



Department of Institutional Research and Assessment

NSSE 2013 & 2014 - School of Pharmacy

May 2016

Your suggestions and comments are welcomed. For questions or additional queries do not hesitate to contact us by email :
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NSSE 2013 & 2014 - School of Pharmacy

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I. NSSE - Items Results for School of Pharmacy - First-Year Students

| | | | 2013 | | | | 2014 | | | |
|--|--------------|------------|--------------------|-------------|------|------|-----------|--------------------|-------|-----|
| | | | School of Pharmacy | | LAU | Mean | Mean | School of Pharmacy | | LAU |
| | | | Count | % | Mean | | | Mean | Count | % |
| 1. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Asked questions or contributed to course discussions in other ways | 1 | Never | 0 | 0% | 3.1 | 2.9 | 1 | 2% | 2.8 | 2.9 |
| | 2 | Sometimes | 9 | 24% | | | 17 | 35% | | |
| | 3 | Often | 16 | 43% | | | 23 | 47% | | |
| | 4 | Very often | 12 | 32% | | | 8 | 16% | | |
| | Total | | 37 | 100% | | | 49 | 100% | | |
| b. Prepared two or more drafts of a paper or assignment before turning it in | 1 | Never | 5 | 14% | 2.6 | 2.5 | 3 | 6% | 2.8 | 2.6 |
| | 2 | Sometimes | 16 | 43% | | | 19 | 39% | | |
| | 3 | Often | 6 | 16% | | | 12 | 24% | | |
| | 4 | Very often | 10 | 27% | | | 15 | 31% | | |
| | Total | | 37 | 100% | | | 49 | 100% | | |
| c. Come to class without completing readings or assignments | 1 | Never | 17 | 46% | 1.6 | 3.2 | 29 | 59% | 1.6 | 3.2 |
| | 2 | Sometimes | 19 | 51% | | | 15 | 31% | | |
| | 3 | Often | 1 | 3% | | | 3 | 6% | | |
| | 4 | Very often | 0 | 0% | | | 2 | 4% | | |
| | Total | | 37 | 100% | | | 49 | 100% | | |
| d. Attended an art exhibit, play or other arts performance (dance, music, etc.) | 1 | Never | 16 | 44% | 1.6 | 1.8 | 25 | 51% | 1.6 | 1.8 |
| | 2 | Sometimes | 19 | 53% | | | 18 | 37% | | |
| | 3 | Often | 0 | 0% | | | 5 | 10% | | |
| | 4 | Very often | 1 | 3% | | | 1 | 2% | | |
| | Total | | 36 | 100% | | | 49 | 100% | | |
| e. Asked another student to help you understand course material | 1 | Never | 8 | 22% | 2.0 | 2.2 | 10 | 21% | 2.3 | 2.2 |
| | 2 | Sometimes | 21 | 57% | | | 22 | 46% | | |
| | 3 | Often | 7 | 19% | | | 9 | 19% | | |
| | 4 | Very often | 1 | 3% | | | 7 | 15% | | |
| | Total | | 37 | 100% | | | 48 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|--------------|------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| f. Explained course material to one or more students | 1 | Never | 2 | 6% | | | 1 | 2% | | |
| | 2 | Sometimes | 15 | 42% | | | 19 | 39% | | |
| | 3 | Often | 12 | 33% | 2.7 | 2.8 | 18 | 37% | 2.8 | 2.8 |
| | 4 | Very often | 7 | 19% | | | 11 | 22% | | |
| | Total | | 36 | 100% | | | 49 | 100% | | |
| g. Prepared for exams by discussing or working through course material with other students | 1 | Never | 5 | 14% | | | 8 | 16% | | |
| | 2 | Sometimes | 14 | 38% | | | 21 | 43% | | |
| | 3 | Often | 11 | 30% | 2.5 | 2.6 | 11 | 22% | 2.4 | 2.5 |
| | 4 | Very often | 7 | 19% | | | 9 | 18% | | |
| | Total | | 37 | 100% | | | 49 | 100% | | |
| h. Worked with other students on course projects or assignments | 1 | Never | 9 | 24% | | | 6 | 13% | | |
| | 2 | Sometimes | 16 | 43% | | | 22 | 46% | | |
| | 3 | Often | 8 | 22% | 2.2 | 2.6 | 12 | 25% | 2.5 | 2.6 |
| | 4 | Very often | 4 | 11% | | | 8 | 17% | | |
| | Total | | 37 | 100% | | | 48 | 100% | | |
| i. Gave a course presentation | 1 | Never | 17 | 47% | | | 17 | 35% | | |
| | 2 | Sometimes | 17 | 47% | | | 21 | 43% | | |
| | 3 | Often | 1 | 3% | 1.6 | 2.1 | 7 | 14% | 2.0 | 2.0 |
| | 4 | Very often | 1 | 3% | | | 4 | 8% | | |
| | Total | | 36 | 100% | | | 49 | 100% | | |
| 2. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Combined ideas from different courses when completing assignments | 1 | Never | 4 | 11% | | | 6 | 13% | | |
| | 2 | Sometimes | 14 | 39% | | | 17 | 35% | | |
| | 3 | Often | 14 | 39% | 2.5 | 2.7 | 14 | 29% | 2.6 | 2.7 |
| | 4 | Very often | 4 | 11% | | | 11 | 23% | | |
| | Total | | 36 | 100% | | | 48 | 100% | | |
| b. Connected your learning to societal problems or issues | 1 | Never | 0 | 0% | | | 5 | 10% | | |
| | 2 | Sometimes | 14 | 39% | | | 14 | 29% | | |
| | 3 | Often | 18 | 50% | 2.7 | 2.7 | 15 | 31% | 2.8 | 2.7 |
| | 4 | Very often | 4 | 11% | | | 14 | 29% | | |
| | Total | | 36 | 100% | | | 48 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|---|--------------|------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 1 | Never | 13 | 36% | | | 11 | 23% | | |
| | 2 | Sometimes | 11 | 31% | | | 17 | 36% | | |
| | 3 | Often | 7 | 19% | 2.1 | 2.1 | 9 | 19% | 2.4 | 2.2 |
| | 4 | Very often | 5 | 14% | | | 10 | 21% | | |
| | Total | | 36 | 100% | | | 47 | 100% | | |
| d. Examined the strengths and weaknesses of your own views on a topic or issue | 1 | Never | 3 | 9% | | | 3 | 6% | | |
| | 2 | Sometimes | 11 | 31% | | | 16 | 34% | | |
| | 3 | Often | 16 | 46% | 2.7 | 2.7 | 20 | 43% | 2.7 | 2.7 |
| | 4 | Very often | 5 | 14% | | | 8 | 17% | | |
| | Total | | 35 | 100% | | | 47 | 100% | | |
| e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 1 | Never | 0 | 0% | | | 2 | 4% | | |
| | 2 | Sometimes | 8 | 23% | | | 17 | 35% | | |
| | 3 | Often | 13 | 37% | 3.2 | 2.9 | 14 | 29% | 2.9 | 2.9 |
| | 4 | Very often | 14 | 40% | | | 15 | 31% | | |
| | Total | | 35 | 100% | | | 48 | 100% | | |
| f. Learned something that changed the way you understand an issue or concept | 1 | Never | 1 | 3% | | | 0 | 0% | | |
| | 2 | Sometimes | 17 | 47% | | | 18 | 38% | | |
| | 3 | Often | 11 | 31% | 2.7 | 2.8 | 19 | 40% | 2.9 | 2.9 |
| | 4 | Very often | 7 | 19% | | | 11 | 23% | | |
| | Total | | 36 | 100% | | | 48 | 100% | | |
| g. Connected ideas from your courses to your prior experiences and knowledge | 1 | Never | 0 | 0% | | | 0 | 0% | | |
| | 2 | Sometimes | 8 | 22% | | | 16 | 33% | | |
| | 3 | Often | 17 | 47% | 3.2 | 3.1 | 14 | 29% | 2.8 | 3.1 |
| | 4 | Very often | 11 | 31% | | | 18 | 38% | | |
| | Total | | 36 | 100% | | | 48 | 100% | | |
| 3. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Talked about career plans with a faculty member | 1 | Never | 16 | 44% | | | 20 | 42% | | |
| | 2 | Sometimes | 14 | 39% | | | 12 | 25% | | |
| | 3 | Often | 5 | 14% | 1.8 | 2.0 | 11 | 23% | 2.0 | 2.1 |
| | 4 | Very often | 1 | 3% | | | 5 | 10% | | |
| | Total | | 36 | 100% | | | 48 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|--------------|-------------|--------------------|-------------|------|------|--------------------|-------------|------|------|
| | | | School of Pharmacy | | | LAU | School of Pharmacy | | | LAU |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | 1 | Never | 28 | 80% | | | 35 | 74% | | |
| | 2 | Sometimes | 6 | 17% | | | 4 | 9% | | |
| | 3 | Often | 1 | 3% | 1.2 | 1.6 | 6 | 13% | 1.5 | 1.7 |
| | 4 | Very often | 0 | 0% | | | 2 | 4% | | |
| | Total | | 35 | 100% | | | 47 | 100% | | |
| c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 1 | Never | 10 | 28% | | | 16 | 34% | | |
| | 2 | Sometimes | 16 | 44% | | | 16 | 34% | | |
| | 3 | Often | 6 | 17% | 2.1 | 2.1 | 6 | 13% | 2.2 | 2.1 |
| | 4 | Very often | 4 | 11% | | | 9 | 19% | | |
| | Total | | 36 | 100% | | | 47 | 100% | | |
| d. Discussed your academic performance with a faculty member | 1 | Never | 9 | 25% | | | 7 | 15% | | |
| | 2 | Sometimes | 19 | 53% | | | 24 | 51% | | |
| | 3 | Often | 7 | 19% | 2.0 | 2.2 | 10 | 21% | 2.3 | 2.2 |
| | 4 | Very often | 1 | 3% | | | 6 | 13% | | |
| | Total | | 36 | 100% | | | 47 | 100% | | |
| 4. During the current school year, how much has your coursework emphasized the following? | | | | | | | | | | |
| a. Memorizing course material | 1 | Very little | 0 | 0% | | | 0 | 0% | | |
| | 2 | Some | 1 | 3% | | | 6 | 13% | | |
| | 3 | Quite a bit | 11 | 32% | 3.6 | 3.0 | 6 | 13% | 3.6 | 3.1 |
| | 4 | Very much | 22 | 65% | | | 34 | 74% | | |
| | Total | | 34 | 100% | | | 46 | 100% | | |
| b. Applying facts, theories, or methods to practical problems or new situations | 1 | Very little | 3 | 9% | | | 1 | 2% | | |
| | 2 | Some | 8 | 24% | | | 8 | 18% | | |
| | 3 | Quite a bit | 13 | 38% | 2.9 | 3.0 | 17 | 38% | 3.2 | 3.1 |
| | 4 | Very much | 10 | 29% | | | 19 | 42% | | |
| | Total | | 34 | 100% | | | 45 | 100% | | |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 1 | Very little | 2 | 6% | | | 1 | 2% | | |
| | 2 | Some | 6 | 18% | | | 12 | 27% | | |
| | 3 | Quite a bit | 14 | 41% | 3.1 | 3.0 | 14 | 31% | 3.1 | 3.0 |
| | 4 | Very much | 12 | 35% | | | 18 | 40% | | |
| | Total | | 34 | 100% | | | 45 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|--------------|-------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| d. Evaluating a point of view, decision, or information source | 1 | Very little | 7 | 21% | 2.7 | 2.9 | 2 | 4% | 3.0 | 2.9 |
| | 2 | Some | 5 | 15% | | | 11 | 24% | | |
| | 3 | Quite a bit | 13 | 38% | | | 15 | 33% | | |
| | 4 | Very much | 9 | 26% | | | 17 | 38% | | |
| | Total | | 34 | 100% | | | 45 | 100% | | |
| e. Forming a new idea or understanding from various pieces of information | 1 | Very little | 4 | 12% | 2.8 | 2.9 | 2 | 4% | 3.1 | 3.0 |
| | 2 | Some | 7 | 21% | | | 8 | 18% | | |
| | 3 | Quite a bit | 15 | 44% | | | 19 | 42% | | |
| | 4 | Very much | 8 | 24% | | | 16 | 36% | | |
| | Total | | 34 | 100% | | | 45 | 100% | | |
| 5. During the current school year, to what extent have your instructors done the following? | | | | | | | | | | |
| a. Clearly explained course goals and requirements | 1 | Very little | 1 | 3% | 3.3 | 3.3 | 0 | 0% | 3.5 | 3.3 |
| | 2 | Some | 8 | 22% | | | 3 | 0% | | |
| | 3 | Quite a bit | 7 | 19% | | | 17 | 53% | | |
| | 4 | Very much | 20 | 56% | | | 26 | 47% | | |
| | Total | | 36 | 100% | | | 46 | 100% | | |
| b. Taught course sessions in an organized way | 1 | Very little | 0 | 0% | 3.6 | 3.3 | 0 | 0% | 3.4 | 3.3 |
| | 2 | Some | 2 | 6% | | | 6 | 20% | | |
| | 3 | Quite a bit | 12 | 33% | | | 14 | 27% | | |
| | 4 | Very much | 22 | 61% | | | 27 | 53% | | |
| | Total | | 36 | 100% | | | 47 | 100% | | |
| c. Used examples or illustrations to explain difficult points | 1 | Very little | 0 | 0% | 3.5 | 3.4 | 0 | 0% | 3.5 | 3.4 |
| | 2 | Some | 3 | 8% | | | 6 | 7% | | |
| | 3 | Quite a bit | 13 | 36% | | | 14 | 40% | | |
| | 4 | Very much | 20 | 56% | | | 27 | 53% | | |
| | Total | | 36 | 100% | | | 47 | 100% | | |
| d. Provided feedback on a draft or work in progress | 1 | Very little | 4 | 11% | 2.7 | 2.8 | 0 | 13% | 3.0 | 2.9 |
| | 2 | Some | 8 | 23% | | | 5 | 13% | | |
| | 3 | Quite a bit | 18 | 51% | | | 13 | 60% | | |
| | 4 | Very much | 5 | 14% | | | 29 | 13% | | |
| | Total | | 35 | 100% | | | 47 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|--------------|-------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| e. Provided prompt and detailed feedback on tests or completed assignments | 1 | Very little | 5 | 14% | | | 3 | 20% | | |
| | 2 | Some | 11 | 31% | | | 12 | 27% | | |
| | 3 | Quite a bit | 13 | 36% | 2.6 | 2.7 | 13 | 33% | 3.0 | 2.8 |
| | 4 | Very much | 7 | 19% | | | 19 | 20% | | |
| | Total | | 36 | 100% | | | 47 | 100% | | |
| 6. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 1 | Never | 6 | 17% | | | 8 | 17% | | |
| | 2 | Sometimes | 11 | 31% | | | 19 | 40% | | |
| | 3 | Often | 13 | 37% | 2.5 | 2.5 | 9 | 19% | 2.5 | 2.6 |
| | 4 | Very often | 5 | 14% | | | 11 | 23% | | |
| | Total | | 35 | 100% | | | 47 | 100% | | |
| b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 1 | Never | 7 | 19% | | | 11 | 23% | | |
| | 2 | Sometimes | 18 | 50% | | | 14 | 30% | | |
| | 3 | Often | 9 | 25% | 2.2 | 2.2 | 11 | 23% | 2.5 | 2.3 |
| | 4 | Very often | 2 | 6% | | | 11 | 23% | | |
| | Total | | 36 | 100% | | | 47 | 100% | | |
| c. Evaluated what others have concluded from numerical information | 1 | Never | 7 | 20% | | | 12 | 27% | | |
| | 2 | Sometimes | 14 | 40% | | | 17 | 38% | | |
| | 3 | Often | 12 | 34% | 2.3 | 2.1 | 7 | 16% | 2.3 | 2.2 |
| | 4 | Very often | 2 | 6% | | | 9 | 20% | | |
| | Total | | 35 | 100% | | | 45 | 100% | | |

