




**FSSE-NSSE**  
**Combined Report 2015**  
Miami University-Hamilton

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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](http://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

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#### Academic Challenge

##### Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>			
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	fHOanalyze	LD	82
		UD	82

#### Student Responses

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
<b>Distribution of student responses to: How much has your coursework emphasized the following during the current school year?</b>						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	35	46	18	1
		SR	31	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	HOanalyze	FY	34	41	21	4
		SR	35	44	17	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 %
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>				<b>Distribution of student responses to: <i>How much has your coursework emphasized the following during the current school year?</i></b>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	82 94	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	30 45	43 36	24 14	3 4
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	78 94	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	32 45	47 36	20 15	1 4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	65 81	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	34 33	45 42	20 19	1 5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	77 94	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	34 34	49 38	16 23	2 5

#### Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD UD	64 88	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	21 36	38 42	34 21	7 2
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	67 81	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	17 30	43 36	34 26	6 7
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	66 81	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	19 26	35 38	37 24	9 12
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	85 88	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	27 31	37 42	32 25	4 2
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	73 88	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	28 33	43 39	22 25	6 3
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	89 87	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	28 28	42 39	29 31	2 2
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	92 94	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	32 53	52 30	13 17	3 0

### 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 %	
<b>Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:</b>											
25e. Identify key information from reading assignments	fLSreading	LD	72	9a. Identified key information from reading assignments	Lsreading	FY	37	43	18	2	
		UD	88			SR	45	39	13	3	
25f. Review notes after class	fLSnotes	LD	58	9b. Reviewed your notes after class	LSnotes	FY	48	28	20	4	
		UD	56			SR	35	38	20	6	
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	63	9c. Summarized what you learned in class or from course materials	LSummary	FY	40	33	22	5	
		UD	63			SR	27	44	23	6	

### 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	21	36	29	15	
		UD	69			SR	30	33	29	7	
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	52	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	17	22	34	26	
		UD	69			SR	28	30	32	9	
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	60	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	15	26	38	21	
		UD	50			SR	25	25	41	9	

### 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	35	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	0	40	60
		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 %	
<b>Percentage of faculty who reported that it is important that their institution increase its emphasis on the following:</b>				<b>Distribution of student responses to: <i>How much does your institution emphasize the following?</i></b>							
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	85	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	47	38	14	1	
		UD	76			SR	42	47	11	0	

### 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 %
<b>Percentage of faculty who substantially encourage students to do the following in their selected course section:</b>				<b>Distribution of student responses to: <i>About how often have you done the following during the current school year?</i></b>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	55	1e. Asked another student to help you understand course material	CLaskhelp	FY	12	30	40	18
		UD	50			SR	11	26	52	11
25b. Explain course material to other students	fCLexplain	LD	46	1f. Explained course material to one or more students	CLexplain	FY	15	39	41	5
		UD	60			SR	12	46	40	2
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	56	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	19	18	38	24
		UD	56			SR	22	22	41	15
25d. Work with other students on course projects or assignments	fCLproject	LD	66	1h. Worked with other students on course projects or assignments	CLproject	FY	24	26	45	5
		UD	75			SR	47	29	21	4

#### Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>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:</b>				<b>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></b>						
26a. People of a race or ethnicity other than their own	fDDrace	LD	41	8a. People of a race or ethnicity other than your own	DDrace	FY	35	28	31	6
		UD	53			SR	33	30	28	8
26b. People from an economic background other than their own	fDDeconomic	LD	52	8b. People from an economic background other than your own	DDeconomic	FY	38	37	19	6
		UD	40			SR	37	36	21	6
26c. People with religious beliefs other than their own	fDDreligion	LD	34	8c. People with religious beliefs other than your own	DDreligion	FY	35	39	17	9
		UD	47			SR	36	31	25	7
26d. People with political views other than their own	fDDpolitical	LD	47	8d. People with political views other than your own	DDpolitical	FY	41	33	17	10
		UD	60			SR	34	32	27	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 %
<b>Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:</b>										
8a. Talked about their career plans	fSFcareer	LD	49	3a. Talked about career plans with a faculty member	SFcareer	FY	13	18	45	24
		UD	59			SR	12	30	39	20
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	18	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	4	8	22	66
		UD	47			SR	5	15	38	42
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	44	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	8	18	37	37
		UD	53			SR	11	26	43	21
8d. Discussed their academic performance	fSFperform	LD	62	3d. Discussed your academic performance with a faculty member	SFperform	FY	8	22	37	32
		UD	59			SR	13	26	45	16

