




FSSE-NSSE

Combined Report 2014

The University of Tennessee at Chattanooga

The display below highlights details in the *FSSE-NSSE Combined Report* that are important to keep in mind when interpreting your results. For more information about the survey, please visit our Web site (fsse.iub.edu) or contact a member of the FSSE team.

1. **Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students 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 Web sites.
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 2014

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 UD	74 68
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	73 69
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	55 67
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	69 78

Faculty Responses

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to how much their coursework emphasized the following during the current school year:						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	28 37	43 44	25 16	5 3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	28 36	41 42	26 18	5 4
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	27 32	43 41	26 22	5 5
4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	25 33	44 39	25 23	6 4

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	79 89	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	34 40	41 40	21 17	4 3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	89 84	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	37 35	40 43	19 19	3 4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	68 71	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	31 28	44 37	24 28	2 7
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	74 82	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	30 29	44 36	22 29	4 6

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	68 90	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	18 35	34 38	40 23	8 4
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	66 87	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	17 26	32 34	43 32	7 9
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIdiverse	LD UD	56 68	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	FY SR	21 21	32 30	38 34	9 16
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	66 88	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	22 23	40 39	34 31	3 7
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	65 85	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	26 26	40 40	31 30	3 4
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	88 95	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	24 26	40 40	33 32	3 2
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	90 95	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	34 42	43 38	21 19	2 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	81	9a. Identified key information from reading assignments	LReading	FY	35	50	15	1
		UD	72			SR	50	34	15	1
25f. Review notes after class	fLNotes	LD	69	9b. Reviewed your notes after class	LNotes	FY	35	34	28	3
		UD	54			SR	39	28	27	6
25g. Summarize what has been learned from class or from course materials	fLSummary	LD	64	9c. Summarized what you learned in class or from course materials	LSummary	FY	28	37	30	5
		UD	65			SR	36	33	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	57	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	21	33	32	15
		UD	59			SR	26	34	30	11
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	47	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	10	29	37	23
		UD	47			SR	17	28	37	18
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	45	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	10	25	43	21
		UD	53			SR	17	31	36	16

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	24	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	0	45	55
		UD	65			SR	1	39	59

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	92	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	36	50	12	2
		UD	84			SR	36	43	18	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	69	1e. Asked another student to help you understand course material	CLaskhelp	FY	19	37	35	9
		UD	67			SR	16	29	44	11
25b. Explain course material to other students	fCLexplain	LD	57	1f. Explained course material to one or more students	CLexplain	FY	20	38	37	5
		UD	59			SR	27	35	36	2
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	64	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	19	30	36	15
		UD	56			SR	23	30	31	15
25d. Work with other students on course projects or assignments	fCLproject	LD	54	1h. Worked with other students on course projects or assignments	CLproject	FY	15	30	45	11
		UD	60			SR	31	35	31	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	39	8a. People of a race or ethnicity other than your own	DDrace	FY	48	32	16	4
		UD	54			SR	45	28	24	3
26b. People from an economic background other than their own	fDDeconomic	LD	40	8b. People from an economic background other than your own	DDeconomic	FY	48	34	16	2
		UD	54			SR	42	34	22	3
26c. People with religious beliefs other than their own	fDDreligion	LD	33	8c. People with religious beliefs other than your own	DDreligion	FY	51	25	21	3
		UD	38			SR	42	29	25	4
26d. People with political views other than their own	fDDpolitical	LD	33	8d. People with political views other than your own	DDpolitical	FY	48	30	18	4
		UD	49			SR	44	33	19	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	46	3a. Talked about career plans with a faculty member	SFcareer	FY	14	30	40	17
		UD	74			SR	15	23	42	19
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	38	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	7	11	26	56
		UD	41			SR	10	14	29	48
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	59	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	8	19	47	27
		UD	72			SR	12	21	46	21
8d. Discussed their academic performance	fSFperform	LD	68	3d. Discussed your academic performance with a faculty member	SFperform	FY	13	22	49	17
		UD	67			SR	10	23	46	20

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	93	5a. Clearly explained course goals and requirements	ETgoals	FY	37	44	16	2
		UD	98			SR	40	43	16	2
10b. Teach course sessions in an organized way	fETorganize	LD	98	5b. Taught course sessions in an organized way	ETorganize	FY	35	47	15	3
		UD	94			SR	35	43	20	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	34	41	23	2
		UD	99			SR	41	38	17	4
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	66	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	38	35	23	5
		UD	76			SR	26	33	30	11
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	87	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	29	37	27	6
		UD	94			SR	27	43	23	7

