

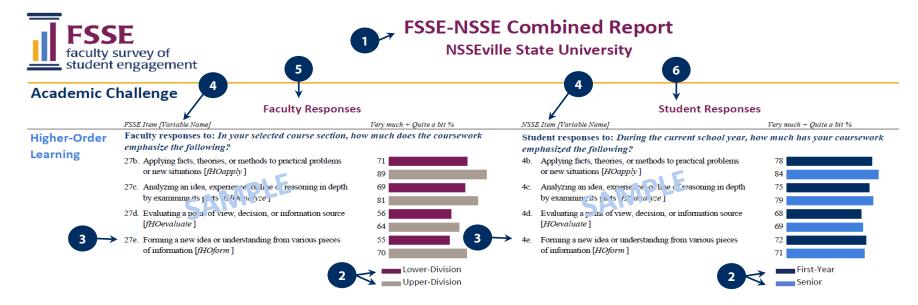
University of West Georgia



#### **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, the same as those included in the NSSE Frequencies and Statistical Comparisons report.
- 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.





#### **University of West Georgia**

#### **Academic Challenge**

#### **Faculty Responses** Student Responses (from NSSE 2019) FSSE Item [Variable Name] Very much + Ouite a bit % NSSE Item [Variable Name] Very much + Quite a bit % Faculty responses to: In your selected course section, how much does the coursework **Higher-Order** Student responses to: During the current school year, how much has your coursework emphasize the following? emphasized the following? Learning 27b. Applying facts, theories, or methods to practical problems 4b. Applying facts, theories, or methods to practical problems or new situations [fHOapply] or new situations [HOapply] 27c. Analyzing an idea, experience, or line of reasoning in depth 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [fHOanalyze] by examining its parts [HOanalyze] 27d. Evaluating a point of view, decision, or information source 4d. Evaluating a point of view, decision, or information source [fHOevaluate] 27e. Forming a new idea or understanding from various pieces of 4e. Forming a new idea or understanding from various pieces of information [fHOform] information [HOform] 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 **Reflective &** typical student do the following? **Integrative** 23a. Combine ideas from different courses when completing 2a. Combined ideas from different courses when completing Learning assignments [fRIintegrate] assignments [RIintegrate] 2b. Connected your learning to societal problems or issues 23b. Connect their learning to societal problems or issues [fRIsocietal] [RIsocietal] 23c. Include diverse perspectives (political, religious, 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or racial/ethnic, gender, etc.) in course discussions or assignments [RIdiverse] assignments [fRIdiverse] 23d. Examine the strengths and weaknesses of their own views 2d. Examined the strengths and weaknesses of your own views on a topic or issue [fRIownview] on a topic or issue [RIownview] 23e. Try to better understand someone else's views by imagining 2e. Tried to better understand someone else's views by how an issue looks from their perspective [fRIperspect] imagining how an issue looks from their perspective [RIperspect] 23f. Learn something that changes the way they understand an 2f. Learned something that changes the way you understand an issue or concept [fRInewview] issue or concept [RInewview] 23g. Connect ideas from your course to their prior experiences 2g. Connected ideas from your courses to your prior and knowledge [fRIconnect] experiences and knowledge [RIconnect] Lower-Division First-Year Upper-Division Senior

