



**FSSE-NSSE**  
**Combined Report 2018**  
Jacksonville State University

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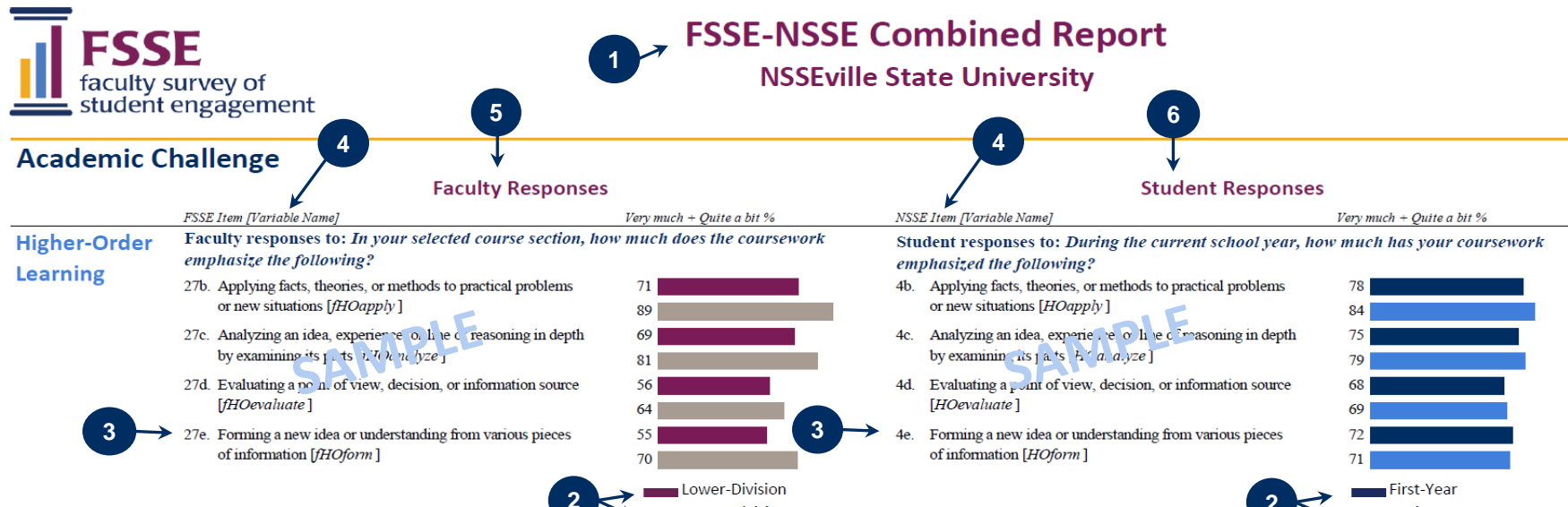


# FSSE-NSSE Combined Report 2018

## 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](http://fsse.indiana.edu)) or contact a member of the FSSE team.