| | | 2013 | | | | 2014 | | | |
|---|-----|--------------------|-----------|-------------|--------------------|-----------|-------------|------|------|
| | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) | | | | | | | | | |
| a. Up to 5 pages | 0 | None | 1 | 4% | | 4 | 11% | | |
| | 1.5 | 1-2 | 6 | 22% | | 8 | 22% | | |
| | 4 | 3-5 | 5 | 19% | | 11 | 31% | | |
| | 8 | 6-10 | 6 | 22% | 3.7 | 5 | 14% | 3.3 | 5.4 |
| | 13 | 11-15 | 6 | 22% | | 4 | 11% | | |
| | 18 | 16-20 | 2 | 7% | | 1 | 3% | | |
| | 23 | More than 20 | 1 | 4% | | 3 | 8% | | |
| | | Total | 27 | 100% | | 36 | 100% | | |
| b. Between 6 and 10 pages | 0 | None | 6 | 21% | | 11 | 30% | | |
| | 1.5 | 1-2 | 6 | 21% | | 15 | 41% | | |
| | 4 | 3-5 | 6 | 21% | | 5 | 14% | | |
| | 8 | 6-10 | 7 | 25% | 2.9 | 3 | 8% | 2.2 | 3.5 |
| | 13 | 11-15 | 2 | 7% | | 3 | 8% | | |
| | 18 | 16-20 | 1 | 4% | | 0 | 0% | | |
| | 23 | More than 20 | 0 | 0% | | 0 | 0% | | |
| | | Total | 28 | 100% | | 37 | 100% | | |
| c. 11 pages or more | 0 | None | 13 | 43% | | 20 | 54% | | |
| | 1.5 | 1-2 | 6 | 20% | | 11 | 30% | | |
| | 4 | 3-5 | 6 | 20% | | 3 | 8% | | |
| | 8 | 6-10 | 1 | 3% | 2.4 | 0 | 0% | 1.9 | 2.5 |
| | 13 | 11-15 | 1 | 3% | | 1 | 3% | | |
| | 18 | 16-20 | 2 | 7% | | 1 | 3% | | |
| | 23 | More than 20 | 1 | 3% | | 1 | 3% | | |
| | | Total | 30 | 100% | | 37 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|---|---|--------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| 8. During the current school year, about how often have you had discussions with people from the following groups? | | | | | | | | | | |
| a. People of a race or ethnicity other than your own | 1 | Never | 5 | 16% | 2.7 | 2.8 | 3 | 8% | 3.1 | 2.9 |
| | 2 | Sometimes | 12 | 38% | | | 8 | 20% | | |
| | 3 | Often | 4 | 13% | | | 11 | 28% | | |
| | 4 | Very often | 11 | 34% | | | 18 | 45% | | |
| | | Total | 32 | 100% | | | 40 | 100% | | |
| b. People from an economic background other than your own | 1 | Never | 2 | 6% | 3.0 | 3.1 | 2 | 5% | 3.2 | 3.2 |
| | 2 | Sometimes | 9 | 28% | | | 6 | 15% | | |
| | 3 | Often | 8 | 25% | | | 14 | 35% | | |
| | 4 | Very often | 13 | 41% | | | 18 | 45% | | |
| | | Total | 32 | 100% | | | 40 | 100% | | |
| c. People with religious beliefs other than your own | 1 | Never | 2 | 6% | 3.1 | 3.2 | 3 | 8% | 3.3 | 3.3 |
| | 2 | Sometimes | 6 | 19% | | | 5 | 13% | | |
| | 3 | Often | 10 | 31% | | | 11 | 28% | | |
| | 4 | Very often | 14 | 44% | | | 21 | 53% | | |
| | | Total | 32 | 100% | | | 40 | 100% | | |
| d. People with political views other than your own | 1 | Never | 6 | 19% | 2.9 | 3.1 | 3 | 8% | 3.2 | 3.1 |
| | 2 | Sometimes | 6 | 19% | | | 5 | 13% | | |
| | 3 | Often | 6 | 19% | | | 11 | 28% | | |
| | 4 | Very often | 14 | 44% | | | 20 | 51% | | |
| | | Total | 32 | 100% | | | 39 | 100% | | |
| 9. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Identified key information from reading assignments | 1 | Never | 1 | 3% | 2.8 | 2.9 | 0 | 0% | 3.2 | 3.0 |
| | 2 | Sometimes | 8 | 25% | | | 8 | 20% | | |
| | 3 | Often | 18 | 56% | | | 16 | 40% | | |
| | 4 | Very often | 5 | 16% | | | 16 | 40% | | |
| | | Total | 32 | 100% | | | 40 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|---------------------|------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| b. Reviewed your notes after class | 1 | Never | 1 | 3% | | | 0 | 0% | | |
| | 2 | Sometimes | 9 | 28% | | | 10 | 25% | | |
| | 3 | Often | 10 | 31% | 3.0 | 3.0 | 12 | 30% | 3.2 | 3.0 |
| | 4 | Very often | 12 | 38% | | | 18 | 45% | | |
| | Total | | 32 | 100% | | | 40 | 100% | | |
| c. Summarized what you learned in class or from course materials | 1 | Never | 1 | 3% | | | 1 | 3% | | |
| | 2 | Sometimes | 9 | 29% | | | 7 | 18% | | |
| | 3 | Often | 7 | 23% | 3.1 | 2.9 | 10 | 25% | 3.3 | 3.1 |
| | 4 | Very often | 14 | 45% | | | 22 | 55% | | |
| | Total | | 31 | 100% | | | 40 | 100% | | |
| 10. During the current school year, to what extent have your courses challenged you to do your best work? | | | | | | | | | | |
| | 1 | Not at all | 0 | 0% | | | 0 | 0% | | |
| | 2 | | 0 | 0% | | | 0 | 0% | | |
| | 3 | | 0 | 0% | 5.8 | 5.4 | 1 | 3% | 5.8 | 5.4 |
| | 4 | | 4 | 13% | | | 3 | 8% | | |
| | 5 | | 7 | 22% | | | 9 | 23% | | |
| | 6 | | 12 | 38% | | | 15 | 38% | | |
| | 7 | Very much | 9 | 28% | | | 11 | 28% | | |
| | Total | | 32 | 100% | | | 39 | 100% | | |
| 11. Which of the following have you done or do you plan to do before you graduate? | | | | | | | | | | |
| a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | Have not decided | | 4 | 13% | | | 3 | 8% | | |
| | Do not plan to do | | 2 | 6% | | | 3 | 8% | | |
| | Plan to do | | 24 | 75% | 2.8 | 2.8 | 30 | 77% | 2.8 | 2.8 |
| | Done or in progress | | 2 | 6% | | | 3 | 8% | | |
| | Total | | 32 | 100% | | | 39 | 100% | | |
| b. Hold a formal leadership role in a student organization or group | Have not decided | | 12 | 39% | | | 11 | 28% | | |
| | Do not plan to do | | 11 | 35% | | | 13 | 33% | | |
| | Plan to do | | 8 | 26% | 1.9 | 2.4 | 11 | 28% | 2.2 | 2.4 |
| | Done or in progress | | 0 | 0% | | | 4 | 10% | | |
| | Total | | 31 | 100% | | | 39 | 100% | | |

| | | 2013 | | | | 2014 | | | |
|--|---------------------|--------------------|-------------|-------------|--------------------|-----------|-------------|-------------|------|
| | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | Have not decided | 12 | 38% | | | 13 | 33% | | |
| | Do not plan to do | 9 | 28% | | | 14 | 36% | | |
| | Plan to do | 8 | 25% | 2.1 | 2.2 | 8 | 21% | 2.1 | 2.2 |
| | Done or in progress | 3 | 9% | | | 4 | 10% | | |
| | Total | 32 | 100% | | | 39 | 100% | | |
| d. Participate in a study abroad program | Have not decided | 7 | 22% | | | 11 | 28% | | |
| | Do not plan to do | 9 | 28% | | | 7 | 18% | | |
| | Plan to do | 14 | 44% | 2.3 | 2.3 | 19 | 49% | 2.3 | 2.3 |
| | Done or in progress | 2 | 6% | | | 2 | 5% | | |
| | Total | 32 | 100% | | | 39 | 100% | | |
| e. Work with a faculty member on a research project | Have not decided | 11 | 37% | | | 12 | 31% | | |
| | Do not plan to do | 5 | 17% | | | 6 | 15% | | |
| | Plan to do | 13 | 43% | 2.1 | 2.2 | 17 | 44% | 2.3 | 2.3 |
| | Done or in progress | 1 | 3% | | | 4 | 10% | | |
| | Total | 30 | 100% | | | 39 | 100% | | |
| f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | Have not decided | 11 | 34% | | | 15 | 38% | | |
| | Do not plan to do | 3 | 9% | | | 1 | 3% | | |
| | Plan to do | 18 | 56% | 2.2 | 2.4 | 21 | 54% | 2.3 | 2.5 |
| | Done or in progress | 0 | 0% | | | 2 | 5% | | |
| | Total | 32 | 100% | | | 39 | 100% | | |
| 12. About how many of your courses at this institution have included a community-based project (service-learning)? | | | | | | | | | |
| | 1 | None | 18 | 56% | | | 19 | 51% | |
| | 2 | Some | 11 | 34% | | | 13 | 35% | |
| | 3 | Most | 2 | 6% | 1.6 | 1.8 | 5 | 14% | 1.6 |
| | 4 | All | 1 | 3% | | | 0 | 0% | |
| | Total | | 32 | 100% | | | 37 | 100% | |

