



FSSE-NSSE

Combined Report 2019

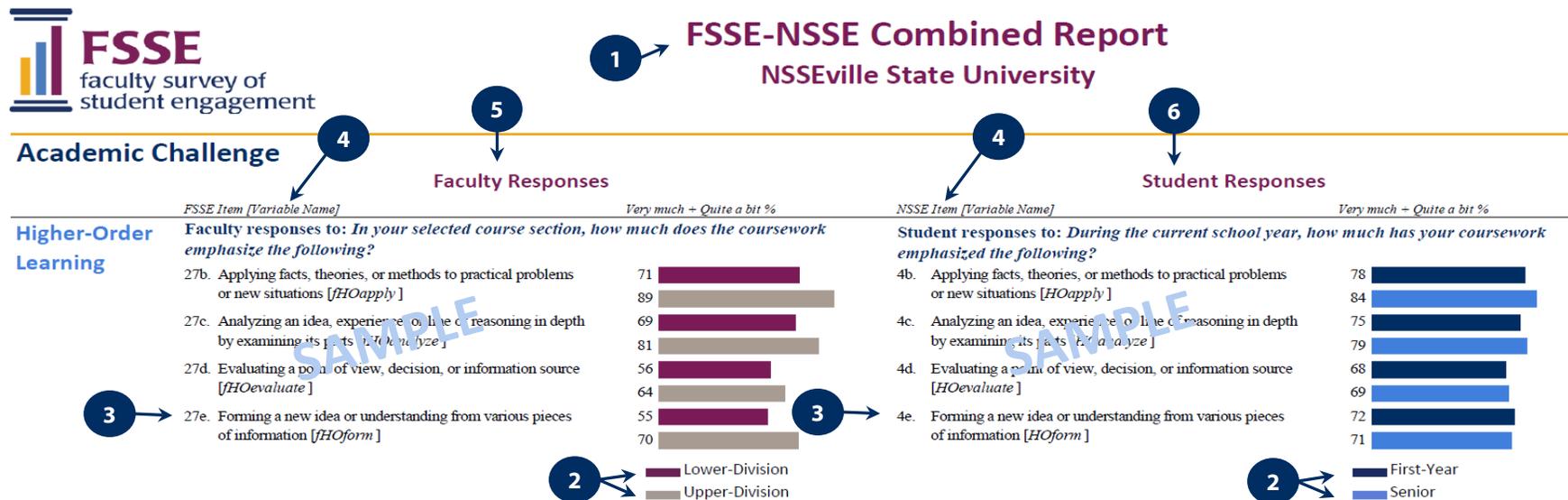
University of West Georgia

FSSE-NSSE Combined Report 2019

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.

