FSSE
faculty survey of student engagement

## FSSE-NSSE <br> Combined Report 2019

Colorado Mesa University

## About This Report

The display below highlights details in the FSSE-NSSE Combined Report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.indiana.edu) or contact a member of the FSSE team.

 report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the NSSE Frequencies and Statistical Comparisons report.
 reported by your institution.
3. Item numbers: Item numbering corresponds to the survey facsimiles included in your Institutional Report and available on the NSSE and FSSE websites.
4. Item wording and variable names: Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and FSSE Frequencies report.
5. Faculty responses: The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
 report. The distribution of student responses match those in your NSSE Frequencies and Statistical Comparisons report.

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(1) FSSE-NSSE Combined Report
faculty survey of
NSSEville State University


## Academic Challenge

|  | Faculty Responses |  | Student Responses (from NSSE 2019) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | FSSE Item [Variable Name] | Very much + Quite a bit \% | NSSE Item [Variable Name] | Very much + Quite a bit \% |
| Higher-Order Learning | Faculty responses to: In your selected course section, how much does the coursework emphasize the following? |  | Student responses to: During the current school year, how much has your coursework emphasized the following? |  |
|  | 27b. Applying facts, theories, or methods to practical problems or new situations [fHOapply] |  | 4b. Applying facts, theories, or methods to practical problems or new situations [HOapply] |  |
|  | 27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [fHOanalyze] |  | 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze] | $\begin{aligned} & 71 \\ & 80 \end{aligned}$ |
|  | 27d. Evaluating a point of view, decision, or information source [fHOevaluate] |  | 4d. Evaluating a point of view, decision, or information source [HOevaluate] | 73 74 74 |
|  | 27e. Forming a new idea or understanding from various pieces of information [fHOform] | $\begin{aligned} & 64 \\ & 84 \end{aligned}$ | 4e. Forming a new idea or understanding from various pieces of information [HOform ] | $\begin{aligned} & 72 \\ & 76 \end{aligned}$ |
|  | FSSE Item [Variable Name] | Very important + Important \% | NSSE Item [Variable Name] | Very often + Often \% |
| Reflective \& Integrative Learning | Faculty responses to: In your selected course section, how important is it to you that the typical student do the following? |  | Student responses to: During the current school year, about how often have you done the following? |  |
|  | 23a. Combine ideas from different courses when completing assignments [fRIintegrate] | $\square$ | Combined ideas from different courses when completing assignments [RIintegrate] | $\square$ |
|  | 23b. Connect their learning to societal problems or issues [fRIsocietal] | 67 73 | Connected your learning to societal problems or issues [RIsocietal] | 54 63 |
|  | 23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [fRIdiverse] | $\square$ | Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [RIdiverse] | 53 51 |
|  | 23d. Examine the strengths and weaknesses of their own views on a topic or issue [fRIownview] | 73 88 | Examined the strengths and weaknesses of your own views on a topic or issue [RIownview ] | 67 66 |
|  | 23e. Try to better understand someone else's views by imagining how an issue looks from their perspective [fRIperspect] | 77 80 | Tried to better understand someone else's views by imagining how an issue looks from their perspective [RIperspect] | 78 |
|  | 23f. Learn something that changes the way they understand an issue or concept [fRInewview] | 93 | Learned something that changes the way you understand an ssue or concept [RInewview ] | 73 76 |
|  | 23g. Connect ideas from your course to their prior experiences and knowledge [fRIconnect] |  | Connected ideas from your courses to your prior experiences and knowledge [RIconnect ] | 86 88 |
|  |  | Lower-Division Upper-Division |  | First-Year |

