

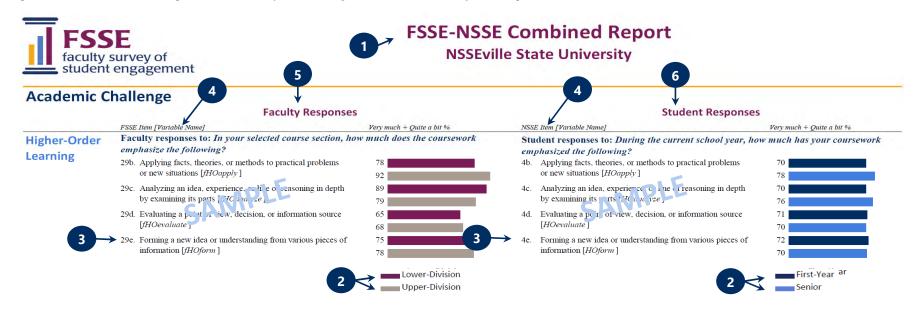
Texas A&M University-Commerce



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.

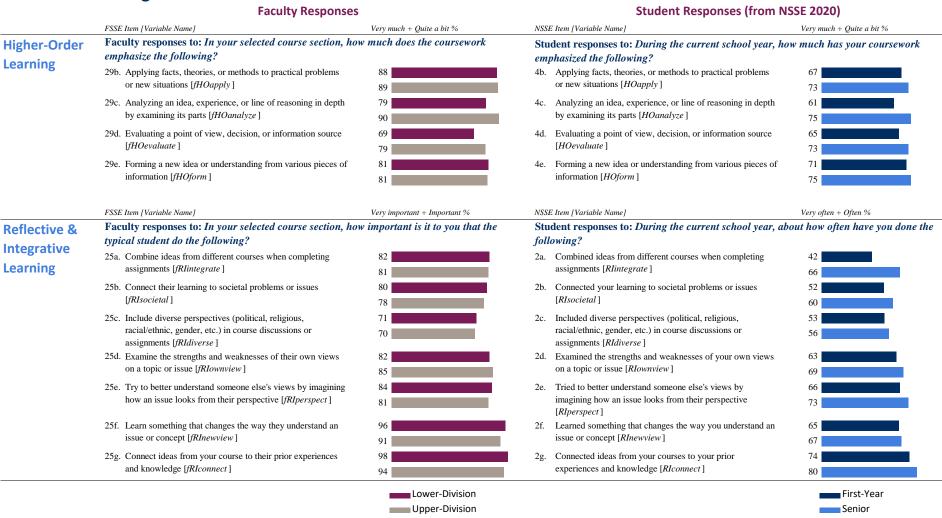
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty 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.
- 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





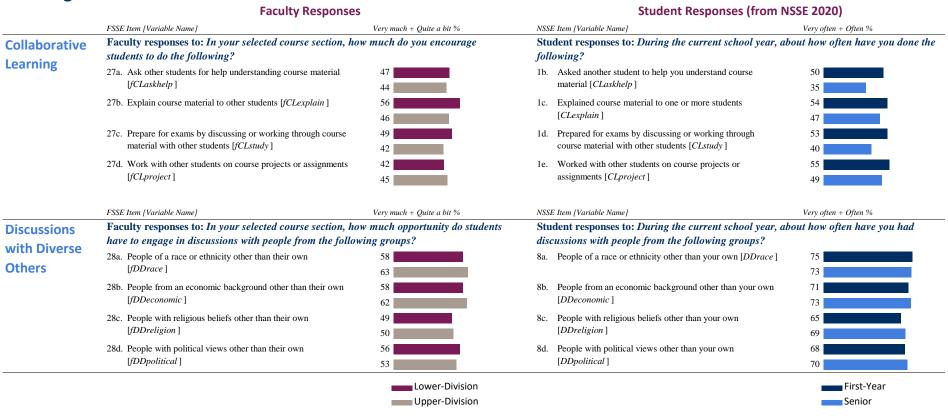
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Academic Challenge (continued) Faculty Responses Student Responses (from NSSE 2020) FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] Faculty responses to: In your selected course section, how much do you encourage Student responses to: During the current school year, about how often have you done the Learning students to do the following? **Strategies** 27e. Identify key information from reading assignments 9a. Identified key information from reading assignments [fLSreading] [LSreading] 27f. Review notes after class [fLSnotes] 9b. Reviewed your notes after class [LSnotes] 27g. Summarize what has been learned from class or from 9c. Summarized what you learned in class or from course course materials [fLSsummary] materials [LSsummary] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very often + Often % Faculty responses to: In your selected course section, how important is it to you that the Student responses to: During the current school year, about how often have you done the Quantitative typical student do the following? following? Reasoning 24b. Reach conclusions based on their own analysis of numerical 6a. Reached conclusions based on your own analysis of information (numbers, graphs, statistics, etc.) numerical information (numbers, graphs, statistics, etc.) [fQRconclude] [ORconclude] 24c. Use numerical information to examine a real-world problem 6b. Used numerical information to examine a real-world or issue (unemployment, climate change, public health, etc.) problem or issue (unemployment, climate change, public [fQRproblem] health, etc.) [QRproblem] 24d. Evaluate what others have concluded from numerical 6c. Evaluated what others have concluded from numerical information [fQRevaluate] information [QRevaluate] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very much + Quite a bit % 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?* **Additional** emphasis on each of the following? Academic 2a. Students spending significant amounts of time studying and 14a. Spending significant amounts of time studying and on Challenge on academic work [fempstudy] academic work [empstudy] **Items** FSSE Item [Variable Name] Very much + Ouite a bit % NSSE Item [Variable Name] High challenge % 23. In your selected course section, to what extent do you think 10. During the current school year, to what extent have your the typical student does their best work? [fchallenge] courses challenged you to do your best work? [challenge] Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7). Lower-Division First-Year Upper-Division Senior



