

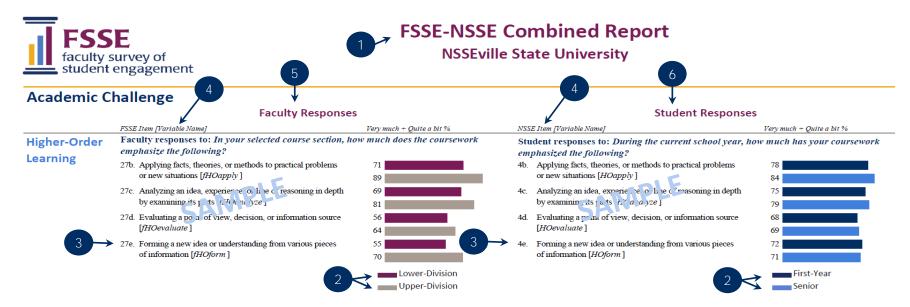
Grambling State University



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.

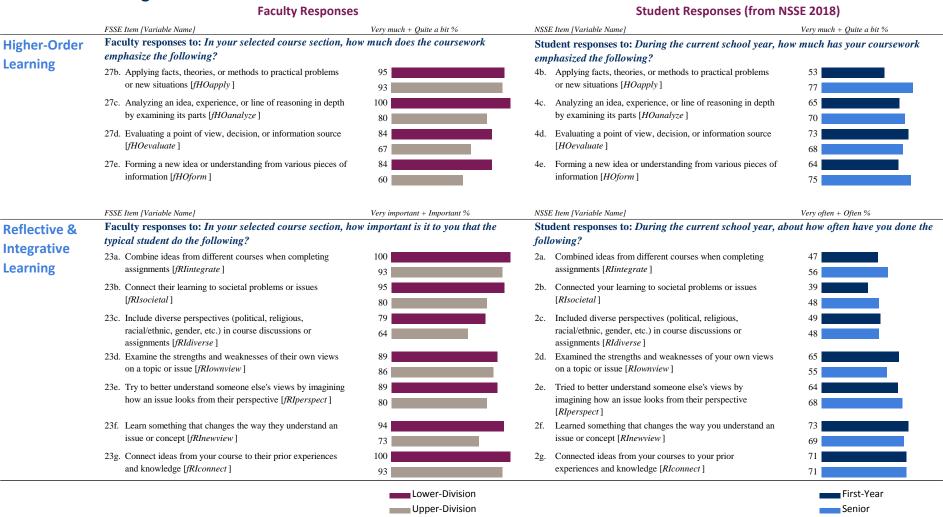
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty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