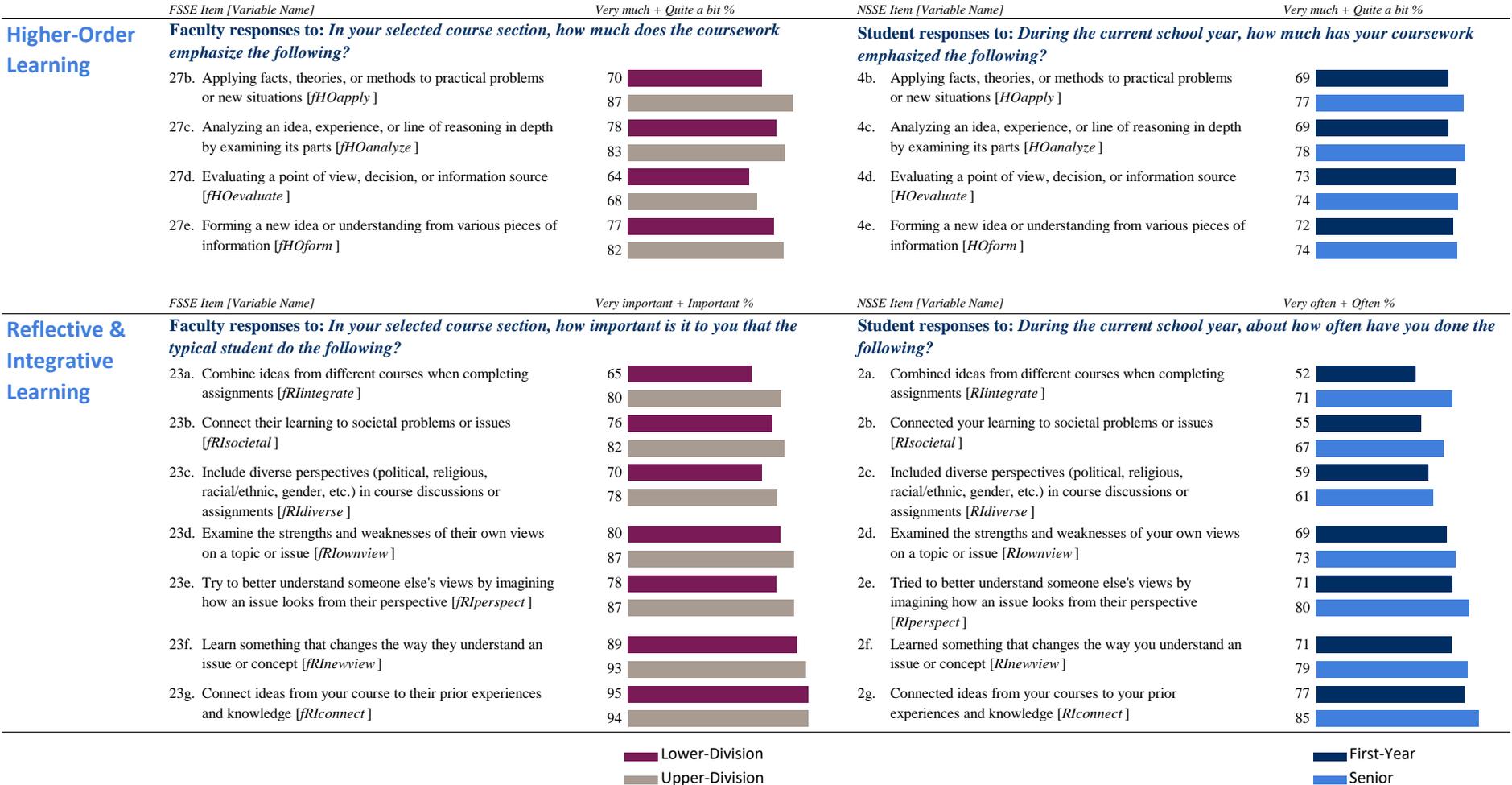
- Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
- Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
- Faculty responses:** The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- Student responses:** The percentage of students who selected the 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.



Academic Challenge

Faculty Responses

Student Responses (from NSSE 2019)



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 %
Learning 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 the following?	
	25e. Identify key information from reading assignments [LSreading]	66 80	9a. Identified key information from reading assignments [LSreading]	77 84
	25f. Review notes after class [LSnotes]	58 63	9b. Reviewed your notes after class [LSnotes]	72 69
	25g. Summarize what has been learned from class or from course materials [LSsummary]	67 72	9c. Summarized what you learned in class or from course materials [LSsummary]	70 70
Quantitative Reasoning	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?	
	22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	54 74	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	58 53
	22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	46 68	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	43 46
	22f. Evaluate what others have concluded from numerical information [QRevaluate]	49 69	6c. Evaluated what others have concluded from numerical information [QRevaluate]	40 43
Additional Academic Challenge Items	Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following?		Student responses to: How much does your institution emphasize the following?	
	2a. Students spending significant amounts of time studying and on academic work [empstudy]	88 88	14a. Spending significant amounts of time studying and on academic work [empstudy]	75 81
	Faculty responses to: In your selected course section, to what extent do you think the typical student does their best work? [challenge]		Student responses to: During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	
	21. In your selected course section, to what extent do you think the typical student does their best work? [challenge]	35 58	10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	52 59

Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7).

