



FSSE-NSSE

Combined Report 2015


Jacksonville State University

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

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	81
		UD	84
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84
		UD	86
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	59
		UD	69
27e. Forming a new idea or understanding from various pieces of information	f	LD	82
		UD	82

Student Responses

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to: How much has your coursework emphasized the following during the current school year?						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	35	46	18	1
		SR	36	46	15	0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	39	44	15	1
		SR	46	40	13	1
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	36	46	16	2
		SR	36	44	18	2
4e. Forming a new idea or understanding from various pieces of information	f	FY	34	41	21	4
		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: <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 UD	72 82	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	32 40	43 41	23 16	2 3	
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	65 84	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	25 39	46 40	26 17	3 3	
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	44 80	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	33 35	41 40	20 21	6 3	
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	52 81	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	29 34	45 42	22 21	3 3	

Reflective & Integrative Learning

							Very often %	Often %	Sometimes %	Never %	
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class					
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 UD	67 82	2a. Combined ideas from different courses when completing assignments	RIntegrate	FY SR	19 33	34 40	38 23	8 4	
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	61 78	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	17 30	31 37	40 27	12 6	
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	53 72	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	19 27	32 31	37 31	12 10	
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	64 85	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	26 29	41 38	30 29	3 4	
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	59 84	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	32 31	34 41	32 26	3 2	
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	71 92	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	26 29	32 40	37 29	4 2	
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	90 89	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	33 43	44 41	23 15	0 1	

Academic Challenge (continued)

Faculty Responses				Student Responses						
Learning Strategies				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
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:										
25e. Identify key information from reading assignments	fLSreading	LD	67	9a. Identified key information from reading assignments	Lsreading	FY	45	38	16	1
		UD	71			SR	44	37	17	1
25f. Review notes after class	fLSnotes	LD	58	9b. Reviewed your notes after class	LSnotes	FY	47	33	19	1
		UD	57			SR	41	29	25	4
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	69	9c. Summarized what you learned in class or from course materials	LSummary	FY	36	34	26	5
		UD	68			SR	39	33	24	4

Quantitative Reasoning

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>						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
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	25	36	30	9
		UD	57			SR	23	32	32	13
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	41	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	16	26	38	20
		UD	58			SR	20	27	37	16
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	37	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	15	27	37	21
		UD	52			SR	19	28	35	18

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	44	54
		UD	60			SR	0	34	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).

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>						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	88	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	35	49	15	1
		UD	83			SR	36	47	16	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	60	1e. Asked another student to help you understand course material	CLaskhelp	FY	20	23	44	13
		UD	60			SR	15	24	46	15
25b. Explain course material to other students	fCLexplain	LD	51	1f. Explained course material to one or more students	CLexplain	FY	24	33	38	4
		UD	62			SR	21	35	38	6
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	57	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	24	28	34	14
		UD	57			SR	22	21	39	18
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	22	34	35	9
		UD	56			SR	21	34	37	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: <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	52	8a. People of a race or ethnicity other than your own	DDrace	FY	49	23	23	4
		UD	53			SR	45	29	22	4
26b. People from an economic background other than their own	fDDeconomic	LD	47	8b. People from an economic background other than your own	DDeconomic	FY	43	30	23	4
		UD	47			SR	41	31	24	4
26c. People with religious beliefs other than their own	fDDreligion	LD	34	8c. People with religious beliefs other than your own	DDreligion	FY	43	22	28	6
		UD	39			SR	39	26	30	6
26d. People with political views other than their own	fDDpolitical	LD	47	8d. People with political views other than your own	DDpolitical	FY	48	27	21	5
		UD	41			SR	41	30	25	4

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	49	3a. Talked about career plans with a faculty member	SFcareer	FY	12	20	48	20
		UD	80			SR	23	27	38	12
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	23	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	8	14	33	45
		UD	54			SR	15	15	30	40
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	49	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	9	23	33	35
		UD	75			SR	15	23	37	25
8d. Discussed their academic performance	fSFperform	LD	69	3d. Discussed your academic performance with a faculty member	SFperform	FY	12	22	37	29
		UD	76			SR	19	23	40	18

Effective Teaching Practices

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	91	5a. Clearly explained course goals and requirements	ETgoals	FY	44	41	14	0
		UD	96			SR	46	40	12	2
10b. Teach course sessions in an organized way	fETorganize	LD	95	5b. Taught course sessions in an organized way	ETorganize	FY	42	41	14	2
		UD	98			SR	44	36	18	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	98	5c. Used examples or illustrations to explain difficult points	ETexample	FY	43	37	18	2
		UD	98			SR	47	36	15	2
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	63	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	35	34	22	9
		UD	76			SR	35	34	25	7
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	34	28	6
		UD	94			SR	38	35	24	3

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	30	13a. Students	QIstudent	FY	3	35	60
		UD	30			SR	3	35	61
3b. Academic advisors	fQIadvisor	LD	21	13b. Academic advisors	QIadvisor	FY	11	36	52
		UD	28			SR	6	32	62
3c. Faculty	fQIfaculty	LD	31	13c. Faculty	QIfaculty	FY	3	39	56
		UD	33			SR	4	31	65
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	16	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	4	44	41
		UD	15			SR	10	31	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	13	46	37
		UD	16			SR	10	41	44

