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# FSSE-NSSE

## Combined Report 2019

Miami University-Hamilton

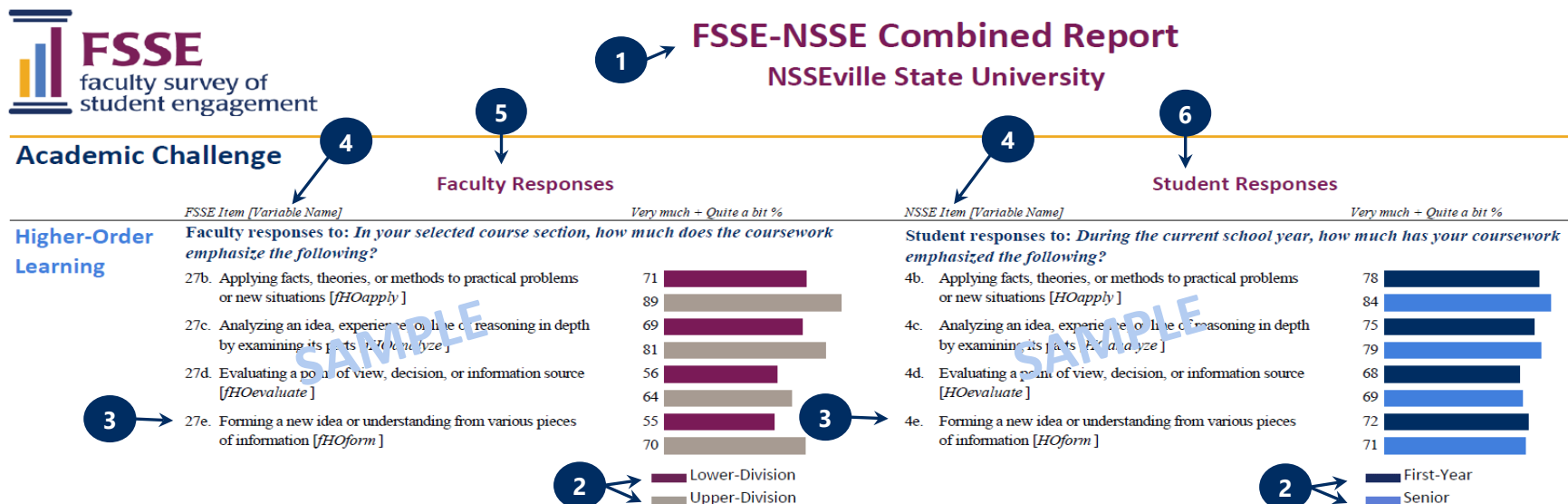
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# FSSE-NSSE Combined Report 2019

