FSSE-NSSE
Combined Report 2019

FSSE-NSSE Combined Report 2019

About This Report

The display below highlights details in the

1.

2.

3.

4. Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and FSSE report.

5.

6.

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Faculty responses to:

8a. Talked about their career plans [ ]

8b.

8c. Discussed course topics, ideas, or concepts outside of class [ ]

8d. Discussed their academic performance [ ]

Student responses to:

3a.

3b.

3c.

3d.

10a.

10b.

10c.

10g.

10h.

5a.

5b.

5c.

5d.

5e.

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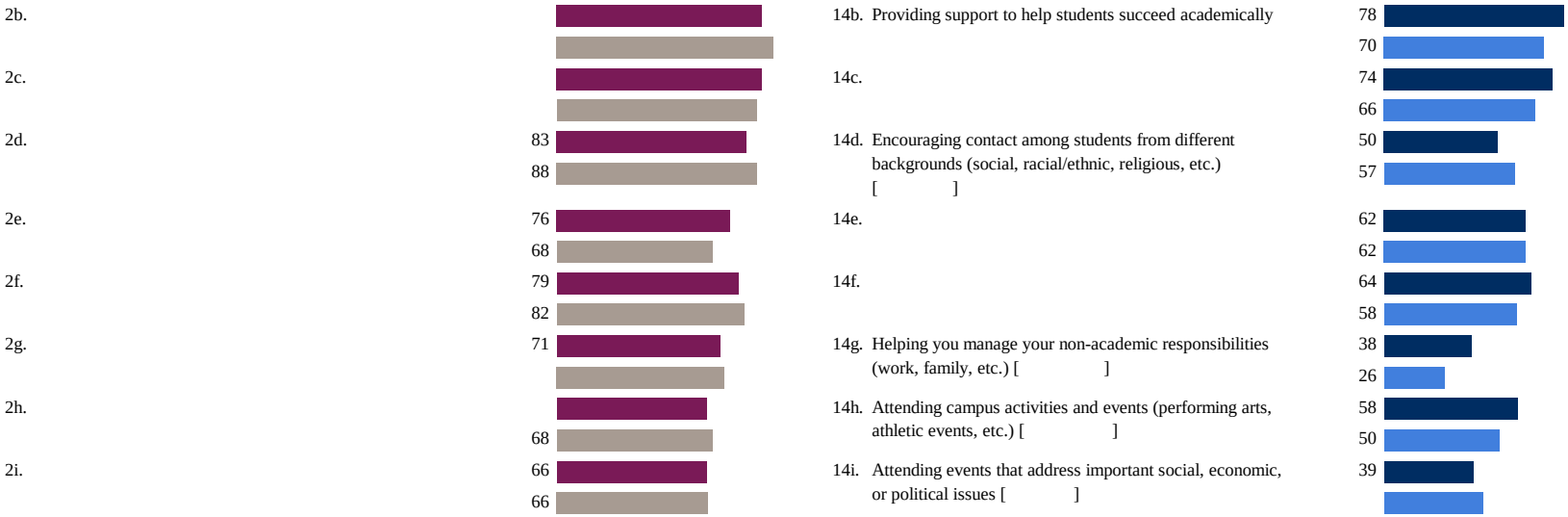
Campus Environment

Faculty Responses

Student Responses (from NSSE 2019)

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; High ratings (6 or 7).



Lower-Division
Upper-Division
First-Year
Senior

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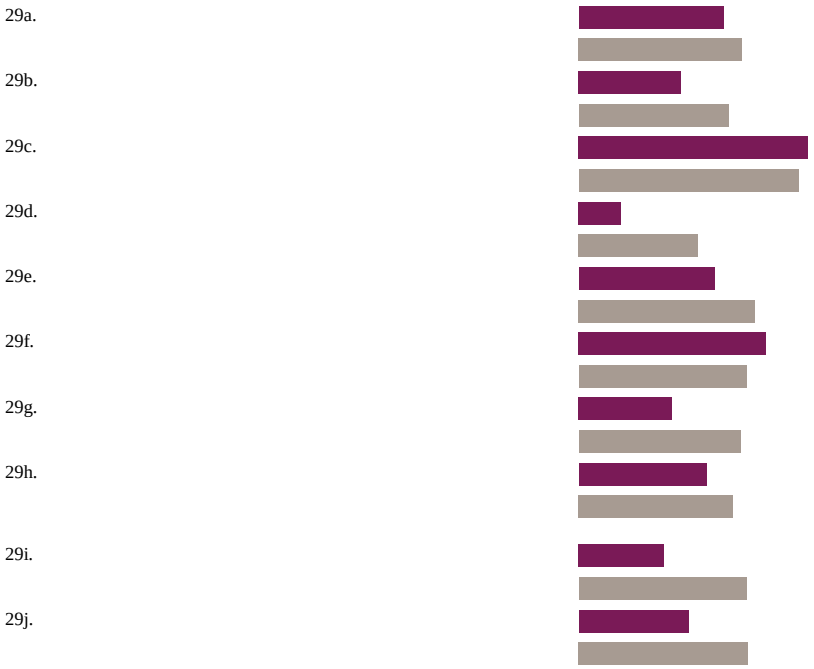