## Academic Challenge (continued)



## Learning with Peers



## Experiences with Faculty

|  | Faculty Responses |  | Student Responses (from NSSE 2019) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | FSSE Item [Variable Name] | Very often + Often \% | NSSE Item [Variable Name] | Very often + Often \% |
| Student-Faculty Interaction | Faculty responses to: During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise? |  | Student responses to: During the current school year, about how often you have done the following? |  |
|  | 8a. Talked about their career plans [fSFcareer] |  | 3a. Talked about career plans with a faculty member |  |
|  |  | 75 | [SFcareer $]$ | 53 |
|  | 8b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork] | $\begin{aligned} & 30 \\ & 43 \\ & \hline \end{aligned}$ | 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork] | $\begin{aligned} & 22 \\ & 35 \\ & \hline \end{aligned}$ |
|  | 8c. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] | $\square$ | 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss ] | $\begin{aligned} & 27 \\ & 43 \end{aligned}$ |
|  | 8d. Discussed their academic performance [fSFperform] |  | 3d. Discussed your academic performance with a faculty member [SFperform] | $\begin{aligned} & 29 \\ & 43 \end{aligned}$ |
|  | FSSE Item [Variable Name] | Very much + Quite a bit \% | NSSE Item [Variable Name] | Very much + Quite a bit \% |
| Effective <br> Teaching | Faculty responses to: In your undergraduate courses, to what extent do you do the following? |  | Student responses to: During the current school year, to what extent have your instructors done the following? |  |
| Practices | 10a. Clearly explain course goals and requirements [fETgoals] | 95 95 | 5a. Clearly explained course goals and requirements [ETgoals] | 84 80 |
|  | 10b. Teach course sessions in an organized way [fETorganize] | 96 | 5b. Taught course sessions in an organized way [ETorganize] | 82 |
|  |  | 98 |  | 82 |
|  | 10c. Use examples or illustrations to explain difficult points [fETexample] | 98 97 | Used examples or illustrations to explain difficult points [ETexample] | 81 80 |
|  | 10g. Provide feedback to students on drafts or works in progress [fETdraftib] | 65 72 | Provided feedback on a draft or work in progress ETdraftfb] | 69 67 |
|  | 10h. Provide prompt and detailed feedback on tests or completed assignments [fETfeedback] |  | Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback] | 65 72 |
|  |  | Lower-Division Upper-Division |  | First-Year Senior |

## Campus Environment



## Additional Engagement Items

## Faculty Responses

Very much + Quite a bit \%
SSE Item [Variable Name]
$\qquad$

Faculty responses to: Io what extent do you structur
students learn and develop in the following areas?
Faculty Course
Goals and
Student-
29a. Writing clearly and effectively [fcgwrite]

Perceived Gains 29b. Speaking clearly and effectively [fcgspeak]

29c. Thinking critically and analytically [fcgthink]

29d. Analyzing numerical and statistical information [fcganalyze]
29e. Acquiring job- or work-related knowledge and skills [fcgwork]
29f. Working effectively with others [fcgothers $]$

29 g . Developing or clarifying a personal code of values and ethics [fcgvalues]

29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]
29i. Solving complex real-world problems [fcgprobsolve]
29j. Being an informed and active citizen [fcgcitizen]

SSE Item [Variable Name]
Faculty responses In your selected course section, how important it to you that
Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?
22a. Ask questions or contribute to course discussions in other ways [faskquest]

22b. Prepare two or more drafts of a paper or assignment before turning it in [fdrafts]
22c. Come to class having completed readings or assignments [fprepared]


## Course Engagement



## Student Responses (from NSSE 2019)

SSE Item [Variable Name]
Very much + Quite a bit \%
Student responses to: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?
17a. Writing clearly and effectively [pgwrite ]

7b. Speaking clearly and effectively [pgspeak]

7c. Thinking critically and analytically [pgthink]

7d. Analyzing numerical and statistical information [pganalyze]
7e. Acquiring job- or work-related knowledge and skills [pgwork]
17f. Working effectively with others [pgothers ]

17 g . Developing or clarifying a personal code of values and ethics [pgvalues]

17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse]
7i. Solving complex real-world problems [pgprobsolve]

7j. Being an informed and active citizen [pgcitizen]


NSSE Item [Variable Name]
Very often + Often \%
Student responses to: During the current school year, about how often have you done the following?
1a. Asked questions or contributed to course discussions in other ways [askquest]
b. Prepared two or more drafts of a paper or assignment before turning it in [drafts ]
c. Come to class without completing readings or assignments [unprepared]