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



 Upper-Division

 Senior

### Academic Challenge

#### Faculty Responses

#### Student Responses (from NSSE 2018)

Higher-Order Learning	<i>FSSE Item [Variable Name]</i>	Very much + Quite a bit %	<i>NSSE Item [Variable Name]</i>	Very much + Quite a bit %
	<b>Faculty responses to: In your selected course section, how much does the coursework emphasize the following?</b>		<b>Student responses to: During the current school year, how much has your coursework emphasized the following?</b>	
	27b. Applying facts, theories, or methods to practical problems or new situations [ <i>fHOapply</i> ]	63 89	4b. Applying facts, theories, or methods to practical problems or new situations [ <i>HOapply</i> ]	69 80
	27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [ <i>fHOanalyze</i> ]	61 91	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [ <i>HOanalyze</i> ]	69 77
	27d. Evaluating a point of view, decision, or information source [ <i>fHOevaluate</i> ]	57 76	4d. Evaluating a point of view, decision, or information source [ <i>HOevaluate</i> ]	69 74
	27e. Forming a new idea or understanding from various pieces of information [ <i>fHOform</i> ]	59 87	4e. Forming a new idea or understanding from various pieces of information [ <i>HOform</i> ]	65 74
Reflective & Integrative Learning	<i>FSSE Item [Variable Name]</i>	Very important + Important %	<i>NSSE Item [Variable Name]</i>	Very often + Often %
	<b>Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?</b>		<b>Student responses to: During the current school year, about how often have you done the following?</b>	
	23a. Combine ideas from different courses when completing assignments [ <i>fRIintegrate</i> ]	67 94	2a. Combined ideas from different courses when completing assignments [ <i>RIintegrate</i> ]	51 65
	23b. Connect their learning to societal problems or issues [ <i>fRIsocietal</i> ]	57 83	2b. Connected your learning to societal problems or issues [ <i>RIsocietal</i> ]	49 57
	23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [ <i>fRIDiverse</i> ]	54 75	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [ <i>RIDiverse</i> ]	48 53
	23d. Examine the strengths and weaknesses of their own views on a topic or issue [ <i>fRIownview</i> ]	59 82	2d. Examined the strengths and weaknesses of your own views on a topic or issue [ <i>RIownview</i> ]	62 69
	23e. Try to better understand someone else's views by imagining how an issue looks from their perspective [ <i>fRIspect</i> ]	54 80	2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective [ <i>RIperspect</i> ]	68 73
	23f. Learn something that changes the way they understand an issue or concept [ <i>fRInewview</i> ]	71 90	2f. Learned something that changes the way you understand an issue or concept [ <i>RInewview</i> ]	63 70
	23g. Connect ideas from your course to their prior experiences and knowledge [ <i>fRIconnect</i> ]	80 95	2g. Connected ideas from your courses to your prior experiences and knowledge [ <i>RIconnect</i> ]	74 85

■ Lower-Division  
■ Upper-Division

■ First-Year  
■ Senior

### Academic Challenge (continued)

#### Faculty Responses

#### Student Responses (from NSSE 2018)

	<i>FSSE Item [Variable Name]</i>	<i>Very much + Quite a bit %</i>	<i>NSSE Item [Variable Name]</i>	<i>Very often + Often %</i>
<b>Learning Strategies</b>	<b>Faculty responses to: <i>In your selected course section, how much do you encourage students to do the following?</i></b>		<b>Student responses to: <i>During the current school year, about how often have you done the following?</i></b>	
	25e. Identify key information from reading assignments [LSreading]	57	9a. Identified key information from reading assignments [LSreading]	77
		77	9b. Reviewed your notes after class [LSnotes]	78
	25f. Review notes after class [LSnotes]	58		78
	73	9c. Summarized what you learned in class or from course materials [LSsummary]	75	
	57		74	
	73		74	
<b>Quantitative Reasoning</b>	<b>Faculty responses to: <i>In your selected course section, how important is it to you that the typical student do the following?</i></b>		<b>Student responses to: <i>During the current school year, about how often have you done the following?</i></b>	
	22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	61	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	60
		71	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	54
	22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	46		44
	61	6c. Evaluated what others have concluded from numerical information [QRevaluate]	45	
	41		43	
	66		41	
<b>Additional Academic Challenge Items</b>	<b>Faculty responses to: <i>How important is it to you that your institution increase its emphasis on each of the following?</i></b>		<b>Student responses to: <i>How much does your institution emphasize the following?</i></b>	
	2a. Students spending significant amounts of time studying and on academic work [fempstudy]	79	14a. Spending significant amounts of time studying and on academic work [empstudy]	83
	83		79	
	<b>Faculty responses to: <i>In your selected course section, to what extent do you think the typical student does their best work? [fchallenge]</i></b>		<b>Student responses to: <i>During the current school year, to what extent have your courses challenged you to do your best work? [challenge]</i></b>	
	41		50	
	61		66	

