



FSSE-NSSE
Combined Report 2013
Dalton State College



FSSE-NSSE Combined Report 2013

Interpreting Your Report

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

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

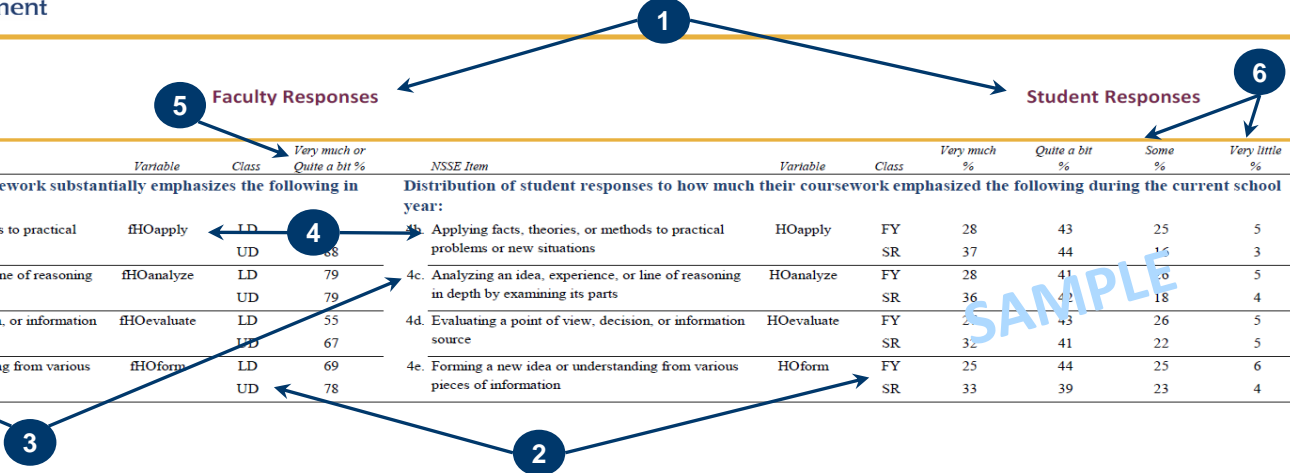


FSSE-NSSE Combined Report 2013 NSSEville State University

Academic Challenge

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	88	2b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		UD	68			SR	37	44	15	3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	79	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	28	41	20	5
		UD	79			SR	36	42	18	4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	55	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	25	43	26	5
		UD	67			SR	32	41	22	5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	69	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	25	44	25	6
		UD	78			SR	33	39	23	4





FSSE-NSSE Combined Report 2013

Dalton State College

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 %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	67	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	27	42	27	4
		UD	95			SR	49	37	9	4
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	69	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	23	49	23	6
		UD	95			SR	51	38	9	2
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	57	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	37	36	23	4
		UD	76			SR	47	39	11	3
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	72	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	34	41	21	4
		UD	90			SR	41	41	12	6

Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD	78	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	30	28	33	8
		UD	91			SR	35	33	32	0
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD	62	2b. Connected your learning to societal problems or issues	RIsocietal	FY	22	21	37	19
		UD	64			SR	36	24	36	5
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	14	28	33	25
		UD	57			SR	27	37	32	4
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	70	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	21	44	32	3
		UD	82			SR	40	41	17	2
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	69	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	27	41	26	6
		UD	64			SR	37	46	15	2
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	84	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	32	29	30	9
		UD	100			SR	31	35	32	2
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	36	42	22	0
		UD	95			SR	51	39	10	0



FSSE-NSSE Combined Report 2013 Dalton State College

Academic Challenge (continued)

Faculty Responses

Student Responses

Learning Strategies

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report they substantially encourage students to do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
25e. Identify key information from reading assignments	fLSreading	LD	78	9a. Identified key information from reading assignments	LSreading	FY	37	42	18	3
		UD	67		SR	SR	62	30	6	2
25f. Review notes after class	fLSnotes	LD	70	9b. Reviewed your notes after class	LSnotes	FY	53	32	14	1
		UD	52		SR	SR	67	18	13	2
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	76	9c. Summarized what you learned in class or from course materials	LSsummary	FY	49	29	13	8
		UD	48		SR	SR	58	30	13	0

Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	39	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	19	31	41	10
		UD	61		SR	SR	27	30	23	20
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	32	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	13	36	32	19
		UD	59		SR	SR	21	24	22	33
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	37	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	10	38	33	19
		UD	55		SR	SR	21	17	30	32

Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable ^a	Class	Low challenge %	Moderate challenge %	High challenge %	
21. In your selected course section, how much do students put forth their best work?	fchallenge	LD	43	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	3	42	55	
		UD	61		SR	SR	2	18	80	
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who report that it is important that their institution increase its emphasis on the following:				Distribution of student responses to how much their institution emphasizes the following:						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	87	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	56	37	7	0
		UD	96		SR	SR	40	41	19	0

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).



