

University of North Carolina at Pembroke

Academic Challenge

Faculty Responses

Student Responses

Higher-Order Learnin	١g
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			Very much or					Very much	Quite a bit	Some	Very little
FSSE Item	Variable	Class	Quite a bit %	NSS	E Item	Variable	Class	%	%	%	%
Percentage of faculty whose coursework substantheir selected course section:	ntially emphas	izes the fo	llowing in		tribution of student responses to: How much ool year?	h has your co	ırsework ei	mphasized the	following duri	ng the curr	ent
27b. Applying facts, theories, or methods to practical	fHOapply	LD	84	4b.	Applying facts, theories, or methods to practical	HOapply	FY	33	38	22	7
problems or new situations		UD	88		problems or new situations		SR	35	44	18	3
27c. Analyzing an idea, experience, or line of reasoning	fHOanalyze	LD	80	4c.	Analyzing an idea, experience, or line of reasoning	HOanalyze	FY	30	39	27	3
in depth by examining its parts		UD	89		in depth by examining its parts		SR	36	46	15	3
27d. Evaluating a point of view, decision, or	fHOevaluate	LD	72	4d.	Evaluating a point of view, decision, or	HOevaluate	FY	38	38	21	3
information source		UD	78		information source		SR	37	44	16	3
27e. Forming a new idea or understanding from various	fHOform	LD	80	4e.	Forming a new idea or understanding from various	HOform	FY	35	32	28	4
pieces of information		UD	83		pieces of information		SR	37	43	18	2

Reflective & Integrative Learning

				Very important					Very often	Often	Sometimes	Never
FSSE Item		Variable	Class	or Important %	NSS	E Item	Variable	Class	%	%	%	<u>%</u>
Percentage of faculty who reported	•	ortant that th	e typical	l student do	Dis	stribution of student responses to: About how	often have yo	ou done the	e following duri	ng the curr	ent school year	?
the following in their selected cours	se section:											
23a. Combine ideas from different courses	s when	fRIintegrate	LD	64	2a.	Combined ideas from different courses when	RIintegrate	FY	23	34	37	6
completing assignments			UD	75		completing assignments		SR	32	38	26	5
23b. Connect his or her learning to societa	l problems or	fRIsocietal	LD	76	2b.	Connected your learning to societal problems or	RIsocietal	FY	23	27	39	11
issues			UD	77		issues		SR	24	37	32	7
23c. Include diverse perspectives (politica	l, religious,	fRIdiverse	LD	72	2c.	Included diverse perspectives (political, religious,	RIdiverse	FY	21	35	37	7
racial/ethnic, gender, etc.) in course d assignments	liscussions or		UD	79		racial/ethnic, gender, etc.) in course discussions or assignments		SR	25	34	32	9
23d. Examine the strengths and weaknesse	es of his or her	fRIownview	LD	86	2d.	Examined the strengths and weaknesses of your	RIownview	FY	28	43	27	2
own views on a topic or issue			UD	91		own views on a topic or issue		SR	30	37	31	2
23e. Try to better understand someone else	e's views by	fRIperspect	LD	83	2e.	Tried to better understand someone else's views by	RIperspect	FY	28	40	28	4
imagining how an issue looks from hi perspective	is or her		UD	86		imagining how an issue looks from his or her perspective		SR	28	44	24	4
23f. Learn something that changes the way	y he or she	fRInewview	LD	89	2f.	Learned something that changed the way you	RInewview	FY	26	37	34	3
understands an issue or concept			UD	99		understand an issue or concept		SR	31	39	27	2
23g. Connect ideas from your course to his	s or her prior	fRIconnect	LD	90	2g.	Connected ideas from your courses to your prior	RIconnect	FY	35	44	21	0
experiences and knowledge			UD	97		experiences and knowledge		SR	42	38	18	2



University of North Carolina at Pembroke

Acadomic Challenge (continued)