Lower-Division
 Upper-Division

First-Year
 Senior

Learning with Peers

Faculty Responses

Student Responses (from NSSE 2019)

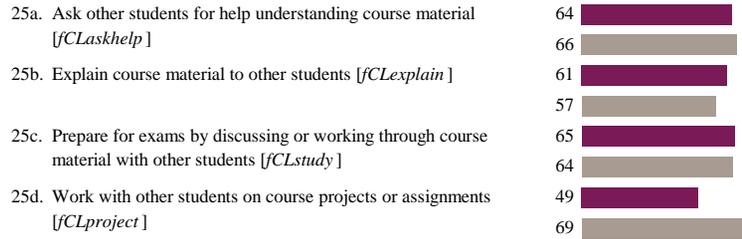
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
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FSSE-NSSE Combined Report 2019

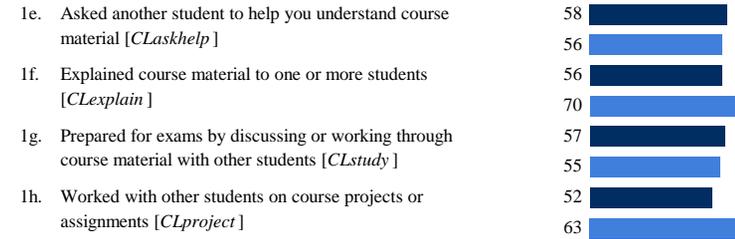
University of West Georgia

Collaborative Learning

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 the following?*



FSSE Item [Variable Name]

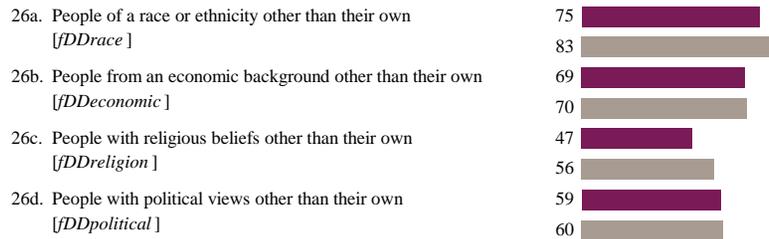
Very much + Quite a bit %

NSSE Item [Variable Name]

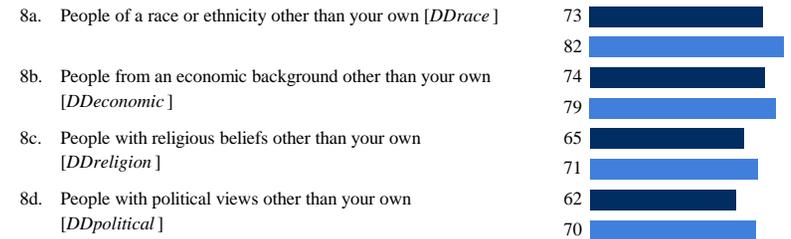
Very often + Often %

Discussions with Diverse Others

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?*



Lower-Division
Upper-Division

First-Year
Senior

Experiences with Faculty

Faculty Responses

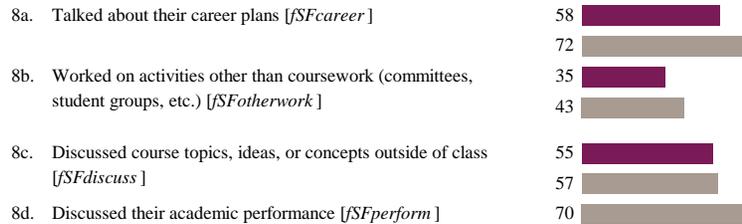
Student Responses (from NSSE 2019)

Student-Faculty Interaction

FSSE Item [Variable Name]

Very often + Often %

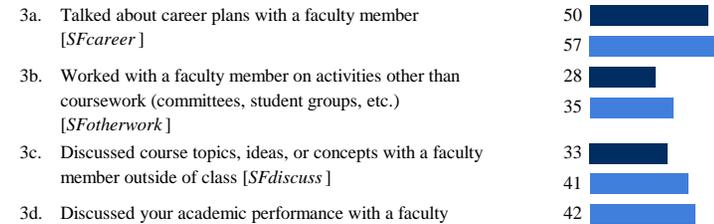
Faculty responses to: *During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?*

