

Jacksonville State University

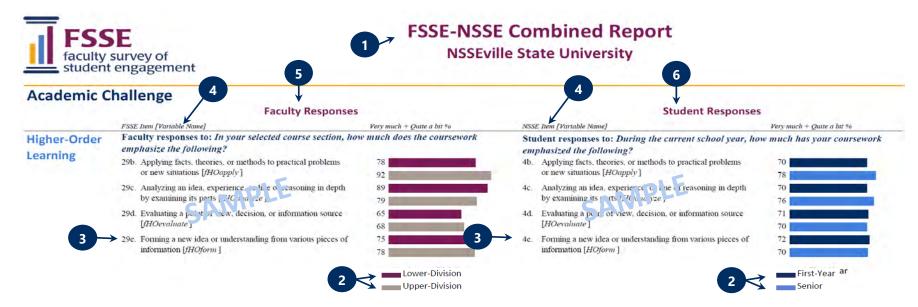
Prepared 2023-08-08



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.

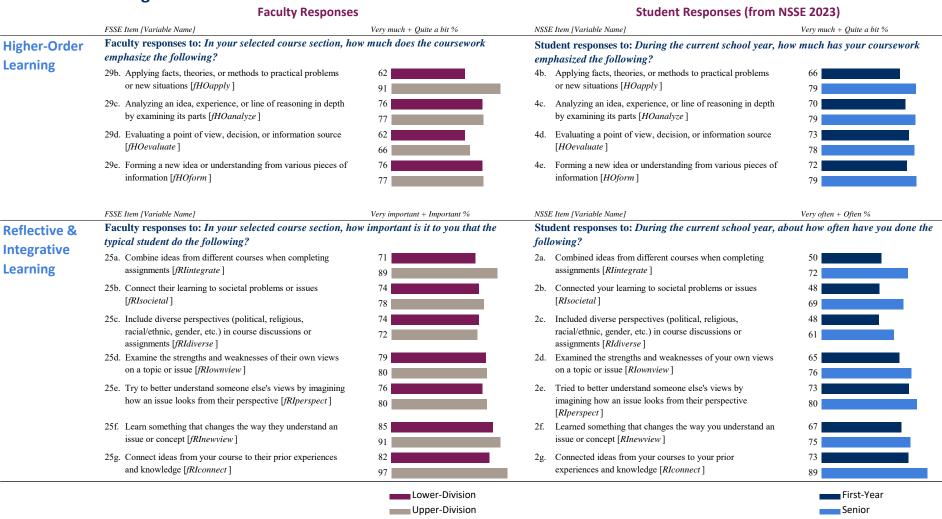
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty 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 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.
- 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 2023) 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? following? **Strategies** 27e. Identify key information from reading assignments 9a. Identified key information from reading assignments [LSreading] [fLSreading] 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] [QRconclude] 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