| | | 2013 | | | | 2014 | | | | |
|---|--------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|-----|
| | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | | |
| | | Count | % | Mean | Mean | Count | % | Mean | Mean | |
| 13. Indicate the quality of your interactions with the following people at your institution. | | | | | | | | | | |
| a. Students | 1 | Poor | 0 | 0% | | | 1 | 3% | | |
| | 2 | | 0 | 0% | | | 2 | 5% | | |
| | 3 | | 1 | 3% | | | 2 | 5% | | |
| | 4 | | 0 | 0% | | | 3 | 8% | | |
| | 5 | | 3 | 9% | 6.3 | 5.8 | 5 | 13% | 5.6 | 5.8 |
| | 6 | | 12 | 38% | | | 11 | 28% | | |
| | 7 | Excellent | 16 | 50% | | | 15 | 38% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| | Total | 32 | 100% | | | 39 | 100% | | | |
| b. Academic advisors | 1 | Poor | 1 | 3% | | | 0 | 0% | | |
| | 2 | | 0 | 0% | | | 2 | 5% | | |
| | 3 | | 4 | 13% | | | 2 | 5% | | |
| | 4 | | 6 | 19% | | | 7 | 19% | | |
| | 5 | | 7 | 22% | 5.2 | 4.7 | 6 | 16% | 5.4 | 4.7 |
| | 6 | | 5 | 16% | | | 10 | 27% | | |
| | 7 | Excellent | 9 | 28% | | | 10 | 27% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| | Total | 32 | 100% | | | 37 | 100% | | | |
| c. Faculty | 1 | Poor | 1 | 3% | | | 0 | 0% | | |
| | 2 | | 3 | 9% | | | 5 | 14% | | |
| | 3 | | 1 | 3% | | | 3 | 8% | | |
| | 4 | | 6 | 19% | | | 3 | 8% | | |
| | 5 | | 7 | 22% | 4.9 | 4.6 | 7 | 19% | 5.1 | 4.7 |
| | 6 | | 9 | 28% | | | 9 | 24% | | |
| | 7 | Excellent | 5 | 16% | | | 10 | 27% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| | Total | 32 | 100% | | | 37 | 100% | | | |

| | | | 2013 | | | | 2014 | | | |
|--|--------------|----------------|--------------------|-------------|-------------|--------------------|-----------|-------------|-------------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| d. Student services staff (career services, student activities, housing, etc.) | 1 | Poor | 4 | 14% | | | 5 | 19% | | |
| | 2 | | 0 | 0% | | | 4 | 15% | | |
| | 3 | | 2 | 7% | | | 3 | 11% | | |
| | 4 | | 3 | 10% | | | 2 | 7% | | |
| | 5 | | 7 | 24% | 4.9 | 4.3 | 4 | 15% | 4.0 | 4.3 |
| | 6 | | 5 | 17% | | | 6 | 22% | | |
| | 7 | Excellent | 8 | 28% | | | 3 | 11% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| Total | | | 29 | 100% | | | 27 | 100% | | |
| e. Other administrative staff and offices (registrar, financial aid, etc.) | 1 | Poor | 1 | 3% | | | 2 | 6% | | |
| | 2 | | 4 | 13% | | | 3 | 9% | | |
| | 3 | | 4 | 13% | | | 3 | 9% | | |
| | 4 | | 4 | 13% | | | 5 | 14% | | |
| | 5 | | 7 | 23% | 4.6 | 4.3 | 8 | 23% | 4.7 | 4.4 |
| | 6 | | 5 | 17% | | | 9 | 26% | | |
| | 7 | Excellent | 5 | 17% | | | 5 | 14% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| Total | | | 30 | 100% | | | 35 | 100% | | |
| 14. How much does your institution emphasize the following? | | | | | | | | | | |
| a. Spending significant amounts of time studying and on academic works | 1 | Very little | 0 | 0% | | | 0 | 0% | | |
| | 2 | Some | 0 | 0% | | | 4 | 12% | | |
| | 3 | Quite a bit | 6 | 20% | 3.8 | 3.3 | 9 | 27% | 3.5 | 3.2 |
| | 4 | Very much | 24 | 80% | | | 20 | 61% | | |
| | Total | | | 30 | 100% | | | 33 | 100% | |
| b. Providing support to help students succeed academically | 1 | Very little | 3 | 10% | | | 0 | 0% | | |
| | 2 | Some | 9 | 30% | | | 11 | 33% | | |
| | 3 | Quite a bit | 10 | 33% | 2.8 | 3.0 | 13 | 39% | 2.9 | 3.0 |
| | 4 | Very much | 8 | 27% | | | 9 | 27% | | |
| | Total | | | 30 | 100% | | | 33 | 100% | |

| | | | 2013 | | | | 2014 | | | |
|---|--------------|-------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| c. Using learning support services (tutoring services, writing center, etc.) | 1 | Very little | 7 | 23% | 2.5 | 2.7 | 5 | 16% | 2.7 | 2.7 |
| | 2 | Some | 7 | 23% | | | | | | |
| | 3 | Quite a bit | 9 | 30% | | | | | | |
| | 4 | Very much | 7 | 23% | | | | | | |
| | Total | | 30 | 100% | | | 32 | 100% | | |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | 1 | Very little | 5 | 17% | 2.6 | 2.8 | 4 | 13% | 2.7 | 2.8 |
| | 2 | Some | 9 | 31% | | | | | | |
| | 3 | Quite a bit | 7 | 24% | | | | | | |
| | 4 | Very much | 8 | 28% | | | | | | |
| | Total | | 29 | 100% | | | 32 | 100% | | |
| e. Providing opportunities to be involved socially | 1 | Very little | 4 | 13% | 2.9 | 3.0 | 1 | 3% | 3.2 | 2.9 |
| | 2 | Some | 6 | 20% | | | | | | |
| | 3 | Quite a bit | 9 | 30% | | | | | | |
| | 4 | Very much | 11 | 37% | | | | | | |
| | Total | | 30 | 100% | | | 32 | 100% | | |
| f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | 1 | Very little | 3 | 10% | 2.7 | 2.8 | 4 | 13% | 2.9 | 2.8 |
| | 2 | Some | 11 | 37% | | | | | | |
| | 3 | Quite a bit | 9 | 30% | | | | | | |
| | 4 | Very much | 7 | 23% | | | | | | |
| | Total | | 30 | 100% | | | 32 | 100% | | |
| g. Helping you manage your non-academic responsibilities (work, family, etc.) | 1 | Very little | 10 | 33% | 2.2 | 2.2 | 6 | 19% | 2.5 | 2.4 |
| | 2 | Some | 9 | 30% | | | | | | |
| | 3 | Quite a bit | 6 | 20% | | | | | | |
| | 4 | Very much | 5 | 17% | | | | | | |
| | Total | | 30 | 100% | | | 31 | 100% | | |
| h. Attending campus activities and events (performing arts, athletic events, etc.) | 1 | Very little | 4 | 14% | 2.6 | 2.8 | 4 | 12% | 2.9 | 2.9 |
| | 2 | Some | 11 | 38% | | | | | | |
| | 3 | Quite a bit | 8 | 28% | | | | | | |
| | 4 | Very much | 6 | 21% | | | | | | |
| | Total | | 29 | 100% | | | 33 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|---|--------------|------------------|--------------------|-------------|------|--------------------|-------------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| i. Attending events that address important social, economic, or political issues | 1 | Very little | 7 | 24% | | | 5 | 17% | | |
| | 2 | Some | 8 | 28% | | | 7 | 23% | | |
| | 3 | Quite a bit | 8 | 28% | 2.4 | 2.7 | 7 | 23% | 2.8 | 2.8 |
| | 4 | Very much | 6 | 21% | | | 11 | 37% | | |
| | Total | | 29 | 100% | | | 30 | 100% | | |
| 15. About how many hours do you spend in a typical 7-day week doing the following? | | | | | | | | | | |
| a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | 0 | 0 hrs | 0 | 0% | | | 0 | 0% | | |
| | 3 | 1-5 hrs | 1 | 4% | | | 3 | 9% | | |
| | 8 | 6-10 hrs | 1 | 4% | | | 8 | 24% | | |
| | 13 | 11-15 hrs | 5 | 18% | | | 1 | 3% | | |
| | 18 | 16-20 hrs | 4 | 14% | 5.9 | 14.6 | 6 | 18% | 5.1 | 14.2 |
| | 23 | 21-25 hrs | 5 | 18% | | | 6 | 18% | | |
| | 28 | 26-30 hrs | 7 | 25% | | | 3 | 9% | | |
| | 33 | More than 30 hrs | 5 | 18% | | | 6 | 18% | | |
| | Total | | 28 | 100% | | | 33 | 100% | | |
| b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | 0 | 0 hrs | 23 | 79% | | | 16 | 50% | | |
| | 3 | 1-5 hrs | 6 | 21% | | | 11 | 34% | | |
| | 8 | 6-10 hrs | 0 | 0% | | | 1 | 3% | | |
| | 13 | 11-15 hrs | 0 | 0% | | | 1 | 3% | | |
| | 18 | 16-20 hrs | 0 | 0% | 1.2 | 3.2 | 2 | 6% | 2.0 | 4.2 |
| | 23 | 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 | 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 | More than 30 hrs | 0 | 0% | | | 1 | 3% | | |
| Total | | 29 | 100% | | | 32 | 100% | | | |