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

Lower-Division  
 Upper-Division

First-Year  
 Senior

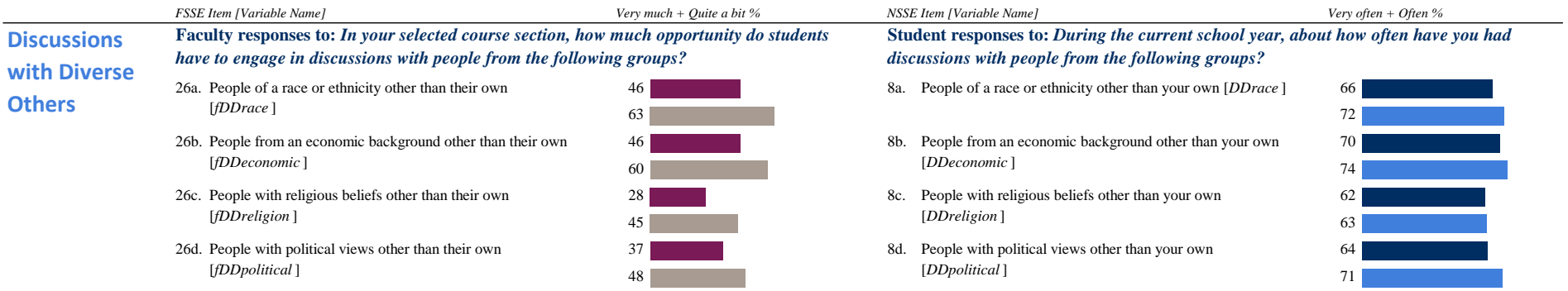
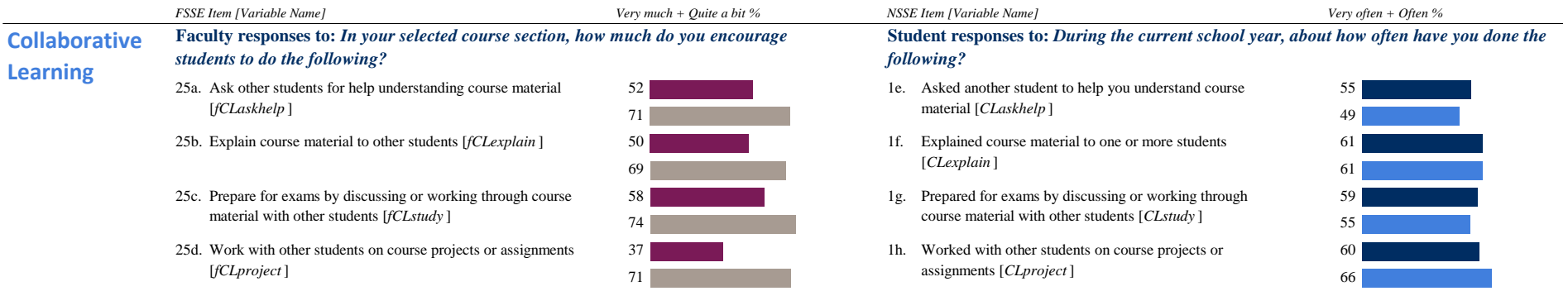
# FSSE-NSSE Combined Report 2018