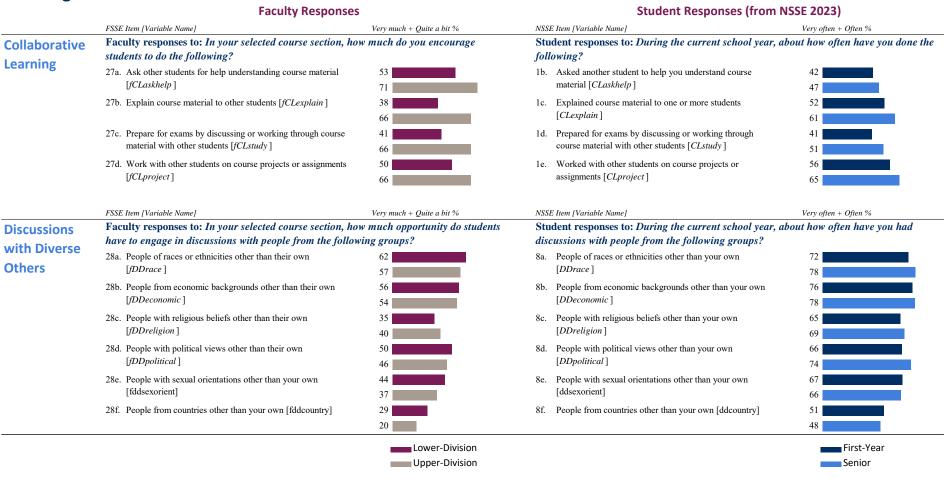
Upper-Division

Senior



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Learning with Peers





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Experiences with Faculty

onses to: During the current school year, about onlowing with the undergraduate students you out their career plans [fSFcareer] In activities other than coursework (committees, oups, etc.) [fSFotherwork] I course topics, ideas, or concepts outside of class ses] I their academic performance [fSFperform]		Student responses to: During the current school following? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other the coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a famember outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform]	51 58 32 35 culty 33	
ollowing with the undergraduate students you out their career plans [fSFcareer] n activities other than coursework (committees, oups, etc.) [fSFotherwork] course topics, ideas, or concepts outside of class [fSFperform] their academic performance [fSFperform]	1 teach or advise? 56 78 26 53 41 64 76 74	 following? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other the coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a famember outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] 	51 58 32 35 culty 33 41 41 48	
n activities other than coursework (committees, oups, etc.) [fSFotherwork] course topics, ideas, or concepts outside of class [fSF] their academic performance [fSFperform]	78 26 53 41 64 76 74	 [SFcareer] 3b. Worked with a faculty member on activities other the coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a famember outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] 	58 32 35 sculty 33 41 48 48	
oups, etc.) [fSFotherwork] course topics, ideas, or concepts outside of class ss] their academic performance [fSFperform]	53 41 64 76 74	coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a famember outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform]	35 culty 33 41 41 48	
their academic performance [fSFperform]	76 74	member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform]	41 41 48	
ble Name]	74	member [SFperform]	48	
	Very much + Quite a bit %	NSSE Item (Variable Name)	Very much + Ouite a bit %	
omana tar In yayun yundananadu ata aayunaa ta i				
Faculty responses to: In your undergraduate courses, to what extent do you do the following?		Student responses to: During the current school year, to what extent have your instructor done the following?		
rplain course goals and requirements [fETgoals]	100 97	5a. Clearly explained course goals and requirements [ET	[goals] 75 85	
arse sessions in an organized way [fETorganize]	100	5b. Taught course sessions in an organized way [ETorgo	nnize] 72	
ples or illustrations to explain difficult points ple]	97	5c. Used examples or illustrations to explain difficult po [ETexample]	ints 74 82	
eedback to students on drafts or works in progress $[b]$	79 78	5d. Provided feedback on a draft or work in progress [ETdraftfb]	76 76	
rompt and detailed feedback on tests or completed ats [fETfeedback]	94	5e. Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback]	72 76	
ir p	rse sessions in an organized way [fETorganize] bles or illustrations to explain difficult points ble] bedback to students on drafts or works in progress c] compt and detailed feedback on tests or completed	rse sessions in an organized way [fETorganize] 100 100 100 100 100 100 100 1	prese sessions in an organized way [fETorganize] 100 5b. Taught course sessions in an organized way [ETorganize] 100 5c. Used examples or illustrations to explain difficult points of the lateral points 100 100 100 100 100 100 100 100 100 10	



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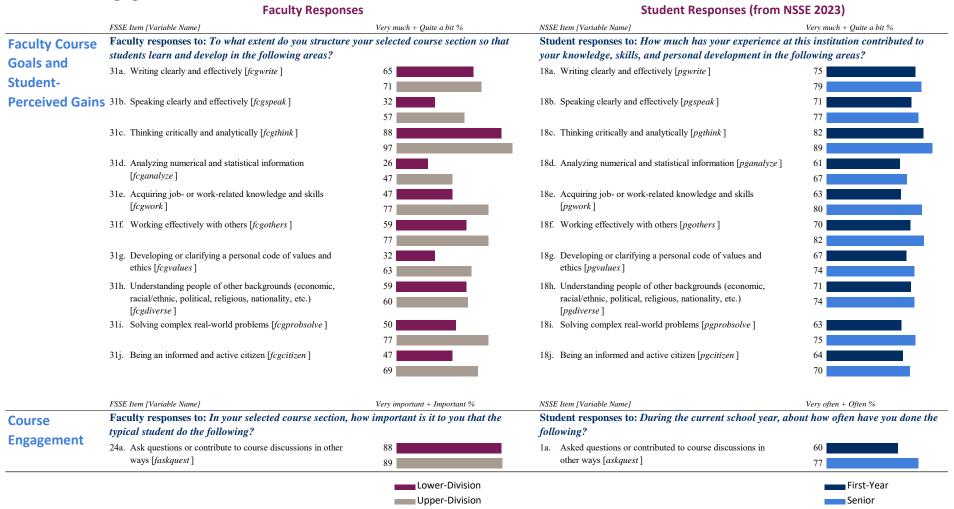
Campus Environment