## 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.

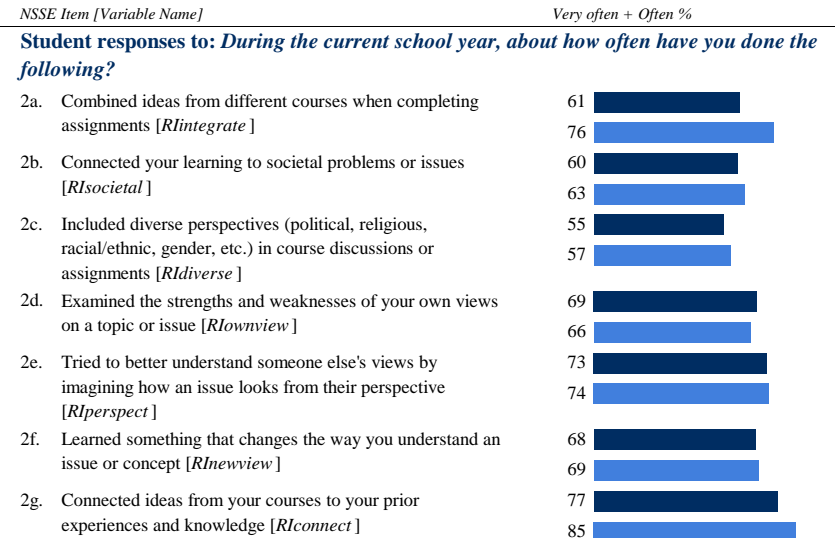
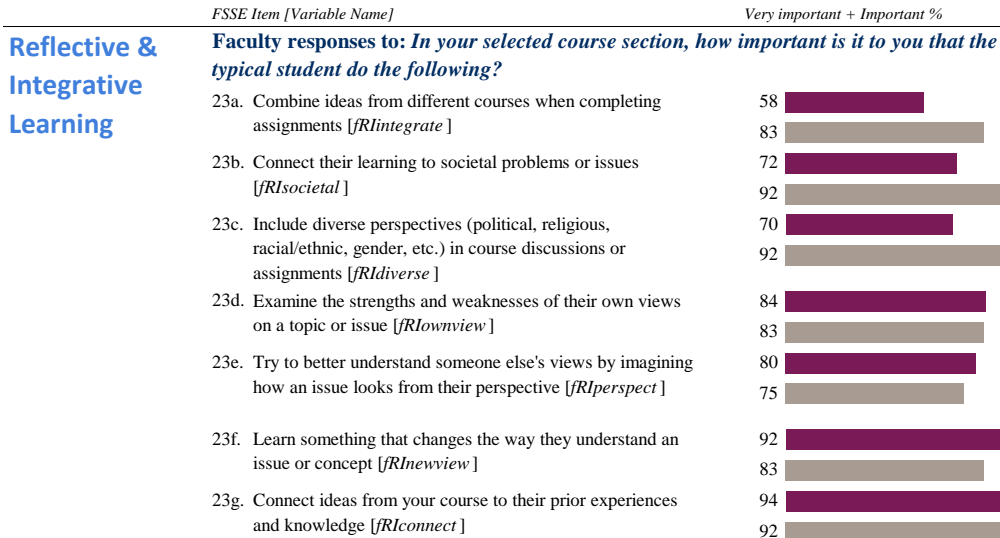
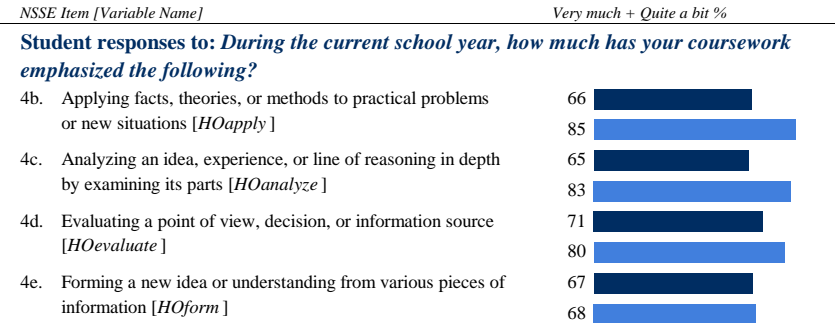
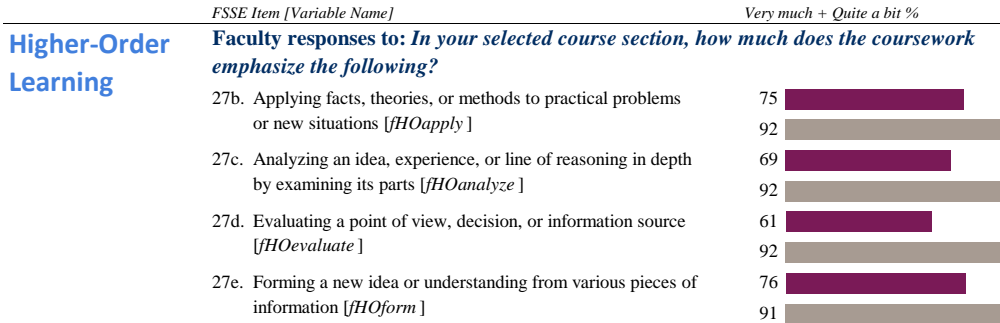
- Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty 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.