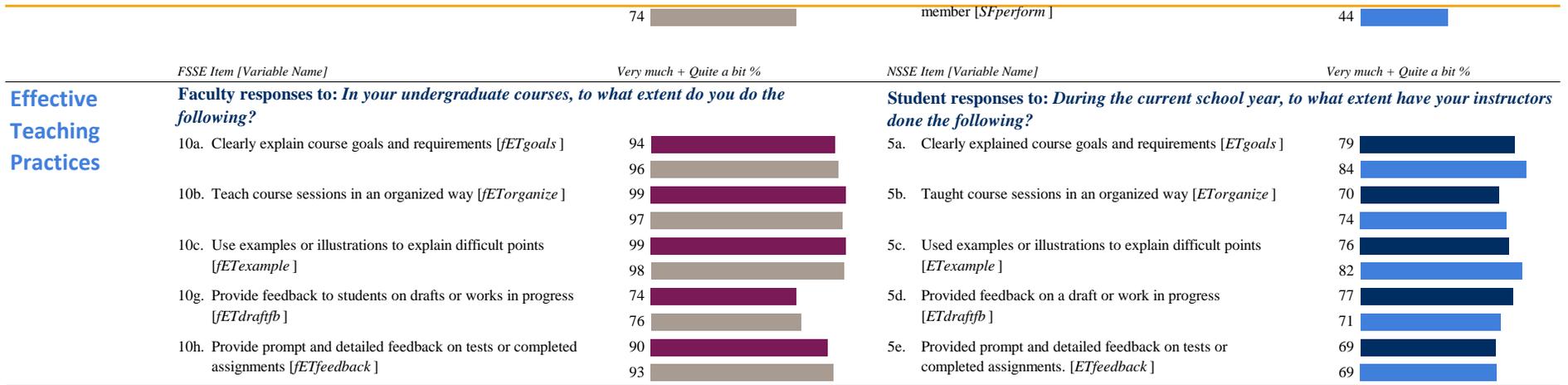


NSSE Item [Variable Name]

Very often + Often %

Student responses to: *During the current school year, about how often you have done the following?*

