



Stephen F. Austin State University
**National Engagement
Survey Report**
Spring 2015

Prepared by
The Office of Institutional Research

Stephen F. Austin State University
National Engagement Survey Report

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Executive Summary

Stephen F. Austin State University (SFA) is focused on student success and strives to determine opportunities for improvement in student learning and personal development. SFA is regionally accredited through the Southern Association of Colleges and Schools (SACS), an organization which emphasizes “foundations for quality enhancement”.

To monitor the progress of its supportive learning environment, SFA adopted a regular assessment schedule for the administration of the National Survey of Student Engagement (NSSE), a project coordinated through the Indiana University Center for Postsecondary Research. NSSE provides important insight about the quality of undergraduate learning and contributes to national benchmarks of effective educational practice.

SFA additionally scheduled regular participation with the Faculty Survey of Student Engagement (FSSE) as a complementary assessment instrument. FSSE is designed to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development. The FSSE information may further assist the identification of institutional strengths, as well as motivating opportunities for improvement.

Methodology

The SFA Office of Institutional Research (OIR) prepared potential student and faculty respondent data in the fall of 2014. The OIR further coordinated with the NSSE Institute to administer the surveys during the 2015 spring semester. Many survey administration aspects were handled by NSSE (emailing student surveys, distributing follow-up contacts with non-respondents, and initial data analysis).

For the NSSE administration, a census of all first-year and senior students from the fall term was produced by the OIR. The OIR reviewed census files and updated enrollment and graduation statuses to help ensure a valid and available survey group. The students were invited by SFA President, Baker Pattillo, to participate in the NSSE survey. Students received four email contacts containing a hyperlink to the web-based version of the survey.

The FSSE paralleled student survey efforts. The OIR selected full-time lecturers, instructors and professorial ranked individuals who were scheduled to teach during the 2014-15 year. The OIR reviewed potential faculty respondent information in the spring semester prior to survey opening and updated employment statuses as needed to secure a valid survey population. SFA Provost and Vice President for Academic Affairs, Dr. Richard Berry, emailed the selected faculty to invite participation in the web-based FSSE administration. Selected faculty were emailed several participation reminders.

NSSE has been collecting data from students at four-year colleges and universities around the country since 2000. SFA participated in the 2015 national administration along with nearly 1.4 million other first-year and senior students. The 2015 sampled students were selected from data files provided by 561 participating four-year colleges and universities. Approximately 300,000 students from this sample responded.

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Results

NSSE's sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with the sample size based on total undergraduate enrollment. SFA used NSSE's census administration via the email recruitment method, in which students receive a survey invitation and up to four reminders by email. For NSSE 2015, all but four participating institutions opted for this method.

NSSE 2015 schools closely resemble the national profile of four-year colleges and universities with respect to institutional type, size, region, and location. Caveats include the following: Master's Colleges and Universities (larger programs) are somewhat overrepresented, while somewhat underrepresented categories include Baccalaureate Colleges- Diverse Fields and institutions with fewer than 1,000 undergraduates.

In each NSSE administration, institutions are offered the opportunity to customize institutional reports by tailoring up to three comparison groups. For 2015, SFA selected all participating Texas public universities, all participating SACS level V public peer institutions, and all NSSE 2014 and 2015 institutions for comparison purposes.

The NSSE instrument was completed by 498 SFA students (277 first-year; 221 seniors). The SFA response rate was 10% for first-year students and 11% for senior students. The SFA response rate was lower than the Texas Public, SACS Public, and NSSE comparison groups.

SFA responses by gender were similar between comparison groups for first-year students (60% female and 38% male) and senior students (65% female and 34% male). Comparison groups were approximately 60% female and 40% male. The ethnic distribution of SFA respondents was similar to the SFA student body population with slightly less proportions of Black/African American responses.

The 2015 NSSE administration marks the second administration since the substantial update to the survey in 2013. The updated NSSE survey is "built upon years of evidence-based testing, institutional feedback and recent advances in educational and survey research." Compared to NSSE 2011, about a quarter of NSSE questions are new, and nearly the same proportion unchanged. Of the questions that were changed, an equal number were modified in major or minor ways. In addition, some items were deleted to keep the overall length of the survey about the same.

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Results (Continued)

To focus student engagement and guide institutional improvement efforts, NSSE organizes response means from the 88 survey questions into four engagement themes, with each theme consisting of multiple *Engagement Indicators*:

- **Academic Challenge**
 - *Higher Order Learning*
 - *Reflective and Integrative Learning*
 - *Learning Strategies*
 - *Quantitative Reasoning*
- **Learning with Peers**
 - *Collaborative Learning*
 - *Discussions with Diverse Others*
- **Campus Environment**
 - *Quality of Interactions*
 - *Supportive Environment*
- **Experiences with Faculty**
 - *Student-Faculty Interactions*
 - *Effective Teaching Practices*

Each *Engagement Indicator* provides valuable information about a distinct aspect of student engagement by summarizing students' responses to a set of related survey questions. The new *Engagement Indicators* replace the *Benchmarks of Effective Educational Practice* used in prior analyses of NSSE survey responses.

A new version of FSSE also launched in 2013 to complement the updated version of NSSE. The update maintained FSSE's focus on gathering information from faculty members who teach undergraduates in order to contribute to discussions related to teaching, learning, and the quality of undergraduates' educational experiences. The new format combines Course-Based questions and Typical-Student questions and uses updated terminology, primarily related to technology. It also includes new measures related to effective teaching and learning.

The updated format of the FSSE-NSSE Combined Report makes summarizing results difficult. For this reason, the entire FSSE-NSSE Combined Report is appended to this Executive Summary.

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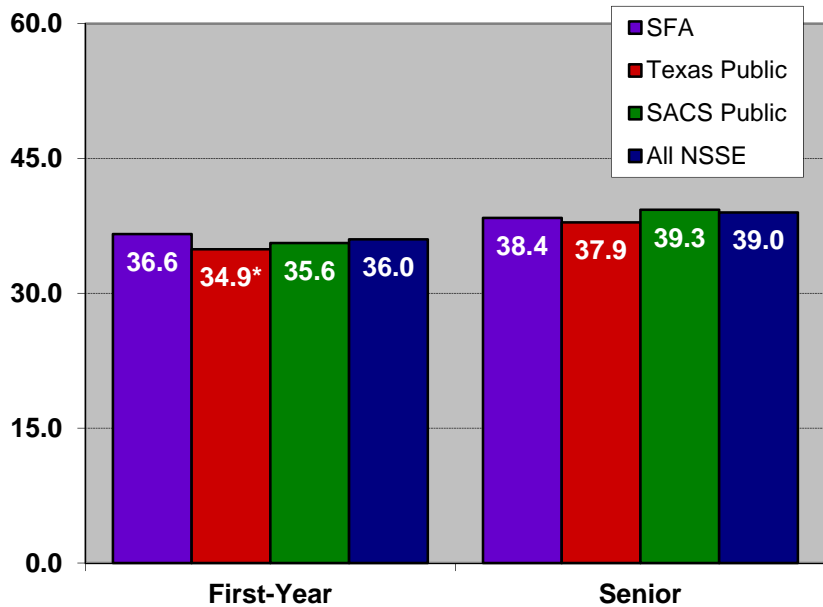
Results (continued)

NSSE Engagement Theme
Academic Challenge

Reflective & Integrative Learning

Within the NSSE theme *Academic Challenge*, SFA response means were significantly higher than the comparison groups for the *Reflective and Integrative Learning* Engagement Indicator for first-year students compared to Texas Public Institution Peers.

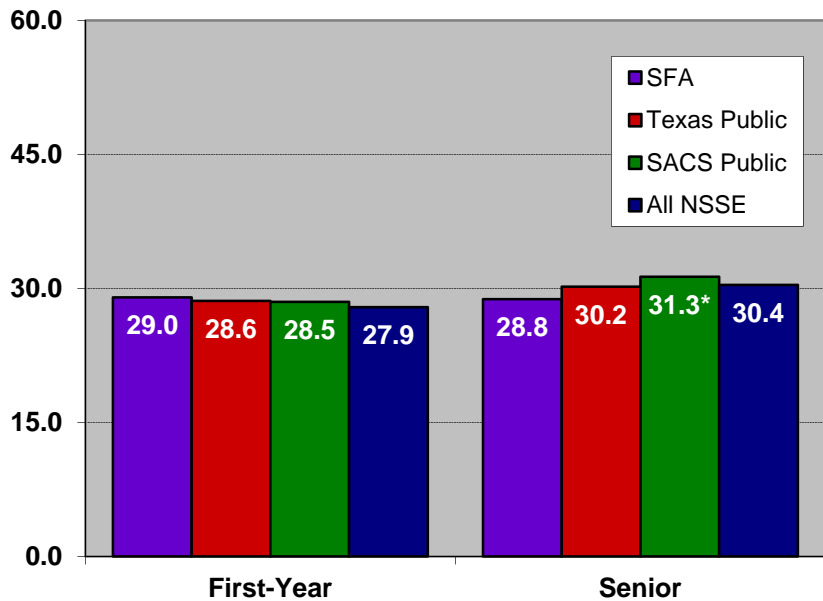
(Comparisons that are statistically significant are denoted with an asterisk.)