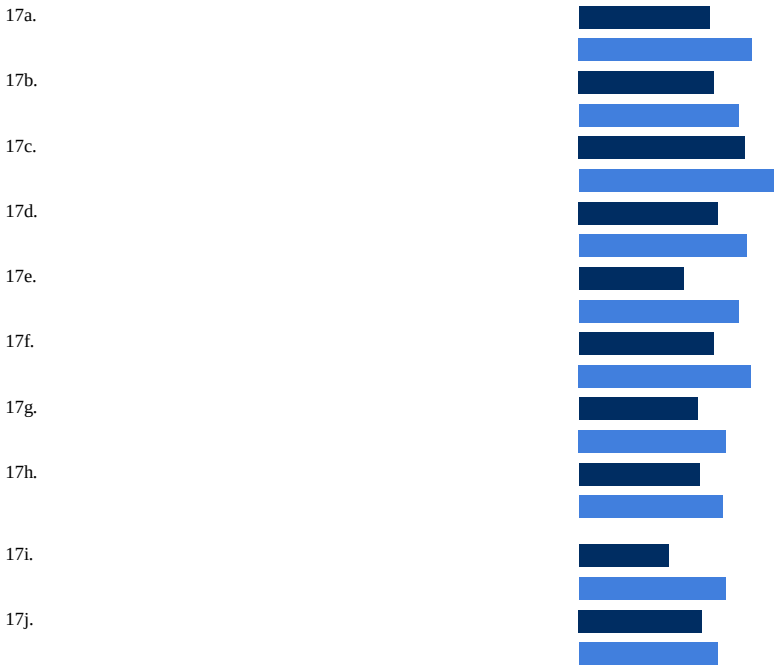

Course Engagement

Lower-Division
Upper-Division
First-Year
Senior

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Additional Engagement Items (continued)

Student Leadership

	Faculty responses to:	Faculty Responses	Student responses to:	Student Responses (from NSSE 2019)
1b. / 11b.	Hold a formal leadership role in a student organization or group [ ]	38 50	Hold a formal leadership role in a student organization or group [ ]	5 35

Memorization

	Faculty responses to:	Faculty Responses	Student responses to:	Student Responses (from NSSE 2019)
27a. / 4a.	Memorizing course material [ ]	32 33	Memorizing course material [ ]	75 61

Time Spent by Students

	Faculty responses to:	Faculty Responses	Student responses to:	Student Responses (from NSSE 2019)
20a. / 15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ ]	0 2	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ ]	27 42
20b. / 15b.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ ]	4 6	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ ]	8 6
20c. / 15c.	Working for pay **on campus** [ ]	21 13	Working for pay **on campus** [ ]	3 13
20d. / 15d.	Working for pay **off campus** [ ]	61 66	Working for pay **off campus** [ ]	22 53
20e. / 15e.	Doing community service or volunteer work [ ]	4 4	Doing community service or volunteer work [ ]	4 7
20f. / 15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ ]	57 35	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ ]	22 17
20g. / 15g.	Providing care for dependents (children, parents, etc.) [ ]	25 19	Providing care for dependents (children, parents, etc.) [ ]	9 31
20h. / 15h.	Commuting to campus (driving, walking, etc.) [ ]	7 6	Commuting to campus (driving, walking, etc.) [ ]	6 9

Lower-Division
Upper-Division
First-Year
Senior

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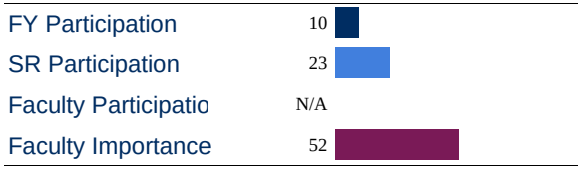
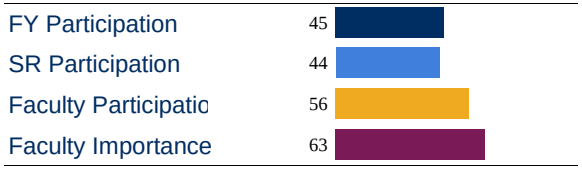
High-Impact Practices

Learning Community



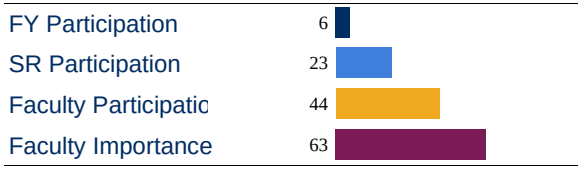
NSSE variable: 11c FSSE variable: 1c

Service-Learning



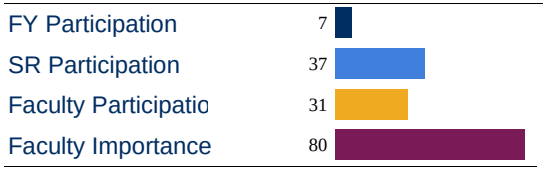
NSSE variable: 12 FSSE variables; 9 1g

Research with Faculty



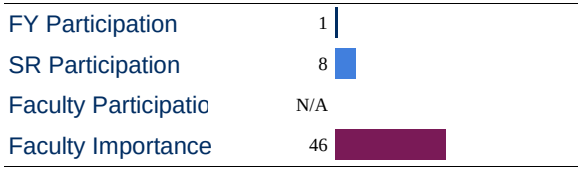
NSSE variable: 11e FSSE variables: 6a 1e

Internship or Field Experience



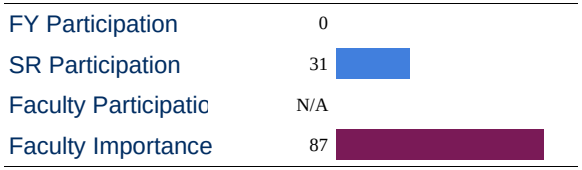
NSSE variable: 11a FSSE variables; 6b 1a

Study Abroad



NSSE variable: 11d ; FSSE variable: 1d

Senior Culminating Experience



NSSE variable: 11f ; FSSE variable: 1f

FY/SR Participatio

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

Faculty Importanc

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.

IPEDS: 226091