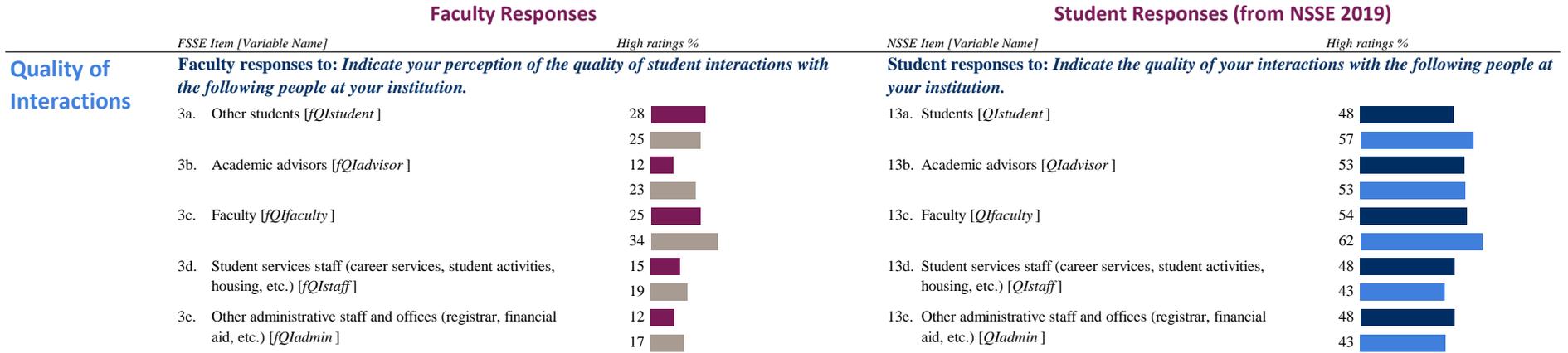




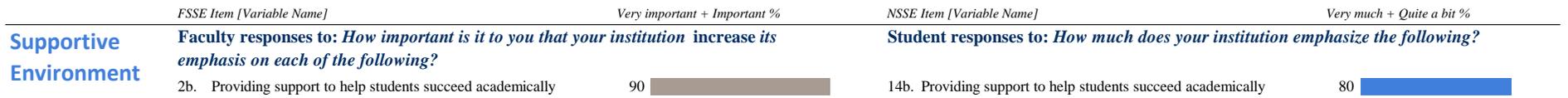
■ Lower-Division
■ Upper-Division

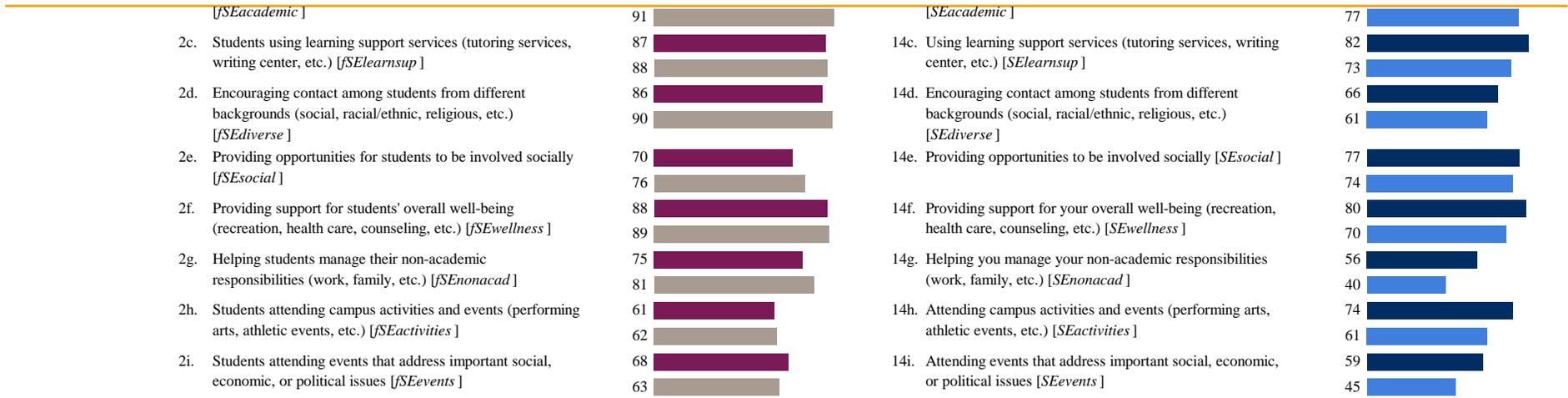
■ First-Year
■ Senior

Campus Environment



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



