



FSSE 2019

Administration Summary

Texas A&M University-Commerce

Administration Summary

This report provides an overview of your FSSE administration, including details about your sample, response rates, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future FSSE administrations. For more respondent characteristics, see your *Respondent Profile* report.

Population and Respondents

The table at right reports how many faculty at your institution were sampled and how many completed the survey.

Survey completions

Survey population/sample	641
Total respondents	283
Full completions ^a	241
Partial completions	42

a. Submitted all pages for the core survey and Topical Modules (if applicable).

Faculty Responses

The table at right reports faculty responses on key items from the FSSE survey.

		Count	%
During the current school year, have you taught an undergraduate course?	Yes	229	81
	No	39	14
	Missing	15	5
What is the class level of most students in your selected course section?	Lower-division	78	28
	Upper-division	132	47
	Other	13	5
	Missing	60	21

Response Rate and Sampling Error

The table at right summarizes the response rate and sampling error for your institution.

Response rate	44%
Sampling error ^a	+/- 4.4%

a. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the sample estimate. For example, if the sampling error is +/- 5.0% and 40% of your faculty reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Survey Options

The options at right were available to customize the content of your FSSE survey.

Administration features

Survey version	U.S. English
Institution logo used in survey	No

Additional question sets

Topical module(s)	Cultural Diversity
Consortium	None

Recruitment Messages

Faculty received up to four direct contacts. Your institution had the option to customize message content and timing.

Message schedule	Date	Cumulative response rate
Invitation	03/26/2019	23%
Reminder 1	04/01/2019	33%
Reminder 2	04/10/2019	39%
Final reminder	04/15/2019	44%

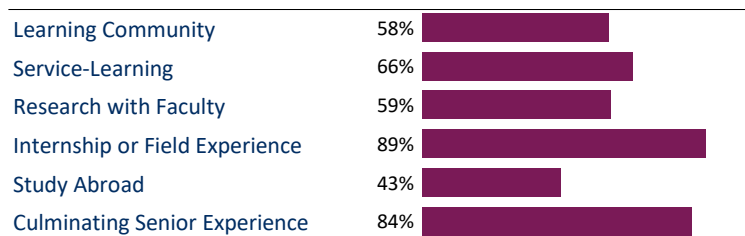
A Summary of Faculty Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's FSSE 2019 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *FSSE-NSSE Combined* reports.

High-Impact Practices

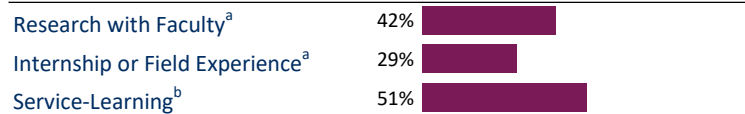
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.

Faculty Importance for High-Impact Practice Participation



Note: Percentage of faculty responding "Very important" or "Important"

Faculty Participation in High-Impact Practices

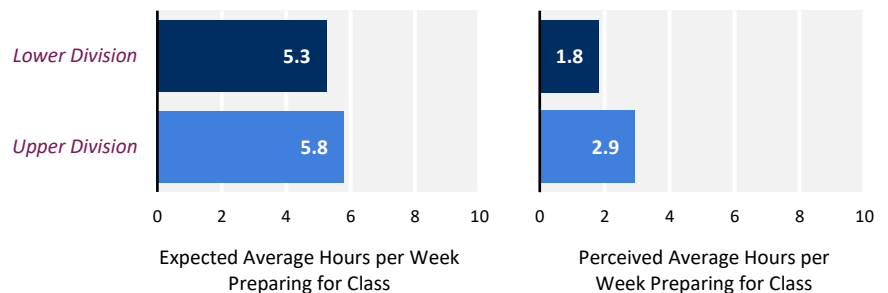


a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

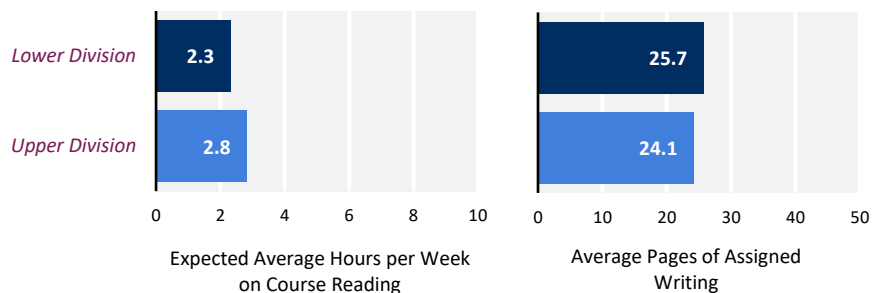
Time Spent Preparing for Class

These figures report the average weekly class preparation time your faculty *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the faculty's selected course sections.



