



Stephen F. Austin State University
**National Engagement
Survey Report**
Spring 2013

Prepared by
The Office of Institutional Research

Stephen F. Austin State University
National Engagement Survey Report

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Executive Summary

Stephen F. Austin State University (SFA) is focused on student success and strives to determine opportunities for improvement in student learning and personal development. The *SFA Strategic Plan 2013: Preparing for the Future* outlines plans for student success through university-wide collaboration. Additionally, SFA is regionally accredited through the Southern Association of Colleges and Schools (SACS), an organization which emphasizes “foundations for quality enhancement”.

To monitor the progress of its supportive learning environment, SFA adopted a regular assessment schedule for the administration of the National Survey of Student Engagement (NSSE), a project coordinated through the Indiana University Center for Postsecondary Research. NSSE provides important insight about the quality of undergraduate learning and contributes to national benchmarks of effective educational practice.

SFA additionally scheduled regular participation with the Faculty Survey of Student Engagement (FSSE) as a complementary assessment instrument. FSSE is designed to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development. The FSSE information may further assist the identification of institutional strengths, as well as motivating opportunities for improvement.

Methodology

The SFA Office of Institutional Research (OIR) prepared potential student and faculty respondent data in the fall of 2012. The OIR further coordinated with the NSSE Institute to administer the surveys during the 2013 spring semester. Many survey administration aspects were handled by NSSE (drawing random student samples, emailing student surveys, distributing follow-up contacts with non-respondents, and initial data analysis).

For the NSSE administration, random samples of first-year and senior students were selected for participation. The OIR reviewed sample populations and updated enrollment and graduation statuses to help ensure a valid and available survey group. The sampled students were invited by SFA President, Baker Pattillo, to participate in the NSSE survey. Students received four email contacts containing a hyperlink to the web-based version of the survey.

The FSSE paralleled student survey efforts. The OIR selected a faculty sample of full-time lecturers, instructors and professorial ranked individuals who were scheduled to teach during the 2012-13 year. The OIR reviewed potential faculty respondent information in the spring semester prior to survey opening and updated employment statuses as needed to secure a valid survey population. SFA Provost and Vice President for Academic Affairs, Dr. Richard Berry, emailed the selected faculty to invite participation in the web-based FSSE administration. Selected faculty were emailed several participation reminders.

NSSE has been collecting data from students at four-year colleges and universities around the country since 2000. SFA participated in the 2013 national administration along with more than 1.5 million other first-year and senior students. The 2013 sampled students were randomly selected from data files provided by 568 participating four-year colleges and universities. Approximately 335,000 students from this sample responded.

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Results

NSSE sampling procedures require sending the survey to an equal number of first-year and senior students with the standard sample size determined by the number of undergraduate students enrolled at the institution. SFA used NSSE's Web-only administration mode where students received all contacts electronically and only completed the online survey.

NSSE 2013 schools closely resemble the national profile of four-year colleges and universities with respect to institutional type, size, region, and location. Caveats include the following: Research Universities (high research activity), Master's Colleges and Universities (larger programs), public institutions, and institutions with 5,000 to 19,999 undergraduates are somewhat overrepresented, while somewhat underrepresented categories include Master's Colleges and Universities (small programs), Baccalaureate Colleges- Diverse Fields, private institutions, and institutions with fewer than 1,000 undergraduates.

In each NSSE administration, institutions are offered the opportunity to customize institutional reports by tailoring up to three comparison groups. For 2013, SFA selected all participating Texas public universities, all participating SACS level V public peer institutions, and all NSSE 2013 institutions for comparison purposes.

The NSSE instrument was completed by 662 SFA students (399 first-year; 263 seniors). The SFA response rate was 13% for both first-time freshmen and senior students. The SFA response rate was lower than the Texas Public, SACS Public, and NSSE comparison groups.

SFA responses by gender were similar between comparison groups for first-year students (75% female and 25% male) and senior students (76% female and 24% male). Comparison groups were approximately three-fourths female and one-fourth male. The ethnic distribution of SFA and comparison group respondents was similar to the SFA student body population with slightly less proportions of Black/African American responses. In comparing the ethnic distribution of the NSSE respondents to the SFA student body, Black/African American senior students are underrepresented.

The 2013 NSSE administration marks the first substantial update to the survey since its inaugural administration in 2000. The updated NSSE survey is "built upon years of evidence-based testing, institutional feedback and recent advances in educational and survey research." Compared to NSSE 2011, about a quarter of NSSE questions are new, and nearly the same proportion unchanged. Of the questions that were changed, an equal number were modified in major or minor ways. In addition, some items were deleted to keep the overall length of the survey about the same.

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Results (Continued)

To focus student engagement and guide institutional improvement efforts, NSSE organizes response means from the 88 survey questions into four engagement themes, with each theme consisting of multiple *Engagement Indicators*:

- **Academic Challenge**
 - *Higher Order Learning*
 - *Reflective and Integrative Learning*
 - *Learning Strategies*
 - *Quantitative Reasoning*
- **Learning with Peers**
 - *Collaborative Learning*
 - *Discussions with Diverse Others*
- **Campus Environment**
 - *Quality of Interactions*
 - *Supportive Environment*
- **Experiences with Faculty**
 - *Student-Faculty Interactions*
 - *Effective Teaching Practices*

Each *Engagement Indicator* provides valuable information about a distinct aspect of student engagement by summarizing students' responses to a set of related survey questions. The new *Engagement Indicators* replace the *Benchmarks of Effective Educational Practice* used in prior analyses of NSSE survey responses. Because of the changes outlined above, multi-year comparison of engagement themes or Engagement Indicators will only be available after the 2015 NSSE administration.

An new version of FSSE also launched in 2013 to complement the updated version of NSSE. The update maintained FSSE's focus on gathering information from faculty members who teach undergraduates in order to contribute to discussions related to teaching, learning, and the quality of undergraduates' educational experiences. The new format combines Course-Based questions and Typical-Student questions and uses updated terminology, primarily related to technology. It also includes new measures related to effective teaching and learning.

The updated format of the FSSE-NSSE Combined Report makes summarizing results difficult. For this reason, the entire FSSE-NSSE Combined Report is appended to this Executive Summary.

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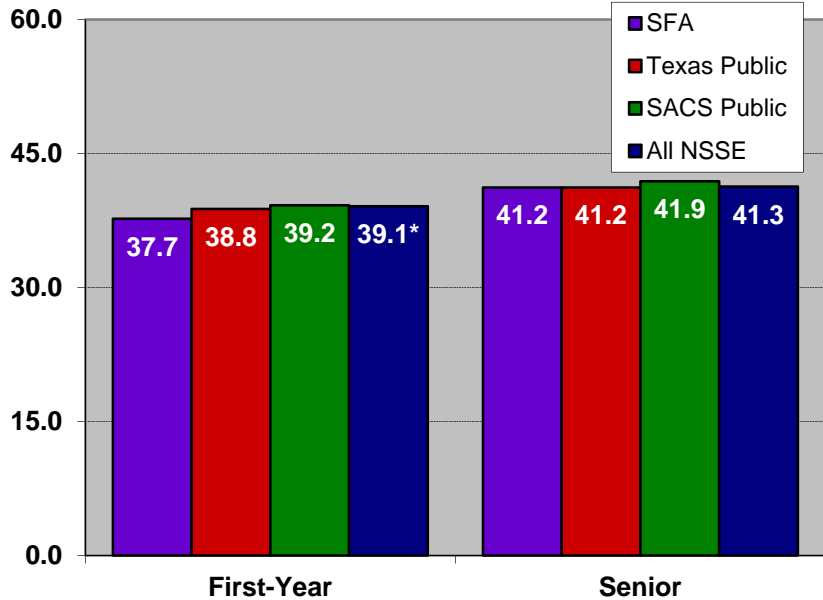
Results (continued)

NSSE Engagement Theme
Academic Challenge

Higher-Order Learning

Within the NSSE theme *Academic Challenge*, SFA response means were significantly lower than the comparison groups for the *Higher-Order Learning* Engagement Indicator for first-year students compared to all NSSE institutions.

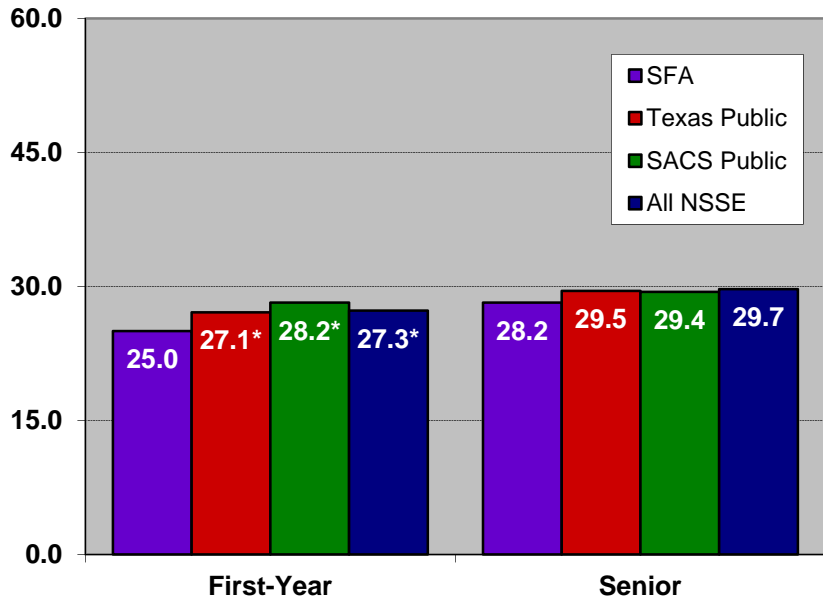
(Comparisons that are statistically significant are denoted with an asterisk.)



