FSSE
faculty survey of student engagement

## FSSE-NSSE <br> Combined Report 2022

Truman State University

## 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.
 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 other reports.
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.


FSSE

FSSE-NSSE Combined Report
faculty survey of NSSEville State University


SSE Item [Variable Name]
Very much + Ouite a bit os $\qquad$

Higher-Order Faculty responses to: In your selected course section, how much does the coursework emphasize the following?
29b. Applying facts. theories, or methods to practical problems
or new situations $[/ f$ Hoapply $]$ or new situations [ $f \mathrm{HO}$ apply]
29c. Analyzing an idea. experience. ${ }^{\text {th }} \mathrm{e} 0$. .asoning in depth by examining its part [TC ; a 29d. Evaluating a p
[HOCeraluate] [fHOevaluate]


3
$2 \longrightarrow \longrightarrow$ Uower-Division

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, experie" of tre treasoning in depth by examinimg its, th : Calaize,
4d. Evaluating a pr 1 of vew. decision or information source [HOevaluate]
4e. Forming a new idea or understanding from various pieces of information [HOform]

$2 \longrightarrow$ First-Year ar

Academic Challenge


## Academic Challenge (continued)

|  | Faculty Responses |  | Student Responses (from NSSE 2022) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | FSSE Item [Variable Name] | Very much + Quite a bit \% | NSSE Item [Variable Name] | Very often + Often \% |
|  | 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? |  |
| Strategies | 27e. Identify key information from reading assignments [fLSreading] |  | 9a. Identified key information from reading assignments [LSreading] |  |
|  | 27f. Review notes after class [fLSnotes] | 42 | 9b. Reviewed your notes after class [LSnotes] | 62 |
|  |  | 51 |  | 55 |
|  | 27g. Summarize what has been learned from class or from course materials [fLSsummary] | $\begin{aligned} & 58 \\ & 51 \end{aligned}$ | 9c. Summarized what you learned in class or from course materials [LSsummary] |  |
|  | FSSE Item [Variable Name] | Very important + Important \% | NSSE Item [Variable Name] | Very often + Often \% |
| 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? |  |
|  | 24b. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude] | $\begin{aligned} & 69 \\ & 70 \end{aligned}$ | 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude] |  |
|  | 24c. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem] | $\begin{aligned} & 44 \\ & 65 \end{aligned}$ | 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem ] | $\begin{aligned} & 44 \\ & 42 \end{aligned}$ |
|  | 24d. Evaluate what others have concluded from numerical information [fQRevaluate ] | $\begin{aligned} & 56 \\ & 77 \end{aligned}$ | 6c. Evaluated what others have concluded from numerical information [QRevaluate] | $\begin{aligned} & 46 \\ & 46 \\ & \hline \end{aligned}$ |
|  | FSSE Item [Variable Name] | Very important + Important \% | NSSE Item [Variable Name] | Very much + Quite a bit \% |
| Additional <br> 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 [fempstudy] | $\square$ | 14a. Spending significant amounts of time studying and on academic work [empstudy] |  |
|  |  |  |  |  |
|  | FSSE Item [Variable Name] | Very much + Quite a bit \% | NSSE Item [Variable Name] | High challenge \% |
|  | 23. In your selected course section, to what extent do you think the typical student does their best work? [fchallenge ] | 72 70 | 10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge] <br> Note. Response options ranged from $1=$ Not at all to $7=$ Very much; |  |
|  |  | Lower-Division Upper-Division |  | First-Year Senior |

## Learning with Peers



## Experiences with Faculty

|  | Faculty Responses |  | Student Responses (from NSSE 2022) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | 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? |  |
|  | 10a. Talked about their career plans [fSFcareer] | 81 79 | 3a. Talked about career plans with a faculty member [SFcareer] | $\begin{aligned} & 32 \\ & 43 \end{aligned}$ |
|  | 10b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork] | 47 40 | 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork] | 19 |
|  | 10c. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] | $\begin{aligned} & 56 \\ & 74 \end{aligned}$ | 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss ] | 22 36 |
|  | 10d. Discussed their academic performance [fSFperform] | 56 <br> 65 | 3d. Discussed your academic performance with a faculty member [SFperform ] |  |


