
FSSE-NSSE
Combined Report 2019
Kentucky State University

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.

FSSE-NSSE Combined Report

NSSEville State University

Academic Challenge

Higher-Order Learning

FSSE Item [Variable Name]

Very much + Quite a bit %

Faculty responses to: In your selected course section, how much does the coursework emphasize the following?

27b. Applying facts, theories, or methods to practical problems or new situations [HOapply]	71
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]	69
27d. Evaluating a point of view, decision, or information source [HOevaluate]	56
27e. Forming a new idea or understanding from various pieces of information [HOform]	55

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Lower-Division
Upper-Division

NSSE Item [Variable Name]

Very much + Quite a bit %

Student responses to: During the current school year, how much has your coursework emphasized the following?

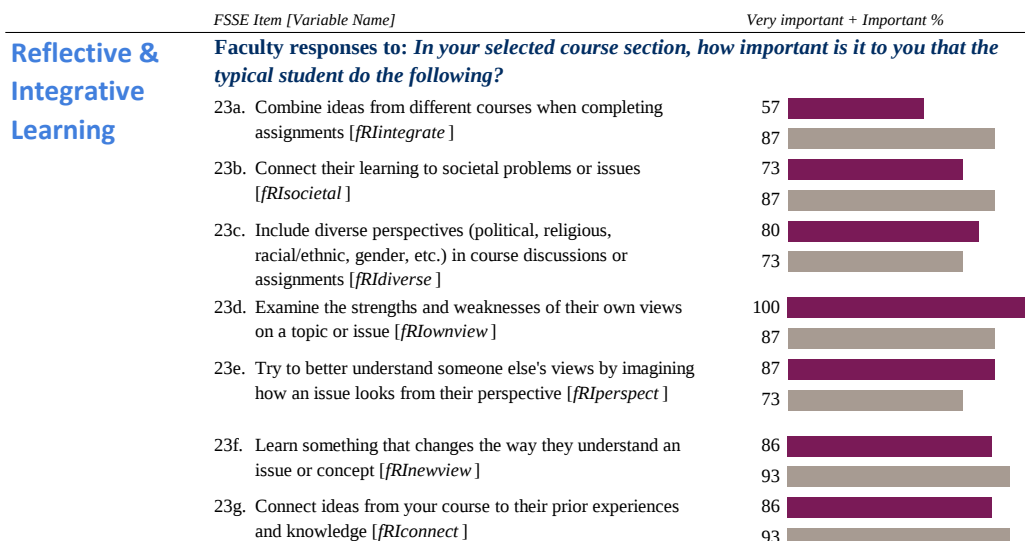
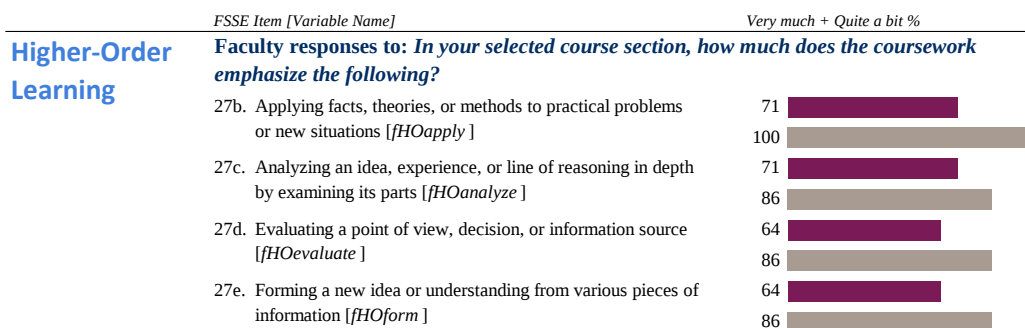
4b. Applying facts, theories, or methods to practical problems or new situations [HOapply]	78
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]	75
4d. Evaluating a point of view, decision, or information source [HOevaluate]	68
4e. Forming a new idea or understanding from various pieces of information [HOform]	72

