

FSSE 2019 Administration Summary

Texas A&M University-Commerce



FSSE 2019 Administration Summary

Texas A&M University-Commerce

Administration Summary

This report provides an overview of your FSSE administration, including details about your sample, response rates, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future FSSE administrations. For more respondent characteristics, see your *Respondent Profile* report.

Population and Respondents

The table at right reports how many faculty at your institution were sampled and how many completed the survey.

Survey completions

Survey population/sample	641
Total respondents	283
Full completions ^a	241
Partial completions	42

Count

0/

Faculty Responses

icuity Responses			Count	%
The table at right reports faculty	During the current school year, have	Yes	229	81
responses on key items from the	you taught an undergraduate	No	39	14
FSSE survey.	course?	Missing	15	5
		Lower-division	78	28
	What is the class level of most students in your selected course	Upper-division	132	47
	section?	Other	13	5
		Missing	60	21

Response Rate and Sampling Error

The table at right summarizes the response rate and sampling error for your institution.

Response rate					44%	/ 0	
Sampling error ^a					+/- 4.4%	6	
				6.1			

a. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the sample estimate. For example, if the sampling error is +/- 5.0% and 40% of your faculty reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Survey Options

The options at right were available to customize the content of your FSSE survey.

Administration features

Survey version	U.S. English
Institution logo used in survey	No

Additional question sets

Topical module(s)	Cultural Diversity	
Consortium	None	

Recruitment Messages

Faculty received up to four direct contacts. Your institution had the option to customize message content and timing.

Message schedule	Date	Cumulative response rate
Invitation	03/26/2019	23%
Reminder 1	04/01/2019	33%
Reminder 2	04/10/2019	39%
Final reminder	04/15/2019	44%



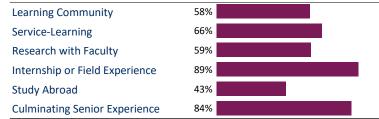
A Summary of Faculty Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's FSSE 2019 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *FSSE-NSSE Combined* reports.

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.

Faculty Importance for High-Impact Practice Participation



Note: Percentage of faculty responding "Very important" or "Important"

Faculty Participation in High-Impact Practices

Research with Faculty ^a	42%
Internship or Field Experience ^a	29%
Service-Learning ^b	51%

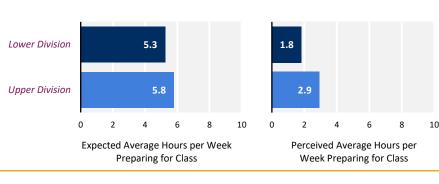
a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a

service-learning component

Time Spent Preparing for Class

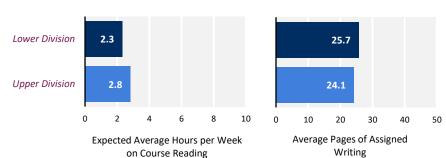
These figures report the average weekly class preparation time your faculty *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the faculty's selected course sections.



Reading and Writing

These figures summarize the number of hours your faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.

Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.

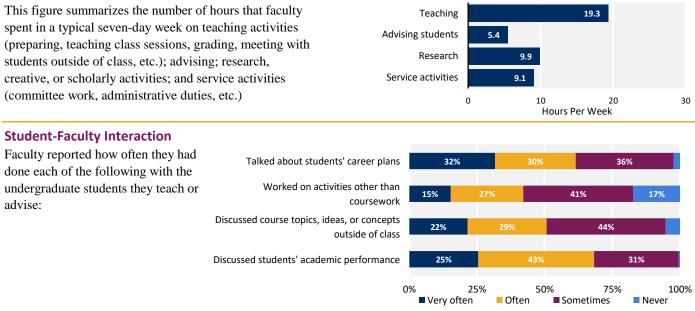


FSSE faculty survey of student engagement

FSSE 2019 Snapshot

Texas A&M University-Commerce

Time Allocation



Supportive Environment

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:

Faculty Values (Sorted highest to lowest)	Percentage of Faculty Responding "Very Important" or "Important"
Providing support to help students succeed academically	92%
Students spending significant amounts of time studying and on academic work	92%
Students using learning support services (tutoring services, writing center, etc.)	91%
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	88%
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	83%
Providing opportunities for students to be involved socially	72%
Helping students manage their non-academic responsibilities (work, family, etc.)	69%
Students attending events that address important social, economic, or political issues	66%
Students attending campus activities and events (performing arts, athletic events, etc.)	61%

Administration Details

Class Level	Lower Division	Upper Division	Other	Missing
Count	78	132	13	60
Percentage	28%	47%	5%	21%

See your *Administration Summary* and *Respondent Profile* reports for more information. Only faculty who reported teaching lower- or upper-division courses were included in this report.