Academic Challenge (contin	ued)										
	F	Faculty	Responses					Stu	dent Resp	onses	
Learning Strategies											
			Very much or					Very often	Often	Sometimes	Never
FSSE Item	Variable	Class	Quite a bit %		SE Item	Variable	Class	%	%	%	%
Percentage of faculty who reported they substated following in their selected course section:	ntially encoura	age stude	ents to do the	Dis	stribution of student responses to: About how	often have yo	ou done i	the following di	uring the cur	rent school ye	ar?
25e. Identify key information from reading assignments	fLSreading	LD	78	9a.	Identified key information from reading	LSreading	FY	48	39	12	1
		UD	75		assignments		SR	53	36	10	1
25f. Review notes after class	fLSnotes	LD	65	9b.	Reviewed your notes after class	LSnotes	FY	38	37	20	5
		UD	59				SR	45	33	20	3
25g. Summarize what has been learned from class or	fLSsummary	LD	68	9c.	Summarized what you learned in class or from	LSsummary	FY	30	36	28	6
from course materials		UD	73		course materials		SR	42	35	21	2
Quantitative Reasoning											
			Very important					Very often	Often	Sometimes	Never
FSSE Item	Variable	Class	or Important %	NSS	SE Item	Variable	Class	%	%	%	%
Percentage of faculty who reported that it is im the following in their selected course section:	•	• •			stribution of student responses to: About how						
22d. Reach conclusions based on his or her own analysis	fQRconclude	LD	46	6a.	Reached conclusions based on your own analysis of	QRconclude	FY	20	35	30	15
of numerical information (numbers, graphs, statistics, etc.)		UD	66		numerical information (numbers, graphs, statistics, etc.)		SR	19	35	36	9
22e. Use numerical information to examine a real-world	fQRproblem	LD	40	6b.		QRproblem	FY	20	24	35	21
problem or issue (unemployment, climate change, public health, etc.)		UD	51		world problem or issue (unemployment, climate change, public health, etc.)		SR	18	31	35	16
22f. Evaluate what others have concluded from	fQRevaluate	LD	46	6c.	Evaluated what others have concluded from	QRevaluate	FY	14	23	34	29
numerical information		UD	63		numerical information		SR	13	30	38	19
Additional Academic Challenge Iter	ms										
FSSE Item	Variable	Class	Very much or Quite a bit %	NGG	SE Item	Variable	Class	Low challenge %	Moderate challenge %	High challenge %	
21. In your selected course section, to what extent do	fchallenge	LD	23	10.		challenge	FY	2	40	58	
you think the typical student does his or her	remarenge	UD	51	10.	your courses challenged you to do your best work?	emmenge	SR	2	23	75	
best work?											
					Note. Response options ranged from 1=Not at all to 7=Very Low challenge (1 or 2), Moderate challenge (3, 4, or 5), High						
			Very important					Very much	Quite a bit	Some	Very little
FSSE Item	Variable	Class	or Important %		SE I tem	Variable	Class	%	%	%	%
Percentage of faculty who reported that it is im- increase its emphasis on the following:	portant that th	neir insti	tution	Dis	stribution of student responses to: How much	i does your ins	stitution	emphasize the	tollowing?		
2a. Students spending significant amounts of time	fempstudy	LD	89	14a	. Spending significant amounts of time studying and	empstudy	FY	49	35	12	4
studying and on academic work		UD	95		on academic work		SR	45	39	16	0



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Learning with Peers

Learning with Peers											
	F	aculty	Responses					Stude	nt Respo	onses	
Collaborative Learning											
_			Very much or					Very often	Often	Sometimes	Never
FSSE Item	Variable	Class	Quite a bit %	_	E Item	Variable	Class	%	%	%	%
Percentage of faculty who substantially encour their selected course section:	age students to	do the fo	ollowing in	Dis	stribution of student responses to: About hou	v often have yo	u done th	e following duri	ng the curr	ent school yea	r?
25a. Ask other students for help understanding course	fCLaskhelp	LD	62	1e.	Asked another student to help you understand	CLaskhelp	FY	17	34	44	5
material		UD	60		course material		SR	12	26	43	19
25b. Explain course material to other students	fCLexplain	LD	55	1f.	Explained course material to one or more students	CLexplain	FY	18	36	39	7
		UD	59				SR	16	40	36	8
25c. Prepare for exams by discussing or working	fCLstudy	LD	57	1g.		CLstudy	FY	22	28	43	8
through course material with other students		UD	59		through course material with other students		SR	17	21	35	27
25d. Work with other students on course projects or	fCLproject	LD	53	1h.	Worked with other students on course projects or	CLproject	FY	14	36	40	9
assignments		UD	60		assignments		SR	25	30	34	11
Discussions with Diverse Others	Variable	Class	Very much or Ouite a bit %			Variable	Class	Very often %	Often %	Sometimes %	Never %
FSSE Item					E I tem						
Percentage of faculty who reported that studer engage in discussions with people from the foll section:					stribution of student responses to: About how ring the current school year?	v often have yo	ou had disc	cussions with pe	ople from i	the following g	roups
26a. People of a race or ethnicity other than their own	fDDrace	LD	75	8a.	People of a race or ethnicity other than your own	DDrace	FY	56	24	16	4
		UD	83				SR	58	29	12	1
26b. People from an economic background other than	fDDeconomic	LD	66	8b.	People from an economic background other than	DDeconomic	FY	49	22	24	5
their own		UD	76		your own		SR	52	31	14	3
26c. People with religious beliefs other than their own	fDDreligion	LD	50	8c.	People with religious beliefs other than your own	DDreligion	FY	41	22	30	7
		UD	61				SR	45	27	24	4
26d. People with political views other than their own	fDDpolitical	LD	52	8d.	People with political views other than your own	DDpolitical	FY	43	26	22	9
		UD	71				SR	47	30	21	2



