

Colorado Mesa University

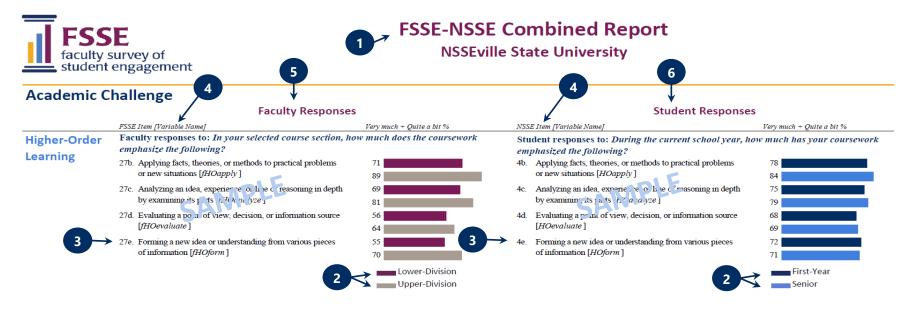
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About This Report

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 (fsee.indiana.edu) or contact a member of the FSSE team.

- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the NSSE Frequencies and Statistical Comparisons report.
- 2. Class level: Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as 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.
- 6. Student responses: The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your NSSE *Frequencies and Statistical Comparisons* report.



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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, ho emphasize the following?	w much does the coursework	Student responses to: During the current school year, I emphasized the following?	how much has your courseworl
	27b. Applying facts, theories, or methods to practical problems or new situations [<i>fHOapply</i>]	72 92	4b. Applying facts, theories, or methods to practical problems or new situations [<i>HOapply</i>]	74 81
	27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>fHOanalyze</i>]	69 82	 Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>HOanalyze</i>] 	71 80
	27d. Evaluating a point of view, decision, or information source [fHOevaluate]	51 72	4d. Evaluating a point of view, decision, or information source [<i>HOevaluate</i>]	73 74
	27e. Forming a new idea or understanding from various pieces of information [<i>fHOform</i>]	64 84	4e. Forming a new idea or understanding from various pieces of information [<i>HOform</i>]	72 76
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Reflective &	Faculty responses to: In your selected course section, ho typical student do the following?	w important is it to you that the	Student responses to: During the current school year, a following?	about how often have you done
ntegrative .earning	23a. Combine ideas from different courses when completing assignments [<i>fRlintegrate</i>]	60 8 7	2a. Combined ideas from different courses when completing assignments [<i>Rlintegrate</i>]	55
	23b. Connect their learning to societal problems or issues [fRIsocietal]	67 73 	2b. Connected your learning to societal problems or issues [<i>RIsocietal</i>]	54 63
	23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or	58 71	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or	53
	assignments [fRIdiverse]		assignments [RIdiverse]	
	assignments [<i>fRIdiverse</i>]23d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRIownview</i>]	73 88	assignments [<i>RIdiverse</i>]2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>RIownview</i>]	67 6 6 6 6
	23d. Examine the strengths and weaknesses of their own views		 2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>RIownview</i>] 2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective 	67 66 78 75
	23d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRIownview</i>]23e. Try to better understand someone else's views by imagining	88	2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>RIownview</i>]2e. Tried to better understand someone else's views by	78



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Academic Challenge (continued)