### Academic Challenge

#### Faculty Responses

#### Student Responses (from NSSE 2019)



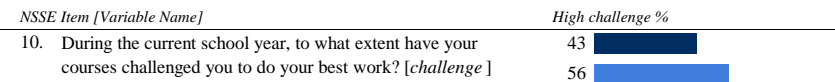
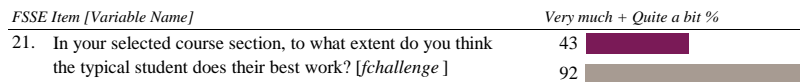
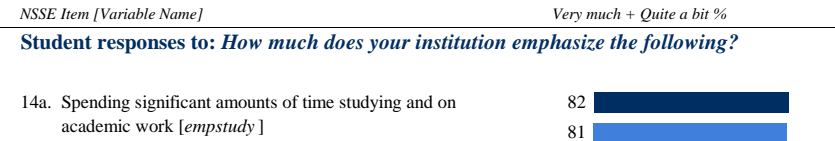
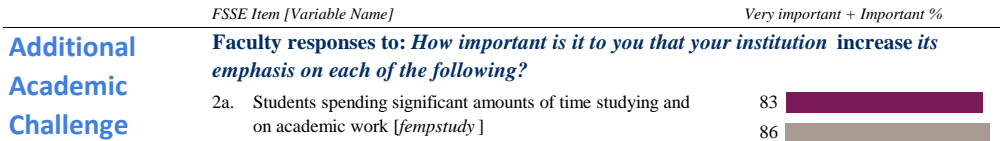
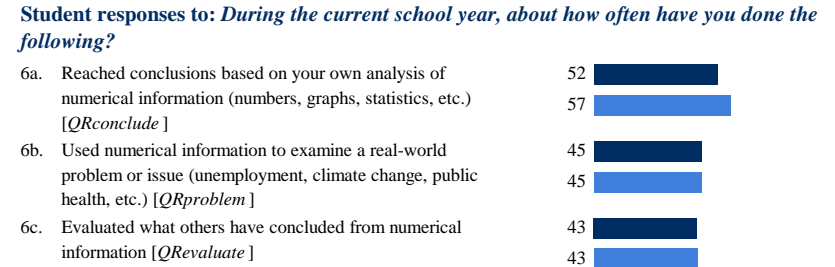
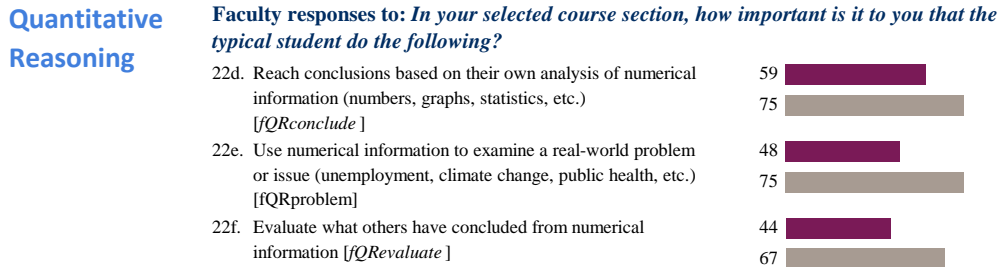
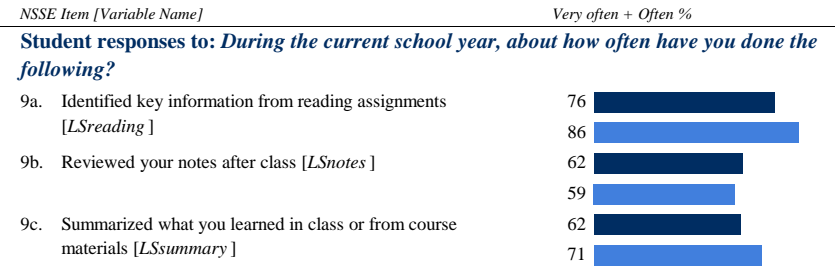
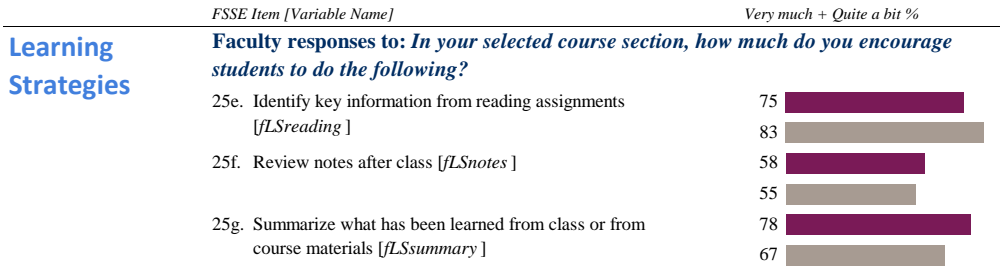
■ Lower-Division  
■ Upper-Division