Quantitative Reasoning

SFA response means were significantly lower than the comparison groups for the *Quantitative Reasoning* Engagement Indicator for senior students compared to SACS public institution peers.

(Comparisons that are statistically significant are denoted with an asterisk.)



Other

SFA response means were not found to be significantly different than the comparison groups for the Engagement Indicator *Higher Order Learning*. This represents improvement from 2013, when SFA response means were significantly lower than comparison groups for this indicator.

*SFA's mean is significantly higher or lower at the p<.05 level.
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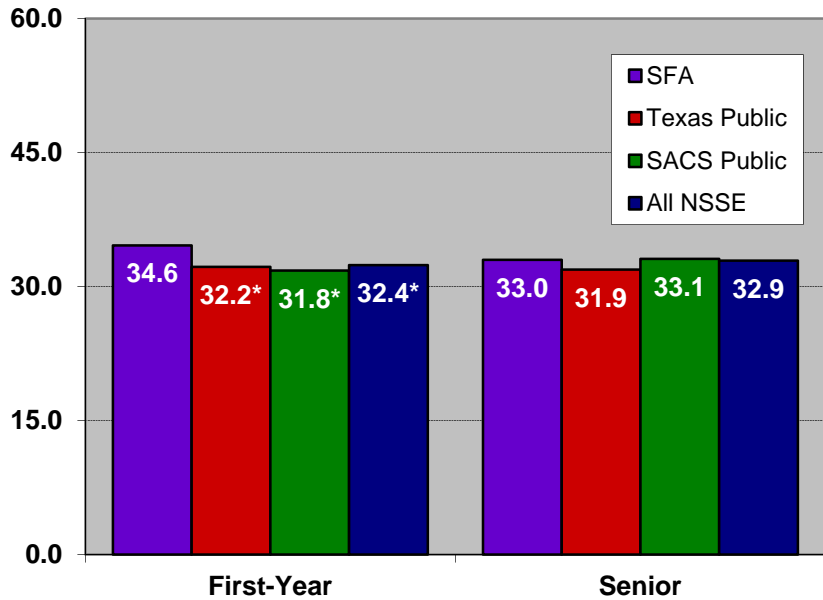
Results (continued)

NSSE Engagement Theme
Learning with Peers

Collaborative Learning

SFA response means were significantly higher than the comparison groups for the *Collaborative Learning* Engagement Indicator for first-year students compared to Texas public institution peers, SACS public institution peers, and all NSSE institutions.

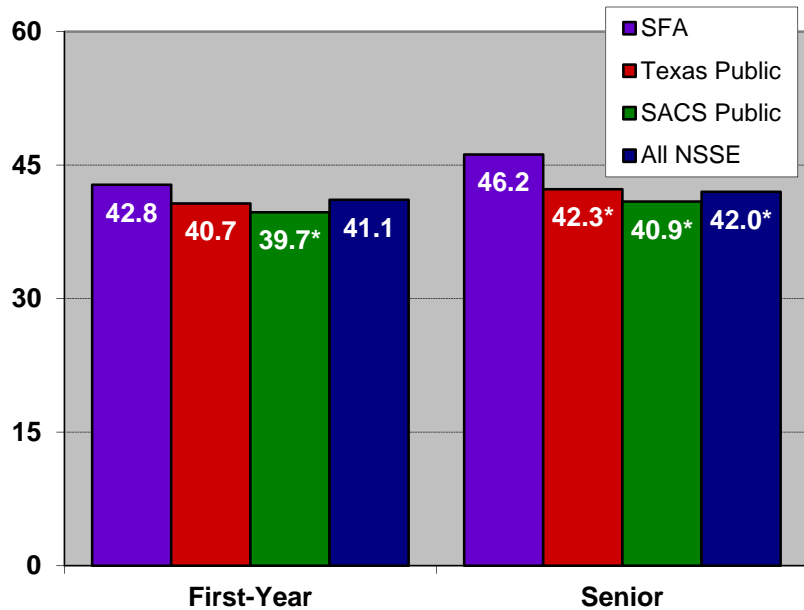
(Comparisons that are statistically significant are denoted with an asterisk.)



Discussions with Diverse Others

SFA response means were significantly higher than the comparison groups for the *Discussions with Diverse Others* Engagement Indicator for first-year students compared to SACS public institution peers, and for senior students compared to Texas public institution peers, SACS public institution peers, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



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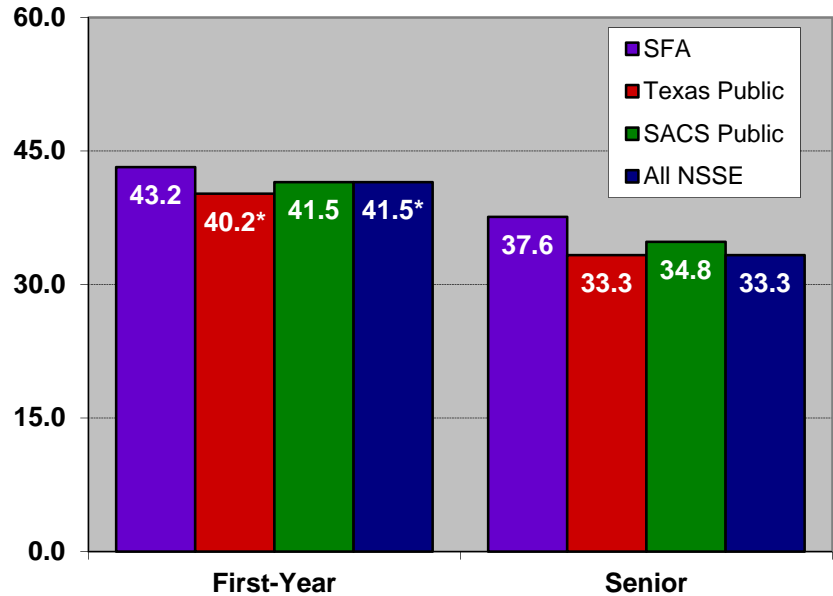
Results (continued)

NSSE Engagement Theme
 Campus Environment

Quality of Interactions

SFA response means were significantly higher than the comparison groups for the *Quality of Interactions* Engagement Indicator for first-year students compared to Texas public institution peers and SACS public institution peers.

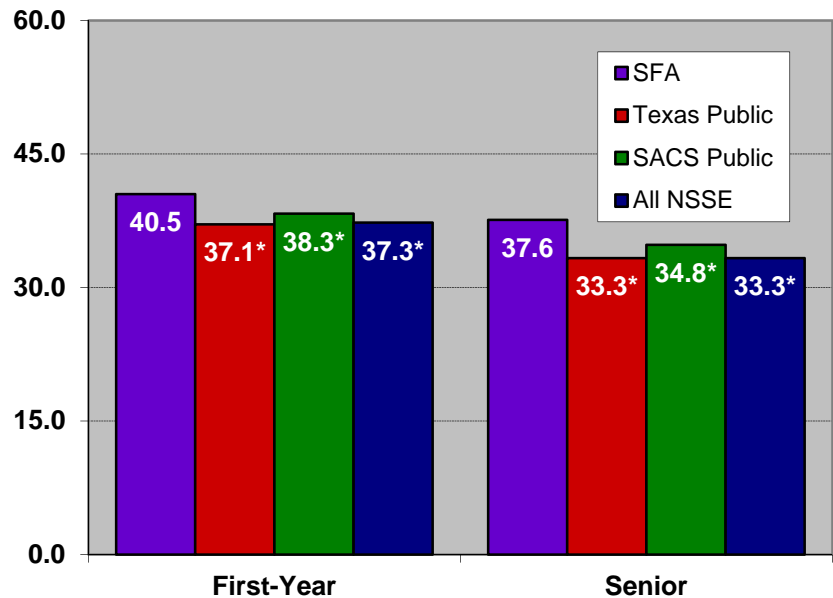
(Comparisons that are statistically significant are denoted with an asterisk.)



Supportive Environment

SFA response means were significantly higher than the comparison groups for the *Supportive Environment* Engagement Indicator for first-year and senior students compared to Texas public institution peers, SACS public institution peers, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



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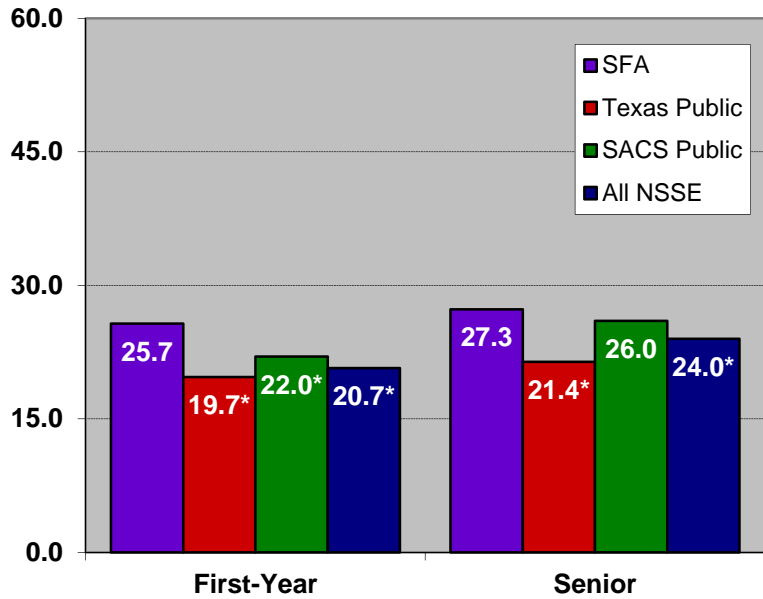
Results (continued)

NSSE Engagement Theme
Experiences with Faculty

Student-Faculty Interaction

SFA response means were significantly higher than the comparison groups for the *Student-Faculty Interaction* Engagement Indicator for both first-year and senior students compared to Texas public institution peers and all NSSE institutions, and for first-year students compared to SACS public institution peers.

