

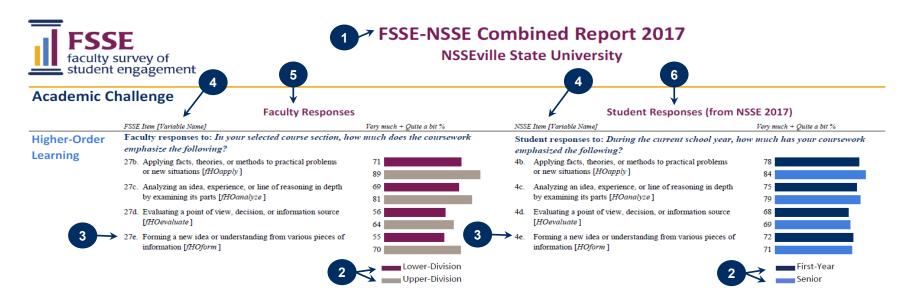
San Jose State University



## **About This Report**

The display below highlights details in the FSSE-NSSE Combined Report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.indiana.edu) or contact a member of the FSSE team.

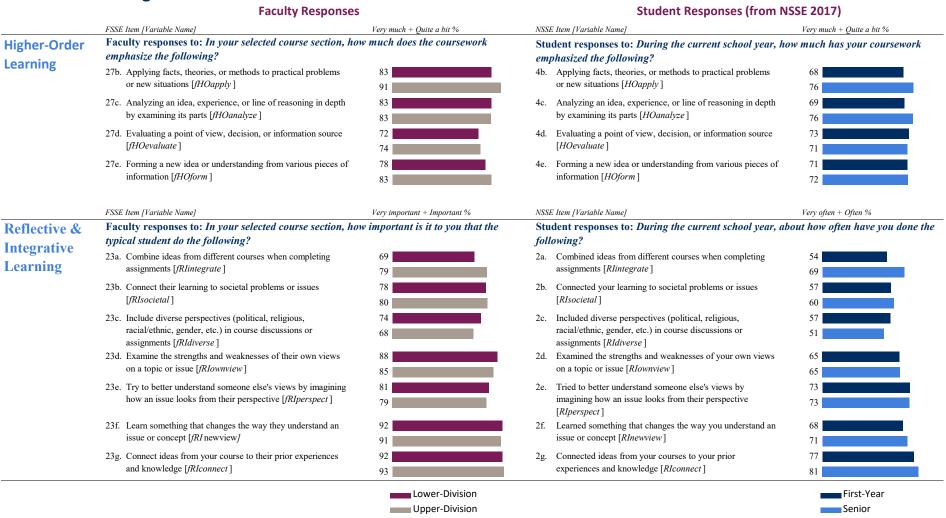
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the NSSE Frequencies and Statistical Comparisons report.
- 2. Class level: Frequency distributions are reported separately for faculty who report teaching lower-division or upper-division courses. Student responses are reported separately for first-year students and seniors as reported by your institution.
- 3. Item numbers: Item numbering corresponds to the survey facsimiles included in your Institutional Report and available on the NSSE and FSSE websites.
- 4. Item wording and variable names: Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and FSSE Frequencies report.
- 5. Faculty responses: The percentage of faculty who selected the indicated response categories. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- 6. **Student responses:** The percentage of students who selected the indicated response categories. To match the response categories provided on the NSSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your NSSE *Frequencies and Statistical Comparisons* report.