	Faculty Responses		Student Responses (from NSSE 2019)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
earning Strategies	Faculty responses to: In your selected course section, how much do you encourage students to do the following?		Student responses to: During the current school year, about how often have you done following?	
	25e. Identify key information from reading assignments [<i>fLSreading</i>]	60 78 	9a. Identified key information from reading assignments [<i>LSreading</i>]	80 79
	25f. Review notes after class [fLSnotes]	61 52	9b. Reviewed your notes after class [LSnotes]	70 65
	25g. Summarize what has been learned from class or from course materials [<i>fLSsummary</i>]	72 70	9c. Summarized what you learned in class or from course materials [<i>LSsummary</i>]	69 60
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Quantitative	Faculty responses to: In your selected course section, he typical student do the following?	ow important is it to you that the	Student responses to: During the current school year, a following?	bout how often have you done the
Reasoning	 Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude] 	68 71	 Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude] 	54 59
	22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	57 68	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [<i>QRproblem</i>]	47 46
	22f. Evaluate what others have concluded from numerical information [fQRevaluate]	58 67 	6c. Evaluated what others have concluded from numerical information [<i>QRevaluate</i>]	42 46
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
Additional Academic	Faculty responses to: How important is it to you that yo emphasis on each of the following?	ur institution increase its	Student responses to: How much does your institution of	emphasize the following?
Challenge	2a. Students spending significant amounts of time studying and on academic work [<i>fempstudy</i>]	75 81	14a. Spending significant amounts of time studying and on academic work [<i>empstudy</i>]	84 8 3
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	High challenge %
	21. In your selected course section, to what extent do you think the typical student does their best work? [<i>fchallenge</i>]	47 68	10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	50
			Note. Response options ranged from 1=Not at all to 7=Very much; Hig	h challenge (6 or 7).
		Lower-Division		First-Year
		Upper-Division		Senior



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Learning with Peers

Faculty Responses

Student Responses (from NSSE 2019)

	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Collaborative	Faculty responses to: In your selected course section, he students to do the following?	ow much do you encourage	Student responses to: During the current school year, about how often have you don following?	
Learning	25a. Ask other students for help understanding course material [fCLaskhelp]	65 6 2	 Asked another student to help you understand course material [CLaskhelp] 	56 50
	25b. Explain course material to other students [fCLexplain]	63 60	1f. Explained course material to one or more students [<i>CLexplain</i>]	61
	25c. Prepare for exams by discussing or working through course material with other students [<i>fCLstudy</i>]	67 53	 Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>] 	52 52
	25d. Work with other students on course projects or assignments [fCLproject]	63 58	 Worked with other students on course projects or assignments [CLproject] 	53 68
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Discussions	Faculty responses to: In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?		Student responses to: During the current school year, about how often have you had discussions with people from the following groups?	
with Diverse Others	26a. People of a race or ethnicity other than their own [fDDrace]	31	8a. People of a race or ethnicity other than your own [DDrace]	71 65
	26b. People from an economic background other than their own [fDDeconomic]	42	8b. People from an economic background other than your own [DDeconomic]	75
	26c. People with religious beliefs other than their own [fDDreligion]	37	8c. People with religious beliefs other than your own [DDreligion]	75 71
	26d. People with political views other than their own [fDDpolitical]	41	8d. People with political views other than your own [DDpolitical]	76 71
	· ·	41 38 Lower-Division Upper-Division		



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Experiences with Faculty

Student Responses (from NSSE 2019)

	FSSE Item [Variable Name]	Very often + Often %	NSSE Item [Variable Name]	Very often + Often %
aucint-racuity	Faculty responses to: During the current school year, ab each of the following with the undergraduate students you	0	Student responses to: During the current school year, a following?	about how often you have done th
teraction	8a. Talked about their career plans [fSFcareer]	65 	3a. Talked about career plans with a faculty member [<i>SFcareer</i>]	38 5 3
:	 Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork] 	30 4 3	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]	22 22 35
:	 Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] 	57 6 5	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [<i>SFdiscuss</i>]	27 4 3
:	8d. Discussed their academic performance [fSFperform]	69 67	3d. Discussed your academic performance with a faculty member [<i>SFperform</i>]	29 43
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
	Faculty responses to: In your undergraduate courses, to following?	what extent do you do the	Student responses to: During the current school year, a done the following?	to what extent have your instruct
aching actices	10a. Clearly explain course goals and requirements [fETgoals]	95 95	5a. Clearly explained course goals and requirements [<i>ETgoals</i>]	84 80
	10b. Teach course sessions in an organized way [fETorganize]	96	5b. Taught course sessions in an organized way [ETorganize]	82 82
	10c. Use examples or illustrations to explain difficult points [fETexample]	98 97	 Used examples or illustrations to explain difficult points [<i>ETexample</i>] 	81 80
	10g. Provide feedback to students on drafts or works in progress [fETdraftfb]	65 65 72	5d. Provided feedback on a draft or work in progress [<i>ETdraftfb</i>]	69 67
	10h. Provide prompt and detailed feedback on tests or completed assignments [<i>fETfeedback</i>]	88 93	 Provided prompt and detailed feedback on tests or completed assignments. [<i>ETfeedback</i>] 	65 72
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Faculty Responses



