



FSSE-NSSE

Combined Report 2014

University of West Georgia

FSSE-NSSE Combined Report 2014

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 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 at 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:** 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, this column heading 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 2014

NSSEville State University

Academic Challenge

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 partially emphasizes the following in their selected course section:				Distribution of student responses to which their coursework emphasized the following during the current school year:						
27b. Applying facts, theories, or methods to practical problems or new situations	HOapply	LD	74	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		UD	88			SF	37	44	16	3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	LD	70	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	28	41	26	5
		UD	80			SR	36	42	18	4

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: <i>How much has your coursework emphasized the following during the current school year?</i>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	83	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	34	39	24	3
		UD	88			SR	42	38	18	2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	83	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	37	40	18	5
		UD	85			SR	43	36	19	2
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	72	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	32	40	24	4
		UD	68			SR	35	37	23	5
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	34	39	23	5
		UD	82			SR	37	42	17	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: <i>About how often have you done the following during the current school year?</i>						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD	72	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	21	34	37	8
		UD	86			SR	41	33	24	3
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	21	31	38	10
		UD	74			SR	33	32	29	6
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD	68	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY	18	37	36	10
		UD	70			SR	29	31	31	9
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	82	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	23	46	26	5
		UD	82			SR	28	37	31	4
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	72	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	29	41	26	4
		UD	81			SR	29	42	27	2
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	89	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	27	39	30	4
		UD	95			SR	32	41	26	2
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	41	23	2
		UD	97			SR	46	40	13	1

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	fL.Sreading	LD	78	9a. Identified key information from reading assignments	L.Sreading	FY	42	37	19	2
		UD	75			SR	49	37	12	1
25f. Review notes after class	fL.Snotes	LD	66	9b. Reviewed your notes after class	L.Snotes	FY	37	30	28	4
		UD	61			SR	41	30	24	5
25g. Summarize what has been learned from class or from course materials	fL.Ssummary	LD	73	9c. Summarized what you learned in class or from course materials	L.Ssummary	FY	35	31	29	5
		UD	69			SR	38	32	25	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	48	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	20	30	32	18
		UD	55			SR	21	29	36	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	14	22	33	31
		UD	46			SR	15	22	42	20
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	48	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	14	18	38	30
		UD	45			SR	13	24	43	20

FSSE-NSSE Combined Report 2014

University of West Georgia

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	37	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	40	58
		UD	47			SR	3	31	67

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	94	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	42	41	15	2
		UD	93			SR	42	40	16	2

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: <i>About how often have you done the following during the current school year?</i>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	70	1e. Asked another student to help you understand course material	CLaskhelp	FY	21	32	39	9
		UD	57			SR	14	24	49	13
25b. Explain course material to other students	fCLexplain	LD	66	1f. Explained course material to one or more students	CLexplain	FY	24	39	32	5
		UD	56			SR	25	40	31	4
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	73	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	22	30	35	14
		UD	53			SR	25	25	36	14
25d. Work with other students on course projects or assignments	fCLproject	LD	60	1h. Worked with other students on course projects or assignments	CLproject	FY	18	30	42	10
		UD	63			SR	32	33	29	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 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: <i>About how often have you had discussions with people from the following groups during the current school year?</i>						
26a. People of a race or ethnicity other than their own	fDDrace	LD	77	8a. People of a race or ethnicity other than your own	DDrace	FY	47	29	20	4
		UD	69			SR	60	22	15	2
26b. People from an economic background other than their own	fDDeconomic	LD	70	8b. People from an economic background other than your own	DDeconomic	FY	40	33	24	4
		UD	65			SR	54	26	17	3
26c. People with religious beliefs other than their own	fDDreligion	LD	56	8c. People with religious beliefs other than your own	DDreligion	FY	36	32	26	6
		UD	48			SR	47	23	24	5
26d. People with political views other than their own	fDDpolitical	LD	63	8d. People with political views other than your own	DDpolitical	FY	38	33	24	6
		UD	53			SR	52	26	19	3

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: <i>About how often you have done the following during the current school year?</i>						
8a. Talked about their career plans	fSFcareer	LD	52	3a. Talked about career plans with a faculty member	SFcareer	FY	12	22	39	27
		UD	75			SR	22	27	34	17
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	33	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	7	11	27	54
		UD	44			SR	16	14	30	41
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	21	37	32
		UD	60			SR	17	23	42	18
8d. Discussed their academic performance	fSFperform	LD	78	3d. Discussed your academic performance with a faculty member	SFperform	FY	13	21	39	27
		UD	73			SR	18	26	41	15

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: <i>To what extent have your instructors done the following during the current school year?</i>						
10a. Clearly explain course goals and requirements	fETgoals	LD	97	5a. Clearly explained course goals and requirements	ETgoals	FY	46	36	15	2
		UD	98			SR	43	40	15	2
10b. Teach course sessions in an organized way	fETorganize	LD	98	5b. Taught course sessions in an organized way	ETorganize	FY	39	40	18	3
		UD	98			SR	37	41	18	4
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	39	35	22	4
		UD	98			SR	43	36	18	4
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	69	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	39	30	23	8
		UD	75			SR	36	30	25	9
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	92	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	33	31	28	8
		UD	91			SR	32	34	25	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: Indicate the quality of your interactions with the following people at your institution.					
3a. Other students	fQIstudent	LD	24	13a. Students	QIstudent	FY	5	44	51
		UD	33			SR	4	36	59
3b. Academic advisors	fQIadvisor	LD	16	13b. Academic advisors	QIadvisor	FY	12	38	47
		UD	20			SR	14	35	49
3c. Faculty	fQIfaculty	LD	23	13c. Faculty	QIfaculty	FY	8	40	51
		UD	29			SR	4	31	65
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	14	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	11	38	40
		UD	10			SR	13	34	38
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	13	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	14	43	38
		UD	13			SR	14	42	41