| | | 2013 | | | | 2014 | | | |
|---|---------------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| c. Working for pay on campus | 0 0 hrs | 21 | 72% | | | 20 | 61% | | |
| | 3 1-5 hrs | 0 | 0% | | | 2 | 6% | | |
| | 8 6-10 hrs | 6 | 21% | | | 9 | 27% | | |
| | 13 11-15 hrs | 0 | 0% | | | 0 | 0% | | |
| | 18 16-20 hrs | 1 | 3% | 1.8 | 2.8 | 0 | 0% | 2.0 | 3.5 |
| | 23 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 26-30 hrs | 1 | 3% | | | 1 | 3% | | |
| | 33 More than 30 hrs | 0 | 0% | | | 1 | 3% | | |
| | Total | 29 | 100% | | | 33 | 100% | | |
| d. Working for pay off campus | 0 0 hrs | 28 | 100% | | | 28 | 85% | | |
| | 3 1-5 hrs | 0 | 0% | | | 1 | 3% | | |
| | 8 6-10 hrs | 0 | 0% | | | 1 | 3% | | |
| | 13 11-15 hrs | 0 | 0% | | | 1 | 3% | | |
| | 18 16-20 hrs | 0 | 0% | 1.0 | 1.9 | 1 | 3% | 1.5 | 2.4 |
| | 23 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 More than 30 hrs | 0 | 0% | | | 1 | 3% | | |
| | Total | 28 | 100% | | | 33 | 100% | | |
| e. Doing community service or volunteer work | 0 0 hrs | 20 | 69% | | | 21 | 64% | | |
| | 3 1-5 hrs | 7 | 24% | | | 9 | 27% | | |
| | 8 6-10 hrs | 1 | 3% | | | 1 | 3% | | |
| | 13 11-15 hrs | 1 | 3% | | | 0 | 0% | | |
| | 18 16-20 hrs | 0 | 0% | 1.4 | 2.8 | 1 | 3% | 1.7 | 3.2 |
| | 23 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 More than 30 hrs | 0 | 0% | | | 1 | 3% | | |
| | Total | 29 | 100% | | | 33 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|----|------------------|--------------------|-------------|------|------|--------------------|-------------|------|------|
| | | | School of Pharmacy | | LAU | | School of Pharmacy | | LAU | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | 0 | 0 hrs | 1 | 3% | | | 1 | 3% | | |
| | 3 | 1-5 hrs | 8 | 28% | | | 13 | 39% | | |
| | 8 | 6-10 hrs | 7 | 24% | | | 6 | 18% | | |
| | 13 | 11-15 hrs | 7 | 24% | | | 4 | 12% | | |
| | 18 | 16-20 hrs | 1 | 3% | 3.6 | 12.7 | 2 | 6% | 3.7 | 12.6 |
| | 23 | 21-25 hrs | 4 | 14% | | | 3 | 9% | | |
| | 28 | 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 | More than 30 hrs | 1 | 3% | | | 4 | 12% | | |
| | | Total | 29 | 100% | | | 33 | 100% | | |
| g. Providing care for dependents (children, parents, etc.) | 0 | 0 hrs | 12 | 41% | | | 9 | 28% | | |
| | 3 | 1-5 hrs | 8 | 28% | | | 14 | 44% | | |
| | 8 | 6-10 hrs | 6 | 21% | | | 5 | 16% | | |
| | 13 | 11-15 hrs | 2 | 7% | | | 1 | 3% | | |
| | 18 | 16-20 hrs | 0 | 0% | 2.1 | 4.9 | 1 | 3% | 2.4 | 5.8 |
| | 23 | 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 | 26-30 hrs | 0 | 0% | | | 1 | 3% | | |
| | 33 | More than 30 hrs | 1 | 3% | | | 1 | 3% | | |
| | | Total | 29 | 100% | | | 32 | 100% | | |
| h. Commuting to campus (driving, walking, etc.) | 0 | 0 hrs | 1 | 4% | | | 2 | 6% | | |
| | 3 | 1-5 hrs | 12 | 43% | | | 15 | 47% | | |
| | 8 | 6-10 hrs | 10 | 36% | | | 8 | 25% | | |
| | 13 | 11-15 hrs | 4 | 14% | | | 1 | 3% | | |
| | 18 | 16-20 hrs | 0 | 0% | 2.8 | 6.8 | 5 | 16% | 2.9 | 7.0 |
| | 23 | 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 | 26-30 hrs | 1 | 4% | | | 0 | 0% | | |
| | 33 | More than 30 hrs | 0 | 0% | | | 1 | 3% | | |
| | | Total | 28 | 100% | | | 32 | 100% | | |
| Estimated number of hours working for pay | | | | | 4.5 | 4.6 | | | 5.4 | 5.9 |

| | | 2013 | | | | 2014 | | | | |
|---|----|--------------------|-----------|-------------|--------------------|-------|-----------|-------------|------|-----|
| | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | | |
| | | Count | % | Mean | Mean | Count | % | Mean | Mean | |
| 16. Of the time you spend preparing for class in a typical 7-day week, about how many hours are on <i>assigned</i> reading? | | | | | | | | | | |
| | 0 | 0 hrs | 0 | 0% | | 4 | 13% | | | |
| | 3 | 1-5 hrs | 13 | 46% | | 0 | 0% | | | |
| | 8 | 6-10 hrs | 7 | 25% | | 9 | 30% | | | |
| | 13 | 11-15 hrs | 4 | 14% | | 13 | 43% | | | |
| | 18 | 16-20 hrs | 2 | 7% | 3.1 | 6.5 | 2 | 7% | 2.6 | 2.6 |
| | 23 | 21-25 hrs | 0 | 0% | | 0 | 0% | | | |
| | 28 | 26-30 hrs | 1 | 4% | | 2 | 7% | | | |
| | 33 | More than 30 hrs | 1 | 4% | | 0 | 0% | | | |
| | | Total | 28 | 100% | | | 30 | 100% | | |
| 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | | | | | | | | | | |
| a. Writing clearly and effectively | 1 | Very little | 0 | 0% | | 1 | 3% | | | |
| | 2 | Some | 7 | 26% | | 4 | 13% | | | |
| | 3 | Quite a bit | 11 | 41% | 3.1 | 3.1 | 12 | 38% | 3.3 | 3.1 |
| | 4 | Very much | 9 | 33% | | 15 | 47% | | | |
| | | Total | 27 | 100% | | | 32 | 100% | | |
| b. Speaking clearly and effectively | 1 | Very little | 1 | 4% | | 1 | 3% | | | |
| | 2 | Some | 8 | 30% | | 4 | 13% | | | |
| | 3 | Quite a bit | 7 | 26% | 3.0 | 3.0 | 13 | 41% | 3.3 | 3.0 |
| | 4 | Very much | 11 | 41% | | 14 | 44% | | | |
| | | Total | 27 | 100% | | | 32 | 100% | | |
| c. Thinking critically and analytically | 1 | Very little | 0 | 0% | | 0 | 0% | | | |
| | 2 | Some | 8 | 30% | | 7 | 22% | | | |
| | 3 | Quite a bit | 7 | 26% | 3.1 | 3.2 | 13 | 41% | 3.2 | 3.2 |
| | 4 | Very much | 12 | 44% | | 12 | 38% | | | |
| | | Total | 27 | 100% | | | 32 | 100% | | |
| d. Analyzing numerical and statistical information | 1 | Very little | 1 | 4% | | 5 | 16% | | | |
| | 2 | Some | 10 | 36% | | 7 | 22% | | | |
| | 3 | Quite a bit | 12 | 43% | 2.8 | 2.9 | 8 | 25% | 2.8 | 2.9 |
| | 4 | Very much | 5 | 18% | | 12 | 38% | | | |
| | | Total | 28 | 100% | | | 32 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|---|--------------|-------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| e. Acquiring job- or work-related knowledge and skills | 1 | Very little | 3 | 11% | 2.5 | 2.6 | 1 | 3% | 2.9 | 2.7 |
| | 2 | Some | 12 | 43% | | | 6 | 20% | | |
| | 3 | Quite a bit | 9 | 32% | | | 10 | 33% | | |
| | 4 | Very much | 4 | 14% | | | 13 | 43% | | |
| | Total | | 28 | 100% | | | 30 | 100% | | |
| f. Working effectively with others | 1 | Very little | 2 | 7% | 2.8 | 3.0 | 1 | 3% | 3.2 | 3.0 |
| | 2 | Some | 9 | 32% | | | 6 | 20% | | |
| | 3 | Quite a bit | 9 | 32% | | | 10 | 33% | | |
| | 4 | Very much | 8 | 29% | | | 13 | 43% | | |
| | Total | | 28 | 100% | | | 30 | 100% | | |
| g. Developing or clarifying a personal code of values and ethics | 1 | Very little | 3 | 12% | 2.7 | 2.8 | 2 | 6% | 3.0 | 2.9 |
| | 2 | Some | 8 | 31% | | | 5 | 16% | | |
| | 3 | Quite a bit | 8 | 31% | | | 15 | 47% | | |
| | 4 | Very much | 7 | 27% | | | 10 | 31% | | |
| | Total | | 26 | 100% | | | 32 | 100% | | |
| h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | 1 | Very little | 1 | 4% | 3.2 | 3.1 | 2 | 6% | 3.3 | 3.1 |
| | 2 | Some | 6 | 21% | | | 4 | 13% | | |
| | 3 | Quite a bit | 8 | 29% | | | 10 | 31% | | |
| | 4 | Very much | 13 | 46% | | | 16 | 50% | | |
| | Total | | 28 | 100% | | | 32 | 100% | | |
| i. Solving complex real-world problems | 1 | Very little | 3 | 11% | 2.7 | 2.6 | 3 | 9% | 2.9 | 2.6 |
| | 2 | Some | 8 | 29% | | | 9 | 28% | | |
| | 3 | Quite a bit | 12 | 43% | | | 9 | 28% | | |
| | 4 | Very much | 5 | 18% | | | 11 | 34% | | |
| | Total | | 28 | 100% | | | 32 | 100% | | |
| j. Being an informed and active citizen | 1 | Very little | 0 | 0% | 3.0 | 2.8 | 2 | 7% | 2.9 | 2.8 |
| | 2 | Some | 7 | 27% | | | 8 | 27% | | |
| | 3 | Quite a bit | 12 | 46% | | | 10 | 33% | | |
| | 4 | Very much | 7 | 27% | | | 10 | 33% | | |
| | Total | | 26 | 100% | | | 30 | 100% | | |

| | | 2013 | | | | 2014 | | | |
|--|----------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| 18. How would you evaluate your entire educational experience at this institution? | | | | | | | | | |
| 1 | Poor | 0 | 0% | | | 0 | 0% | | |
| 2 | Fair | 4 | 14% | | | 2 | 6% | | |
| 3 | Good | 17 | 61% | 3.1 | 3.2 | 20 | 63% | 3.3 | 3.2 |
| 4 | Excellent | 7 | 25% | | | 10 | 31% | | |
| Total | | 28 | 100% | | | 32 | 100% | | |
| 19. If you could start over again, would you go to the same <i>institution</i> you are now attending? | | | | | | | | | |
| 1 | Definitely no | 0 | 0% | | | 2 | 6% | | |
| 2 | Probably no | 3 | 11% | | | 1 | 3% | | |
| 3 | Probably yes | 13 | 48% | 3.3 | 3.3 | 10 | 31% | 3.4 | 3.3 |
| 4 | Definitely yes | 11 | 41% | | | 19 | 59% | | |
| Total | | 27 | 100% | | | 32 | 100% | | |

II. NSSE - Engagement Indicators for School of Pharmacy - First-Year Students

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

The following tables list the survey questions that constitute each of the engagement indicators.

| | | 2013 | | 2014 | |
|---------------------------------|-------------------------------------|-------------------------|----------|-------------------------|----------|
| | | School of Pharmacy Mean | LAU Mean | School of Pharmacy Mean | LAU Mean |
| <i>Academic Challenge</i> | Higher-Order Learning | 37.2 | 39.4 | 42.2 | 40.0 |
| | Reflective and Integrative Learning | 33.9 | 34.2 | 35.1 | 34.8 |
| | Learning Strategies | 40.2 | 38.8 | 44.8 | 40.6 |
| | Quantitative Reasoning | 25.7 | 25.7 | 28.6 | 26.6 |
| <i>Learning with Peers</i> | Collaborative Learning | 26.7 | 30.7 | 30.1 | 30.6 |
| | Discussions with Diverse Others | 38.3 | 41.5 | 43.8 | 42.2 |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | 15.0 | 19.4 | 19.8 | 21.0 |
| | Effective Teaching Practices | 42.4 | 42.1 | 46.1 | 42.9 |
| <i>Campus Environment</i> | Quality of Interactions | 42.1 | 37.6 | 40.4 | 37.9 |
| | Supportive Environment | 31.6 | 35.0 | 36.6 | 35.5 |

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning.

Higher-Order Learning

- 4b. Applying facts, theories, or methods to practical problems or new situations
- 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- 4d. Evaluating a point of view, decision, or information source
- 4e. Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

- 2a. Combined ideas from different courses when completing assignments
- 2b. Connected your learning to societal problems or issues
- 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- 2d. Examined the strengths and weaknesses of your own views on a topic or issue
- 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- 2f. Learned something that changed the way you understand an issue or concept
- 2g. Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

- 9a. Identified key information from reading assignments
- 9b. Reviewed your notes after class
- 9c. Summarized what you learned in class or from course materials

Quantitative Reasoning

- 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- 6c. Evaluated what others have concluded from numerical information

Learning with Peers

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse Others.

Collaborative Learning

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments

Discussions with Diverse Others

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: Student-Faculty Interaction and Effective Teaching Practices.

Student-Faculty Interaction

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

Effective Teaching Practices

- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: Quality of Interactions and Supportive Environment.

