Texas A\&M University-Commerce

# FSSE 2019 Administration Summary <br> 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.

## Faculty Responses

The table at right reports faculty responses on key items from the FSSE survey.

## Response Rate and Sampling Error

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

## Survey Options

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

## Recruitment Messages

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

Survey completions

| Survey population/sample | 641 |
| :--- | ---: |
| Total respondents | 283 |
| Full completions ${ }^{\text {a }}$ | 241 |
| Partial completions | 42 |
| a. Submitted all pages for the core survey and Topical Modules (if applicable). |  |


|  |  | Count | $\%$ |
| :--- | :--- | ---: | ---: |
| During the current school year, have | Yes | 229 | 81 |
| you taught an undergraduate | No | 39 | 14 |
| course? | Missing | 15 | 5 |
| What is the class level of most | Lower-division | 78 | 28 |
|  | Upper-division | 132 | 47 |
|  | Other | 13 | 5 |
|  | Missing | 60 | 21 |


| Response rate |
| :--- |
| Sampling error ${ }^{\mathrm{a}}$ |
| a. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could <br> differ from the sample estimate. For example, if the sampling error is $+/-5.0 \%$ and $40 \%$ of your faculty reply "Very <br> often" to a particular item, then the true population value is most likely between $35 \%$ and $45 \%$. |


| Administration features |  |
| :--- | :--- |
| Survey version U.S. English <br> Institution logo used in survey No |  |

Additional question sets

| Topical module(s) | Cultural Diversity |
| :--- | :--- |
| Consortium | None |


| 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 | $04 / 15 / 2019$ | $44 \%$ |

FSSE
faculty survey of student engagement

FSSE 2019 Snapshot<br>Texas A\&M University-Commerce

## 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 HighImpact Practices in a typical week.

Faculty Importance for High-Impact Practice Participation


Faculty Participation in High-Impact Practices


## 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

This figure summarizes the number of hours that faculty spent in a typical seven-day week on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.); advising; research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)


## Student-Faculty Interaction

Faculty reported how often they had done each of the following with the undergraduate students they teach or advise:


## Supportive Environment

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

| Faculty Values <br> (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 <br> Division | Upper <br> 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.

## 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.

FSSE
faculty survey of student engagement

## FSSE-NSSE <br> Combined Report 2019

Texas A\&M University-Commerce

## 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.

( $\rightarrow$ FSSE-NSSE Combined Report
faculty survey of
NSSEville State University


Faculty responses to: In your selected course section, how much does the coursework
Higher-Order or new situations [fHOapply]
27c. Analyzing an idea, experie 'e o, 1 lec reasoning in depth by examining its 1 , ts 17

3

27d. Evaluating a po a of view, decision, or information source [fHOevaluate]
27e. Forming a new idea or understanding from various pieces of information [fHOform]


NSSE Item [Variable Name] Very much + Quite a bit $\%$ Student responses to: During the current school year, how much has your coursework emphasized the following?
4b. Applying facts, theories, or methods to practical problems or new situations [HOapply]
4c. Analyzing an idea, exprorie. e o l lec Emasoning in depth by examinin its 1 a ts t . a a $a z e$ )

4d. Evaluating a no decision, or information source [HOevaluate]
Forming a new idea or understanding from various pieces of information [HOform]


## 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, 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] | $\begin{aligned} & 86 \\ & 90 \end{aligned}$ | 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] | 84 84 | 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze] | 61 79 |
|  | 27d. Evaluating a point of view, decision, or information source [fHOevaluate] | $\begin{aligned} & 70 \\ & 81 \end{aligned}$ | 4d. Evaluating a point of view, decision, or information source [HOevaluate] | $\begin{aligned} & 68 \\ & 77 \end{aligned}$ |
|  | 27e. Forming a new idea or understanding from various pieces of information [fHOform] | $\begin{aligned} & 83 \\ & 81 \end{aligned}$ | 4e. Forming a new idea or understanding from various pieces of information [HOform ] |  |
|  | FSSE Item [Variable Name] | Very important + Important \% | NSSE Item [Variable Name] | Very often + Often \% |
|  <br> Integrative <br> 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] | $\begin{aligned} & 73 \\ & 82 \end{aligned}$ | Combined ideas from different courses when completing assignments [RIintegrate] | $\square$ |
|  | 23b. Connect their learning to societal problems or issues [fRIsocietal] | 64 78 | Connected your learning to societal problems or issues [RIsocietal] | 51 |
|  | 23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [fRIdiverse] | 59 73 | Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [RIdiverse] | 55 |
|  | 23d. Examine the strengths and weaknesses of their own views on a topic or issue [fRIownview] | 74 85 | Examined the strengths and weaknesses of your own views on a topic or issue [RIownview] | 67 71 |
|  | 23e. Try to better understand someone else's views by imagining how an issue looks from their perspective [fRIperspect] | 79 84 | Tried to better understand someone else's views by imagining how an issue looks from their perspective [RIperspect] | 73 77 |
|  | 23f. Learn something that changes the way they understand an issue or concept [fRInewview] | 96 95 | Learned something that changes the way you understand an issue or concept [RInewview] | 66 71 |
|  | 23g. Connect ideas from your course to their prior experiences and knowledge [fRIconnect] | 93 96 | Connected ideas from your courses to your prior experiences and knowledge [RIconnect] | 74 82 |
|  |  | Lower-Division Upper-Division |  | First-Year Senior |

