




FSSE-NSSE
Combined Report 2014
Kenyon College

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.

- 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 at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- 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.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE Web sites.
- Item wording and variable names:** 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.
- 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, this column heading varies throughout the report.
- 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 2014

NSSEville State University

Academic Challenge

Higher-Order Learning

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Faculty Responses

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Student Responses

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	74	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		UD	69			SR	37	44	16	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	26	5
		UD	73			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	27	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

If the percent of faculty responding in the answer categories is 5 percentage points or higher than the percent of students responding in the answer categories, the faculty cell is shaded green; 5 percentage points or lower, the faculty cell is shaded orange.

Academic Challenge

Student Responses

Higher-Order Learning

NSSE Item	Variable	Class	Very much or Quite a bit %
Distribution of student responses to: How much has your coursework emphasized the following during the current school year?			
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	80
		SR	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	85
		SR	88
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	81
		SR	87
4e. Forming a new idea or understanding from various pieces of information	HOform	FY	85
		SR	87

Reflective & Integrative Learning

NSSE Item	Variable	Class	Very often or Often%
Distribution of student responses to: About how often have you done the following during the current school year?			
2a. Combined ideas from different courses when completing assignments	RIintegrate	FY	69
		SR	86
2b. Connected your learning to societal problems or issues	RSocietal	FY	68
		SR	80
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or	RIDiverse	FY	59
		SR	74
2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	74
		SR	79
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	73
		SR	83
2f. Learned something that changed the way you understand an issue or concept	RInewview	FY	81
		SR	84
2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	89
		SR	96

Faculty Responses

Very much or Quite a bit %	Class	Variable	FSSE Item
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:			
75	LD	fHOapply	Applying facts, theories, or methods to practical problems or new situations
70	UD		
95	LD	fHOanalyze	Analyzing an idea, experience, or line of reasoning in depth by examining its parts
86	UD		
65	LD	fHOevaluate	Evaluating a point of view, decision, or information source
71	UD		
83	LD	fHOform	Forming a new idea or understanding from various pieces of information
92	UD		

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:			
60	LD	fRIintegrate	Combine ideas from different courses when completing assignments
73	UD		
55	LD	fRSocietal	Connect his or her learning to societal problems or issues
51	UD		
53	LD	fRIDiverse	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or
57	UD		
88	LD	fRIownview	Examine the strengths and weaknesses of his or her own views on a topic or issue
81	UD		
69	LD	fRIperspect	Try to better understand someone else's views by imagining how an issue looks from his or her perspective
68	UD		
95	LD	fRInewview	Learn something that changes the way he or she understands an issue or concept
93	UD		
95	LD	fRIconnect	Connect ideas from your course to his or her prior experiences and knowledge
95	UD		

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Academic Challenge (continued)

Student Responses

Learning Strategies

NSSE Item	Variable	Class	Very often or Often %
Distribution of student responses to: About how often have you done the following during the current school year?			
9a. Identified key information from reading assignments	LSreading	FY	94
		SR	93
9b. Reviewed your notes after class	LSnotes	FY	42
		SR	50
9c. Summarized what you learned in class or from course materials	LSummary	FY	54
		SR	68

Quantitative Reasoning

NSSE Item	Variable	Class	Very often or Often %
Distribution of student responses to: About how often have you done the following during the current school year?			
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	44
		SR	51
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public	QRproblem	FY	31
		SR	45
6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	36
		SR	58

Additional Academic Challenge Items

NSSE Item	Variable	Class	High challenge %
10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	60
		SR	60

Note. Response options ranged from 1=Not at all to 7=Very much; Low challenge (1 or 2), Moderate challenge (3, 4, or 5), High challenge (6 or 7).

NSSE Item	Variable	Class	Very much or Quite a bit %
Distribution of student responses to: How much does your institution emphasize the following?			
14a. Spending significant amounts of time studying and on academic work	empstudy	FY	89
		SR	92

Faculty Responses

Very much or Quite a bit %	Class	Variable	FSSE Item
Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:			
65	LD	fLSreading	Identify key information from reading assignments
67	UD		
30	LD	fLSnotes	Review notes after class
35	UD		
48	LD	fLSummary	Summarize what has been learned from class or from course materials
36	UD		

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:			
59	LD	fQRconclude	Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)
53	UD		
33	LD	fQRproblem	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public
35	UD		problem or issue (unemployment, climate change, public
49	LD	fQRevaluate	Evaluate what others have concluded from numerical information
42	UD		