Additional Questions

Your institution administered the following additional question set(s): Inclusiveness and Engagement with Cultural Diversity

Refer to your FSSE 2019 Topical Module report(s) for results.

What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit our website: fsse.indiana.edu.



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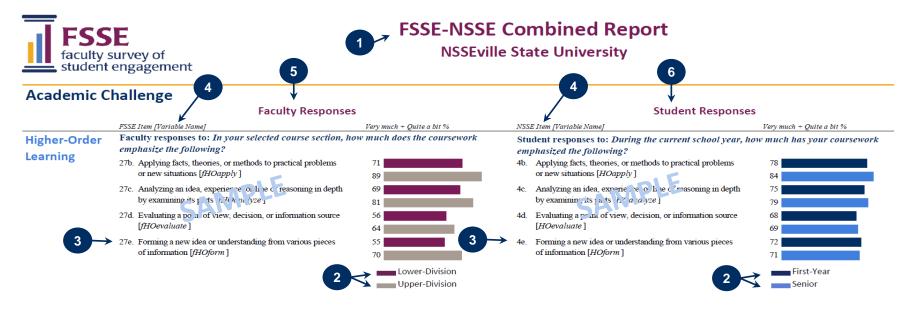
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About This Report

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 2018)

	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, he emphasized the following?	ow much has your coursework
Leanning	27b. Applying facts, theories, or methods to practical problems or new situations [<i>fHOapply</i>]	86 90	4b. Applying facts, theories, or methods to practical problems or new situations [<i>HOapply</i>]	59 80
	27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>fHOanalyze</i>]	84	 Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>HOanalyze</i>] 	61 79
	27d. Evaluating a point of view, decision, or information source [fHOevaluate]	70 8 1	4d. Evaluating a point of view, decision, or information source [<i>HOevaluate</i>]	68
	27e. Forming a new idea or understanding from various pieces of information [fHOform]	83 81	4e. Forming a new idea or understanding from various pieces of information [<i>HOform</i>]	66 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, al following?	bout how often have you done th
ntegrative Learning	23a. Combine ideas from different courses when completing assignments [<i>fRlintegrate</i>]	73 82	2a. Combined ideas from different courses when completing assignments [<i>Rlintegrate</i>]	49 6 3
	23b. Connect their learning to societal problems or issues [fRIsocietal]	64 78	2b. Connected your learning to societal problems or issues [<i>RIsocietal</i>]	51 60
	23c. Include diverse perspectives (political, religious,	59	2c. Included diverse perspectives (political, religious,	55
	racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRIdiverse</i>]	73	racial/ethnic, gender, etc.) in course discussions or assignments [<i>RIdiverse</i>]	56
	racial/ethnic, gender, etc.) in course discussions or	73 74 85	racial/ethnic, gender, etc.) in course discussions or	56 67 71
	racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRIdiverse</i>]23d. Examine the strengths and weaknesses of their own views	74	racial/ethnic, gender, etc.) in course discussions or assignments [<i>Rldiverse</i>]2d. Examined the strengths and weaknesses of your own views	67
	 racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRIdiverse</i>] 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 	74 85 79	 racial/ethnic, gender, etc.) in course discussions or assignments [<i>RIdiverse</i>] 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 71 73



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Academic Challenge (continued)

