




FSSE-NSSE
Combined Report 2016
Lamar University

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 for those in your *NSSE Frequencies and Statistical Comparisons* report.



FSSE-NSSE Combined Report 2016

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	25	46	18	1
		UD	84			SR	6	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	fHOanalyze	LD	82	4e. Forming a new idea or understanding from various pieces of information	HOanalyze	FY	34	41	21	4
		UD	82			SR	35	44	17	3

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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 82 UD 93	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY 22 SR 37	43	31	4
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD 75 UD 87	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY 22 SR 36	42	28	7
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD 69 UD 75	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY 20 SR 34	46	28	6
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD 72 UD 84	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY 23 SR 31	41	29	7

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 70 UD 81	2a.	Combined ideas from different courses when completing assignments	RIntegrate	FY 11 SR 24	32	45	12
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD 64 UD 73	2b.	Connected your learning to societal problems or issues	RIsocietal	FY 13 SR 20	29	40	18
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD 53 UD 65	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY 15 SR 17	24	41	20
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD 78 UD 80	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY 14 SR 21	43	35	8
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD 76 UD 75	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY 20 SR 22	43	30	6
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD 81 UD 90	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY 16 SR 23	44	35	6
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD 86 UD 97	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY 24 SR 32	42	30	4

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 68 UD 73	9a.	Identified key information from reading assignments	LSreading	FY 27 SR 42	38 40	28 16	6 3
25f.	Review notes after class	fLSnotes	LD 71 UD 69	9b.	Reviewed your notes after class	LSnotes	FY 30 SR 36	34 37	29 22	7 5
25g.	Summarize what has been learned from class or from course materials	fLSsummary	LD 71 UD 75	9c.	Summarized what you learned in class or from course materials	LSsummary	FY 24 SR 31	32 35	34 27	10 7

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 61 UD 74	6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY 19 SR 23	30 37	38 29	13 10
22e.	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD 45 UD 73	6b.	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY 13 SR 20	25 28	33 34	28 18
22f.	Evaluate what others have concluded from numerical information	fQRevaluate	LD 51 UD 64	6c.	Evaluated what others have concluded from numerical information	QRevaluate	FY 11 SR 17	24 27	41 41	25 15

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 30 UD 57	10.	During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY 3 SR 1	48 34	49 65

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 93 UD 90	14a.	Spending significant amounts of time studying and on academic work	empstudy	FY 32 SR 39	40 41	25 18	3 1

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 71 UD 58	1e.	Asked another student to help you understand course material	CLaskhelp	FY 16 SR 18	30 24	38 40	16 18
25b.	Explain course material to other students	fCLexplain	LD 68 UD 60	1f.	Explained course material to one or more students	CLexplain	FY 15 SR 23	36 31	40 37	8 9
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD 70 UD 67	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY 15 SR 22	24 24	38 33	23 21
25d.	Work with other students on course projects or assignments	fCLproject	LD 63 UD 69	1h.	Worked with other students on course projects or assignments	CLproject	FY 14 SR 29	32 27	41 30	14 15

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 66 UD 76	8a.	People of a race or ethnicity other than your own	DDrace	FY 41 SR 50	31 29	20 15	8 7
26b.	People from an economic background other than their own	fDDeconomic	LD 64 UD 74	8b.	People from an economic background other than your own	DDeconomic	FY 37 SR 44	29 32	24 17	9 7
26c.	People with religious beliefs other than their own	fDDreligion	LD 53 UD 57	8c.	People with religious beliefs other than your own	DDreligion	FY 37 SR 43	25 27	27 21	11 9
26d.	People with political views other than their own	fDDpolitical	LD 61 UD 60	8d.	People with political views other than your own	DDpolitical	FY 36 SR 43	25 30	28 19	11 8

Experiences with Faculty

Student-Faculty Interaction

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very often or Often %
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	63
		UD	80
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	43
		UD	56
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	64
		UD	71
8d. Discussed their academic performance	fSFperform	LD	73
		UD	75

NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Distribution of student responses to: About how often you have done the following during the current school year?						
3a. Talked about career plans with a faculty member	SFcareer	FY	12	19	40	30
		SR	14	22	37	28
3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	8	11	25	57
		SR	9	16	22	52
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	7	17	31	45
		SR	12	14	35	39
3d. Discussed your academic performance with a faculty member	SFperform	FY	6	18	48	28
		SR	12	18	41	29

Effective Teaching Practices

FSSE Item	Variable	Class	Very much or Quite a bit %
Percentage of faculty who substantially do the following in their undergraduate courses:			
10a. Clearly explain course goals and requirements	fETgoals	LD	98
		UD	98
10b. Teach course sessions in an organized way	fETorganize	LD	100
		UD	98
10c. Use examples or illustrations to explain difficult points	fETexample	LD	98
		UD	100
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	75
		UD	73
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	92
		UD	97

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to: To what extent have your instructors done the following during the current school year?						
5a. Clearly explained course goals and requirements	ETgoals	FY	28	47	22	2
		SR	37	39	19	5
5b. Taught course sessions in an organized way	ETorganize	FY	25	41	29	6
		SR	36	37	21	7
5c. Used examples or illustrations to explain difficult points	ETexample	FY	30	36	29	5
		SR	36	35	22	7
5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	26	32	31	12
		SR	28	25	32	15
5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	24	32	35	9
		SR	28	32	28	12

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	27	13a.	Students	QIstudent	FY	9	43	48
			UD	44			SR		3	36	56
3b.	Academic advisors	fQIadvisor	LD	16	13b.	Academic advisors	QIadvisor	FY	9	37	54
			UD	27			SR		6	30	62
3c.	Faculty	fQIfaculty	LD	27	13c.	Faculty	QIfaculty	FY	10	45	45
			UD	45			SR		6	38	56
3d.	Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	12	13d.	Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	14	35	32
			UD	22			SR		10	31	29
3e.	Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	12	13e.	Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	14	45	34
			UD	23			SR		11	41	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	93	14b.	Providing support to help students succeed academically	SEacademic	FY	26	38	28	9
			UD	91			SR		29	39	26	6
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	85	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	34	35	22	9
			UD	80			SR		29	36	24	12
2d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	77	14d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	23	34	26	17
			UD	79			SR		24	30	27	20
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD	70	14e.	Providing opportunities to be involved socially	SEsocial	FY	27	38	26	8
			UD	73			SR		27	34	26	14
2f.	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	81	14f.	Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	25	36	27	12
			UD	81			SR		23	31	28	18
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	63	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	11	26	37	25
			UD	61			SR		14	20	26	41
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	56	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	24	33	32	12
			UD	69			SR		18	29	34	20
2i.	Students attending events that address important social, economic, or political issues	fSEevents	LD	57	14i.	Attending events that address important social, economic, or political issues	SEevents	FY	15	26	37	22
			UD	68			SR		15	25	30	30

High Impact Practices

Faculty Responses				Student Responses							
				<i>Which of the following have you done or do you plan to do before you graduate?</i>							
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:							
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	87	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	8	68	9	15	
		UD	85			SR	39	23	30	8	
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	18								
		UD	39								

Learning Community

Faculty Responses				Student Responses							
				<i>Which of the following have you done or do you plan to do before you graduate?</i>							
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:							
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	52	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	17	24	31	29	
		UD	51			SR	22	11	54	13	

Study Abroad

Faculty Responses				Student Responses							
				<i>Which of the following have you done or do you plan to do before you graduate?</i>							
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:							
1d. Participate in a study abroad program	fabroad	LD	38	11d. Participate in a study abroad program	abroad	FY	1	27	43	29	
		UD	40			SR	9	9	68	14	

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	67	11e.	Work with a faculty member on a research project	research	FY	4	22	36	38
			UD	65				SR	16	10	53	22
Percentage of faculty who participate in the following activity in a typical 7-day week:												
6a.	Working with undergraduates on research	fdresearch	LD	37								
			UD	52								