University of North Carolina at Pembroke

Experiences with Faculty

Faculty Responses

Student Responses

Student-Faculty Interaction

				Very often or					Very often	Often	Sometimes	Never
FSSE	E Item	Variable	Class	Often %	NSS	E Item	Variable	Class	%	%	%	%
Per	centage of faculty who frequently did each o	f the following	with the		Dis	stribution of student responses to: About how	v often you hav	e done the	following durin	g the curr	ent school year	?
und	lergraduate students they teach or advise du	ring the curre	nt school yea	ar:								
8a.	Talked about their career plans	fSFcareer	LD	57	3a.	Talked about career plans with a faculty member	SFcareer	FY	18	26	44	12
			UD	84				SR	19	28	37	17
8b.	Worked on activities other than coursework	fSFotherwork	LD	34	3b.	Worked with a faculty member on activities other	SFotherwork	FY	12	16	28	44
	(committees, student groups, etc.)		UD	45		than coursework (committees, student groups, etc.)		SR	9	13	28	50
8c.	Discussed course topics, ideas, or concepts outside	fSFdiscuss	LD	55	3c.	Discussed course topics, ideas, or concepts with a	SFdiscuss	FY	11	23	41	25
	of class		UD	71		faculty member outside of class		SR	12	23	40	25
8d.	Discussed their academic performance	fSFperform	LD	75	3d.	Discussed your academic performance with a	SFperform	FY	15	24	49	13
			UD	83		faculty member		SR	17	29	39	15

Effective Teaching Practices

FSSE Item	Variable	Class	Very much or Quite a bit %	NSS	E Item	Variable	Class	Very much	Quite a bit %	Some	Very little
Percentage of faculty who substantially do the f					tribution of student responses to: To what e						
courses:	Ü			yea	· .	ween nave you	i instructo	is done ine jo	no ming uni mg		senoor
10a. Clearly explain course goals and requirements	fETgoals	LD	94	5a.	Clearly explained course goals and requirements	ETgoals	FY	43	36	18	3
		UD	96				SR	45	34	18	2
10b. Teach course sessions in an organized way	fETorganize	LD	100	5b.	Taught course sessions in an organized way	ETorganize	FY	41	39	17	4
		UD	100				SR	38	40	20	3
10c. Use examples or illustrations to explain difficult	fETexample	LD	100	5c.	Used examples or illustrations to explain difficult	ETexample	FY	37	39	18	7
points		UD	97		points		SR	36	36	24	4
10g. Provide feedback to students on drafts or works in	fETdraftfb	LD	80	5d.	Provided feedback on a draft or work in progress	ETdraftfb	FY	44	29	24	4
progress		UD	82				SR	34	32	27	7
10h. Provide prompt and detailed feedback on tests or	fETfeedback	LD	94	5e.	Provided prompt and detailed feedback on tests or	ETfeedback	FY	32	38	23	6
completed assignments		UD	91		completed assignments.		SR	34	34	25	7



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Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE	E Item	Variable	Class	High ratings %	NSSI	E Item	Variable	Class	Low ratings %	Moderate ratings % High	n ratings %
	ulty perceptions of the quality of student in	nteractions with	the follo	wing people		tribution of student responses to: Indicate t	he quality of yo	ur interd	actions with the	following peop	le at
at t	heir institution:				you	r institution.					
3a.	Other students	fQIstudent	LD	36	13a.	Students	QIstudent	FY	3	41	55
			UD	43				SR	2	38	57
3b.	Academic advisors	fQIadvisor	LD	17	13b.	Academic advisors	QIadvisor	FY	10	40	50
			UD	24				SR	10	36	54
3c.	Faculty	fQIfaculty	LD	28	13c.	Faculty	QIfaculty	FY	5	42	52
			UD	38				SR	5	38	55
3d.	Student services staff (career services, student	fQIstaff	LD	14	13d.	Student services staff (career services, student	QIstaff	FY	9	38	48
	activities, housing, etc.)		UD	19		activities, housing, etc.)		SR	9	32	36
3e.	Other administrative staff and offices (registrar,	fQIadmin	LD	6	13e.	Other administrative staff and offices (registrar,	QIadmin	FY	12	48	39
	financial aid, etc.)		UD	11		financial aid, etc.)		SR	16	38	44