Reading and Writing

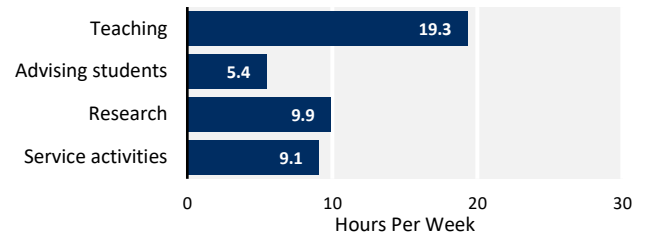
These figures summarize the number of hours your faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.



Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.

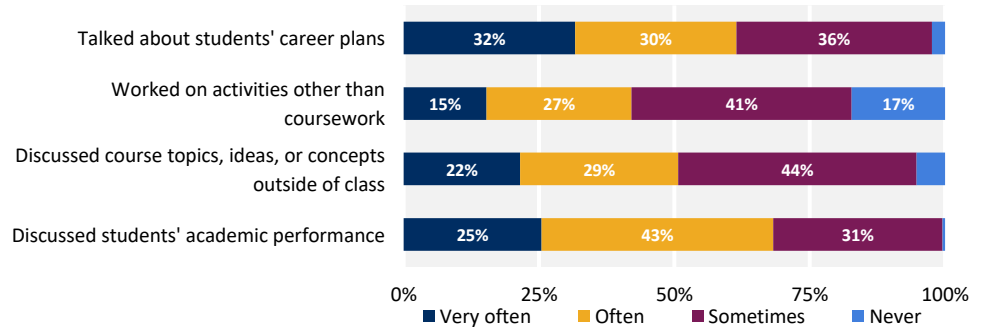
Time Allocation

This figure summarizes the number of hours that faculty spent in a typical seven-day week on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.); advising; research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)



Student-Faculty Interaction

Faculty reported how often they had done each of the following with the undergraduate students they teach or advise:



Supportive Environment

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:

Faculty Values (Sorted highest to lowest)	Percentage of Faculty Responding "Very Important" or "Important"
Providing support to help students succeed academically	92%
Students spending significant amounts of time studying and on academic work	92%
Students using learning support services (tutoring services, writing center, etc.)	91%
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	88%
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	83%
Providing opportunities for students to be involved socially	72%
Helping students manage their non-academic responsibilities (work, family, etc.)	69%
Students attending events that address important social, economic, or political issues	66%
Students attending campus activities and events (performing arts, athletic events, etc.)	61%

Administration Details

Class Level

	Lower Division	Upper Division	Other	Missing
Count	78	132	13	60
Percentage	28%	47%	5%	21%

See your *Administration Summary* and *Respondent Profile* reports for more information. Only faculty who reported teaching lower- or upper-division courses were included in this report.

Additional Questions

Your institution administered the following additional question set(s):
Inclusiveness and Engagement with Cultural Diversity

Refer to your *FSSE 2019 Topical Module* report(s) for results.

What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit our website: fsse.indiana.edu.



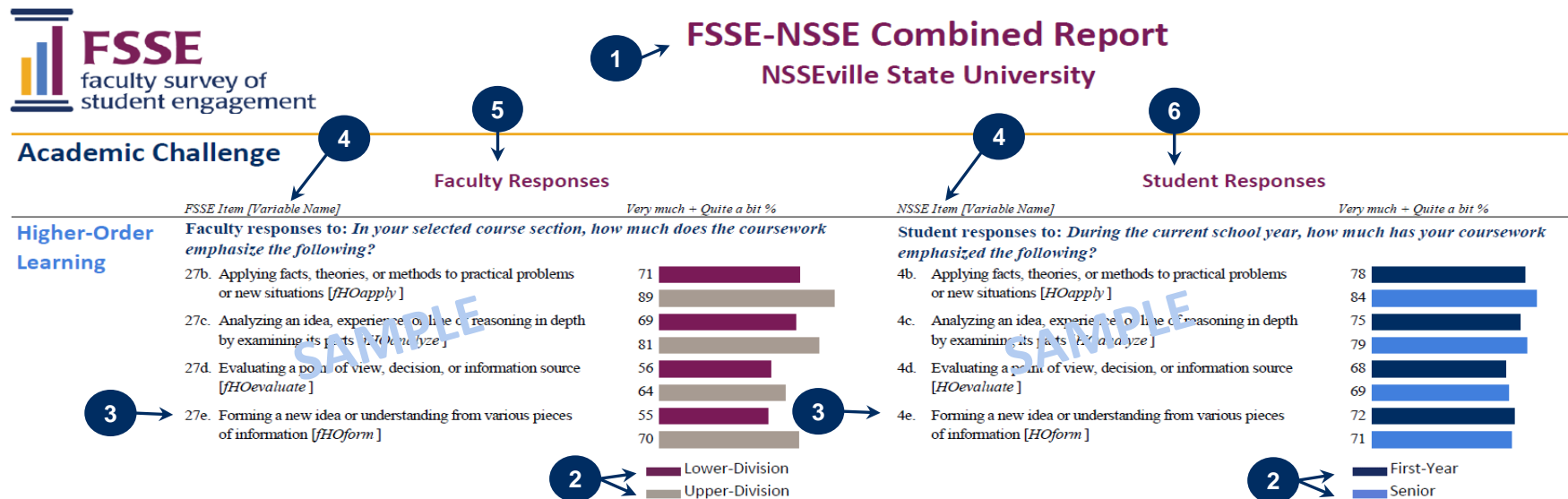
FSSE-NSSE
Combined Report 2019
Texas A&M University-Commerce

