

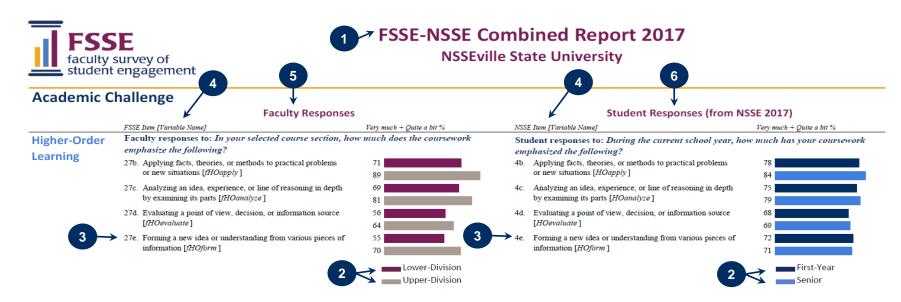
Tennessee Technological University



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.

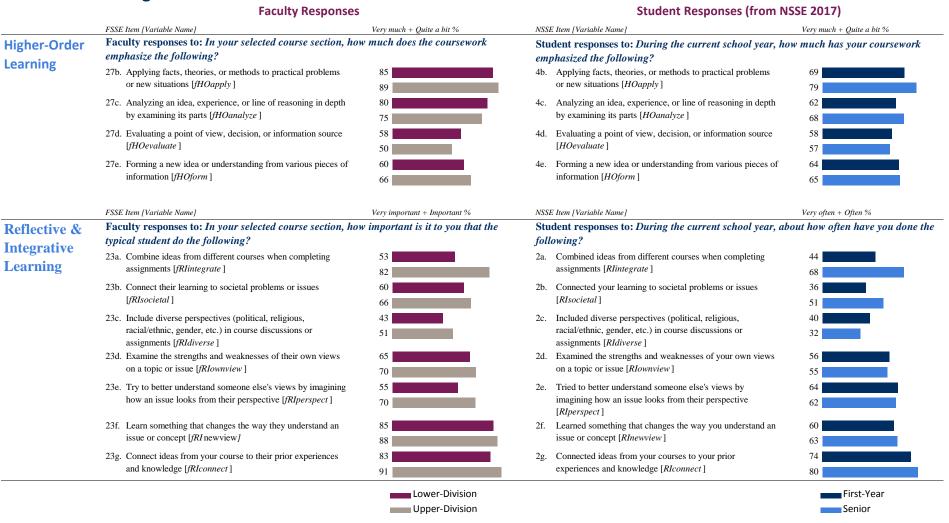
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty 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.
- 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) Student Responses (from NSSE 2017) Faculty Responses NSSE Item [Variable Name] FSSE Item [Variable Name] Very much + Quite a bit % 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** 25e. Identify key information from reading assignments 9a. Identified key information from reading assignments [fLSreading] [LSreading] 25f. Review notes after class [fLSnotes] 9b. Reviewed your notes after class [LSnotes] 25g. 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 22d. 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] 22e. 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] 22f. 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] NSSE Item [Variable Name] Very much + Ouite a bit % High challenge % 21. 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

	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Collaborative	Faculty responses to: In your selected course section, ho following?	w much do you encourage the	Student responses to: During the current school year, ab following?	oout how often have you done the
Learning	25a. Ask other students for help understanding course material [fCLaskhelp]	63 59	1e. Asked another student to help you understand course material [CLaskhelp]	62 54
	25b. Explain course material to other students [fCLexplain]	55	1f. Explained course material to one or more students [CLexplain]	58 7 0
	25c. Prepare for exams by discussing or working through course material with other students [fCLstudy]	56	 Prepared for exams by discussing or working through course material with other students [CLstudy] 	54
	25d. Work with other students on course projects or assignments [fCLproject]	50 67	1h. Worked with other students on course projects or assignments [CLproject]	73
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Discussions	Faculty responses to: In your selected course section, ho have to engage in discussions with people from the follow	**	Student responses to: During the current school year, ab discussions with people from the following groups?	out how often have you had
with Diverse Others	26a. People of a race or ethnicity other than their own [fDDrace]	15	8a. People of a race or ethnicity other than your own [DDrace]	65
	26b. People from an economic background other than their own [fDDeconomic]	18	8b. People from an economic background other than your own [DDeconomic]	69 73
	26c. People with religious beliefs other than their own [fDDreligion]	15 17	8c. People with religious beliefs other than your own [DDreligion]	62 64
	26d. People with political views other than their own [fDDpolitical]	23	8d. People with political views other than your own [DDpolitical]	67 71
		Lower-Division Upper-Division		First-Year Senior