FSSE-NSSE Combined Report 2013

Dalton State College

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 %
Percentage of faculty who substantially encourage students to do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	57	1e. Asked another student to help you understand course material	CLaskhelp	FY	23	21	43	13
		UD	76		SR		7	23	54	16
25b. Explain course material to other students	fCLexplain	LD	62	1f. Explained course material to one or more students	CLexplain	FY	24	31	37	8
		UD	65		SR		18	41	35	6
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	65	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	25	18	36	20
		UD	76		SR		20	25	33	22
25d. Work with other students on course projects or assignments	fCLproject	LD	53	1h. Worked with other students on course projects or assignments	CLproject	FY	25	27	34	14
		UD	70		SR		30	19	44	6

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 report 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 how often they have had discussions with people from the following groups during the current school year:						
26a. People of a race or ethnicity other than their own	fDDrace	LD	42	8a. People of a race or ethnicity other than your own	DDrace	FY	43	19	28	10
		UD	67		SR		57	25	15	2
26b. People from an economic background other than their own	fDDeconomic	LD	42	8b. People from an economic background other than your own	DDeconomic	FY	43	19	30	8
		UD	67		SR		60	30	10	0
26c. People with religious beliefs other than their own	fDDreligion	LD	28	8c. People with religious beliefs other than your own	DDreligion	FY	41	16	25	18
		UD	43		SR		64	22	13	0
26d. People with political views other than their own	fDDpolitical	LD	42	8d. People with political views other than your own	DDpolitical	FY	43	26	18	13
		UD	48		SR		67	27	6	0



FSSE-NSSE Combined Report 2013 Dalton State College

Experiences with Faculty

Faculty Responses

Student Responses

Student-Faculty Interaction

FSSE Item	Variable	Class	Very often or Often %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:				Distribution of student responses to how often they have done the following during the current school year:						
8a. Talked about their career plans	fSFcareer	LD	64	3a. Talked about career plans with a faculty member	SFcareer	FY	16	22	38	24
		UD	74			SR	18	37	26	20
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	42	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	3	11	19	67
		UD	36			SR	16	11	22	51
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	69	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	11	18	28	43
		UD	57			SR	20	20	39	22
8d. Discussed their academic performance	fSFperform	LD	72	3d. Discussed your academic performance with a faculty member	SFperform	FY	11	26	33	31
		UD	70			SR	20	13	33	34

Effective Teaching Practices

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who substantially do the following in their undergraduate courses:				Distribution of student responses to what extent their instructors have done the following during the current school year:						
10a. Clearly explain course goals and requirements	fETgoals	LD	100	5a. Clearly explained course goals and requirements	ETgoals	FY	43	44	10	3
		UD	96			SR	61	35	4	0
10b. Teach course sessions in an organized way	fETorganize	LD	100	5b. Taught course sessions in an organized way	ETorganize	FY	35	44	17	3
		UD	100			SR	58	32	9	0
10c. Use examples or illustrations to explain difficult points	fETexample	LD	100	5c. Used examples or illustrations to explain difficult points	ETexample	FY	38	44	14	5
		UD	100			SR	58	42	0	0
10d. Provide feedback to students on a draft or work in progress	fETdraftfb	LD	82	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	31	44	19	6
		UD	70			SR	52	33	11	5
10e. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	95	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	36	34	21	9
		UD	100			SR	49	35	11	5



FSSE-NSSE Combined Report 2013

Dalton State College

Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable ^a	Class	High ratings %	NSSE Item	Variable ^a	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 the quality of interactions with the following people at their institution:					
3a. Other students	fQIstudent	LD	41	13a. Students	QIstudent	FY	0	31	67
		UD	26			SR	0	18	82
3b. Academic advisors	fQIadvisor	LD	13	13b. Academic advisors	QIadvisor	FY	15	41	36
		UD	17			SR	20	23	57
3c. Faculty	fQIfaculty	LD	34	13c. Faculty	QIfaculty	FY	3	61	36
		UD	26			SR	5	23	72
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	14	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	19	35	27
		UD	5			SR	5	29	34
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	8	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	20	40	32
		UD	0			SR	14	38	45

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 report that it is important that their institution increase its emphasis on each of the following:				Distribution of student responses to how much their institution emphasizes the following:						
2b. Providing support to help students succeed academically	fSEacademic	LD	85	14b. Providing support to help students succeed academically	SEacademic	FY	48	32	19	2
		UD	86			SR	38	38	24	0
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	47	35	13	5
		UD	70			SR	46	33	17	5
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	74	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	30	39	10	21
		UD	87			SR	32	32	26	10
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	64	14e. Providing opportunities to be involved socially	SEsocial	FY	44	21	30	5
		UD	65			SR	35	36	24	5
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	79	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	30	45	13	12
		UD	70			SR	20	31	35	14
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	28	25	24	23
		UD	73			SR	9	13	44	34
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	62	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	33	24	32	11
		UD	65			SR	27	31	34	8
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	62	14i. Attending events that address important social, economic, or political issues	SEevents	FY	26	20	26	28
		UD	77			SR	22	19	42	18

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).



