Loyola University Maryland

FSSE-NSSE Combined Report

August 2012

Interpreting the FSSE-NSSE Combined Report

Typical-Student Survey Option

The typical-student option asks faculty members to respond to questions based on the typical first-year student or senior they have taught during the current academic year. This option is valuable for institutions that desire to have faculty estimate first-year or senior levels of engagement across all their courses, rather than one particular course.

Sample

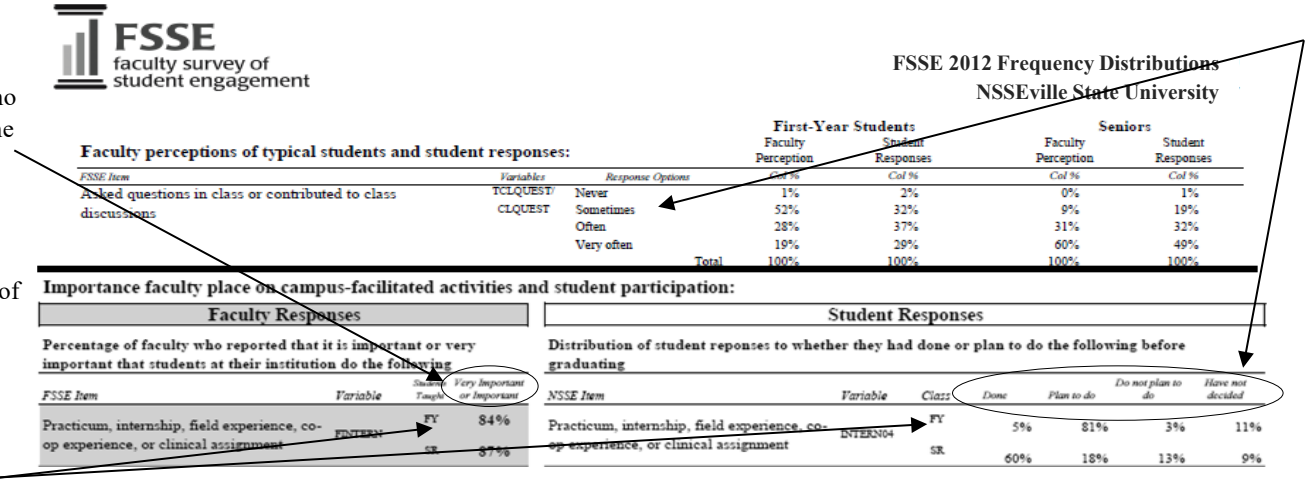
The *FSSE-NSSE Combined Report* shows the responses from both students and faculty at your institution who completed NSSE and FSSE. This report only contains responses from faculty who reported that they teach mostly first-year or senior students. Faculty who reported teaching mostly other types of students or who did not report a class rank of students taught are not included in this report.

Survey Items & Variable Names

In the results format above the bolded line, items from the FSSE survey appear in the first column with the corresponding FSSE and NSSE variables appearing in the second column. In the display below the bolded line, results from the FSSE survey appear in the shaded box on the left, and items from the NSSE survey appear in the box on the right. In each box, the first column contains survey item wording as it appears on the FSSE and NSSE instruments. The second column in each box contains the name of each variable for easy reference to your FSSE and NSSE data files and your *2012 Frequency Distributions* reports.

Faculty Responses

This column shows 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.



FSSE faculty survey of student engagement

FSSE 2012 Frequency Distributions
NSSEville State University

Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students: Faculty Perception Col %	First-Year Students: Student Responses Col %	Seniors: Faculty Perception Col %	Seniors: Student Responses Col %
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	1%	2%	0%	1%
		Sometimes	52%	32%	9%	19%
		Often	28%	37%	31%	32%
		Very often	19%	29%	60%	49%
		Total	100%	100%	100%	100%

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

Percentage of faculty who reported that it is important or very important that students at their institution do the following

FSSE Item	Variable	Students Taught	Very Important or Important
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN	FY	84%
		SR	87%

Student Responses

Distribution of student reponses to whether they had done or plan to do the following before graduating

NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	81%	3%	11%
		SR	60%	18%	13%	9%

Response Categories

Where applicable, response categories are listed just as they appear on the FSSE and NSSE instruments. The distribution of responses match those in your *2012 Frequency Distributions* .