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	37	44	17	2
		UD	87			SR	31	42	23	3
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	38	38	18	6
		UD	80			SR	31	33	26	10
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	71	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	28	28	31	13
		UD	76			SR	21	32	33	15
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	66	14e. Providing opportunities to be involved socially	SEsocial	FY	33	41	21	5
		UD	69			SR	27	38	28	7
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	33	42	21	4
		UD	78			SR	24	36	28	12
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	20	28	34	18
		UD	52			SR	15	23	31	31
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	65	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	32	40	24	4
		UD	63			SR	23	33	30	14
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	62	14i. Attending events that address important social, economic, or political issues	SEevents	FY	20	32	32	15
		UD	63			SR	18	25	38	20

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	80	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	6	79	5	11	
		UD	86			SR	39	35	17	9	
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	13								
		UD	44								

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	48	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	11	29	31	28	
		UD	48			SR	23	12	49	16	

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	23	11d. Participate in a study abroad program	abroad	FY	5	20	45	30	
		UD	20			SR	7	10	69	15	

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1e. Work with a faculty member on a research project	fresearch	LD	48	11e. Work with a faculty member on a research project	research	FY	5	34	24	38
		UD	42			SR	21	16	46	17
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	41							

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	77	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	4	50	11	35
		UD	75			SR	29	35	22	14

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	44	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	8	37	53
		UD	60			SR	3	13	46	38
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	46							
		UD	65							

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	fcgwrite	LD	49	17a. Writing clearly and effectively	pgwrite	FY	33	39	20	8
		UD	70			SR	37	37	22	4
29b. Speaking clearly and effectively	fcgspk	LD	40	17b. Speaking clearly and effectively	pgspk	FY	26	40	22	11
		UD	63			SR	36	35	24	5
29c. Thinking critically and analytically	fcgthink	LD	81	17c. Thinking critically and analytically	pgthink	FY	33	41	21	6
		UD	94			SR	47	37	14	2
29d. Analyzing numerical and statistical information	fcganalyze	LD	36	17d. Analyzing numerical and statistical information	pganalyze	FY	21	41	26	11
		UD	35			SR	31	31	31	8
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	52	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	22	31	35	13
		UD	81			SR	45	32	19	5
29f. Working effectively with others	fcgothers	LD	47	17f. Working effectively with others	pgothers	FY	26	36	27	10
		UD	70			SR	39	34	23	4
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	38	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	25	33	26	17
		UD	65			SR	36	32	24	8
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	46	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	26	33	30	12
		UD	68			SR	35	29	27	9
29i. Solving complex real-world problems	fcgprobsolve	LD	43	17i. Solving complex real-world problems	pgprobsolve	FY	19	31	38	12
		UD	72			SR	32	34	26	7
29j. Being an informed and active citizen	fgcitizen	LD	47	17j. Being an informed and active citizen	pgcitizen	FY	22	32	34	13
		UD	65			SR	32	26	30	11

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	84	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	30	36	32	2
		UD	96			SR	43	33	23	1
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	45	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	24	35	26	15
		UD	50			SR	21	25	36	19
22c. Come to class having completed readings or assignments	fprepared	LD	94	1c. Come to class without completing readings or assignments	unprepared	FY	6	10	55	29
		UD	89			SR	8	9	51	32

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: <i>Which of the following have you done or do you plan to do before you graduate?</i>							
1b. Hold a formal leadership role in a student organization or group	fleader	LD	34	11b. Hold a formal leadership role in a student organization or group	leader	FY	11	38	24	27	
		UD	43			SR	31	11	44	14	

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: <i>How much has your coursework emphasized the following during the current school year?</i>							
27a. Memorizing course material	fmemorize	LD	45	4a. Memorizing course material	memorize	FY	33	45	19	2	
		UD	30			SR	27	39	28	6	

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: <i>About how many hours do you spend in a typical 7-day week doing the following?</i>							
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	23	52	21	5	
		UD	4			SR	24	46	22	9	
20b. Participating in co-curricular activities	ftmcocurr	LD	5	15b. Participating in co-curricular activities	tmcocurr	FY	63	24	11	1	
		UD	6			SR	75	18	5	2	
20c. Working for pay on campus	ftmworkon	LD	13	15c. Working for pay on campus	tmworkon	FY	88	7	3	2	
		UD	11			SR	83	10	4	3	
20d. Working for pay off campus	ftmworkoff	LD	42	15d. Working for pay off campus	tmworkoff	FY	71	13	9	7	
		UD	62			SR	41	14	17	27	
20e. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	86	12	2	0	
		UD	0			SR	82	13	3	2	
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	58	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	25	47	19	10	
		UD	46			SR	35	45	14	6	
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	13	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	79	12	4	6	
		UD	26			SR	66	12	6	17	
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	2	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	70	25	4	1	
		UD	5			SR	70	25	3	2	