■ First-Year  
■ Senior

### Academic Challenge (continued)

#### Faculty Responses

#### Student Responses (from NSSE 2019)



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

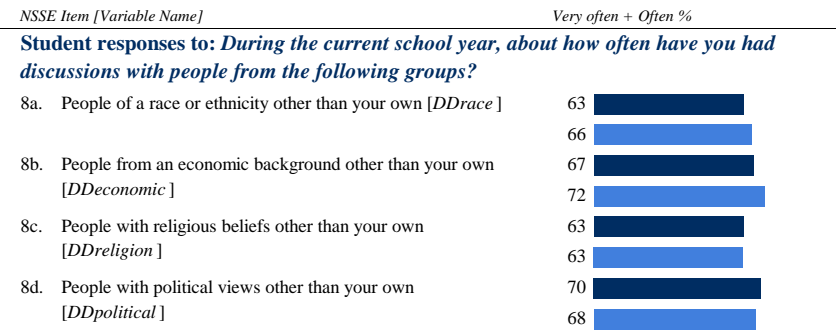
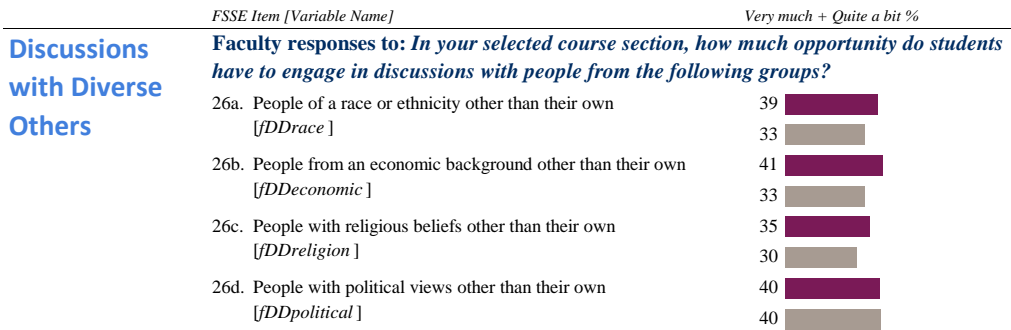
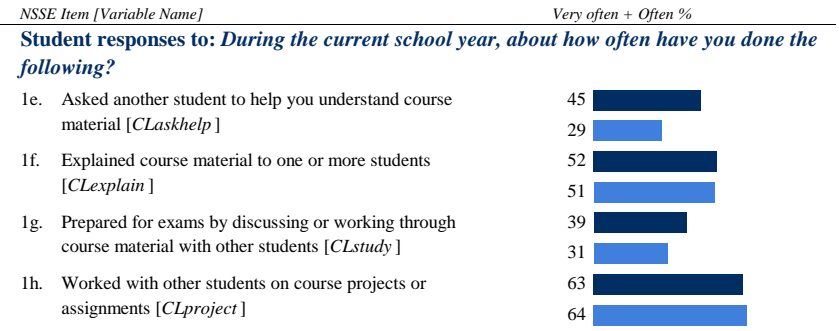
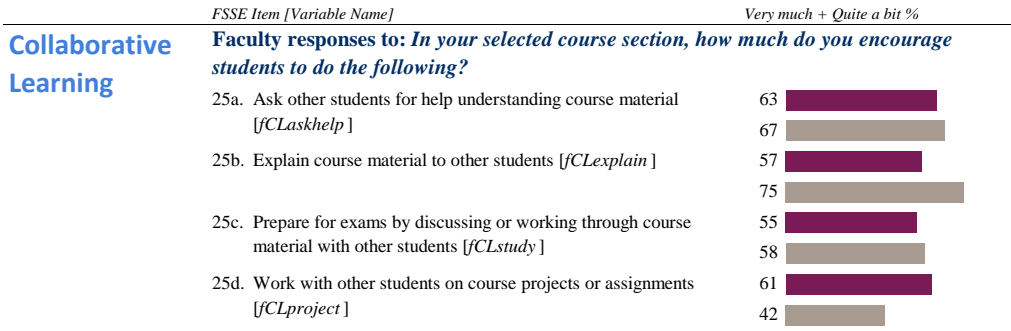
Lower-Division  
Upper-Division