Class Level

In both results formats, frequency distributions are reported separately for faculty who teach mostly first-year students and those who teach mostly seniors . Student responses are also reported separately for first-year students and seniors. Institution-reported class levels are used for the student data. In the display below the bolded line, class level appears in the third column of both the faculty and student responses. The responses remain separated by those that pertain to first-year students (FY) and those that pertain to seniors (SR).

Note: The FSSE-NSSE Combined Report that accompanies the typical-student option contains two different report formats. The graphic above contains a sample of both formats. One is above the bolded line, and the other is below.

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2012
Loyola University Maryland

Faculty perceptions of typical students and student responses:

			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item	*Variables*	*Response Options*	*Col %*	*Col %*	*Col %*	*Col %*
Asked questions in class or contributed to class discussions	TCLQUEST/ CLQUEST	Never	1%	0%	2%	1%
		Sometimes	53%	27%	22%	13%
		Often	25%	36%	37%	35%
		Very often	21%	37%	40%	51%
		Total	100%	100%	100%	100%
Made a class presentation	TCLPRSNT/ CLPRESEN	Never	51%	17%	29%	2%
		Sometimes	37%	62%	31%	30%
		Often	10%	16%	14%	42%
		Very often	3%	5%	26%	27%
		Total	100%	100%	100%	100%
Prepared two or more drafts of a paper or assignment before turning it in	TREWROPA/ REWROPAP	Never	49%	10%	31%	17%
		Sometimes	30%	34%	37%	50%
		Often	10%	36%	20%	22%
		Very often	11%	19%	12%	11%
		Total	100%	100%	100%	100%
Worked on a paper or project that required integrating ideas or information from various sources	TINTEGRA/ INTEGRAT	Never	23%	2%	8%	1%
		Sometimes	31%	20%	9%	8%
		Often	32%	44%	40%	38%
		Very often	14%	34%	43%	54%
		Total	100%	100%	100%	100%
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or assignments	TDIVCLAS/ DIVCLASS	Never	26%	6%	14%	5%
		Sometimes	38%	35%	34%	32%
		Often	18%	41%	26%	38%
		Very often	18%	17%	26%	25%
		Total	100%	100%	100%	100%
Come to class without completing readings or assignments	TCLUNPRE/ CLUNPREP	Never	3%	32%	6%	16%
		Sometimes	53%	53%	69%	61%
		Often	31%	11%	20%	18%
		Very often	13%	4%	5%	5%
		Total	100%	100%	100%	100%
Worked with other students on projects during class	TCLASSGR/ CLASSGRP	Never	30%	17%	23%	12%
		Sometimes	34%	45%	15%	48%
		Often	20%	29%	32%	29%
		Very often	17%	9%	29%	11%

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2012
Loyola University Maryland

Faculty perceptions of typical students and student responses:

			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item	*Variables*	*Response Options*	*Col %*	*Col %*	*Col %*	*Col %*
		Total	100%	100%	100%	100%
Worked with classmates outside of class to prepare class assignments	TOCCGRP/ OCCGRP	Never	9%	8%	11%	2%
		Sometimes	54%	47%	28%	23%
		Often	31%	33%	28%	43%
		Very often	6%	12%	34%	32%
		Total	100%	100%	100%	100%
Put together ideas or concepts from different courses when completing assignments or during class discussions	TINTIDEA/ INTIDEAS	Never	21%	6%	3%	1%
		Sometimes	61%	34%	35%	20%
		Often	17%	41%	35%	49%
		Very often	1%	19%	26%	30%
		Total	100%	100%	100%	100%
Tutored or taught other students (paid or voluntary)	TTUTOR/ TUTOR	Never	41%	47%	33%	37%
		Sometimes	54%	29%	52%	39%
		Often	4%	18%	8%	13%
		Very often	0%	7%	7%	11%
		Total	100%	100%	100%	100%
Participated in a community-based project (e.g. service learning) as part of a regular course	TCOMMPRO/ COMMPROJ	Never	37%	56%	16%	30%
		Sometimes	46%	24%	31%	38%
		Often	10%	13%	34%	21%
		Very often	6%	7%	19%	11%
		Total	100%	100%	100%	100%
Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	TITICADE/ ITACADEM	Never	27%	18%	23%	8%
		Sometimes	34%	34%	25%	28%
		Often	19%	30%	21%	33%
		Very often	20%	18%	31%	30%
		Total	100%	100%	100%	100%
Used e-mail to communicate with an instructor	TEMAIL/ EMAIL	Never	0%	0%	0%	0%
		Sometimes	13%	12%	8%	5%
		Often	33%	32%	19%	23%
		Very often	54%	56%	73%	73%
		Total	100%	100%	100%	100%
Discussed grades or assignments with an instructor	TGRADE/ FACGRADE	Never	3%	6%	2%	2%
		Sometimes	33%	35%	37%	31%
		Often	46%	36%	34%	38%

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2012
Loyola University Maryland

Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students: Faculty Perception Col %	First-Year Students: Student Responses Col %	Seniors: Faculty Perception Col %	Seniors: Student Responses Col %
		Very often	18%	23%	27%	29%
		Total	100%	100%	100%	100%
Talked about career plans with a faculty member or advisor	TPLANS/ FACPLANS	Never	4%	25%	6%	6%
		Sometimes	65%	45%	34%	38%
		Often	20%	19%	31%	35%
		Very often	10%	11%	29%	21%
		Total	100%	100%	100%	100%
Discussed ideas from his or her readings or classes with faculty members outside of class	TIDEAS/ FACIDEAS	Never	20%	31%	3%	19%
		Sometimes	67%	47%	69%	48%
		Often	12%	15%	18%	19%
		Very often	1%	7%	10%	14%
		Total	100%	100%	100%	100%
Received prompt written or oral feedback from faculty on his or her academic performance	TFEED/ FACFEED	Never	0%	5%	0%	2%
		Sometimes	4%	32%	14%	24%
		Often	52%	44%	38%	50%
		Very often	43%	20%	48%	24%
		Total	100%	100%	100%	100%
Worked harder than usual to meet an instructor's standards or expectations	TWORKHRD/ WORKHARD	Never	1%	5%	0%	2%
		Sometimes	57%	30%	45%	30%
		Often	35%	45%	47%	48%
		Very often	6%	19%	8%	20%
		Total	100%	100%	100%	100%
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	TFACOTHR/ FACOTHER	Never	29%	45%	16%	22%
		Sometimes	58%	33%	51%	39%
		Often	10%	17%	28%	24%
		Very often	3%	5%	5%	15%
		Total	100%	100%	100%	100%
Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)	TOOCID05/ OOCIDEAS	Never	10%	4%	3%	1%
		Sometimes	65%	36%	50%	32%
		Often	22%	39%	42%	40%
		Very often	3%	21%	5%	26%
		Total	100%	100%	100%	100%
Had serious conversations with students of a different race or ethnicity than his or her own	TDIVRSTU/ DIVRSTUD	Never	15%	21%	15%	12%
		Sometimes	69%	35%	59%	34%