Faculty Responses

Student Responses (from NSSE 2018)

	racuity Response	3	Student Responses (nom NSSE 2018)		
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %	
earning	Faculty responses to: <i>In your selected course section, h students to do the following?</i>	ow much do you encourage	Student responses to: During the current school year, a following?	bout how often have you done th	
trategies	25e. Identify key information from reading assignments [<i>fLSreading</i>]	77	9a. Identified key information from reading assignments [<i>LSreading</i>]	70 83	
	25f. Review notes after class [fLSnotes]	73 50	9b. Reviewed your notes after class [LSnotes]	65 70 	
	25g. Summarize what has been learned from class or from course materials [<i>fLSsummary</i>]	78 67	9c. Summarized what you learned in class or from course materials [LSsummary]	62 70	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %	
Quantitative leasoning	Faculty responses to: In your selected course section, h 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 th	
easoning	22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)[fQRconclude]	71 75	 Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [<i>QRconclude</i>] 	47 5 4	
	22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	62 6 7	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	32	
	22f. Evaluate what others have concluded from numerical information [<i>fQRevaluate</i>]	62 66	6c. Evaluated what others have concluded from numerical information [<i>QRevaluate</i>]	30 41	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %	
dditional cademic	Faculty responses to: <i>How important is it to you that yo emphasis on each of the following?</i>	ur institution increase its	Student responses to: How much does your institution e	mphasize the following?	
hallenge	 Students spending significant amounts of time studying and on academic work [<i>fempstudy</i>] 	90 93	14a. Spending significant amounts of time studying and on academic work [<i>empstudy</i>]	71	
	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>]	44 5 7	 During the current school year, to what extent have your courses challenged you to do your best work? [challenge] 	47 6 4	
			Note. Response options ranged from 1=Not at all to 7=Very much; High	n challenge (6 or 7).	
		Lower-Division Upper-Division		First-Year Senior	



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Learning with Peers

Faculty Responses

Student Responses (from NSSE 2018)

	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, ho students to do the following?	w much do you encourage	Student responses to: During the current school year, a following?	bout how often have you done the	
Learning	25a. Ask other students for help understanding course material [fCLaskhelp]	69 50 	 Asked another student to help you understand course material [CLaskhelp] 	53 38	
	25b. Explain course material to other students [fCLexplain]	71	1f. Explained course material to one or more students [<i>CLexplain</i>]	56	
	25c. Prepare for exams by discussing or working through course material with other students [fCLstudy]	75 55	 Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>] 	51	
	25d. Work with other students on course projects or assignments [fCLproject]	60 64	 Worked with other students on course projects or assignments [CLproject] 	54 57 	
	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		Student responses to: During the current school year, about how often have you had		
with Diverse	have to engage in discussions with people from the follow	ving groups?	discussions with people from the following groups?		
Others	26a. People of a race or ethnicity other than their own [fDDrace]	70 60	8a. People of a race or ethnicity other than your own [DDrace]	74	
	26b. People from an economic background other than their own [fDDeconomic]	66 5 9	8b. People from an economic background other than your own [DDeconomic]	73 74	
	26c. People with religious beliefs other than their own [fDDreligion]	51	8c. People with religious beliefs other than your own [DDreligion]	66 67	
	26d. People with political views other than their own [fDDpolitical]	49 5 1	8d. People with political views other than your own [DDpolitical]	68 	
		Lower-Division Upper-Division		First-Year	



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Experiences with Faculty

Student Responses (from NSSE 2018)

	FSSE Item [Variable Name]	Very often + Often %	NSSE Item [Variable Name]	Very often + Often %	
Student-Faculty	Faculty responses to: During the current school year, about how often have you done		Student responses to: During the current school year, about how often you have done the		
Interaction	each of the following with the undergraduate students yo	u teach or advise?	following?		
	8a. Talked about their career plans [fSFcareer]	68 58	3a. Talked about career plans with a faculty member [<i>SFcareer</i>]	31	
				41	
	8b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork]	45 40	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]	23	
	 Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] 	55	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [<i>SFdiscuss</i>]	23	
		48		30	
	8d. Discussed their academic performance [fSFperform]	74	3d. Discussed your academic performance with a faculty	27	
		65	member [SFperform]	33	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Effective Teaching Practices	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 instructor done the following?		
	10a. Clearly explain course goals and requirements [fETgoals]	95	5a. Clearly explained course goals and requirements [ETgoals]	71	
		98		80	
	10b. Teach course sessions in an organized way [fETorganize]	100	5b. Taught course sessions in an organized way [ETorganize]	70	
		98		80	
	10c. Use examples or illustrations to explain difficult points [<i>fETexample</i>]	99	5c. Used examples or illustrations to explain difficult points [<i>ETexample</i>]	65	
		99		74	
	10g. Provide feedback to students on drafts or works in progress [fETdraftfb]	73	5d. Provided feedback on a draft or work in progress [<i>ETdraftfb</i>]	59	
		78		65	
	10h. Provide prompt and detailed feedback on tests or completed	90	5e. Provided prompt and detailed feedback on tests or	58	
	The second se	95	completed assignments. [ETfeedback]	66	
	assignments [fETfeedback]	93			
	assignments [JL1]eeaback]	53 Lower-Division		First-Year	