|  | FSSE Item [Variable Name] | Very much + Quite a bit \% | NSSE Item [Variable Name] | Very much + Quite a bit \% |
| :---: | :---: | :---: | :---: | :---: |
| Effective Teaching | 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? |  |
| Practices | 12a. Clearly explain course goals and requirements [fETgoals] | 94 | 5a. Clearly explained course goals and requirements [ETgoals] | 72 |
|  |  | 84 |  | 84 |
|  | 12b. Teach course sessions in an organized way [fETorganize] | 100 | 5b. Taught course sessions in an organized way [ETorganize] | 76 |
|  |  | 100 |  | 79 |
|  | 12c. Use examples or illustrations to explain difficult points [fETexample] | $\begin{gathered} 97 \\ 100 \end{gathered}$ | 5c. Used examples or illustrations to explain difficult points [ETexample] | 72 |
|  | 12g. Provide feedback to students on drafts or works in progress [fETdrafttb ] | 78 70 | 5d. Provided feedback on a draft or work in progress [ETdrafttb] | 56 |
|  | 12h. Provide prompt and detailed feedback on tests or completed assignments [fETfeedback] | $\begin{aligned} & 83 \\ & 88 \end{aligned}$ | 5e. Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback] | $\begin{aligned} & 58 \\ & 71 \end{aligned}$ |

## Campus Environment

|  | Faculty Responses |  | Student Responses (from NSSE 2022) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | FSSE Item [Variable Name] | High ratings \% | NSSE Item [Variable Name] | High ratings \% |
| Quality of Interactions | 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 | 4a. Other students [fQIstudent ] | 31 | 13a. Students [QIstudent] | 53 |
|  |  | 44 |  | 59 |
|  | 4b. Academic advisors [fQIadvisor] |  | 13b. Academic advisors [QIadvisor] | 25 |
|  |  |  |  | 48 |
|  | 4c. Faculty [fQIfaculty] | 25 | 13c. Faculty [QIfaculty] | 50 |
|  |  | 28 |  | 53 |
|  | 4d. Student services staff (career services, student activities, housing, etc.) [fQIstaff] | $\begin{aligned} & 11 \\ & 10 \end{aligned}$ | 13d. Student services staff (career services, student activities, housing, etc.) [QIstaff] | 38 |
|  | 4e. Other administrative staff and offices (registrar, financial aid, etc.) [fQIadmin] | 6 | 13e. Other administrative staff and offices (registrar, financial aid, etc.) [QIadmin] | $33$ |
|  | 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 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 ] | $\square$ | 14b. Providing support to help students succeed academically [SEacademic] | $\begin{aligned} & 65 \\ & 58 \end{aligned}$ |
|  | 2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] | 72 84 | Using learning support services (tutoring services, writing center, etc.) [SElearnsup ] | 63 57 |
|  | 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] | 89 81 | Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) SEdiverse] | 51 46 |
|  | 2e. Providing opportunities for students to be involved socially [fSEsocial] | 61 | 14e. Providing opportunities to be involved socially [SEsocial ] | 71 69 |
|  | 2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness ] | $\begin{aligned} & 89 \\ & 93 \end{aligned}$ | Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness] | 54 |
|  | 2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad ] | 72 | Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad] | 26 |
|  | 2h. Students attending campus activities and events (performing arts, athletic events, etc.) [fSEactivities ] | 61 58 | Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities ] | 61 |
|  | Students attending events that address important social, economic, or political issues [fSEevents] |  | Attending events that address important social, economic, or political issues [SEevents] | 36 37 |
|  |  | Lower-Division Upper-Division |  | First-Year Senior |

## Additional Engagement Items

## Faculty Responses

Student Responses (from NSSE 2022)
FSSE Item [Variable Name]

Faculty Course
Goals and
Student-
Perceived Gains 31b. Speaking clearly and effectively [fcgspeak]

31c. Thinking critically and analytically [fcgthink]

31d. Analyzing numerical and statistical information [fcganalyze]
31e. Acquiring job- or work-related knowledge and skills [fcgwork]
31f. Working effectively with others [fcgothers ]

31g. Developing or clarifying a personal code of values and ethics [fcgvalues]

31h. Understanding people of other backgrounds (economic racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]
31i. Solving complex real-world problems [fcgprobsolve]

31j. Being an informed and active citizen [fcgcitizen]

