



## FSSE-NSSE Combined Report 2013 Clayton State University

### Academic Challenge

#### Faculty Responses

#### Student Responses

#### 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 %
<b>Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:</b>				<b>Distribution of student responses to how much their coursework emphasized the following during the current school year:</b>						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	86	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	31	46	18	5
		UD	88			SR	41	39	17	3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	82	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	26	45	26	3
		UD	84			SR	38	40	20	3
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	78	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	27	46	23	3
		UD	81			SR	32	43	21	4
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	80	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	30	38	27	5
		UD	87			SR	31	44	23	3

#### 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 how often they have done the following during the current school year:</b>						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD	67	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	22	29	36	14
		UD	87			SR	27	36	30	7
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD	78	2b. Connected your learning to societal problems or issues	RIsocietal	FY	24	32	31	13
		UD	83			SR	27	31	35	7
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD	62	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY	21	29	36	15
		UD	72			SR	26	33	27	13
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	76	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	22	47	25	6
		UD	80			SR	27	39	27	6
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	67	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	28	39	28	5
		UD	80			SR	29	40	25	6
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	86	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	27	31	38	3
		UD	96			SR	27	43	27	3
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	86	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	35	41	21	3
		UD	92			SR	37	45	16	2

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## 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 %
<b>Percentage of faculty who report they substantially encourage students to do the following in their selected course section:</b>				<b>Distribution of student responses to how often they have done the following during the current school year:</b>						
25e. Identify key information from reading assignments	fLSreading	LD	72	9a. Identified key information from reading assignments	LSreading	FY	45	35	19	1
		UD	89		SR	SR	58	31	10	2
25f. Review notes after class	fLSnotes	LD	66	9b. Reviewed your notes after class	LSnotes	FY	45	31	21	3
		UD	70		SR	SR	51	27	18	4
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	83	9c. Summarized what you learned in class or from course materials	LSsummary	FY	39	33	24	4
		UD	77		SR	SR	48	27	20	5

#### Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who report that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to how often they have done the following during the current school year:</b>						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	71	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	20	33	33	13
		UD	67		SR	SR	15	36	34	15
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	51	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	14	26	35	25
		UD	61		SR	SR	15	30	34	21
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	65	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	11	26	37	26
		UD	57		SR	SR	13	26	39	22

#### Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable <sup>a</sup>	Class	Low challenge %	Moderate challenge %	High challenge %
21. In your selected course section, how much do students put forth their best work?	fchallenge	LD	45	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	32	66
		UD	52		SR	SR	3	30	67

  

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 report that it is important that their institution increase its emphasis on the following:</b>				<b>Distribution of student responses to how much their institution emphasizes the following:</b>						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	98	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	52	31	17	0
		UD	95		SR	SR	62	31	6	1



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a. 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).

### Learning with Peers

#### Faculty Responses

#### Student Responses

#### Collaborative Learning

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 how often they have done the following during the current school year:</b>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	61	1e. Asked another student to help you understand course material	CLaskhelp	FY	20	18	46	16
		UD	69			SR	12	23	46	19
25b. Explain course material to other students	fCLexplain	LD	61	1f. Explained course material to one or more students	CLexplain	FY	20	31	43	6
		UD	65			SR	16	34	46	4
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	55	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	18	21	33	28
		UD	77			SR	21	23	40	16
25d. Work with other students on course projects or assignments	fCLproject	LD	59	1h. Worked with other students on course projects or assignments	CLproject	FY	19	22	48	10
		UD	71			SR	32	33	30	5

#### 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 report 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 how often they have had discussions with people from the following groups during the current school year:</b>						
26a. People of a race or ethnicity other than their own	fDDrace	LD	76	8a. People of a race or ethnicity other than your own	DDrace	FY	53	25	15	6
		UD	76			SR	58	21	16	5
26b. People from an economic background other than their own	fDDeconomic	LD	63	8b. People from an economic background other than your own	DDeconomic	FY	45	26	23	6
		UD	66			SR	51	25	17	7
26c. People with religious beliefs other than their own	fDDreligion	LD	61	8c. People with religious beliefs other than your own	DDreligion	FY	36	25	25	14
		UD	59			SR	47	21	22	10
26d. People with political views other than their own	fDDpolitical	LD	58	8d. People with political views other than your own	DDpolitical	FY	41	23	24	12
		UD	57			SR	46	26	22	7