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: How much does your institution emphasize the following?						
2b. Providing support to help students succeed academically	fSEacademic	LD	92	14b. Providing support to help students succeed academically	SEacademic	FY	42	36	20	3
		UD	90			SR	38	39	18	4
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	52	30	13	5
		UD	85			SR	38	36	20	6
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	73	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	26	27	31	15
		UD	75			SR	23	30	32	15
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	59	14e. Providing opportunities to be involved socially	SEsocial	FY	37	33	24	6
		UD	57			SR	28	38	28	6
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	82	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	43	31	20	6
		UD	76			SR	35	39	19	7
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	65	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	19	25	31	25
		UD	65			SR	12	19	34	35
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	52	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	30	28	30	12
		UD	51			SR	21	29	36	13

FSSE-NSSE Combined Report 2014

University of West Georgia

2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	71	14i. Attending events that address important social, economic, or political issues	SEevents	FY	21	30	28	21
		UD	59			SR	15	25	39	21

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 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 UD	80 81	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY SR	11 53	67 20	8 22	13 5
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 UD	22 45							

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 UD	29 44	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY SR	20 26	18 6	36 61	26 7

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 UD	40 47	11d. Participate in a study abroad program	abroad	FY SR	5 15	34 9	31 64	31 12

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 have you done or do you plan to do before you graduate?						
1e. Work with a faculty member on a research project	fresearch	LD	63	11e. Work with a faculty member on a research project	research	FY	5	25	35	34
		UD	59			SR	27	12	47	14
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	48							
		UD	48							

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	86	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	1	41	18	40
		UD	85			SR	56	21	16	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)?	fservcourse	LD	34	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	0	5	30	65
		UD	48			SR	2	9	41	48
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	51							
		UD	58							

Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains				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>						
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:										
29a. Writing clearly and effectively	fegwrite	LD	61	17a. Writing clearly and effectively	pgwrite	FY	33	40	18	9
		UD	68			SR	39	32	21	8
29b. Speaking clearly and effectively	fegspeak	LD	44	17b. Speaking clearly and effectively	pgspeak	FY	25	36	24	15
		UD	56			SR	36	35	21	8
29c. Thinking critically and analytically	fegthink	LD	92	17c. Thinking critically and analytically	pgthink	FY	34	40	19	6
		UD	95			SR	51	32	13	4
29d. Analyzing numerical and statistical information	feganalyze	LD	36	17d. Analyzing numerical and statistical information	pganalyze	FY	20	31	29	21
		UD	34			SR	26	29	30	15
29e. Acquiring job- or work-related knowledge and skills	fegwork	LD	56	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	18	27	34	21
		UD	67			SR	41	28	23	8
29f. Working effectively with others	fegothers	LD	58	17f. Working effectively with others	pgothers	FY	25	33	30	13
		UD	59			SR	36	40	21	3
29g. Developing or clarifying a personal code of values and ethics	fegvalues	LD	39	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	22	31	28	20
		UD	56			SR	31	28	26	15
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fegdiverse	LD	51	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	26	31	27	16
		UD	56			SR	35	30	25	10
29i. Solving complex real-world problems	fegprobsolve	LD	60	17i. Solving complex real-world problems	pgprobsolve	FY	18	28	35	20
		UD	67			SR	28	31	29	12
29j. Being an informed and active citizen	fegcitizen	LD	71	17j. Being an informed and active citizen	pgcitizen	FY	23	29	28	20
		UD	60			SR	28	27	30	14

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	94	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	30	36	30	3
		UD	95			SR	51	29	20	1
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	43	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	22	27	34	18
		UD	59			SR	22	27	33	18
22c. Come to class having completed readings or assignments	fprepared	LD	93	1c. Come to class without completing readings or assignments	unprepared	FY	5	12	56	27
		UD	95			SR	7	12	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	32	11b. Hold a formal leadership role in a student organization or group	leader	FY	10	30	35	25
		UD	35			SR	41	4	47	8

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	33	43	22	2
		UD	26			SR	25	40	27	7

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. Participating in co-curricular activities	ftmcocurr	LD	12	15b. Participating in co-curricular activities	tmcocurr	FY	76	19	5	1
		UD	8			SR	73	16	7	4
20b. Working for pay on campus	ftmworkon	LD	21	15c. Working for pay on campus	tmworkon	FY	87	6	4	2
		UD	11			SR	68	13	12	6
20c. Working for pay off campus	ftmworkoff	LD	59	15d. Working for pay off campus	tmworkoff	FY	73	9	9	8
		UD	60			SR	53	11	12	24
20d. Doing community service or volunteer work	ftmservice	LD	3	15e. Doing community service or volunteer work	tmservice	FY	88	10	1	0
		UD	1			SR	85	10	5	0
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	71	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	25	47	18	10
		UD	56			SR	34	43	14	9
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	13	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	89	7	2	3
		UD	12			SR	73	8	6	13
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	3	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	79	18	3	1
		UD	2			SR	62	34	3	1

IPEDS: 141334