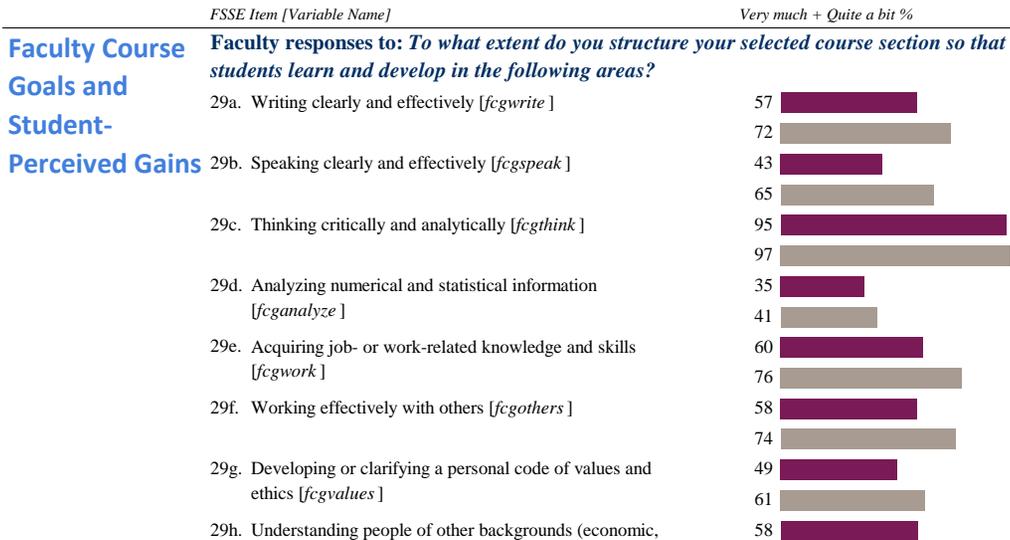


Lower-Division
Upper-Division

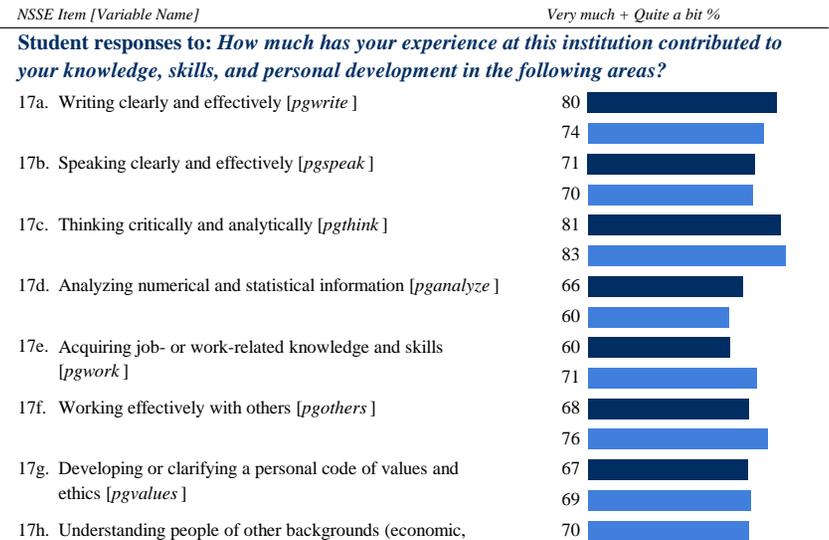
First-Year
Senior

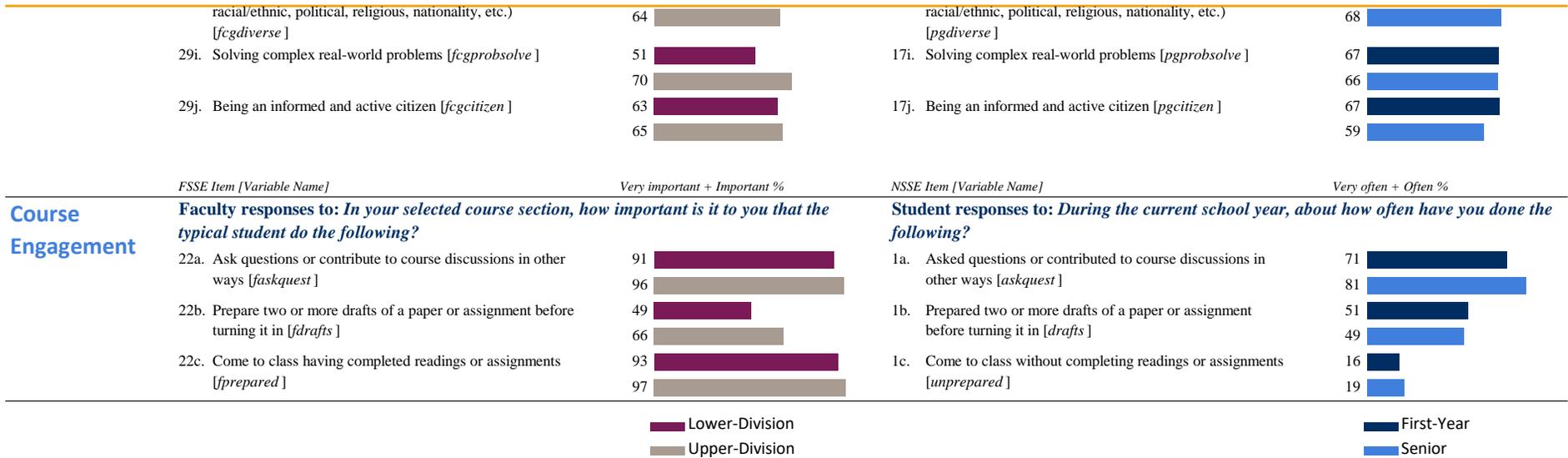
Additional Engagement Items

Faculty Responses



Student Responses (from NSSE 2019)