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### 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 %
<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>				<b>Distribution of student responses to how often they have done the following during the current school year:</b>						
8a. Talked about their career plans	fSFcareer	LD	64	3a. Talked about career plans with a faculty member	SFcareer	FY	11	17	45	26
		UD	74			SR	13	27	42	18
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	34	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	8	5	24	63
		UD	45			SR	7	10	27	55
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	66	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	11	11	36	42
		UD	63			SR	10	19	41	30
8d. Discussed their academic performance	fSFperform	LD	64	3d. Discussed your academic performance with a faculty member	SFperform	FY	14	14	47	25
		UD	81			SR	13	21	41	24

#### 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 %
<b>Percentage of faculty who substantially do the following in their undergraduate courses:</b>				<b>Distribution of student responses to what extent their instructors have done the following during the current school year:</b>						
10a. Clearly explain course goals and requirements	fETgoals	LD	97	5a. Clearly explained course goals and requirements	ETgoals	FY	37	36	20	7
		UD	97			SR	55	33	9	3
10b. Teach course sessions in an organized way	fETorganize	LD	98	5b. Taught course sessions in an organized way	ETorganize	FY	32	39	20	9
		UD	97			SR	54	32	12	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	33	37	25	6
		UD	100			SR	50	35	12	3
10d. Provide feedback to students on a draft or work in progress	fETdraftfb	LD	67	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	33	27	31	9
		UD	65			SR	37	31	26	6
10e. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	93	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	27	37	26	10
		UD	88			SR	43	36	15	6



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## Campus Environment

### Faculty Responses

### Student Responses

#### Quality of Interactions

FSSE Item	Variable <sup>a</sup>	Class	High ratings %	NSSE Item	Variable <sup>a</sup>	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 the quality of interactions with the following people at their institution:</b>					
3a. Other students	fQIstudent	LD	26	13a. Students	QIstudent	FY	5	38	54
		UD	40			SR	3	27	70
3b. Academic advisors	fQIadvisor	LD	21	13b. Academic advisors	QIadvisor	FY	16	31	49
		UD	38			SR	7	31	60
3c. Faculty	fQIfaculty	LD	28	13c. Faculty	QIfaculty	FY	5	35	57
		UD	47			SR	2	26	70
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	20	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	12	27	37
		UD	22			SR	7	31	42
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	9	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	7	39	46
		UD	18			SR	6	38	52

#### 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 report that it is important that their institution increase its emphasis on each of the following:</b>				<b>Distribution of student responses to how much their institution emphasizes the following:</b>						
2b. Providing support to help students succeed academically	fSEacademic	LD	89	14b. Providing support to help students succeed academically	SEacademic	FY	48	31	18	3
		UD	95			SR	54	32	11	4
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	89	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	48	26	19	7
		UD	92			SR	59	28	10	3
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	70	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	32	34	26	8
		UD	78			SR	37	35	21	7
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	54	14e. Providing opportunities to be involved socially	SEsocial	FY	37	31	25	7
		UD	65			SR	45	33	16	6
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	75	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	33	34	22	12
		UD	74			SR	46	33	16	5
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	62	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	14	22	29	35
		UD	54			SR	21	17	33	29
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	55	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	37	27	27	9
		UD	59			SR	40	32	17	11
2i. Students attending events that address important social, racial/ethnic, and religious issues	fSEevents	LD	64	14i. Attending events that address important social, racial/ethnic, and religious issues	SEevents	FY	26	31	22	21
		UD	71			SR	33	27	17	14



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social, economic, or political issues	UD	73	economic, or political issues	SR	37	26	27	10
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a. Response options ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).

### High Impact Practices

#### Faculty Responses

#### Student Responses

#### Internship

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 they have done or plan to do before they graduate:</b>						
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	84	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	3	76	8	13
		UD	88			SR	43	41	10	6
<i>FSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Yes %</i>							
<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	16							
		UD	49							

#### 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 %
<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 they have done or plan to do before they graduate:</b>						
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	55	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	14	36	26	23
		UD	46			SR	24	12	45	19

#### 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 %
<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 they have done or plan to do before they graduate:</b>						
1d. Participate in a study abroad program	fabroad	LD	45	11d. Participate in a study abroad program	abroad	FY	3	34	34	29
		UD	34			SR	5	12	64	18