## Jacksonville State University

### Learning with Peers

#### Faculty Responses

#### Student Responses (from NSSE 2018)



Lower-Division  
Upper-Division

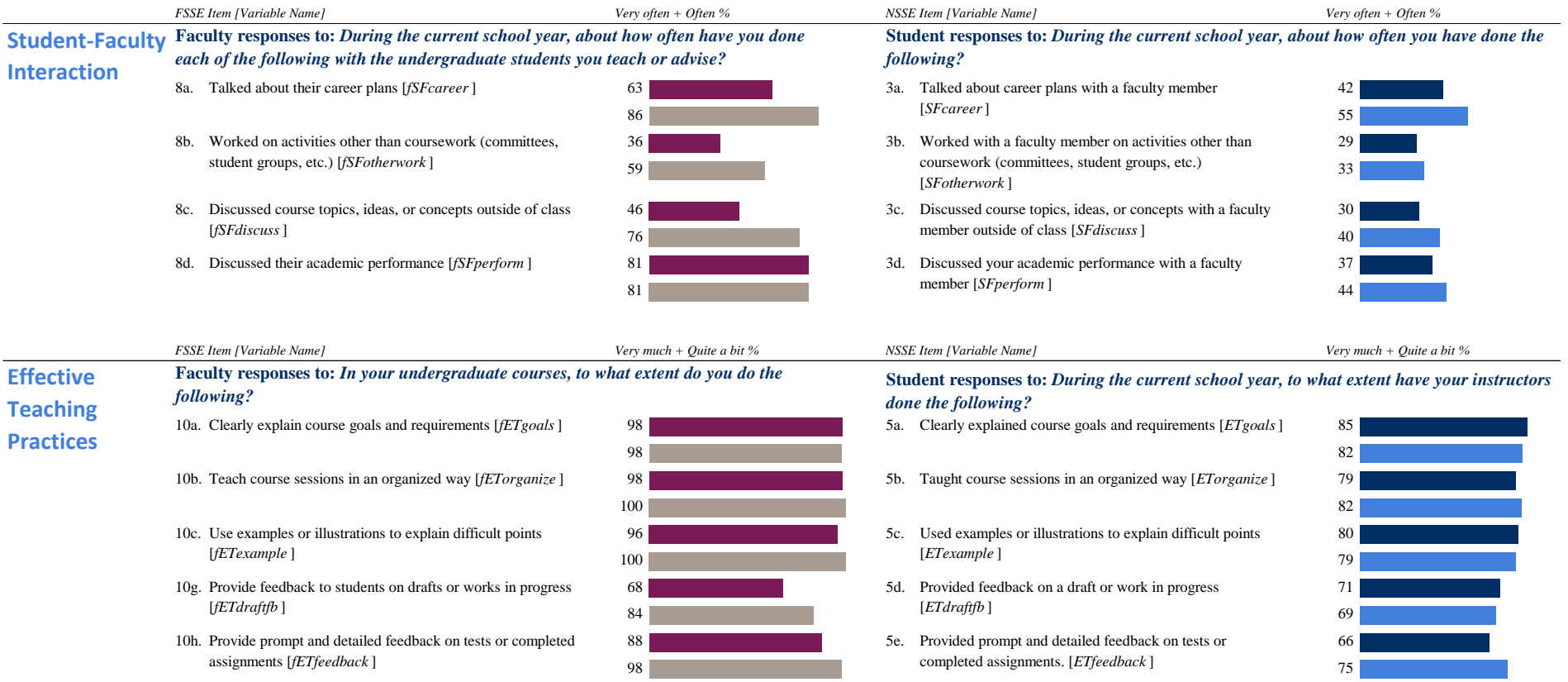
First-Year  
Senior



### Experiences with Faculty

#### Faculty Responses

#### Student Responses (from NSSE 2018)



Lower-Division  
Upper-Division

First-Year  
Senior

### Campus Environment

#### Faculty Responses

#### Student Responses (from NSSE 2018)

FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %
<b>Faculty responses to: Indicate your perception of the quality of student interactions with the following people at your institution.</b>		<b>Student responses to: Indicate the quality of your interactions with the following people at your institution.</b>	
3a. Other students [fQIstudent]	17	13a. Students [QIstudent]	61
	47		59
3b. Academic advisors [fQIadvisor]	29	13b. Academic advisors [QIadvisor]	66
	47		62
3c. Faculty [fQIfaculty]	30	13c. Faculty [QIfaculty]	58
	54		59
3d. Student services staff (career services, student activities, housing, etc.) [fQIstaff]	21	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	52
	39		37
3e. Other administrative staff and offices (registrar, financial aid, etc.) [fQIadmin]	15	13e. Other administrative staff and offices (registrar, financial aid, etc.) [QIadmin]	51
	35		43

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

### Supportive Environment

FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
<b>Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following?</b>		<b>Student responses to: How much does your institution emphasize the following?</b>	
2b. Providing support to help students succeed academically [fSEacademic]	81	14b. Providing support to help students succeed academically [SEacademic]	80
	94		71
2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup]	83	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	83
	82		67
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	66	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	63
	86		56
2e. Providing opportunities for students to be involved socially [fSEsocial]	67	14e. Providing opportunities to be involved socially [SEsocial]	76
	75		65
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness]	73	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	74
	82		65
2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad]	60	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	49
	71		36
2h. Students attending campus activities and events (performing arts, athletic events, etc.) [fSEactivities]	50	14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	74
	74		60
2i. Students attending events that address important social, economic, or political issues [fSEevents]	60	14i. Attending events that address important social, economic, or political issues [SEevents]	54
	65		44