Quality of Interactions

- 13a. Students
- 13b. Academic advisors
- 13c. Faculty
- 13d. Student services staff (career services, student activities, housing, etc.)
- 13e. Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

- 14b. Providing support to help students succeed academically
- 14c. Using learning support services (tutoring services, writing center, etc.)
- 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
- 14e. Providing opportunities to be involved socially
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
- 14h. Attending campus activities and events (performing arts, athletic events, etc.)
- 14i. Attending events that address important social, economic, or political issues

III. NSSE - Items Results for School of Pharmacy - Senior-Year Students

| | | | 2013 | | | | 2014 | | | |
|--|--------------|------------|--------------------|-------------|------|------|-----------|--------------------|-------|-----|
| | | | School of Pharmacy | | LAU | Mean | Mean | School of Pharmacy | | LAU |
| | | | Count | % | Mean | | | Mean | Count | % |
| 1. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Asked questions or contributed to course discussions in other ways | 1 | Never | 0 | 0% | 3.4 | 2.9 | 0 | 0% | 3.1 | 2.9 |
| | 2 | Sometimes | 3 | 14% | | | 7 | 35% | | |
| | 3 | Often | 7 | 33% | | | 5 | 25% | | |
| | 4 | Very often | 11 | 52% | | | 8 | 40% | | |
| | Total | | 21 | 100% | | | 20 | 100% | | |
| b. Prepared two or more drafts of a paper or assignment before turning it in | 1 | Never | 3 | 14% | 2.9 | 2.5 | 1 | 5% | 3.5 | 2.6 |
| | 2 | Sometimes | 5 | 24% | | | 2 | 10% | | |
| | 3 | Often | 4 | 19% | | | 4 | 20% | | |
| | 4 | Very often | 9 | 43% | | | 13 | 65% | | |
| | Total | | 21 | 100% | | | 20 | 100% | | |
| c. Come to class without completing readings or assignments | 1 | Never | 9 | 43% | 1.9 | 3.2 | 6 | 30% | 2.0 | 3.2 |
| | 2 | Sometimes | 6 | 29% | | | 9 | 45% | | |
| | 3 | Often | 5 | 24% | | | 4 | 20% | | |
| | 4 | Very often | 1 | 5% | | | 1 | 5% | | |
| | Total | | 21 | 100% | | | 20 | 100% | | |
| d. Attended an art exhibit, play or other arts performance (dance, music, etc.) | 1 | Never | 11 | 55% | 1.6 | 1.8 | 0 | 0% | 1.8 | 1.8 |
| | 2 | Sometimes | 7 | 35% | | | 6 | 60% | | |
| | 3 | Often | 2 | 10% | | | 3 | 30% | | |
| | 4 | Very often | 0 | 0% | | | 1 | 10% | | |
| | Total | | 20 | 100% | | | 10 | 100% | | |
| e. Asked another student to help you understand course material | 1 | Never | 4 | 20% | 2.2 | 2.2 | 4 | 22% | 2.2 | 2.2 |
| | 2 | Sometimes | 9 | 45% | | | 9 | 50% | | |
| | 3 | Often | 7 | 35% | | | 3 | 17% | | |
| | 4 | Very often | 0 | 0% | | | 2 | 11% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|---|--------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| f. Explained course material to one or more students | 1 | Never | 0 | 0% | | | 0 | 0% | | |
| | 2 | Sometimes | 2 | 10% | | | 5 | 25% | | |
| | 3 | Often | 10 | 50% | 3.3 | 2.8 | 6 | 30% | 3.2 | 2.8 |
| | 4 | Very often | 8 | 40% | | | 9 | 45% | | |
| | | Total | 20 | 100% | | | 20 | 100% | | |
| g. Prepared for exams by discussing or working through course material with other students | 1 | Never | 2 | 10% | | | 1 | 5% | | |
| | 2 | Sometimes | 3 | 15% | | | 6 | 32% | | |
| | 3 | Often | 8 | 40% | 3.0 | 2.6 | 5 | 26% | 2.9 | 2.5 |
| | 4 | Very often | 7 | 35% | | | 7 | 37% | | |
| | | Total | 20 | 100% | | | 19 | 100% | | |
| h. Worked with other students on course projects or assignments | 1 | Never | 0 | 0% | | | 0 | 0% | | |
| | 2 | Sometimes | 2 | 10% | | | 1 | 5% | | |
| | 3 | Often | 7 | 35% | 3.5 | 2.6 | 4 | 21% | 3.7 | 2.6 |
| | 4 | Very often | 11 | 55% | | | 14 | 74% | | |
| | | Total | 20 | 100% | | | 19 | 100% | | |
| i. Gave a course presentation | 1 | Never | 1 | 5% | | | 1 | 5% | | |
| | 2 | Sometimes | 4 | 20% | | | 2 | 11% | | |
| | 3 | Often | 7 | 35% | 3.1 | 2.1 | 6 | 32% | 3.3 | 2.0 |
| | 4 | Very often | 8 | 40% | | | 10 | 53% | | |
| | | Total | 20 | 100% | | | 19 | 100% | | |
| 2. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Combined ideas from different courses when completing assignments | 1 | Never | 0 | 0% | | | 2 | 11% | | |
| | 2 | Sometimes | 3 | 15% | | | 2 | 11% | | |
| | 3 | Often | 10 | 50% | 3.2 | 2.7 | 8 | 44% | 3.0 | 2.7 |
| | 4 | Very often | 7 | 35% | | | 6 | 33% | | |
| | | Total | 20 | 100% | | | 18 | 100% | | |
| b. Connected your learning to societal problems or issues | 1 | Never | 0 | 0% | | | 3 | 17% | | |
| | 2 | Sometimes | 4 | 20% | | | 1 | 6% | | |
| | 3 | Often | 8 | 40% | 3.2 | 2.7 | 7 | 39% | 3.0 | 2.7 |
| | 4 | Very often | 8 | 40% | | | 7 | 39% | | |
| | | Total | 20 | 100% | | | 18 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|---|--------------|------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | 1 | Never | 6 | 30% | 2.4 | 2.1 | 6 | 33% | 2.1 | 2.2 |
| | 2 | Sometimes | 4 | 20% | | | 7 | 39% | | |
| | 3 | Often | 6 | 30% | | | 3 | 17% | | |
| | 4 | Very often | 4 | 20% | | | 2 | 11% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| d. Examined the strengths and weaknesses of your own views on a topic or issue | 1 | Never | 1 | 5% | 3.1 | 2.7 | 0 | 0% | 2.9 | 2.7 |
| | 2 | Sometimes | 3 | 16% | | | 6 | 33% | | |
| | 3 | Often | 9 | 47% | | | 7 | 39% | | |
| | 4 | Very often | 6 | 32% | | | 5 | 28% | | |
| | Total | | 19 | 100% | | | 18 | 100% | | |
| e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 1 | Never | 0 | 0% | 3.2 | 2.9 | 0 | 0% | 3.1 | 2.9 |
| | 2 | Sometimes | 3 | 15% | | | 4 | 22% | | |
| | 3 | Often | 10 | 50% | | | 8 | 44% | | |
| | 4 | Very often | 7 | 35% | | | 6 | 33% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| f. Learned something that changed the way you understand an issue or concept | 1 | Never | 1 | 5% | 2.9 | 2.8 | 0 | 0% | 3.1 | 2.9 |
| | 2 | Sometimes | 4 | 20% | | | 4 | 24% | | |
| | 3 | Often | 11 | 55% | | | 7 | 41% | | |
| | 4 | Very often | 4 | 20% | | | 6 | 35% | | |
| | Total | | 20 | 100% | | | 17 | 100% | | |
| g. Connected ideas from your courses to your prior experiences and knowledge | 1 | Never | 1 | 5% | 3.4 | 3.1 | 0 | 0% | 3.5 | 3.1 |
| | 2 | Sometimes | 1 | 5% | | | 3 | 18% | | |
| | 3 | Often | 8 | 40% | | | 2 | 12% | | |
| | 4 | Very often | 10 | 50% | | | 12 | 71% | | |
| | Total | | 20 | 100% | | | 17 | 100% | | |
| 3. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Talked about career plans with a faculty member | 1 | Never | 2 | 11% | 2.5 | 2.0 | 4 | 21% | 2.4 | 2.1 |
| | 2 | Sometimes | 8 | 42% | | | 7 | 37% | | |
| | 3 | Often | 6 | 32% | | | 5 | 26% | | |
| | 4 | Very often | 3 | 16% | | | 3 | 16% | | |
| | Total | | 19 | 100% | | | 19 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|--------------|-------------|--------------------|-------------|------|------|--------------------|-------------|------|------|
| | | | School of Pharmacy | | | LAU | School of Pharmacy | | | LAU |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | 1 | Never | 5 | 26% | | | 10 | 53% | | |
| | 2 | Sometimes | 7 | 37% | | | 2 | 11% | | |
| | 3 | Often | 2 | 11% | 2.4 | 1.6 | 5 | 26% | 1.9 | 1.7 |
| | 4 | Very often | 5 | 26% | | | 2 | 11% | | |
| | Total | | 19 | 100% | | | 19 | 100% | | |
| c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 1 | Never | 4 | 21% | | | 1 | 5% | | |
| | 2 | Sometimes | 5 | 26% | | | 5 | 26% | | |
| | 3 | Often | 4 | 21% | 2.6 | 2.1 | 7 | 37% | 2.9 | 2.1 |
| | 4 | Very often | 6 | 32% | | | 6 | 32% | | |
| | Total | | 19 | 100% | | | 19 | 100% | | |
| d. Discussed your academic performance with a faculty member | 1 | Never | 2 | 11% | | | 1 | 5% | | |
| | 2 | Sometimes | 7 | 37% | | | 5 | 26% | | |
| | 3 | Often | 5 | 26% | 2.7 | 2.2 | 7 | 37% | 2.9 | 2.2 |
| | 4 | Very often | 5 | 26% | | | 6 | 32% | | |
| | Total | | 19 | 100% | | | 19 | 100% | | |
| 4. During the current school year, how much has your coursework emphasized the following? | | | | | | | | | | |
| a. Memorizing course material | 1 | Very little | 0 | 0% | | | 0 | 0% | | |
| | 2 | Some | 0 | 0% | | | 2 | 11% | | |
| | 3 | Quite a bit | 6 | 30% | 3.7 | 3.0 | 3 | 16% | 3.6 | 3.1 |
| | 4 | Very much | 14 | 70% | | | 14 | 74% | | |
| | Total | | 20 | 100% | | | 19 | 100% | | |
| b. Applying facts, theories, or methods to practical problems or new situations | 1 | Very little | 0 | 0% | | | 0 | 0% | | |
| | 2 | Some | 1 | 5% | | | 3 | 17% | | |
| | 3 | Quite a bit | 6 | 30% | 3.6 | 3.0 | 6 | 33% | 3.3 | 3.1 |
| | 4 | Very much | 13 | 65% | | | 9 | 50% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 1 | Very little | 0 | 0% | | | 0 | 0% | | |
| | 2 | Some | 1 | 5% | | | 1 | 6% | | |
| | 3 | Quite a bit | 4 | 20% | 3.7 | 3.0 | 7 | 39% | 3.5 | 3.0 |
| | 4 | Very much | 15 | 75% | | | 10 | 56% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|--------------|-------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| d. Evaluating a point of view, decision, or information source | 1 | Very little | 0 | 0% | 3.6 | 2.9 | 1 | 6% | 3.2 | 2.9 |
| | 2 | Some | 1 | 5% | | | 4 | 22% | | |
| | 3 | Quite a bit | 7 | 35% | | | 4 | 22% | | |
| | 4 | Very much | 12 | 60% | | | 9 | 50% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| e. Forming a new idea or understanding from various pieces of information | 1 | Very little | 0 | 0% | 3.4 | 2.9 | 0 | 0% | 3.3 | 3.0 |
| | 2 | Some | 4 | 20% | | | 4 | 22% | | |
| | 3 | Quite a bit | 4 | 20% | | | 5 | 28% | | |
| | 4 | Very much | 12 | 60% | | | 9 | 50% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| 5. During the current school year, to what extent have your instructors done the following? | | | | | | | | | | |
| a. Clearly explained course goals and requirements | 1 | Very little | 0 | 0% | 3.4 | 3.3 | 1 | 0% | 3.4 | 3.3 |
| | 2 | Some | 1 | 5% | | | 0 | 0% | | |
| | 3 | Quite a bit | 11 | 55% | | | 7 | 53% | | |
| | 4 | Very much | 8 | 40% | | | 10 | 47% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| b. Taught course sessions in an organized way | 1 | Very little | 0 | 0% | 3.2 | 3.3 | 0 | 0% | 3.4 | 3.3 |
| | 2 | Some | 5 | 25% | | | 3 | 20% | | |
| | 3 | Quite a bit | 7 | 35% | | | 5 | 27% | | |
| | 4 | Very much | 8 | 40% | | | 10 | 53% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| c. Used examples or illustrations to explain difficult points | 1 | Very little | 0 | 0% | 3.3 | 3.4 | 0 | 0% | 3.6 | 3.4 |
| | 2 | Some | 4 | 20% | | | 0 | 7% | | |
| | 3 | Quite a bit | 7 | 35% | | | 7 | 40% | | |
| | 4 | Very much | 9 | 45% | | | 11 | 53% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| d. Provided feedback on a draft or work in progress | 1 | Very little | 3 | 13% | 2.9 | 2.8 | 0 | 13% | 3.4 | 2.9 |
| | 2 | Some | 7 | 29% | | | 2 | 13% | | |
| | 3 | Quite a bit | 8 | 33% | | | 6 | 60% | | |
| | 4 | Very much | 6 | 25% | | | 10 | 13% | | |
| | Total | | 24 | 100% | | | 18 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|--------------|-------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| e. Provided prompt and detailed feedback on tests or completed assignments | 1 | Very little | 1 | 5% | | | 0 | 20% | | |
| | 2 | Some | 7 | 35% | | | 5 | 27% | | |
| | 3 | Quite a bit | 6 | 30% | 2.9 | 2.7 | 6 | 33% | 3.1 | 2.8 |
| | 4 | Very much | 6 | 30% | | | 7 | 20% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| 6. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 1 | Never | 2 | 10% | | | 11 | 39% | | |
| | 2 | Sometimes | 2 | 10% | | | 8 | 29% | | |
| | 3 | Often | 8 | 40% | 3.1 | 2.5 | 3 | 11% | 2.8 | 2.6 |
| | 4 | Very often | 8 | 40% | | | 6 | 21% | | |
| | Total | | 20 | 100% | | | 28 | 100% | | |
| b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 1 | Never | 3 | 15% | | | 1 | 6% | | |
| | 2 | Sometimes | 3 | 15% | | | 4 | 22% | | |
| | 3 | Often | 7 | 35% | 2.9 | 2.2 | 9 | 50% | 2.9 | 2.3 |
| | 4 | Very often | 7 | 35% | | | 4 | 22% | | |
| | Total | | 20 | 100% | | | 18 | 100% | | |
| c. Evaluated what others have concluded from numerical information | 1 | Never | 1 | 5% | | | 2 | 11% | | |
| | 2 | Sometimes | 2 | 11% | | | 5 | 28% | | |
| | 3 | Often | 8 | 42% | 3.2 | 2.1 | 6 | 33% | 2.8 | 2.2 |
| | 4 | Very often | 8 | 42% | | | 5 | 28% | | |
| | Total | | 19 | 100% | | | 18 | 100% | | |