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Experiences with Faculty

em [Variable Name] Ity responses to: During the current school year, about the following with the undergraduate students you calked about their career plans [fSFcareer] Vorked on activities other than coursework (committees.	•	Student responses to: During the current school year, as following? 3a. Talked about career plans with a faculty member	Very often + Often % bout how often you have done the
of the following with the undergraduate students you allow about their career plans [fSFcareer]	teach or advise?	following?	bout how often you have done th
, , , , , , , , , , , , , , , , , , ,		3a. Talked about career plans with a faculty member	
Vorked on activities other than coursework (committees,		[SFcareer]	39 48
tudent groups, etc.) [fSFotherwork]	50 49	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]	23 33
Discussed course topics, ideas, or concepts outside of class [SFdiscuss]	69 	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss]	23 39
Discussed their academic performance [fSFperform]	78 61	3d. Discussed your academic performance with a faculty member [SFperform]	32 38
em	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
ty responses to: In your undergraduate courses, to ving?	what extent do you do the	•	ors done the following during the
Clearly explain course goals and requirements [fETgoals]	95 95	5a. Clearly explained course goals and requirements [ETgoals]	77 78
each course sessions in an organized way [fETorganize]	100	5b. Taught course sessions in an organized way [ETorganize]	79 77
Use examples or illustrations to explain difficult points ####################################	100	5c. Used examples or illustrations to explain difficult points [ETexample]	79 75
Provide feedback to students on drafts or works in progress /ETdraftfb]	66	5d. Provided feedback on a draft or work in progress [ETdraftfb]	62 57
Provide prompt and detailed feedback on tests or completed ssignments [fETfeedback]	90	5e. Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback]	61
fi o J fi fi fi fi	Discussed their academic performance [fSFperform] em ty responses to: In your undergraduate courses, to ving? Clearly explain course goals and requirements [fETgoals] Feach course sessions in an organized way [fETorganize] Use examples or illustrations to explain difficult points (fETexample) Trovide feedback to students on drafts or works in progress (fETdrafifb) Trovide prompt and detailed feedback on tests or completed	Discussed their academic performance [fSFperform] To biscussed their academic performance [fSFperform	member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty member [SFperform] member [SFperform] noted the performance with a faculty member [SFperform] Student responses to: To what extent have your instructe current school year? 5a. Clearly explained course goals and requirements [ETgoals] 5b. Taught course sessions in an organized way [ETorganize] see examples or illustrations to explain difficult points [ETexample] see examples or illustrations to explain difficult points [ETexample] for example or illustrations to explain difficult points [ETexample] see examples or illustrations to explain difficult points [ETexample] see examples or illustrations to explain difficult points [ETexample] see examples or illustrations to explain difficult points [ETexample] see examples or illustrations to explain difficult points [ETexample] see examples or illustrations to explain difficult points [ETexample] see examples or illustrations to explain difficult points [ETex



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Campus Environment

	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %
Quality of Interactions	Faculty responses to: Indicate your perception of the quather following people at your institution.	llity of student interactions with	Student responses to: Indicate the quality of your intera your institution.	ctions with the following people of
nteractions	3a. Other students [fQIstudent]	43 36	13a. Students [QIstudent]	51 61
	3b. Academic advisors [fQladvisor]	20 32	13b. Academic advisors [Qladvisor]	56
	3c. Faculty [fQlfaculty]	33	13c. Faculty [QIfaculty]	54
	3d. Student services staff (career services, student activities, housing, etc.) [fQIstaff]	10	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	47
	3e. Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin]	2 9	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>QIadmin</i>]	40
	Note: Response options for faculty and student Quality of Interactions items ran	ged 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 you emphasis on each of the following?	r institution increase its	Student responses to: How much does your institution e	mphasize the following?
invironment	2b. Providing support to help students succeed academically [fSEacademic]	71 81	14b. Providing support to help students succeed academically [SEacademic]	74 71
	2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup]	75 <u> </u>	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	73 <u> </u>
	2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	76 	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	55 48
	2e. Providing opportunities for students to be involved socially [fSEsocial]	62 53	14e. Providing opportunities to be involved socially [SEsocial]	67 64
	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]	67 58
				67 58 37 27
	(recreation, health care, counseling, etc.) [fSEwellness] 2g. Helping students manage their non-academic	77 49	health care, counseling, etc.) [SEwellness] 14g. Helping you manage your non-academic responsibilities	67 58 37 27 62 48