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) or contact a member of the FSSE team.

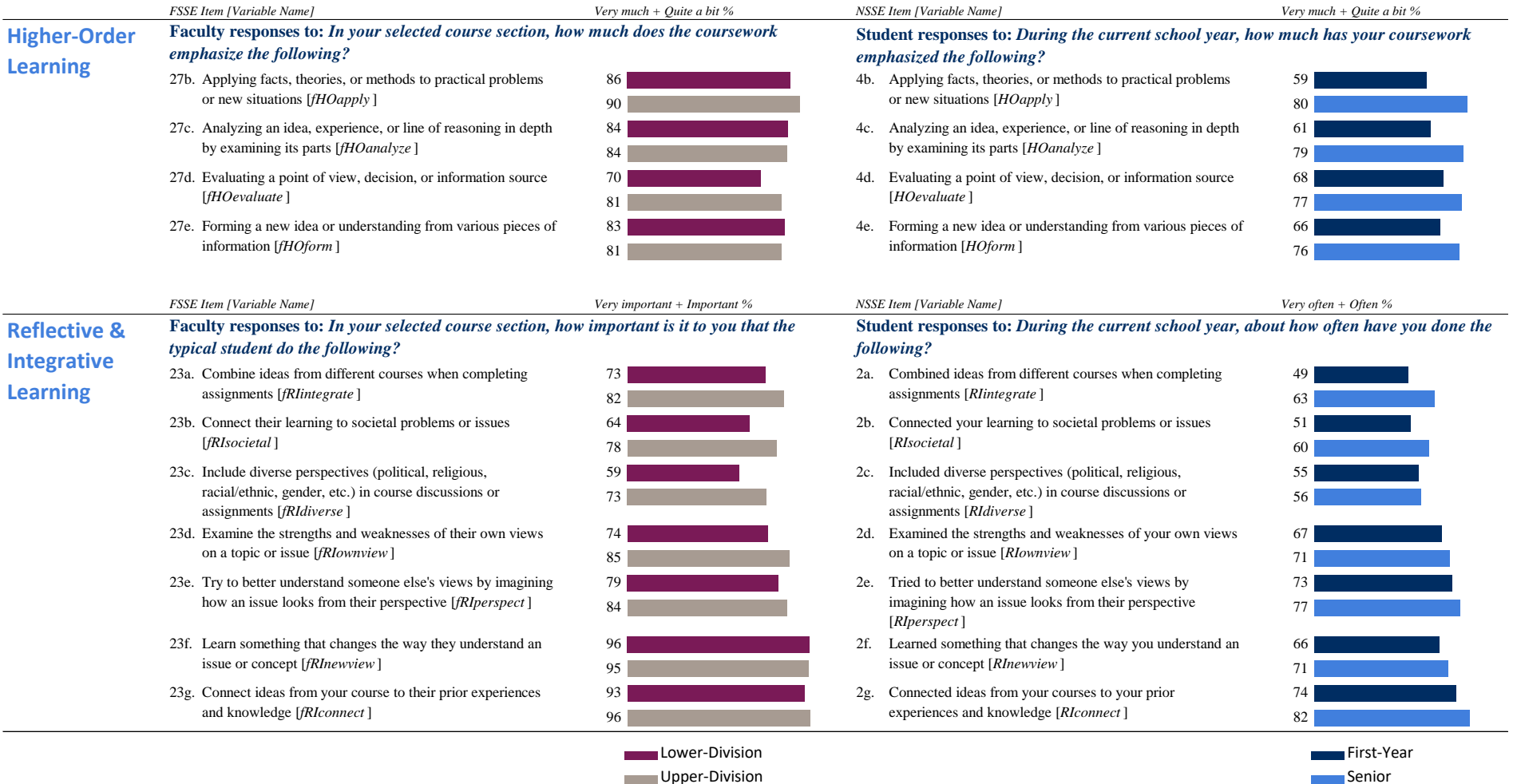
- Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty 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 2018)



