




FSSE-NSSE
Combined Report 2015
Miami University-Oxford

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

1. **Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
2. **Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division (LD) or upper-division courses (UD). Student responses are reported separately for first-year students (FY) and seniors (SR) as reported by your institution.
3. **Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
4. **Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
5. **Faculty responses:** The percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
6. **Student responses:** The percentage of students who selected the corresponding response option. Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.



FSSE-NSSE Combined Report 2015

NSSEville State University

Academic Challenge

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:			
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	81
		UD	84
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84
		UD	86
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	59
		UD	69
27e. Forming a new idea or understanding from various pieces of information	fHO	LD	82
		UD	82

Student Responses

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to: How much has your coursework emphasized the following during the current school year?						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	35	46	18	1
		SR	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	HO	FY	34	41	21	4
		SR	35	44	17	3

Diagram annotations: 1 (Report Title), 2 (Item Number), 3 (Item Wording), 4 (Variable Name), 5 (Faculty Responses), 6 (Student Responses)

Academic Challenge

Faculty Responses				Student Responses						
Higher-Order Learning				Higher-Order Learning						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: <i>How much has your coursework emphasized the following during the current school year?</i>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	76 85	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	29 40	46 42	23 16	2 2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	75 83	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	30 39	46 38	21 21	3 1
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	64 69	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	26 30	44 41	25 25	6 5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	72 78	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	23 31	40 43	31 22	6 4

Reflective & Integrative Learning

Reflective & Integrative Learning				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 79	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	21 35	39 39	37 25	3 2
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	74 68	2b. Connected your learning to societal problems or issues	RIsocietal	FY SR	19 27	36 36	39 31	5 5
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	70 61	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	18 21	35 31	41 40	6 9
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	81 77	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	19 23	44 40	33 33	4 4
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	76 69	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	23 28	44 41	30 28	4 3
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	87 92	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	22 30	44 40	31 27	3 2
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	93 91	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	32 42	50 41	18 17	1 0

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: About how often have you done the following during the current school year?						
25e. Identify key information from reading assignments	fLSreading	LD	70	9a. Identified key information from reading assignments	LSreading	FY	39	42	18	1
		UD	73			SR	45	40	13	3
25f. Review notes after class	fLSnotes	LD	48	9b. Reviewed your notes after class	LSnotes	FY	32	33	32	4
		UD	55			SR	25	27	37	10
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	59	9c. Summarized what you learned in class or from course materials	LSsummary	FY	26	36	33	5
		UD	70			SR	26	35	31	9

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: About how often have you done the following during the current school year?						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	48	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	21	37	33	9
		UD	62			SR	26	35	29	10
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	41	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	12	29	40	18
		UD	57			SR	20	31	35	15
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	42	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	11	31	44	15
		UD	52			SR	22	30	37	10

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	52	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	45	54
		UD	55			SR	2	45	53

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: How much does your institution emphasize the following?						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	81	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	37	46	16	2
		UD	84			SR	37	48	14	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	65	1e. Asked another student to help you understand course material	CLaskhelp	FY	19	37	39	5
		UD	60			SR	17	36	40	7
25b. Explain course material to other students	fCLexplain	LD	54	1f. Explained course material to one or more students	CLexplain	FY	20	46	32	2
		UD	55			SR	24	46	29	1
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	58	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	18	36	33	13
		UD	49			SR	23	31	35	11
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	20	41	37	2
		UD	64			SR	44	36	20	0

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	27	8a. People of a race or ethnicity other than your own	DDrace	FY	34	28	35	3
		UD	30			SR	27	32	36	4
26b. People from an economic background other than their own	fDDeconomic	LD	24	8b. People from an economic background other than your own	DDeconomic	FY	36	34	26	3
		UD	27			SR	32	37	28	3
26c. People with religious beliefs other than their own	fDDreligion	LD	23	8c. People with religious beliefs other than your own	DDreligion	FY	36	36	25	4
		UD	25			SR	30	36	30	4
26d. People with political views other than their own	fDDpolitical	LD	33	8d. People with political views other than your own	DDpolitical	FY	37	30	29	4
		UD	28			SR	37	34	26	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	50	3a. Talked about career plans with a faculty member	SFcareer	FY	9	19	50	22
		UD	67			SR	19	26	43	11
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	24	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	8	14	32	46
		UD	41			SR	14	22	33	31
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	6	20	48	26
		UD	61			SR	14	26	44	17
8d. Discussed their academic performance	fSFperform	LD	65	3d. Discussed your academic performance with a faculty member	SFperform	FY	7	18	49	26
		UD	55			SR	12	20	48	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	96	5a. Clearly explained course goals and requirements	ETgoals	FY	35	46	18	1
		UD	94			SR	37	47	15	1
10b. Teach course sessions in an organized way	fETorganize	LD	98	5b. Taught course sessions in an organized way	ETorganize	FY	31	49	18	2
		UD	97			SR	33	50	17	0
10c. Use examples or illustrations to explain difficult points	fETexample	LD	98	5c. Used examples or illustrations to explain difficult points	ETexample	FY	36	42	20	2
		UD	99			SR	37	46	16	1
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	24	37	30	9
		UD	59			SR	22	37	31	10
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	88	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	19	37	35	9
		UD	91			SR	22	46	26	6