Quantitative Reasoning

SFA response means were also significantly lower than the comparison groups for the *Quantitative Reasoning* Engagement Indicator for first-year students compared to Texas public institution peers, SACS public institution peers, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



Other

SFA response means were not found to be significantly different than the comparison groups for the Engagement Indicators *Reflective and Integrative Learning* and *Learning Strategies*.

*SFA's mean is significantly higher or lower at the p<.05 level.
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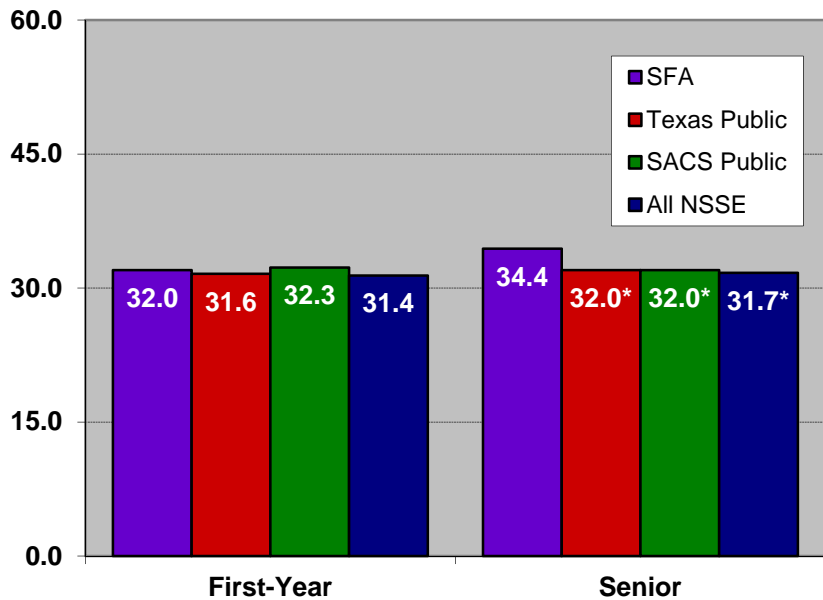
Results (continued)

NSSE Engagement Theme
Learning with Peers

Collaborative Learning

SFA response means were significantly higher than the comparison groups for the *Collaborative Learning* Engagement Indicator for senior students compared to Texas public institution peers, SACS public institution peers, and all NSSE institutions.

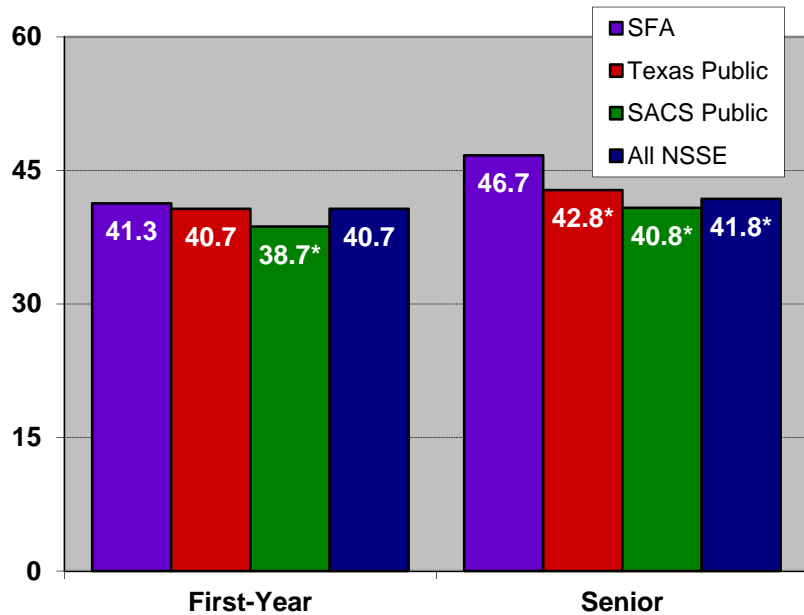
(Comparisons that are statistically significant are denoted with an asterisk.)



Discussions with Diverse Others

SFA response means were significantly higher than the comparison groups for the *Discussions with Diverse Others* Engagement Indicator for first-year students compared to SACS public institution peers, and for senior students compared to Texas public institution peers, SACS public institution peers, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



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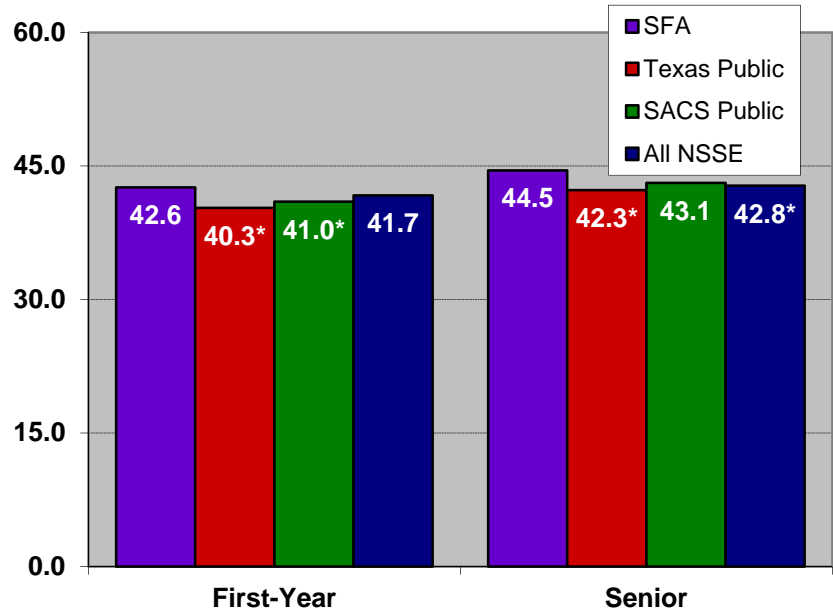
Results (continued)

NSSE Engagement Theme
 Campus Environment

Quality of Interactions

SFA response means were significantly higher than the comparison groups for the *Quality of Interactions* Engagement Indicator for first-year students compared to Texas public institution peers and SACS public institution peers, and for seniors compared to Texas public institution peers and all NSSE institutions.

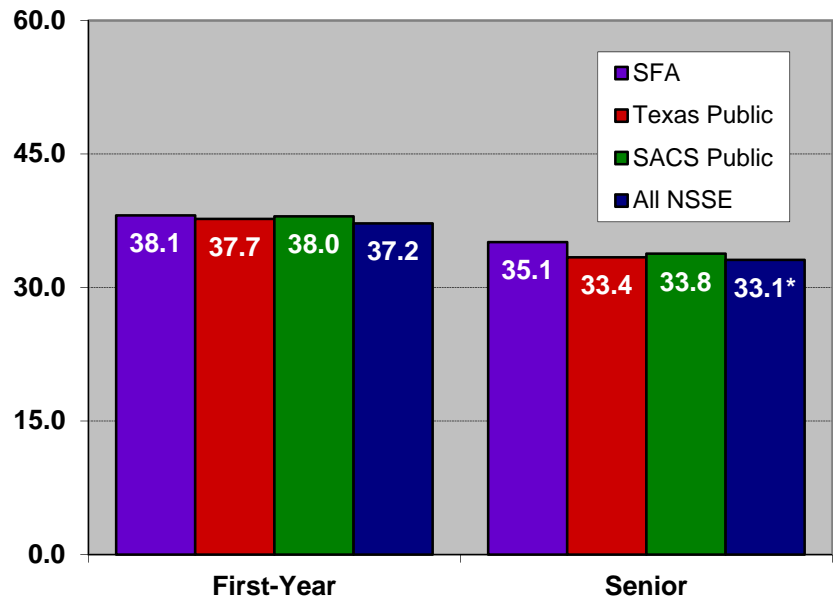
(Comparisons that are statistically significant are denoted with an asterisk.)



Supportive Environment

SFA response means were significantly higher than the comparison groups for the *Supportive Environment* Engagement Indicator for senior students compared to all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



*SFA's mean is significantly higher or lower at the p<.05 level.
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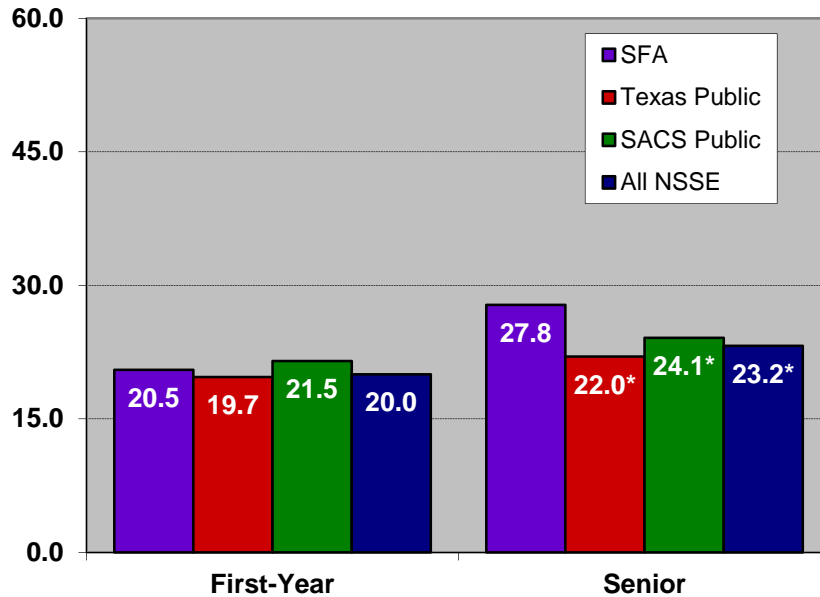
Results (continued)

NSSE Engagement Theme
Experiences with Faculty

Student-Faculty Interaction

SFA response means were significantly higher than the comparison groups for the *Student-Faculty Interaction* Engagement Indicator for senior students compared to Texas public institution peers, SACS public institution peers, and all NSSE institutions.