2

First-Year
Senior

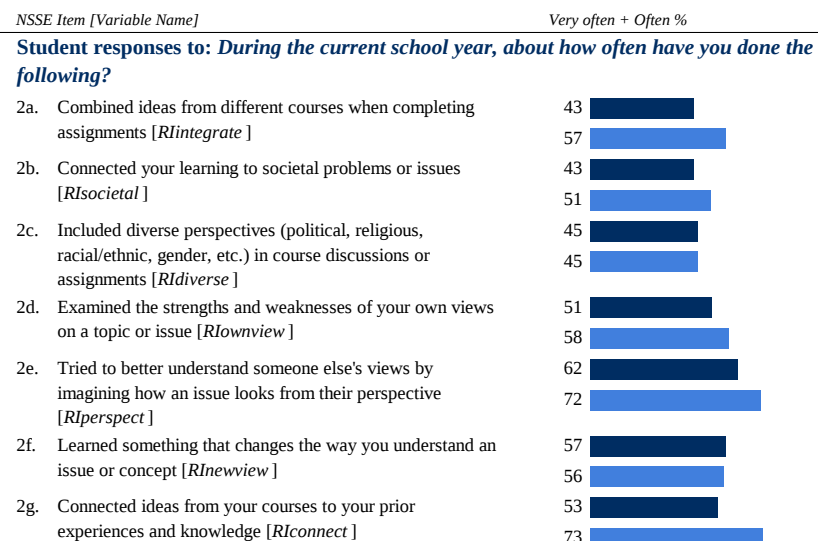
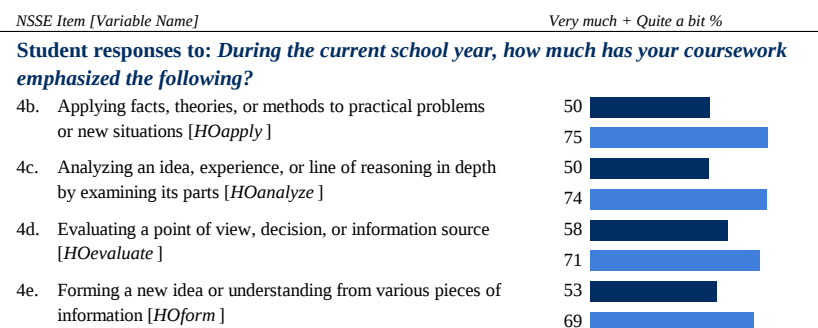
Academic Challenge

Faculty Responses



Lower-Division
Upper-Division

Student Responses (from NSSE 2019)



First-Year
Senior

Academic Challenge (continued)

Faculty Responses

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]	57
	64
25f. Review notes after class [fLSnotes]	57
	64
25g. Summarize what has been learned from class or from course materials [fLSsummary]	64
	71
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]	64
	93
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	64
	80
22f. Evaluate what others have concluded from numerical information [fQRevaluate]	67
	80
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]	100
	100
21. In your selected course section, to what extent do you think the typical student does their best work? [fchallenge]	
	21
	67

Student Responses (from NSSE 2019)

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]	51
	80
9b. Reviewed your notes after class [LSnotes]	47
	69
9c. Summarized what you learned in class or from course materials [LSsummary]	43
	64
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]	40
	63
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	37
	45
6c. Evaluated what others have concluded from numerical information [QRevaluate]	29
	36
Student responses to: How much does your institution emphasize the following?	
14a. Spending significant amounts of time studying and on academic work [empstudy]	63
	65
10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	
	29
	66

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

FSSE Item [Variable Name]	Very much + Quite a bit %
Collaborative Learning	
Faculty responses to: In your selected course section, how much do you encourage students to do the following?	
25a. Ask other students for help understanding course material [fCLaskhelp]	50
	64
25b. Explain course material to other students [fCLexplain]	57
	57
25c. Prepare for exams by discussing or working through course material with other students [fCLstudy]	57
	71
25d. Work with other students on course projects or assignments [fCLproject]	50
	71
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?	
26a. People of a race or ethnicity other than their own [fDDrace]	50
	71
26b. People from an economic background other than their own [fDDeconomic]	43
	79
26c. People with religious beliefs other than their own [fDDreligion]	29
	57
26d. People with political views other than their own [fDDpolitical]	29
	50