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

Su	pportive Environment											
				Very important					Very much	Quite a bit	Some	Very little
FSSI	E Item	Variable	Class	or Important %	NSSI	E Item	Variable	Class	%	%	%	%
	centage of faculty who reported that it is im rease its emphasis on each of the following:	portant that th	eir instit	tution	Dis	tribution of student responses to: How much	h does your in	stitution er	nphasize the f	following?		
	•	core 1 :	LD	0.4	1.41	D. C.	CE 1:	T-X/	45	26	17	2
2b.	Providing support to help students succeed academically	fSEacademic	LD	84	14b.	Providing support to help students succeed academically	SEacademic	FY	45	36	17	2
	academicany		UD	84		academicany		SR	40	34	23	4
2c.	Students using learning support services (tutoring	fSElearnsup	LD	82	14c.	Using learning support services (tutoring services,	SElearnsup	FY	56	29	12	4
	services, writing center, etc.)		UD	87		writing center, etc.)		SR	44	31	19	6
2d.	Encouraging contact among students from different	fSEdiverse	LD	72	14d.	Encouraging contact among students from different	SEdiverse	FY	35	30	27	8
	backgrounds (social, racial/ethnic, religious, etc.)		UD	76		backgrounds (social, racial/ethnic, religious, etc.)		SR	35	26	26	13
2e.	Providing opportunities for students to be involved	fSEsocial	LD	66	14e.	Providing opportunities to be involved socially	SEsocial	FY	42	36	19	4
	socially		UD	67				SR	36	32	25	7
2f.	Providing support for students' overall well-being	fSEwellness	LD	81	14f.	Providing support for your overall well-being	SEwellness	FY	37	40	14	9
	(recreation, health care, counseling, etc.)		UD	74		(recreation, health care, counseling, etc.)		SR	36	26	27	11
2g.	Helping students manage their non-academic	fSEnonacad	LD	68	14g.	Helping you manage your non-academic	SEnonacad	FY	23	31	30	15
	responsibilities (work, family, etc.)		UD	49		responsibilities (work, family, etc.)		SR	19	18	29	35
2h.	Students attending campus activities and events	fSEactivities	LD	66	14h.	Attending campus activities and events	SEactivities	FY	39	37	20	4
	(performing arts, athletic events, etc.)		UD	60		(performing arts, athletic events, etc.)		SR	38	22	25	15
2i.	Students attending events that address important	fSEevents	LD	71	14i.	Attending events that address important social,	SEevents	FY	30	28	29	13
	social, economic, or political issues		UD	69		economic, or political issues		SR	24	25	33	18



University of North Carolina at Pembroke

High Impact Practices

Faculty Responses

Student Responses

Internship

FSS	E 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 %
	rcentage of faculty who think it is important fo titution to do the following before they gradua	8	luates at 1	their	Distribution of student responses to: Which of the	e following	have you d	one or do you	plan to do b	efore you grad	duate?
1a.	Participate in an internship, co-op, field	fintern	LD	78	11a. Participate in an internship, co-op, field	intern	FY	10	73	4	13
	experience, student teaching, or clinical placement		UD	78	experience, student teaching, or clinical placement		SR	45	22	24	8
_	E Item	Variable	Class	Yes %							
	rcentage of faculty who participate in the follo lay week:	wing activity	in a typi	cal							
6b.	Supervising undergraduate internships or other	fdintern	LD	14							
	field experiences		UD	37							

Learning Community

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do 1	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important institution to do the following before they grad	8	luates at t	heir	Distribution of student responses to: Which of	the following	have you d	one or do you	plan to do be	efore you grad	duate?
Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD UD	30 36	Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY SR	34 23	22 13	23 53	22 11

Study Abroad

			Very important				Done or in	Plan to do Do	not plan to	Have not
FSSE Item	Variable	Class	or Important %	NSSE Item	Variable	Class	progress %	%	do %	decided %
Percentage of faculty who think it is i	mportant for undergrad	uates at the	eir	Distribution of student responses to: Which	of the following l	have you d	one or do you p	olan to do bef	ore you grad	luate?
institution to do the following before	they graduate:									
1d. Participate in a study abroad program	fabroad	LD	34	11d. Participate in a study abroad program	abroad	FY	2	30	30	37
		UD	39			SR	7	10	69	14