(Comparisons that are statistically significant are denoted with an asterisk.)



Effective Teaching Practices

SFA response means were not found to be significantly different than the comparison groups for the Engagement Indicator *Effective Teaching Practices*.

FSSE Summary

The Faculty Survey of Student Engagement (FSSE) was designed to complement the NSSE by measuring faculty members' expectations of student engagement and educational practices that are linked to learning and development.

In 2013, almost 19,000 faculty from 142 colleges and universities responded to the FSSE. Faculty members at participating institutions were sent invitation emails and asked to respond to the online survey.

Points to note concerning SFA FSSE respondents include the following:

- 251 of 526 invited faculty responded to the FSSE for a response rate of 48%.
- 73% were of professor, associate professor, or assistant professor rank.
- 75% were tenured or on tenure track.
- 54% were male; 46% were female.
- Respondents participated from each discipline.

*SFA's mean is significantly higher or lower at the $p < .05$ level.
Prepared by The Office of Institutional Research; SFASU; 8/2014

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Conclusion

NSSE responses indicate that SFA students are effectively engaged in several areas.

- SFA students enjoy interacting with individuals different from themselves. (Tables 1-4)
- SFA faculty members excel in engaging with students compared to other institutions. (Tables 5-8)
- SFA students enjoy higher-quality interactions with faculty and staff compared to other institutions. (Tables 9-12)
- SFA students enjoy a campus environment that provides them the support they need to succeed. (Tables 13-15)
- SFA first-year students spend more time preparing for class (studying, reading, writing, etc.) than those in SACS and NSSE comparison groups, and SFA senior students spend more time preparing for class than those in Texas Public and SACS comparison groups. (Table 17)
- SFA students are more likely to report time spent in co-curricular activities than comparison institutions. (Table 18)
- SFA senior students are much more likely to work on-campus than all comparison groups. SFA first-year students and senior students are much less likely to work off-campus than all comparison groups. (Tables 19 & 20)
- SFA senior students are more likely to report that experiences at SFA contributed to acquiring job or work-related knowledge and skills than students at comparison institutions. (Table 23)
- SFA first-year students are less likely to report participating in an internship, co-op, field experience, student teaching, or clinical placement (or planning to do so before graduation) compared to comparison groups. However, SFA senior students are much more likely to report participation in these activities than all comparison groups. (Table 21)
- SFA students are much more likely to report holding a formal leadership role in a student organization or group (or planning to do so before they graduate). (Table 22)
- SFA senior students are more likely to report receiving help with course material from another student than those at comparison institutions. (Table 24).

SFA NSSE responses also indicate opportunities for improvement in certain areas.

- SFA first-year students indicated that SFA emphasizes attending events that address important social, economic, or political issues less than comparison institutions, and the response mean fell in the “Some” to “Quite a bit” range. The SFA senior student response mean also fell in the “Some” to “Quite a bit” range, but was similar to comparison institutions. (Table 16)
- SFA students report fewer assignments of papers, reports, or other writing than comparison institutions. (Tables 25-27)
- SFA first-year and senior students report that experience at SFA contribute to knowledge, skills, and personal development in writing clearly and effectively slightly less often than comparison institutions. (Table 28)

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Conclusion (continued)

Student engagement at SFA appears to be strong, and engagement appears to strengthen as students progress to the senior year. Engagement in relation to the ways in which students interact with faculty appears to be a particular strength for SFA, especially in the senior year. However, NSSE Engagement Theme *Campus Environment* consistently is the engagement strength for SFA. Similarly, the SFA has historically excelled in the prior NSSE benchmark *Supportive Campus Environment*.

In contrast, an opportunity for improvement seems to exist in engagement theme *Academic Challenge*, especially for first-year students. Within the NSSE theme *Academic Challenge*, SFA response means were significantly lower than the comparison groups for the Higher-Order Learning Engagement Indicator for first-year students compared to all NSSE institutions. SFA response means were also significantly lower than all comparison groups for the *Quantitative Reasoning* Engagement Indicator for first-year students. (All other response means for *Academic Challenge* were not significantly different from comparison institutions.) In comparing SFA to comparison institutions for all other engagement theme categories, there was at least one positive comparison. Only the *Academic Challenge* engagement theme lacked a positive comparison.

Additionally, there is a disconnect in the perceptions of faculty and students concerning several topics academic challenge, faculty responsiveness, perceived academic gains, quality of interactions, and amount of time students work on and off campus. This disconnect in faculty-student perceptions also may provide an opportunity for improvement at SFA. The NSSE-FSSE Comparison Report is appended at the end of this Executive Summary.

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Diversity Related Issues

Chart 1: NSSE Question 8a.
 How often have students had discussions with people of a different race or ethnicity than their own? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

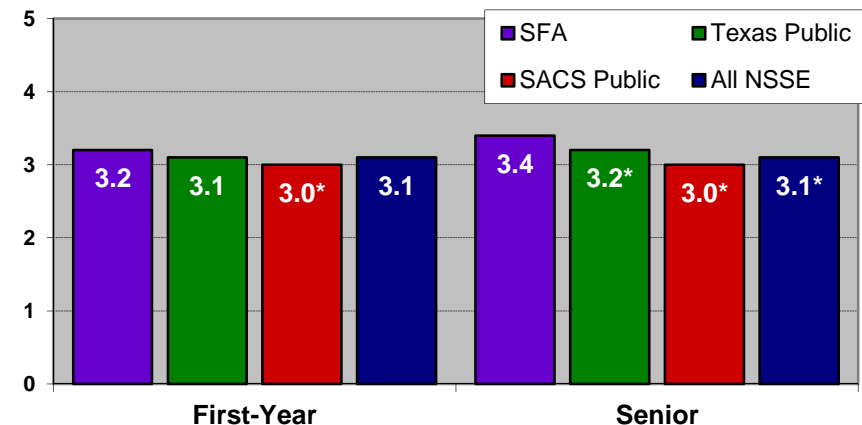


Chart 2: NSSE Question 8b.
 How often have students had discussions with people from an economic background other than their own? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

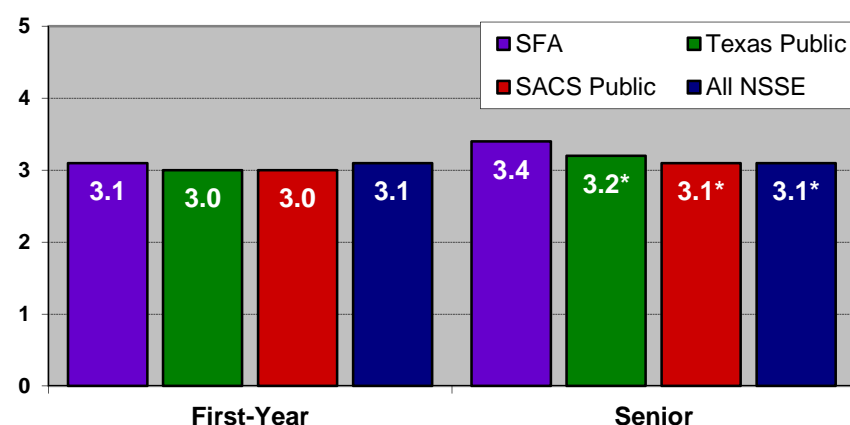


Chart 3: NSSE Question 8c.
 How often have students had discussions with people with religious beliefs other than their own? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

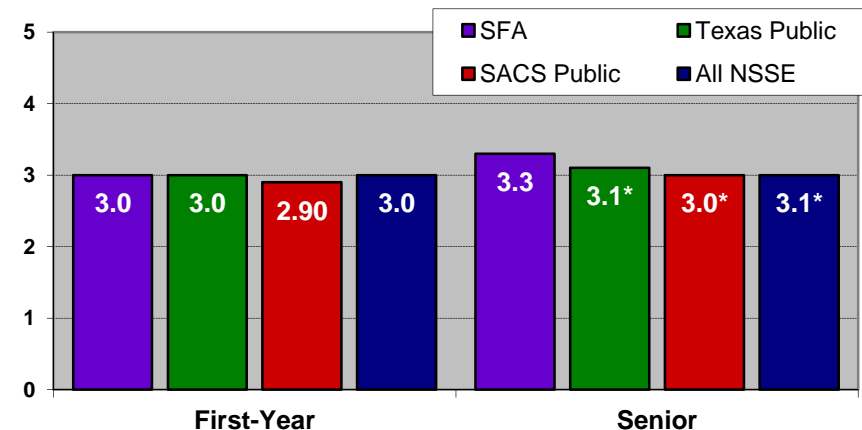
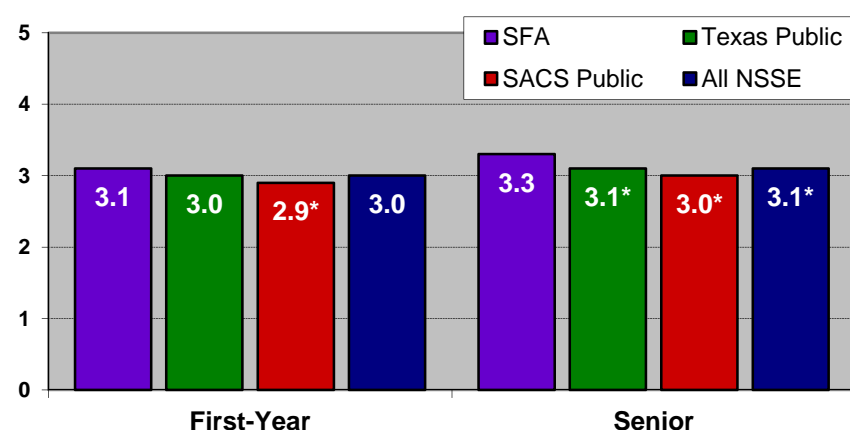


Chart 4: NSSE Question 8d.
 How often have students had discussions with people with political views other than their own? (1=Very Little, 2=Some, 3=Quite a bit, 4=Very much)



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Student-Faculty Interaction

Chart 5: NSSE Question 3c.