First-Year  
Senior

### Learning with Peers

#### Faculty Responses

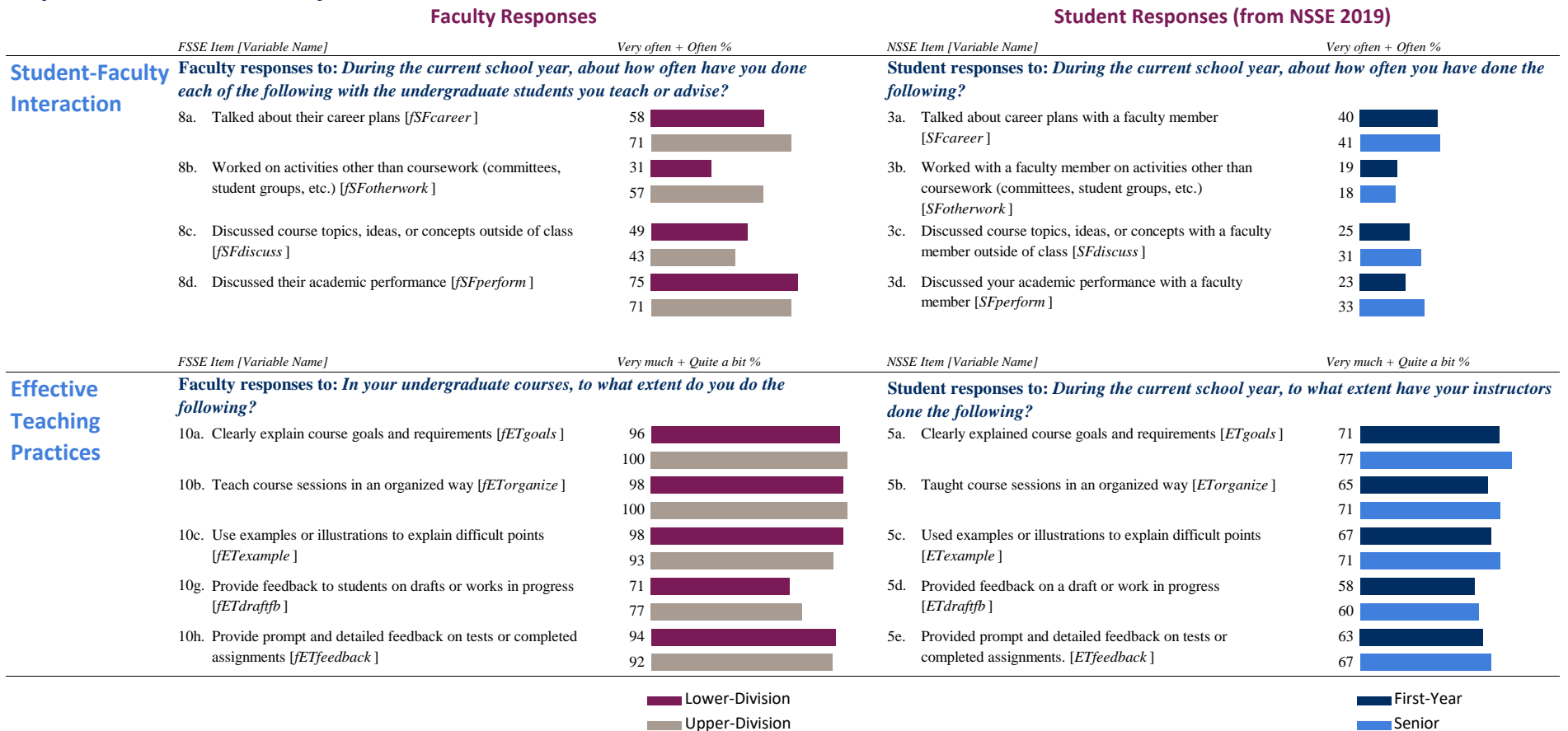
#### Student Responses (from NSSE 2019)