Colorado Mesa University

Campus Environment

	Faculty Responses		Student Responses (from NSSE 2019)	
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %
Quality of Interactions	Faculty responses to: Indicate your perception of the qua the following people at your institution.	ality of student interactions with	Student responses to: Indicate the quality of your intera- your institution.	ections with the following people
nteractions	3a. Other students [fQIstudent]	24 38	13a. Students [<i>QIstudent</i>]	53 58
	3b. Academic advisors [fQladvisor]	24	13b. Academic advisors [<i>Qladvisor</i>]	45 62
	3c. Faculty [fQlfaculty]	28	13c. Faculty [<i>Qlfaculty</i>]	54 6 4
	 Student services staff (career services, student activities, housing, etc.) [fQIstaff] 	21 23	13d. Student services staff (career services, student activities, housing, etc.) [Qlstaff]	47
	 Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin] 	20	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>]	50 43
	Note: Response options for faculty and student Quality of Interactions items rat FSSE Item [Variable Name]	nged from 1=Poor to 7=Excellent; High ratings (6 Very important + Important %	or 7). NSSE Item [Variable Name]	Very much + Quite a bit %
Supportive	Faculty responses to: How important is it to you that you emphasis on each of the following?		Student responses to: <i>How much does your institution e</i>	
Environment	2b. Providing support to help students succeed academically [fSEacademic]	84	14b. Providing support to help students succeed academically [SEacademic]	77
	 Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 	85	14c. Using learning support services (tutoring services, writing center, etc.) [<i>SElearnsup</i>]	79 73
	2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	86	 Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 	57
	2e. Providing opportunities for students to be involved socially [fSEsocial]	75	14e. Providing opportunities to be involved socially [SEsocial]	72 66
	2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness]	90 85	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	72 65
	0			
	(recreation, health care, counseling, etc.) [fSEwellness]2g. Helping students manage their non-academic	85 71 	health care, counseling, etc.) [SEwellness] 14g. Helping you manage your non-academic responsibilities	65 4 4 4 4

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Additional Engagement Items

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	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 %
Faculty Course Goals and	Faculty responses to: <i>To what extent do you structure y students learn and develop in the following areas?</i>	oour selected course section so that	Student responses to: How much has your experience at your knowledge, skills, and personal development in the f	
Student-	29a. Writing clearly and effectively [fcgwrite]	51 6 5	17a. Writing clearly and effectively [pgwrite]	70
Perceived Gains	29b. Speaking clearly and effectively [fcgspeak]	41 64	17b. Speaking clearly and effectively [pgspeak]	61 1 73
	29c. Thinking critically and analytically [fcgthink]	88	17c. Thinking critically and analytically [pgthink]	81
	29d. Analyzing numerical and statistical information [fcganalyze]	38	17d. Analyzing numerical and statistical information [pganalyze]	60 69
	29e. Acquiring job- or work-related knowledge and skills [fcgwork]	52 7 9	17e. Acquiring job- or work-related knowledge and skills [pgwork]	54 1 72
	29f. Working effectively with others [fcgothers]	63 78	17f. Working effectively with others [pgothers]	71 7 9
	29g. Developing or clarifying a personal code of values and ethics [<i>fcgvalues</i>]	43 43 58	17g. Developing or clarifying a personal code of values and ethics [pgvalues]	61 61
	29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]	43 58	 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse] 	62 67
	29i. Solving complex real-world problems [fcgprobsolve]	46	17i. Solving complex real-world problems [pgprobsolve]	59 6 9
	29j. Being an informed and active citizen [fcgcitizen]	51 56	17j. Being an informed and active citizen [pgcitizen]	58 6 2