How often have students discussed course topics, ideas, or concepts with a faculty member outside of class? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

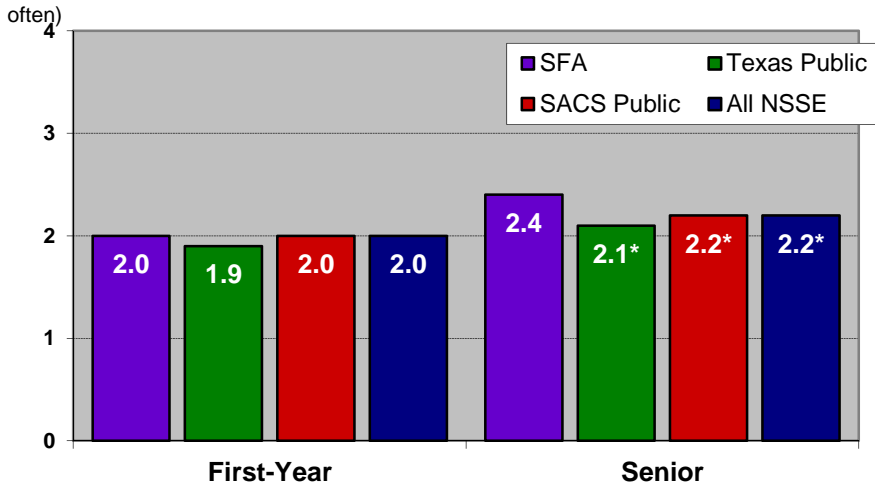


Chart 6: NSSE Question 3a.

How often have students talked about career plans with a faculty member or advisor? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

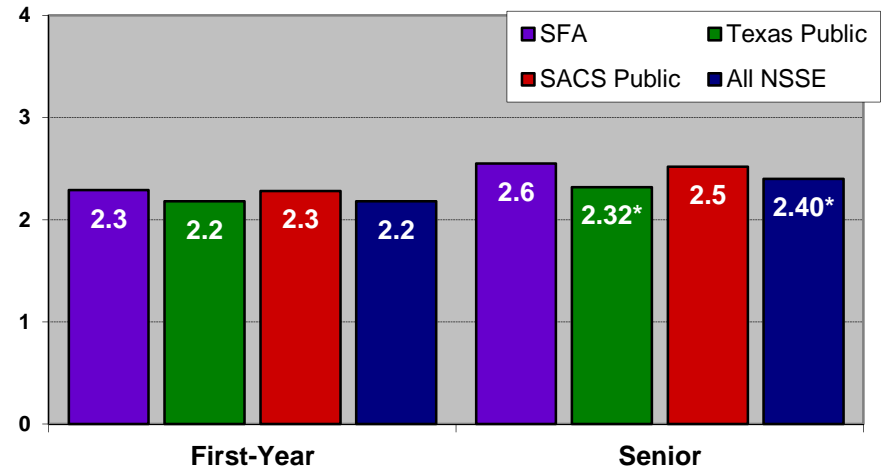


Chart 7: NSSE Question 3b.

How often have students worked with a faculty member on activities other than coursework (committees, student groups, etc.)? (1=Never, 2=Sometimes, 3=Often, 4=Very often)

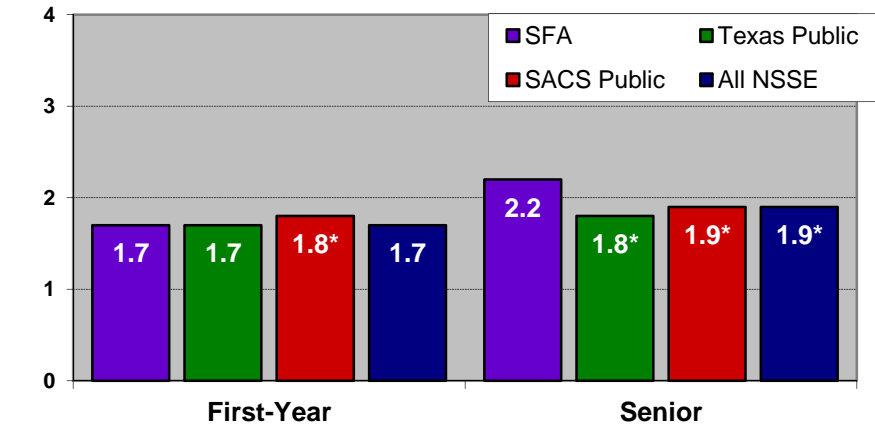
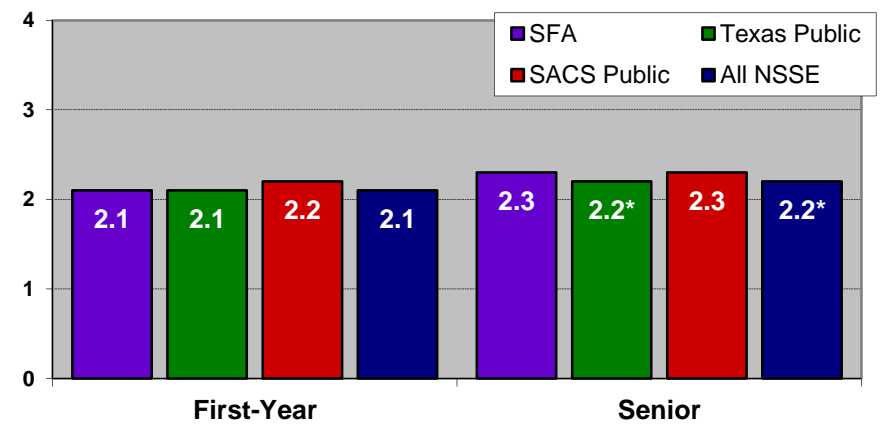


Chart 8: NSSE Question 3d.

How often have students discussed their academic performance with a faculty member? (1=Never, 2=Sometimes, 3=Often, 4=Very often)



Information Source: National Survey of Student Engagement, Indiana Center for Postsecondary Research

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Quality of Interactions

Chart 9: NSSE Question 13b.
 How do students rate the quality of interactions with Academic advisors?
 (1=Poor to 7=Excellent)

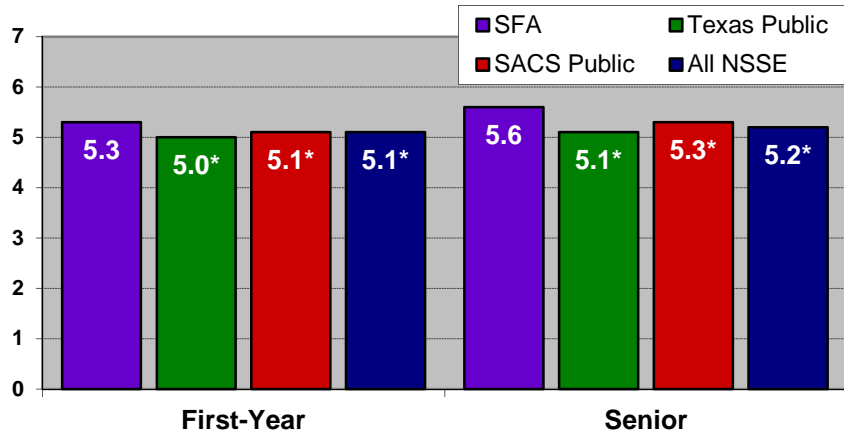


Chart 10: NSSE Question 13c.
 How do students rate the quality of interactions with Faculty?
 (1=Poor to 7=Excellent)

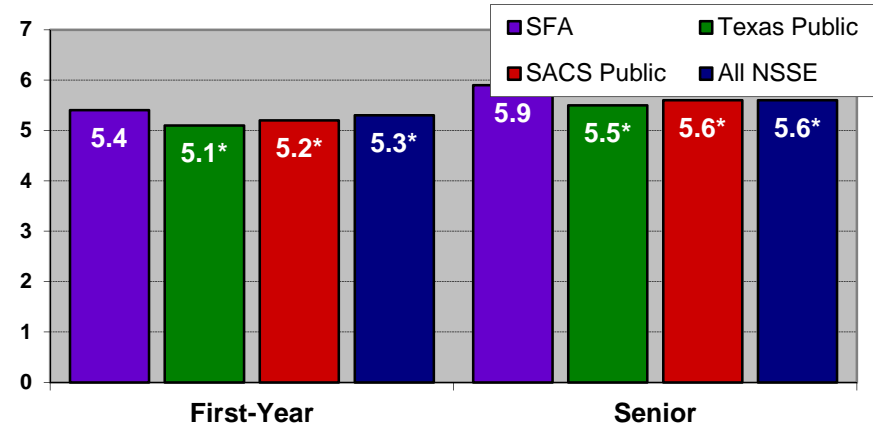


Chart 11: NSSE Question 13d.
 How do students rate the quality of interactions with student services staff
 (career services, student activities, housing, etc)?
 (1=Poor to 7=Excellent)