### **San Jose State University**

### **Academic Challenge**





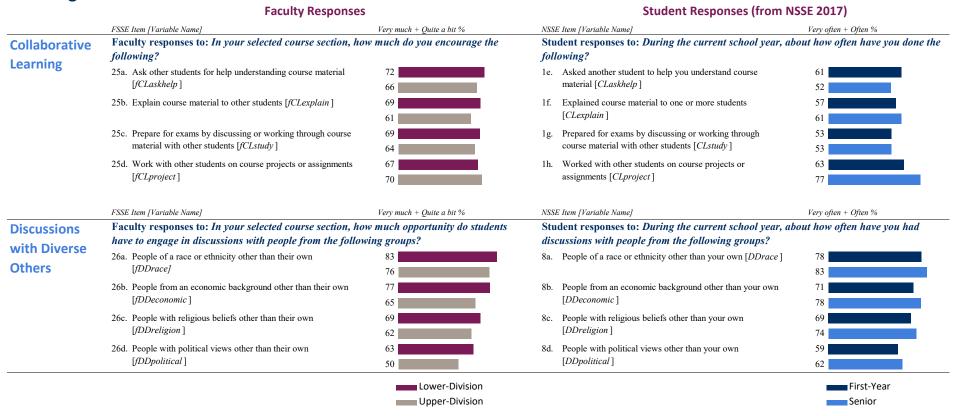
### **San Jose State University**

#### **Academic Challenge (continued) Faculty Responses** Student Responses (from NSSE 2017) FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] Very often + Often % Faculty responses to: In your selected course section, how much do you encourage Student responses to: During the current school year, about how often have you done the Learning students to do the following? **Strategies** 25e. Identify key information from reading assignments 9a. Identified key information from reading assignments [fLSreading] [LSreading] 25f. Review notes after class [fLSnotes] 9b. Reviewed your notes after class [LSnotes] 25g. Summarize what has been learned from class or from 9c. Summarized what you learned in class or from course course materials [fLSsummary] materials [LSsummary] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very often + Often % Faculty responses to: In your selected course section, how important is it to you that the Student responses to: During the current school year, about how often have you done the Quantitative typical student do the following? following? Reasoning 22d. Reach conclusions based on their own analysis of numerical 6a. Reached conclusions based on your own analysis of information (numbers, graphs, statistics, etc.) numerical information (numbers, graphs, statistics, etc.) [fQRconclude] [QRconclude] 22e. Use numerical information to examine a real-world problem 6b. Used numerical information to examine a real-world or issue (unemployment, climate change, public health, etc.) problem or issue (unemployment, climate change, public [fQRproblem] health, etc.) [QRproblem] 6c. Evaluated what others have concluded from numerical 22f. Evaluate what others have concluded from numerical information [fQRevaluate] information [QRevaluate] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very much + Quite a bit % Faculty responses to: How important is it to you that your institution increase its Student responses to: How much does your institution emphasize the following? **Additional** emphasis on each of the following? Academic 2a. Students spending significant amounts of time studying and 14a. Spending significant amounts of time studying and on Challenge on academic work [fempstudy] academic work [empstudy] Items FSSE Item [Variable Name] Very much + Ouite a bit % NSSE Item [Variable Name] High challenge % 21. In your selected course section, to what extent do you think 10. During the current school year, to what extent have your the typical student does their best work? [fchallenge] courses challenged you to do your best work? [challenge] Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7). Lower-Division First-Year Upper-Division Senior



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### **Learning with Peers**





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# **Experiences with Faculty**

	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	Very often + Often %	NSSE Item [Variable Name]	Very often + Often %
Student-Faculty Interaction	Faculty responses to: During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?		Student responses to: During the current school year, about how often you have done the following?	
Interaction	8a. Talked about their career plans [fSFcareer]	54 <b>63</b>	3a. Talked about career plans with a faculty member [SFcareer]	32 34
	8b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork]	29 31	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)  [SFotherwork]	19 23
	8c. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss]	60 57	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss]	24 28
	8d. Discussed their academic performance [fSFperform]	58	3d. Discussed your academic performance with a faculty member [SFperform]	25
	FSSE Item	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Effective	Faculty responses to: In your undergraduate courses, to following?	what extent do you do the	Student responses to: To what extent have your instructor current school year?	ors done the following during th
Teaching Practices	10a. Clearly explain course goals and requirements [fETgoals]	97 96	5a. Clearly explained course goals and requirements [ETgoals]	74 <b></b>
	10b. Teach course sessions in an organized way [fETorganize]	99	5b. Taught course sessions in an organized way [ETorganize]	70 <b></b>
	10c. Use examples or illustrations to explain difficult points [fETexample]	98	5c. Used examples or illustrations to explain difficult points [ETexample]	73 75
	10g. Provide feedback to students on drafts or works in progress [fETdraftfb]	82 76	5d. Provided feedback on a draft or work in progress [ETdraftfb]	68
		87	5e. Provided prompt and detailed feedback on tests or	59