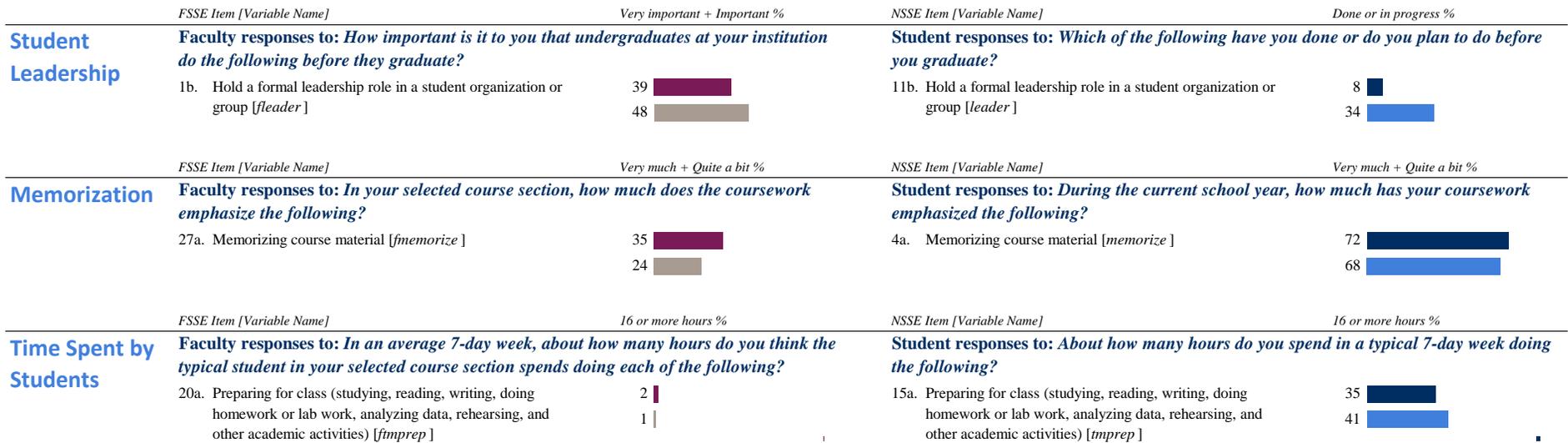


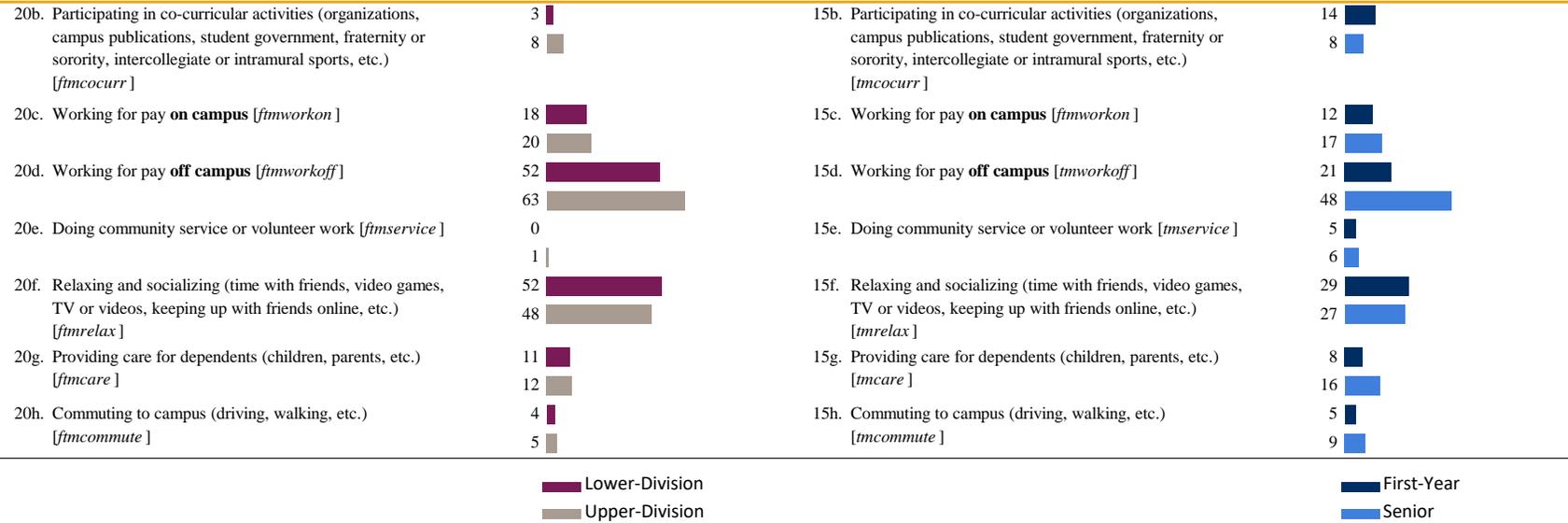


Additional Engagement Items (continued)

Faculty Responses

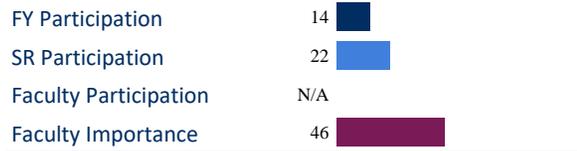
Student Responses (from NSSE 2019)





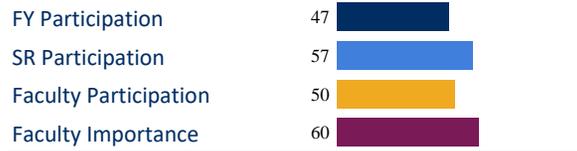
High-Impact Practices

Learning Community



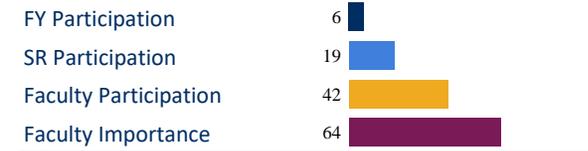
NSSE variable: 11c *learncom*; FSSE variable: 1c *flearncom*

Service-Learning



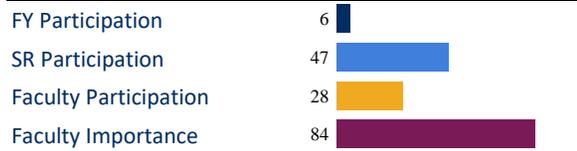
NSSE variable: 12 *servcourse*; FSSE variables: 9 *fservcourse*, 1g *fservice*

Research with Faculty



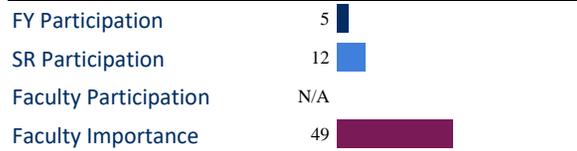
NSSE variable: 11e *research*; FSSE variables: 6a *fdresearch*, 1e *fresearch*

Internship or Field Experience



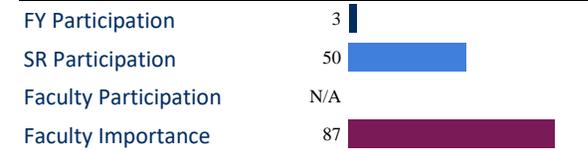
NSSE variable: 11a *intern*; FSSE variables: 6b *fdintern*, 1a *fintern*

Study Abroad



NSSE variable: 11d *abroad*; FSSE variable: 1d *fabroad*

Senior Culminating Experience



NSSE variable: 11f *capstone*; FSSE variable: 1f *fcapstone*

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.

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 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.