Very much or Quite a bit %	Class	Variable	FSSE Item
75	LD	fchallenge	In your selected course section, to what extent do you think the typical student does his or her best work?
81	UD		

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who reported that it is important that their institution increase its emphasis on the following:			
62	LD	fempstudy	Students spending significant amounts of time studying and on academic work
64	UD		

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Learning with Peers

Student Responses

Faculty Responses

Collaborative Learning

NSSE Item	Variable	Class	Very often or Often%
Distribution of student responses to: About how often have you done the following during the current school year?			
1e. Asked another student to help you understand course material	CLaskhelp	FY	52
		SR	50
1f. Explained course material to one or more students	CLexplain	FY	53
		SR	66
1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	56
		SR	63
1h. Worked with other students on course projects or assignments	CLproject	FY	46
		SR	61

Very much or Quite a bit %	Class	Variable	FSSE Item
Percentage of faculty who substantially encourage students to do the following in their selected course section:			
63	LD	fCLaskhelp	Ask other students for help understanding course material
58	UD		
48	LD	fCLexplain	Explain course material to other students
47	UD		
51	LD	fCLstudy	Prepare for exams by discussing or working through course material with other students
49	UD		
50	LD	fCLproject	Work with other students on course projects or assignments
51	UD		

Discussions with Diverse Others

NSSE Item	Variable	Class	Very often or Often%
Distribution of student responses to: About how often have you had discussions with people from the following groups during the current school year?			
8a. People of a race or ethnicity other than your own	DDrace	FY	86
		SR	74
8b. People from an economic background other than your own	DDeconomic	FY	85
		SR	81
8c. People with religious beliefs other than your own	DDreligion	FY	81
		SR	78
8d. People with political views other than your own	DDpolitical	FY	58
		SR	56

Very much or Quite a bit %	Class	Variable	FSSE Item
Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section:			
18	LD	fDDrace	People of a race or ethnicity other than their own
35	UD		
13	LD	fDDeconomic	People from an economic background other than their own
35	UD		
19	LD	fDDreligion	People with religious beliefs other than their own
38	UD		
22	LD	fDDpolitical	People with political views other than their own
21	UD		

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Experiences with Faculty

Student Responses

Faculty Responses

Student-Faculty Interaction

NSSE Item	Variable	Class	Very often or Often%
Distribution of student responses to: <i>About how often you have done the following during the current school year?</i>			
3a. Talked about career plans with a faculty member	SFcareer	FY	19
		SR	49
3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	12
		SR	32
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	37
		SR	56
3d. Discussed your academic performance with a faculty member	SFperform	FY	29
		SR	33

Very often or Often %	Class	Variable	FSSE Item
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:			
63	LD	fSFcareer	Talked about their career plans
74	UD		
30	LD	fSFotherwork	Worked on activities other than coursework (committees, student groups, etc.)
43	UD		
78	LD	fSFdiscuss	Discussed course topics, ideas, or concepts outside of class
84	UD		
73	LD	fSFperform	Discussed their academic performance
66	UD		

Effective Teaching Practices

NSSE Item	Variable	Class	Very much or Quite a bit%
Distribution of student responses to: <i>To what extent have your instructors done the following during the current school year?</i>			
5a. Clearly explained course goals and requirements	ETgoals	FY	88
		SR	92
5b. Taught course sessions in an organized way	ETorganize	FY	94
		SR	90
5c. Used examples or illustrations to explain difficult points	ETexample	FY	92
		SR	92
5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	64
		SR	79
5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	75
		SR	86

Very much or Quite a bit %	Class	Variable	FSSE Item
Percentage of faculty who substantially do the following in their undergraduate courses:			
88	LD	fETgoals	Clearly explain course goals and requirements
89	UD		
95	LD	fETorganize	Teach course sessions in an organized way
95	UD		
100	LD	fETexample	Use examples or illustrations to explain difficult points
100	UD		
63	LD	fETdraftfb	Provide feedback to students on drafts or works in progress
73	UD		
83	LD	fETfeedback	Provide prompt and detailed feedback on tests or completed assignments
93	UD		