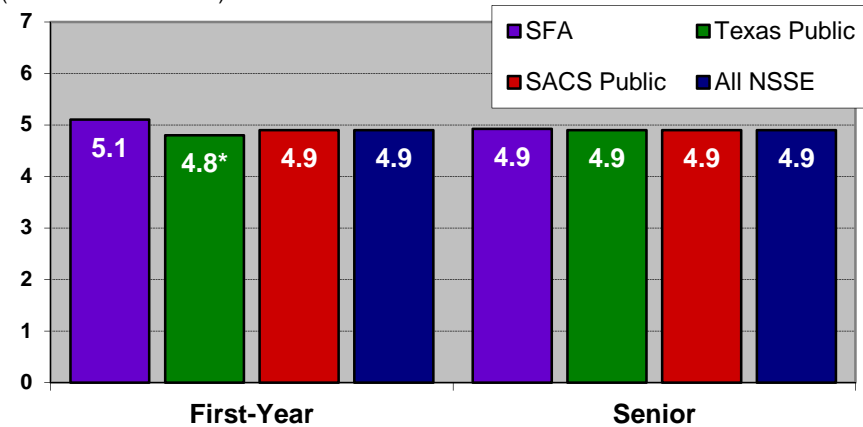
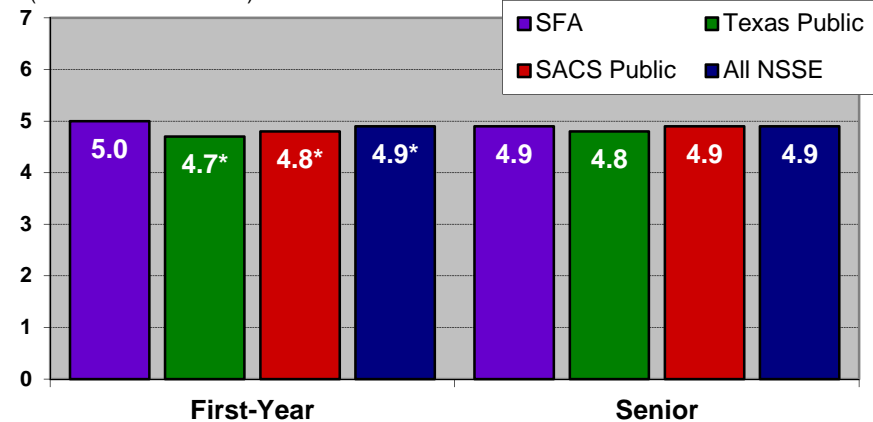


Chart 12: NSSE Question 13e.
 How do students rate the quality of interactions with other administrative
 staff and offices (registrar, financial aid, etc.)?
 (1=Poor to 7=Excellent)



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Supportive Campus Environment

Chart 13: NSSE Question 14b.

To what extent does the institution emphasize providing students the support they need to succeed academically?

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

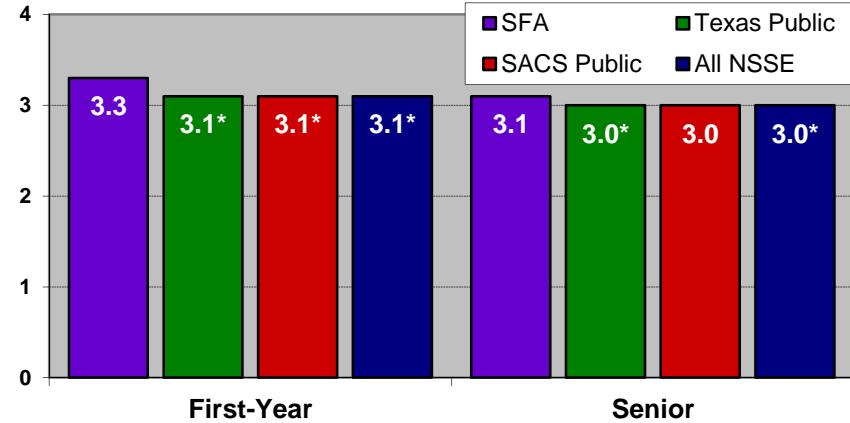


Chart 14: NSSE Question 14c.

To what extent does the institution emphasize using learning support services (tutoring services, writing center, etc.)?

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

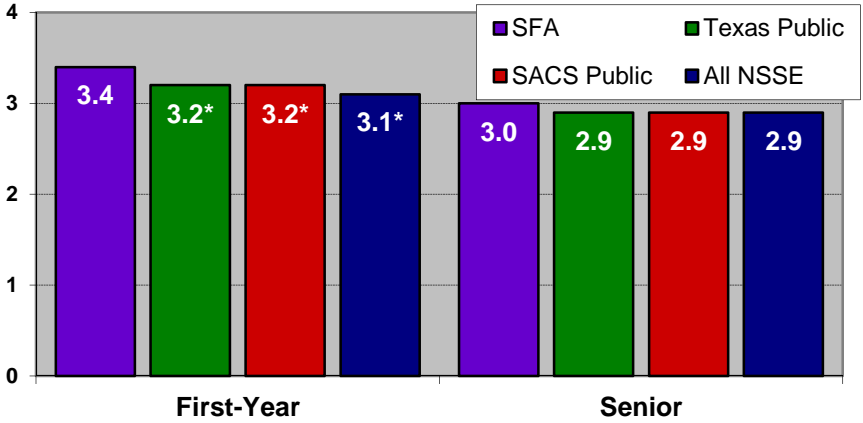


Chart 15: NSSE Question 14f.

To what extent does the institution emphasize providing support for students' overall well-being (recreation, health care, counseling, etc.)?

(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

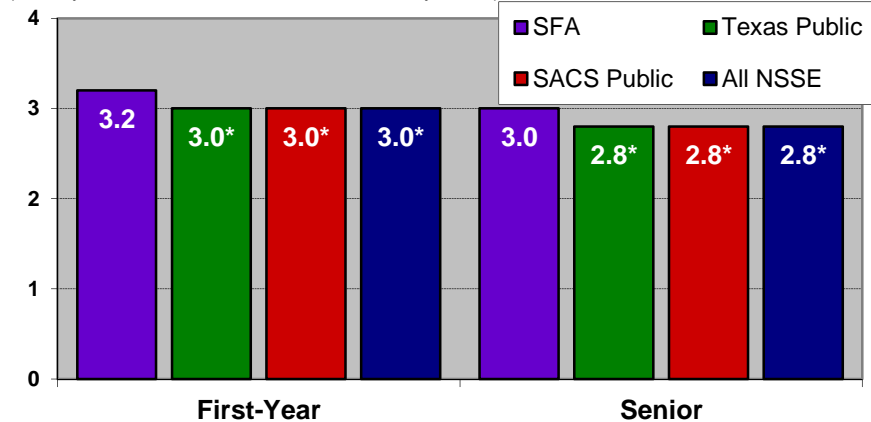
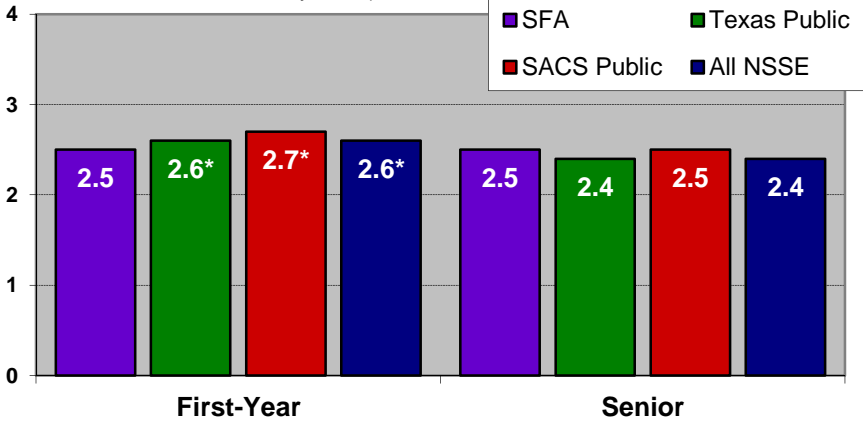


Chart 16: NSSE Question 14d.

To what extent does the institution emphasize attending events that address important social, economic, or political issues? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)



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Time Usage

Chart 17: NSSE 15a.

About how many hours per week do students spend in a typical 7-day week preparing for class (studying, reading, writing, etc.)?
(0=0 hrs/wk, 3=1-5 hrs/wk, 8=6-10 hrs/wk, 13=11-15 hrs/wk, 18=16-20 hrs/wk, 23=21-25 hrs/wk, 28=26-30 hrs/wk, 33=More than 30 hrs/wk)

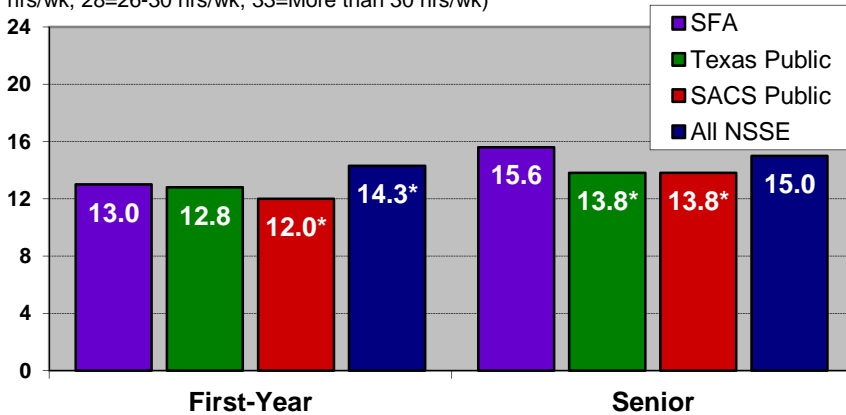


Chart 18: NSSE 15b.