# FSSE-NSSE Combined Report 2018

## Jacksonville State University

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■ Lower-Division  
■ Upper-Division

■ First-Year  
■ Senior

### Additional Engagement Items

#### Faculty Responses

#### Student Responses (from NSSE 2018)

<i>FSSE Item [Variable Name]</i>	<i>Very much + Quite a bit %</i>	<i>NSSE Item [Variable Name]</i>	<i>Very much + Quite a bit %</i>
<b>Faculty Course Goals and Student-Perceived Gains</b>		<b>Student responses to: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>	
29a. Writing clearly and effectively [fcgwrite ]	43	17a. Writing clearly and effectively [pgwrite ]	73
	70		74
29b. Speaking clearly and effectively [fcgspeak ]	33	17b. Speaking clearly and effectively [pgspeak ]	74
	76		75
29c. Thinking critically and analytically [fcgthink ]	83	17c. Thinking critically and analytically [pgthink ]	80
	98		85
29d. Analyzing numerical and statistical information [fcganalyze ]	35	17d. Analyzing numerical and statistical information [pganalyze ]	62
	48		65
29e. Acquiring job- or work-related knowledge and skills [fcgwork ]	50	17e. Acquiring job- or work-related knowledge and skills [pgwork ]	62
	89		79
29f. Working effectively with others [fcgothers ]	46	17f. Working effectively with others [pgothers ]	74
	82		83
29g. Developing or clarifying a personal code of values and ethics [fcgvalues ]	28	17g. Developing or clarifying a personal code of values and ethics [pgvalues ]	65
	76		76
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse ]	38	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse ]	64
	70		73
29i. Solving complex real-world problems [fcgprobsolve ]	37	17i. Solving complex real-world problems [pgprobsolve ]	61
	83		71
29j. Being an informed and active citizen [fcgcitizen ]	51	17j. Being an informed and active citizen [pgcitizen ]	59
	72		66
<i>FSSE Item [Variable Name]</i>	<i>Very important + Important %</i>	<i>NSSE Item [Variable Name]</i>	<i>Very often + Often %</i>
<b>Course Engagement</b>		<b>Student responses to: During the current school year, about how often have you done the following?</b>	
22a. Ask questions or contribute to course discussions in other ways [faskquest ]	78	1a. Asked questions or contributed to course discussions in other ways [askquest ]	65
	99		79
22b. Prepare two or more drafts of a paper or assignment before turning it in [fdrafts ]	35	1b. Prepared two or more drafts of a paper or assignment before turning it in [drafts ]	48
	60		44
22c. Come to class having completed readings or assignments [fprepared ]	83	1c. Come to class without completing readings or assignments [unprepared ]	8
	95		13

# FSSE-NSSE Combined Report 2018

## Jacksonville State University

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■ Lower-Division  
■ Upper-Division