Lower-Division
Upper-Division

Student Responses (from NSSE 2019)

NSSE Item [Variable Name]	Very often + Often %
Student responses to: During the current school year, about how often have you done the following?	
1e. Asked another student to help you understand course material [CLaskhelp]	57
	44
1f. Explained course material to one or more students [CLexplain]	51
	51
1g. Prepared for exams by discussing or working through course material with other students [CLstudy]	47
	56
1h. Worked with other students on course projects or assignments [CLproject]	50
	67
Student responses to: During the current school year, about how often have you had discussions with people from the following groups?	
8a. People of a race or ethnicity other than your own [DDrace]	51
	57
8b. People from an economic background other than your own [DDeconomic]	50
	55
8c. People with religious beliefs other than your own [DDreligion]	53
	55
8d. People with political views other than your own [DDpolitical]	41
	59

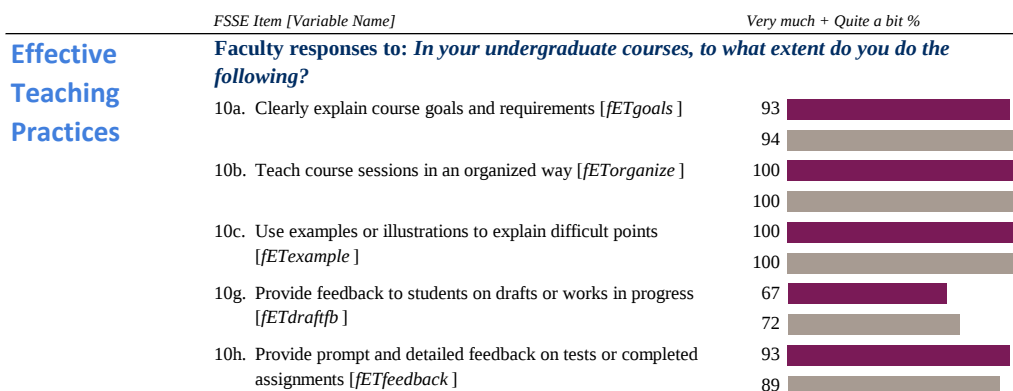
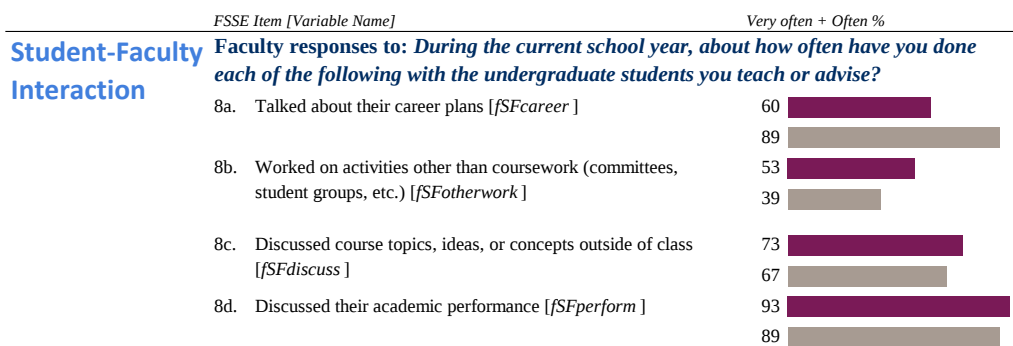
First-Year
Senior