About how many hours per week do students spend in a typical 7-day week participating in co-curricular activities? (0=0 hrs/wk, 3=1-5 hrs/wk, 8=6-10 hrs/wk, 13=11-15 hrs/wk, 18=16-20 hrs/wk, 23=21-25 hrs/wk, 28=26-30 hrs/wk, 33=More than 30 hrs/wk)

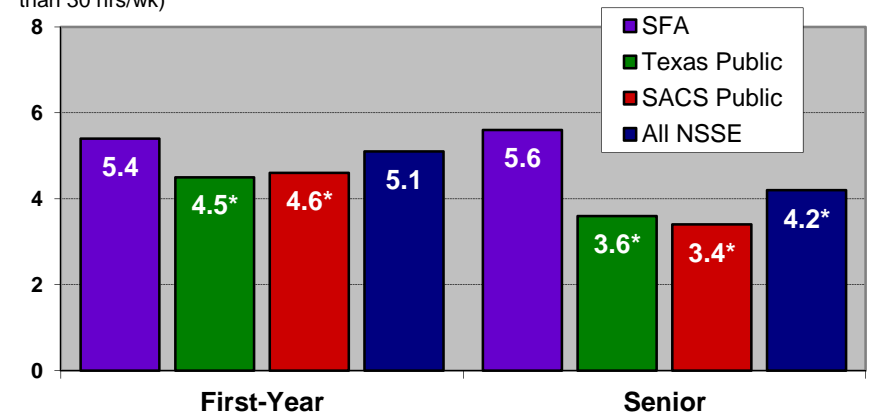


Chart 19: NSSE 15c.

About how many hours per week do students spend in a typical 7-day week working for pay on campus?
(0=0 hrs/wk, 3=1-5 hrs/wk, 8=6-10 hrs/wk, 13=11-15 hrs/wk, 18=16-20 hrs/wk, 23=21-25 hrs/wk, 28=26-30 hrs/wk, 33=More than 30 hrs/wk)

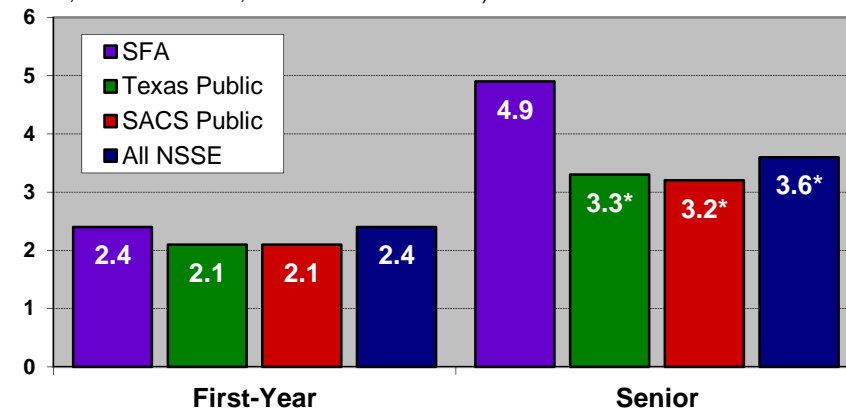
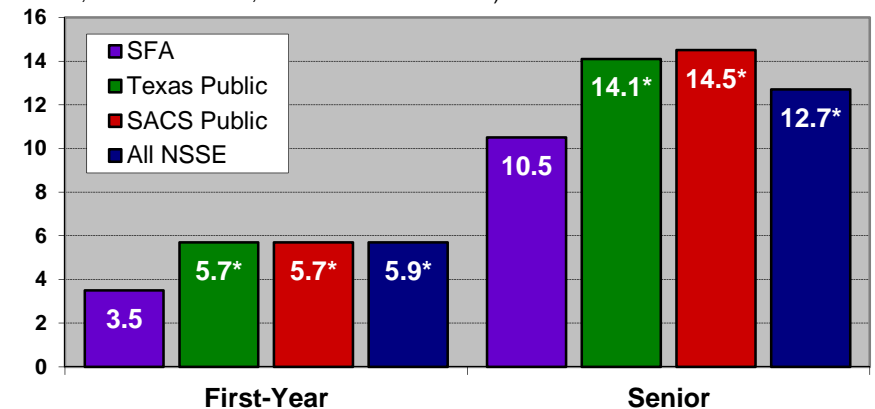


Chart 20: NSSE 15d.

About how many hours per week do students spend in a typical 7-day week working for pay off campus?
(0=0 hrs/wk, 3=1-5 hrs/wk, 8=6-10 hrs/wk, 13=11-15 hrs/wk, 18=16-20 hrs/wk, 23=21-25 hrs/wk, 28=26-30 hrs/wk, 33=More than 30 hrs/wk)



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Miscellaneous Questions

Chart 21: NSSE 11a.

What percentage of students reported participating in an internship, co-op, field experience, student teaching, or clinical placement, or planning to do so before they graduate? (% answered "Done or in progress")

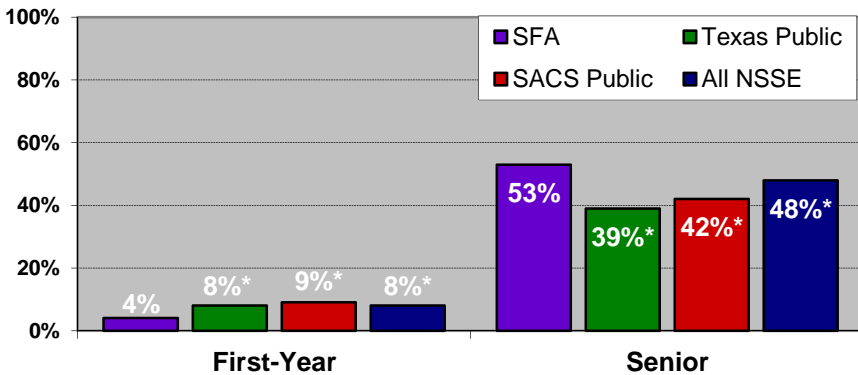


Chart 22: NSSE Question 11b.

What percentage of students reported holding a formal leadership role in a student organization or group, or planning to do so before they graduate? (% answered "Done or in progress")

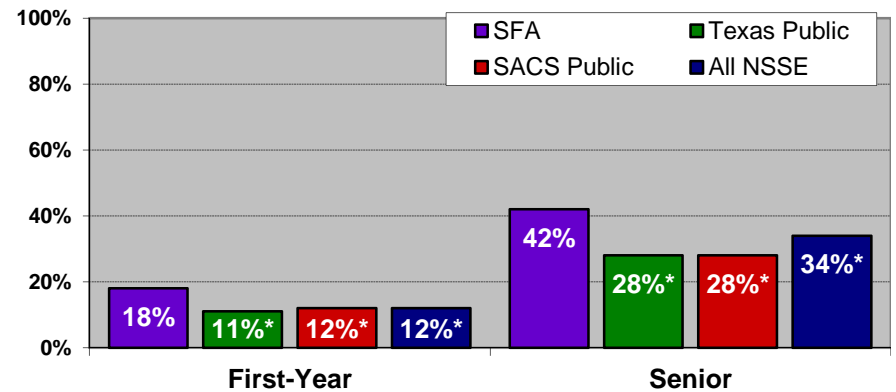


Chart 23: NSSE 17e.

To what extent do students report that experiences at this institution contributed to knowledge, skills, and personal development in acquiring job or work-related knowledge and skills? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)

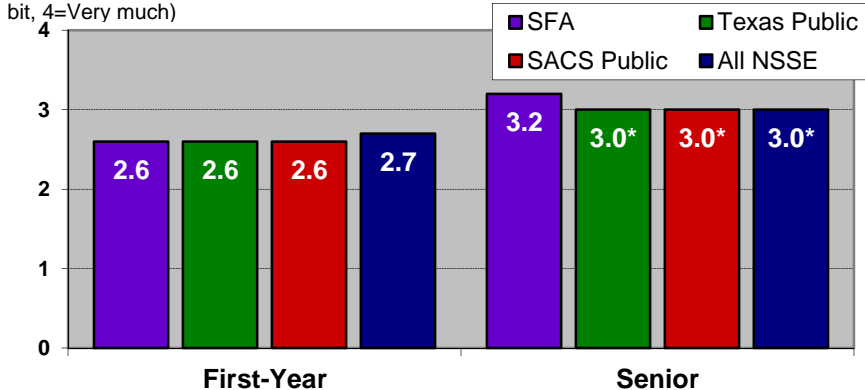
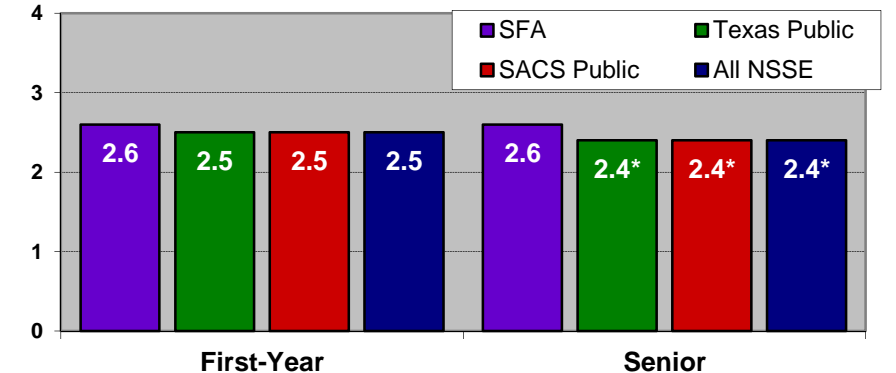


Chart 24: NSSE 1e.

How often have students asked another student to help them understand course material? (1=Never, 2=Sometimes, 3=Often, 4=Very often)



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Communication Skills

Chart 25: NSSE 7a.