**Academic Challenge (continued)** 

**Faculty Responses** 

**Student Responses (from NSSE 2019)** 

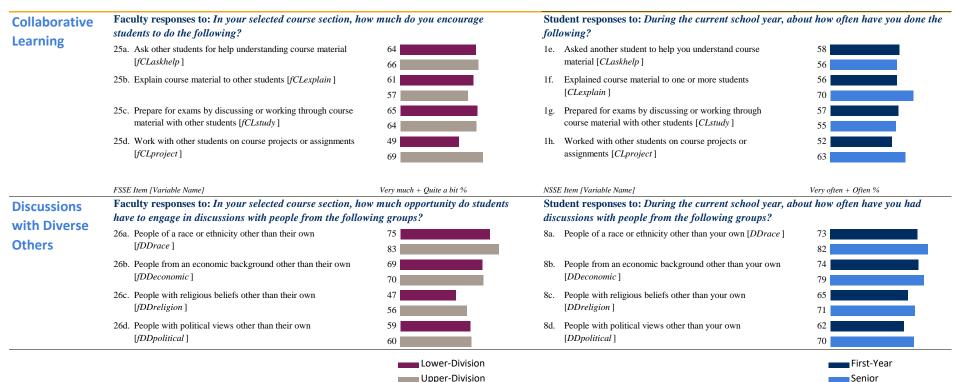


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	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Learning	Faculty responses to: In your selected course section, how much do you encourage students to do the following?		Student responses to: During the current school year, about how often have you done the following?	
Strategies	25e. Identify key information from reading assignments [fLSreading]	66 <b>8</b> 0	9a. Identified key information from reading assignments [LSreading]	77 <b>84</b>
	25f. Review notes after class [fLSnotes]	58 63	9b. Reviewed your notes after class [LSnotes]	72 69
	25g. Summarize what has been learned from class or from course materials [fLSsummary]	67	9c. Summarized what you learned in class or from course materials [LSsummary]	70 70
	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?	
	22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	54 <b></b>	<ul><li>6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)</li><li>[QRconclude]</li></ul>	58
	22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	68	<ol> <li>Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]</li> </ol>	46
	22f. Evaluate what others have concluded from numerical information [fQRevaluate]	49 69	6c. Evaluated what others have concluded from numerical information [ <i>QRevaluate</i> ]	43
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
Additional	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?	
Academic Challenge Items	2a. Students spending significant amounts of time studying and on academic work [fempstudy]	88	14a. Spending significant amounts of time studying and on academic work [empstudy]	75 81
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	High challenge %
	21. In your selected course section, to what extent do you think the typical student does their best work? [fchallenge]	35 58	10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	52 59
			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
Learning wi	ith Peers			
•	Faculty Responses		Student Responses (from NSSE 2019)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %



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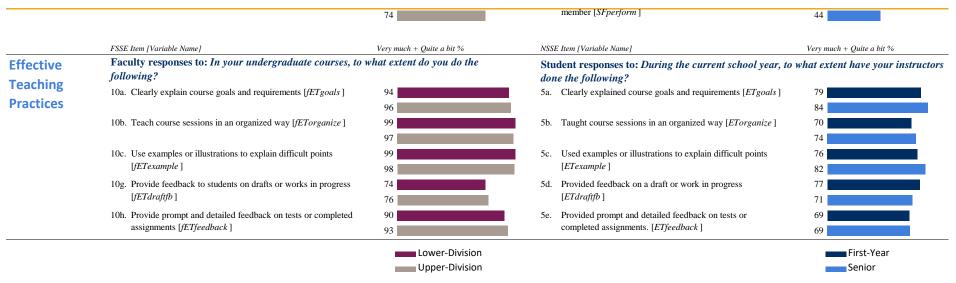


#### **Experiences with Faculty**

#### **Faculty Responses** Student Responses (from NSSE 2019) FSSE Item [Variable Name] Very often + Often % NSSE Item [Variable Name] Student-Faculty Faculty responses to: During the current school year, about how often have you done Student responses to: During the current school year, about how often you have done the each of the following with the undergraduate students you teach or advise? Interaction 8a. Talked about their career plans [fSFcareer] 3a. Talked about career plans with a faculty member [SFcareer] 8b. Worked on activities other than coursework (committees, 3b. Worked with a faculty member on activities other than student groups, etc.) [fSFotherwork] coursework (committees, student groups, etc.) [SFotherwork] 8c. Discussed course topics, ideas, or concepts outside of class 3c. Discussed course topics, ideas, or concepts with a faculty [fSFdiscuss] member outside of class [SFdiscuss] 8d. Discussed their academic performance [fSFperform] 3d. Discussed your academic performance with a faculty



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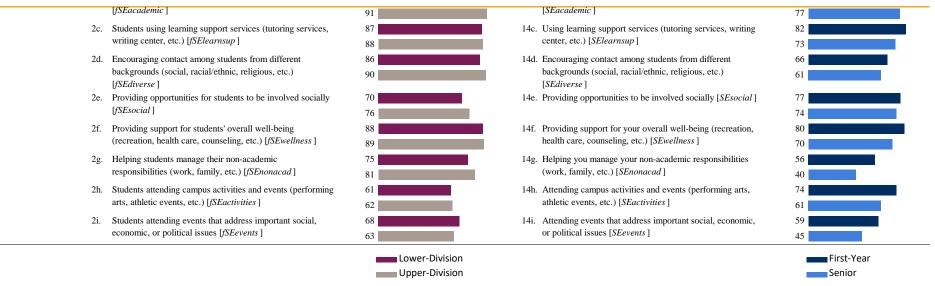


#### **Campus Environment**

	Faculty Responses		Student Responses (from NSSE 2019)		
	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 of your institution.		
	3a. Other students [fQIstudent]	28	13a. Students [QIstudent]	48	
		25		57	
	3b. Academic advisors [fQIadvisor]	12	13b. Academic advisors [Qladvisor]	53	
		23		53	
	3c. Faculty [fQIfaculty]	25	13c. Faculty [QIfaculty]	54	
		34		62	
	3d. Student services staff (career services, student activities, housing, etc.) [fQlstaff]	15	13d. Student services staff (career services, student activities, housing, etc.) [ <i>QIstaff</i> ]	48	
		19		43	
	3e. Other administrative staff and offices (registrar, financial aid, etc.) [fQIadmin]	12	13e. Other administrative staff and offices (registrar, financial aid, etc.) [ <i>Qladmin</i> ]	48	
		17		43	
	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	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?		
Environment	emphasis on each of the following?				
	2b. Providing support to help students succeed academically	90	14b. Providing support to help students succeed academically	80	



