



FSSE-NSSE

Combined Report 2015

The University of Tennessee at Chattanooga

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.

- 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 websites.
- 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 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	fHO	LD	82
		UD	82

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Academic Challenge

Higher-Order Learning

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	HO	FY	34	41	21	4
		SR	35	44	17	3

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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: <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	83 91	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	36 38	35 41	24 19	5 2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	78 90	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	35 36	40 39	19 20	6 5
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	66 71	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	34 31	36 36	23 26	7 6
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	77 84	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	31 32	43 37	21 24	5 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 UD	75 90	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	26 35	33 39	36 24	5 3
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	55 74	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	25 25	31 36	32 30	12 9
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	57 64	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	24 23	29 27	36 35	11 15
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	71 81	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	30 27	37 33	27 32	6 9
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	71 76	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	36 29	36 40	24 25	4 6
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	89 94	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	26 28	33 38	36 30	5 4
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	89 96	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	39 41	39 39	22 18	1 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	fLSreading	LD	73	9a. Identified key information from reading assignments	LReading	FY	46	35	17	1
		UD	84			SR	43	38	16	3
25f. Review notes after class	fLSnotes	LD	63	9b. Reviewed your notes after class	LNotes	FY	46	28	21	5
		UD	57			SR	39	28	27	6
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	65	9c. Summarized what you learned in class or from course materials	LSummary	FY	45	26	24	5
		UD	72			SR	33	35	22	10

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	63	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	22	30	30	18
		UD	59			SR	27	31	31	12
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	48	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	17	23	34	26
		UD	52			SR	19	27	35	19
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	46	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	16	22	33	28
		UD	53			SR	17	30	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	33	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	42	57
		UD	59			SR	3	36	60

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	47	39	14	1
		UD	87			SR	39	42	18	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	61	1e. Asked another student to help you understand course material	CLaskhelp	FY	22	32	38	9
		UD	64			SR	17	30	40	13
25b. Explain course material to other students	fCLexplain	LD	57	1f. Explained course material to one or more students	CLexplain	FY	24	37	35	3
		UD	60			SR	25	37	34	4
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	26	28	35	12
		UD	59			SR	25	28	29	18
25d. Work with other students on course projects or assignments	fCLproject	LD	52	1h. Worked with other students on course projects or assignments	CLproject	FY	24	25	41	10
		UD	69			SR	32	34	29	5

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	40	8a. People of a race or ethnicity other than your own	DDrace	FY	44	33	17	6
		UD	54			SR	43	28	25	4
26b. People from an economic background other than their own	fDDeconomic	LD	39	8b. People from an economic background other than your own	DDeconomic	FY	44	35	16	5
		UD	54			SR	42	32	24	3
26c. People with religious beliefs other than their own	fDDreligion	LD	33	8c. People with religious beliefs other than your own	DDreligion	FY	47	29	18	6
		UD	41			SR	40	29	27	5
26d. People with political views other than their own	fDDpolitical	LD	37	8d. People with political views other than your own	DDpolitical	FY	42	32	21	6
		UD	46			SR	43	28	25	3

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	56	3a. Talked about career plans with a faculty member	SFcareer	FY	21	17	42	20
		UD	72			SR	17	22	43	18
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	40	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	9	13	20	59
		UD	42			SR	11	13	28	48
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	58	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	13	17	36	35
		UD	68			SR	13	21	46	20
8d. Discussed their academic performance	fSFperform	LD	70	3d. Discussed your academic performance with a faculty member	SFperform	FY	14	21	45	20
		UD	71			SR	11	23	44	22

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	98	5a. Clearly explained course goals and requirements	ETgoals	FY	41	42	15	2
		UD	99			SR	38	39	18	5
10b. Teach course sessions in an organized way	fETorganize	LD	100	5b. Taught course sessions in an organized way	ETorganize	FY	35	43	17	4
		UD	98			SR	33	42	19	6
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	37	35	26	3
		UD	99			SR	40	37	20	3
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	40	28	23	9
		UD	68			SR	25	31	29	15
10h. 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	33	34	26	7
		UD	95			SR	32	36	23	9

Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable	Class	High ratings %	NSSE Item	Variable	Class	Low ratings %	Moderate ratings %	High ratings %
Faculty perceptions of the quality of student interactions with the following people at their institution:				Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i>					
3a. Other students	fQIstudent	LD	22	13a. Students	QIstudent	FY	4	40	56
		UD	37			SR	5	36	59
3b. Academic advisors	fQIadvisor	LD	13	13b. Academic advisors	QIadvisor	FY	11	36	52
		UD	17			SR	14	40	44
3c. Faculty	fQIfaculty	LD	22	13c. Faculty	QIfaculty	FY	7	43	49
		UD	28			SR	6	39	54
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	9	39	44
		UD	8			SR	11	36	31
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	8	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	11	40	42
		UD	5			SR	14	45	36