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Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students: Faculty Perception Col %	First-Year Students: Student Responses Col %	Seniors: Faculty Perception Col %	Seniors: Student Responses Col %
		Often	13%	25%	22%	32%
		Very often	3%	19%	3%	22%
		Total	100%	100%	100%	100%
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	TDIFFSTU/ DIFFSTU2	Never	19%	16%	15%	7%
		Sometimes	66%	36%	66%	33%
		Often	10%	29%	15%	36%
		Very often	5%	20%	3%	24%
		Total	100%	100%	100%	100%
Examined the strengths and weaknesses of his or her views on a topic or issue	TOWNVIEW/ OWNVIEW	Never	11%	9%	5%	5%
		Sometimes	62%	39%	48%	36%
		Often	25%	34%	38%	38%
		Very often	3%	19%	8%	22%
		Total	100%	100%	100%	100%
Tried to better understand someone else's views by imagining how an issue looks from that person's perspective	TOTHRVW/ OTHRVIEW	Never	9%	3%	3%	4%
		Sometimes	63%	34%	48%	28%
		Often	25%	40%	43%	44%
		Very often	3%	23%	7%	24%
		Total	100%	100%	100%	100%
Learned something that changed the way he or she understood an issue or concept	TCHNGVW/ CHNGVIEW	Never	0%	2%	0%	2%
		Sometimes	44%	31%	31%	28%
		Often	38%	43%	45%	43%
		Very often	18%	24%	24%	26%
		Total	100%	100%	100%	100%
Number of assigned textbooks, books, or book-length packs of course readings	TREADASG/ READASGN	None	0%	0%	0%	0%
		Between 1-4	26%	10%	26%	15%
		Between 5-10	42%	28%	41%	37%
		Between 11-20	28%	39%	26%	28%
		More than 20	5%	23%	7%	21%
		Total	100%	100%	100%	100%
Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment	TREADOWN/ READOWN	None	29%	28%	16%	23%
		Between 1-4	66%	60%	75%	59%
		Between 5-10	5%	9%	9%	13%
		Between 11-20	0%	1%	0%	3%
		More than 20	0%	1%	0%	1%

Faculty perceptions of typical students and student responses:			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item	*Variables*	*Response Options*	*Col %*	*Col %*	*Col %*	*Col %*
		Total	100%	100%	100%	100%
Number of written papers or reports of **20 pages or more**	TWRTMR05/ WRITEMOR	None	64%	90%	27%	42%
		Between 1-4	33%	7%	69%	51%
		Between 5-10	3%	2%	3%	5%
		Between 11-20	0%	1%	0%	1%
		More than 20	0%	0%	0%	1%
		Total	100%	100%	100%	100%
Number of written papers or reports **between 5 and 19 pages**	TWRTMD05/ WRITEMID	None	6%	3%	8%	4%
		Between 1-4	61%	49%	37%	33%
		Between 5-10	29%	39%	46%	37%
		Between 11-20	3%	7%	7%	19%
		More than 20	2%	2%	2%	6%
		Total	100%	100%	100%	100%
Number of written papers or reports of **fewer than 5 pages**	TWRITSML/ WRITESML	None	2%	1%	2%	1%
		Between 1-4	23%	20%	27%	22%
		Between 5-10	41%	42%	41%	30%
		Between 11-20	32%	26%	24%	25%
		More than 20	3%	11%	7%	23%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take **more** than one hour to complete	TPROBSTA/ PROBSETA	None	11%	10%	12%	21%
		1-2	39%	28%	33%	32%
		3-4	41%	37%	30%	28%
		5-6	4%	16%	11%	8%
		More than 6	5%	8%	14%	11%
		Total	100%	100%	100%	100%
In a typical week, number of problem sets that take **less** than one hour to complete	TPROBSTB/ PROBSETB	None	13%	10%	18%	28%
		1-2	39%	36%	33%	33%
		3-4	21%	27%	27%	23%
		5-6	14%	12%	9%	9%
		More than 6	13%	15%	13%	7%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	TACTPREP/ ACADPR01	0 hr/wk	0%	0%	0%	0%
		1-5 hr/wk	21%	5%	16%	9%
		6-10 hr/wk	48%	17%	41%	24%

Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students: Faculty Perception Col %	First-Year Students: Student Responses Col %	Seniors: Faculty Perception Col %	Seniors: Student Responses Col %
		11-15 hr/wk	18%	22%	18%	23%
		16-20 hr/wk	9%	24%	20%	21%
		21-25 hr/wk	3%	18%	2%	12%
		26-30 hr/wk	0%	7%	0%	7%
		30+ hr/wk	0%	7%	3%	3%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent working for pay **on campus**	TACTWKON/ WORKON01	0 hr/wk	5%	69%	3%	54%
		1-5 hr/wk	38%	4%	39%	7%
		6-10 hr/wk	41%	11%	44%	14%
		11-15 hr/wk	16%	13%	8%	18%
		16-20 hr/wk	2%	2%	5%	5%
		21-25 hr/wk	0%	1%	0%	0%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	0%	0%	1%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent working for pay **off campus**	TACTWKOF/ WORKOF01	0 hr/wk	20%	92%	15%	60%
		1-5 hr/wk	52%	3%	29%	9%
		6-10 hr/wk	18%	1%	29%	10%
		11-15 hr/wk	5%	2%	15%	7%
		16-20 hr/wk	5%	2%	12%	8%
		21-25 hr/wk	0%	0%	0%	4%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	0%	0%	0%	1%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	TACTCOCU/ COCURR01	0 hr/wk	2%	21%	0%	13%
		1-5 hr/wk	25%	41%	17%	40%
		6-10 hr/wk	45%	18%	48%	23%
		11-15 hr/wk	20%	9%	25%	12%
		16-20 hr/wk	3%	6%	7%	6%
		21-25 hr/wk	2%	3%	3%	3%
		26-30 hr/wk	3%	0%	0%	1%
		30+ hr/wk	0%	1%	0%	2%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent relaxing and	TACTSOCI/	0 hr/wk	0%	1%	0%	1%

Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students: Faculty Perception Col %	First-Year Students: Student Responses Col %	Seniors: Faculty Perception Col %	Seniors: Student Responses Col %
socializing (watching TV, partying, etc.)	SOCIAL05	1-5 hr/wk	1%	15%	7%	15%
		6-10 hr/wk	19%	35%	11%	32%
		11-15 hr/wk	24%	24%	25%	26%
		16-20 hr/wk	24%	12%	20%	13%
		21-25 hr/wk	13%	9%	21%	6%
		26-30 hr/wk	12%	3%	8%	3%
		30+ hr/wk	6%	3%	8%	5%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent providing care for dependents living with him or her (parents, children, spouse, etc.)	TACTCARE/ CAREDE01	0 hr/wk	57%	90%	54%	92%
		1-5 hr/wk	31%	5%	37%	4%
		6-10 hr/wk	11%	1%	7%	2%
		11-15 hr/wk	0%	1%	2%	1%
		16-20 hr/wk	0%	2%	0%	1%
		21-25 hr/wk	0%	0%	0%	0%
		26-30 hr/wk	0%	0%	0%	0%
		30+ hr/wk	0%	1%	0%	1%
		Total	100%	100%	100%	100%
In a typical 7-day week, time spent commuting to class (driving, walking, etc.)	TACTCOMM/ COMMUTE	0 hr/wk	13%	37%	12%	17%
		1-5 hr/wk	79%	57%	81%	70%
		6-10 hr/wk	6%	4%	7%	8%
		11-15 hr/wk	2%	2%	0%	3%
		16-20 hr/wk	0%	1%	0%	2%
		21-25 hr/wk	0%	0%	0%	0%
		26-30 hr/wk	0%	0%	0%	1%
		30+ hr/wk	0%	0%	0%	0%
		Total	100%	100%	100%	100%
Extent to which student's examinations have challenged that student to do his or her best work.	TEXAMS/ EXAMS	Very little	1%	0%	0%	1%
		2	1%	1%	2%	1%
		3	13%	3%	8%	2%
		4	24%	8%	21%	10%
		5	32%	31%	37%	30%
		6	24%	38%	26%	39%
		Very much	4%	19%	6%	17%
		Total	100%	100%	100%	100%

Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students: Faculty Perception Col %	First-Year Students: Student Responses Col %	Seniors: Faculty Perception Col %	Seniors: Student Responses Col %
Coursework emphasis: **Memorizing** facts, ideas, or methods from his or her courses and readings so that he or she can repeat them in pretty much the same form	TMEMORIZ/ MEMORIZE	Very little	2%	5%	10%	6%
		Some	25%	23%	34%	26%
		Quite a bit	51%	42%	42%	38%
		Very much	22%	30%	15%	29%
		Total	100%	100%	100%	100%
Coursework emphasis: **Analyzing** the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	TANALYZE/ ANALYZE	Very little	5%	0%	2%	0%
		Some	27%	11%	11%	9%
		Quite a bit	48%	40%	54%	34%
		Very much	20%	49%	33%	56%
		Total	100%	100%	100%	100%
Coursework emphasis: **Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships	TSYNTHES/ SYNTHESZ	Very little	9%	2%	0%	1%
		Some	31%	23%	26%	13%
		Quite a bit	42%	40%	39%	37%
		Very much	17%	35%	34%	48%
		Total	100%	100%	100%	100%
Coursework emphasis: **Making judgments** about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	TEVALUAT/ EVALUATE	Very little	9%	2%	5%	3%
		Some	44%	22%	31%	21%
		Quite a bit	33%	46%	39%	38%
		Very much	14%	30%	26%	39%
		Total	100%	100%	100%	100%
Coursework emphasis: **Applying** theories or concepts to practical problems or in new situations	TAPPLYIN/ APPLYING	Very little	10%	2%	3%	1%
		Some	40%	15%	32%	11%
		Quite a bit	40%	40%	42%	31%
		Very much	11%	43%	23%	57%
		Total	100%	100%	100%	100%
Perceived student gain: Writing clearly and effectively	TGNWRITE/ GNWRITE	Very little	2%	2%	2%	1%
		Some	35%	14%	10%	11%
		Quite a bit	42%	36%	53%	39%
		Very much	21%	47%	35%	49%
		Total	100%	100%	100%	100%
Perceived student gain: Speaking clearly and effectively	TGNSPEAK/ GNSPEAK	Very little	9%	8%	0%	3%
		Some	45%	23%	24%	15%
		Quite a bit	33%	37%	47%	39%
		Very much	12%	32%	29%	42%

Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students: Faculty Perception Col %	First-Year Students: Student Responses Col %	Seniors: Faculty Perception Col %	Seniors: Student Responses Col %
		Total	100%	100%	100%	100%
Perceived student gain: Thinking critically and analytically	TGNANALY/ GNANALY	Very little	6%	1%	0%	0%
		Some	40%	9%	11%	6%
		Quite a bit	32%	39%	44%	30%
		Very much	22%	50%	45%	64%
		Total	100%	100%	100%	100%
Perceived student gain: Analyzing quantitative problems	TGNQUANT/ GNQUANT	Very little	11%	5%	8%	3%
		Some	48%	24%	35%	19%
		Quite a bit	31%	36%	38%	35%
		Very much	10%	35%	18%	43%
		Total	100%	100%	100%	100%
Perceived student gain: Using computing and information technology	TGNCMPTS/ GNCMPTS	Very little	6%	8%	5%	4%
		Some	35%	26%	24%	20%
		Quite a bit	43%	36%	40%	32%
		Very much	16%	30%	31%	44%
		Total	100%	100%	100%	100%
Perceived student gain: Working effectively with others	TGNOTHER/ GNOTHERS	Very little	3%	5%	2%	1%
		Some	38%	21%	18%	10%
		Quite a bit	45%	36%	43%	32%
		Very much	14%	38%	37%	57%
		Total	100%	100%	100%	100%
Perceived student gain: Learning effectively on his or her own	TGNINQ/ GNINQ	Very little	9%	4%	5%	3%
		Some	50%	24%	18%	13%
		Quite a bit	27%	43%	54%	47%
		Very much	14%	29%	23%	37%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding himself or herself	TGNSELF/ GNSELF	Very little	5%	6%	2%	5%
		Some	51%	25%	32%	18%
		Quite a bit	29%	38%	47%	37%
		Very much	16%	31%	20%	41%
		Total	100%	100%	100%	100%
Perceived student gain: Understanding people of other racial and ethnic backgrounds	TGNDIVER/ GNDIVERS	Very little	15%	16%	15%	10%
		Some	66%	35%	57%	31%
		Quite a bit	14%	26%	21%	36%