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Additional Engagement Items Student Responses (from NSSE 2017) Faculty Responses NSSE Item [Variable Name] Very much + Quite a bit % FSSE Item [Variable Name] 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** 29a. Writing clearly and effectively [fcgwrite] 17a. Writing clearly and effectively [pgwrite] Student-**Perceived Gains** 29b. Speaking clearly and effectively [fcgspeak] 17b. Speaking clearly and effectively [pgspeak] 29c. Thinking critically and analytically [fcgthink] 17c. Thinking critically and analytically [pgthink] 29d. Analyzing numerical and statistical information 17d. Analyzing numerical and statistical information [pganalyze] [fcganalyze] 29e. Acquiring job- or work-related knowledge and skills 17e. Acquiring job- or work-related knowledge and skills 29f. Working effectively with others [fcgothers] 17f. Working effectively with others [pgothers] 29g. Developing or clarifying a personal code of values and 17g. Developing or clarifying a personal code of values and ethics [fcgvalues] ethics [pgvalues] 29h. Understanding people of other backgrounds (economic, 17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) racial/ethnic, political, religious, nationality, etc.) 29i. Solving complex real-world problems [fcgprobsolve] 17i. Solving complex real-world problems [pgprobsolve] 29j. Being an informed and active citizen [fcgcitizen] 17j. Being an informed and active citizen [pgcitizen] 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 Course typical student do the following? following? **Engagement** 22a. Ask questions or contribute to course discussions in other 1a. Asked questions or contributed to course discussions in ways [faskquest] other ways [askquest] 22b. Prepare two or more drafts of a paper or assignment before 1b. Prepared two or more drafts of a paper or assignment turning it in [fdrafts] before turning it in [drafts] 22c. Come to class having completed readings or assignments 1c. Come to class without completing readings or assignments [fprepared] [unprepared] Lower-Division First-Year Upper-Division Senior



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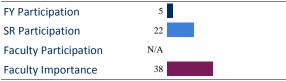
	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student Leadership	Faculty responses to: How important is it to you that undo the following before they graduate?	dergraduates at your institution	Student responses to: Which of the following have you you graduate?	done or do you plan to do before
edder 3.11.p	 Hold a formal leadership role in a student organization or group [fleader] 	43	11b. Hold a formal leadership role in a student organization or group [leader]	40
	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, he emphasized the following?	now much has your coursework
	27a. Memorizing course material [finemorize]	38	4a. Memorizing course material [memorize]	72 <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?	oend in a typical 7-day week doin
Students	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [fimprep]	8 4	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	51
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [fimcocurr]	2 0	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	9
	20c. Working for pay on campus [ftmworkon]	10 5	15c. Working for pay on campus [ftmworkon]	3 8
	20d. Working for pay off campus [ftmworkoff]	40	15d. Working for pay off campus [tmworkoff]	22
	20e. Doing community service or volunteer work [ftmservice]	0 1	15e. Doing community service or volunteer work [tmservice]	2 4
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax]	44 42	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	25 27
	20g. Providing care for dependents (children, parents, etc.) [ftmcare]	0 7	15g. Providing care for dependents (children, parents, etc.) [tmcare]	5
	20h. Commuting to campus (driving, walking, etc.) [ftmcommute]	0	15h. Commuting to campus (driving, walking, etc.) [tmcommute]	5



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High-Impact Practices

Learning Community



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

Internship or Field Experience

FY Participation	4
SR Participation	56
Faculty Participation	40
Faculty Importance	83

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

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. All student results are weighted by institution-reported sex and enrollment status.

Service-Learning

FY Participation	50	
SR Participation	61	
Faculty Participation	59	
Faculty Importance	45	

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

Study Abroad

FY Participation	1
SR Participation	9
Faculty Participation	N/A
Faculty Importance	34

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

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.

Research with Faculty

FY Participation	5	
SR Participation	29	
Faculty Participation	50	
Faculty Importance	62	
		_

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

Senior Culminating Experience

FY Participation	1	
SR Participation	55	
Faculty Participation	N/A	
Faculty Importance	85	

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

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.