




FSSE-NSSE
Combined Report 2015
Texas A&M University - Corpus Christi

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				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: 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	#HOapply	LD UD	81 84	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	25 18	46 46	18 15	1 0		
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	#HOanalyze	LD UD	84 86	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	39 46	44 40	15 13	1 1		
27d. Evaluating a point of view, decision, or information source	#HOevaluate	LD UD	59 69	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	36 36	46 44	16 18	2 2		
27e. Forming a new idea or understanding from various pieces of information	#	LD UD	82 82	4e. Forming a new idea or understanding from various pieces of information		FY SR	34 35	41 44	21 17	4 3		

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	89 90	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	34 40	42 39	23 16	1 5
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	76 86	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	42 41	37 37	19 18	2 4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	66 78	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	42 35	35 37	21 23	2 5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	69 85	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	32 34	43 38	22 25	2 4

Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD UD	81 86	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	26 36	35 34	35 25	4 5
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	75 84	2b. Connected your learning to societal problems or issues	RIsocietal	FY SR	16 32	35 31	39 28	9 9
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	54 70	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	21 20	37 31	32 35	10 14
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	71 84	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	22 24	42 41	34 31	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	67 82	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	26 31	40 38	29 27	4 4
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	84 93	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	23 26	39 42	34 27	5 4
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	92 96	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	33 43	42 39	22 17	3 2

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	72	9a. Identified key information from reading assignments	LReading	FY	42	42	15	1
		UD	82			SR	49	36	14	1
25f. Review notes after class	fLSnotes	LD	67	9b. Reviewed your notes after class	LNotes	FY	37	35	24	4
		UD	57			SR	41	29	26	4
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	70	9c. Summarized what you learned in class or from course materials	LSummary	FY	31	34	29	6
		UD	77			SR	36	32	26	6

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	65	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	23	35	29	14
		UD	66			SR	20	37	30	13
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	55	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	16	33	29	22
		UD	57			SR	18	33	30	19
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	46	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	13	35	33	18
		UD	62			SR	15	30	38	17

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	38	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	44	55
		UD	56			SR	1	37	62

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	89	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	40	43	14	2
		UD	87			SR	42	39	16	3

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	78	1e. Asked another student to help you understand course material	CLaskhelp	FY	22	36	37	5
		UD	69			SR	15	27	49	10
25b. Explain course material to other students	fCLexplain	LD	67	1f. Explained course material to one or more students	CLexplain	FY	23	41	33	2
		UD	60			SR	24	38	34	3
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	76	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	34	32	25	9
		UD	67			SR	23	29	33	15
25d. Work with other students on course projects or assignments	fCLproject	LD	64	1h. Worked with other students on course projects or assignments	CLproject	FY	34	37	27	2
		UD	72			SR	39	36	22	4

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	63	8a. People of a race or ethnicity other than your own	DDRace	FY	53	30	13	5
		UD	68			SR	54	28	14	4
26b. People from an economic background other than their own	fDDeconomic	LD	57	8b. People from an economic background other than your own	DDeconomic	FY	48	34	13	6
		UD	63			SR	49	29	18	5
26c. People with religious beliefs other than their own	fDDreligion	LD	44	8c. People with religious beliefs other than your own	DDreligion	FY	48	27	19	6
		UD	49			SR	46	29	16	9
26d. People with political views other than their own	fDDpolitical	LD	48	8d. People with political views other than your own	DDpolitical	FY	45	29	19	8
		UD	53			SR	46	30	17	7

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	68	3a. Talked about career plans with a faculty member	SFcareer	FY	8	15	49	28
		UD	74			SR	16	24	40	20
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	36	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	7	12	30	51
		UD	41			SR	11	11	29	49
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	63	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	8	19	42	31
		UD	61			SR	12	19	39	30
8d. Discussed their academic performance	fSFperform	LD	76	3d. Discussed your academic performance with a faculty member	SFperform	FY	8	15	49	28
		UD	72			SR	12	22	42	24

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	97	5a. Clearly explained course goals and requirements	ETgoals	FY	40	41	17	2
		UD	95			SR	37	36	23	4
10b. Teach course sessions in an organized way	fETorganize	LD	100	5b. Taught course sessions in an organized way	ETorganize	FY	37	40	21	2
		UD	97			SR	37	38	21	4
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	43	29	25	4
		UD	95			SR	41	36	18	4
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	68	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	37	30	25	8
		UD	76			SR	32	28	27	13
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	94	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	31	33	26	9
		UD	96			SR	32	33	26	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	28	13a. Students	QIstudent	FY	2	35	62
		UD	39			SR	4	40	55
3b. Academic advisors	fQIadvisor	LD	20	13b. Academic advisors	QIadvisor	FY	10	37	50
		UD	28			SR	10	40	49
3c. Faculty	fQIfaculty	LD	34	13c. Faculty	QIfaculty	FY	3	39	57
		UD	36			SR	5	38	57
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	14	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	13	38	39
		UD	18			SR	13	32	39
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	12	34	48
		UD	18			SR	13	35	47