During a given school year, about how many papers, reports or other writing tasks up to 5 pages in length have students been assigned? (0=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20)

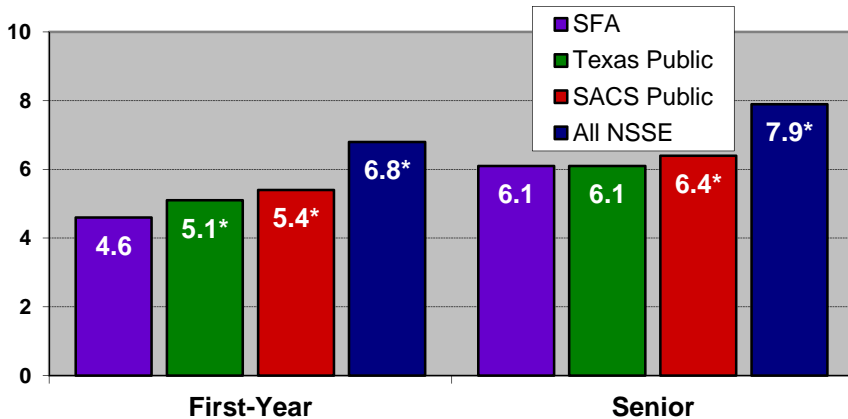


Chart 26: NSSE 7b.

During a given school year, about how many papers, reports or other writing tasks between 6 and 10 pages in length have students been assigned? (0=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20)

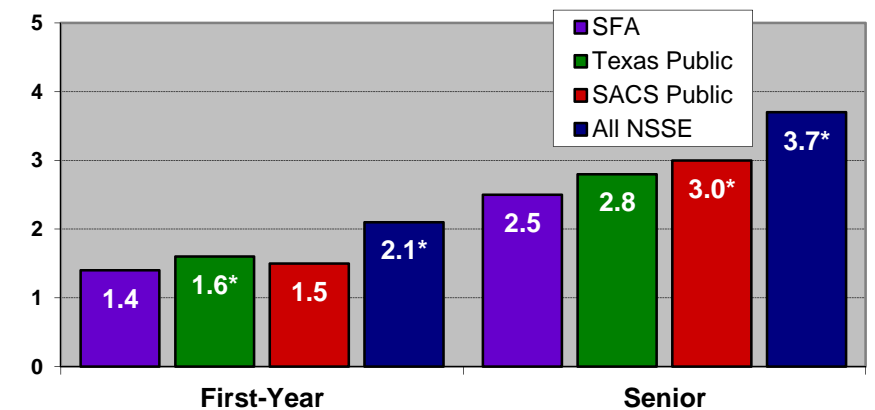


Chart 27: NSSE 7c.

During a given school year, about how many papers, reports or other writing tasks of 11 pages or more in length have students been assigned? (0=none, 1.5=1-2, 4=3-5, 8=6-10, 13=11-15, 18=16-20, 23=more than 20)

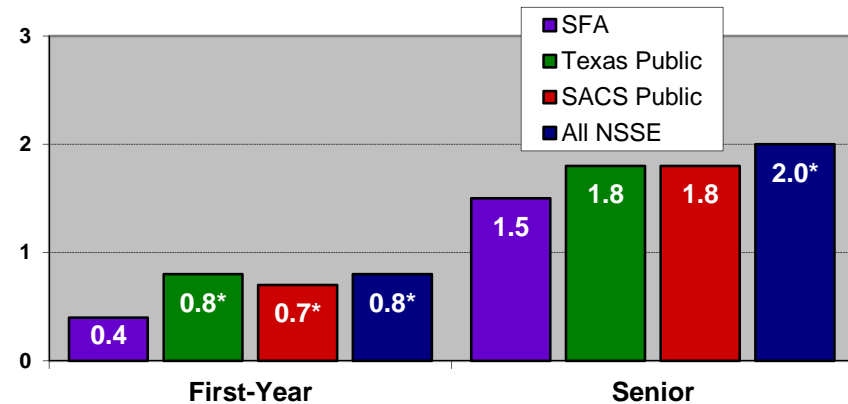
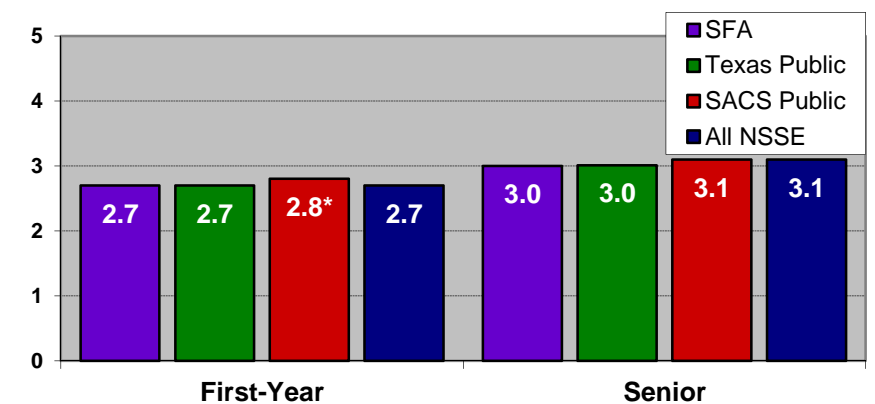


Chart 28: NSSE 17b

To what extent do students report that experiences at this institution contributed to knowledge, skills, and personal development in speaking clearly and effectively? (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)



*SFA's mean is significantly higher or lower at the p<.05 level.
 Prepared by The Office of Institutional Research; SFASU; 8/2014.



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FSSE-NSSE Combined Report 2013

Interpreting Your 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 Web site (fsse.iub.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 for 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 (LD) or upper-division courses (UD). Student responses are reported separately for first-year students (FY) and seniors (SR) 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 Web sites.
4. **Item wording and variable names:** Results from the FSSE survey appear in the columns on the left and items from the NSSE survey appear in columns on the right. 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 responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, the heading of this column varies throughout the report.
6. **Student responses:** The percentage of students who selected the corresponding response option. Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.

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NSSEville State University

1

Academic Challenge

Higher-Order Learning

5

Faculty Responses

6

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	88	2b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	28	43	25	5
		UD	88			SR	37	44	15	3
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	79	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	28	41	20	5
		UD	79			SR	36	42	18	4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	55	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	25	43	26	5
		UD	67			SR	32	41	22	5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD	69	4e. Forming a new idea or understanding from various pieces of information	HOform	FY	25	44	25	6
		UD	78			SR	33	39	23	4

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FSSE-NSSE Combined Report 2013

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Academic Challenge

Faculty Responses

Student Responses

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	84 90	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	24 35	49 43	23 17	4 5
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	76 88	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	24 37	47 40	22 20	6 4
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	65 75	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	23 33	43 39	29 23	5 5
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	74 86	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	26 38	39 36	28 22	6 4

Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD UD	77 89	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	17 30	30 43	43 22	9 5
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	63 74	2b. Connected your learning to societal problems or issues	RIsocietal	FY SR	15 26	31 40	40 27	14 7
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	57 69	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	17 25	31 30	40 33	11 12
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	72 86	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	22 33	40 30	32 33	6 5
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD UD	68 78	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	25 30	39 40	32 26	4 4
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	87 92	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	24 33	39 34	33 31	4 2
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	92 88	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	32 44	43 39	23 16	2 2

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Academic Challenge (continued)

Faculty Responses

Student Responses

Learning Strategies

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report they substantially encourage students to do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
25e. Identify key information from reading assignments	fLSreading	LD	69	9a. Identified key information from reading assignments	LSreading	FY	31	47	21	1
		UD	79		SR	SR	49	37	12	2
25f. Review notes after class	fLSnotes	LD	68	9b. Reviewed your notes after class	LSnotes	FY	35	33	29	3
		UD	59		SR	SR	40	29	26	4
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	66	9c. Summarized what you learned in class or from course materials	LSsummary	FY	27	36	31	7
		UD	74		SR	SR	34	31	29	6

Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	60	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	16	28	38	17
		UD	64		SR	SR	19	30	36	15
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	46	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	11	24	34	30
		UD	56		SR	SR	16	24	37	23
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	48	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	10	22	40	28
		UD	58		SR	SR	17	24	36	24

Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable ^a	Class	Low challenge %	Moderate challenge %	High challenge %	
21. In your selected course section, how much do students put forth their best work?	fchallenge	LD	29	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	45	53	
		UD	54		SR	SR	2	30	68	
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who report that it is important that their institution increase its emphasis on the following:				Distribution of student responses to how much their institution emphasizes the following:						
2a. Students spending significant amounts of time studying and on academic work	fempstudy	LD	93	14a. Spending significant amounts of time studying and on academic work	empstudy	FY	39	46	14	0
		UD	93		SR	SR	37	40	20	3

a. Response options ranged from 1=Not at all to 7=Very much; Low challenge (1 or 2), Moderate challenge (3, 4, or 5), High challenge (6 or 7).