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#### **Additional Engagement Items**

#### **Faculty Responses**

#### **Student Responses (from NSSE 2019)**

	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Faculty Course	Faculty responses to: To what extent do you structure your selected course section so that students learn and develop in the following areas?		Student responses to: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	
Goals and Student-	29a. Writing clearly and effectively [fcgwrite]	57	17a. Writing clearly and effectively [pgwrite]	80
		72		74
Perceived Gains	S 29b. Speaking clearly and effectively [fcgspeak]	43	17b. Speaking clearly and effectively [pgspeak]	71
		65		70
	29c. Thinking critically and analytically [fcgthink]	95	17c. Thinking critically and analytically [pgthink]	81
		97		83
	29d. Analyzing numerical and statistical information [fcganalyze]	35	17d. Analyzing numerical and statistical information [pganalyze]	66
		41		60
	29e. Acquiring job- or work-related knowledge and skills [fcgwork]	60	17e. Acquiring job- or work-related knowledge and skills [pgwork]	60
		76		71
	29f. Working effectively with others [fcgothers]	58	17f. Working effectively with others [pgothers]	68
		74		76
	29g. Developing or clarifying a personal code of values and ethics [fcgvalues]	49	17g. Developing or clarifying a personal code of values and ethics [pgvalues]	67
		61		69
	29h. Understanding people of other backgrounds (economic,	58	17h. Understanding people of other backgrounds (economic,	70



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	racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]	64	racial/ethnic, political, religious, nationality, etc.) [pgdiverse]	68
	29i. Solving complex real-world problems [fcgprobsolve]	51	17i. Solving complex real-world problems [pgprobsolve]	67
		70		66
	29j. Being an informed and active citizen [fcgcitizen]	63	17j. Being an informed and active citizen [pgcitizen]	67
		65		59
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Course Engagement	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 to following?	
	22a. Ask questions or contribute to course discussions in other ways [faskquest]	91	Asked questions or contributed to course discussions in other ways [askquest]	71
		96		81
	22b. Prepare two or more drafts of a paper or assignment before turning it in [fdrafts]	49	1b. Prepared two or more drafts of a paper or assignment before turning it in [drafts]	51
		66		49
	22c. Come to class having completed readings or assignments	93	1c. Come to class without completing readings or assignments	16
	[fprepared]	97 [unprepared]	[unprepared]	19
		Lower-Division		First-Year
		Upper-Division		Senior

## **Additional Engagement Items (continued)**

**Faculty Responses** 

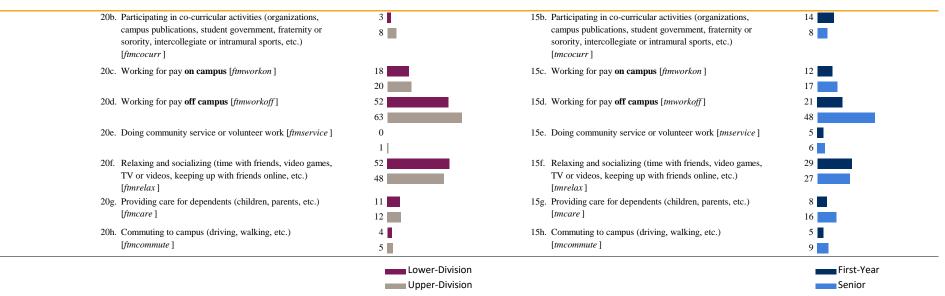
# FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Faculty responses to: How important is it to you that undergraduates at your institution Student responses to: Wiley

Student Leadership	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?		Student responses to: Which of the following have you done or do you plan to do before you graduate?		
	1b. Hold a formal leadership role in a student organization or group [fleader]	39 <b>48</b>	11b. Hold a formal leadership role in a student organization or group [leader]	8 <b>1</b> 34	
	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?		
	27a. Memorizing course material [fmemorize]	35	4a. Memorizing course material [memorize]	72	
		24		68	
	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?		
	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [fimprep]	2   1	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	35 41 <b>1</b>	

**Student Responses (from NSSE 2019)** 



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#### **High-Impact Practices**

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

#### **Research with Faculty Learning Community Service-Learning FY Participation FY Participation FY Participation** 57 **SR Participation** SR Participation **SR Participation Faculty Participation Faculty Participation Faculty Participation** Faculty Importance Faculty Importance Faculty Importance NSSE variable: 11c learncom; FSSE variable: 1c flearncom NSSE variable: 12 servcourse; FSSE variables; 9 fservcourse, 1g fservice NSSE variable: 11e research; FSSE variables: 6a fdresearch, 1e fresearch **Internship or Field Experience Study Abroad Senior Culminating Experience** 5 **FY Participation FY Participation FY Participation** 12 **SR** Participation **SR** Participation **SR** Participation **Faculty Participation Faculty Participation Faculty Participation** N/A N/A Faculty Importance Faculty Importance Faculty Importance

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

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



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#### **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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