University of North Carolina at Pembroke

High Impact Practices	(continued)
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High impact Practices (cont	inuea)													
Faculty Responses							Student Responses							
Undergraduate Research			Very important					Done or in	Plan to do	Do not plan to	Have no			
FSSE Item	Variable	Class	or Important %	N:	SSE Item	Variable	Class	progress %	%	do %	decided %			
Percentage of faculty who think it is important institution to do the following before they gradu		uates at	their	D	Distribution of student responses to: Which of t	he following	have you d	lone or do you	plan to do bo	efore you grad	duate?			
1e. Work with a faculty member on a research project	fresearch	LD	64	11	1e. Work with a faculty member on a research project	research	FY	8	32	20	40			
		UD	55				SR	18	12	55	14			
FSSE Item	Variable	Class	Yes %											
Percentage of faculty who participate in the foll 7-day week:	lowing activity	in a typ	ical											
6a. Working with undergraduates on research	fdresearch	LD	41											
		UD	51											
Culminating Senior Experience FSSE Item Percentage of faculty who think it is important	8	Class luates at	Very important or Important % their		SSE Item Distribution of student responses to: Which of t	Variable he following l	Class have you d	Done or in progress %	%	Do not plan to do % efore you gra a	Have not decided % duate?			
institution to do the following before they gradu		LD	77	11	16 Complete a relative time accident		EV	2	50	1.4	2			
 Complete a culminating senior experience (capstone course, senior project or thesis, 	fcapstone	LD UD	77 76		 Complete a culminating senior experience (capstone course, senior project or thesis, 	capstone	FY SR	2 37	50 24	14 26	34			
comprehensive exam, portfolio, etc.)		UD	76		comprehensive exam, portfolio, etc.)		SK .	37	24		13			
Service-Learning														
			All, Most, Some					All	Most	Some	None			
9. About how many of your undergraduate courses at	Variable	Class	%		(SSE Item	Variable	Class FY	0	5	52	42			
 About how many of your undergraduate courses at this institution have included a community-based 	fservcourse	LD UD	44 62		About how many of your courses at this institution have included a community-based project (service-	servcourse	SR	2	5 14	53 48	36			
project (service-learning)?		UD			learning)?		SK	2	14	40	30			
FSSE Item	Variable	Class	Very important or Important %											
Percentage of faculty who think it is important institution to do the following before they gradu	8	uates at	their											
1g. Participate in a community-based project (service-	fservice	LD	49											
learning) as part of a course		UD	51											