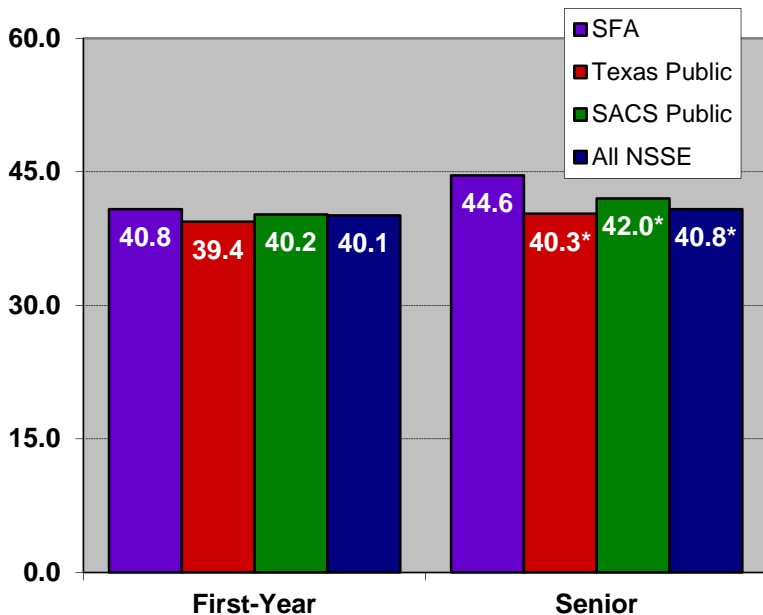
(Comparisons that are statistically significant are denoted with an asterisk.)



Effective Teaching Practices

SFA response means were significantly higher than the comparison groups for the *Effective Teaching Practices* Engagement Indicator for senior students compared to Texas public institution peers, SACS public institution peers, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



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FSSE Summary

The Faculty Survey of Student Engagement (FSSE) was designed to complement the NSSE by measuring faculty members' expectations of student engagement and educational practices that are linked to learning and development.

In 2015, over 19,000 faculty from 133 colleges and universities responded to the FSSE. Faculty members at participating institutions were sent invitation emails and asked to respond to the online survey.

Points to note concerning SFA FSSE respondents include the following:

- 258 of 517 invited faculty responded to the FSSE for a response rate of 50%.
- 76% were of professor, associate professor, or assistant professor rank.
- 77% were tenured or on tenure track.
- 50% were male; 43% were female.

Conclusion

NSSE responses indicate that SFA students are effectively engaged in several areas.

- SFA students enjoy interacting with individuals different from themselves. (Tables 1-4)
- SFA faculty members excel in engaging with students compared to other institutions. (Tables 5-8)
- SFA students enjoy higher-quality interactions with faculty and staff compared to other institutions. (Tables 9-12)
- SFA students enjoy a campus environment that provides them the support they need to succeed. (Tables 13-15)
- SFA students are more likely to report time spent in co-curricular activities than comparison institutions. (Table 17)
- SFA students are much more likely to report holding a formal leadership role in a student organization or group (or planning to do so before they graduate). (Table 21)
- SFA students are more likely to report feeling that the institution emphasizes support for their overall well-being (recreation, health care, counseling, etc.) than students at comparison institutions (Table 22).
- SFA students are more likely to report that experiences at SFA contributed to acquiring job or work-related knowledge and skills than students at comparison institutions. (Table 23)
- SFA senior students rate their entire educational experience at the institution significantly higher than students in the Texas Public or all NSSE comparison groups. The response means for both first-year and senior students fell in the "Good" to "Excellent" range. (Table 24)

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Conclusion (continued)

SFA NSSE responses also indicate opportunities for improvement in certain areas.

- SFA first-year and senior students spend less time preparing for class (studying, reading, writing, etc.) than those in the NSSE comparison group (Table 19).
- SFA first-year students spend less time completing assigned reading than those in the NSSE comparison group, and SFA senior students spend less time completing assigned reading than all comparison groups (Table 20).
- SFA students report fewer assignments of papers, reports, or other writing than comparison institutions. (Tables 25-27)

Student engagement at SFA appears to be strong, and engagement appears to strengthen as students progress to the senior year. Additionally, engagement in relation to the ways in which students interact with faculty appears to be a particular strength for SFA. NSSE Engagement Themes *Discussions with Diverse Others* and *Supportive Campus Environment* are consistently engagement strengths for SFA.

The response means of only a few questions were significantly lower than those of comparison groups. This represents improvement from the 2013 administration, when SFA response means within the engagement theme *Academic Challenge* were significantly lower than the comparison groups, especially for first-year students.

There is, however, a disconnect in the perceptions of faculty and students concerning academic challenge, faculty responsiveness, perceived academic gains, quality of interactions, and amount of time students work on and off campus. This disconnect in faculty-student perceptions may provide an opportunity for improvement at SFA. The NSSE-FSSE Comparison Report is appended at the end of this Executive Summary.

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Diversity Related Issues

Chart 1: NSSE Question 8a.
 How often have students had discussions with people of a different race or ethnicity than their own? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

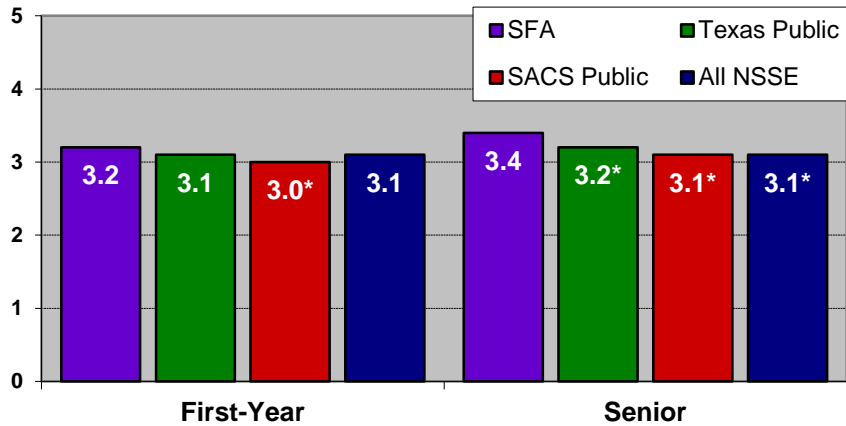


Chart 2: NSSE Question 8b.
 How often have students had discussions with people from an economic background other than their own? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

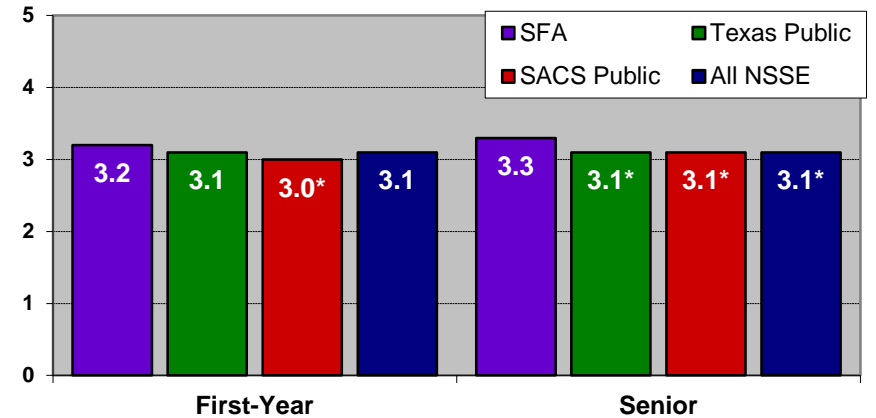


Chart 3: NSSE Question 8c.
 How often have students had discussions with people with religious beliefs other than their own? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