Academic Challenge (continued)

Faculty Responses

Student Responses (from NSSE 2018)

FSSE Item [Variable Name]	Very much + Quite a bit %
Learning Strategies	
Faculty responses to: In your selected course section, how much do you encourage students to do the following?	
25e. Identify key information from reading assignments [fLSreading]	77
	72
25f. Review notes after class [fLSnotes]	73
	50
25g. Summarize what has been learned from class or from course materials [fLSsummary]	78
	67

NSSE Item [Variable Name]	Very often + Often %
Student responses to: During the current school year, about how often have you done the following?	
9a. Identified key information from reading assignments [LSreading]	70
	83
9b. Reviewed your notes after class [LSnotes]	65
	70
9c. Summarized what you learned in class or from course materials [LSsummary]	62
	70

FSSE Item [Variable Name]	Very important + Important %
Quantitative Reasoning	
Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?	
22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	71
	75
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	62
	67
22f. Evaluate what others have concluded from numerical information [fQRevaluate]	62
	66

NSSE Item [Variable Name]	Very often + Often %
Student responses to: During the current school year, about how often have you done the following?	
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]	47
	54
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	32
	44
6c. Evaluated what others have concluded from numerical information [QRevaluate]	30
	41

FSSE Item [Variable Name]	Very important + Important %
Additional Academic Challenge Items	
Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following?	
2a. Students spending significant amounts of time studying and on academic work [fempstudy]	90
	93

NSSE Item [Variable Name]	Very much + Quite a bit %
Student responses to: How much does your institution emphasize the following?	
14a. Spending significant amounts of time studying and on academic work [empstudy]	71
	77

FSSE Item [Variable Name]	Very much + Quite a bit %
21. In your selected course section, to what extent do you think the typical student does their best work? [fchallenge]	44
	57

NSSE Item [Variable Name]	High challenge %
10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	47
	64

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

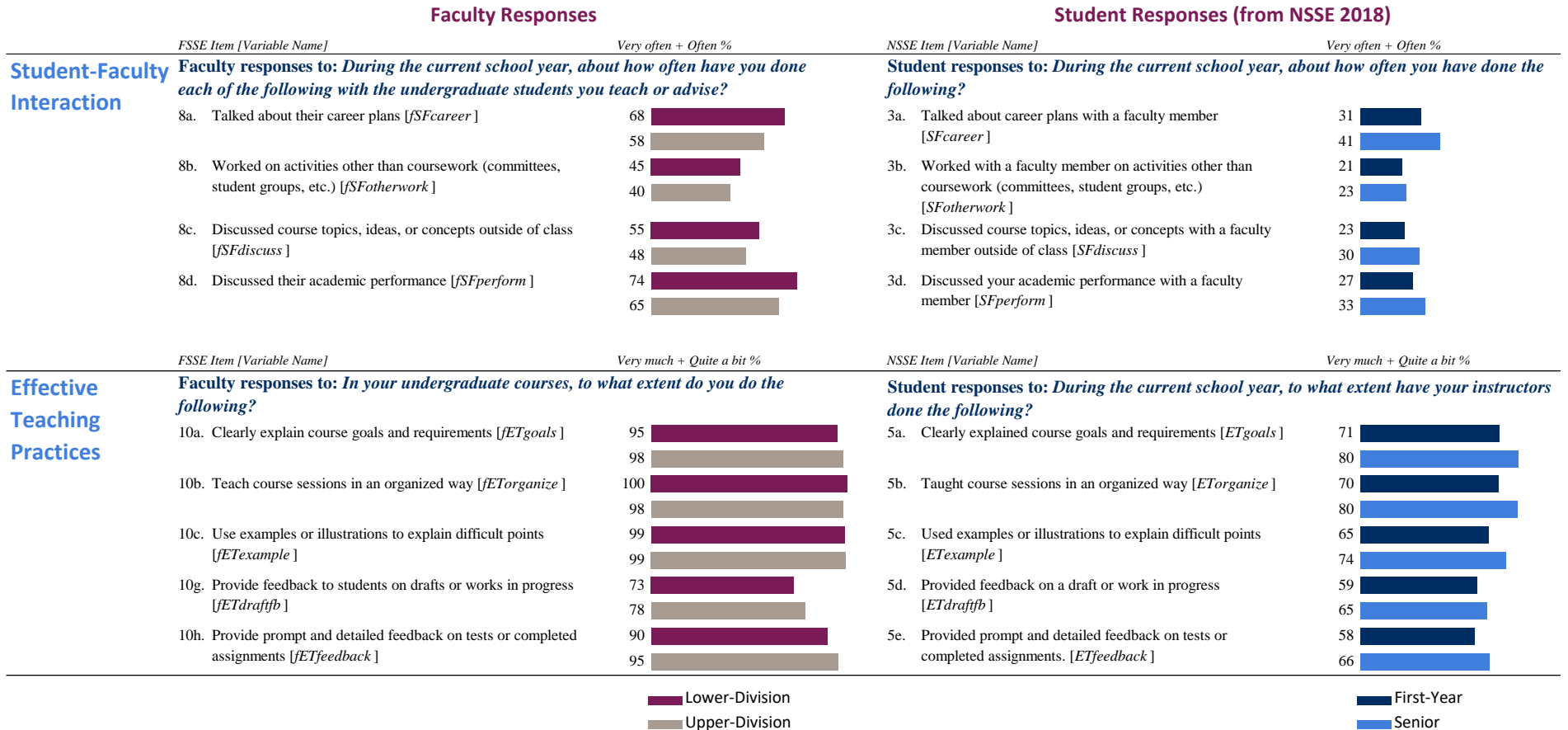
Student Responses (from NSSE 2018)

FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Collaborative Learning Faculty responses to: In your selected course section, how much do you encourage students to do the following?		Student responses to: During the current school year, about how often have you done the following?	
25a. Ask other students for help understanding course material [fCLaskhelp]	69 50	1e. Asked another student to help you understand course material [CLaskhelp]	53 38
25b. Explain course material to other students [fCLexplain]	71 46	1f. Explained course material to one or more students [CLexplain]	56 51
25c. Prepare for exams by discussing or working through course material with other students [fCLstudy]	75 55	1g. Prepared for exams by discussing or working through course material with other students [CLstudy]	51 43
25d. Work with other students on course projects or assignments [fCLproject]	60 64	1h. Worked with other students on course projects or assignments [CLproject]	54 57
Discussions with Diverse Others Faculty responses to: In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?		Student responses to: During the current school year, about how often have you had discussions with people from the following groups?	
26a. People of a race or ethnicity other than their own [fDDrace]	70 60	8a. People of a race or ethnicity other than your own [DDrace]	74 75
26b. People from an economic background other than their own [fDDeconomic]	66 59	8b. People from an economic background other than your own [DDeconomic]	73 74
26c. People with religious beliefs other than their own [fDDreligion]	51 55	8c. People with religious beliefs other than your own [DDreligion]	66 67
26d. People with political views other than their own [fDDpolitical]	49 51	8d. People with political views other than your own [DDpolitical]	68 70