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	96	14b. Providing support to help students succeed academically	SEacademic	FY	42	35	20	3
		UD	92			SR	37	38	20	4
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	90	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	48	30	18	4
		UD	87			SR	37	36	19	9
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	73	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	30	29	31	10
		UD	73			SR	23	33	25	20
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	66	14e. Providing opportunities to be involved socially	SEsocial	FY	31	38	24	7
		UD	66			SR	27	38	25	10
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	73	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	31	45	16	9
		UD	85			SR	30	31	26	14
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	61	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	20	29	32	18
		UD	64			SR	12	21	31	36
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	53	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	31	31	27	12
		UD	54			SR	19	32	33	16
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	20	32	31	17
		UD	68			SR	12	28	35	25

High Impact Practices

Faculty Responses				Student Responses							
Internship				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:											
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	76	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	8	69	8	15	
		UD	84			SR	45	28	18	9	
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	20								
		UD	46								

Learning Community

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>							
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 %	
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	65	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	52	24	10	14	
		UD	61			SR	26	11	49	14	

Study Abroad

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>							
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 %	
1d. Participate in a study abroad program	fabroad	LD	38	11d. Participate in a study abroad program	abroad	FY	5	35	33	27	
		UD	31			SR	5	10	68	17	

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	68	11e. Work with a faculty member on a research project	research	FY	11	32	21	36
		UD	56			SR	18	18	43	21
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	34							
		UD	38							

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	7	49	12	32
		UD	83			SR	41	36	16	7

Service-Learning

FSSE Item	Variable	Class	All, Most, Some %	NSSE Item	Variable	Class	All %	Most %	Some %	None %
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservcourse	LD	53	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	5	20	45	31
		UD	64			SR	3	8	54	35
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	58							
		UD	62							

Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains				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 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	49	17a. Writing clearly and effectively	pgwrite	FY	30	42	22	5
		UD	74			SR	35	39	21	5
29b. Speaking clearly and effectively	fcgspk	LD	51	17b. Speaking clearly and effectively	pgspk	FY	24	36	26	14
		UD	71			SR	36	32	23	10
29c. Thinking critically and analytically	fcgthink	LD	86	17c. Thinking critically and analytically	pgthink	FY	37	40	18	5
		UD	95			SR	47	36	14	3
29d. Analyzing numerical and statistical information	fcganalyze	LD	55	17d. Analyzing numerical and statistical information	pganalyze	FY	25	32	30	13
		UD	47			SR	33	33	24	10
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	58	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	21	24	35	19
		UD	82			SR	33	36	20	10
29f. Working effectively with others	fcgothers	LD	64	17f. Working effectively with others	pgothers	FY	39	33	24	5
		UD	80			SR	34	38	21	8
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	41	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	26	27	29	17
		UD	63			SR	30	29	23	18
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	50	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	30	29	29	12
		UD	60			SR	31	30	26	13
29i. Solving complex real-world problems	fcgprobsolve	LD	58	17i. Solving complex real-world problems	pgprobsolve	FY	27	28	30	15
		UD	72			SR	33	31	23	12
29j. Being an informed and active citizen	fgcitizen	LD	67	17j. Being an informed and active citizen	pgcitizen	FY	25	32	27	15
		UD	66			SR	25	30	31	14

Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	90	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	28	37	31	5
		UD	94			SR	39	28	31	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	46	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	20	31	36	13
		UD	57			SR	21	27	35	17
22c. Come to class having completed readings or assignments	fprepared	LD	87	1c. Come to class without completing readings or assignments	unprepared	FY	3	12	57	28
		UD	97			SR	7	13	56	24

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	36	11b. Hold a formal leadership role in a student organization or group	leader	FY	12	34	27	27
		UD	43			SR	30	7	54	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: <i>How much has your coursework emphasized the following during the current school year?</i>						
27a. Memorizing course material	fmemorize	LD	35	4a. Memorizing course material	memorize	FY	26	48	25	2
		UD	24			SR	26	37	29	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: <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	1	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	17	48	25	9
		UD	6			SR	13	43	27	17
20b. Participating in co-curricular activities	ftmcocurr	LD	5	15b. Participating in co-curricular activities	tmcocurr	FY	70	22	5	2
		UD	4			SR	85	10	4	1
20c. Working for pay on campus	ftmworkon	LD	21	15c. Working for pay on campus	tmworkon	FY	86	9	4	1
		UD	13			SR	75	6	17	3
20d. Working for pay off campus	ftmworkoff	LD	67	15d. Working for pay off campus	tmworkoff	FY	77	9	7	6
		UD	57			SR	46	10	16	28
20e. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	83	15	2	0
		UD	3			SR	85	10	4	1
20f. 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	22	51	19	7
		UD	48			SR	38	41	13	8
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	13	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	84	8	3	5
		UD	30			SR	66	9	5	20
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	1	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	69	24	5	2
		UD	3			SR	73	22	2	3