Faculty Responses



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Campus Environment

	Faculty Responses		Student Responses (from NSSE 2018)		
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %	
Quality of Interactions	Faculty responses to: <i>Indicate your perception of the quality of student interactions with the following people at your institution.</i>		Student responses to: Indicate the quality of your interactions with the following people your institution.		
Interactions	3a. Other students [fQlstudent]	21	13a. Students [<i>QIstudent</i>]	45 5 7	
	3b. Academic advisors [fQladvisor]	12	13b. Academic advisors [<i>Qladvisor</i>]	41	
	3c. Faculty [fQlfaculty]	14	13c. Faculty [<i>Qlfaculty</i>]	49 57	
	 Student services staff (career services, student activities, housing, etc.) [fQIstaff] 	12	 Student services staff (career services, student activities, housing, etc.) [QIstaff] 	38	
	 Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin] 	12	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>QIadmin</i>]	38 4 3	
	Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; High ratings (6 or 7).				
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Supportive Environment	Faculty responses to: How important is it to you that your institution increase its Student responses to: How much does your institution emphasize the following? emphasis on each of the following? Student responses to: How much does your institution emphasize the following?				
	2b. Providing support to help students succeed academically [fSEacademic]	95 91 91	14b. Providing support to help students succeed academically [SEacademic]	71 71	
	 Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 	92 91	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	75 63	
	2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	81	14d. Encouraging contact among students from different	61	
	[fSEdiverse]		backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	58	
	[<i>fSEdiverse</i>] 2e. Providing opportunities for students to be involved socially [<i>fSEsocial</i>]	71 1 73		58 68 62	
	2e. Providing opportunities for students to be involved socially		[SEdiverse]	68	
	 2e. Providing opportunities for students to be involved socially [<i>fSEsocial</i>] 2f. Providing support for students' overall well-being 	73 87	[SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation,	68 62 67	
	 2e. Providing opportunities for students to be involved socially [<i>fSEsocial</i>] 2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [<i>fSEwellness</i>] 2g. Helping students manage their non-academic 	73 87 89 74	 [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness] 14g. Helping you manage your non-academic responsibilities 	68 62 67 61 41	



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Additional Engagement Items

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	Faculty Responses		Student Responses (from NSSE 2018)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Faculty Course	Faculty responses to: <i>To what extent do you structure your selected course section so that students learn and develop in the following areas?</i>		Student responses to: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>	
Goals and Student-	29a. Writing clearly and effectively [fcgwrite]	63 72	17a. Writing clearly and effectively [pgwrite]	64 74
Perceived Gains	29b. Speaking clearly and effectively [fcgspeak]	53 60	17b. Speaking clearly and effectively [pgspeak]	57
	29c. Thinking critically and analytically [fcgthink]	94	17c. Thinking critically and analytically [<i>pgthink</i>]	75
	29d. Analyzing numerical and statistical information [fcganalyze]	49	17d. Analyzing numerical and statistical information [pganalyze]	50
	29e. Acquiring job- or work-related knowledge and skills [fcgwork]	56 80	17e. Acquiring job- or work-related knowledge and skills [<i>pgwork</i>]	52 72
	29f. Working effectively with others [fcgothers]	65 72 	17f. Working effectively with others [pgothers]	66 78
	29g. Developing or clarifying a personal code of values and ethics [<i>fcgvalues</i>]	52 62	17g. Developing or clarifying a personal code of values and ethics [<i>pgvalues</i>]	58 71
	29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]	52 66	 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse] 	62 70
	29i. Solving complex real-world problems [fcgprobsolve]	63 73	17i. Solving complex real-world problems [pgprobsolve]	55 6 9
	29j. Being an informed and active citizen [fcgcitizen]	56 63	17j. Being an informed and active citizen [pgcitizen]	55 65