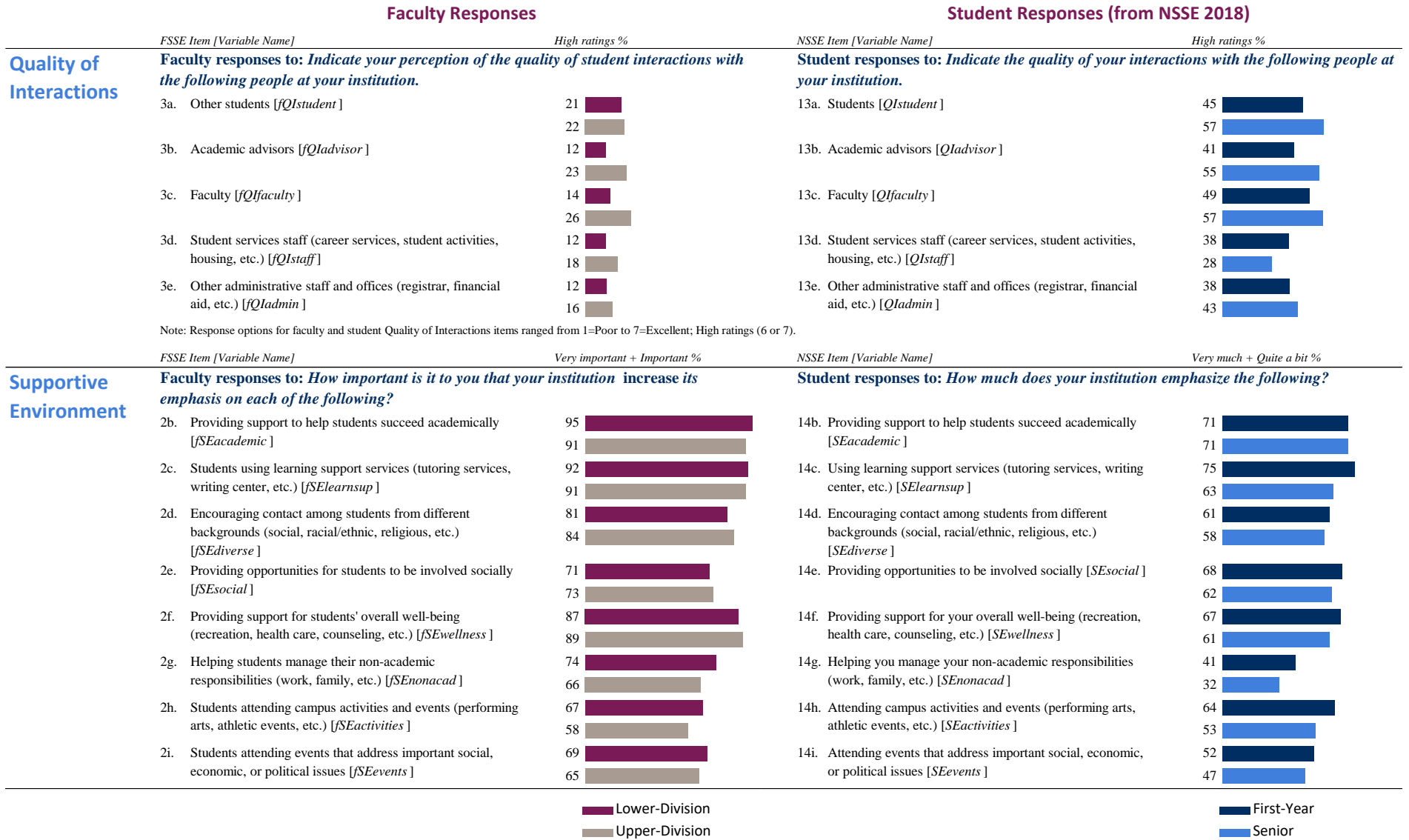
■ Lower-Division
■ Upper-Division

■ First-Year
■ Senior

Experiences with Faculty



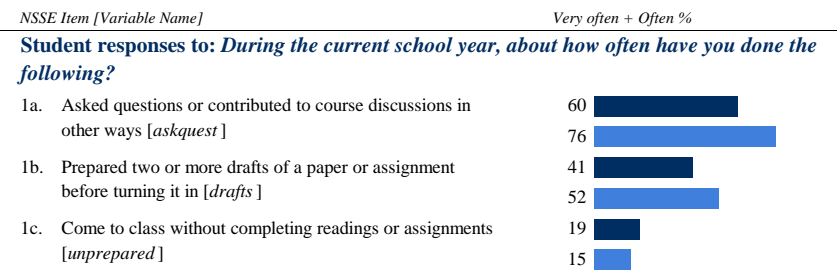
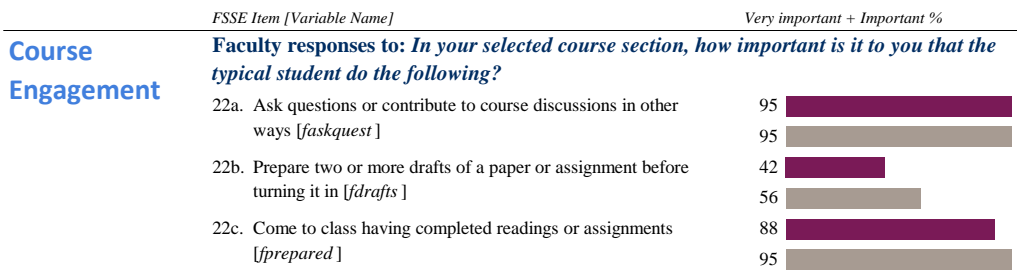
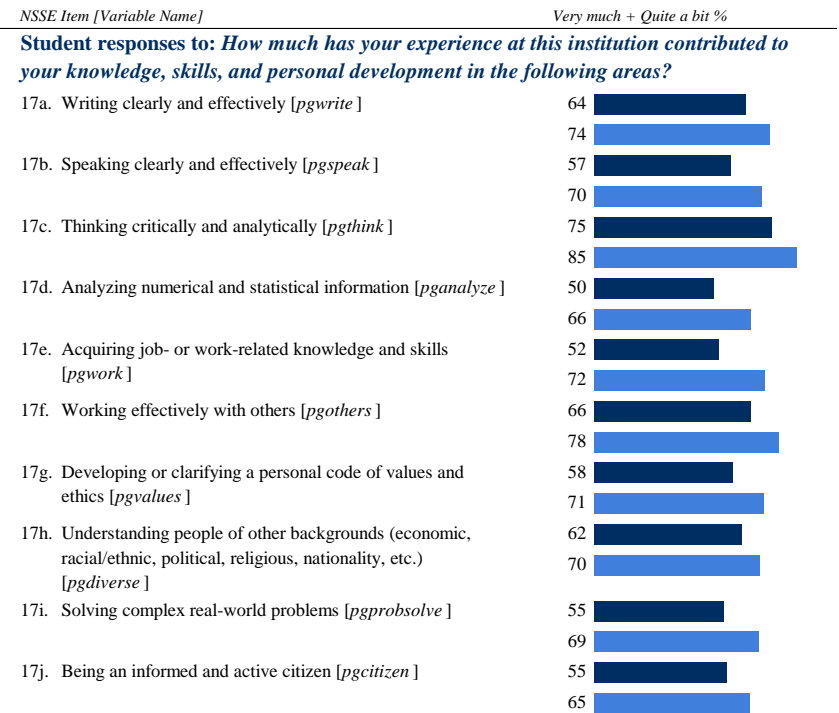