FSSE Item [Variable Name]
Faculty responses to: In your selected course section, how important is it to you that the

## Course

Engagement
typical student do the following?
24a. Ask questions or contribute to course discussions in other ways [faskquest]
 Surd 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]$\_$Senior

Additional Engagement Items (continued)

|  | Faculty Responses |  | Student Responses (from NSSE 2022) |  |
| :---: | :---: | :---: | :---: | :---: |
|  | FSSE Item [Variable Name] | Very important + Important \% | NSSE Item [Variable Name] | Done or in progress \% |
| Student <br> Leadership | Faculty responses to: How important is it to you that do the following before they graduate? <br> 1b. Hold a formal leadership role in a student organization or group [fleader] | rgraduates at your institution $\square$ <br> 36 <br> 44 | Student responses to: Which of the following have you done while in college or do you plan to do before you graduate? | while in college or do you <br> 56 $\square$ <br> 71 $\square$ |
|  | 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, how much does the coursework emphasize the following? |  | Student responses to: During the current school year, how much has your coursework emphasized the following? |  |
|  | 29a. Memorizing course material [fmemorize ] | 39 | 4a. Memorizing course material [memorize] | 72 |
|  |  |  |  | 67 |
|  | FSSE Item [Variable Name] | 16 or more hours \% | NSSE Item [Variable Name] | 16 or more hours \% |
| Time Spent by Students | Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following? |  | Student responses to: About how many hours do you spend in a typical 7-day week doing the following? |  |
|  | 22a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ftmprep] | $\begin{aligned} & 14 \\ & 21 \\ & \hline \end{aligned}$ | 16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep] | $\begin{aligned} & 54 \\ & 56 \\ & \hline \end{aligned}$ |
|  | 22b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr] | 6 <br> 9 $\square$ | 16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr] | $13$ $13$ |
|  | 22c. Working for pay on campus [ftmworkon] | 3 - | 16c. Working for pay on campus [ftmworkon] | 4 - |
|  |  | 7 |  | 5 |
|  | 22d. Working for pay off campus [ftmworkoff] |  | 16d. Working for pay off campus [tmworkoff] | 6 |
|  |  | 24 |  | 14 |
|  | 22e. Doing community service or volunteer work [ftmservice] | 0 | 16e. Doing community service or volunteer work [tmservice] | 2 \| |
|  |  | 2 \|| |  | 1 \| |
|  | 22f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax] | $\begin{aligned} & 22 \\ & 31 \\ & \hline \end{aligned}$ | 16f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax] | $\begin{aligned} & 35 \\ & 24 \\ & \hline \end{aligned}$ |
|  | 22g. Providing care for dependents (children, parents, etc.) [ftmcare] | 0 | 16g. Providing care for dependents (children, parents, etc.) [tmcare] | $2 \mid$ |
|  | 22h. Commuting to campus (driving, walking, etc.) [ftmcommute] | 0 | 16h. Commuting to campus (driving, walking, etc.) [tmcommute] | $\begin{aligned} & 1 \mid \\ & 2 \mid \end{aligned}$ |

First-Year

## High-Impact Practices

| Learning Community |  |
| :--- | :---: |
| FY Participation | 22 |
| SR Participation | 14 |
| Faculty Participation | 35 |
| Faculty Importance |  |
| NSSE variable: 11c learncom; FSSE variables: 1c flearncom, 8b fdlearncom |  |


| Internship or Field Experience |  |
| :--- | ---: |
| FY Participation | 46 |
| SR Participation | 34 |
| Faculty Participation | 73 |
| Faculty Importance |  |
| 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 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.


| Study Abroad |  |
| :--- | :---: |
| FY Participation | 3 |
| SR Participation | 5 |
| Faculty Participation | $1 \\|$ |
| Faculty Importance | 35 |
| 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 ServiceLearning, 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 | 8 |
| SR Participation | 33 |
| Faculty Participation | 67 |
| Faculty Importance | 67 |
| NSSE variable: 11e research; FSSE variables: 1e fresearch, 8d fdresearch20 |  |


| Senior Culminating Experience |  |
| :--- | :---: |
| FY Participation | 2 |
| SR Participation | 75 |
| Faculty Participation | 61 |
| Faculty Importance | 94 |
| 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.