assignments

FSSE-NSSE Combined Report 2016

University of North Carolina at Pembroke

Additional Engagement Items

UD 78 29b. Speaking clearly and effectively fcgspeak LD 48 17b. Speaking clearly and effectively pgspeak FY UD 61 17c. Thinking critically and analytically fegthink LD 93 17c. Thinking critically and analytically pgthink FY UD 97 17c. Thinking critically and analytically pgthink FY 17c. Thinking clearly and effectively with others 17c. Thinking clearly and effect	Very much % at this institution 32 46 25 38 41 51 23 36 19 36 28	39 33 33 34 35 29 33 31	21 16 27 22 16 11 30 23	5 10 8 9 3 17
Percentage of faculty who reported substantially structuring their selected corrections of tatudents learn and develop in the following areas: 29a Writing clearly and effectively 1	32 46 25 38 41 51 23 36	% ion contribute 39 33 33 33 34 35 29 33 31	21 16 27 22 16 11 30 23	owledge,
Section so that students learn and develop in the following areas: 29a. Writing clearly and effectively 10b 78 29b. Speaking clearly and effectively 10c 78 29c. Thinking critically and analytically 29c. Thinking numerical and statistical information 29c. Analyzing numerical and statistical information 29c. Acquiring job- or work-related knowledge and fcgwork 29c. Acquiring job- or work-related knowledge and fcgwork 29c. Working effectively with others 29c. Eyeloping or clarifying a personal code of values and ethics 29c. Understanding people of other backgrounds fegdiverse 29c. Understanding people of other backgrounds fegdiverse 29c. Eyeloping complex real-world problems 29c. Solving complex real-world problems	32 46 25 38 41 51 23 36	39 33 33 34 35 29 33	21 16 27 22 16 11 11 30 23	1
29a. Writing clearly and effectively fegspeak LD 48 17b. Speaking clearly and effectively pgspeak FY UD 61 SR 29c. Thinking critically and analytically fegspeak LD 48 17b. Speaking clearly and effectively pgspeak FY UD 61 SR 29c. Thinking critically and analytically fegspeak LD 48 17b. Speaking clearly and effectively pgspeak FY SR 29c. Thinking critically and analytically pgthink FY FY FY FY FY FY FY 29d. Analyzing numerical and statistical information feganalyze LD 30 17d. Analyzing numerical and statistical information pganalyze FY FY 29e. Acquiring job- or work-related knowledge and skills UD 46 FY FY 29f. Working effectively with others fegothers LD 56 TY FY 29g. Developing or clarifying a personal code of values and ethics UD 58 and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 SR 29h. Understanding people of other backgrounds fegdiverse LD 58 TY 29h. Understanding people of other backgrounds fegdiverse LD 58 TY 29h. Understanding people of other backgrounds fegdiverse LD 58 TY 29h. Understanding people of other backgrounds fegdiverse LD 58 TY 29h. Understanding people of other backgrounds fegdiverse FY 29h. Solving complex real-world problems fegprobsolve LD 64 TY 29h. Being an informed and active citizen fegcitizen FY 29h. Being an informed and active citizen fegcitizen FY 29h. Being an informed and active citizen fegcitizen FY 29h. Being an informed and active citizen pgcitizen FY 29h. Solving complex real-world problems pgcitizen FY 29h. Solving	46 25 38 41 51 23 36 19	33 33 33 34 35 29 33	16 27 22 16 11 30 30 23	10 8 9 3 17
UD 78 Speaking clearly and effectively fcgspeak LD 48 17b. Speaking clearly and effectively pgspeak FY UD 61 SR 29e. Thinking critically and analytically fegthink LD 93 17c. Thinking critically and analytically pgthink FY 29d. Analyzing numerical and statistical information fcganalyze LD 30 UD 49 SR 29e. Acquiring job- or work-related knowledge and fcgwork LD 46 skills UD 66 skills SR 29f. Working effectively with others fcgothers LD 56 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values and ethics UD 58 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal code of values PY 29g. Developing or clarifying a personal	46 25 38 41 51 23 36 19	33 33 33 34 35 29 33	16 27 22 16 11 30 30 23	5 16 8 9 17 17 17 18 18 18 18 18 18 18 18 18 18 18 18 18
29b. Speaking clearly and effectively pegspeak LD uD 61 UD 61 UD 61 UD 61 SR 29c. Thinking critically and analytically fegthink LD 93 17c. Thinking critically and analytically pethink FY UD 97 SR 29d. Analyzing numerical and statistical information feganalyze LD 30 17d. Analyzing numerical and statistical information feganalyze LD 30 17d. Analyzing numerical and statistical information peganalyze FY SR 29c. Acquiring job- or work-related knowledge and skills UD 66 UD 66 Values and ethics UD 56 UD 58 Vand ethics	25 38 41 51 23 36 19	33 33 34 35 29 33	27 22 16 11 30 30 23	16 8 9 3 17
29c. Thinking critically and analytically fegthink LD 93 LTc. Thinking critically and analytically pgthink FY UD 97 SR 29d. Analyzing numerical and statistical information feganalyze LD 30 LD 46 LD 46 Skills SR 29e. Acquiring job- or work-related knowledge and skills UD 66 Skills SR 29f. Working effectively with others fegothers LD 56 LD 56 LD 56 LD 58 Analyzing presonal code of values and ethics UD 58 LD	38 41 51 23 36 19 36	33 34 35 29 33 31	22 16 11 30 30 23	8 9 3 17 9
29c. Thinking critically and analytically fegthink LD 93 UD 97 UD 97 UD 97 SR 29d. Analyzing numerical and statistical information feganalyze LD 30 UD 49 UD 49 29e. Acquiring job- or work-related knowledge and skills UD 66 skills SR 29f. Working effectively with others fegothers LD 56 UD 69 Developing or clarifying a personal code of values and ethics UD 58	41 51 23 36 19 36	34 35 29 33 31	16 11 30 30 23	9 3 17 9
29d. Analyzing numerical and statistical information feganalyze LD 30 17d. Analyzing numerical and statistical information pganalyze FY UD 49 29e. Acquiring job- or work-related knowledge and fegwork LD 46 17e. Acquiring job- or work-related knowledge and pgwork FY skills UD 66 17f. Working effectively with others fegothers LD 56 17f. Working effectively with others pgothers FY UD 69 29g. Developing or clarifying a personal code of values and ethics UD 58 17h. Understanding people of other backgrounds (cconomic, racial/ethnic, political, religious, nationality, etc.) 291. Understanding people of other backgrounds fegotiverse LD 58 17h. Understanding people of other backgrounds pgdiverse FY (cconomic, racial/ethnic, political, religious, nationality, etc.) 292. Solving complex real-world problems fegorobsolve LD 46 17i. Solving complex real-world problems pgprobsolve FY SR 293. Being an informed and active citizen fegotitizen LD 69 17j. Being an informed and active citizen pgcitizen FY SR 294. Course Engagement	51 23 36 19 36	35 29 33 31	11 30 32 32	3 17 9