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Learning with Peers





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Experiences with Faculty

nses to: During the current school year, about their career plans [fSFcareer] activities other than coursework (committees, ps, etc.) [fSFotherwork] ourse topics, ideas, or concepts outside of class [heir academic performance [fSFperform]		Student responses to: During the current school year, following? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty	Very often + Often % about how often you have done the 38 40 18 26 20 28
Nowing with the undergraduate students you to their career plans [fSFcareer] activities other than coursework (committees, aps, etc.) [fSFotherwork] ourse topics, ideas, or concepts outside of class	1 teach or advise? 53 66 36 36 51 54 77	 following? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty 	38 40 18 26
activities other than coursework (committees, ups, etc.) [fSFotherwork] ourse topics, ideas, or concepts outside of class	51 54 77	 [SFcareer] 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty 	40 18 26 20
ps, etc.) [fSFotherwork] ourse topics, ideas, or concepts outside of class]	36 51 54 77	coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty	26
	54 	member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty	20
neir academic performance [fSFperform]			29
		member [SFperform]	31
v Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
nses to: In your undergraduate courses, to	what extent do you do the	Student responses to: During the current school year, done the following?	, to what extent have your instructor
ain course goals and requirements [fETgoals]	98 97 	5a. Clearly explained course goals and requirements [ETgoals]	71 71 76 7
e sessions in an organized way [fETorganize]	100 100	5b. Taught course sessions in an organized way [ETorganize]	70 71
• •	96 97	5c. Used examples or illustrations to explain difficult points [ETexample]	70 68
	74 74	5d. Provided feedback on a draft or work in progress [ETdraftfb]	60 59
•	98 91	5e. Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback]	57 62
		lain course goals and requirements [fETgoals] see sessions in an organized way [fETorganize] see sor illustrations to explain difficult points see 97 state 98 state	Student responses to: During the current school year, done the following? San Clearly explained course goals and requirements [FETgoals] See sessions in an organized way [FETorganize] Son Taught course sessions in an organized way [ETorganize] Son Taught course sessions in an organized way [ETorganize] Son Taught course sessions in an organized way [ETorganize] Son Taught course sessions in an organized way [ETorganize] Son Taught course sessions in an organized way [ETorganize] Son Used examples or illustrations to explain difficult points [ETexample] Son Provided feedback on a draft or work in progress [ETdraftfb] Son Provided feedback on tests or completed set [ETfeedback] Lower-Division



