

Academic Challenge

Faculty Responses

Student Responses (from NSSE 2019)



Academic Challenge (continued)

Faculty Responses

Student Responses (from NSSE 2019)

	<i>FSSE Item [Variable Name]</i>	<i>Very much + Quite a bit %</i>	<i>NSSE Item [Variable Name]</i>	<i>Very often + Often %</i>
Learning Strategies	Faculty responses to: In your selected course section, how much do you encourage students to do the following?		Student responses to: During the current school year, about how often have you done the following?	
	25e. Identify key information from reading assignments [fLSreading]	82	9a. Identified key information from reading assignments [LSreading]	81
		81		86
	25f. Review notes after class [fLSnotes]	67	9b. Reviewed your notes after class [LSnotes]	75
		70		82
	25g. Summarize what has been learned from class or from course materials [fLSsummary]	68	9c. Summarized what you learned in class or from course materials [LSsummary]	68
		78		74
Quantitative Reasoning	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		Student responses to: During the current school year, about how often have you done the following?	
	22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	64	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	55
		72		61
	22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	50	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	45
		69		50
	22f. Evaluate what others have concluded from numerical information [fQRevaluate]	57	6c. Evaluated what others have concluded from numerical information [QRevaluate]	48
		69		49
Additional Academic Challenge Items	Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following?		Student responses to: How much does your institution emphasize the following?	
	2a. Students spending significant amounts of time studying and on academic work [fempstudy]	79	14a. Spending significant amounts of time studying and on academic work [empstudy]	74
		95		88
	Faculty responses to: In your selected course section, to what extent do you think the typical student does their best work? [fchallenge]	38	NSSE Item [Variable Name]	High challenge %
		51	10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	49
				70

Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7).

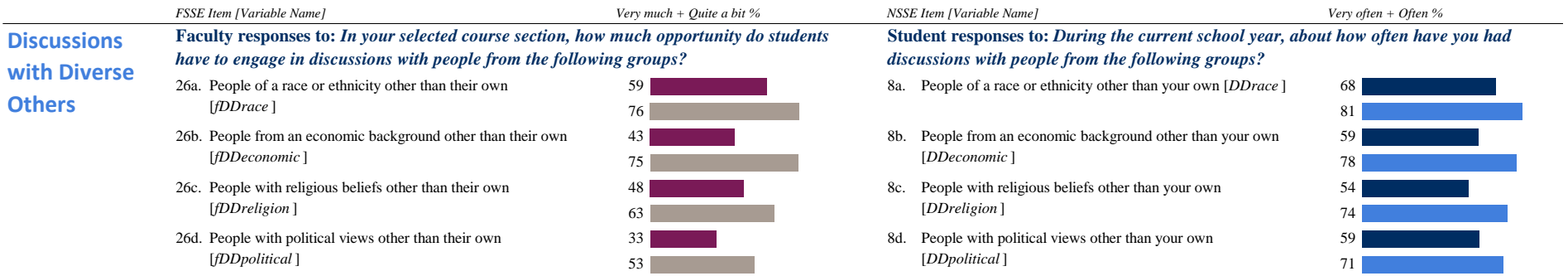
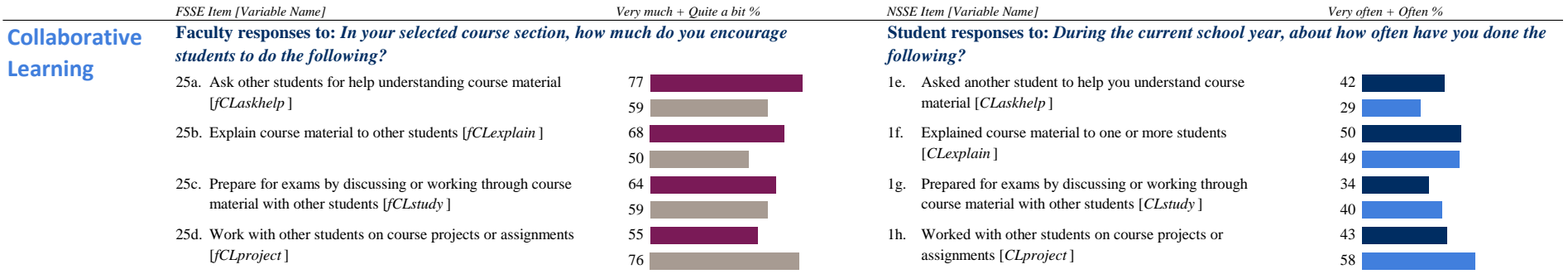
Lower-Division
 Upper-Division