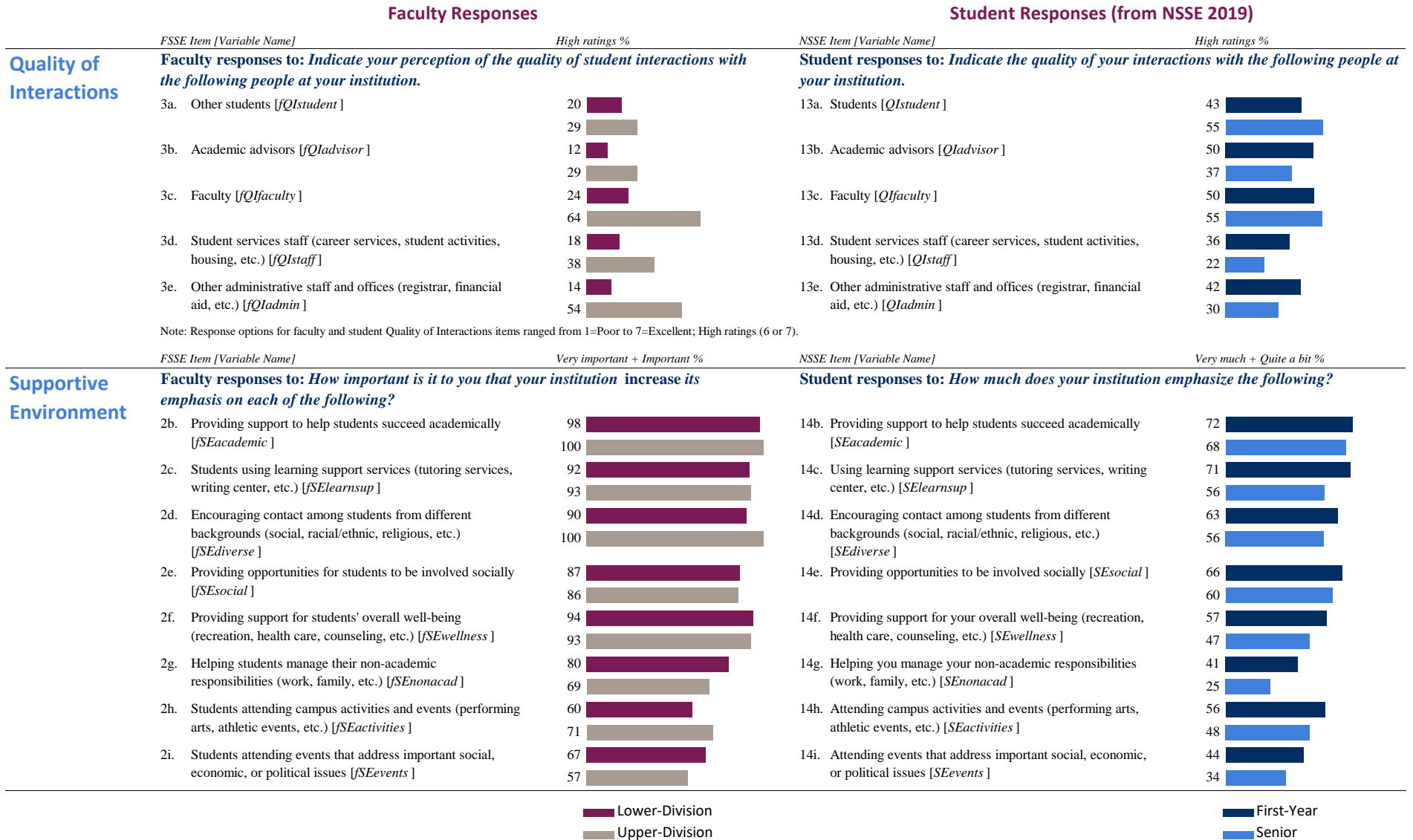
Lower-Division (dark purple bar)  
Upper-Division (grey bar)