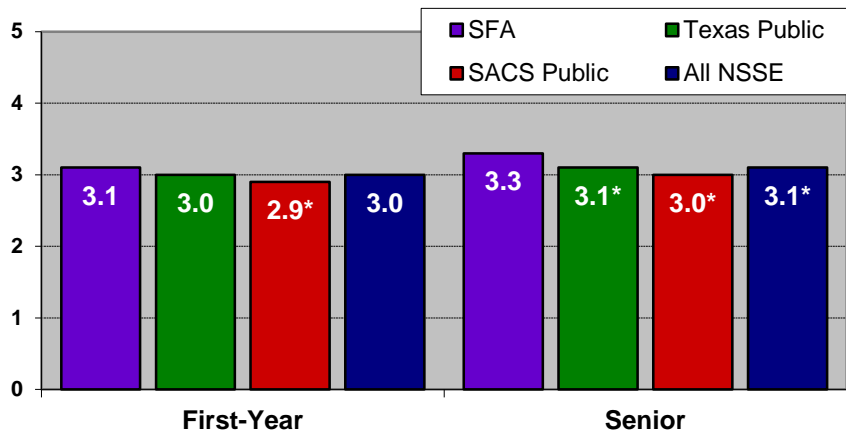
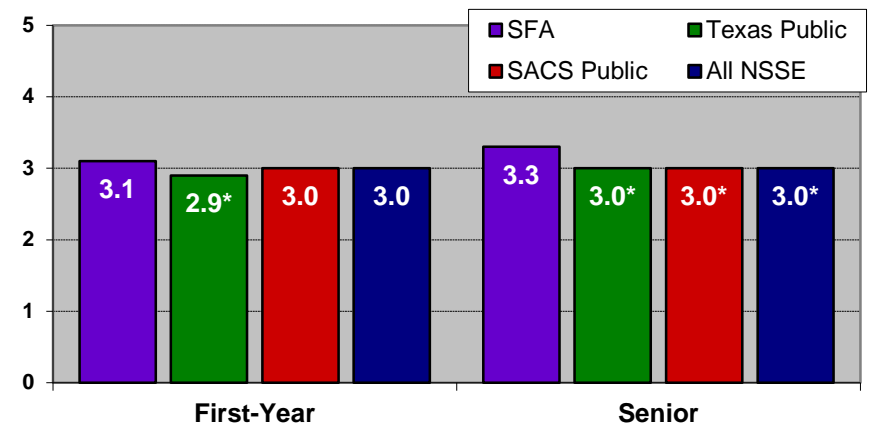


Chart 4: NSSE Question 8d.
 How often have students had discussions with people with political views other than their own? (1=Very Little, 2=Some, 3=Quite a bit, 4=Very much)



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Student-Faculty Interaction

Chart 5: NSSE Question 3c.

How often have students discussed course topics, ideas, or concepts with a faculty member outside of class? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

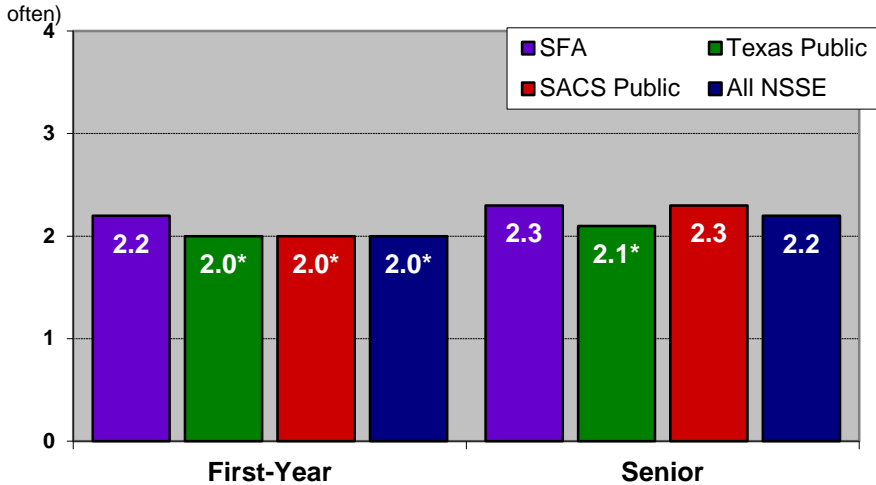


Chart 6: NSSE Question 3a.

How often have students talked about career plans with a faculty member or advisor? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

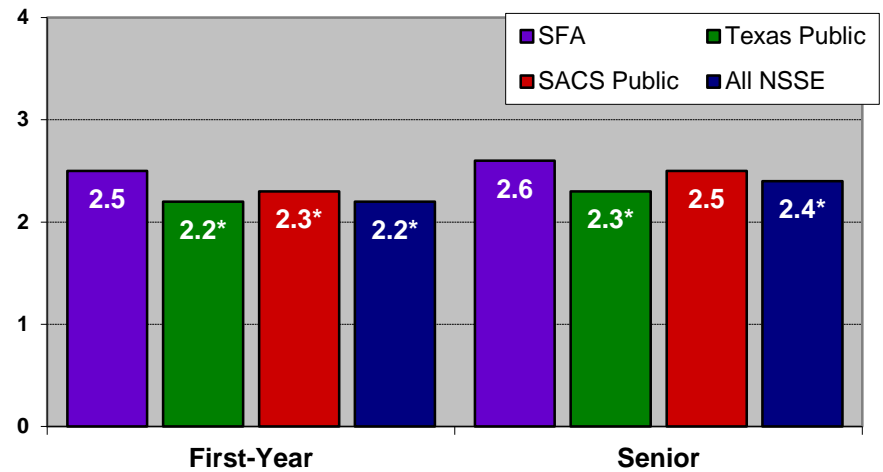


Chart 7: NSSE Question 3b.

How often have students worked with a faculty member on activities other than coursework (committees, student groups, etc.)? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

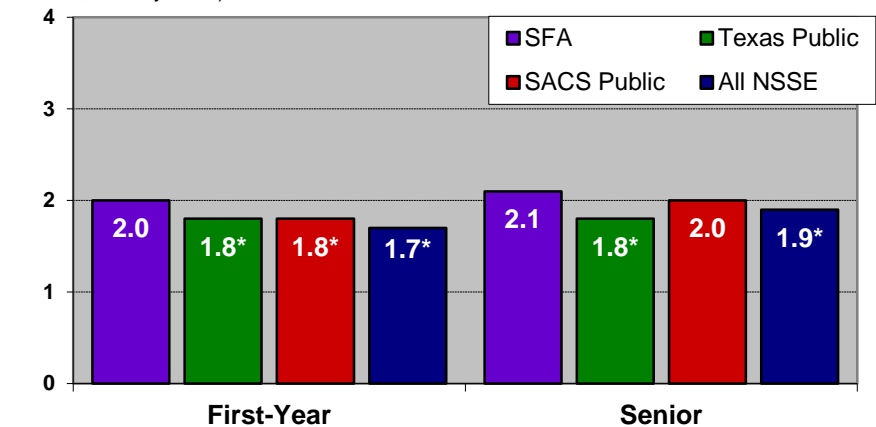
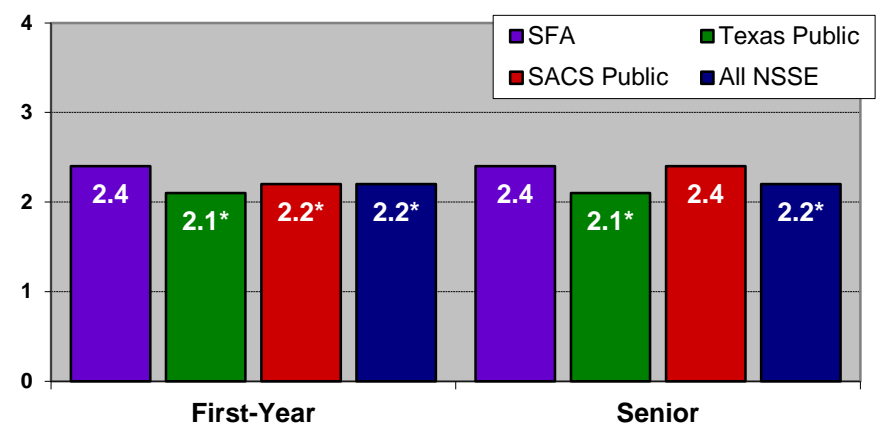


Chart 8: NSSE Question 3d.

How often have students discussed their academic performance with a faculty member? (1=Never, 2=Sometimes, 3=Often, 4=Very often)



Information Source: National Survey of Student Engagement, Indiana Center for Postsecondary Research

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Quality of Interactions

Chart 9: NSSE Question 13b.
 How do students rate the quality of interactions with Academic advisors?
 (1=Poor to 7=Excellent)

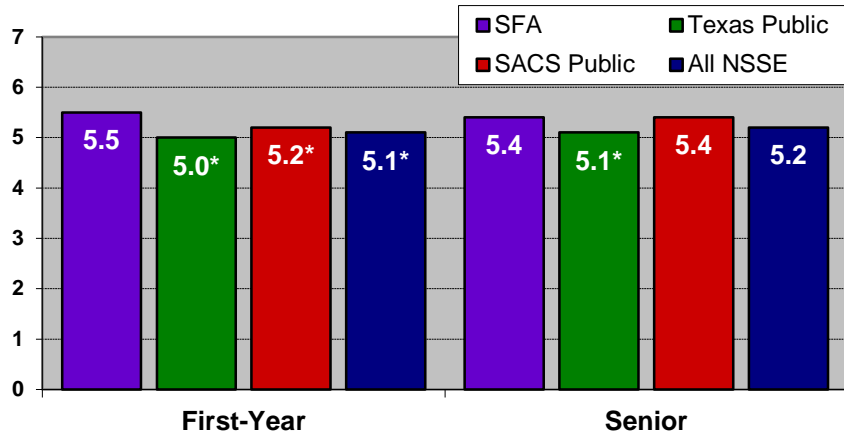


Chart 10: NSSE Question 13c.
 How do students rate the quality of interactions with Faculty?
 (1=Poor to 7=Excellent)

