						
1d. Participate in a study abroad program	fabroad	LD	45	11d. Participate in a study abroad program	abroad	FY	5	41	23	31
		UD	47			SR	17	2	72	8

High Impact Practices (continued)

Faculty Responses				Student Responses						
Undergraduate Research				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 have you done or do you plan to do before you graduate?						
1e. Work with a faculty member on a research project	fresearch	LD	65	11e. Work with a faculty member on a research project	research	FY	4	33	27	35
		UD	52			SR	26	8	51	15
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	32							
		UD	42							

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 have you done or do you plan to do before you 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	4	48	11	36
		UD	83			SR	60	18	15	7

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)?	fservice	LD	35	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	5	52	43
		UD	49			SR	1	7	46	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	49							
		UD	53							

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 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>						
29a. Writing clearly and effectively	fcgwrite	LD	60	17a. Writing clearly and effectively	pgwrite	FY	36	42	17	5
		UD	73			SR	42	37	15	6
29b. Speaking clearly and effectively	fcgsspeak	LD	42	17b. Speaking clearly and effectively	pgsspeak	FY	24	36	26	13
		UD	56			SR	35	35	22	8
29c. Thinking critically and analytically	fcgthink	LD	97	17c. Thinking critically and analytically	pgthink	FY	37	43	13	6
		UD	98			SR	52	31	15	2
29d. Analyzing numerical and statistical information	fcganalyze	LD	41	17d. Analyzing numerical and statistical information	pganalyze	FY	25	29	31	16
		UD	39			SR	28	28	31	14
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	52	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	22	26	33	18
		UD	66			SR	40	32	17	11
29f. Working effectively with others	fcgothers	LD	52	17f. Working effectively with others	pgothers	FY	27	35	32	6
		UD	66			SR	37	34	25	3
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	55	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	27	32	24	17
		UD	57			SR	31	30	25	14
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	54	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	25	29	37	10
		UD	61			SR	38	24	24	14
29i. Solving complex real-world problems	fcgprobsolve	LD	55	17i. Solving complex real-world problems	pgprobsolve	FY	19	31	28	22
		UD	61			SR	26	35	27	11
29j. Being an informed and active citizen	fcgcitizen	LD	70	17j. Being an informed and active citizen	pgcitizen	FY	21	35	27	17
		UD	64			SR	26	26	31	18

Course Engagement

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: <i>About how often have you done the following during the current school year?</i>						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	91	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	34	33	32	2
		UD	93			SR	52	30	17	1
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	48	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	29	30	24	17
		UD	56			SR	28	23	31	18
22c. Come to class having completed readings or assignments	fprepared	LD	92	1c. Come to class without completing readings or assignments	unprepared	FY	7	10	59	24
		UD	95			SR	8	11	56	25

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 have you done or do you plan to do before you graduate?						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	35	11b. Hold a formal leadership role in a student organization or group	leader	FY	10	36	27	27
		UD	29			SR	37	4	52	7

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 has your coursework emphasized the following during the current school year?						
27a. Memorizing course material	fmemorize	LD	34	4a. Memorizing course material	memorize	FY	34	43	20	3
		UD	27			SR	27	28	31	14

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 16 hours or more on each of the following in an average 7-day week:				Distribution of student responses to: About how many hours do you spend in a typical 7-day week doing the following?						
20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	5	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	17	46	27	9
		UD	1			SR	16	38	26	20
20b. Participating in co-curricular activities	ftmcocurr	LD	7	15b. Participating in co-curricular activities	tmcocurr	FY	72	24	4	0
		UD	7			SR	75	17	3	5
20c. Working for pay on campus	ftmworkon	LD	15	15c. Working for pay on campus	tmworkon	FY	85	10	5	0
		UD	18			SR	70	13	15	1
20d. Working for pay off campus	ftmworkoff	LD	56	15d. Working for pay off campus	tmworkoff	FY	79	10	3	7
		UD	64			SR	55	8	14	24
20e. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	88	11	1	0
		UD	0			SR	86	13	1	1
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	70	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	36	41	17	6
		UD	55			SR	38	40	13	8
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	7	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	86	9	3	2
		UD	16			SR	63	13	4	19
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	3	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	81	16	1	2
		UD	3			SR	69	25	3	2

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