29d. Analyzing numerical and statistical information feganalyze LD 30 UD 49 UD 49 29e. Acquiring job- or work-related knowledge and skills UD 66 Skills UD 66 29f. Working effectively with others fegothers LD 56 UD 69 29g. Developing or clarifying a personal code of values and ethics UD 58 UD 58 29h. Understanding people of other backgrounds (conomic, racial/ethnic, political, religious, nationality, etc.) 29g. Solving complex real-world problems fegothors LD 69 29g. Solving complex real-world problems fegotizen LD 69 20g. Being an informed and active citizen COUD 69 20g. Developing or clarifying a personal code of values and ethics UD 58 20g. Solving complex real-world problems fegotizen LD 69 20g. Solving complex real-world problems pagprobsolve FY 20g. Solving complex real-world	23 36 19 36	29 33 31	30 23	17 9
Second	36 19 36	33 31	23	Ģ
Acquiring job- or work-related knowledge and fegwork LD 46 kills 5R 29f. Working effectively with others fegothers LD 56 UD 69 29g. Developing or clarifying a personal code of values and ethics UD 58 29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) 29i. Solving complex real-world problems fegotizen LD 69 29j. Being an informed and active citizen fegotizen LD 63 20j. Being an informed and active citizen FY 20j. Course Engagement 20	19 36	31		
skills UD 66 skills SR 29f. Working effectively with others fcgothers LD 56 UD 69 29g. Developing or clarifying a personal code of values and ethics UD 58 UD 58 29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) 29i. Solving complex real-world problems fcgrobsolve LD 74 29j. Being an informed and active citizen fcgcitizen LD 63 29j. Being an informed and active citizen Fcgcitizen LD 63 20j. Course Engagement 20j. Working effectively with others pgothers FY Working effectively with others Pgothers FY Working effectively with others Pgothers FY Working effectively with others Pgothers FY Understanding people of other backgrounds pgulverse end ethics SR 17h. Understanding people of other backgrounds pgothers end ethics SR 17h. Understanding people of other backgrounds pgothers end ethics SR 17h. Understanding people of other backgrounds pgothers end ethics SR 17h. Understanding people of other backgrounds pgothers	36		35	15
29f. Working effectively with others Comparison of Comp		37		
Developing or clarifying a personal code of values and ethics LD 38 17g. Developing or clarifying a personal code of values and ethics SR	28		20	6
Developing or clarifying a personal code of values and ethics UD 58 UD 58 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) Solving complex real-world problems FY UD 74 Seling an informed and active citizen Course Engagement LD 38 17g. Developing or clarifying a personal code of values and ethics SR Understanding people of other backgrounds pgdiverse pgd		35	29	8
and ethics UD 58 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) UD 60 Solving complex real-world problems UD 74 UD 74 Seling an informed and active citizen UD 69 UD 74 UD 74 UD 74 UD 74 UD 74 UD 75 UD 74 UD 74 UD 74 UD 75 UD 74 UD 74 UD 75 UD 74 UD 74 UD 75 UD 75 UD 75 UD 75 UD 75 UD 76 UD 76 UD 76 UD 77 UD 63 UD 77 UD 63 UD 77 UD 63 UD 77 UD 63 UD 78 UD 63 UD 78 UD 63 UD 78 UD 63 UD 64 UD 65 UD 6	40	35	20	5
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) 29i. Solving complex real-world problems Fegrobsolve LD Go LD Holderstanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) Solving complex real-world problems FY UD Tolumerstanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) Solving complex real-world problems FY UD Tolumerstanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) SR SR SR SR 29j. Being an informed and active citizen FY UD Go 17j. Being an informed and active citizen FY Course Engagement Very important	26	30	30	14
(economic, racial/ethnic, political, religious, nationality, etc.) 29i. Solving complex real-world problems Engagement (economic, racial/ethnic, political, religious, nationality, etc.) Solving complex real-world problems FY UD FY Horitant FY UD FY UD FY UD FY Horitant FY UD FY Horitant FY Course Engagement	33	32	22	14
nationality, etc.) Solving complex real-world problems fcgprobsolve LD 46 17i. Solving complex real-world problems pgprobsolve FY UD 74 29j. Being an informed and active citizen Course Engagement Very important	30	28	32	10
UD 74 SR 29j. Being an informed and active citizen fcgcitizen LD 69 17j. Being an informed and active citizen pgcitizen FY UD 63 SR Course Engagement	36	33	21	10
29j. Being an informed and active citizen fcgcitizen LD 69 17j. Being an informed and active citizen pgcitizen FY UD 63 SR Course Engagement	22	31	30	16
UD 63 SR Course Engagement Very important	32	31	24	12
Course Engagement Very important	26	34	- 26	13
Very important	33	31	24	12
· 1				
	Very often %			Never
1.00E1feii				%
Percentage of faculty who reported that it is important that the typical student do Distribution of student responses to: About how often have you done the following in their selected course section:	ine jouowing a	auring ine cu	irrent school	ear?
	33	34	30	,
22a. Ask questions or contribute to course discussions faskquest LD 86 1a. Asked questions or contributed to course askquest FY in other ways UD 95 discussions in other ways SR	43			3
22b. Prepare two or more drafts of a paper or fdrafts LD 60 1b. Prepared two or more drafts of a paper or drafts FY	38			9
assignment before turning it in UD 66 assignment before turning it in SR	30			7
22c. Come to class having completed readings or fprepared LD 94 1c. Come to class without completing readings or unprepared FY	33	11		31