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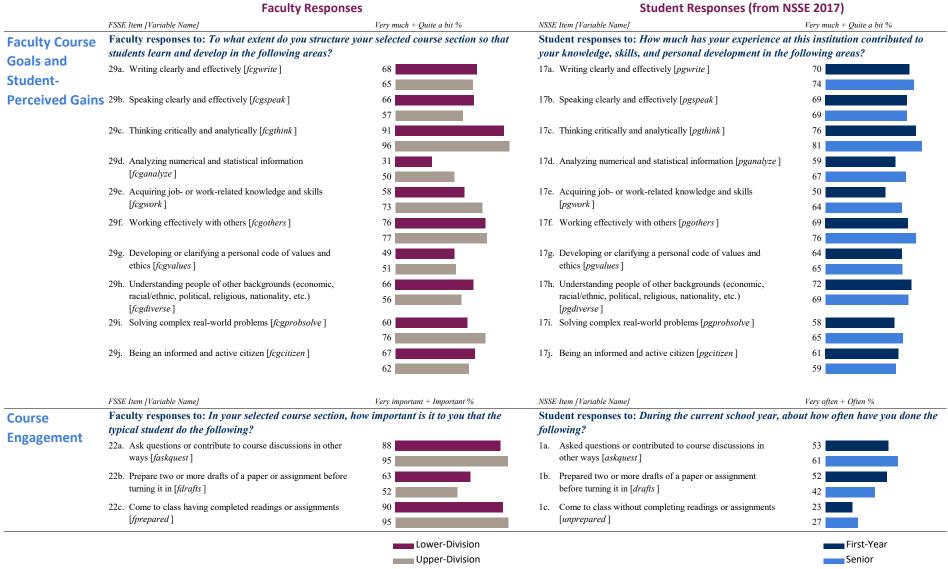
# **Campus Environment**

	Faculty Responses		Student Responses (from NSSE 2017)		
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %	
Quality of	Faculty responses to: Indicate your perception of the quality of student interactions with		Student responses to: Indicate the quality of your interactions with the following people of		
Interactions	the following people at your institution.		your institution.		
	3a. Other students [fQlstudent]	26	13a. Students [QIstudent]	46	
	21	31	121 4 1 1 1 1 1 1 1 1 1	33	
	3b. Academic advisors [fQladvisor]	14	13b. Academic advisors [ <i>Qladvisor</i> ]	31	
	2 E 1 (0)(c 1/1	14	12 F 1 FOK 1 1	34	
	3c. Faculty [fQlfaculty]	18	13c. Faculty [ <i>Qlfaculty</i> ]	33	
	21 66-1-4	7	12.1 Challet and the SC (	30	
	<ol> <li>Student services staff (career services, student activities, housing, etc.) [fQIstaff]</li> </ol>	7	13d. Student services staff (career services, student activities, housing, etc.) [Olstaff]	37	
		14		27	
	<ol> <li>Other administrative staff and offices (registrar, financial aid, etc.) [fOladmin]</li> </ol>	5	<ol> <li>Other administrative staff and offices (registrar, financial aid, etc.) [Oladmin]</li> </ol>	30	
	Note: Response options for faculty and student Quality of Interactions items ra	10	, , , , , , , , , , , , , , , , , , , ,	30	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %	
upportive	Faculty responses to: How important is it to you that your institution increase its  emphasis on each of the following?  Student responses to: How much does your institution emphasize the following?				
nvironment	2b. Providing support to help students succeed academically	92	14b. Providing support to help students succeed academically	71	
	[fSEacademic]	91	[SEacademic]	67	
	Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup]	87	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	70	
		88		59	
	2d. Encouraging contact among students from different	84	14d. Encouraging contact among students from different	70	
	backgrounds (social, racial/ethnic, religious, etc.)  [fSEdiverse]	83	backgrounds (social, racial/ethnic, religious, etc.)	60	
		65	[SEdiverse]	00	
	2e. Providing opportunities for students to be involved socially	67	14e. Providing opportunities to be involved socially [SEsocial]	69	
	[fSEsocial]	70		60	
	2f. Providing support for students' overall well-being	82	14f. Providing support for your overall well-being (recreation,	70	
	(recreation, health care, counseling, etc.) [fSEwellness]	80	health care, counseling, etc.) [SEwellness]	58	
	2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad]	70	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	49	
		63		35	
	2h. Students attending campus activities and events (performing arts, athletic events, etc.) [/SEactivities]	55	14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	57	
		50		43	
	2i. Students attending events that address important social,	73	14i. Attending events that address important social, economic,	51	
	economic, or political issues [fSEevents]	67	or political issues [SEevents]	40	
-		Lower-Division		First-Year	
		Upper-Division		Senior	
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## **Additional Engagement Items**