### 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	99	5a. Clearly explained course goals and requirements	ETgoals	FY	45	34	17	3
		UD	100			SR	38	45	15	1
10b. Teach course sessions in an organized way	fETorganize	LD	100	5b. Taught course sessions in an organized way	ETorganize	FY	33	45	19	2
		UD	94			SR	32	49	17	2
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	39	42	15	4
		UD	94			SR	36	49	12	4
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	73	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	29	40	24	6
		UD	76			SR	24	35	32	8
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	96	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	27	43	22	8
		UD	75			SR	28	42	26	5

### 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 %
<b>Faculty perceptions of the quality of student interactions with the following people at their institution:</b>				<b>Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i></b>					
3a. Other students	fQIstudent	LD	26	13a. Students	QIstudent	FY	5	43	51
		UD	12			SR	2	32	66
3b. Academic advisors	fQIadvisor	LD	17	13b. Academic advisors	QIadvisor	FY	16	36	44
		UD	12			SR	17	37	41
3c. Faculty	fQIfaculty	LD	29	13c. Faculty	QIfaculty	FY	6	34	60
		UD	41			SR	3	30	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	9	30	32
		UD	19			SR	8	26	32
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	14	35	43
		UD	12			SR	12	45	34

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 %
<b>Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following:</b>				<b>Distribution of student responses to: <i>How much does your institution emphasize the following?</i></b>						
2b. Providing support to help students succeed academically	fSEacademic	LD	91	14b. Providing support to help students succeed academically	SEacademic	FY	38	41	18	3
		UD	82			SR	27	45	23	5
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	85	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	45	34	12	9
		UD	69			SR	29	34	26	11
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	81	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	31	26	26	16
		UD	71			SR	24	36	30	9
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	61	14e. Providing opportunities to be involved socially	SEsocial	FY	37	32	23	8
		UD	47			SR	36	30	28	6
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	34	33	23	10
		UD	76			SR	24	31	29	16
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	72	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	29	19	30	23
		UD	35			SR	12	18	34	37
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	62	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	34	31	23	12
		UD	47			SR	23	29	30	18
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	74	14i. Attending events that address important social, economic, or political issues	SEevents	FY	31	27	23	18
		UD	71			SR	22	31	28	19

### 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 %	
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>											
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	77	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	11	67	8	14	
		UD	88			SR		49	15	25	11
FSSE Item	Variable	Class	Yes %								
<b>Percentage of faculty who participate in the following activity in a typical 7-day week:</b>											
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	17								
		UD	29								

### 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	37	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	6	29	32	34	
		UD	53			SR		28	11	47	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	28	11d. Participate in a study abroad program	abroad	FY	1	30	41	28	
		UD	53			SR		10	5	78	8



### 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 %
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?</b>						
1e. Work with a faculty member on a research project	fresearch	LD	51	11e. Work with a faculty member on a research project	research	FY	7	25	28	39
		UD	76			SR	30	10	45	15
<b>Percentage of faculty who participate in the following activity in a typical 7-day week:</b>										
6a. Working with undergraduates on research	fdresearch	LD	18							
		UD	18							

#### 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 %
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?</b>						
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	1	61	10	28
		UD	88			SR	64	30	1	5