## Academic Challenge (continued)



## Texas A\&M University-Commerce

## 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 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? |  |
|  | 25a. Ask other students for help understanding course material [fCLaskhelp] | $\begin{aligned} & 69 \\ & 50 \\ & \square \end{aligned}$ | 1e. Asked another student to help you understand course material [CLaskhelp] | $\begin{aligned} & 53 \\ & 38 \end{aligned}$ |
|  | 25b. Explain course material to other students [fCLexplain] |  | 1f. Explained course material to one or more students [CLexplain] | 56 51 |
|  | 25c. Prepare for exams by discussing or working through course material with other students [fCLstudy] | $\begin{aligned} & 75 \\ & 55 \end{aligned}$ | 1g. Prepared for exams by discussing or working through course material with other students [CLstudy] | $\begin{aligned} & 51 \\ & 43 \end{aligned}$ |
|  | 25 d . Work with other students on course projects or assignments [fCLproject] | $\square$ | 1h. Worked with other students on course projects or assignments [CLproject] | $\begin{aligned} & 54 \\ & 57 \end{aligned}$ |
|  | 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? |  |
|  | 26a. People of a race or ethnicity other than their own [fDDrace] | $\begin{aligned} & 70 \\ & 60 \end{aligned}$ | 8a. People of a race or ethnicity other than your own [DDrace] | 74 75 |
|  | 26b. People from an economic background other than their own [fDDeconomic] | 66 59 | 8b. People from an economic background other than your own [DDeconomic] | 73 74 |
|  | 26c. People with religious beliefs other than their own [fDDreligion] | 51 55 | People with religious beliefs other than your own [DDreligion] | 66 |
|  | 26d. People with political views other than their own [fDDpolitical] |  | People with political views other than your own [DDpolitical] | 68 70 |
|  |  | Lower-Division Upper-Division |  | First-Year |

## Texas A\&M University-Commerce

## Experiences with Faculty

|  | Faculty Responses |  | Student Responses (from NSSE 2018) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 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] | $\begin{aligned} & 68 \\ & 58 \end{aligned}$ | 3a. Talked about career plans with a faculty member [SFcareer] | $\begin{aligned} & 31 \\ & 41 \\ & \hline \end{aligned}$ |
|  | 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] | $\begin{aligned} & 21 \\ & 23 \end{aligned}$ |
|  | 8c. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] |  | 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] | $\begin{aligned} & 23 \\ & 30 \\ & \hline \end{aligned}$ |
|  | 8d. Discussed their academic performance [fSFperform] | 74 | 3d. Discussed your academic performance with a faculty member [SFperform] | $\begin{aligned} & 27 \\ & 33 \end{aligned}$ |
|  | FSSE Item [Variable Name] | Very much + Quite a bit \% | NSSE Item [Variable Name] | Very much + Quite a bit \% |
| Effective <br> Teaching <br> 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 instructors done the following? |  |
|  | 10a. Clearly explain course goals and requirements [fETgoals] | 95 98 | 5a. Clearly explained course goals and requirements [ETgoals] | 71 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 [fETexample] | 98 99 | 5c. Used examples or illustrations to explain difficult points [ETexample] | 65 74 |
|  | 10 g . Provide feedback to students on drafts or works in progress [fETdraftfb] | 73 78 | Provided feedback on a draft or work in progress ETdraftfb] | 59 65 |
|  | 10h. Provide prompt and detailed feedback on tests or completed assignments [fETfeedback] |  | Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback] | $\square$ |
|  |  | Lower-Division Upper-Division |  | First-Year |