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Learning with Peers

Collaborative Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who substantially encourage students to do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	67	1e. Asked another student to help you understand course material	CLaskhelp	FY	15	34	42	9
		UD	64		SR	SR	18	29	44	9
25b. Explain course material to other students	fCLexplain	LD	56	1f. Explained course material to one or more students	CLexplain	FY	20	41	34	4
		UD	63		SR	SR	29	32	38	2
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	62	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	21	31	37	11
		UD	65		SR	SR	23	23	40	14
25d. Work with other students on course projects or assignments	fCLproject	LD	51	1h. Worked with other students on course projects or assignments	CLproject	FY	13	33	43	10
		UD	58		SR	SR	29	40	26	5

Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section:				Distribution of student responses to how often they have had discussions with people from the following groups during the current school year:						
26a. People of a race or ethnicity other than their own	fDDrace	LD	54	8a. People of a race or ethnicity other than your own	DDrace	FY	44	30	24	2
		UD	64		SR	SR	59	23	16	1
26b. People from an economic background other than their own	fDDeconomic	LD	51	8b. People from an economic background other than your own	DDeconomic	FY	38	34	25	4
		UD	63		SR	SR	55	28	16	1
26c. People with religious beliefs other than their own	fDDreligion	LD	35	8c. People with religious beliefs other than your own	DDreligion	FY	39	25	32	5
		UD	47		SR	SR	54	24	17	5
26d. People with political views other than their own	fDDpolitical	LD	43	8d. People with political views other than your own	DDpolitical	FY	40	30	25	5
		UD	58		SR	SR	56	24	16	5



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Experiences with Faculty

Faculty Responses

Student Responses

Student-Faculty Interaction

FSSE Item	Variable	Class	Very often or Often %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:				Distribution of student responses to how often they have done the following during the current school year:						
8a. Talked about their career plans	fSFcareer	LD	59	3a. Talked about career plans with a faculty member	SFcareer	FY	11	25	44	20
		UD	82			SR	28	24	35	13
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	36	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	6	12	27	55
		UD	54			SR	17	20	27	36
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	71	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	6	20	42	32
		UD	69			SR	18	23	38	22
8d. Discussed their academic performance	fSFperform	LD	76	3d. Discussed your academic performance with a faculty member	SFperform	FY	8	21	47	24
		UD	79			SR	18	19	43	20

Effective Teaching Practices

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who substantially do the following in their undergraduate courses:				Distribution of student responses to what extent their instructors have done the following during the current school year:						
10a. Clearly explain course goals and requirements	fETgoals	LD	96	5a. Clearly explained course goals and requirements	ETgoals	FY	44	39	13	3
		UD	95			SR	46	37	16	1
10b. Teach course sessions in an organized way	fETorganize	LD	100	5b. Taught course sessions in an organized way	ETorganize	FY	35	47	14	4
		UD	98			SR	36	43	17	3
10c. Use examples or illustrations to explain difficult points	fETexample	LD	99	5c. Used examples or illustrations to explain difficult points	ETexample	FY	39	41	15	6
		UD	98			SR	41	38	18	4
10d. Provide feedback to students on a draft or work in progress	fETdraftfb	LD	79	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	28	40	24	9
		UD	75			SR	30	35	23	11
10e. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	93	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	25	34	30	11
		UD	90			SR	35	35	23	7



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Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable ^a	Class	High ratings %	NSSE Item	Variable ^a	Class	Low ratings %	Moderate ratings %	High ratings %
Faculty perceptions of the quality of student interactions with the following people at their institution:				Distribution of student responses to the quality of interactions with the following people at their institution:					
3a. Other students	fQIstudent	LD	34	13a. Students	QIstudent	FY	6	44	50
		UD	42			SR	4	29	66
3b. Academic advisors	fQIadvisor	LD	24	13b. Academic advisors	QIadvisor	FY	8	37	53
		UD	23			SR	4	33	61
3c. Faculty	fQIfaculty	LD	31	13c. Faculty	QIfaculty	FY	4	42	54
		UD	37			SR	2	25	73
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	18	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	7	41	44
		UD	18			SR	13	30	42
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	9	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	8	45	40
		UD	11			SR	12	43	43

Supportive Environment

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who report that it is important that their institution increase its emphasis on each of the following:				Distribution of student responses to how much their institution emphasizes the following:						
2b. Providing support to help students succeed academically	fSEacademic	LD	86	14b. Providing support to help students succeed academically	SEacademic	FY	48	34	15	3
		UD	92			SR	42	36	17	6
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	84	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	59	25	13	4
		UD	86			SR	40	31	18	11
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	65	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	23	29	33	14
		UD	71			SR	24	29	33	14
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	49	14e. Providing opportunities to be involved socially	SEsocial	FY	36	39	18	7
		UD	51			SR	37	32	23	8
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	69	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	41	38	15	5
		UD	73			SR	36	32	23	9
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	57	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	16	28	35	21
		UD	57			SR	13	23	29	35
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	43	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	34	37	20	9
		UD	54			SR	28	31	30	12
2i. Students attending events that address important social, economic, or political issues	fSEevents	LD	53	14i. Attending events that address important social, economic, or political issues	SEevents	FY	19	25	37	18
		UD	55			SR	22	23	34	21

a. Response options ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).



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High Impact Practices

Faculty Responses

Student Responses

Internship

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	76	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	4	78	6	12
		UD	89			SR	53	22	21	4
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	21							
		UD	54							

Learning Community

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	32	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	8	26	31	35
		UD	48			SR	27	9	54	10

Study Abroad

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1d. Participate in a study abroad program	fabroad	LD	34	11d. Participate in a study abroad program	abroad	FY	0	31	35	33
		UD	36			SR	7	11	69	13

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High Impact Practices (continued)

Faculty Responses				Student Responses						
Undergraduate Research										
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1e. Work with a faculty member on a research project	fresearch	LD	63	11e. Work with a faculty member on a research project	research	FY	5	23	31	41
		UD	50			SR	26	10	48	16
FSSE Item	Variable	Class	Yes %							
Percentage of faculty who participate in the following activity in a typical 7 day week:										
6a. Working with undergraduates on research	fdresearch	LD	43							
		UD	38							
Culminating Senior Experience										
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	84	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	1	40	16	42
		UD	88			SR	38	21	30	11
Service-Learning										
FSSE Item	Variable	Class	All, Most, Some %	NSSE Item	Variable	Class	All %	Most %	Some %	None %
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservcourse	LD	48	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	5	33	61
		UD	71			SR	1	14	56	29
FSSE Item	Variable	Class	Very important or Important %							
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:										
1g. Participate in a community-based project (service-learning) as part of a course	fservice	LD	38							
		UD	57							



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Additional Engagement Items

Faculty Responses

Student Responses

Faculty Course Goals and Student-Perceived Gains

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who report substantially structuring their selected course section so that students learn and develop in the following areas:				Distribution of student responses to how much their experience at this institution contributed to their knowledge, skills, and personal development in the following areas:						
29a. Writing clearly and effectively	fcgwrite	LD	60	17a. Writing clearly and effectively	pgwrite	FY	27	35	28	10
		UD	70			SR	40	28	24	8
29b. Speaking clearly and effectively	fcgspeak	LD	42	17b. Speaking clearly and effectively	pgspeak	FY	23	32	34	12
		UD	58			SR	41	28	21	10
29c. Thinking critically and analytically	fcgthink	LD	91	17c. Thinking critically and analytically	pgthink	FY	35	38	22	5
		UD	96			SR	47	32	16	5
29d. Analyzing numerical and statistical information	fcganalyze	LD	46	17d. Analyzing numerical and statistical information	pganalyze	FY	21	27	35	17
		UD	41			SR	30	26	28	16
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	59	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	24	30	32	14
		UD	76			SR	49	31	14	6
29f. Working effectively with others	fcgothers	LD	56	17f. Working effectively with others	pgothers	FY	31	31	29	10
		UD	68			SR	47	27	21	5
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	39	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	24	30	32	13
		UD	55			SR	39	28	22	12
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	51	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	22	32	34	12
		UD	59			SR	37	30	21	12
29i. Solving complex real-world problems	fcgprobsolve	LD	61	17i. Solving complex real-world problems	pgprobsolve	FY	21	28	39	12
		UD	68			SR	36	29	26	8
29j. Being an informed and active citizen	fcgcitizen	LD	55	17j. Being an informed and active citizen	pgcitizen	FY	19	30	37	14
		UD	54			SR	28	30	31	11

Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who report that it is important that the typical student do the following in their selected course section:				Distribution of student responses to how often they have done the following during the current school year:						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	89	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	24	33	38	5
		UD	97			SR	48	31	18	4
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	45	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	21	27	31	22
		UD	47			SR	17	25	35	22
22c. Come to class having completed readings or assignments	fprepared	LD	92	1c. Come to class without completing readings or assignments	unprepared	FY	4	11	55	29
		UD	95			SR	4	11	56	29



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Additional Engagement Items (continued)

Faculty Responses

Student Responses

Student Leadership

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to which of the following they have done or plan to do before they graduate:						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	35	11b. Hold a formal leadership role in a student organization or group	leader	FY	18	39	22	22
		UD	47			SR	42	7	43	8

Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to how much their coursework emphasized the following during the current school year:						
27a. Memorizing course material	fmemorize	LD	33	4a. Memorizing course material	memorize	FY	35	44	18	3
		UD	31			SR	22	38	30	10

Time Spent by Students

FSSE Item	Variable	Class	16 or more hours %	NSSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours
Percentage of faculty who think the typical student in their selected course section spends more than 16 hours on each of the following in an average 7-day week:				Distribution of student responses to how many hours they spend doing each of the following in a typical 7-day week:						
20a. Participating in co-curricular activities	ftmcocurr	LD	7	15b. Participating in co-curricular activities	tmcocurr	FY	64	28	7	1
		UD	10			SR	67	24	6	3
20b. Working for pay on campus	ftmworkon	LD	13	15c. Working for pay on campus	tmworkon	FY	85	9	6	1
		UD	23			SR	73	10	12	4
20c. Working for pay off campus	ftmworkoff	LD	33	15d. Working for pay off campus	tmworkoff	FY	81	9	6	4
		UD	42			SR	55	12	12	21
20d. Doing community service or volunteer work	ftmservice	LD	1	15e. Doing community service or volunteer work	tmservice	FY	89	9	2	0
		UD	1			SR	81	12	4	2
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	73	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	24	46	21	9
		UD	64			SR	38	36	18	7
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	2	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	88	7	1	3
		UD	12			SR	67	4	7	22
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	80	17	2	1
		UD	3			SR	77	20	1	2

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