FSSE-NSSE Combined Report 2013

Dalton State College

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 %
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 they have done or plan to do before they graduate:						
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	69	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	0	63	10	27
		UD	70			SR	43	26	22	9
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	15							
		UD	64							

Learning Community

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	38	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	6	19	45	31
		UD	50			SR	28	17	39	16

Study Abroad

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1d. Participate in a study abroad program	fabroad	LD	41	11d. Participate in a study abroad program	abroad	FY	2	13	53	32
		UD	30			SR	2	11	73	13



FSSE-NSSE Combined Report 2013

Dalton State College

High Impact Practices (continued)

Faculty Responses

Student Responses

Undergraduate Research

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1e. Work with a faculty member on a research project	fresearch	LD	46	11e. Work with a faculty member on a research project	research	FY	3	10	47	39
		UD	36			SR	17	19	36	28
Percentage of faculty who participate in the following activity in a typical 7 day week:										
6a. Working with undergraduates on research	fdresearch	LD	36							
		UD	22							

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 which of the following they have done or plan to do before they graduate:						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	61	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	3	26	24	48
		UD	82			SR	34	41	7	18

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	56	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	0	11	35	54
		UD	52			SR	4	2	41	52
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	49							
		UD	48							



FSSE-NSSE Combined Report 2013

Dalton State College

Additional Engagement Items

Faculty Responses

Student Responses

Faculty Course Goals and Student-Perceived Gains

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who report substantially structuring their selected course section so that students learn and develop in the following areas:				Distribution of student responses to how much their experience at this institution contributed to their knowledge, skills, and personal development in the following areas:						
29a. Writing clearly and effectively	fcgwrite	LD	69	17a. Writing clearly and effectively	pgwrite	FY	53	26	14	7
		UD	81			SR	49	36	10	5
29b. Speaking clearly and effectively	fcgspeak	LD	58	17b. Speaking clearly and effectively	pgspeak	FY	41	33	19	7
		UD	70			SR	46	34	20	0
29c. Thinking critically and analytically	fcgthink	LD	94	17c. Thinking critically and analytically	pgthink	FY	41	41	18	0
		UD	95			SR	61	26	12	0
29d. Analyzing numerical and statistical information	fcganalyze	LD	19	17d. Analyzing numerical and statistical information	pganalyze	FY	28	41	26	5
		UD	67			SR	29	28	36	7
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	61	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	30	29	26	16
		UD	71			SR	33	28	22	17
29f. Working effectively with others	fcgothers	LD	61	17f. Working effectively with others	pgothers	FY	30	26	39	6
		UD	80			SR	36	35	24	5
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	25	30	20	26
		UD	71			SR	29	26	30	14
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	58	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	35	20	34	11
		UD	62			SR	32	29	24	15
29i. Solving complex real-world problems	fcgprobsolve	LD	61	17i. Solving complex real-world problems	pgprobsolve	FY	33	35	15	17
		UD	70			SR	30	25	37	8
29j. Being an informed and active citizen	fcgcitizen	LD	47	17j. Being an informed and active citizen	pgcitizen	FY	34	37	15	14
		UD	57			SR	28	26	28	18

Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	89	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	35	34	31	0
		UD	100			SR	59	24	15	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	51	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	23	37	31	9
		UD	61			SR	27	35	31	7
22c. Come to class having completed readings or assignments	fprepared	LD	97	1c. Come to class without completing readings or assignments	unprepared	FY	0	5	47	49
		UD	91			SR	7	7	45	41

FSSE-NSSE Combined Report 2013

Dalton State College

Additional Engagement Items (continued)

Faculty Responses

Student Responses

Student Leadership

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	26	11b. Hold a formal leadership role in a student organization or group	leader	FY	0	20	40	39
		UD	36			SR	19	12	51	18

Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27a. Memorizing course material	fmemorize	LD	33	4a. Memorizing course material	memorize	FY	36	40	25	0
		UD	29			SR	25	41	29	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 more than 16 hours on each of the following in an average 7-day week:				Distribution of student responses to how many hours they spend doing each of the following in a typical 7-day week:						
20a. Participating in co-curricular activities	ftmcocurr	LD	0	15b. Participating in co-curricular activities	tmcocurr	FY	80	13	0	7
		UD	0			SR	90	5	2	3
20b. Working for pay on campus	ftmworkon	LD	0	15c. Working for pay on campus	tmworkon	FY	100	0	0	0
		UD	5			SR	92	3	5	0
20c. Working for pay off campus	ftmworkoff	LD	78	15d. Working for pay off campus	tmworkoff	FY	42	9	11	38
		UD	82			SR	40	17	8	36
20d. Doing community service or volunteer work	ftmservice	LD	3	15e. Doing community service or volunteer work	tmservice	FY	90	10	0	0
		UD	0			SR	85	10	2	3
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	55	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	49	38	8	5
		UD	36			SR	48	39	8	5
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	27	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	63	6	12	19
		UD	32			SR	43	14	9	34
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	5	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	76	15	5	3
		UD	9			SR	61	39	0	0

IPEDS: 139463