FSSE
faculty survey of
student engagement

FSSE-NSSE
Combined Report 2015

Loyola University Maryland

IPEDS: 163046

FSSE-NSSE Combined Report 2015

About This Report

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

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.

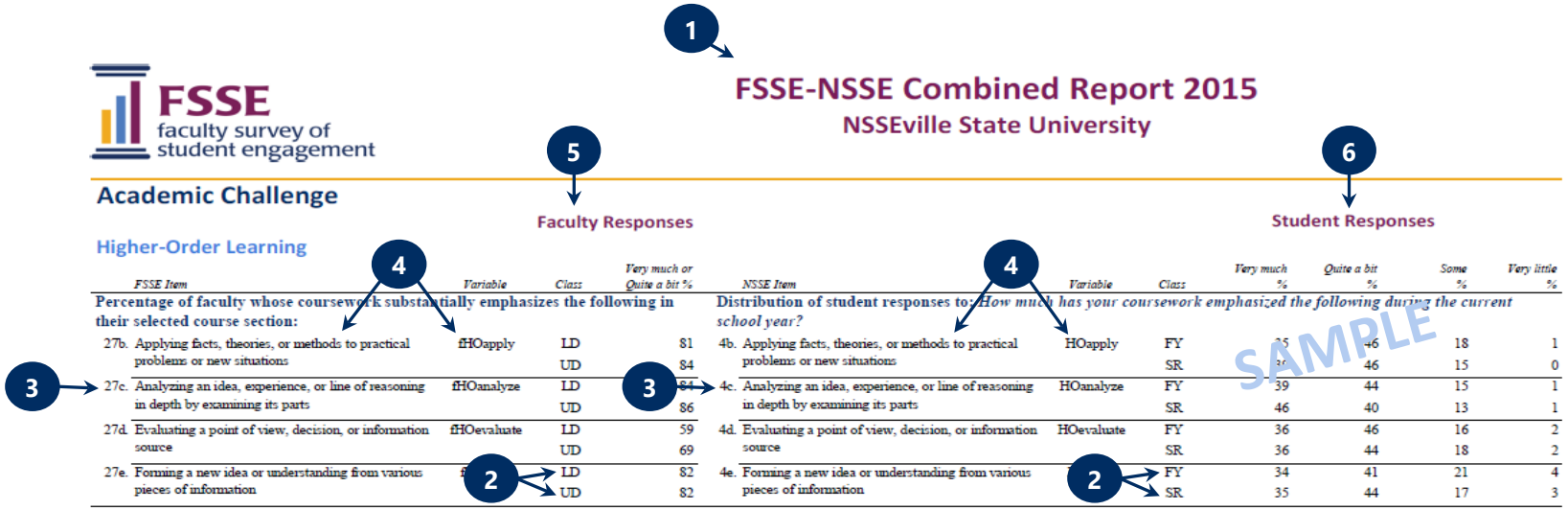
2. ***Class level:*** Frequency distributions are reported separately for faculty who report teaching lower-division (LD) or upper-division courses (UD). Student responses are reported separately for first-year students (FY) and seniors (SR) as reported by your institution.

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 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		LD	82
		UD	82

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	39	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		FY	34	41	21	4
		SR	35	44	17	3

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Academic Challenge

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	fHOapply	LD	77	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	33	47	18	3
		UD	89			SR	37	45	16	2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	37	47	16	1
		UD	91			SR	43	43	14	1
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	68	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	33	46	18	2
		UD	60			SR	35	45	17	2
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	77	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	32	40	26	2
		UD	79			SR	32	44	20	3

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: *About how often have you done the following during the current school year?***						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD	62	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	14	42	38	5
		UD	87			SR	39	38	21	2
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD	67	2b. Connected your learning to societal problems or issues	RIsocietal	FY	15	42	37	5
		UD	74			SR	29	41	27	4
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIdiverse	LD	67	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIdiverse	FY	14	38	42	6
		UD	60			SR	26	38	34	2
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	80	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	15	46	35	4
		UD	77			SR	29	40	27	5
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	74	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	19	47	30	3
		UD	65			SR	25	52	19	3
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	90	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	18	44	37	1
		UD	88			SR	27	48	22	2
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	87	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	27	50	22	1
		UD	90			SR	40	45	14	1

