FSSE
faculty survey of
student engagement

FSSE-NSSE
Combined Report 2013

Lamar University

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

Academic Challenge

Higher-Order Learning

FSSE Item	Variable	Class	Faculty Responses: Very much or Quite a bit %	NSSE Item	Variable	Class	Student Responses: 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	79	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	26	41	28	5
		UD	88			SR	40	42	16	2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	74	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	25	45	21	9
		UD	84			SR	36	42	18	3
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	64	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	25	40	26	8
		UD	75			SR	34	39	21	7
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	70	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	24	44	23	8
		UD	85			SR	33	40	21	5

Reflective & Integrative Learning

FSSE Item	Variable	Class	Faculty Responses: Very important or Important %	NSSE Item	Variable	Class	Student Responses: 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	64	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	18	31	38	13
		UD	88			SR	29	38	29	4
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD	74	2b. Connected your learning to societal problems or issues	RIsocietal	FY	16	29	41	14
		UD	78			SR	26	38	29	7
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIdiverse	LD	64	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	FY	15	25	45	15
		UD	75			SR	22	33	34	12
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	79	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	21	40	33	6
		UD	80			SR	27	39	31	3
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	78	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	22	43	32	4
		UD	81			SR	29	43	26	2
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	88	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	23	40	36	2
		UD	91			SR	30	44	24	2
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	89	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	34	39	25	2
		UD	96			SR	45	41	13	0

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

Academic Challenge (continued)

Learning Strategies

	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 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	75	9a. Identified key information from reading assignments	LSreading	FY	38	42	19	1
			UD	79			SR	46	38	15	0
25f.	Review notes after class	fLSnotes	LD	61	9b. Reviewed your notes after class	LSnotes	FY	47	27	25	1
			UD	68			SR	39	34	24	3
25g.	Summarize what has been learned from class or from course materials	fLSsummary	LD	72	9c. Summarized what you learned in class or from course materials	LSsummary	FY	34	31	30	5
			UD	68			SR	33	37	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 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	59	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	25	27	29	20
			UD	67			SR	23	32	27	18
22e.	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	49	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	12	22	34	33
			UD	60			SR	15	28	32	24
22f.	Evaluate what others have concluded from numerical information	fQRevaluate	LD	40	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	11	18	37	34
			UD	54			SR	18	26	33	22

Additional Academic Challenge Items

	FSSE Item	*Variable*	*Class*	*Very much or Quite a bit %*	*NSSE Item*	*Variable* [a]	*Class*	*Low challenge %*	*Moderate challenge %*	*High challenge %*
21.	In your selected course section, how much do students put forth their best work?	fchallenge	LD	40	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	35	63
			UD	60			SR	1	32	67

	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 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	92	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	40	46	12	2
			UD	91			SR	39	43	16	1

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).

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

Learning with Peers

Collaborative Learning

FSSE Item	Variable	Class	Faculty Responses: Very much or Quite a bit %	NSSE Item	Variable	Class	Student Responses: 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	62	1e. Asked another student to help you understand course material	CLaskhelp	FY	15	29	39	17
		UD	68			SR	15	23	43	18
25b. Explain course material to other students	fCLexplain	LD	60	1f. Explained course material to one or more students	CLexplain	FY	18	38	37	7
		UD	60			SR	24	31	36	8
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	64	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	15	26	37	22
		UD	73			SR	22	24	32	23
25d. Work with other students on course projects or assignments	fCLproject	LD	53	1h. Worked with other students on course projects or assignments	CLproject	FY	12	27	45	16
		UD	56			SR	25	28	32	15

Discussions with Diverse Others

FSSE Item	Variable	Class	Faculty Responses: Very much or Quite a bit %	NSSE Item	Variable	Class	Student Responses: 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	67	8a. People of a race or ethnicity other than your own	DDrace	FY	44	25	24	8
		UD	79			SR	53	27	15	5
26b. People from an economic background other than their own	fDDeconomic	LD	59	8b. People from an economic background other than your own	DDeconomic	FY	35	34	26	5
		UD	73			SR	50	29	16	5
26c. People with religious beliefs other than their own	fDDreligion	LD	49	8c. People with religious beliefs other than your own	DDreligion	FY	34	23	33	9
		UD	57			SR	45	27	22	6
26d. People with political views other than their own	fDDpolitical	LD	52	8d. People with political views other than your own	DDpolitical	FY	34	30	29	8
		UD	62			SR	47	29	19	5