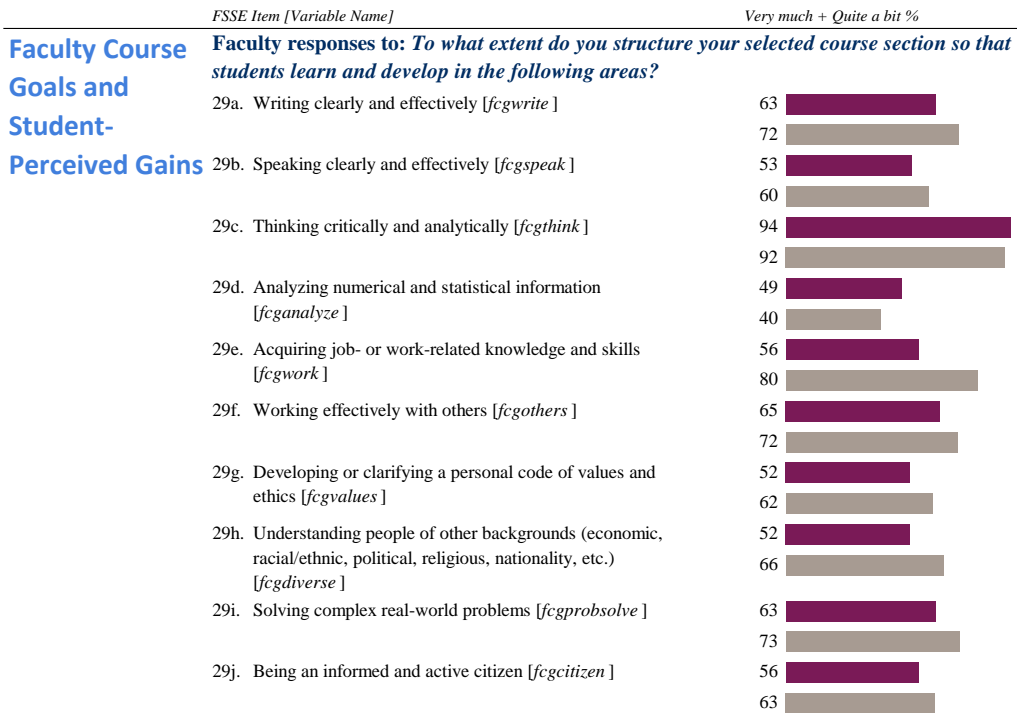
Campus Environment



Additional Engagement Items

Faculty Responses

Student Responses (from NSSE 2018)



■ Lower-Division
■ Upper-Division

■ First-Year
■ Senior

Additional Engagement Items (continued)