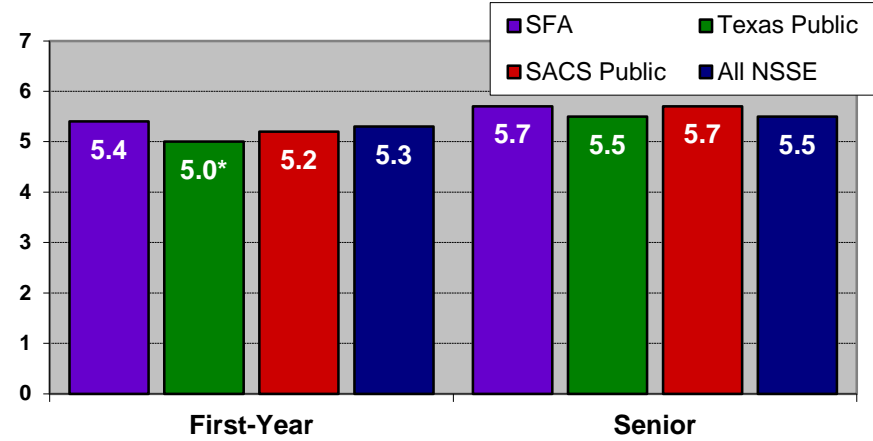


Chart 11: NSSE Question 13d.
 How do students rate the quality of interactions with student services staff
 (career services, student activities, housing, etc)?
 (1=Poor to 7=Excellent)

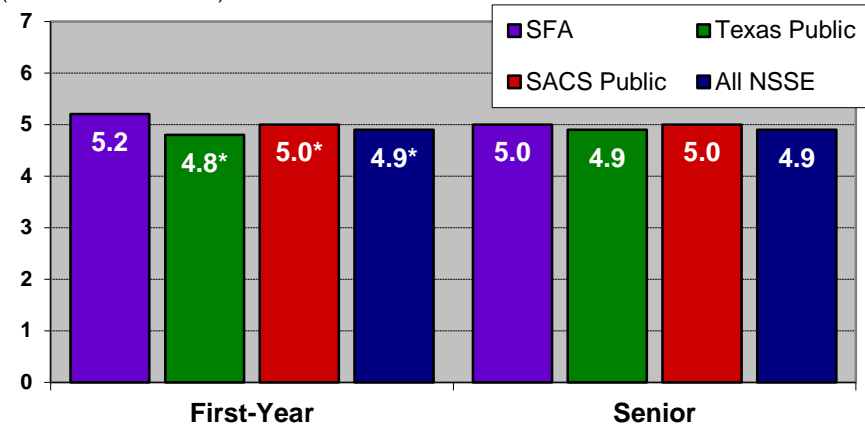
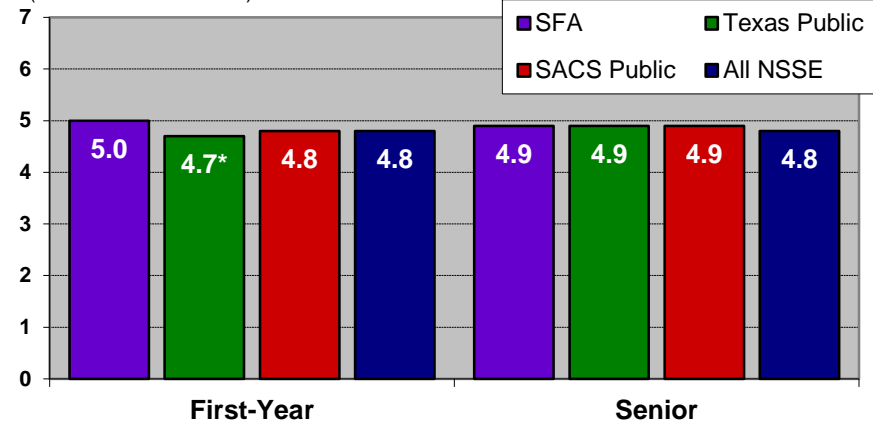


Chart 12: NSSE Question 13e.
 How do students rate the quality of interactions with other administrative
 staff and offices (registrar, financial aid, etc.)?
 (1=Poor to 7=Excellent)



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Supportive Campus Environment

Chart 13: NSSE Question 14b.

To what extent does the institution emphasize providing students the support they need to succeed academically?

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

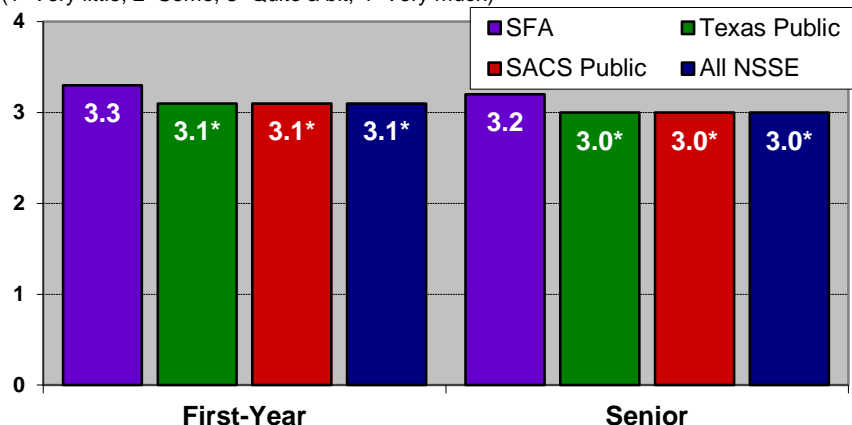


Chart 14: NSSE Question 14c.

To what extent does the institution emphasize using learning support services (tutoring services, writing center, etc.)? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

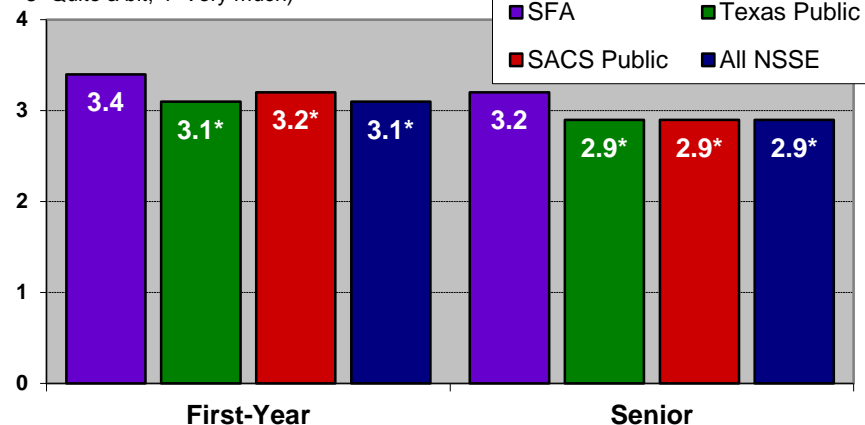


Chart 15: NSSE Question 14e.

To what extent does the institution emphasize providing opportunities to be involved socially?

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

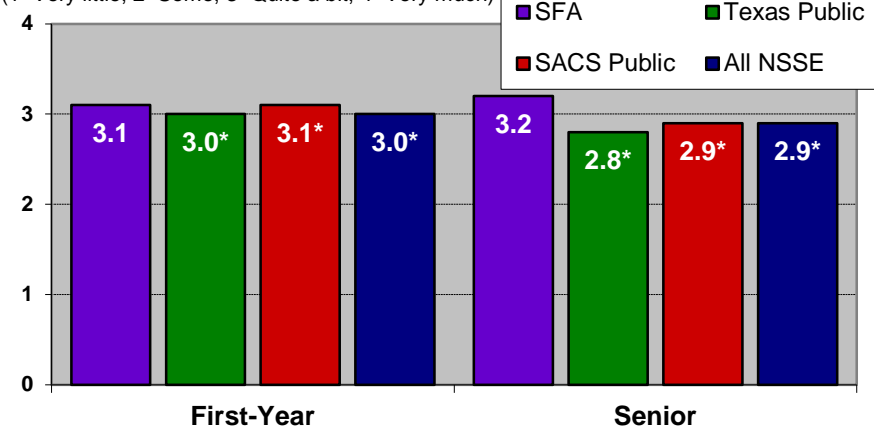
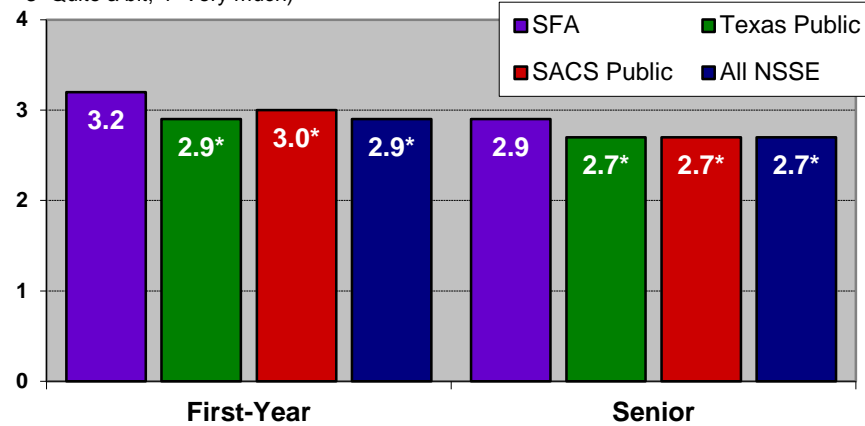


Chart 16: NSSE Question 14h.