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

Experiences with Faculty

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:			Faculty Responses	**Distribution of student responses to how often they have done the following during the current school year:**			Student Responses			
8a. Talked about their career plans	fSFcareer	LD	54	3a. Talked about career plans with a faculty member	SFcareer	FY	9	15	42	34
		UD	69			SR	18	23	37	22
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	34	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	6	9	18	67
		UD	51			SR	12	16	24	48
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	57	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	4	13	34	49
		UD	65			SR	12	18	34	36
8d. Discussed their academic performance	fSFperform	LD	70	3d. Discussed your academic performance with a faculty member	SFperform	FY	4	16	42	37
		UD	65			SR	14	19	44	23

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	95	5a. Clearly explained course goals and requirements	ETgoals	FY	44	36	14	6
		UD	98			SR	45	38	14	3
10b. Teach course sessions in an organized way	fetorganize	LD	97	5b. Taught course sessions in an organized way	ETorganize	FY	43	37	15	5
		UD	97			SR	40	42	14	3
10c. Use examples or illustrations to explain difficult points	fetexample	LD	95	5c. Used examples or illustrations to explain difficult points	ETexample	FY	39	38	15	7
		UD	100			SR	40	40	17	3
10d. Provide feedback to students on a draft or work in progress	fetdraftfb	LD	64	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	27	32	28	13
		UD	76			SR	29	34	27	10
10e. Provide prompt and detailed feedback on tests or completed assignments	fetfeedback	LD	89	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	26	35	26	13
		UD	91			SR	35	36	23	6

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

Campus Environment

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	18	13a. Students	QIstudent	FY	3	42	52
		UD	31			SR	3	29	65
3b. Academic advisors	fQIadvisor	LD	7	13b. Academic advisors	QIadvisor	FY	13	35	48
		UD	26			SR	5	29	64
3c. Faculty	fQIfaculty	LD	13	13c. Faculty	QIfaculty	FY	9	43	46
		UD	29			SR	4	30	64
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	7	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	15	32	31
		UD	20			SR	11	34	32
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	9	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	18	38	35
		UD	15			SR	10	38	47

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	89	14b. Providing support to help students succeed academically	SEacademic	FY	35	39	22	3
		UD	85			SR	33	43	19	5
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	86	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	41	27	19	13
		UD	78			SR	31	39	21	9
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	75	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	24	28	30	18
		UD	75			SR	27	35	24	14
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	58	14e. Providing opportunities to be involved socially	SEsocial	FY	31	31	27	11
		UD	60			SR	32	33	26	9
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	78	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	30	33	25	13
		UD	75			SR	27	37	26	10
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	55	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	17	18	34	31
		UD	55			SR	14	19	33	34
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	63	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	28	33	27	11
		UD	55			SR	25	34	28	13
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	59	14i. Attending events that address important social, economic, or political issues	SEevents	FY	18	27	34	21
		UD	68			SR	17	26	34	24

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).

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

High Impact Practices

Internship

Faculty Responses

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:			
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	79
		UD	84

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	37

Student Responses

NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Distribution of student responses to which of the following they have done or plan to do before they graduate:						
11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	8	71	4	16
		SR	42	25	25	8

Learning Community

Faculty Responses

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:			
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	33
		UD	54

Student Responses

NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Distribution of student responses to which of the following they have done or plan to do before they graduate:						
11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	12	25	30	33
		SR	25	9	55	11

Study Abroad

Faculty Responses

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:			
1d. Participate in a study abroad program	fabroad	LD	17
		UD	35

Student Responses

NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Distribution of student responses to which of the following they have done or plan to do before they graduate:						
11d. Participate in a study abroad program	abroad	FY	1	25	43	31
		SR	9	7	71	14

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

High Impact Practices (continued)

Undergraduate Research

Faculty Responses

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:			
1e. Work with a faculty member on a research project	fresearch	LD	56
		UD	56