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	83	14b. Providing support to help students succeed academically	SEacademic	FY	41	35	19	5
		UD	88			SR	25	37	30	7
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	82	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	49	34	12	4
		UD	84			SR	19	37	30	14
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	61	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	29	27	29	16
		UD	72			SR	14	26	38	22
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	42	14e. Providing opportunities to be involved socially	SEsocial	FY	38	38	18	5
		UD	59			SR	25	36	30	8
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	67	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	42	34	18	5
		UD	73			SR	23	39	28	10
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	45	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	23	22	33	22
		UD	61			SR	10	20	34	36
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	51	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	43	35	19	3
		UD	56			SR	23	35	31	10
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	28	29	32	12
		UD	61			SR	14	30	37	19

High Impact Practices

				Faculty Responses			Student Responses				
				Very important or Important %			Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %	
FSSE Item	Variable	Class		NSSE Item	Variable	Class					
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	79	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	8	77	6	9	
		UD	86			SR	54	25	15	7	
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	22								
		UD	32								

Learning Community

							Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class				
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	42	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	16	18	33	32
		UD	46			SR	25	8	58	10

Study Abroad

							Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class				
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	35	11d. Participate in a study abroad program	abroad	FY	2	39	36	23
		UD	35			SR	6	3	80	10

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	67	11e. Work with a faculty member on a research project	research	FY	3	25	32	40
		UD	50			SR	24	12	50	15
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	52							
		UD	50							

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	86	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	2	48	13	37
		UD	86			SR	44	22	24	10

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	50	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	6	42	51
		UD	64			SR	1	7	46	46
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	47							
		UD	54							

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	63	17a. Writing clearly and effectively	pgwrite	FY	29	42	19	10
		UD	76			SR	32	31	26	11
29b. Speaking clearly and effectively	fcgspk	LD	38	17b. Speaking clearly and effectively	pgspk	FY	23	28	29	19
		UD	49			SR	25	32	32	11
29c. Thinking critically and analytically	fcgthink	LD	93	17c. Thinking critically and analytically	pgthink	FY	40	36	21	3
		UD	99			SR	45	32	19	3
29d. Analyzing numerical and statistical information	fcganalyze	LD	47	17d. Analyzing numerical and statistical information	pganalyze	FY	28	33	23	17
		UD	44			SR	29	32	29	9
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	48	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	25	26	30	19
		UD	67			SR	30	34	24	13
29f. Working effectively with others	fcgothers	LD	47	17f. Working effectively with others	pgothers	FY	29	34	27	9
		UD	65			SR	26	40	25	9
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	43	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	28	26	27	19
		UD	53			SR	21	27	32	19
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	43	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	26	24	36	14
		UD	50			SR	21	28	32	19
29i. Solving complex real-world problems	fcgprobsolve	LD	53	17i. Solving complex real-world problems	pgprobsolve	FY	23	28	27	21
		UD	71			SR	27	28	33	12
29j. Being an informed and active citizen	fgcitizen	LD	50	17j. Being an informed and active citizen	pgcitizen	FY	27	28	31	15
		UD	53			SR	18	28	32	22

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	89	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	28	30	37	6
		UD	95			SR	46	30	21	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	51	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	25	27	28	21
		UD	45			SR	24	25	29	22
22c. Come to class having completed readings or assignments	fprepared	LD	90	1c. Come to class without completing readings or assignments	unprepared	FY	7	14	57	22
		UD	97			SR	10	12	56	21

Additional Engagement Items (continued)

Faculty Responses				Student Responses						
Student Leadership				Distribution of student responses to: <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:										
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	14	31	32	23
		UD	41			SR	32	6	52	10

Memorization

Faculty Responses				Student Responses						
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>						
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:										
27a. Memorizing course material	fmemorize	LD	32	4a. Memorizing course material	memorize	FY	42	35	20	3
		UD	28			SR	30	36	28	6

Time Spent by Students

Faculty Responses				Student Responses						
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>						
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:										
20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	fmprep	LD	5	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	20	40	27	14
		UD	1			SR	13	44	27	16
20b. Participating in co-curricular activities	ftmcocurr	LD	5	15b. Participating in co-curricular activities	tmcocurr	FY	63	27	9	2
		UD	1			SR	84	13	3	1
20c. Working for pay on campus	ftmworkon	LD	3	15c. Working for pay on campus	tmworkon	FY	86	9	3	2
		UD	6			SR	83	10	2	5
20d. Working for pay off campus	ftmworkoff	LD	46	15d. Working for pay off campus	tmworkoff	FY	78	7	10	5
		UD	58			SR	35	15	22	29
20e. Doing community service or volunteer work	ftmservice	LD	3	15e. Doing community service or volunteer work	tmservice	FY	91	8	0	0
		UD	1			SR	89	9	2	1
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	63	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	23	45	19	13
		UD	41			SR	35	43	18	5
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	3	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	91	5	2	2
		UD	8			SR	75	7	5	13
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	2	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	78	17	4	2
		UD	1			SR	70	27	3	1

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