	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: <i>During the current school year, about how often have you done the following?</i>	
Engagement	22a. Ask questions or contribute to course discussions in other ways [faskquest]	95 95	 Asked questions or contributed to course discussions in other ways [askquest] 	60
	22b. Prepare two or more drafts of a paper or assignment before turning it in [<i>fdrafts</i>]	42 5 6	1b. Prepared two or more drafts of a paper or assignment before turning it in [<i>drafts</i>]	41 52
	22c. Come to class having completed readings or assignments [fprepared]	88 95 	 Come to class without completing readings or assignments [unprepared] 	19 1 5
		Lower-Division Upper-Division		First-Year Senior

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Additional Engagement Items (continued) **Faculty Responses** Student Responses (from NSSE 2018) FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Done or in progress % Faculty responses to: How important is it to you that undergraduates at your institution Student responses to: Which of the following have you done or do you plan to do before Student do the following before they graduate? you graduate? Leadership 1b. Hold a formal leadership role in a student organization or 11b. Hold a formal leadership role in a student organization or 11 group [fleader] group [leader] 25 FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] Very much + Quite a bit % Faculty responses to: In your selected course section, how much does the coursework Student responses to: During the current school year, how much has your coursework Memorization emphasize the following? *emphasized the following?* 27a. Memorizing course material [fmemorize] 4a. Memorizing course material [memorize] 31 FSSE Item [Variable Name] 16 or more hours % NSSE Item [Variable Name] 16 or more hours % Faculty responses to: In an average 7-day week, about how many hours do you think the Student responses to: About how many hours do you spend in a typical 7-day week doing **Time Spent by** typical student in your selected course section spends doing each of the following? the following? **Students** 20a. Preparing for class (studying, reading, writing, doing 0 15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and homework or lab work, analyzing data, rehearsing, and 4 other academic activities) [ftmprep] other academic activities) [tmprep] 20b. Participating in co-curricular activities (organizations, 4 15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or campus publications, student government, fraternity or 2 7 sorority, intercollegiate or intramural sports, etc.) sorority, intercollegiate or intramural sports, etc.) [ftmcocurr] [tmcocurr] 20c. Working for pay on campus [ftmworkon] 18 15c. Working for pay on campus [ftmworkon] 11 8 20d. Working for pay off campus [ftmworkoff] 15d. Working for pay off campus [tmworkoff] 24 53 51 20e. Doing community service or volunteer work [ftmservice] 0 15e. Doing community service or volunteer work [tmservice] 4 0 5 15f. Relaxing and socializing (time with friends, video games, 20f. Relaxing and socializing (time with friends, video games, 23 TV or videos, keeping up with friends online, etc.) TV or videos, keeping up with friends online, etc.) 19 [ftmrelax] [tmrelax] 20g. Providing care for dependents (children, parents, etc.) 15g. Providing care for dependents (children, parents, etc.) 15 13 [ftmcare] [tmcare] 32 35 20h. Commuting to campus (driving, walking, etc.) 7 15h. Commuting to campus (driving, walking, etc.) 6 [ftmcommute] [tmcommute] 5 8 Lower-Division First-Year

Upper-Division

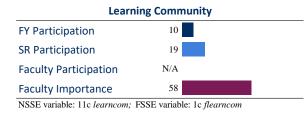
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Senior



Texas A&M University-Commerce

High-Impact Practices

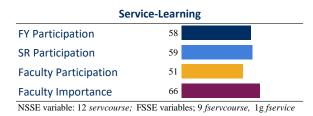


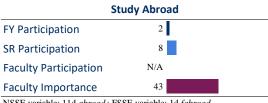


NSSE variable: 11a intern; FSSE variables; 6b fdintern, 1a fintern

FY/SR Participation

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



Senior Culminating Experience **FY** Participation 2 **SR** Participation 27 N/A **Faculty Participation** 84 Faculty Importance

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.

IPEDS: 224554