LLower-Division
$\square$ First-Year

| Additional Engagement Items (continued) |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
|  | Faculty Responses |  | Student Responses (from NSSE 2019) |  |
|  | FSSE Item [Variable Name] | Very important + Important \% | NSSE Item [Variable Name] | Done or in progress \% |
| Student <br> Leadership | Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate? |  | Student responses to: Which of the following have you done or do you plan to do before you graduate? |  |
|  | 1b. Hold a formal leadership role in a student organization or group [fleader] |  | 11b. Hold a formal leadership role in a student organization or group [leader] |  |
|  | FSSE Item [Variable Name] | Very much + Quite a bit \% | NSSE Item [Variable Name] | Very much + Quite a bit \% |
| Memorization | Faculty responses to: In your selected course section, how much does the coursework emphasize the following? |  | Student responses to: During the current school year, how much has your coursework emphasized the following? |  |
|  | 27a. Memorizing course material [fmemorize ] | $30 \square$ | 4a. Memorizing course material [memorize ] | $77 \square$ |
|  |  | 29 |  | 62 |
|  | FSSE Item [Variable Name] <br> 16 or more hours \% <br> Faculty responses to: In an average 7-day week, about how many hours do you think the |  | NSSE Item [Variable Name] | 16 or more hours \% |
| Time Spent by | Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following? |  | Student responses to: About how many hours do you spend in a typical 7-day week doing the following? |  |
| Students | 20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ftmprep] | $\begin{aligned} & 3 \\ & 2 \end{aligned}$ | 15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep] |  |
|  | 20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr] | $\begin{aligned} & 3 \\| \\ & 4 \end{aligned}$ | Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr] | $\begin{aligned} & 14 \\ & 11 \end{aligned}$ |
|  | 20c. Working for pay on campus [ftmworkon] | 8 | Working for pay on campus [ftmworkon] | 6 |
|  |  | 12 |  |  |
|  | 20d. Working for pay off campus [ftmworkoff] | 51 | 15d. Working for pay off campus [tmworkoff] | 25 |
|  |  | 47 |  | 50 |
|  | 20e. Doing community service or volunteer work [ftmservice] | 0 | 15e. Doing community service or volunteer work [tmservice] | 2 \| |
|  |  | 0 |  | 5 |
|  | 20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax] | $\begin{aligned} & 54 \\ & 39 \\ & \hline \end{aligned}$ | Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax] | $\begin{aligned} & 29 \\ & 21 \\ & \hline \end{aligned}$ |
|  | 20g. Providing care for dependents (children, parents, etc.) <br> [ftmcare] |  | Providing care for dependents (children, parents, etc.) [tmcare] | $\begin{array}{r} 5 \\ 19 \end{array}$ |
|  | 20h. Commuting to campus (driving, walking, etc.) [ftmcommute] | 0 4 | 15h. Commuting to campus (driving, walking, etc.) [tmcommute] |  |
|  |  | Lower-Division Upper-Division |  | First-Year Senior |

## High-Impact Practices

| Learning Community |  |
| :--- | :---: |
| FY Participation | 7 |
| SR Participation | 28 |
| Faculty Participation | N/A |
| Faculty Importance | 46 |
| NSSE variable: 11c learncom; FSSE variable: 1c flearncom |  |


| Internship or Field Experience |  |
| :--- | ---: |
| FY Participation | 5 |
| SR Participation | 43 |
| Faculty Participation | 35 |
| Faculty Importance | 86 |
| NSSE variable: 11a intern; FSSE variables; 6b fdintern, 1a fintern |  |

## FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular HighImpact 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.

| Service-Learning |  |
| :--- | ---: |
| FY Participation | 48 |
| SR Participation | 62 |
| Faculty Participation | 51 |
| Faculty Importance | 60 |
| NSSE variable: 12 servcourse; FSSE variables; 9 fservcourse, 1 g fservice |  |


|  | Study Abroad |
| :--- | :---: |
| FY Participation | 2 |
| SR Participation | 6 |
| Faculty Participation | N/A |
| Faculty Importance | 26 |
| NSSE variable: 11d abroad ; FSSE variable: 1 d fabroad |  |

## 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 ServiceLearning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

| Research with Faculty |  |
| :--- | :---: |
| FY Participation | 21 |
| SR Participation | 30 |
| Faculty Participation | 52 |
| Faculty Importance |  |
| NSSE variable: 11e research; FSSE variables: 6a fdresearch, 1e fresearch |  |


| Senior Culminating Experience |  |
| :--- | ---: |
| FY Participation | 3 |
| SR Participation | 44 |
| Faculty Participation | $\mathrm{N} / \mathrm{A}$ |
| Faculty Importance | 86 |
| NSSE variable: 11 f capstone ; FSSE variable: 1 f fcapstone |  |

## Faculty Importance

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.