First-Year
 Senior

Learning with Peers

Faculty Responses

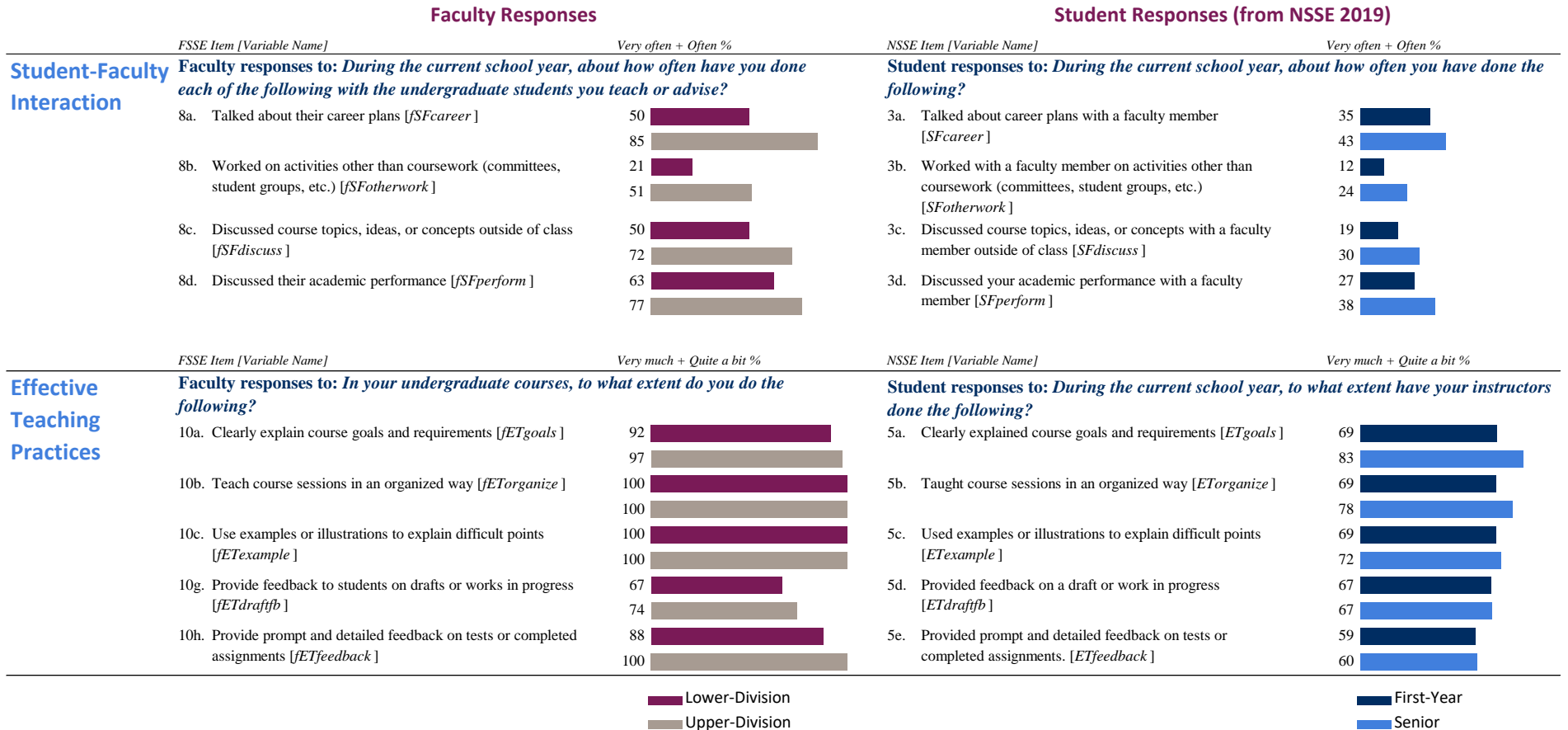
Student Responses (from NSSE 2019)