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	44

Student Responses

NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Distribution of student responses to which of the following they have done or plan to do before they graduate:						
11e. Work with a faculty member on a research project	research	FY	5	22	28	45
		SR	18	13	52	17

Culminating Senior Experience

Faculty Responses

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:			
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	84
		UD	86

Student Responses

NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Distribution of student responses to which of the following they have done or plan to do before they graduate:						
11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	3	45	12	41
		SR	36	28	25	11

Service-Learning

Faculty Responses

FSSE Item	Variable	Class	All, Most, Some %
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservcourse	LD	41
		UD	63

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	64

Student Responses

NSSE Item	Variable	Class	All %	Most %	Some %	None %
12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	5	39	55
		SR	5	10	39	46

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

Additional Engagement Items

Faculty Course Goals and Student-Perceived Gains

FSSE Item	Variable	Class	Faculty Responses: Very much or Quite a bit %	NSSE Item	Variable	Class	Student Responses: 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	55	17a. Writing clearly and effectively	pgwrite	FY	32	36	27	5
		UD	70			SR	39	34	21	5
29b. Speaking clearly and effectively	fcgspeak	LD	42	17b. Speaking clearly and effectively	pgspeak	FY	27	32	33	8
		UD	58			SR	38	34	21	7
29c. Thinking critically and analytically	fcgthink	LD	90	17c. Thinking critically and analytically	pgthink	FY	41	35	22	2
		UD	94			SR	54	32	12	2
29d. Analyzing numerical and statistical information	fcganalyze	LD	25	17d. Analyzing numerical and statistical information	pganalyze	FY	28	30	29	13
		UD	51			SR	39	26	26	9
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	53	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	22	30	33	15
		UD	74			SR	39	34	18	9
29f. Working effectively with others	fcgothers	LD	59	17f. Working effectively with others	pgothers	FY	27	29	33	11
		UD	67			SR	35	37	20	8
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	42	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	26	26	31	16
		UD	59			SR	36	29	20	14
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	55	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	24	29	34	13
		UD	62			SR	34	34	24	8
29i. Solving complex real-world problems	fcgprobsolve	LD	49	17i. Solving complex real-world problems	pgprobsolve	FY	21	22	40	17
		UD	73			SR	30	35	24	11
29j. Being an informed and active citizen	fcgcitizen	LD	58	17j. Being an informed and active citizen	pgcitizen	FY	21	27	34	18
		UD	62			SR	27	34	30	8

Course Engagement

FSSE Item	Variable	Class	Faculty Responses: Very important or Important %	NSSE Item	Variable	Class	Student Responses: 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	92	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	26	35	33	6
		UD	97			SR	47	32	19	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	40	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	17	31	35	17
		UD	54			SR	28	28	26	18
22c. Come to class having completed readings or assignments	fprepared	LD	91	1c. Come to class without completing readings or assignments	unprepared	FY	4	6	46	44
		UD	96			SR	6	8	50	36

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2013

Lamar University

Additional Engagement Items (continued)

Student Leadership

FSSE Item	Variable	Class	Faculty Responses: Very important or Important %	NSSE Item	Variable	Class	Student Responses: 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	11	29	27	33
		UD	56			SR	38	6	48	8

Memorization

FSSE Item	Variable	Class	Faculty Responses: Very much or Quite a bit %	NSSE Item	Variable	Class	Student Responses: 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	36	4a. Memorizing course material	memorize	FY	30	39	25	6
		UD	35			SR	22	38	35	5

Time Spent by Students

FSSE Item	Variable	Class	Faculty Responses: 16 or more hours %	NSSE Item	Variable	Class	Student Responses: 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	1	15b. Participating in co-curricular activities	tmcocurr	FY	81	15	2	2
		UD	1			SR	74	17	7	3
20b. Working for pay **on campus**	ftmworkon	LD	17	15c. Working for pay **on campus**	tmworkon	FY	94	4	1	1
		UD	19			SR	76	9	12	3
20c. Working for pay **off campus**	ftmworkoff	LD	67	15d. Working for pay **off campus**	tmworkoff	FY	58	6	12	25
		UD	76			SR	43	9	14	35
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	87	10	3	0
		UD	1			SR	80	14	4	1
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	54	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	35	44	16	5
		UD	37			SR	43	40	13	4
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	28	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	75	9	2	14
		UD	23			SR	57	12	7	24
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	4	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	77	18	1	4
		UD	2			SR	74	19	5	2

IPEDS: 226091

FSSE faculty survey of student engagement

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.