| | | 2013 | | | | 2014 | | | |
|---|-----|--------------------|-----------|-------------|--------------------|-----------|-------------|------|------|
| | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) | | | | | | | | | |
| a. Up to 5 pages | 0 | None | 1 | 6% | | 3 | 18% | | |
| | 1.5 | 1-2 | 2 | 11% | | 3 | 18% | | |
| | 4 | 3-5 | 4 | 22% | | 4 | 24% | | |
| | 8 | 6-10 | 7 | 39% | 3.8 | 2 | 12% | 3.6 | 5.3 |
| | 13 | 11-15 | 2 | 11% | | 0 | 0% | | |
| | 18 | 16-20 | 0 | 0% | | 2 | 12% | | |
| | 23 | More than 20 | 2 | 11% | | 3 | 18% | | |
| | | Total | 18 | 100% | | 17 | 100% | | |
| b. Between 6 and 10 pages | 0 | None | 1 | 6% | | 1 | 6% | | |
| | 1.5 | 1-2 | 2 | 11% | | 4 | 25% | | |
| | 4 | 3-5 | 3 | 17% | | 2 | 13% | | |
| | 8 | 6-10 | 8 | 44% | 3.8 | 2 | 13% | 4.0 | 3.4 |
| | 13 | 11-15 | 2 | 11% | | 4 | 25% | | |
| | 18 | 16-20 | 1 | 6% | | 0 | 0% | | |
| | 23 | More than 20 | 1 | 6% | | 3 | 19% | | |
| | | Total | 18 | 100% | | 16 | 100% | | |
| c. 11 pages or more | 0 | None | 2 | 11% | | 2 | 12% | | |
| | 1.5 | 1-2 | 3 | 17% | | 5 | 29% | | |
| | 4 | 3-5 | 4 | 22% | | 2 | 12% | | |
| | 8 | 6-10 | 2 | 11% | 3.9 | 1 | 6% | 3.8 | 2.6 |
| | 13 | 11-15 | 3 | 17% | | 3 | 18% | | |
| | 18 | 16-20 | 1 | 6% | | 0 | 0% | | |
| | 23 | More than 20 | 3 | 17% | | 4 | 24% | | |
| | | Total | 18 | 100% | | 17 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|---|---|--------------|--------------------|-------------|------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| 8. During the current school year, about how often have you had discussions with people from the following groups? | | | | | | | | | | |
| a. People of a race or ethnicity other than your own | 1 | Never | 3 | 17% | | | 2 | 11% | | |
| | 2 | Sometimes | 4 | 22% | | | 6 | 33% | | |
| | 3 | Often | 5 | 28% | 2.8 | 2.8 | 2 | 11% | 2.9 | 2.9 |
| | 4 | Very often | 6 | 33% | | | 8 | 44% | | |
| | | Total | 18 | 100% | | | 18 | 100% | | |
| b. People from an economic background other than your own | 1 | Never | 1 | 6% | | | 0 | 0% | | |
| | 2 | Sometimes | 2 | 11% | | | 5 | 28% | | |
| | 3 | Often | 6 | 33% | 3.3 | 3.1 | 3 | 17% | 3.3 | 3.2 |
| | 4 | Very often | 9 | 50% | | | 10 | 56% | | |
| | | Total | 18 | 100% | | | 18 | 100% | | |
| c. People with religious beliefs other than your own | 1 | Never | 0 | 0% | | | 0 | 0% | | |
| | 2 | Sometimes | 2 | 11% | | | 3 | 17% | | |
| | 3 | Often | 3 | 17% | 3.6 | 3.2 | 2 | 11% | 3.6 | 3.3 |
| | 4 | Very often | 13 | 72% | | | 13 | 72% | | |
| | | Total | 18 | 100% | | | 18 | 100% | | |
| d. People with political views other than your own | 1 | Never | 0 | 0% | | | 0 | 0% | | |
| | 2 | Sometimes | 2 | 11% | | | 3 | 17% | | |
| | 3 | Often | 4 | 22% | 3.6 | 3.1 | 3 | 17% | 3.5 | 3.1 |
| | 4 | Very often | 12 | 67% | | | 12 | 67% | | |
| | | Total | 18 | 100% | | | 18 | 100% | | |
| 9. During the current school year, about how often have you done the following? | | | | | | | | | | |
| a. Identified key information from reading assignments | 1 | Never | 1 | 6% | | | 0 | 0% | | |
| | 2 | Sometimes | 1 | 6% | | | 1 | 6% | | |
| | 3 | Often | 3 | 17% | 3.6 | 2.9 | 8 | 44% | 3.4 | 3.0 |
| | 4 | Very often | 13 | 72% | | | 9 | 50% | | |
| | | Total | 18 | 100% | | | 18 | 100% | | |

| | | | 2013 | | | | 2014 | | | |
|--|---------------------|------------|--------------------|-------------|-----------|--------------------|-----------|-------------|------|------|
| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| b. Reviewed your notes after class | 1 | Never | 3 | 17% | 3.2 | 3.0 | 2 | 11% | 2.8 | 3.0 |
| | 2 | Sometimes | 2 | 11% | | | 4 | 22% | | |
| | 3 | Often | 2 | 11% | | | 7 | 39% | | |
| | 4 | Very often | 11 | 61% | | | 5 | 28% | | |
| | Total | | 18 | 100% | | | 18 | 100% | | |
| c. Summarized what you learned in class or from course materials | 1 | Never | 3 | 17% | 3.1 | 2.9 | 2 | 12% | 2.5 | 3.1 |
| | 2 | Sometimes | 2 | 11% | | | 8 | 47% | | |
| | 3 | Often | 4 | 22% | | | 4 | 24% | | |
| | 4 | Very often | 9 | 50% | | | 3 | 18% | | |
| | Total | | 18 | 100% | | | 17 | 100% | | |
| 10. During the current school year, to what extent have your courses challenged you to do your best work? | | | | | | | | | | |
| | 1 | Not at all | 0 | 0% | 5.8 | 5.4 | 0 | 0% | 6.3 | 5.4 |
| | 2 | | 0 | 0% | | | 0 | 0% | | |
| | 3 | | 0 | 0% | | | 0 | 0% | | |
| | 4 | | 1 | 6% | | | 0 | 0% | | |
| | 5 | | 7 | 39% | | | 3 | 17% | | |
| | 6 | | 4 | 22% | | | 7 | 39% | | |
| | 7 | Very much | 6 | 33% | | | 8 | 44% | | |
| | Total | | 18 | 100% | 18 | 100% | | | | |
| 11. Which of the following have you done or do you plan to do before you graduate? | | | | | | | | | | |
| a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | Have not decided | | 1 | 6% | 3.6 | 3.4 | 0 | 0% | 3.6 | 3.3 |
| | Do not plan to do | | 0 | 0% | | | 0 | 0% | | |
| | Plan to do | | 4 | 22% | | | 7 | 39% | | |
| | Done or in progress | | 13 | 72% | | | 11 | 61% | | |
| | Total | | 18 | 100% | | | 18 | 100% | | |
| b. Hold a formal leadership role in a student organization or group | Have not decided | | 2 | 11% | 3.2 | 2.7 | 0 | 0% | 3.1 | 2.5 |
| | Do not plan to do | | 4 | 22% | | | 4 | 22% | | |
| | Plan to do | | 1 | 6% | | | 8 | 44% | | |
| | Done or in progress | | 11 | 61% | | | 6 | 33% | | |
| | Total | | 18 | 100% | | | 18 | 100% | | |

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| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | Have not decided | 0 | 0% | | | 1 | 6% | | |
| | Do not plan to do | 4 | 22% | | | 4 | 22% | | |
| | Plan to do | 6 | 33% | 3.2 | 2.6 | 9 | 50% | 2.9 | 2.5 |
| | Done or in progress | 8 | 44% | | | 4 | 22% | | |
| | Total | 18 | 100% | | | 18 | 100% | | |
| d. Participate in a study abroad program | Have not decided | 3 | 18% | | | 5 | 28% | | |
| | Do not plan to do | 2 | 12% | | | 4 | 22% | | |
| | Plan to do | 10 | 59% | 2.6 | 2.2 | 5 | 28% | 2.4 | 2.3 |
| | Done or in progress | 2 | 12% | | | 4 | 22% | | |
| | Total | 17 | 100% | | | 18 | 100% | | |
| e. Work with a faculty member on a research project | Have not decided | 1 | 14% | | | 2 | 11% | | |
| | Do not plan to do | 4 | 57% | | | 3 | 17% | | |
| | Plan to do | 6 | 86% | 3.1 | 2.6 | 8 | 44% | 2.9 | 2.5 |
| | Done or in progress | 47 | 671% | | | 5 | 28% | | |
| | Total | 7 | 829% | | | 18 | 100% | | |
| f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | Have not decided | 2 | 12% | | | 0 | 0% | | |
| | Do not plan to do | 4 | 24% | | | 6 | 33% | | |
| | Plan to do | 4 | 24% | 2.9 | 3.4 | 7 | 39% | 2.9 | 3.4 |
| | Done or in progress | 7 | 41% | | | 5 | 28% | | |
| | Total | 17 | 100% | | | 18 | 100% | | |
| 12. About how many of your courses at this institution have included a community-based project (service-learning)? | | | | | | | | | |
| | 1 None | 3 | 17% | | | 0 | 0% | | |
| | 2 Some | 8 | 44% | | | 11 | 65% | | |
| | 3 Most | 7 | 39% | 2.2 | 1.8 | 5 | 29% | 2.4 | 1.8 |
| | 4 All | 0 | 0% | | | 1 | 6% | | |
| | Total | 18 | 100% | | | 17 | 100% | | |