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#### 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 they have done or plan to do before they graduate:</b>						
1e. Work with a faculty member on a research project	fresearch	LD	69	11e. Work with a faculty member on a research project	research	FY	3	36	17	44
		UD	65			SR	15	15	47	23
<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	32							
		UD	40							

#### Culminating Senior Experience

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
<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 they have done or plan to do before they graduate:</b>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	79	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	3	55	11	31
		UD	94			SR	40	34	16	10

#### 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	45	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	2	7	30	60
		UD	69			SR	3	10	50	38
<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	53							
		UD	61							

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## 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 %
<b>Percentage of faculty who report substantially structuring their selected course section so that students learn and develop in the following areas:</b>				<b>Distribution of student responses to how much their experience at this institution contributed to their knowledge, skills, and personal development in the following areas:</b>						
29a. Writing clearly and effectively	fcgwrite	LD	56	17a. Writing clearly and effectively	pgwrite	FY	46	29	18	7
		UD	70			SR	43	33	18	5
29b. Speaking clearly and effectively	fcgspeak	LD	47	17b. Speaking clearly and effectively	pgspeak	FY	38	31	27	4
		UD	67			SR	40	31	20	8
29c. Thinking critically and analytically	fcgthink	LD	94	17c. Thinking critically and analytically	pgthink	FY	44	38	14	5
		UD	99			SR	57	30	10	3
29d. Analyzing numerical and statistical information	fcganalyze	LD	45	17d. Analyzing numerical and statistical information	pganalyze	FY	35	26	30	8
		UD	43			SR	40	28	23	9
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	51	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	22	28	32	18
		UD	73			SR	41	29	21	9
29f. Working effectively with others	fcgothers	LD	65	17f. Working effectively with others	pgothers	FY	26	39	27	9
		UD	75			SR	43	32	21	4
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	52	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	24	38	24	14
		UD	63			SR	36	30	24	11
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	52	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	28	40	20	13
		UD	63			SR	42	28	22	9
29i. Solving complex real-world problems	fcgprobsolve	LD	64	17i. Solving complex real-world problems	pgprobsolve	FY	21	28	35	15
		UD	71			SR	36	32	22	10
29j. Being an informed and active citizen	fcgcitizen	LD	57	17j. Being an informed and active citizen	pgcitizen	FY	25	31	30	14
		UD	72			SR	40	28	20	12

## Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
<b>Percentage of faculty who report that it is important that the typical student do the following in their selected course section:</b>				<b>Distribution of student responses to how often they have done the following during the current school year:</b>						
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	40	33	20	7
		UD	99			SR	49	30	18	3
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	45	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	36	28	24	12
		UD	45			SR	31	26	30	14
22c. Come to class having completed readings or assignments	fprepared	LD	94	1c. Come to class without completing readings or assignments	unprepared	FY	7	8	58	27
		UD	92			SR	4	13	53	31



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#### 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 which of the following they have done or plan to do before they graduate:</b>						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	44	11b. Hold a formal leadership role in a student organization or group	leader	FY	7	28	35	31
		UD	49			SR	23	12	52	14

#### 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 how much their coursework emphasized the following during the current school year:</b>						
27a. Memorizing course material	fmemorize	LD	28	4a. Memorizing course material	memorize	FY	27	37	30	6
		UD	29			SR	25	32	33	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 more than 16 hours on each of the following in an average 7-day week:</b>				<b>Distribution of student responses to how many hours they spend doing each of the following in a typical 7-day week:</b>						
20a. Participating in co-curricular activities	ftmcocurr	LD	2	15b. Participating in co-curricular activities	tmcocurr	FY	81	13	4	2
		UD	1			SR	86	12	1	1
20b. Working for pay <b>on campus</b>	ftmworkon	LD	0	15c. Working for pay <b>on campus</b>	tmworkon	FY	88	8	3	1
		UD	7			SR	93	4	3	1
20c. Working for pay <b>off campus</b>	ftmworkoff	LD	70	15d. Working for pay <b>off campus</b>	tmworkoff	FY	58	15	4	22
		UD	76			SR	37	12	10	40
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	81	16	1	2
		UD	3			SR	74	17	5	4
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	60	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	44	35	10	11
		UD	33			SR	54	35	9	2
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	45	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	59	15	6	20
		UD	49			SR	49	11	8	32
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	5	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	69	22	7	2
		UD	4			SR	57	33	4	6

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