#### 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	40	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	2	10	41	47
		UD	56			SR	3	23	47	27
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>										
1g. Participate in a community-based project (service-learning) as part of a course	fservice	LD	49							
		UD	76							

### 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 %
<b>Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:</b>										
29a. Writing clearly and effectively	fcgwrite	LD	71	17a. Writing clearly and effectively	pgwrite	FY	42	38	17	3
		UD	63			SR	40	40	14	7
29b. Speaking clearly and effectively	fcgspk	LD	38	17b. Speaking clearly and effectively	pgspk	FY	37	37	20	7
		UD	56			SR	35	38	21	6
29c. Thinking critically and analytically	fcgthink	LD	94	17c. Thinking critically and analytically	pgthink	FY	40	37	22	1
		UD	100			SR	55	32	9	3
29d. Analyzing numerical and statistical information	fcganalyze	LD	42	17d. Analyzing numerical and statistical information	pganalyze	FY	31	32	25	13
		UD	47			SR	34	29	23	14
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	50	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	31	33	28	8
		UD	69			SR	48	28	16	7
29f. Working effectively with others	fcgothers	LD	65	17f. Working effectively with others	pgothers	FY	36	38	20	6
		UD	75			SR	40	37	18	5
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	30	30	25	15
		UD	56			SR	35	31	26	8
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	48	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	31	33	23	13
		UD	69			SR	31	36	26	7
29i. Solving complex real-world problems	fcgprobsolve	LD	55	17i. Solving complex real-world problems	pgprobsolve	FY	32	33	26	8
		UD	81			SR	41	33	17	9
29j. Being an informed and active citizen	fcgcitizen	LD	53	17j. Being an informed and active citizen	pgcitizen	FY	32	29	28	11
		UD	69			SR	28	36	24	12

### 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	95	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	30	37	28	5
		UD	100			SR	52	31	17	1
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	48	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	31	35	23	11
		UD	50			SR	25	23	35	17
22c. Come to class having completed readings or assignments	fprepared	LD	97	1c. Come to class without completing readings or assignments	unprepared	FY	7	9	53	31
		UD	87			SR	7	11	52	30

### 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 %
<b>Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>				<b>Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i></b>						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	22	11b. Hold a formal leadership role in a student organization or group	leader	FY	4	21	44	31
		UD	41			SR	26	7	59	9

#### Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>				<b>Distribution of student responses to: <i>How much has your coursework emphasized the following during the current school year?</i></b>						
27a. Memorizing course material	fmemorize	LD	17	4a. Memorizing course material	memorize	FY	31	42	24	3
		UD	31			SR	16	39	36	9

#### 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 %
<b>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:</b>				<b>Distribution of student responses to: <i>About how many hours do you spend in a typical 7-day week doing the following?</i></b>						
20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	3	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	25	48	17	11
		UD	0			SR	20	43	23	14
20b. Participating in co-curricular activities	ftmcocurr	LD	0	15b. Participating in co-curricular activities	tmcocurr	FY	83	11	4	1
		UD	6			SR	87	8	4	1
20c. Working for pay <b>on campus</b>	ftmworkon	LD	7	15c. Working for pay <b>on campus</b>	tmworkon	FY	85	9	4	3
		UD	6			SR	83	11	1	5
20d. Working for pay <b>off campus</b>	ftmworkoff	LD	72	15d. Working for pay <b>off campus</b>	tmworkoff	FY	33	19	21	26
		UD	56			SR	30	11	12	47
20e. Doing community service or volunteer work	ftmservice	LD	1	15e. Doing community service or volunteer work	tmservice	FY	81	15	3	1
		UD	7			SR	86	10	2	2
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	48	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	36	40	12	12
		UD	38			SR	35	53	9	4
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	32	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	66	20	5	9
		UD	38			SR	53	15	3	30
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	6	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	74	22	3	1
		UD	13			SR	59	36	3	2

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