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Campus Environment

	Faculty Response	S	Student Responses (from N	NSSE 2020)
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %
Quality of	Faculty responses to: Indicate your perception of the que the following people at your institution.	ality of student interactions with	Student responses to: Indicate the quality of your intera- your institution.	actions with the following peopl
iteractions	4a. Other students [fQIstudent]	36	13a. Students [QIstudent]	45
		28		59
	4b. Academic advisors [fQIadvisor]	34	13b. Academic advisors [Qladvisor]	46
		27		57
	4c. Faculty [fQIfaculty]	34	13c. Faculty [QIfaculty]	47
		36		58
	4d. Student services staff (career services, student activities,	36	13d. Student services staff (career services, student activities,	39
	housing, etc.) [fQIstaff]	25	housing, etc.) [QIstaff]	36
	4e. Other administrative staff and offices (registrar, financial	23	 Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>] 	39
	aid, etc.) [fQIadmin]	26		45
	Note: Response options for faculty and student Quality of Interactions items ra	nged from 1=Poor to /=Excellent; High ratings (6		
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
ipportive ivironment	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?
Wildinient	2b. Providing support to help students succeed academically	94	14b. Providing support to help students succeed academically	63
	[fSEacademic]	97	[SEacademic]	66
	2c. Students using learning support services (tutoring services,	91	14c. Using learning support services (tutoring services, writing	62
	writing center, etc.) [fSElearnsup]	92	center, etc.) [SElearnsup]	59
	2d. Encouraging contact among students from different	91	14d. Encouraging contact among students from different	54
	backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	89	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	56
	2e. Providing opportunities for students to be involved socially	79	14e. Providing opportunities to be involved socially [SEsocial]	62
	[fSEsocial]	79		61
	2f. Providing support for students' overall well-being	94	14f. Providing support for your overall well-being (recreation,	64
	21. I loviding support for students overall well-being	<i>></i> .		
	(recreation, health care, counseling, etc.) [fSEwellness]	90	health care, counseling, etc.) [SEwellness]	63
	0 11		health care, counseling, etc.) [SEwellness] 14g. Helping you manage your non-academic responsibilities	63 36
	(recreation, health care, counseling, etc.) [fSEwellness]	90		
	(recreation, health care, counseling, etc.) [fSEwellness] 2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad] 2h. Students attending campus activities and events (performing	90	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]14h. Attending campus activities and events (performing arts,	36
	(recreation, health care, counseling, etc.) [fSEwellness] 2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad]	90 77 70	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	36
	(recreation, health care, counseling, etc.) [fSEwellness] 2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad] 2h. Students attending campus activities and events (performing	90 77 70 68 68 68 68 68 68 68 6	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]14h. Attending campus activities and events (performing arts,	36 35 55



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Additional Engagement Items Student Responses (from NSSE 2020) **Faculty Responses** FSSE Item [Variable Name] NSSE Item [Variable Name] Very much + Quite a bit % Very much + Quite a bit % Faculty responses to: To what extent do you structure your selected course section so that Student responses to: How much has your experience at this institution contributed to **Faculty Course** students learn and develop in the following areas? your knowledge, skills, and personal development in the following areas? Goals and 31a. Writing clearly and effectively [fcgwrite] 18a. Writing clearly and effectively [pgwrite] Student-Perceived Gains 31b. Speaking clearly and effectively [fcgspeak] 18b. Speaking clearly and effectively [pgspeak] 31c. Thinking critically and analytically [fcgthink] 18c. Thinking critically and analytically [pgthink] 31d. Analyzing numerical and statistical information 18d. Analyzing numerical and statistical information [pganalyze] [fcganalyze] 31e. Acquiring job- or work-related knowledge and skills 18e. Acquiring job- or work-related knowledge and skills [fcgwork] [pgwork] 31f. Working effectively with others [fcgothers] 18f. Working effectively with others [pgothers] 31g. Developing or clarifying a personal code of values and 18g. Developing or clarifying a personal code of values and ethics [fcgvalues] ethics [pgvalues] 31h. Understanding people of other backgrounds (economic, 18h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) racial/ethnic, political, religious, nationality, etc.) 31i. Solving complex real-world problems [fcgprobsolve] 18i. Solving complex real-world problems [pgprobsolve] 31j. Being an informed and active citizen [fcgcitizen] 18j. Being an informed and active citizen [pgcitizen] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very often + Often % Student responses to: During the current school year, about how often have you done the Faculty responses to: In your selected course section, how important is it to you that the **Course** typical student do the following? following? **Engagement** 24a. Ask questions or contribute to course discussions in other 1a. Asked questions or contributed to course discussions in ways [faskquest] other ways [askquest]

Lower-Division

Upper-Division

First-Year

Senior



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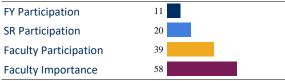
	ingagement Items (continued)			
	Faculty Response	s	Student Responses (from	NSSE 2020)
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student Leadership	Faculty responses to: How important is it to you that un do the following before they graduate?	dergraduates at your institution	Student responses to: Which of the following have you you graduate?	done or do you plan to do before
.eauersmp	 Hold a formal leadership role in a student organization or group [fleader] 	39	11b. Hold a formal leadership role in a student organization or group [leader]	39
	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?	ow much does the coursework	Student responses to: During the current school year, if emphasized the following?	how much has your coursework
	29a. Memorizing course material [finemorize]	36 <u>25</u>	4a. Memorizing course material [memorize]	70 <u> </u>
	FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %
Time Spent by	Faculty responses to: In an average 7-day week, about I typical student in your selected course section spends do	•	Student responses to: About how many hours do you sp the following?	pend in a typical 7-day week doin
Students	22a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [fimprep]	9 4	16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	33 43
	22b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr]	4	16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	9
	22c. Working for pay on campus [ftmworkon]	20	16c. Working for pay on campus [ftmworkon]	5
	22d. Working for pay off campus [ftmworkoff]	58	16d. Working for pay off campus [tmworkoff]	23
	22e. Doing community service or volunteer work [ftmservice]	0 1	16e. Doing community service or volunteer work [tmservice]	4
	22f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [fmrelax]	53 40	16f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [mrelax]	28
	22g. Providing care for dependents (children, parents, etc.) [ftmcare]	20 34	16g. Providing care for dependents (children, parents, etc.) [tmcare]	7
	22h. Commuting to campus (driving, walking, etc.) [fimcommute]	7 2	16h. Commuting to campus (driving, walking, etc.) [mcommute]	8