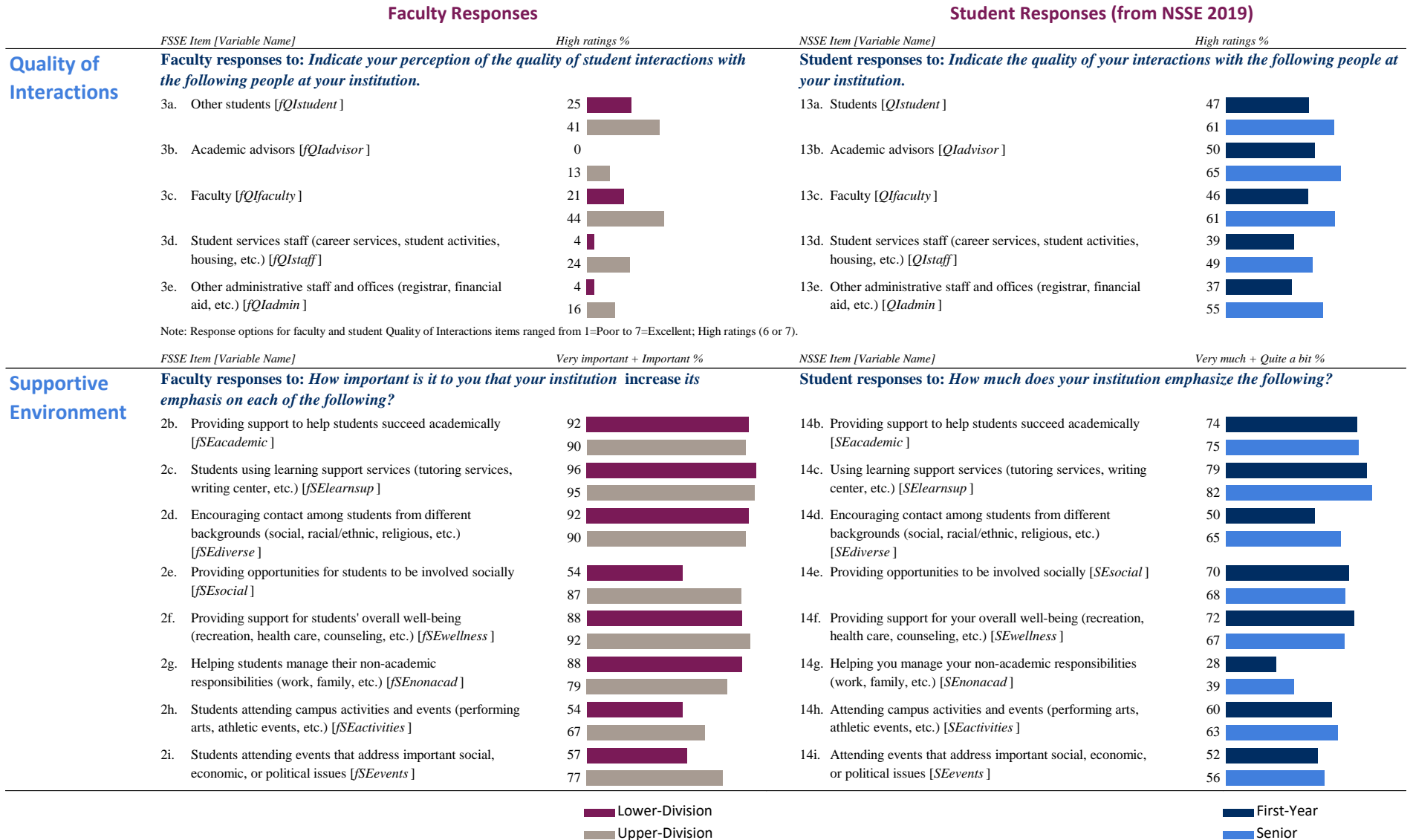
■ Lower-Division
■ Upper-Division

■ First-Year
■ Senior

Experiences with Faculty



Campus Environment



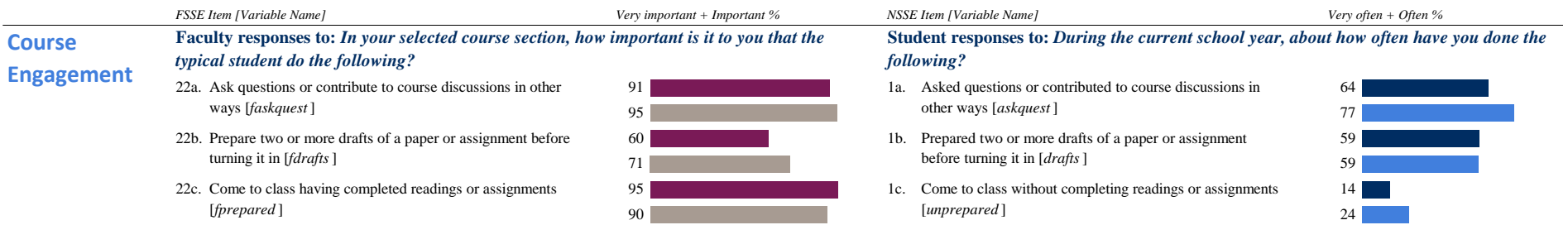
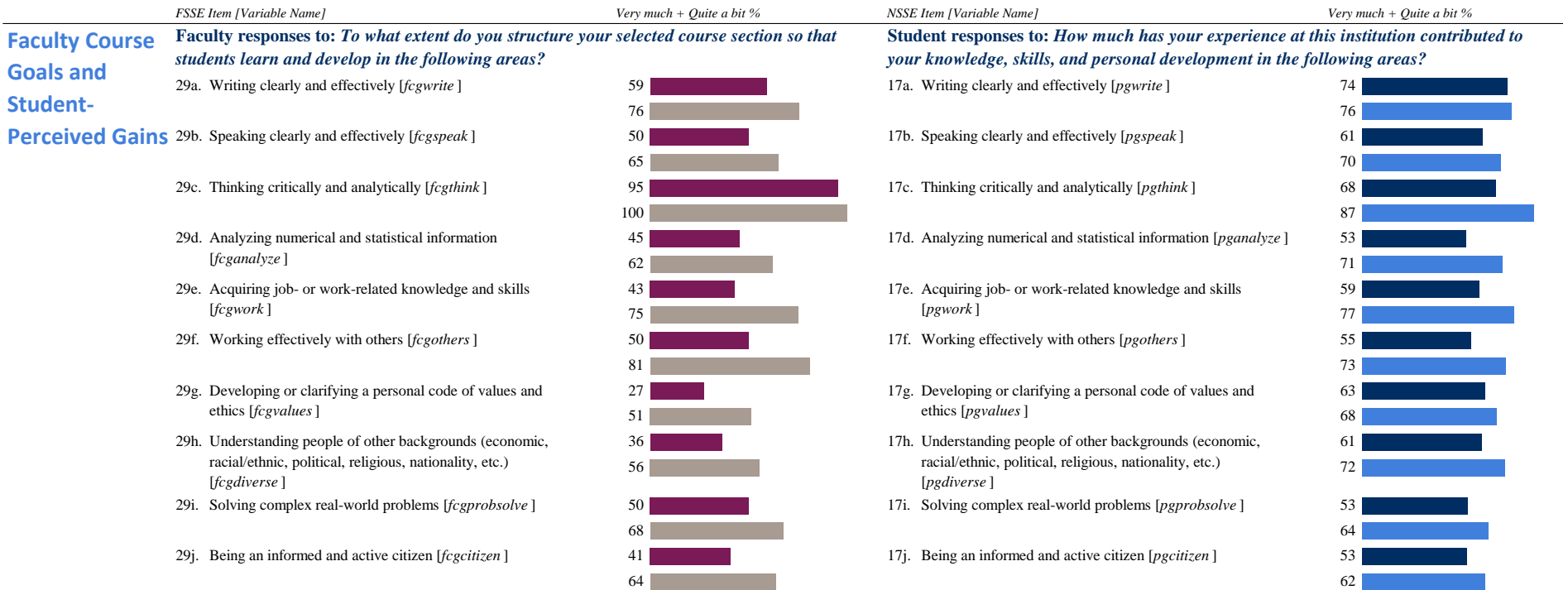
■ Lower-Division
■ Upper-Division

■ First-Year
■ Senior

Additional Engagement Items

Faculty Responses





















Student Responses (from NSSE 2019)



■ Lower-Division
■ Upper-Division

■ First-Year
■ Senior

Additional Engagement Items (continued)

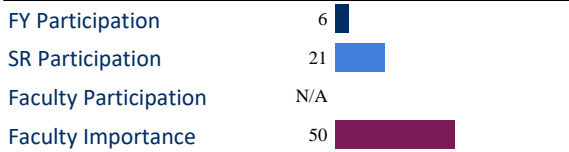
		Faculty Responses		Student Responses (from NSSE 2019)	
Student Leadership	<i>FSSE Item [Variable Name]</i>	Very important + Important %		<i>NSSE Item [Variable Name]</i>	Done or in progress %
	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?			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 [<i>fleader</i>]	21		11b. Hold a formal leadership role in a student organization or group [<i>leader</i>]	5 17
					