■ First-Year  
■ Senior

### Additional Engagement Items (continued)

#### Faculty Responses

#### Student Responses (from NSSE 2018)

	<i>FSSE Item [Variable Name]</i>	<i>Very important + Important %</i>	<i>NSSE Item [Variable Name]</i>	<i>Done or in progress %</i>
<b>Student Leadership</b>	<b>Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?</b>		<b>Student responses to: Which of the following have you done or do you plan to do before you graduate?</b>	
	1b. Hold a formal leadership role in a student organization or group [ <i>fleader</i> ]	29  57	11b. Hold a formal leadership role in a student organization or group [ <i>leader</i> ]	11  31
<b>Memorization</b>	<b>Faculty responses to: In your selected course section, how much does the coursework emphasize the following?</b>		<b>Student responses to: During the current school year, how much has your coursework emphasized the following?</b>	
	27a. Memorizing course material [ <i>fmemorize</i> ]	30  28	4a. Memorizing course material [ <i>memorize</i> ]	74  64
<b>Time Spent by Students</b>	<b>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?</b>		<b>Student responses to: About how many hours do you spend in a typical 7-day week doing the following?</b>	
	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ <i>ftmprep</i> ]	2  5	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ <i>tmprep</i> ]	35  38
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ <i>fmcocurr</i> ]	2  1	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ <i>tmcocurr</i> ]	21  11
	20c. Working for pay <b>on campus</b> [ <i>fmworkon</i> ]	8  10	15c. Working for pay <b>on campus</b> [ <i>tmworkon</i> ]	4  8
	20d. Working for pay <b>off campus</b> [ <i>fmworkoff</i> ]	50  64	15d. Working for pay <b>off campus</b> [ <i>tmworkoff</i> ]	26  49
	20e. Doing community service or volunteer work [ <i>fmsservice</i> ]	0  2	15e. Doing community service or volunteer work [ <i>tmsservice</i> ]	3  5
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ <i>fmrelax</i> ]	50  39	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ <i>tmrelax</i> ]	33  17
	20g. Providing care for dependents (children, parents, etc.) [ <i>fmcare</i> ]	9  17	15g. Providing care for dependents (children, parents, etc.) [ <i>tmcare</i> ]	8  22
	20h. Commuting to campus (driving, walking, etc.) [ <i>fmcommute</i> ]	4  5	15h. Commuting to campus (driving, walking, etc.) [ <i>tmcommute</i> ]	11  8

# FSSE-NSSE Combined Report 2018

## Jacksonville State University

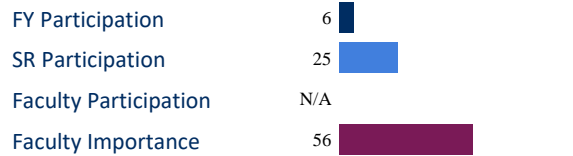
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■ Lower-Division  
■ Upper-Division

■ First-Year  
■ Senior

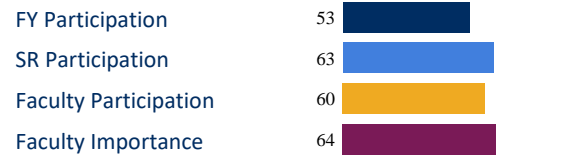
### High-Impact Practices

#### Learning Community



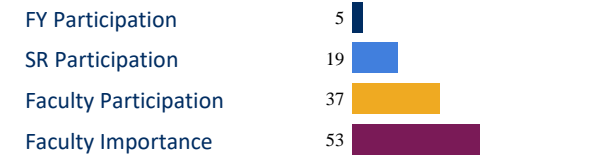
NSSE variable: 11c *learncom*; FSSE variable: 1c *flearncom*

#### Service-Learning



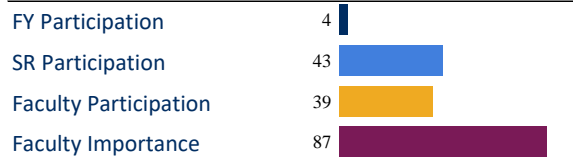
NSSE variable: 12 *servcourse*; FSSE variables: 9 *fservcourse*, 1g *fservice*

#### Research with Faculty



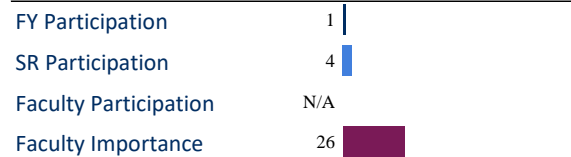
NSSE variable: 11e *research*; FSSE variables: 6a *fdresearch*, 1e *fresearch*

#### Internship or Field Experience



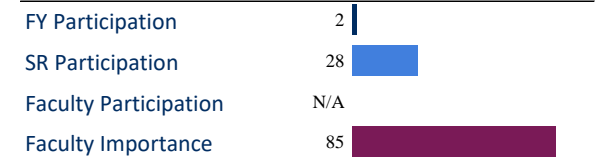
NSSE variable: 11a *intern*; FSSE variables: 6b *fdintern*, 1a *fintern*

#### Study Abroad



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

#### Senior Culminating Experience



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

#### FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

#### Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

#### Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.



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