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	32	13a. Students	QIstudent	FY	3	36	60
		UD	36			SR	3	35	62
3b. Academic advisors	fQIadvisor	LD	22	13b. Academic advisors	QIadvisor	FY	8	36	56
		UD	23			SR	11	33	54
3c. Faculty	fQIfaculty	LD	25	13c. Faculty	QIfaculty	FY	3	48	48
		UD	38			SR	5	41	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	8	41	43
		UD	15			SR	12	39	27
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	5	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	11	44	36
		UD	7			SR	12	47	37

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	89	14b. Providing support to help students succeed academically	SEacademic	FY	33	42	21	4
		UD	90			SR	26	42	24	8
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	84	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	35	41	16	7
		UD	86			SR	22	39	28	10
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	23	29	32	16
		UD	80			SR	17	27	34	22
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	51	14e. Providing opportunities to be involved socially	SEsocial	FY	31	41	21	6
		UD	66			SR	30	36	26	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	34	42	18	6
		UD	82			SR	29	37	24	10
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	52	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	16	30	33	21
		UD	60			SR	8	22	32	38
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	48	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	34	39	19	8
		UD	63			SR	25	36	27	11
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	56	14i. Attending events that address important social, economic, or political issues	SEevents	FY	20	36	28	17
		UD	65			SR	15	31	38	16

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	79	4	9	
		UD	84			SR	45	30	18	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	19								
		UD	34								

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	34	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	10	29	33	29
		UD	51			SR	21	6	62	11

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	44	11d. Participate in a study abroad program	abroad	FY	2	38	29	31
		UD	42			SR	8	8	72	12

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	70	11e. Work with a faculty member on a research project	research	FY	4	26	29	41
		UD	45			SR	18	14	51	16
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	43							
		UD	40							

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	84	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	3	47	13	38
		UD	78			SR	32	29	28	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	60	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	0	4	38	58
		UD	66			SR	1	8	49	42
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	49							
		UD	60							

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	64	17a. Writing clearly and effectively	pgwrite	FY	29	45	22	4
		UD	70			SR	32	32	27	9
29b. Speaking clearly and effectively	fcgspeak	LD	31	17b. Speaking clearly and effectively	pgspeak	FY	18	31	36	15
		UD	73			SR	23	37	30	10
29c. Thinking critically and analytically	fcgthink	LD	95	17c. Thinking critically and analytically	pgthink	FY	34	40	24	1
		UD	96			SR	44	37	16	4
29d. Analyzing numerical and statistical information	fcganalyze	LD	47	17d. Analyzing numerical and statistical information	pganalyze	FY	18	33	38	11
		UD	32			SR	33	33	25	9
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	54	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	17	28	37	18
		UD	65			SR	33	31	25	11
29f. Working effectively with others	fcgothers	LD	50	17f. Working effectively with others	pgothers	FY	21	33	39	7
		UD	74			SR	31	36	26	7
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	37	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	19	36	31	15
		UD	56			SR	28	24	30	18
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	42	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	23	34	31	12
		UD	57			SR	25	27	30	17
29i. Solving complex real-world problems	fcgprobsolve	LD	56	17i. Solving complex real-world problems	pgprobsolve	FY	21	29	36	13
		UD	64			SR	27	31	29	13
29j. Being an informed and active citizen	fcgcitizen	LD	49	17j. Being an informed and active citizen	pgcitizen	FY	19	35	32	14
		UD	61			SR	21	32	29	17

Course Engagement

Faculty Responses				Student Responses						
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 %
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	88	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	22	35	40	4
		UD	96			SR	45	30	23	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	38	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	27	29	31	13
		UD	45			SR	19	24	36	21
22c. Come to class having completed readings or assignments	fprepared	LD	100	1c. Come to class without completing readings or assignments	unprepared	FY	6	10	62	22
		UD	90			SR	5	11	58	25

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	41	11b. Hold a formal leadership role in a student organization or group	leader	FY	12	31	33	24
		UD	41			SR	29	6	55	10

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	27	4a. Memorizing course material	memorize	FY	38	42	18	2
		UD	22			SR	25	43	27	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. Participating in co-curricular activities	ftmcocurr	LD	9	15b. Participating in co-curricular activities	tmcocurr	FY	61	27	9	3
		UD	2			SR	79	15	5	1
20b. Working for pay on campus	ftmworkon	LD	5	15c. Working for pay on campus	tmworkon	FY	87	9	3	1
		UD	9			SR	85	7	5	3
20c. Working for pay off campus	ftmworkoff	LD	57	15d. Working for pay off campus	tmworkoff	FY	70	12	12	6
		UD	57			SR	37	13	22	27
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	86	10	3	0
		UD	3			SR	84	12	3	1
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	53	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	14	46	26	15
		UD	48			SR	32	45	14	9
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	5	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	89	7	3	1
		UD	10			SR	72	10	4	14
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	2	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	80	16	2	2
		UD	1			SR	69	28	2	1

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