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 for your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.

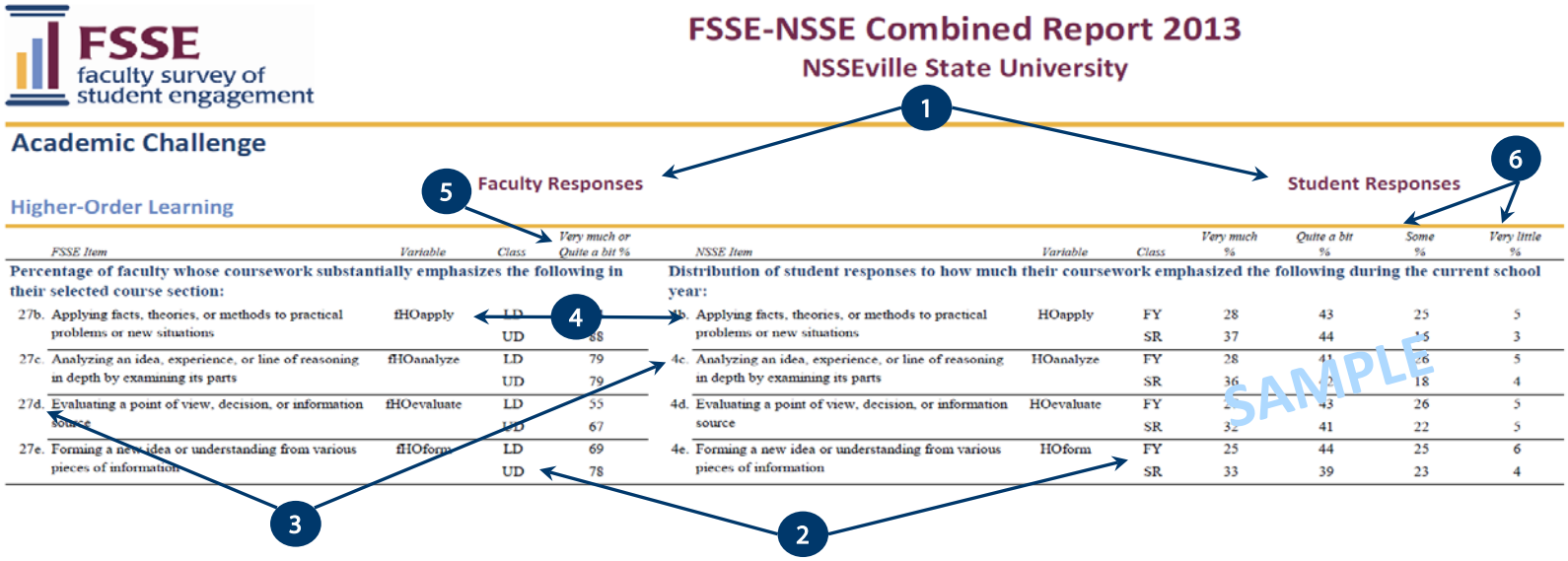
2. ***Class level:*** Frequency distributions are reported separately for faculty who report teaching lower-division (LD) or upper-division courses (UD). Student responses are reported separately for first-year students (FY) and seniors (SR) as reported by your institution.

3. ***Item numbers:*** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE Web sites.

4. ***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.

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, the heading of this column 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 Item	Variable	Class	Very much or Quite a bit %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:			
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	
		UD	88
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	79
		UD	79
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	55
		UD	67
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	69
		UD	78

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to how much their coursework emphasized the following during the current school year:						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		SR	37	44	15	3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	28	41	26	5
		SR	36		18	4
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY		43	26	5
		SR	32	41	22	5
4e. Forming a new idea or understanding from various pieces of information	HOform	FY	25	44	25	6
		SR	33	39	23	4