Faculty perceptions of typical students and student responses:

FSSE Item	Variables	Response Options	First-Year Students: Faculty Perception Col %	First-Year Students: Student Responses Col %	Seniors: Faculty Perception Col %	Seniors: Student Responses Col %
		Very much	5%	23%	7%	23%
		Total	100%	100%	100%	100%
Perceived student gain: Solving complex real-world problems	TGNPROBS/ GNPROBSV	Very little	29%	9%	7%	7%
		Some	53%	35%	46%	26%
		Quite a bit	17%	34%	37%	37%
		Very much	2%	22%	10%	30%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a personal code of values and ethics	TGNETHIC/ GNETHICS	Very little	8%	7%	0%	3%
		Some	45%	23%	29%	17%
		Quite a bit	40%	33%	49%	31%
		Very much	7%	38%	22%	49%
		Total	100%	100%	100%	100%
Perceived student gain: Developing a deepened sense of spirituality	TGNSPIRI/ GNSPIRIT	Very little	9%	18%	8%	16%
		Some	60%	27%	37%	35%
		Quite a bit	26%	27%	40%	22%
		Very much	5%	28%	15%	27%
		Total	100%	100%	100%	100%
Perceived student gain: Acquiring a broad general education	TGNGENLE/ GNGENLED	Very little	2%	1%	0%	1%
		Some	24%	7%	8%	4%
		Quite a bit	44%	43%	42%	24%
		Very much	31%	50%	50%	72%
		Total	100%	100%	100%	100%
Perceived student gain: Acquiring job or work-related knowledge and skills	TGNWORK/ GNWORK	Very little	14%	6%	5%	5%
		Some	50%	28%	26%	18%
		Quite a bit	24%	37%	48%	31%
		Very much	12%	29%	21%	47%
		Total	100%	100%	100%	100%
Perceived student gain: Voting in local, state, or national elections	TGNCITZN/ GNCITIZN	Very little	53%	51%	44%	34%
		Some	40%	26%	37%	37%
		Quite a bit	5%	16%	19%	18%
		Very much	2%	7%	0%	11%
		Total	100%	100%	100%	100%
Perceived student gain: Contributing to the welfare of his or her community	TGNCOMMU/ GNCOMMUN	Very little	16%	7%	5%	5%
		Some	52%	25%	27%	20%

Faculty perceptions of typical students and student responses:

			First-Year Students		Seniors	
			Faculty Perception	Student Responses	Faculty Perception	Student Responses
FSSE Item	*Variables*	*Response Options*	*Col %*	*Col %*	*Col %*	*Col %*
		Quite a bit	23%	34%	45%	32%
		Very much	9%	33%	23%	44%
		Total	100%	100%	100%	100%

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2012
Loyola University Maryland

Importance faculty place on campus-facilitated activities and student participation:

Faculty Responses

Percentage of faculty who reported that it is important or very important that students at their institution do the following

FSSE Item	*Variable*	*Students Taught*	*Important or Important*
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	FY	**71%**
		SR	**74%**
Community service or volunteer work	FVOLUNTR	FY	**67%**
		SR	**77%**
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	FY	**30%**
		SR	**37%**
Work on a research project with a faculty member outside of course or program requirements	FIMPR05	FY	**51%**
		SR	**50%**
Foreign language coursework	FFORLANG	FY	**78%**
		SR	**67%**
Study abroad	FSTUDYAB	FY	**59%**
		SR	**70%**
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	FSENIOR	FY	**66%**
		SR	**71%**

Student Responses

Distribution of student reponses to whether they had done or plan to do the following before graduating