FSSE-NSSE Combined Report 2019

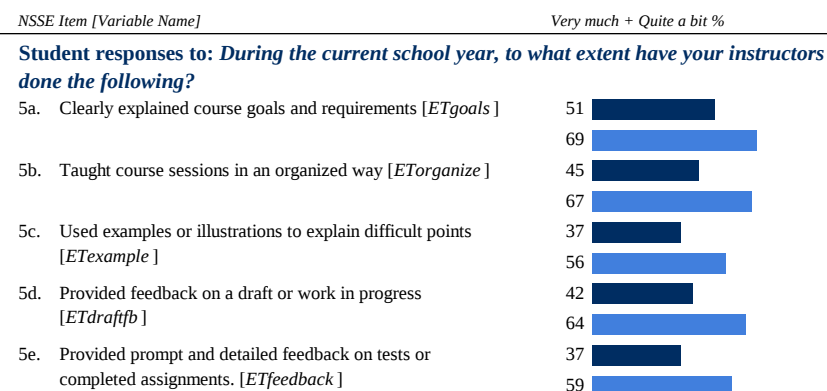
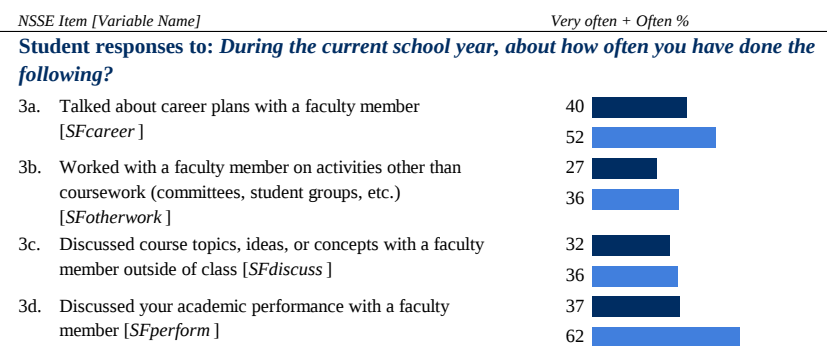
Kentucky State University

Experiences with Faculty

Faculty Responses



Student Responses (from NSSE 2019)



FSSE-NSSE Combined Report 2019

Kentucky State University

Campus Environment

Faculty Responses

FSSE 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.	
3a. Other students [fQIstudent]	13
	39
3b. Academic advisors [fQIadvisor]	6
	28
3c. Faculty [fQIfaculty]	25
	33
3d. Student services staff (career services, student activities, housing, etc.) [fQIstaff]	6
	17
3e. Other administrative staff and offices (registrar, financial aid, etc.) [fQIadmin]	0
	17

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; High ratings (6 or 7).

Student Responses (from NSSE 2019)

NSSE Item [Variable Name]	High ratings %
Student responses to: Indicate the quality of your interactions with the following people at your institution.	
13a. Students [QIstudent]	59
	41
13b. Academic advisors [QIadvisor]	31
	68
13c. Faculty [QIfaculty]	38
	49
13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	42
	30
13e. Other administrative staff and offices (registrar, financial aid, etc.) [QIadmin]	29
	33

Supportive Environment

Faculty responses to: How important is it to you that your institution increase its emphasis on each of the following?

FSSE Item [Variable Name]	Very important + Important %
2b. Providing support to help students succeed academically [SEacademic]	100
	100
2c. Students using learning support services (tutoring services, writing center, etc.) [SElearnsup]	100
	100
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	88
	100
2e. Providing opportunities for students to be involved socially [SEsocial]	75
	71
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [SEwellness]	94
	94
2g. Helping students manage their non-academic responsibilities (work, family, etc.) [SEnonacad]	81
	100
2h. Students attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	75
	50
2i. Students attending events that address important social, economic, or political issues [SEevents]	81
	59

Student responses to: How much does your institution emphasize the following?

