

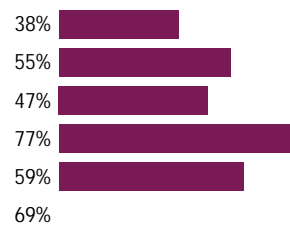
FSSE 2015 Snapshot

Loyola University Maryland

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, *course frequencies* and *FSSE-NSSE Combined* reports.

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your

Faculty Values for High-Impact Practice Participation



a. Percentage of faculty responding "Yes" to participation

These figures report the average weekly class preparation time your faculty *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the faculty's selected course sections.

These figures summarize the number of hours your faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.

Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.

Time Allocation

Student-Faculty Interaction