NSSE Item	*Variable*	*Class*	*Done*	*Plan to do*	*Do not plan to do*	*Have not decided*
Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	6%	86%	2%	6%
		SR	78%	7%	9%	5%
Community service or volunteer work	VOLNTR04	FY	43%	48%	2%	7%
		SR	83%	8%	6%	3%
Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	26%	23%	25%	26%
		SR	39%	4%	52%	5%
Work on a research project with a faculty member outside of course or program requirements	RESRCH04	FY	3%	41%	19%	36%
		SR	19%	8%	63%	9%
Foreign language coursework	FORLNG04	FY	58%	26%	7%	9%
		SR	88%	2%	8%	2%
Study abroad	STDABR04	FY	1%	74%	7%	18%
		SR	60%	4%	35%	1%
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	SNRX04	FY	1%	47%	8%	43%
		SR	55%	18%	23%	4%

FSSE faculty survey of student engagement

FSSE-NSSE Combined Report 2012
Loyola University Maryland

Faculty and student perceptions of the campus environment:

Faculty Responses

Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much

FSSE Item	*Variable*	*Students Taught*	*Very Much or Quite a Bit*
Requiring students to spend significant amounts of time studying and on academic work	FENVSCHO	FY	**47%**
		SR	**61%**
Providing students the support they need to help them succeed academically	FENVSUPR	FY	**84%**
		SR	**85%**
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FENVDIVR	FY	**21%**
		SR	**33%**
Helping students cope with their non-academic responsibilities (work, family, etc.)	FENVNACA	FY	**47%**
		SR	**52%**
Providing students the support they need to thrive socially	FENVSOCA	FY	**57%**
		SR	**59%**
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	FENVEVEN	FY	**73%**
		SR	**80%**
Encouraging students to use computers in their academic work	FENVCOMP	FY	**81%**
		SR	**92%**

Percentage of faculty who reported that students at their institution have positive relationships with the following groups

FSSE Item	*Variable*	*Students Taught*	*Positive Quality*

Student Responses

Distribution of student responses to the extent that their institution emphasizes each of the following

NSSE Item	*Variable*	*Class*	*Very Much*	*Quite a Bit*	*Some*	*Very Little*
Spending significant amounts of time studying and on academic work	ENVSCHOL	FY	46%	42%	12%	0%
		SR	38%	51%	10%	1%
Providing the support you need to help you succeed academically	ENVSUPRT	FY	48%	37%	13%	1%
		SR	41%	45%	13%	1%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	ENVDIVRS	FY	25%	34%	27%	15%
		SR	27%	30%	31%	11%
Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	FY	22%	29%	34%	15%
		SR	17%	29%	37%	16%
Providing the support you need to thrive socially	ENVSOCAL	FY	21%	30%	34%	15%
		SR	19%	34%	33%	15%
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	ENVEVENT	FY	35%	40%	22%	4%
		SR	34%	44%	20%	2%
Using computers in academic work	ENVCOMPT	FY	37%	36%	24%	4%
		SR	48%	35%	14%	3%

Distribution of student ratings of the quality of their relationships with the following groups

NSSE Item	*Variable*	*Class*	*Positive Quality*	*Neutral or Negative*

FSSE
faculty survey of
student engagement

FSSE-NSSE Combined Report 2012
Loyola University Maryland

Faculty and student perceptions of the campus environment:

Faculty Responses			
With other students	FENVSTU	FY	**83%**
		SR	**94%**
With faculty members	FENVFAC	FY	**89%**
		SR	**92%**
With administrative personnel and offices	FENVADM	FY	**57%**
		SR	**61%**

Note: Faculty reponded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality.

Student Responses				
With other students	ENVSTU	FY	77%	23%
		SR	89%	11%
With faculty members	ENVFAC	FY	83%	17%
		SR	90%	10%
With administrative personnel and offices	ENVADM	FY	66%	34%
		SR	57%	43%

Note: Students reponded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as positive quality and responses of 1, 2, 3, and 4

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