	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Course	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?	
Engagement	22a. Ask questions or contribute to course discussions in other ways [faskquest]	95 96	 Asked questions or contributed to course discussions in other ways [askquest] 	68
	22b. Prepare two or more drafts of a paper or assignment before turning it in [<i>fdrafts</i>]	45 51	1b. Prepared two or more drafts of a paper or assignment before turning it in [<i>drafts</i>]	50 46
	22c. Come to class having completed readings or assignments [fprepared]	86 95 	 Come to class without completing readings or assignments [unprepared] 	17 20
		Lower-Division		First-Year Senior



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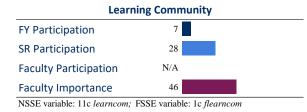
Additional Engagement Items (continued) - - -

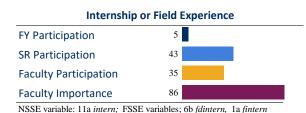
	Faculty Responses		Student Responses (from NSSE 2019)	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student	Faculty responses to: How important is it to you that un do the following before they graduate?	dergraduates at your institution	Student responses to: Which of the following have you a you graduate?	lone or do you plan to do before
Leadership	1b. Hold a formal leadership role in a student organization or group [<i>fleader</i>]	33 35	11b. Hold a formal leadership role in a student organization or group [leader]	8 3 7
	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, he emphasize the following?	w much does the coursework	Student responses to: During the current school year, he emphasized the following?	ow much has your coursework
	27a. Memorizing course material [finemorize]	30 2 9	4a. Memorizing course material [memorize]	77 62
	FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %
Time Spent by			Student responses to: About how many hours do you spend in a typical 7-day week doing the following?	
Students	 Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>fumprep</i>] 	3	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>tmprep</i>]	40 46
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [fimcocurr]	3	 Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr] 	14
	20c. Working for pay on campus [ftmworkon]	8	15c. Working for pay on campus [ftmworkon]	6 13
	20d. Working for pay off campus [ftmworkoff]	51	15d. Working for pay off campus [<i>tmworkoff</i>]	25 5 0
	20e. Doing community service or volunteer work [ftmservice]	0 0	15e. Doing community service or volunteer work [tmservice]	2
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax]	54 39 	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>tmrelax</i>]	29 2 1
	20g. Providing care for dependents (children, parents, etc.) [ftmcare]	17	15g. Providing care for dependents (children, parents, etc.) [tmcare]	5
	20h. Commuting to campus (driving, walking, etc.) [ftmcommute]	0	15h. Commuting to campus (driving, walking, etc.) [tmcommute]	4



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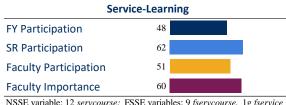
High-Impact Practices





FY/SR Participation

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.



NSSE variable: 12 servcourse; FSSE variables; 9 fservcourse, 1g fservice



NSSE variable: 11d abroad ; FSSE variable: 1d 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 Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

Research with Faculty			
FY Participation	3		
SR Participation	21		
Faculty Participation	30		
Faculty Importance	52		

NSSE variable: 11e research; FSSE variables: 6a fdresearch, 1e fresearch

Senior Culminating Experience		
FY Participation	3	
SR Participation	44	
Faculty Participation	N/A	
Faculty Importance	86	
NSSE variable: 11f canstone: ES	SE variable: 1f feanstone	

NSSE variable: 11f capstone ; FSSE variable: 1f 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.