Academic Challenge (continued)

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	75	9a. Identified key information from reading assignments	LSreading	FY	46	41	11	2
		UD	64			SR	48	39	12	0
25f. Review notes after class	fLSnotes	LD	58	9b. Reviewed your notes after class	LSnotes	FY	31	32	33	3
		UD	52			SR	28	31	33	8
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	64	9c. Summarized what you learned in class or from course materials	LSsummary	FY	33	37	25	4
		UD	58			SR	27	43	26	5

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	43	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	15	37	36	12
		UD	61			SR	22	36	28	13
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	42	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	12	27	44	17
		UD	55			SR	16	36	30	18
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	32	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	9	35	38	18
		UD	46			SR	18	33	34	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	47	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	55	45
		UD	73			SR	0	37	63

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	92	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	40	47	10	3
		UD	83			SR	35	49	15	1

Learning with Peers

Faculty Responses **Student Responses**

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Collaborative Learning

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:** ***About how often have you done the following during the current school year?***						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	54	1e. Asked another student to help you understand course material	CLaskhelp	FY	19	38	39	4
		UD	49			SR	16	35	44	6
25b. Explain course material to other students	fCLexplain	LD	44	1f. Explained course material to one or more students	CLexplain	FY	21	43	36	0
		UD	45			SR	24	44	31	1
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	68	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	21	40	32	7
		UD	54			SR	26	30	38	6
25d. Work with other students on course projects or assignments	fCLproject	LD	58	1h. Worked with other students on course projects or assignments	CLproject	FY	13	39	42	7
		UD	62			SR	35	36	26	3

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:** ***About how often have you had discussions with people from the following groups during the current school year?***						
26a. People of a race or ethnicity other than their own	fDDrace	LD	20	8a. People of a race or ethnicity other than your own	DDrace	FY	35	33	27	4
		UD	12			SR	34	33	30	4
26b. People from an economic background other than their own	fDDeconomic	LD	20	8b. People from an economic background other than your own	DDeconomic	FY	33	37	28	2
		UD	14			SR	37	34	26	3
26c. People with religious beliefs other than their own	fDDreligion	LD	12	8c. People with religious beliefs other than your own	DDreligion	FY	30	28	35	6
		UD	8			SR	29	28	37	6
26d. People with political views other than their own	fDDpolitical	LD	18	8d. People with political views other than your own	DDpolitical	FY	31	34	30	6
		UD	14			SR	37	35	23	5

Experiences with Faculty

Faculty Responses **Student Responses**

Student-Faculty Interaction

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:				**Distribution of student responses to:** ***About how often you have done the following during the current school year?***						
8a. Talked about their career plans	fSFcareer	LD	51	3a. Talked about career plans with a faculty member	SFcareer	FY	11	25	47	16
		UD	60			SR	26	34	33	7
8b. Worked on activities other than coursework	fSFotherwork	LD	24	3b. Worked with a faculty member on activities other	SFotherwork	FY	6	15	43	36

	(committees, student groups, etc.)		UD	35		than coursework (committees, student groups, etc.)		SR	17	21	36	26
8c.	Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	60	3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	8	22	54	15
			UD	58				SR	18	31	37	13
8d.	Discussed their academic performance	fSFperform	LD	63	3d.	Discussed your academic performance with a faculty member	SFperform	FY	12	29	49	10
			UD	64				SR	15	28	47	9