First-Year (dark blue bar)  
Senior (light blue bar)

### Experiences with Faculty



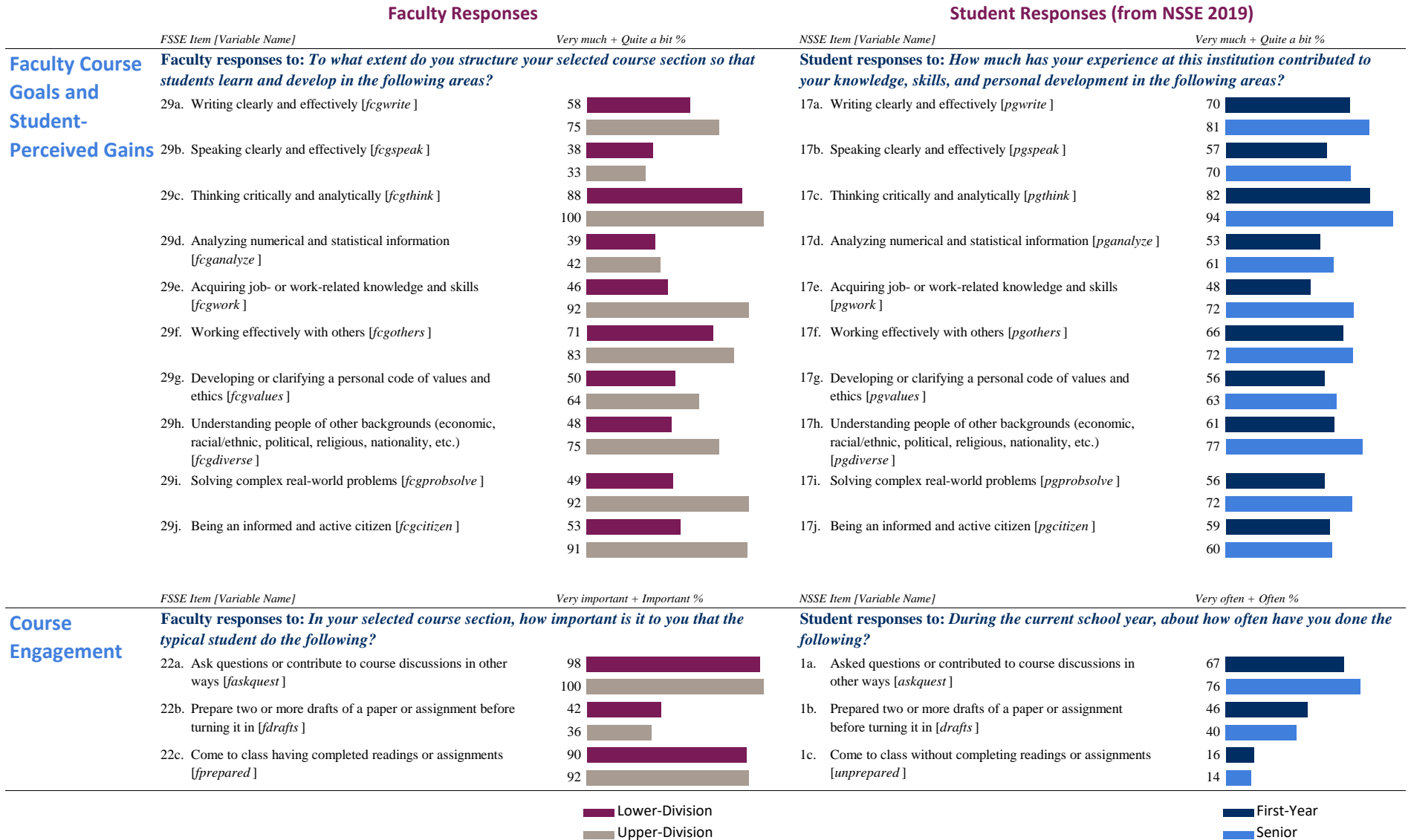
### Campus Environment



■ Lower-Division  
■ Upper-Division

■ First-Year  
■ Senior

### Additional Engagement Items





### Additional Engagement Items (continued)

Faculty Responses		Student Responses (from NSSE 2019)	
FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
<b>Student Leadership</b>		<b>Student responses to: Which of the following have you done or do you plan to do before you graduate?</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 [fleader]	31 79	11b. Hold a formal leadership role in a student organization or group [leader]	7 23
<b>Memorization</b>		<b>Student responses to: During the current school year, how much has your coursework emphasized the following?</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 [fmemorize]	27 0	4a. Memorizing course material [memorize]	72 52
<b>Time Spent by Students</b>		<b>Student responses to: About how many hours do you spend in a typical 7-day week doing the following?</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) [fmprep]	2 0	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	38 38
20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [fmcocurr]	0 0	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	9 2
20c. Working for pay <b>on campus</b> [fmworkon]	4 9	15c. Working for pay <b>on campus</b> [tmworkon]	12 9
20d. Working for pay <b>off campus</b> [fmworkoff]	69 75	15d. Working for pay <b>off campus</b> [tmworkoff]	55 67