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	33	13a. Students	QIstudent	FY	4	43	53
		UD	37			SR	5	41	55
3b. Academic advisors	fQIadvisor	LD	20	13b. Academic advisors	QIadvisor	FY	12	44	42
		UD	20			SR	20	46	33
3c. Faculty	fQIfaculty	LD	32	13c. Faculty	QIfaculty	FY	5	43	51
		UD	34			SR	2	37	61
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	10	46	36
		UD	16			SR	11	53	30
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	12	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	12	45	29
		UD	12			SR	13	59	23

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	87	14b. Providing support to help students succeed academically	SEacademic	FY	32	44	22	2
		UD	86			SR	30	46	20	4
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	76	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	36	41	18	5
		UD	75			SR	27	39	24	10
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	91	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	20	29	34	17
		UD	83			SR	14	26	38	22
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	53	14e. Providing opportunities to be involved socially	SEsocial	FY	35	39	20	6
		UD	39			SR	35	36	26	4
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	77	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	26	44	26	4
		UD	65			SR	26	39	28	7
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	59	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	12	30	38	21
		UD	48			SR	8	22	37	34
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	54	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	27	41	26	5
		UD	44			SR	23	36	30	10
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	76	14i. Attending events that address important social, economic, or political issues	SEevents	FY	15	38	33	14
		UD	65			SR	14	36	37	13

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	80	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	10	80	3	8	
		UD	81		SR		71	13	14	3	
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	26								

Learning Community

Faculty Responses				Student Responses							
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	45	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	28	26	25	20	
		UD	35		SR		44	4	48	4	

Study Abroad

Faculty Responses				Student Responses							
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	50	11d. Participate in a study abroad program	abroad	FY	7	65	11	18	
		UD	58		SR		45	5	47	3	

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	10	41	20	30
		UD	66			SR	36	7	51	6
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	40							
		UD	52							

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	3	77	3	17
		UD	91			SR	81	13	4	1

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	37	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	0	4	34	62
		UD	44			SR	1	6	49	44
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	55							
		UD	47							

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	65	17a. Writing clearly and effectively	pgwrite	FY	21	41	29	9
		UD	71			SR	37	33	24	6
29b. Speaking clearly and effectively	fcgspeak	LD	52	17b. Speaking clearly and effectively	pgspeak	FY	15	31	38	16
		UD	52			SR	37	36	22	6
29c. Thinking critically and analytically	fcgthink	LD	90	17c. Thinking critically and analytically	pgthink	FY	29	46	22	3
		UD	98			SR	57	33	9	1
29d. Analyzing numerical and statistical information	fcganalyze	LD	29	17d. Analyzing numerical and statistical information	pganalyze	FY	22	32	30	16
		UD	43			SR	36	31	23	10
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	45	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	21	38	29	12
		UD	64			SR	39	34	21	6
29f. Working effectively with others	fcgothers	LD	70	17f. Working effectively with others	pgothers	FY	23	44	28	5
		UD	67			SR	43	37	17	3
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	45	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	20	30	31	18
		UD	39			SR	30	28	30	11
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	55	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	19	30	32	20
		UD	46			SR	19	30	35	15
29i. Solving complex real-world problems	fcgprobsolve	LD	53	17i. Solving complex real-world problems	pgprobsolve	FY	17	36	35	12
		UD	67			SR	30	40	26	5
29j. Being an informed and active citizen	fcgcitizen	LD	55	17j. Being an informed and active citizen	pgcitizen	FY	20	31	33	17
		UD	53			SR	23	29	35	13

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	94	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	29	39	30	2
		UD	97			SR	46	34	19	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	52	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	18	30	37	16
		UD	54			SR	14	20	40	26
22c. Come to class having completed readings or assignments	fprepared	LD	91	1c. Come to class without completing readings or assignments	unprepared	FY	6	16	59	19
		UD	93			SR	9	16	60	15

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	38	11b. Hold a formal leadership role in a student organization or group	leader	FY	16	55	10	19	
		UD	39			SR	68	4	25	3	

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	22	4a. Memorizing course material	memorize	FY	26	45	26	3	
		UD	18			SR	25	40	29	6	

Time Spent by Students

FSSE Item	Variable	Class	16 or more hours %	NSSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours %	
Percentage of faculty who think the typical student in their selected course section spends 16 hours or more on each of the following in an average 7-day week:				Distribution of student responses to: <i>About how many hours do you spend in a typical 7-day week doing the following?</i>							
20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	12	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	6	40	40	14	
		UD	11			SR	10	46	31	13	
20b. Participating in co-curricular activities	ftmcocurr	LD	15	15b. Participating in co-curricular activities	tmcocurr	FY	44	39	13	3	
		UD	11			SR	49	39	10	2	
20c. Working for pay on campus	ftmworkon	LD	4	15c. Working for pay on campus	tmworkon	FY	79	16	4	0	
		UD	6			SR	62	28	9	1	
20d. Working for pay off campus	ftmworkoff	LD	6	15d. Working for pay off campus	tmworkoff	FY	90	5	4	0	
		UD	10			SR	77	11	9	3	
20e. Doing community service or volunteer work	ftmservice	LD	1	15e. Doing community service or volunteer work	tmservice	FY	90	7	3	0	
		UD	1			SR	90	7	3	1	
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	62	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	13	49	27	11	
		UD	51			SR	14	49	25	13	
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	0	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	94	4	2	0	
		UD	1			SR	92	4	2	2	
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	81	15	3	1	
		UD	0			SR	79	17	3	0	

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