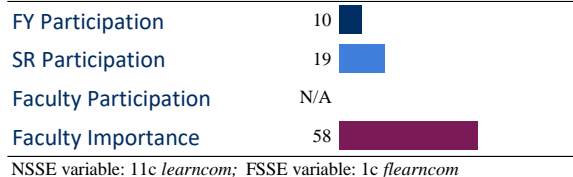
		Faculty Responses			Student Responses (from NSSE 2018)
Student Leadership	<i>FSSE Item [Variable Name]</i>	Very important + Important %	<i>NSSE Item [Variable Name]</i>	Done or in progress %	
	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?		Student responses to: Which of the following have you done or do you plan to do before you graduate?		
	1b. Hold a formal leadership role in a student organization or group [<i>fleader</i>]	45 44	11b. Hold a formal leadership role in a student organization or group [<i>leader</i>]	11 25	
Memorization	<i>FSSE Item [Variable Name]</i>	Very much + Quite a bit %	<i>NSSE Item [Variable Name]</i>	Very much + Quite a bit %	
	Faculty responses to: In your selected course section, how much does the coursework emphasize the following?		Student responses to: During the current school year, how much has your coursework emphasized the following?		
	27a. Memorizing course material [<i>fmemorize</i>]	30 31	4a. Memorizing course material [<i>memorize</i>]	67 63	
Time Spent by Students	<i>FSSE Item [Variable Name]</i>	16 or more hours %	<i>NSSE Item [Variable Name]</i>	16 or more hours %	
	Faculty responses to: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?		Student responses to: About how many hours do you spend in a typical 7-day week doing the following?		
	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>fmprep</i>]	0 4	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>tmprep</i>]	27 42	
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [<i>fmcocurr</i>]	4 2	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [<i>tmcocurr</i>]	12 7	
	20c. Working for pay on campus [<i>fimworkon</i>]	18 8	15c. Working for pay on campus [<i>tmworkon</i>]	11 9	
	20d. Working for pay off campus [<i>fimworkoff</i>]	47 53	15d. Working for pay off campus [<i>tmworkoff</i>]	24 51	
	20e. Doing community service or volunteer work [<i>fimservice</i>]	0 0	15e. Doing community service or volunteer work [<i>tmservice</i>]	4 5	
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>fimrelax</i>]	49 35	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>tmrelax</i>]	23 19	
	20g. Providing care for dependents (children, parents, etc.) [<i>fimcare</i>]	15 32	15g. Providing care for dependents (children, parents, etc.) [<i>tmcare</i>]	13 35	
	20h. Commuting to campus (driving, walking, etc.) [<i>fimcommute</i>]	7 5	15h. Commuting to campus (driving, walking, etc.) [<i>tmcommute</i>]	6 8	

Lower-Division
 Upper-Division

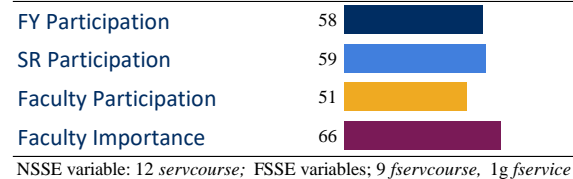
First-Year
 Senior

High-Impact Practices

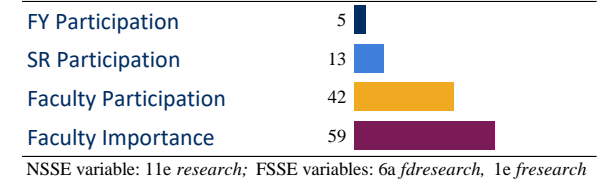
Learning Community



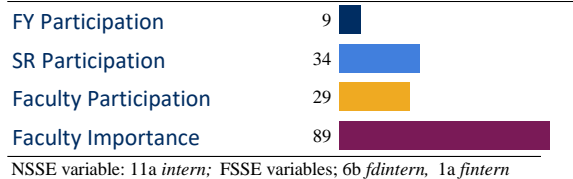
Service-Learning



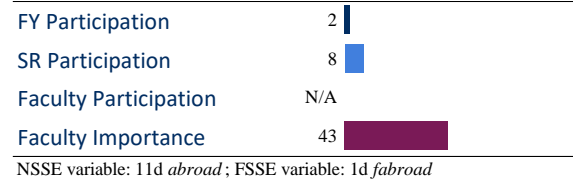
Research with Faculty



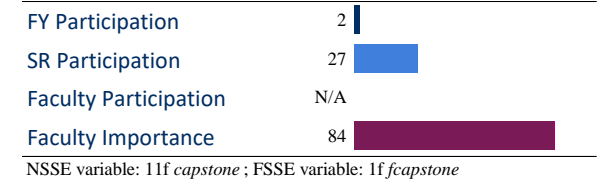
Internship or Field Experience



Study Abroad



Senior Culminating Experience



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.