Memorization	<i>FSSE Item [Variable Name]</i>	Very much + Quite a bit %		<i>NSSE Item [Variable Name]</i>	Very much + Quite a bit %
	Faculty responses to: In your selected course section, how much does the coursework emphasize the following?			Student responses to: During the current school year, how much has your coursework emphasized the following?	
	27a. Memorizing course material [<i>fmemorize</i>]	18		4a. Memorizing course material [<i>memorize</i>]	69 67
					
Time Spent by Students	<i>FSSE Item [Variable Name]</i>	16 or more hours %		<i>NSSE Item [Variable Name]</i>	16 or more hours %
	Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?			Student responses to: About how many hours do you spend in a typical 7-day week doing the following?	
	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>fmprep</i>]	0		15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>tmprep</i>]	36 50
					
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [<i>fmcocurr</i>]	9		15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [<i>tmcocurr</i>]	4 7
					
	20c. Working for pay on campus [<i>fimworkon</i>]	0		15c. Working for pay on campus [<i>fimworkon</i>]	2 6
					
	20d. Working for pay off campus [<i>fimworkoff</i>]	65		15d. Working for pay off campus [<i>tmworkoff</i>]	25 54
					
	20e. Doing community service or volunteer work [<i>fmservice</i>]	0		15e. Doing community service or volunteer work [<i>tmservice</i>]	4 8
					
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>fimrelax</i>]	45		15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>tmrelax</i>]	18 19
					
	20g. Providing care for dependents (children, parents, etc.) [<i>fimcare</i>]	23		15g. Providing care for dependents (children, parents, etc.) [<i>tmcare</i>]	16 38
					
	20h. Commuting to campus (driving, walking, etc.) [<i>fimcommute</i>]	4		15h. Commuting to campus (driving, walking, etc.) [<i>tmcommute</i>]	13 18
					

Lower-Division
 Upper-Division

First-Year
 Senior

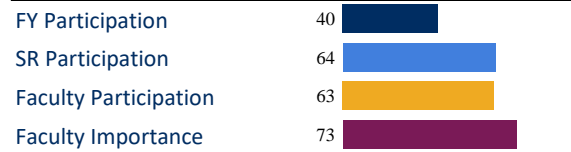
High-Impact Practices

Learning Community



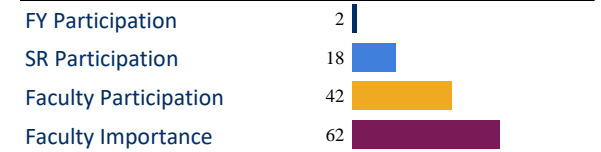
NSSE variable: 11c *learncom*; FSSE variable: 1c *flearncom*

Service-Learning



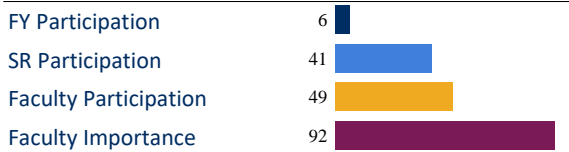
NSSE variable: 12 *servcourse*; FSSE variables: 9 *fservcourse*, 1g *fservice*

Research with Faculty



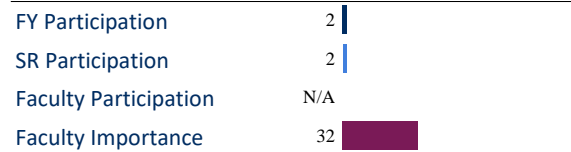
NSSE variable: 11e *research*; FSSE variables: 6a *fidresearch*, 1e *fresearch*

Internship or Field Experience



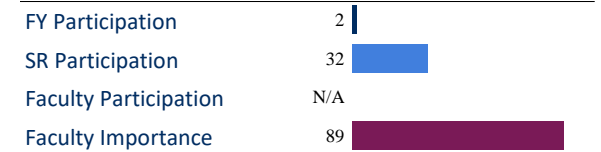
NSSE variable: 11a *intern*; FSSE variables: 6b *fdintern*, 1a *fintern*

Study Abroad



NSSE variable: 11d *abroad*; FSSE variable: 1d *fabroad*

Senior Culminating Experience



NSSE variable: 11f *capstone*; FSSE variable: 1f *fcapstone*

FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.