assignments

UD

36

11

SR



University of North Carolina at Pembroke

Additional Engagement Items (continued)

Faculty Responses

UD

6

Student Responses

Student Leadership													
FSSE Item	Variable	Class	Very important or Important %	NSS	E Itam	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have no decided %		
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:					NSSE Item Variable Class progress % % do % decided Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?								
Hold a formal leadership role in a student organization or group	fleader	LD UD	38 34	11b.	Hold a formal leadership role in a student organization or group	leader	FY SR	17 24	29 11	24 56	3		
Memorization													
FSSE Item	Variable	Class	Very much or Quite a bit %	NSS	E Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little		
Percentage of faculty whose coursework substantially emphasizes the following in					tribution of student responses to: How muc	h has your co	ursework e	emphasized the	e following d	uring the cur	rent		
their selected course section:	-			sch	ool year?	•		•	•	Ü			
27a. Memorizing course material	fmemorize	LD	29	4a.	Memorizing course material	memorize	FY	43	33	19	:		
		UD	31				SR	22	41	27	10		
Time Spent by Students													
P000 4	Variable	Class	16 or more hours %			Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours %		
FSSE Item Percentage of faculty who think the typical study					E Item tribution of student responses to: About hor								
spends 16 hours or more on each of the following				Dis	tribution of student responses to ribout no	r muny nours	uo you spe	ena in a typica	a r-uuy week	doing inc joi	ioning.		
20a. Preparing for class (studying, reading, writing,	ftmprep	LD	0	15a.	Preparing for class (studying, reading, writing,	tmprep	FY	20	42	30	7		
doing homework or lab work, analyzing data, rehearsing, and other academic activities)		UD	3		doing homework or lab work, analyzing data, rehearsing, and other academic activities)	r	SR	17	45	24	14		
20b. Participating in co-curricular activities	ftmcocurr	LD	6	15b.	Participating in co-curricular activities	tmcocurr	FY	66	24	7	3		
		UD	7				SR	82	11	5	2		
20c. Working for pay on campus	ftmworkon	LD	11	15c.	Working for pay on campus	tmworkon	FY	90	7	3	(
		UD	9				SR	79	9	6	(
20d. Working for pay off campus	ftmworkoff	LD	42	15d.	Working for pay off campus	tmworkoff	FY	80	8	6	5		
		UD	56				SR	51	9	10	30		
20e. Doing community service or volunteer work	ftmservice	LD	1	15e.	Doing community service or volunteer work	tmservice	FY	90	7	2	(
		UD	1				SR	80	16	3	1		
 Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends 	ftmrelax	LD	54	15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends	tmrelax	FY	23	51	18	8		
online, etc.)		UD	47		online, etc.)		SR	53	32	11			
20g. Providing care for dependents (children, parents,	ftmcare	LD	13	15g.	Providing care for dependents (children, parents,	tmcare	FY	86	9	3	3		
etc.)		UD	31		etc.)		SR	53	11	9	27		
20h. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	3	15h.	Commuting to campus (driving, walking, etc.)	tmcommute	FY	78	16	3	3		

IPEDS: 199281

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