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| | | Count | % | Mean | Mean | Count | % | Mean | Mean | |
| 13. Indicate the quality of your interactions with the following people at your institution. | | | | | | | | | | |
| a. Students | 1 | Poor | 1 | 6% | | | 0 | 0% | | |
| | 2 | | 0 | 0% | | | 0 | 0% | | |
| | 3 | | 0 | 0% | | | 0 | 0% | | |
| | 4 | | 0 | 0% | | | 2 | 12% | | |
| | 5 | | 2 | 11% | 6.3 | 5.8 | 5 | 29% | 6.1 | 5.8 |
| | 6 | | 3 | 17% | | | 0 | 0% | | |
| | 7 | Excellent | 12 | 67% | | | 10 | 59% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| | Total | 18 | 100% | | | 17 | 100% | | | |
| b. Academic advisors | 1 | Poor | 0 | 0% | | | 0 | 0% | | |
| | 2 | | 0 | 0% | | | 0 | 0% | | |
| | 3 | | 0 | 0% | | | 0 | 0% | | |
| | 4 | | 2 | 11% | | | 2 | 12% | | |
| | 5 | | 3 | 17% | 5.9 | 4.7 | 3 | 18% | 6.1 | 4.7 |
| | 6 | | 7 | 39% | | | 3 | 18% | | |
| | 7 | Excellent | 6 | 33% | | | 9 | 53% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| | Total | 18 | 100% | | | 17 | 100% | | | |
| c. Faculty | 1 | Poor | 0 | 0% | | | 0 | 0% | | |
| | 2 | | 0 | 0% | | | 0 | 0% | | |
| | 3 | | 2 | 11% | | | 1 | 6% | | |
| | 4 | | 1 | 6% | | | 2 | 12% | | |
| | 5 | | 2 | 11% | 5.8 | 4.6 | 2 | 12% | 6.0 | 4.7 |
| | 6 | | 6 | 33% | | | 3 | 18% | | |
| | 7 | Excellent | 7 | 39% | | | 9 | 53% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| | Total | 18 | 100% | | | 17 | 100% | | | |

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| | | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| d. Student services staff (career services, student activities, housing, etc.) | 1 | Poor | 3 | 18% | | | 0 | 0% | | |
| | 2 | | 1 | 6% | | | 1 | 6% | | |
| | 3 | | 0 | 0% | | | 2 | 12% | | |
| | 4 | | 1 | 6% | | | 1 | 6% | | |
| | 5 | | 3 | 18% | 4.9 | 4.3 | 5 | 29% | 5.4 | 4.3 |
| | 6 | | 4 | 24% | | | 1 | 6% | | |
| | 7 | Excellent | 5 | 29% | | | 7 | 41% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| Total | | | 17 | 100% | | | 17 | 100% | | |
| e. Other administrative staff and offices (registrar, financial aid, etc.) | 1 | Poor | 1 | 6% | | | 0 | 0% | | |
| | 2 | | 0 | 0% | | | 1 | 6% | | |
| | 3 | | 3 | 17% | | | 2 | 12% | | |
| | 4 | | 1 | 6% | | | 1 | 6% | | |
| | 5 | | 5 | 28% | 5.1 | 4.3 | 5 | 29% | 5.6 | 4.4 |
| | 6 | | 4 | 22% | | | 1 | 6% | | |
| | 7 | Excellent | 4 | 22% | | | 7 | 41% | | |
| | — | Not applicable | 0 | 0% | | | 0 | 0% | | |
| Total | | | 18 | 100% | | | 17 | 100% | | |
| 14. How much does your institution emphasize the following? | | | | | | | | | | |
| a. Spending significant amounts of time studying and on academic works | 1 | Very little | 0 | 0% | | | 0 | 0% | | |
| | 2 | Some | 0 | 0% | | | 1 | 7% | | |
| | 3 | Quite a bit | 2 | 11% | 3.9 | 3.3 | 4 | 27% | 3.6 | 3.2 |
| | 4 | Very much | 16 | 89% | | | 10 | 67% | | |
| | Total | | | 18 | 100% | | | 15 | 100% | |
| b. Providing support to help students succeed academically | 1 | Very little | 1 | 6% | | | 1 | 7% | | |
| | 2 | Some | 5 | 28% | | | 3 | 20% | | |
| | 3 | Quite a bit | 4 | 22% | 3.1 | 3.0 | 6 | 40% | 3.0 | 3.0 |
| | 4 | Very much | 8 | 44% | | | 5 | 33% | | |
| | Total | | | 18 | 100% | | | 15 | 100% | |

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| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| c. Using learning support services (tutoring services, writing center, etc.) | 1 | Very little | 4 | 22% | 2.7 | 2.7 | 0 | 0% | 3.1 | 2.7 |
| | 2 | Some | 5 | 28% | | | 4 | 29% | | |
| | 3 | Quite a bit | 2 | 11% | | | 5 | 36% | | |
| | 4 | Very much | 7 | 39% | | | 5 | 36% | | |
| | Total | | 18 | 100% | | | 14 | 100% | | |
| d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | 1 | Very little | 4 | 22% | 2.9 | 2.8 | 0 | 0% | 2.9 | 2.8 |
| | 2 | Some | 1 | 6% | | | 5 | 33% | | |
| | 3 | Quite a bit | 6 | 33% | | | 6 | 40% | | |
| | 4 | Very much | 7 | 39% | | | 4 | 27% | | |
| | Total | | 18 | 100% | | | 15 | 100% | | |
| e. Providing opportunities to be involved socially | 1 | Very little | 3 | 17% | 3.1 | 3.0 | 1 | 7% | 3.0 | 2.9 |
| | 2 | Some | 1 | 6% | | | 3 | 20% | | |
| | 3 | Quite a bit | 5 | 28% | | | 6 | 40% | | |
| | 4 | Very much | 9 | 50% | | | 5 | 33% | | |
| | Total | | 18 | 100% | | | 15 | 100% | | |
| f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | 1 | Very little | 4 | 22% | 2.8 | 2.8 | 1 | 7% | 2.7 | 2.8 |
| | 2 | Some | 2 | 11% | | | 6 | 40% | | |
| | 3 | Quite a bit | 5 | 28% | | | 4 | 27% | | |
| | 4 | Very much | 7 | 39% | | | 4 | 27% | | |
| | Total | | 18 | 100% | | | 15 | 100% | | |
| g. Helping you manage your non-academic responsibilities (work, family, etc.) | 1 | Very little | 6 | 33% | 2.6 | 2.2 | 5 | 33% | 2.1 | 2.4 |
| | 2 | Some | 1 | 6% | | | 4 | 27% | | |
| | 3 | Quite a bit | 5 | 28% | | | 5 | 33% | | |
| | 4 | Very much | 6 | 33% | | | 1 | 7% | | |
| | Total | | 18 | 100% | | | 15 | 100% | | |
| h. Attending campus activities and events (performing arts, athletic events, etc.) | 1 | Very little | 3 | 17% | 2.9 | 2.8 | 1 | 7% | 2.7 | 2.9 |
| | 2 | Some | 2 | 11% | | | 5 | 33% | | |
| | 3 | Quite a bit | 7 | 39% | | | 7 | 47% | | |
| | 4 | Very much | 6 | 33% | | | 2 | 13% | | |
| | Total | | 18 | 100% | | | 15 | 100% | | |

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| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| i. Attending events that address important social, economic, or political issues | 1 | Very little | 4 | 22% | | | 2 | 15% | | |
| | 2 | Some | 1 | 6% | | | 5 | 38% | | |
| | 3 | Quite a bit | 5 | 28% | 2.9 | 2.7 | 5 | 38% | 2.6 | 2.8 |
| | 4 | Very much | 8 | 44% | | | 1 | 8% | | |
| | Total | | 18 | 100% | | | 13 | 100% | | |
| 15. About how many hours do you spend in a typical 7-day week doing the following? | | | | | | | | | | |
| a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) | 0 | 0 hrs | 0 | 0% | | | 0 | 0% | | |
| | 3 | 1-5 hrs | 0 | 0% | | | 2 | 13% | | |
| | 8 | 6-10 hrs | 2 | 11% | | | 3 | 20% | | |
| | 13 | 11-15 hrs | 1 | 6% | | | 2 | 13% | | |
| | 18 | 16-20 hrs | 2 | 11% | 6.3 | 14.6 | 0 | 0% | 5.6 | 14.2 |
| | 23 | 21-25 hrs | 4 | 22% | | | 0 | 0% | | |
| | 28 | 26-30 hrs | 2 | 11% | | | 1 | 7% | | |
| | 33 | More than 30 hrs | 7 | 39% | | | 7 | 47% | | |
| Total | | 18 | 100% | | | 15 | 100% | | | |
| b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | 0 | 0 hrs | 4 | 22% | | | 4 | 29% | | |
| | 3 | 1-5 hrs | 10 | 56% | | | 6 | 43% | | |
| | 8 | 6-10 hrs | 1 | 6% | | | 4 | 29% | | |
| | 13 | 11-15 hrs | 1 | 6% | | | 0 | 0% | | |
| | 18 | 16-20 hrs | 1 | 6% | 2.4 | 3.2 | 0 | 0% | 2.0 | 4.2 |
| | 23 | 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 | 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 | More than 30 hrs | 1 | 6% | | | 0 | 0% | | |
| Total | | 18 | 100% | | | 14 | 100% | | | |

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| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| c. Working for pay on campus | 0 0 hrs | 12 | 67% | | | 8 | 53% | | |
| | 3 1-5 hrs | 1 | 6% | | | 0 | 0% | | |
| | 8 6-10 hrs | 2 | 11% | | | 6 | 40% | | |
| | 13 11-15 hrs | 2 | 11% | | | 1 | 7% | | |
| | 18 16-20 hrs | 1 | 6% | 1.8 | 2.8 | 0 | 0% | 2.0 | 3.5 |
| | 23 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 More than 30 hrs | 0 | 0% | | | 0 | 0% | | |
| | Total | 18 | 100% | | | 15 | 100% | | |
| d. Working for pay off campus | 0 0 hrs | 15 | 83% | | | 12 | 80% | | |
| | 3 1-5 hrs | 3 | 17% | | | 0 | 0% | | |
| | 8 6-10 hrs | 0 | 0% | | | 1 | 7% | | |
| | 13 11-15 hrs | 0 | 0% | | | 2 | 13% | | |
| | 18 16-20 hrs | 0 | 0% | 1.2 | 1.9 | 0 | 0% | 1.5 | 2.4 |
| | 23 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 More than 30 hrs | 0 | 0% | | | 0 | 0% | | |
| | Total | 18 | 100% | | | 15 | 100% | | |
| e. Doing community service or volunteer work | 0 0 hrs | 8 | 44% | | | 7 | 47% | | |
| | 3 1-5 hrs | 8 | 44% | | | 5 | 33% | | |
| | 8 6-10 hrs | 1 | 6% | | | 1 | 7% | | |
| | 13 11-15 hrs | 1 | 6% | | | 1 | 7% | | |
| | 18 16-20 hrs | 0 | 0% | 1.7 | 2.8 | 0 | 0% | 2.1 | 3.2 |
| | 23 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 More than 30 hrs | 0 | 0% | | | 1 | 7% | | |
| | Total | 18 | 100% | | | 15 | 100% | | |