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Academic Challenge





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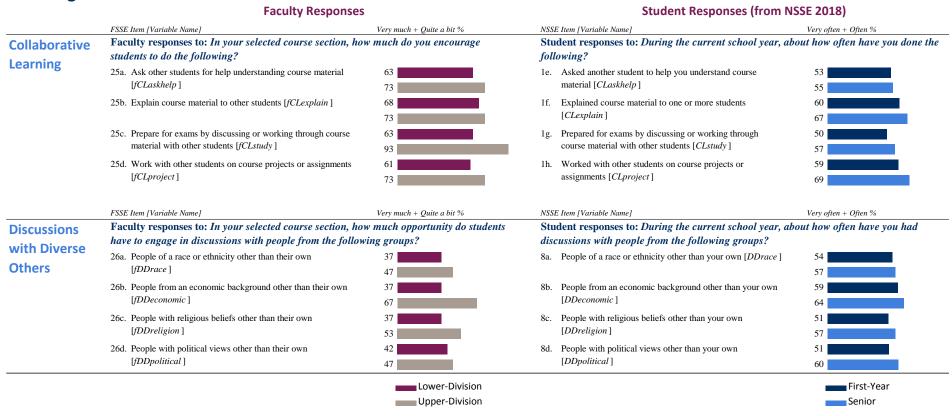
Academic Challenge (continued) Faculty Responses Student Responses (from NSSE 2018) FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] Faculty responses to: In your selected course section, how much do you encourage Student responses to: During the current school year, about how often have you done the Learning students to do the following? **Strategies** 25e. Identify key information from reading assignments 9a. Identified key information from reading assignments [fLSreading] [LSreading] 25f. Review notes after class [fLSnotes] 9b. Reviewed your notes after class [LSnotes] 25g. Summarize what has been learned from class or from 9c. Summarized what you learned in class or from course course materials [fLSsummary] materials [LSsummary] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very often + Often % Faculty responses to: In your selected course section, how important is it to you that the Student responses to: During the current school year, about how often have you done the Quantitative typical student do the following? following? Reasoning 22d. Reach conclusions based on their own analysis of numerical 6a. Reached conclusions based on your own analysis of information (numbers, graphs, statistics, etc.) numerical information (numbers, graphs, statistics, etc.) [fQRconclude] [ORconclude] 22e. Use numerical information to examine a real-world problem 6b. Used numerical information to examine a real-world or issue (unemployment, climate change, public health, etc.) problem or issue (unemployment, climate change, public [fQRproblem] health, etc.) [QRproblem] 22f. Evaluate what others have concluded from numerical 6c. Evaluated what others have concluded from numerical information [fQRevaluate] information [QRevaluate] FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Very much + Quite a bit % Faculty responses to: How important is it to you that your institution increase its Student responses to: How much does your institution emphasize the following? **Additional** emphasis on each of the following? Academic 2a. Students spending significant amounts of time studying and 14a. Spending significant amounts of time studying and on Challenge on academic work [fempstudy] academic work [empstudy] **Items** FSSE Item [Variable Name] 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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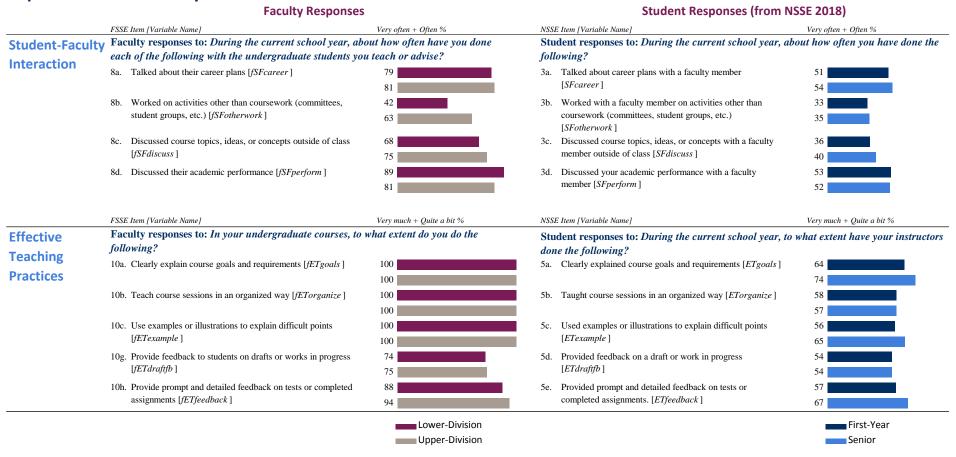
Learning with Peers





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Experiences with Faculty





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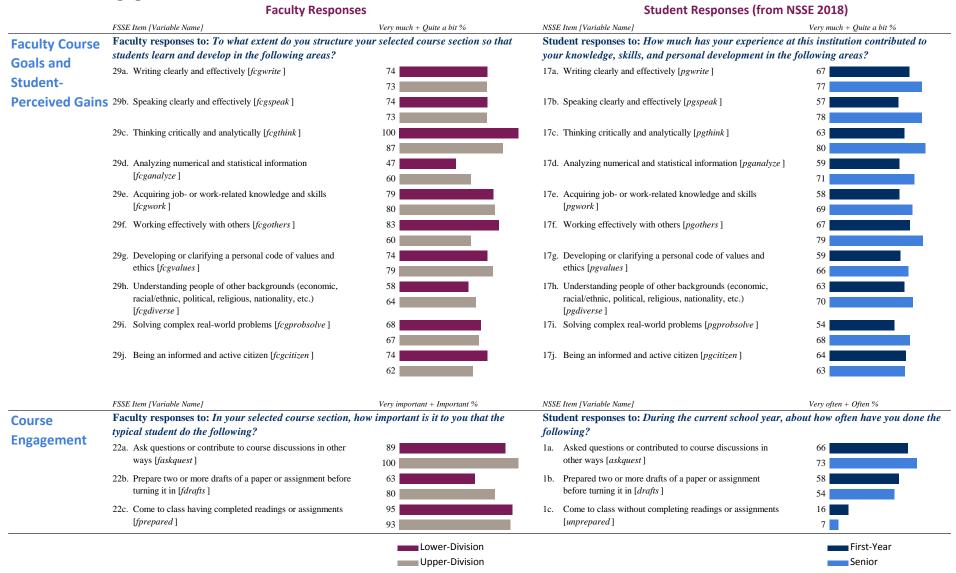
Campus Environment