20e. Doing community service or volunteer work [fmserve]	0 0	15e. Doing community service or volunteer work [tmserve]	7 1
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [fmrelax]	45 25	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	23 26
20g. Providing care for dependents (children, parents, etc.) [fmcare]	24 45	15g. Providing care for dependents (children, parents, etc.) [tmcare]	17 35
20h. Commuting to campus (driving, walking, etc.) [fmcommute]	2 0	15h. Commuting to campus (driving, walking, etc.) [tmcommute]	13 6

Lower-Division  
 Upper-Division

First-Year  
 Senior

### High-Impact Practices

#### Learning Community

FY Participation	5
SR Participation	19
Faculty Participation	N/A
Faculty Importance	46

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

#### Service-Learning

FY Participation	54
SR Participation	65
Faculty Participation	52
Faculty Importance	72

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

#### Research with Faculty

FY Participation	6
SR Participation	12
Faculty Participation	27
Faculty Importance	49

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

#### Internship or Field Experience

FY Participation	3
SR Participation	46
Faculty Participation	25
Faculty Importance	83

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

#### Study Abroad

FY Participation	3
SR Participation	4
Faculty Participation	N/A
Faculty Importance	39

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

#### Senior Culminating Experience

FY Participation	4
SR Participation	58
Faculty Participation	N/A
Faculty Importance	89

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.