To what extent does the institution emphasize attending campus activities and events (performing arts, athletic events, etc.)? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)



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Time Usage

Chart 17: NSSE 15b.

About how many hours per week do students spend in a typical 7-day week participating in co-curricular activities? (0=0 hrs/wk, 3=1-5 hrs/wk, 8=6-10 hrs/wk, 13=11-15 hrs/wk, 18=16-20 hrs/wk, 23=21-25 hrs/wk, 28=26-30 hrs/wk, 33=More than 30 hrs/wk)

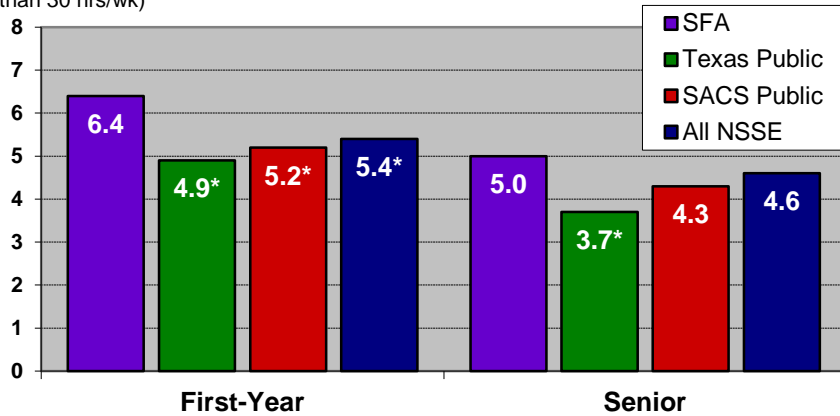


Chart 18: NSSE 15d.

About how many hours per week do students spend in a typical 7-day week working for pay off campus? (0=0 hrs/wk, 3=1-5 hrs/wk, 8=6-10 hrs/wk, 13=11-15 hrs/wk, 18=16-20 hrs/wk, 23=21-25 hrs/wk, 28=26-30 hrs/wk, 33=More than 30 hrs/wk)

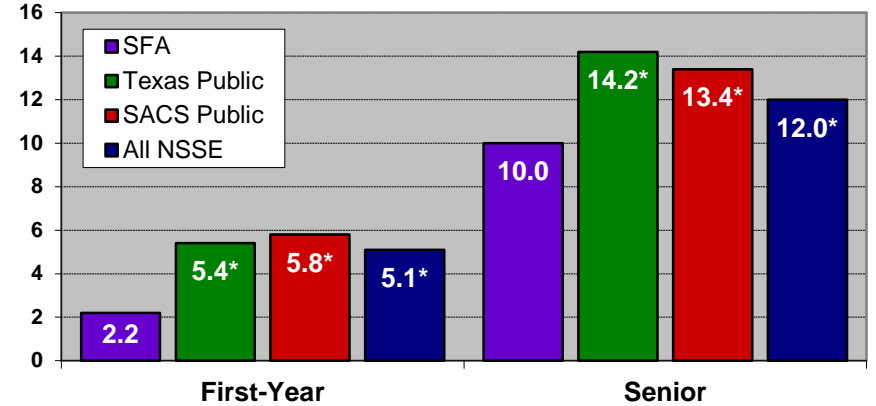


Chart 19: NSSE 15a.

About how many hours per week do students spend preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)? (0=0 hrs/wk, 3=1-5 hrs/wk, 8=6-10 hrs/wk, 13=11-15 hrs/wk, 18=16-20 hrs/wk, 23=21-25 hrs/wk, 28=26-30 hrs/wk)

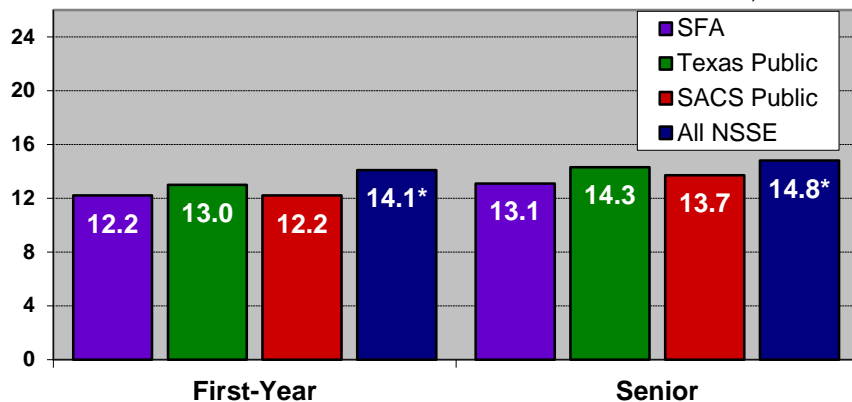
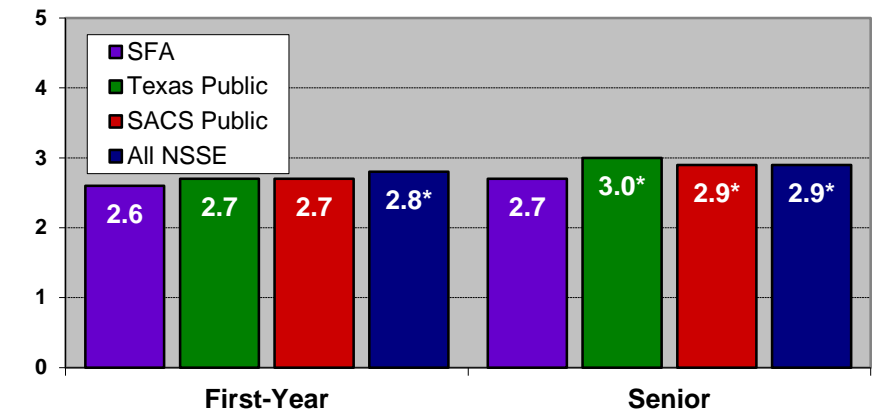


Chart 20: NSSE 16.

Of the time students spend preparing for class in a typical 7-day week, about how much is on *assigned reading*? (1=Very little, 2=Some, 3=About half, 4=Most, 5=Almost all)



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Miscellaneous Questions

Chart 21: NSSE 11b.

What percentage of students reported holding a formal leadership role in a student organization or group, or planning to do so before they graduate? (% answered "Done or in progress")

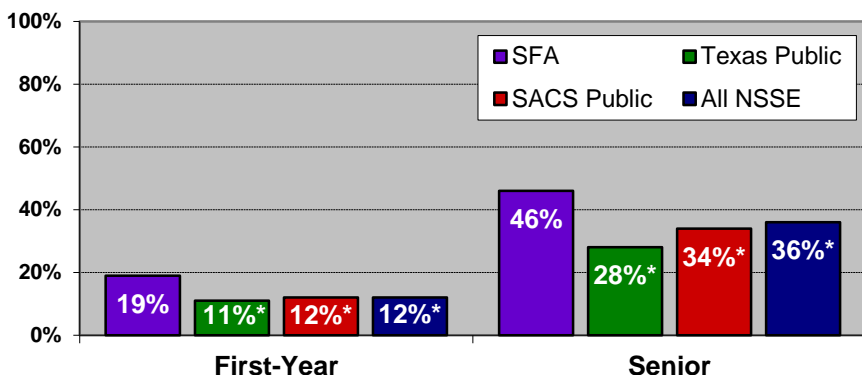


Chart 23: NSSE 17e.

To what extent do students report that experiences at this institution contributed to knowledge, skills, and personal development in acquiring job or work-related knowledge and skills? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

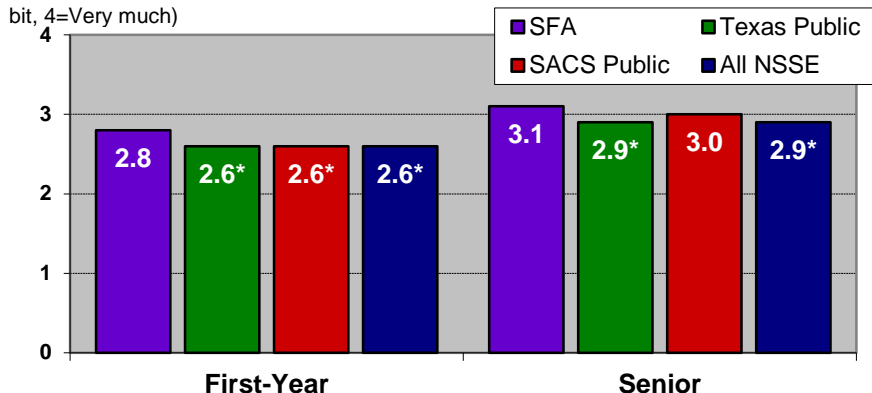


Chart 22: NSSE 14f.