Effective Teaching Practices

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 substantially do the following in their undergraduate courses:				**Distribution of student responses to: *To what extent have your instructors done the following during the current school year?***						
10a. Clearly explain course goals and requirements	fETgoals	LD	99	5a. Clearly explained course goals and requirements	ETgoals	FY	39	45	15	1
		UD	93			SR	44	47	9	1
10b. Teach course sessions in an organized way	fETorganize	LD	99	5b. Taught course sessions in an organized way	ETorganize	FY	34	50	16	1
		UD	96			SR	45	43	11	1
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	34	48	16	1
		UD	100			SR	49	36	15	0
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	75	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	28	39	30	3
		UD	62			SR	32	35	26	6
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	91	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	27	41	24	7
		UD	95			SR	30	44	22	4

Campus Environment

Quality of Interactions

Faculty Responses | **Student Responses**

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: *Indicate the quality of your interactions with the following people at your institution.***					
3a. Other students	fQIstudent	LD	26	13a. Students	QIstudent	FY	5	35	60
		UD	46			SR	2	39	59
3b. Academic advisors	fQIadvisor	LD	15	13b. Academic advisors	QIadvisor	FY	5	42	53
		UD	17			SR	10	51	40
3c. Faculty	fQIfaculty	LD	27	13c. Faculty	QIfaculty	FY	3	37	60
		UD	31			SR	4	28	68
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	15	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	6	41	49
		UD	14			SR	14	55	30
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	7	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	10	41	40
		UD	10			SR	12	52	32

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: *How much does your institution emphasize the following?***						
2b. Providing support to help students succeed academically	fSEacademic	LD	72	14b. Providing support to help students succeed academically	SEacademic	FY	42	41	14	2
		UD	83			SR	30	49	19	2
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	66	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	44	40	13	4
		UD	70			SR	28	47	17	7
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	29	39	21	10
		UD	80			SR	23	34	30	13
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	45	14e. Providing opportunities to be involved socially	SEsocial	FY	33	37	24	6
		UD	52			SR	25	40	26	9
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	61	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	37	46	12	5
		UD	71			SR	35	38	20	6
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	53	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	24	31	29	15
		UD	53			SR	14	32	33	21
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	56	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	32	40	22	7
		UD	60			SR	33	43	19	5
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	84	14i. Attending events that address important social, economic, or political issues	SEevents	FY	28	39	27	6
		UD	71			SR	24	38	31	8

High Impact Practices

Internship

Faculty Responses

FSSE Item	Variable	Class	Very important or Important %
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	73
		UD	82

FSSE Item	Variable	Class	Yes %
Percentage of faculty who participate in the following activity in a typical 7-day week:			
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	22
		UD	16

Student Responses

NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Distribution of student responses to: *Which of the following have you done or do you plan to do before you graduate?*						
11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	9	85	1	5
		SR	73	11	13	3

Learning Community

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?***						
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	41	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	31	28	19	22
		UD	35			SR	42	7	46	5

Study Abroad

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?***						
1d. Participate in a study abroad program	fabroad	LD	56	11d. Participate in a study abroad program	abroad	FY	3	75	10	13
		UD	63			SR	52	3	41	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: *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	47	11e. Work with a faculty member on a research project	research	FY	4	39	16	41
		UD	48			SR	23	8	61	9

FSSE Item	Variable	Class	Yes %
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	26

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 %

FSSE Item	Variable	Class	All, Most, Some %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	68
		UD	70

NSSE Item	Variable	Class	All %	Most %	Some %	None %
Distribution of student responses to: *Which of the following have you done or do you plan to do before you graduate?*						
11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	3	60	9	28
		SR	64	7	24	5

Service-Learning

FSSE Item	Variable	Class	All, Most, Some %
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservcourse	LD	39
		UD	38

NSSE Item	Variable	Class	All %	Most %	Some %	None %
12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	8	52	39
		SR	0	6	69	24

FSSE Item	Variable	Class	Very important or Important %
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	53
		UD	57