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	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student	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 befor you graduate?	
Leadership	1b. Hold a formal leadership role in a student organization or group [fleader]	27 37	11b. Hold a formal leadership role in a student organization or group $[leader]$	7 25
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Memorization	Faculty responses to: In your selected course section, he emphasize the following?	ow much does the coursework	Student responses to: During the current school year, I emphasized the following?	how much has your coursework
	27a. Memorizing course material [finemorize]	26 23	4a. Memorizing course material [memorize]	72 <u> </u>
	FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %
Time Spent by	Faculty responses to: In an average 7-day week, about 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?	
Students	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ftmprep]	5 <b>1</b> 3 <b>1</b>	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	39 <b>4</b> 9
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)  [ftmcocurr]	3 2	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	11 9
	20c. Working for pay <b>on campus</b> [ftmworkon]	17	15c. Working for pay <b>on campus</b> [ftmworkon]	9 <b>-</b> 7
	20d. Working for pay <b>off campus</b> [ftmworkoff]	49 62	15d. Working for pay <b>off campus</b> [tmworkoff]	20
	20e. Doing community service or volunteer work [ftmservice]	1   2	15e. Doing community service or volunteer work [tmservice]	5
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax]	43 44	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	23
	20g. Providing care for dependents (children, parents, etc.) [ftmcare]	10	15g. Providing care for dependents (children, parents, etc.) [tmcare]	7 <b>1</b> 1
	20h. Commuting to campus (driving, walking, etc.) [fimcommute]	2   2	15h. Commuting to campus (driving, walking, etc.) [tmcommute]	6



### **San Jose State University**

## **High-Impact Practices**

#### **Learning Community**



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

#### Internship or Field Experience

FY Participation	4	
SR Participation	35	
Faculty Participation	22	
Faculty Importance	80	

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

#### **FY/SR Participation**

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All student results are weighted by institution-reported sex and enrollment status.

#### **Service-Learning**

	•
FY Participation	63
SR Participation	69
Faculty Participation	46
Faculty Importance	58

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

#### **Study Abroad**

FY Participation	2	
SR Participation	7	
Faculty Participation	N/A	
Faculty Importance	41	

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

#### **Faculty Participation**

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

#### Research with Faculty

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FY Participation	3		
SR Participation	13		
Faculty Participation	29		
Faculty Importance	50		

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

#### **Senior Culminating Experience**

FY Participation	2	
SR Participation	34	
Faculty Participation	N/A	
Faculty Importance	85	

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

#### **Faculty Importance**

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.