	Faculty Responses		Student Responses (from NSSE 2023)	
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %
uality of	Faculty responses to: Indicate your perception of the que the following people at your institution.	uality of student interactions with	Student responses to: Indicate the quality of your intera- your institution.	actions with the following peopl
Interactions	4a. Other students [fQIstudent]	36 42	13a. Students [QIstudent]	46
	4b. Academic advisors [fQladvisor]	21 20	13b. Academic advisors [Qladvisor]	65 64
	4c. Faculty [fQlfaculty]	33 28	13c. Faculty [Qlfaculty]	54 64
	4d. Student services staff (career services, student activities, housing, etc.) [fQIstaff]	18	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	39
	4e. Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin]	12 1 4 1 4	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>]	47 51
	Note: Response options for faculty and student Quality of Interactions items ra	anged from 1=Poor to 7=Excellent; High ratings (6 o	or 7).	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
upportive nvironment	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 e	emphasize the following?
Environment	2b. Providing support to help students succeed academically [fSEacademic]	91 92	14b. Providing support to help students succeed academically [SEacademic]	76
	2c. Students using learning support services (tutoring services,	97	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	75 71
	writing center, etc.) [fSElearnsup]	86	conter, etc.) [SEletarisup]	/1
	2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	68 86	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	66 61
	2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	68	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	66
	 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially 	68 86 68	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	66 61 70
	 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being 	68 86 68 78 85	 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation, 	66 61 70 72 74
	 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness] 2g. Helping students manage their non-academic 	68 86 78 85 86 68	 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness] 14g. Helping you manage your non-academic responsibilities 	66 61 70 72 74



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Additional Engagement Items





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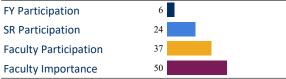
	Faculty Responses		Student Responses (from NSSE 2023)	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student Leadership	Faculty responses to: How important is it to you that undo the following before they graduate?	dergraduates at your institution	Student responses to: Which of the following have you plan to do before you graduate?	done while in college or do you
Leadership	1b. 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]	37
	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, how much has your coursework emphasized the following?	
	29a. Memorizing course material [finemorize]	24 14 14 14 14 14 14 14 14 14 14 14 14 14	4a. Memorizing course material [memorize]	73
	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 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 doin the following?	
Students	22a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ftmprep]	6 1 6 1	16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	34 41
	22b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr]	6 3	16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	8
	22c. Working for pay on campus [ftmworkon]	15	16c. Working for pay on campus [mworkon]	10 8
	22d. Working for pay off campus [ftmworkoff]	45	16d. Working for pay off campus [tmworkoff]	26 46
	22e. Doing community service or volunteer work [ftmservice]	0 3	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.) [fimrelax]	55 43	16f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	31 21
	22g. Providing care for dependents (children, parents, etc.) [ftmcare]	3 11	16g. Providing care for dependents (children, parents, etc.) [tmcare]	6
	22h. Commuting to campus (driving, walking, etc.) [ftmcommute]	0 3	16h. Commuting to campus (driving, walking, etc.) [tmcommute]	13



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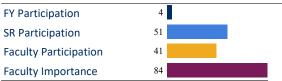
High-Impact Practices

Learning Community



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

Internship or Field Experience



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	67
Faculty Participation	69
Faculty Importance	57

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

Study Abroad

FY Participation	2
SR Participation	3
Faculty Participation	3
Faculty Importance	26

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	7		
SR Participation	19		
Faculty Participation	40		
Faculty Importance	50		

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

Senior Culminating Experience

FY Participation	3	
SR Participation	31	
Faculty Participation	43	
Faculty Importance	81	

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.