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High-Impact Practices

Learning Community



NSSE variable: 11c learncom; FSSE variables: 1c flearncom, 8b fdlearncom

Internship or Field Experience

FY Participation	6	
SR Participation	35	
Faculty Participation	32	
Faculty Importance	85	

NSSE variable: 11a intern; FSSE variables; 1a fintern, 8a fdintern20

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.

Service-Learning

			_		
FY Participation		52			
SR Participation		55			
Faculty Participation		50			
Faculty Importance		62			
NICCE : 11 10	ECCE	111 1	c · 1	1 0	

NSSE variable: 12 servcourse; FSSE variables; 1g fservice, 11 fservcourse

Study Abroad

FY Participation	3
SR Participation	6
Faculty Participation	3
Faculty Importance	36

NSSE variable: 11d abroad; FSSE variables: 1d fabroad, 8c fdabroad

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in these High-Impact Practices in a typical week. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component. For the remaining experiences, this represents the percentage of faculty responding "Yes" to participating in the given activity during the current school year.

Research with Faculty

FY Participation	4
SR Participation	11
Faculty Participation	44
Faculty Importance	54

NSSE variable: 11e research; FSSE variables: 1e fresearch, 8d fdresearch20

Senior Culminating Experience

FY Participation	3
SR Participation	26
Faculty Participation	56
Faculty Importance	83

NSSE variable: 11f capstone; FSSE variables: 1f fcapstone, 8e fdcapstone

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.



FSSE 2021 Administration Summary

Texas A&M University-Commerce



FSSE 2021 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 the respondent characteristics in your interactive Tableau dashboard reports.

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	599
Total respondents	202
Full completions ^a	167
Partial completions	35

a. Submitted all pages for the core survey and Topical Modules (if applicable).

Faculty Responses

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

		Count	%
During the current school year, have you taught an undergraduate course?	Yes	165	82
	No	20	10
	Missing	17	8
What is the class level of most students in your selected course section?	Lower-division	47	23
	Upper-division	110	54
	Other	5	2
	Missing	40	20

Response Rate and Sampling Error

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

Response rate	34%
Sampling error ^a	+/- 5.6%

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	US Standard	
Institution logo used in survey	No	

Additional question sets

Topical module(s)	Cultural Diversity, Pandemic Teaching Env.
Consortium	

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	03/23/2021	14%
Reminder 1	03/29/2021	22%
Reminder 2	04/01/2021	28%
Final reminder	04/07/2021	34%



FSSE Snapshot

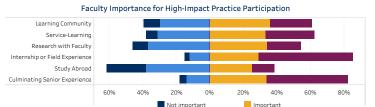
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Student engagenet represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, 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 Anapshot is a concise collection of key findings from your institution's FSSE administration. We hope this information stimulates dicussions about the undergraduate experience.

High-Impact Practices

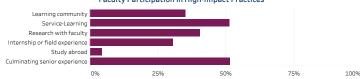
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right displays how important faculty believe that it is for undergraduates at their institution to participate in select High-impact Practices before they graduate.



Somewhat important Very in Faculty Participation in High-Impact Practices

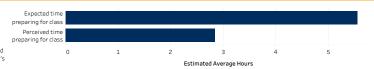
Very important

The second figure summarizes faculty participation in these selected High-Impact Practices in a typical week. For service-learning the percentage represents 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 faculty expected students to spend, and the average amount of time they perceived students actually spent, in the faculty's selected course sections.



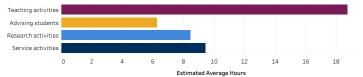
Reading and Writing

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



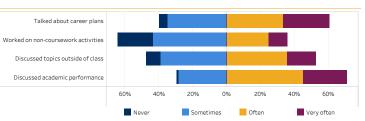
Time Allocation

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.)



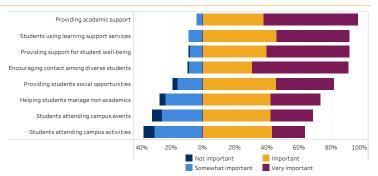
Student-Faculty Interaction

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 amphasis on each of the following.



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: https://fsse.indiana.edu