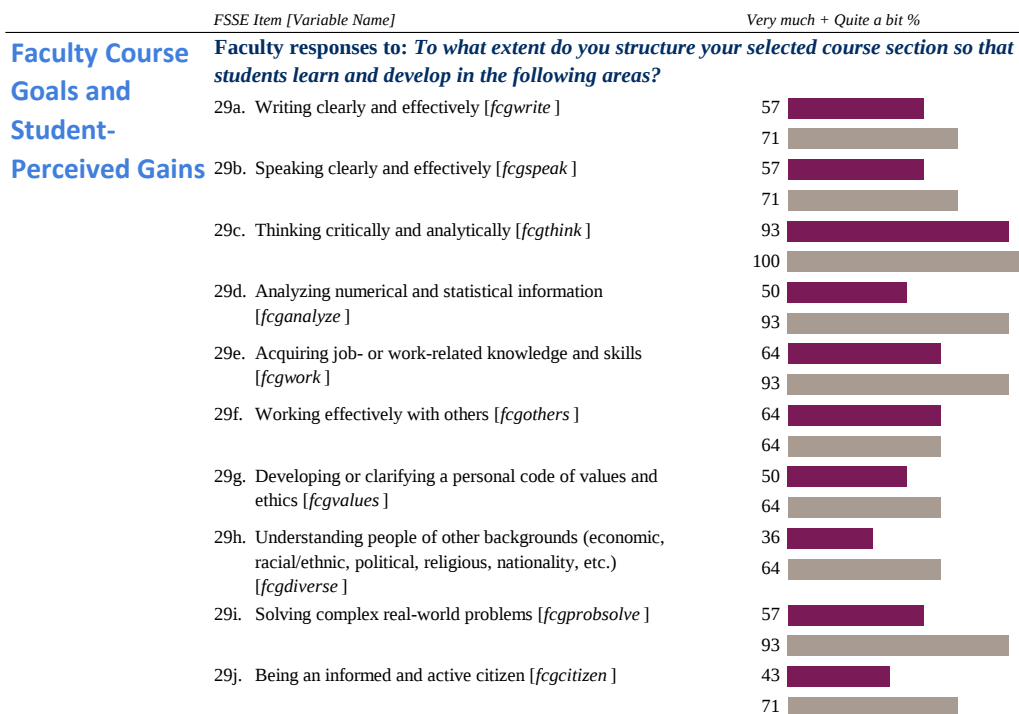
NSSE Item [Variable Name]	Very much + Quite a bit %
14b. Providing support to help students succeed academically [SEacademic]	59
	63
14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	56
	55
14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	44
	36
14e. Providing opportunities to be involved socially [SEsocial]	47
	45
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	34
	42
14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	33
	6
14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	56
	46
14i. Attending events that address important social, economic, or political issues [SEevents]	30
	42