## Campus Environment

|  | Faculty Responses |  | Student Responses (from NSSE 2018) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | FSSE Item [Variable Name] | High ratings \% | NSSE Item [Variable Name] | High ratings \% |
| Quality of | Faculty responses to: Indicate your perception of the quality of student interactions with the following people at your institution. |  | Student responses to: Indicate the quality of your interactions with the following people at your institution. |  |
| Interactions | 3a. Other students [fQIstudent ] | 21 | 13a. Students [QIstudent] | 45 |
|  |  | 22 |  | 57 |
|  | 3b. Academic advisors [fQIadvisor] |  | 13b. Academic advisors [QIadvisor] | 41 |
|  |  | 23 |  | 55 |
|  | 3c. Faculty [fQIfaculty] |  | 13c. Faculty [QIfaculty] | 49 |
|  |  | 26 |  | 57 |
|  | 3d. Student services staff (career services, student activities, housing, etc.) [fQIstaff] | $12$ $18$ | 13d. Student services staff (career services, student activities, housing, etc.) [QIstaff] | $\begin{aligned} & 38 \\ & 28 \end{aligned}$ |
|  | 3e. Other administrative staff and offices (registrar, financial aid, etc.) [fQIadmin] | 12 $\square$ <br> 16 | 13e. Other administrative staff and offices (registrar, financial aid, etc.) [QIadmin] | $38$ |
|  | 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 <br> Environment | 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? |  |
|  | 2 b . Providing support to help students succeed academically [fSEacademic] |  | 14b. Providing support to help students succeed academically [SEacademic] | $\begin{aligned} & 71 \\ & 71 \end{aligned}$ |
|  | 2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup ] | 92 | 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.) [fSEdiverse] | 81 | 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] | 61 58 |
|  | 2e. Providing opportunities for students to be involved socially [fSEsocial] | 71 73 | 14e. Providing opportunities to be involved socially [SEsocial] | 68 |
|  | 2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [ $f S E w e l l n e s s$ ] | $\begin{aligned} & 87 \\ & 89 \end{aligned}$ | 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness] | 67 |
|  | 2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad] | 74 | 14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad] | 41 32 |
|  | 2h. Students attending campus activities and events (performing arts, athletic events, etc.) [fSEactivities] | $\begin{aligned} & 67 \\ & 58 \end{aligned}$ | 14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities] | $\begin{aligned} & 64 \\ & 53 \end{aligned}$ |
|  | 2i. Students attending events that address important social, economic, or political issues [fSEevents] | $\begin{aligned} & 69 \\ & 65 \end{aligned}$ | 14i. Attending events that address important social, economic, or political issues [SEevents] | 52 47 |
|  | Lower-Division Upper-Division |  | First-YearSenior |  |

## Texas A\&M University-Commerce

## Additional Engagement Items

## Faculty Responses

E Item [Variable Name]

Faculty responses to: To 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

9g. 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]

## Course <br> Engagement



Facty .ingor it in 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]

Very much + Quite a bit \%

## Student Responses (from NSSE 2018)

NSSE 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]

Lower-Division



First-Year

## Texas A\&M University-Commerce

## Additional Engagement Items (continued)



## High-Impact Practices

| Learning Community |  |
| :--- | :---: |
| FY Participation | 10 |
| SR Participation | 19 |
| Faculty Participation | N/A |
| Faculty Importance | 58 |
| NSSE variable: 11c learncom; | FSSE variable: 1c flearncom |


| Internship or Field Experience |  |
| :--- | :---: |
| FY Participation | 9 |
| SR Participation | 34 |
| Faculty Participation | 29 |
| Faculty Importance | 89 |
| NSSE variable: 11a intern; FSSE variables; 6 b 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 | 58 |
| SR Participation | 59 |
| Faculty Participation | 51 |
| Faculty Importance | 66 |
| NSSE variable: 12 servcourse; FSSE variables; 9 fservcourse, 1 lg fservice |  |


| Study Abroad |  |
| :--- | :---: |
| FY Participation | 2 |
| SR Participation | 8 |
| Faculty Participation | N/A |
| Faculty Importance | 43 |
| NSSE variable: 11 d 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 | 13 |
| SR Participation | 42 |
| Faculty Participation | 59 |
| Faculty Importance |  |
| NSSE variable: 11e research; FSSE variables: 6a fdresearch, 1e fresearch |  |


| Senior Culminating Experience |  |
| :--- | :---: |
| FY Participation | 27 |
| SR Participation | 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.