To what extent do students report that the institution emphasizes providing support for their overall well-being (recreation, health care, counseling, etc.) (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

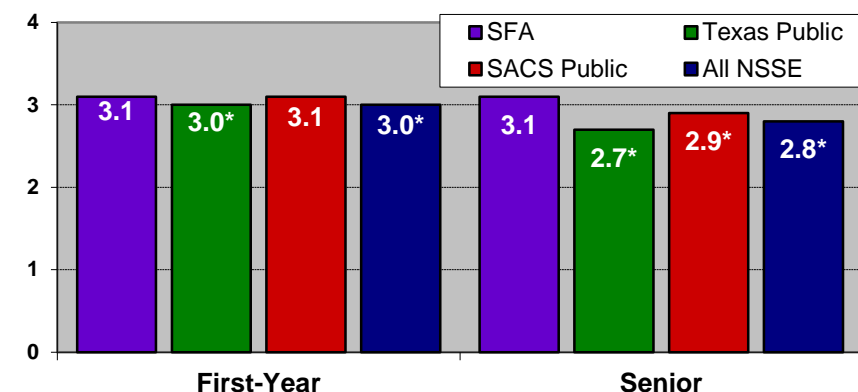
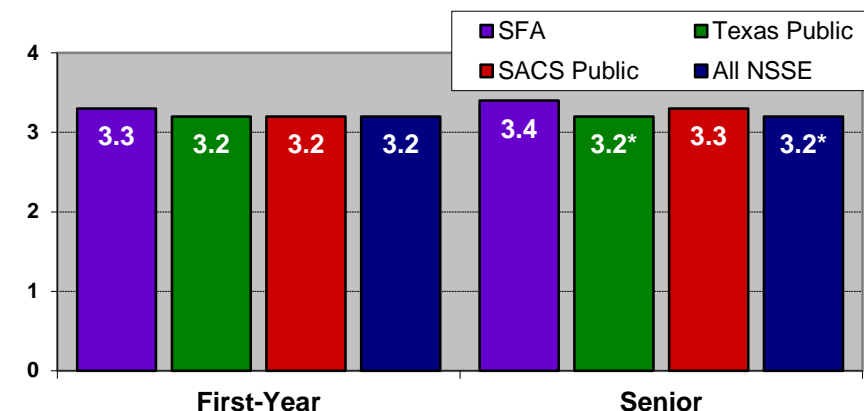


Chart 24: NSSE 18.

How do students rate their entire educational experience at the institution? (1=Poor, 2=Fair, 3=Good, 4=Excellent)



*SFA's mean is significantly higher or lower at the p<.05 level.
Prepared by The Office of Institutional Research; SFASU; 1/2016

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Communication Skills

Chart 25: NSSE 7a.

During a given school year, about how many papers, reports or other writing tasks up to 5 pages in length have students been assigned? (0=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20)

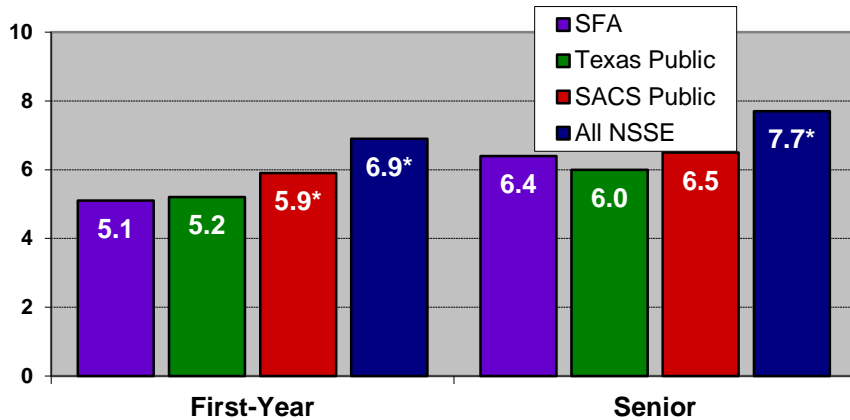


Chart 26: NSSE 7b.

During a given school year, about how many papers, reports or other writing tasks between 6 and 10 pages in length have students been assigned? (0=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20)

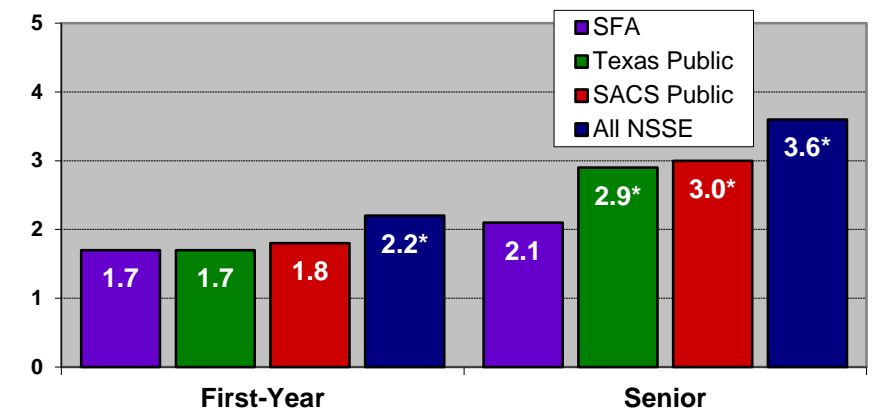


Chart 27: NSSE 7c.

During a given school year, about how many papers, reports or other writing tasks of 11 pages or more in length have students been assigned? (0=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20)

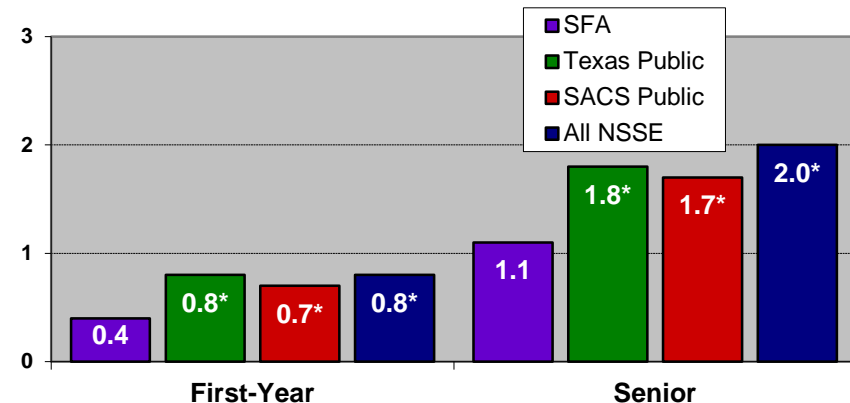
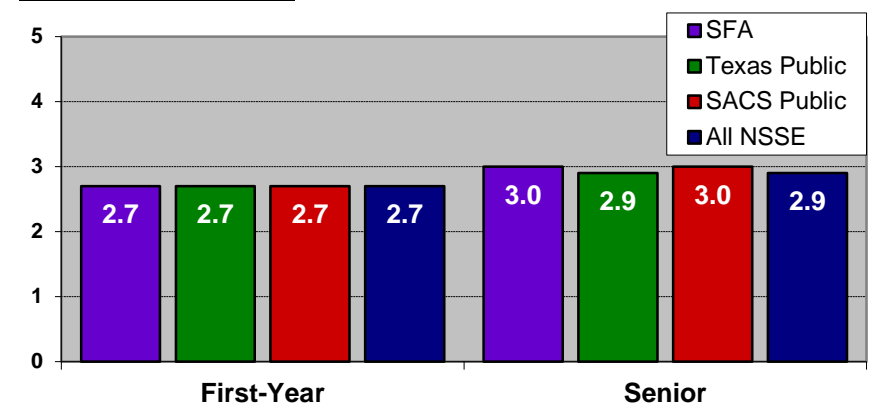


Chart 28: NSSE 17b

To what extent do students report that experiences at this institution contributed to knowledge, skills, and personal development in speaking clearly and effectively? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)



*SFA's mean is significantly higher or lower at the p<.05 level.
 Prepared by The Office of Institutional Research; SFASU; 1/2016.