Lower-Division
Upper-Division

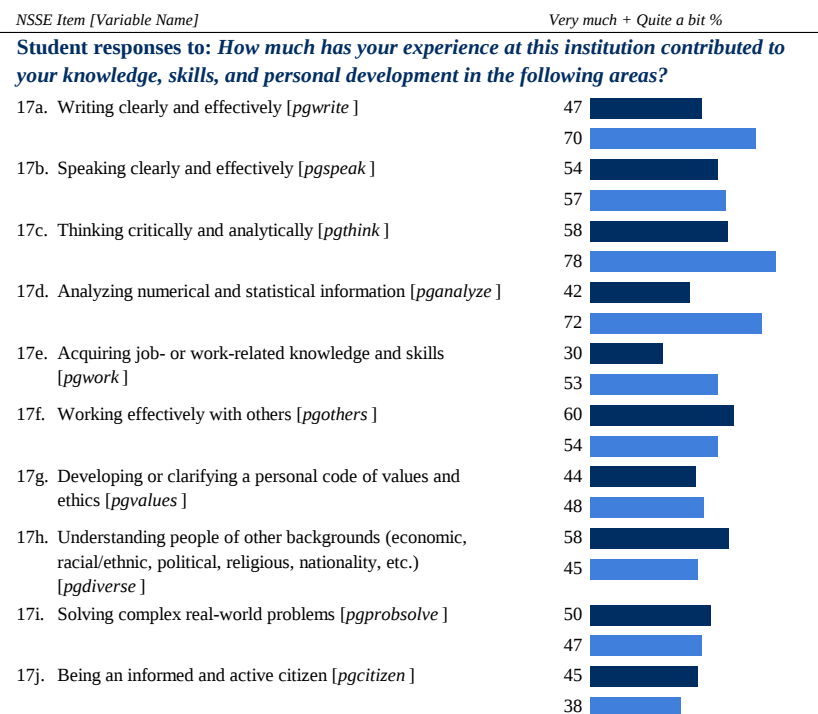
First-Year
Senior

Additional Engagement Items

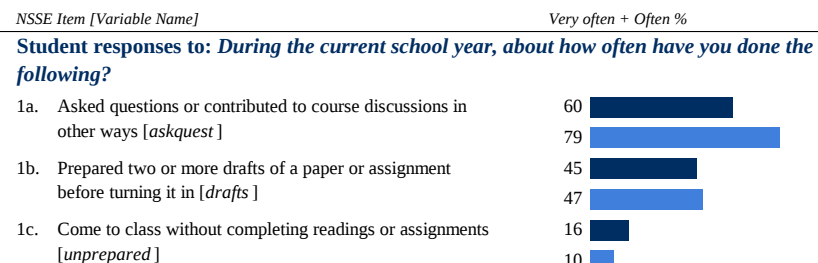
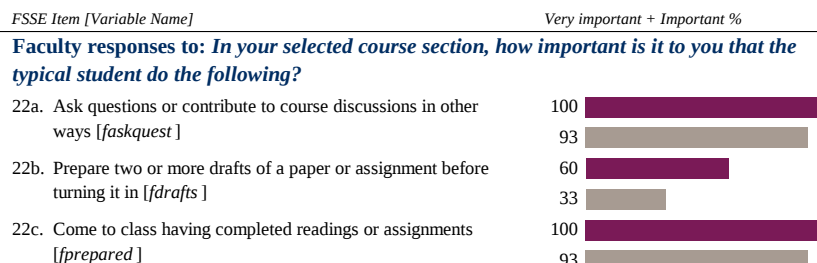
Faculty Responses



Student Responses (from NSSE 2019)



Course Engagement



Lower-Division
Upper-Division

First-Year
Senior

Additional Engagement Items (continued)

Faculty Responses

Student Responses (from NSSE 2019)

FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student Leadership		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 [fleader]	31 61	11b. Hold a formal leadership role in a student organization or group [leader]	16 42
FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Memorization		Student responses to: During the current school year, how much has your coursework emphasized the following?	
27a. Memorizing course material [fmemorize]	50 29	4a. Memorizing course material [memorize]	66 70
FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %
Time Spent by Students		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) [ftmprep]	0 0	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	34 28
20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr]	13 31	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	20 15
20c. Working for pay on campus [ftmworkon]	27 20	15c. Working for pay on campus [tmworkon]	25 11
20d. Working for pay off campus [ftmworkoff]	53 63	15d. Working for pay off campus [tmworkoff]	22 49
20e. Doing community service or volunteer work [ftmservice]	7 6	15e. Doing community service or volunteer work [tmservice]	8 9
20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax]	60 38	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	27 19
20g. Providing care for dependents (children, parents, etc.) [ftmcare]	13 19	15g. Providing care for dependents (children, parents, etc.) [tmcare]	10 33
20h. Commuting to campus (driving, walking, etc.) [ftmcommute]	0 6	15h. Commuting to campus (driving, walking, etc.) [tmcommute]	23 16

Lower-Division
Upper-Division

First-Year
Senior

High-Impact Practices

Learning Community

FY Participation	9	
SR Participation	39	
Faculty Participation	N/A	
Faculty Importance	56	

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

Internship or Field Experience

FY Participation	9	
SR Participation	50	
Faculty Participation	38	
Faculty Importance	91	

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	77	
SR Participation	72	
Faculty Participation	56	
Faculty Importance	74	

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

Study Abroad

FY Participation	0	
SR Participation	0	
Faculty Participation	N/A	
Faculty Importance	47	

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	10	
SR Participation	36	
Faculty Participation	41	
Faculty Importance	79	

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

Senior Culminating Experience

FY Participation	0	
SR Participation	63	
Faculty Participation	N/A	
Faculty Importance	94	

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.