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| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | 0 | 0 hrs | 0 | 0% | | | 1 | 7% | | |
| | 3 | 1-5 hrs | 6 | 33% | | | 2 | 13% | | |
| | 8 | 6-10 hrs | 7 | 39% | | | 5 | 33% | | |
| | 13 | 11-15 hrs | 3 | 17% | | | 1 | 7% | | |
| | 18 | 16-20 hrs | 0 | 0% | 3.4 | 12.7 | 4 | 27% | 4.0 | 12.6 |
| | 23 | 21-25 hrs | 0 | 0% | | | 0 | 0% | | |
| | 28 | 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 | More than 30 hrs | 2 | 11% | | | 2 | 13% | | |
| | | Total | 18 | 100% | | | 15 | 100% | | |
| g. Providing care for dependents (children, parents, etc.) | 0 | 0 hrs | 7 | 39% | | | 6 | 40% | | |
| | 3 | 1-5 hrs | 5 | 28% | | | 3 | 20% | | |
| | 8 | 6-10 hrs | 5 | 28% | | | 5 | 33% | | |
| | 13 | 11-15 hrs | 0 | 0% | | | 0 | 0% | | |
| | 18 | 16-20 hrs | 1 | 6% | 2.1 | 4.9 | 0 | 0% | 2.2 | 5.8 |
| | 23 | 21-25 hrs | 0 | 0% | | | 1 | 7% | | |
| | 28 | 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 | More than 30 hrs | 0 | 0% | | | 0 | 0% | | |
| | | Total | 18 | 100% | | | 15 | 100% | | |
| h. Commuting to campus (driving, walking, etc.) | 0 | 0 hrs | 1 | 6% | | | 0 | 0% | | |
| | 3 | 1-5 hrs | 4 | 24% | | | 6 | 40% | | |
| | 8 | 6-10 hrs | 6 | 35% | | | 5 | 33% | | |
| | 13 | 11-15 hrs | 2 | 12% | | | 2 | 13% | | |
| | 18 | 16-20 hrs | 3 | 18% | 3.4 | 6.8 | 0 | 0% | 3.3 | 7.0 |
| | 23 | 21-25 hrs | 0 | 0% | | | 1 | 7% | | |
| | 28 | 26-30 hrs | 0 | 0% | | | 0 | 0% | | |
| | 33 | More than 30 hrs | 1 | 6% | | | 1 | 7% | | |
| | | Total | 17 | 100% | | | 15 | 100% | | |
| Estimated number of hours working for pay | | | | | 4.1 | 4.6 | | | 3.6 | 5.9 |

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| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| 16. Of the time you spend preparing for class in a typical 7-day week, about how many hours are on <i>assigned</i> reading? | | | | | | | | | |
| | 0 | 0 hrs | 3 | 17% | | 1 | 7% | | |
| | 3 | 1-5 hrs | 5 | 28% | | 0 | 0% | | |
| | 8 | 6-10 hrs | 3 | 17% | | 7 | 50% | | |
| | 13 | 11-15 hrs | 3 | 17% | | 1 | 7% | | |
| | 18 | 16-20 hrs | 1 | 6% | 4.3 | 7.2 | 4 | 29% | 2.8 |
| | 23 | 21-25 hrs | 0 | 0% | | 0 | 0% | | 2.6 |
| | 28 | 26-30 hrs | 0 | 0% | | 1 | 7% | | |
| | 33 | More than 30 hrs | 3 | 17% | | 0 | 0% | | |
| | | Total | 18 | 100% | | 14 | 100% | | |
| 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? | | | | | | | | | |
| a. Writing clearly and effectively | 1 | Very little | 1 | 6% | | 0 | 0% | | |
| | 2 | Some | 1 | 6% | | 2 | 13% | | |
| | 3 | Quite a bit | 5 | 28% | 3.4 | 3.1 | 9 | 56% | 3.2 |
| | 4 | Very much | 11 | 61% | | | 5 | 31% | 3.1 |
| | | Total | 18 | 100% | | | 16 | 100% | |
| b. Speaking clearly and effectively | 1 | Very little | 1 | 6% | | | 0 | 0% | |
| | 2 | Some | 1 | 6% | | | 2 | 13% | |
| | 3 | Quite a bit | 6 | 33% | 3.4 | 3.0 | 9 | 56% | 3.2 |
| | 4 | Very much | 10 | 56% | | | 5 | 31% | 3.0 |
| | | Total | 18 | 100% | | | 16 | 100% | |
| c. Thinking critically and analytically | 1 | Very little | 0 | 0% | | | 0 | 0% | |
| | 2 | Some | 0 | 0% | | | 4 | 25% | |
| | 3 | Quite a bit | 3 | 17% | 3.8 | 3.2 | 1 | 6% | 3.4 |
| | 4 | Very much | 15 | 83% | | | 11 | 69% | 3.2 |
| | | Total | 18 | 100% | | | 16 | 100% | |
| d. Analyzing numerical and statistical information | 1 | Very little | 1 | 6% | | | 0 | 0% | |
| | 2 | Some | 0 | 0% | | | 4 | 25% | |
| | 3 | Quite a bit | 5 | 28% | 3.6 | 2.9 | 2 | 13% | 3.4 |
| | 4 | Very much | 12 | 67% | | | 10 | 63% | 2.9 |
| | | Total | 18 | 100% | | | 16 | 100% | |

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| | | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| e. Acquiring job- or work-related knowledge and skills | 1 | Very little | 0 | 0% | 3.4 | 2.6 | 1 | 6% | 3.2 | 2.7 |
| | 2 | Some | 2 | 11% | | | 4 | 25% | | |
| | 3 | Quite a bit | 6 | 33% | | | 2 | 13% | | |
| | 4 | Very much | 10 | 56% | | | 9 | 56% | | |
| | Total | | 18 | 100% | | | 16 | 100% | | |
| f. Working effectively with others | 1 | Very little | 0 | 0% | 3.6 | 3.0 | 1 | 6% | 3.3 | 3.0 |
| | 2 | Some | 2 | 11% | | | 2 | 13% | | |
| | 3 | Quite a bit | 4 | 22% | | | 4 | 25% | | |
| | 4 | Very much | 12 | 67% | | | 9 | 56% | | |
| | Total | | 18 | 100% | | | 16 | 100% | | |
| g. Developing or clarifying a personal code of values and ethics | 1 | Very little | 0 | 0% | 3.5 | 2.8 | 1 | 6% | 3.4 | 2.9 |
| | 2 | Some | 1 | 6% | | | 1 | 6% | | |
| | 3 | Quite a bit | 7 | 39% | | | 5 | 31% | | |
| | 4 | Very much | 10 | 56% | | | 9 | 56% | | |
| | Total | | 18 | 100% | | | 16 | 100% | | |
| h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | 1 | Very little | 1 | 6% | 3.2 | 3.1 | 1 | 6% | 3.2 | 3.1 |
| | 2 | Some | 2 | 11% | | | 2 | 13% | | |
| | 3 | Quite a bit | 7 | 39% | | | 6 | 38% | | |
| | 4 | Very much | 8 | 44% | | | 7 | 44% | | |
| | Total | | 18 | 100% | | | 16 | 100% | | |
| i. Solving complex real-world problems | 1 | Very little | 0 | 0% | 3.4 | 2.6 | 2 | 13% | 3.0 | 2.6 |
| | 2 | Some | 3 | 17% | | | 1 | 7% | | |
| | 3 | Quite a bit | 5 | 28% | | | 7 | 47% | | |
| | 4 | Very much | 10 | 56% | | | 5 | 33% | | |
| | Total | | 18 | 100% | | | 15 | 100% | | |
| j. Being an informed and active citizen | 1 | Very little | 2 | 11% | 3.3 | 2.8 | 1 | 7% | 3.2 | 2.8 |
| | 2 | Some | 1 | 6% | | | 2 | 13% | | |
| | 3 | Quite a bit | 4 | 22% | | | 5 | 33% | | |
| | 4 | Very much | 11 | 61% | | | 7 | 47% | | |
| | Total | | 18 | 100% | | | 15 | 100% | | |

| | | 2013 | | | | 2014 | | | |
|--|---|--------------------|-----------|-------------|--------------------|-------|-----------|-------------|------|
| | | School of Pharmacy | | LAU | School of Pharmacy | | LAU | | |
| | | Count | % | Mean | Mean | Count | % | Mean | Mean |
| 18. How would you evaluate your entire educational experience at this institution? | | | | | | | | | |
| | 1 | Poor | 1 | 6% | | | 0 | 0% | |
| | 2 | Fair | 1 | 6% | | | 2 | 13% | |
| | 3 | Good | 10 | 56% | 3.2 | 3.2 | 8 | 50% | 3.3 |
| | 4 | Excellent | 6 | 33% | | | 6 | 38% | |
| | | Total | 18 | 100% | | | 16 | 100% | |
| 19. If you could start over again, would you go to the same <i>institution</i> you are now attending? | | | | | | | | | |
| | 1 | Definitely no | 0 | 0% | | | 1 | 6% | |
| | 2 | Probably no | 2 | 11% | | | 3 | 19% | |
| | 3 | Probably yes | 8 | 44% | 3.3 | 3.3 | 7 | 44% | 3.0 |
| | 4 | Definitely yes | 8 | 44% | | | 5 | 31% | |
| | | Total | 18 | 100% | | | 16 | 100% | |

IV. NSSE - Engagement Indicators for School of Pharmacy - Senior-Year Students

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment.

The following tables list the survey questions that constitute each of the engagement indicators.

| | | 2013 | | 2014 | |
|---------------------------------|-------------------------------------|-------------------------|----------|-------------------------|----------|
| | | School of Pharmacy Mean | LAU Mean | School of Pharmacy Mean | LAU Mean |
| <i>Academic Challenge</i> | Higher-Order Learning | 51.3 | 42.2 | 46.4 | 41.2 |
| | Reflective and Integrative Learning | 40.8 | 37.7 | 39.0 | 36.9 |
| | Learning Strategies | 45.2 | 39.0 | 38.4 | 37.5 |
| | Quantitative Reasoning | 41.8 | 30.8 | 36.6 | 28.2 |
| <i>Learning with Peers</i> | Collaborative Learning | 39.5 | 34.5 | 39.7 | 34.3 |
| | Discussions with Diverse Others | 46.1 | 44.0 | 46.1 | 44.6 |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | 31.1 | 25.9 | 30.6 | 24.2 |
| | Effective Teaching Practices | 42.0 | 43.2 | 48.0 | 42.7 |
| <i>Campus Environment</i> | Quality of Interactions | 46.1 | 40.0 | 48.3 | 38.9 |
| | Supportive Environment | 37.5 | 35.6 | 35.3 | 33.5 |

Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, and Quantitative Reasoning.

Higher-Order Learning

- 4b. Applying facts, theories, or methods to practical problems or new situations
- 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- 4d. Evaluating a point of view, decision, or information source
- 4e. Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

- 2a. Combined ideas from different courses when completing assignments
- 2b. Connected your learning to societal problems or issues
- 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- 2d. Examined the strengths and weaknesses of your own views on a topic or issue
- 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- 2f. Learned something that changed the way you understand an issue or concept
- 2g. Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

- 9a. Identified key information from reading assignments
- 9b. Reviewed your notes after class
- 9c. Summarized what you learned in class or from course materials

Quantitative Reasoning

- 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- 6c. Evaluated what others have concluded from numerical information

Learning with Peers

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: Collaborative Learning and Discussions with Diverse Others.

Collaborative Learning

- 1e. Asked another student to help you understand course material
- 1f. Explained course material to one or more students
- 1g. Prepared for exams by discussing or working through course material with other students
- 1h. Worked with other students on course projects or assignments

Discussions with Diverse Others

- 8a. People from a race or ethnicity other than your own
- 8b. People from an economic background other than your own
- 8c. People with religious beliefs other than your own
- 8d. People with political views other than your own

Experiences with Faculty

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: Student-Faculty Interaction and Effective Teaching Practices.

Student-Faculty Interaction

- 3a. Talked about career plans with a faculty member
- 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)
- 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3d. Discussed your academic performance with a faculty member

Effective Teaching Practices

- 5a. Clearly explained course goals and requirements
- 5b. Taught course sessions in an organized way
- 5c. Used examples or illustrations to explain difficult points
- 5d. Provided feedback on a draft or work in progress
- 5e. Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: Quality of Interactions and Supportive Environment.

Quality of Interactions

- 13a. Students
- 13b. Academic advisors
- 13c. Faculty
- 13d. Student services staff (career services, student activities, housing, etc.)
- 13e. Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

- 14b. Providing support to help students succeed academically
- 14c. Using learning support services (tutoring services, writing center, etc.)
- 14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)
- 14e. Providing opportunities to be involved socially
- 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14g. Helping you manage your non-academic responsibilities (work, family, etc.)
- 14h. Attending campus activities and events (performing arts, athletic events, etc.)
- 14i. Attending events that address important social, economic, or political issues