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	1	41	16	42
			UD	90				SR	30	27	31	12

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	46	12.	About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	3	6	44	47
			UD	63				SR	4	10	38	49
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	53								
			UD	64								

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 54 UD 67	17a.	Writing clearly and effectively	pgwrite	FY 23 SR 35	40 34	25 23	12 7
29b.	Speaking clearly and effectively	fcgspeak	LD 41 UD 67	17b.	Speaking clearly and effectively	pgspeak	FY 17 SR 32	40 31	33 27	10 10
29c.	Thinking critically and analytically	fcgthink	LD 92 UD 99	17c.	Thinking critically and analytically	pgthink	FY 27 SR 49	42 34	27 14	4 3
29d.	Analyzing numerical and statistical information	fcganalyze	LD 39 UD 53	17d.	Analyzing numerical and statistical information	pganalyze	FY 22 SR 39	36 31	33 22	10 8
29e.	Acquiring job- or work-related knowledge and skills	fcgwork	LD 60 UD 78	17e.	Acquiring job- or work-related knowledge and skills	pgwork	FY 17 SR 35	35 30	31 25	17 10
29f.	Working effectively with others	fcgothers	LD 60 UD 72	17f.	Working effectively with others	pgothers	FY 23 SR 31	37 41	30 21	10 7
29g.	Developing or clarifying a personal code of values and ethics	fcgvalues	LD 51 UD 59	17g.	Developing or clarifying a personal code of values and ethics	pgvalues	FY 21 SR 33	31 31	34 25	15 11
29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD 46 UD 59	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY 22 SR 31	35 34	30 23	13 11
29i.	Solving complex real-world problems	fcgprobsolve	LD 58 UD 76	17i.	Solving complex real-world problems	pgprobsolve	FY 17 SR 29	31 33	31 25	20 13
29j.	Being an informed and active citizen	fcgcitizen	LD 63 UD 62	17j.	Being an informed and active citizen	pgcitizen	FY 17 SR 26	35 28	26 31	22 15

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 UD 96	1a.	Asked questions or contributed to course discussions in other ways	askquest	FY 22 SR 41	31 35	42 21	6 2
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD 37 UD 57	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY 21 SR 23	29 27	30 30	20 20
22c.	Come to class having completed readings or assignments	fprepared	LD 94 UD 94	1c.	Come to class without completing readings or assignments	unprepared	FY 7 SR 5	9 9	53 51	31 34

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	46	11b.	Hold a formal leadership role in a student organization or group	leader	FY	6	29	35	30
			UD	56				SR	30	10	50	9

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	40	4a.	Memorizing course material	memorize	FY	26	43	27	4
			UD	40				SR	23	43	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.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	0	15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	21	41	29	9
			UD	6				SR	14	42	27	17
20b.	Participating in co-curricular activities	ftmcocurr	LD	3	15b.	Participating in co-curricular activities	tmcocurr	FY	74	18	6	2
			UD	2				SR	77	15	5	3
20c.	Working for pay on campus	ftmworkon	LD	14	15c.	Working for pay on campus	tmworkon	FY	89	5	4	2
			UD	17				SR	78	7	11	4
20d.	Working for pay off campus	ftmworkoff	LD	63	15d.	Working for pay off campus	tmworkoff	FY	55	12	13	20
			UD	63				SR	39	8	12	41
20e.	Doing community service or volunteer work	ftmservice	LD	0	15e.	Doing community service or volunteer work	tmservice	FY	82	14	3	1
			UD	2				SR	85	11	2	2
20f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	57	15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	32	42	16	9
			UD	39				SR	45	41	10	4
20g.	Providing care for dependents (children, parents, etc.)	ftmcare	LD	16	15g.	Providing care for dependents (children, parents, etc.)	tmcare	FY	77	11	2	9
			UD	19				SR	61	12	6	21
20h.	Commuting to campus (driving, walking, etc.)	ftmcommute	LD	1	15h.	Commuting to campus (driving, walking, etc.)	tmcommute	FY	70	21	6	3
			UD	4				SR	71	23	4	2

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