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Campus Environment

Student Responses

Faculty Responses

Quality of Interactions

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>High ratings %</i>
Distribution of student responses to: Indicate the quality of your interactions with the following people at your institution.			
13a. Students	QIstudent	FY	76
		SR	78
13b. Academic advisors	QIadvisor	FY	58
		SR	71
13c. Faculty	QIfaculty	FY	72
		SR	78
13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	53
		SR	46
13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	49
		SR	37

<i>High ratings %</i>	<i>Class</i>	<i>Variable</i>	<i>FSSE Item</i>
Faculty perceptions of the quality of student interactions with the following people at their institution:			
69	LD	fQIstudent	Other students
77	UD		
38	LD	fQIadvisor	Academic advisors
36	UD		
58	LD	fQIfaculty	Faculty
70	UD		
24	LD	fQIstaff	Student services staff (career services, student activities, housing, etc.)
18	UD		
3	LD	fQIadmin	Other administrative staff and offices (registrar, financial aid, etc.)
14	UD		

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

<i>NSSE Item</i>	<i>Variable</i>	<i>Class</i>	<i>Very much or Quite a bit%</i>
Distribution of student responses to: How much does your institution emphasize the following?			
14b. Providing support to help students succeed academically	SEacademic	FY	86
		SR	82
14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	83
		SR	78
14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	61
		SR	49
14e. Providing opportunities to be involved socially	SEsocial	FY	84
		SR	79
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	85
		SR	82
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	47
		SR	30
14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	72
		SR	71
14i. Attending events that address important social, economic, or political issues	SEevents	FY	76
		SR	77

<i>Very important or Important %</i>	<i>Class</i>	<i>Variable</i>	<i>FSSE Item</i>
Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following:			
65	LD	fSEacademic	Providing support to help students succeed academically
67	UD		
62	LD	fSElearnsup	Students using learning support services (tutoring services, writing center, etc.)
58	UD		
75	LD	fSEdiverse	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
70	UD		
34	LD	fSEsocial	Providing opportunities for students to be involved socially
36	UD		
63	LD	fSEwellness	Providing support for students' overall well-being (recreation, health care, counseling, etc.)
64	UD		
49	LD	fSEnonacad	Helping students manage their non-academic responsibilities (work, family, etc.)
41	UD		
32	LD	fSEactivities	Students attending campus activities and events (performing arts, athletic events, etc.)
32	UD		
50	LD	fSEevents	Students attending events that address important social, economic, or political issues
36	UD		

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High Impact Practices

Student Responses

Faculty Responses

Internship

NSSE Item	Variable	Class	Done or in progress or plan to do%
Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?			
11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	90
		SR	80

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
54	LD	fintern	Participate in an internship, co-op, field experience, student teaching, or clinical placement
59	UD		

Yes %	Class	Variable	FSSE Item
Percentage of faculty who participate in the following activity in a typical 7-day week:			
2	LD	fdintern	Supervising undergraduate internships or other field experiences
20	UD		

Learning Community

NSSE Item	Variable	Class	Done or in progress or Plan to do%
Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?			
11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	25
		SR	19

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
24	LD	flearncom	Participate in a learning community or some other formal program where groups of students take two or more classes together
25	UD		

Study Abroad

NSSE Item	Variable	Class	Done or in progress or Plan to do%
Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?			
11d. Participate in a study abroad program	abroad	FY	63
		SR	54

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
58	LD	fabroad	Participate in a study abroad program
53	UD		

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High Impact Practices (continued)

Student Responses

Faculty Responses

Undergraduate Research

NSSE Item	Variable	Class	Done or in progress or Plan to do%
Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?			
11e. Work with a faculty member on a research project	research	FY	56
		SR	58

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
68	LD	fresearch	Work with a faculty member on a research project
57	UD		
Yes %	Class	Variable	FSSE Item
Percentage of faculty who participate in the following activity in a typical			
53	LD	fdresearch	Working with undergraduates on research
55	UD		

Culminating Senior Experience

NSSE Item	Variable	Class	Done or in progress or Plan to do%
Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?			
11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	91
		SR	99

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
97	LD	fcapstone	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
75	UD		

Service-Learning

NSSE Item	Variable	Class	All, Most, Some%
12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	23
		SR	36

All, Most, Some %	Class	Variable	FSSE Item
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
44	LD	fservcourse	About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?
43	UD		
Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
29	LD	fservice	Participate in a community-based project (service-learning) as part of a course
30	UD		