Additional Engagement Items

Faculty Responses **Student Responses**

Faculty Course Goals and Student-Perceived Gains

FSSE Item	Variable	Class	Very much or Quite a bit %
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	70
		UD	75
29b. Speaking clearly and effectively	fcgspeak	LD	46
		UD	67
29c. Thinking critically and analytically	fcgthink	LD	96
		UD	100
29d. Analyzing numerical and statistical information	fcganalyze	LD	31
		UD	48
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	36
		UD	58
29f. Working effectively with others	fcgothers	LD	51
		UD	72
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	41
		UD	42

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to: *How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*						
17a. Writing clearly and effectively	pgwrite	FY	31	45	18	7
		SR	47	38	14	2
17b. Speaking clearly and effectively	pgspeak	FY	21	32	35	11
		SR	44	38	15	3
17c. Thinking critically and analytically	pgthink	FY	34	45	20	1
		SR	55	36	8	1
17d. Analyzing numerical and statistical information	pganalyze	FY	21	24	41	14
		SR	34	33	25	8
17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	19	34	35	11
		SR	33	35	26	6
17f. Working effectively with others	pgothers	FY	21	37	35	6
		SR	46	40	13	2
17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	31	41	22	6
		SR	42	37	18	3

29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	41	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	27	35	28	10
			UD	38				SR	33	29	30	7
29i.	Solving complex real-world problems	fcgprobsolve	LD	47	17i.	Solving complex real-world problems	pgprobsolve	FY	22	34	33	11
			UD	66				SR	32	36	27	5
29j.	Being an informed and active citizen	fcgcitizen	LD	55	17j.	Being an informed and active citizen	pgcitizen	FY	25	37	27	10
			UD	56				SR	38	33	24	5

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: *About how often have you done the following during the current school year?***							
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	41	33	24	2
			UD	96				SR	51	28	20	1
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	53	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	17	29	41	13
			UD	43				SR	16	20	41	24
22c.	Come to class having completed readings or assignments	fprepared	LD	94	1c.	Come to class without completing readings or assignments	unprepared	FY	6	12	61	21
			UD	96				SR	10	15	61	14

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: *Which of the following have you done or do you plan to do before you graduate?***							
1b.	Hold a formal leadership role in a student organization or group	fleader	LD	30	11b.	Hold a formal leadership role in a student organization or group	leader	FY	15	53	11	21
			UD	33				SR	62	8	26	4

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: *How much has your coursework emphasized the following during the current school year?***							
27a.	Memorizing course material	fmemorize	LD	31	4a.	Memorizing course material	memorize	FY	31	44	23	2
			UD	17				SR	24	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 %*

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2015

Loyola University Maryland

Percentage of faculty who think the typical student in their selected course section spends 16 hours or more on each of the following in an average 7-day week:

20a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	13
			UD	9
20b.	Participating in co-curricular activities	ftmcocurr	LD	9
			UD	13
20c.	Working for pay **on campus**	ftmworkon	LD	4
			UD	13
20d.	Working for pay **off campus**	ftmworkoff	LD	1
			UD	10
20e.	Doing community service or volunteer work	ftmservice	LD	1
			UD	2
20f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	64
			UD	64
20g.	Providing care for dependents (children, parents, etc.)	ftmcare	LD	0
			UD	2
20h.	Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0
			UD	0

Distribution of student responses to: ***About how many hours do you spend in a typical 7-day week doing the following?***

15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	7	39	41	13
			SR	11	50	32	8
15b.	Participating in co-curricular activities	tmcocurr	FY	59	29	10	2
			SR	54	35	9	1
15c.	Working for pay **on campus**	tmworkon	FY	74	22	4	0
			SR	56	38	5	1
15d.	Working for pay **off campus**	tmworkoff	FY	95	3	2	0
			SR	67	16	13	5
15e.	Doing community service or volunteer work	tmservice	FY	92	6	1	1
			SR	85	11	4	0
15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	14	50	26	10
			SR	15	52	25	8
15g.	Providing care for dependents (children, parents, etc.)	tmcare	FY	96	3	2	0
			SR	93	4	2	1
15h.	Commuting to campus (driving, walking, etc.)	tmcommute	FY	94	4	2	0
			SR	86	13	1	0

IPEDS: 163046