Academic Challenge

				Faculty Responses			Student Responses				
							<i>Higher-Order Learning</i>				
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	83 91	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	31 37	43 43	22 17	4 4	
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	81 89	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	31 37	41 39	23 21	4 4	
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	64 68	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	28 30	42 45	27 21	4 4	
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	76 77	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	33 28	36 45	25 23	6 5	

Reflective & Integrative Learning

							<i>Reflective & Integrative Learning</i>				
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	76 89	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	18 34	43 41	31 22	8 3	
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	70 71	2b. Connected your learning to societal problems or issues	RSocietal	FY SR	15 33	38 29	39 33	8 5	
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	60 65	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	19 25	32 28	37 39	11 9	
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	74 83	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	25 23	43 37	27 34	5 6	
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	73 76	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	29 30	44 38	24 29	3 3	
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	86 92	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	26 27	40 35	31 35	3 3	
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	88 90	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	38 44	44 37	15 17	2 2	

Academic Challenge (continued)

Faculty Responses				Student Responses						
Learning Strategies				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:										
25e. Identify key information from reading assignments	fLSreading	LD	76	9a. Identified key information from reading assignments	LSreading	FY	36	45	18	1
		UD	74			SR	45	38	15	2
25f. Review notes after class	fLSnotes	LD	65	9b. Reviewed your notes after class	LSnotes	FY	35	34	29	3
		UD	61			SR	39	34	24	3
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	71	9c. Summarized what you learned in class or from course materials	LSsummary	FY	27	41	26	6
		UD	63			SR	42	33	20	6

Quantitative Reasoning

Faculty Responses				Student Responses						
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	65	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	20	36	33	11
		UD	62			SR	20	33	34	13
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	54	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	15	26	42	17
		UD	54			SR	15	30	34	21
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	54	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	12	27	42	20
		UD	57			SR	15	24	38	23

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	24	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	47	53
		UD	42			SR	1	36	62

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).

Faculty Responses				Student Responses						
Percentage of faculty who reported that it is important that their institution increase its emphasis on the following:				Distribution of student responses to: <i>How much does your institution emphasize the following?</i>						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	96	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	42	44	12	2
		UD	89			SR	35	47	15	2

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	61	1e. Asked another student to help you understand course material	CLaskhelp	FY	22	36	35	7
		UD	64			SR	15	28	46	12
25b. Explain course material to other students	fCLexplain	LD	59	1f. Explained course material to one or more students	CLexplain	FY	26	34	36	4
		UD	58			SR	22	33	37	8
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	64	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	24	35	30	10
		UD	62			SR	23	30	27	19
25d. Work with other students on course projects or assignments	fCLproject	LD	55	1h. Worked with other students on course projects or assignments	CLproject	FY	19	33	42	6
		UD	54			SR	30	34	29	8

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	60	8a. People of a race or ethnicity other than your own	DDrace	FY	48	29	18	5
		UD	58			SR	55	24	20	0
26b. People from an economic background other than their own	fDDeconomic	LD	50	8b. People from an economic background other than your own	DDeconomic	FY	43	36	16	5
		UD	54			SR	52	32	15	1
26c. People with religious beliefs other than their own	fDDreligion	LD	38	8c. People with religious beliefs other than your own	DDreligion	FY	45	27	22	6
		UD	41			SR	50	29	19	2
26d. People with political views other than their own	fDDpolitical	LD	45	8d. People with political views other than your own	DDpolitical	FY	45	25	23	7
		UD	48			SR	50	30	18	2

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	63	3a. Talked about career plans with a faculty member	SFcareer	FY	16	28	43	12
		UD	81			SR	26	25	32	16
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	33	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	12	16	34	38
		UD	44			SR	17	19	23	40
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	58	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	14	20	42	25
		UD	68			SR	17	25	33	25
8d. Discussed their academic performance	fSFperform	LD	78	3d. Discussed your academic performance with a faculty member	SFperform	FY	15	24	46	15
		UD	75			SR	15	27	37	21

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	41	42	15	1
		UD	98			SR	51	40	9	0
10b. Teach course sessions in an organized way	fETorganize	LD	99	5b. Taught course sessions in an organized way	ETorganize	FY	40	39	20	2
		UD	99			SR	44	41	13	2
10c. Use examples or illustrations to explain difficult points	fETexample	LD	97	5c. Used examples or illustrations to explain difficult points	ETexample	FY	38	40	19	3
		UD	96			SR	52	34	12	1
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	71	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	27	37	29	7
		UD	68			SR	38	34	22	7
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	94	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	29	34	29	8
		UD	95			SR	38	35	23	4

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	31	13a. Students	QIstudent	FY	3	38	58
		UD	39			SR	3	36	60
3b. Academic advisors	fQIadvisor	LD	23	13b. Academic advisors	QIadvisor	FY	7	32	59
		UD	29			SR	10	31	59
3c. Faculty	fQIfaculty	LD	30	13c. Faculty	QIfaculty	FY	5	40	54
		UD	36			SR	4	29	67
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	8	39	49
		UD	15			SR	9	39	41
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	8	43	46
		UD	13			SR	12	43	43

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	79	14b. Providing support to help students succeed academically	SEacademic	FY	51	33	14	3
		UD	88			SR	43	41	14	3
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	77	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	60	27	10	3
		UD	82			SR	45	35	11	9
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	60	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	27	34	30	8
		UD	60			SR	29	29	28	13
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	42	14e. Providing opportunities to be involved socially	SEsocial	FY	41	41	16	2
		UD	46			SR	42	35	19	4
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	63	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	40	36	19	5
		UD	68			SR	41	34	17	8
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	17	34	35	13
		UD	42			SR	16	22	33	29
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	48	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	40	39	18	3
		UD	46			SR	36	31	22	11
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	52	14i. Attending events that address important social, economic, or political issues	SEevents	FY	22	31	32	15
		UD	52			SR	19	26	35	20

High Impact Practices

Internship

Faculty Responses				Student Responses							
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?							
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	72	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	7	78	5	10	
		UD	86			SR	55	19	20	6	
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	29								
		UD	40								

Learning Community

Faculty Responses				Student Responses							
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	46	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	10	31	26	33	
		UD	42			SR	27	7	55	11	

Study Abroad

Faculty Responses				Student Responses							
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	39	11d. Participate in a study abroad program	abroad	FY	7	34	24	35	
		UD	36			SR	8	10	67	14	

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	69	11e. Work with a faculty member on a research project	research	FY	8	28	26	38
		UD	48			SR	24	14	50	13
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	45							
		UD	47							

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	85	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	6	41	11	43
		UD	82			SR	40	16	31	13

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	49	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	2	6	47	45
		UD	68			SR	2	13	57	28
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	43							
		UD	53							

Additional Engagement Items

Faculty Responses				Student Responses						
Faculty Course Goals and Student-Perceived Gains				Distribution of student responses to: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
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	56	17a. Writing clearly and effectively	pgwrite	FY	29	36	29	6
		UD	74			SR	40	33	20	6
29b. Speaking clearly and effectively	fcgspk	LD	45	17b. Speaking clearly and effectively	pgspk	FY	24	34	32	9
		UD	56			SR	35	37	21	7
29c. Thinking critically and analytically	fcgthink	LD	94	17c. Thinking critically and analytically	pgthink	FY	30	45	22	3
		UD	96			SR	52	30	17	1
29d. Analyzing numerical and statistical information	fcganalyze	LD	46	17d. Analyzing numerical and statistical information	pganalyze	FY	20	33	36	11
		UD	40			SR	28	34	27	11
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	58	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	26	38	26	11
		UD	74			SR	44	30	20	6
29f. Working effectively with others	fcgothers	LD	63	17f. Working effectively with others	pgothers	FY	31	38	24	7
		UD	62			SR	42	36	19	3
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	43	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	24	36	32	9
		UD	53			SR	38	25	25	12
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	54	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	24	40	29	8
		UD	51			SR	33	29	29	9
29i. Solving complex real-world problems	fcgprobsolve	LD	57	17i. Solving complex real-world problems	pgprobsolve	FY	22	35	34	10
		UD	69			SR	29	35	27	9
29j. Being an informed and active citizen	fcgcitizen	LD	63	17j. Being an informed and active citizen	pgcitizen	FY	26	30	30	14
		UD	54			SR	25	33	27	15

Course Engagement

Faculty Responses				Student Responses						
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	90	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	28	37	33	2
		UD	94			SR	49	32	16	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	47	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	21	29	32	18
		UD	51			SR	24	28	26	23
22c. Come to class having completed readings or assignments	fprepared	LD	94	1c. Come to class without completing readings or assignments	unprepared	FY	4	9	61	26
		UD	95			SR	7	14	54	25

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	36	11b. Hold a formal leadership role in a student organization or group	leader	FY	19	41	22	17
		UD	45			SR	46	5	39	10

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	38	4a. Memorizing course material	memorize	FY	46	38	14	2
		UD	39			SR	25	38	32	5

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)	fmprep	LD	3	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	mprep	FY	19	50	25	6
		UD	4			SR	20	47	21	12
20b. Participating in co-curricular activities	fmcocurr	LD	12	15b. Participating in co-curricular activities	mcocurr	FY	61	27	9	2
		UD	6			SR	72	19	7	2
20c. Working for pay on campus	ftmworkon	LD	21	15c. Working for pay on campus	tmworkon	FY	84	7	8	1
		UD	18			SR	74	12	12	3
20d. Working for pay off campus	ftmworkoff	LD	40	15d. Working for pay off campus	tmworkoff	FY	88	6	4	2
		UD	38			SR	59	9	10	21
20e. Doing community service or volunteer work	fmservice	LD	3	15e. Doing community service or volunteer work	tm-service	FY	87	11	2	0
		UD	1			SR	82	13	3	2
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	69	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	27	45	17	10
		UD	54			SR	34	45	17	4
20g. Providing care for dependents (children, parents, etc.)	ftmcare	LD	1	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	94	4	0	2
		UD	6			SR	68	9	6	18
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	1	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	85	12	2	0
		UD	0			SR	82	14	2	2