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Additional Engagement Items

Student Responses

Faculty Course Goals and Student-Perceived Gains

NSSE Item	Variable	Class	Very much or Quite a bit %
Distribution of student responses to: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?			
17a. Writing clearly and effectively	pgwrite	FY	76
		SR	97
17b. Speaking clearly and effectively	pgspeak	FY	50
		SR	87
17c. Thinking critically and analytically	pgthink	FY	86
		SR	98
17d. Analyzing numerical and statistical information	pganalyze	FY	43
		SR	58
17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	36
		SR	41
17f. Working effectively with others	pgothers	FY	52
		SR	81
17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	56
		SR	68
17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	49
		SR	70
17i. Solving complex real-world problems	pgprobsolve	FY	48
		SR	62
17j. Being an informed and active citizen	pgcitizen	FY	59
		SR	71

Faculty Responses

Very much or Quite a bit %	Class	Variable	FSSE Item
Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:			
68	LD	fcgwrite	Writing clearly and effectively
70	UD		
58	LD	fcgspeak	Speaking clearly and effectively
65	UD		
95	LD	fcgthink	Thinking critically and analytically
98	UD		
33	LD	fcganalyze	Analyzing numerical and statistical information
33	UD		
20	LD	fcgwork	Acquiring job- or work-related knowledge and skills
33	UD		
50	LD	fcgothers	Working effectively with others
50	UD		
23	LD	fcgvalues	Developing or clarifying a personal code of values and ethics
21	UD		
36	LD	fcgdiverse	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
33	UD		
36	LD	fcgprobsolve	Solving complex real-world problems
47	UD		
38	LD	fcgcitizen	Being an informed and active citizen
40	UD		

Course Engagement

NSSE Item	Variable	Class	Very often or Often %
Distribution of student responses to: About how often have you done the following during the current			
1a. Asked questions or contributed to course discussions in other ways	askquest	FY	82
		SR	92
1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	28
		SR	40
1c. Come to class without completing readings or assignments	unprepared	FY	14
		SR	23

Very important or Important %	Class	Variable	FSSE Item
Percentage of faculty who reported that it is important that the typical student do the following			
100	LD	faskquest	Ask questions or contribute to course discussions in other ways
98	UD		
50	LD	fdrafts	Prepare two or more drafts of a paper or assignment before turning it in
64	UD		
97	LD	fprepared	Come to class having completed readings or assignments
98	UD		

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Additional Engagement Items (continued)

Student Responses				Faculty Responses			
Student Leadership							
NSSE Item	Variable	Class	Done or in progress of Plan to do%	Very important or Important %	Class	Variable	FSSE Item
Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?				Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:			
11b. Hold a formal leadership role in a student organization or group	leader	FY	60	34	LD	fleader	Hold a formal leadership role in a student organization or group
		SR	76	21	UD		
Memorization							
NSSE Item	Variable	Class	Very much or Quite a bit %	Very much or Quite a bit %	Class	Variable	FSSE Item
Distribution of student responses to: How much has your coursework emphasized the following during the current school year?				Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:			
4a. Memorizing course material	memorize	FY	56	21	LD	fmemorize	Memorizing course material
		SR	37	19	UD		
Time Spent by Students							
NSSE Item	Variable	Class	16 or more hours %	16 or more hours %	Class	Variable	FSSE Item
Distribution of student responses to: About how many hours do you spend in a typical 7-day week doing the following?				Percentage of faculty who think the typical student in their selected course section spends 16 hours or more on each of the following in an average 7-day week:			
15b. Participating in co-curricular activities	tmcocurr	FY	21	7	LD	ftmcocurr	Participating in co-curricular activities
		SR	27	17	UD		
15c. Working for pay on campus	tmworkon	FY	1	0	LD	ftmworkon	Working for pay on campus
		SR	2	2	UD		
15d. Working for pay off campus	tmworkoff	FY	1	0	LD	ftmworkoff	Working for pay off campus
		SR	0	2	UD		
15e. Doing community service or volunteer work	tmservice	FY	0	0	LD	ftmservice	Doing community service or volunteer work
		SR	0	0	UD		
15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online,	tmrelax	FY	41	39	LD	ftmrelax	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online,
15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	1	40	UD	ftmcare	Providing care for dependents (children, parents, etc.)
		SR	0	0	UD		
15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	1	0	LD	ftmcommute	Commuting to campus (driving, walking, etc.)
		SR	1	0	UD		

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