	Faculty Responses		Student Responses (from NSSE 2018)		
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %	
Quality of Interactions	Faculty responses to: Indicate your perception of the quality of student interactions with the following people at your institution.		Student responses to: Indicate the quality of your interactions with the following people a your institution.		
	3a. Other students [fQIstudent]	47 	13a. Students [QIstudent]	46 	
	3b. Academic advisors [fQladvisor]	26 31	13b. Academic advisors [Qladvisor]	42 59 	
	3c. Faculty [fQlfaculty]	26 25 25	13c. Faculty [QIfaculty]	36 54	
	3d. Student services staff (career services, student activities, housing, etc.) [fQIstaff]	28 25 25	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	44	
	3e. Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin]	39 38	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>QIadmin</i>]	31 55	
	Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; High ratings (6 or 7).				
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Supportive Environment	Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following? Student responses to: How much does your institution emphasize the following?				
	2b. Providing support to help students succeed academically [fSEacademic]	94	14b. Providing support to help students succeed academically [SEacademic]	59 	
	Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup]	100 88	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	57 <u> </u>	
	 Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 	100 75	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	58 64	
	2e. Providing opportunities for students to be involved socially [fSEsocial]	74 69	14e. Providing opportunities to be involved socially [SEsocial]	69 80	
	2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness]	94	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	63 63	
	2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad]	89 88	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	46 	
	2h. Students attending campus activities and events (performing arts, athletic events, etc.) [fSEactivities]	74 	14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	79 	
			14i. Attending events that address important social, economic,	60	



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Additional Engagement Items





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Additional Engagement Items (continued) Faculty Responses Student Responses (from NSSE 2018) FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Faculty responses to: How important is it to you that undergraduates at your institution Student responses to: Which of the following have you done or do you plan to do before Student do the following before they graduate? you graduate? Leadership 1b. Hold a formal leadership role in a student organization or 11b. Hold a formal leadership role in a student organization or group [fleader] group [leader] FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] Very much + Quite a bit % Faculty responses to: In your selected course section, how much does the coursework Student responses to: During the current school year, how much has your coursework Memorization emphasize the following? emphasized the following? 27a. Memorizing course material [fmemorize] 4a. Memorizing course material [memorize] FSSE Item [Variable Name] 16 or more hours % NSSE Item [Variable Name] 16 or more hours % Faculty responses to: In an average 7-day week, about how many hours do you think the Student responses to: About how many hours do you spend in a typical 7-day week doing **Time Spent by** typical student in your selected course section spends doing each of the following? **Students** 20a. Preparing for class (studying, reading, writing, doing 15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and homework or lab work, analyzing data, rehearsing, and 13 other academic activities) [ftmprep] other academic activities) [tmprep] 20b. Participating in co-curricular activities (organizations, 15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) sorority, intercollegiate or intramural sports, etc.) [ftmcocurr] [tmcocurr] 20c. Working for pay **on campus** [ftmworkon] 15c. Working for pay **on campus** [ftmworkon] 20d. Working for pay **off campus** [ftmworkoff] 15d. Working for pay **off campus** [tmworkoff] 20e. Doing community service or volunteer work [ftmservice] 0 15e. Doing community service or volunteer work [tmservice] 15f. Relaxing and socializing (time with friends, video games, 20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) TV or videos, keeping up with friends online, etc.) [ftmrelax] [tmrelax] 20g. Providing care for dependents (children, parents, etc.) 15g. Providing care for dependents (children, parents, etc.) [ftmcare] [tmcare] 20h. Commuting to campus (driving, walking, etc.) 5 15h. Commuting to campus (driving, walking, etc.) [ftmcommute] [tmcommute] 13 Lower-Division First-Year Upper-Division Senior



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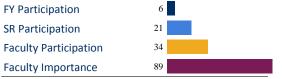
High-Impact Practices





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

Internship or Field Experience



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.

Service-Learning

FY Participation	91
SR Participation	91
Faculty Participation	82
Faculty Importance	86

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

Study Abroad

FY Participation	4
SR Participation	8
Faculty Participation	N/A
Faculty Importance	43

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

Faculty Participation

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

Research with Faculty

FY Participation	6
SR Participation	29
Faculty Participation	54
Faculty Importance	83

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

Senior Culminating Experience

FY Participation	8	
SR Participation	39	
Faculty Participation	N/A	
Faculty Importance	91	

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.