

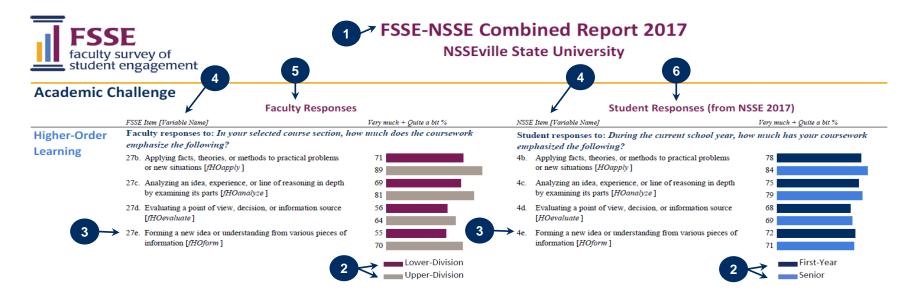
Texas A&M University - Corpus Christi



## **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.





# Texas A&M University - Corpus Christi

# **Academic Challenge**

SE Item [Variable Name] aculty responses to: In your selected course section, how nphasize the following? b. Applying facts, theories, or methods to practical problems	Very much + Quite a bit % w much does the coursework	NSSE Item [Variable Name]  Student responses to: During the current school year, h	Very much + Quite a bit %
nphasize the following?	w much does the coursework	Student responses to: During the current school year h	1.1
b. Applying facts, theories, or methods to practical problems		emphasized the following?	ow much has your coursework
or new situations [fHOapply]	86 <b>85</b>	4b. Applying facts, theories, or methods to practical problems or new situations [HOapply]	62 <b></b>
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [fHOanalyze]	71 <b>8</b> 6	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]	63 <b></b>
d. Evaluating a point of view, decision, or information source [fHOevaluate]	67 <b></b>	4d. Evaluating a point of view, decision, or information source [HOevaluate]	67 <u> </u>
e. Forming a new idea or understanding from various pieces of information [fHOform]	73 <b></b> 78 <b></b>	4e. Forming a new idea or understanding from various pieces of information [HOform]	71
SE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
aculty responses to: In your selected course section, how pical student do the following?	w important is it to you that the	Student responses to: During the current school year, at following?	bout how often have you done the
Combine ideas from different courses when completing assignments [fRlintegrate]	79 83	2a. Combined ideas from different courses when completing assignments [Rlintegrate]	51
b. Connect their learning to societal problems or issues [fRIsocietal]	71 76	2b. Connected your learning to societal problems or issues [RIsocietal]	51
<ul> <li>c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [fRIdiverse]</li> </ul>	69 <b></b>	<ol> <li>Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [RIdiverse]</li> </ol>	49
d. Examine the strengths and weaknesses of their own views on a topic or issue [fRlownview]	81	2d. Examined the strengths and weaknesses of your own views on a topic or issue [ <i>Rlownview</i> ]	60
e. Try to better understand someone else's views by imagining how an issue looks from their perspective [fRIperspect]	78 <b></b>	<ol> <li>Tried to better understand someone else's views by imagining how an issue looks from their perspective [RIperspect]</li> </ol>	64 69
f. Learn something that changes the way they understand an issue or concept [fRI newview]	87 <u> </u>	2f. Learned something that changes the way you understand an issue or concept [RInewview]	60
<ul> <li>g. Connect ideas from your course to their prior experiences and knowledge [fRIconnect]</li> </ul>	91 91	2g. Connected ideas from your courses to your prior experiences and knowledge [Rlconnect]	70 <b></b>
e e e e e e e e e e e e e e e e e e e	d. Evaluating a point of view, decision, or information source [fHOevaluate]  e. Forming a new idea or understanding from various pieces of information [fHOform]  SE Item [Variable Name]  coulty responses to: In your selected course section, how pical student do the following?  a. Combine ideas from different courses when completing assignments [fRlintegrate]  b. Connect their learning to societal problems or issues [fRlsocietal]  c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [fRldiverse]  d. Examine the strengths and weaknesses of their own views on a topic or issue [fRlownview]  e. Try to better understand someone else's views by imagining how an issue looks from their perspective [fRlperspect]  f. Learn something that changes the way they understand an issue or concept [fRl newview]  g. Connect ideas from your course to their prior experiences	d. Evaluating a point of view, decision, or information source  [HOevaluate] 68  E. Forming a new idea or understanding from various pieces of information [HOform] 78  Eltem [Variable Name] Very important + Important %  Evaluating to the following?  a. Combine ideas from different courses when completing assignments [Riintegrate] 83  b. Connect their learning to societal problems or issues  [Risocietal] 76  c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [Ridiverse] 81  d. Examine the strengths and weaknesses of their own views on a topic or issue [Riownview] 84  e. Try to better understand someone else's views by imagining how an issue looks from their perspective [Riperspect] 79  f. Learn something that changes the way they understand an issue or concept [Ri newview] 88  g. Connect ideas from your course to their prior experiences 91	d. Evaluating a point of view, decision, or information source [HOevaluate]  e. Forming a new idea or understanding from various pieces of information [HOform]  formation [HOform]  forma



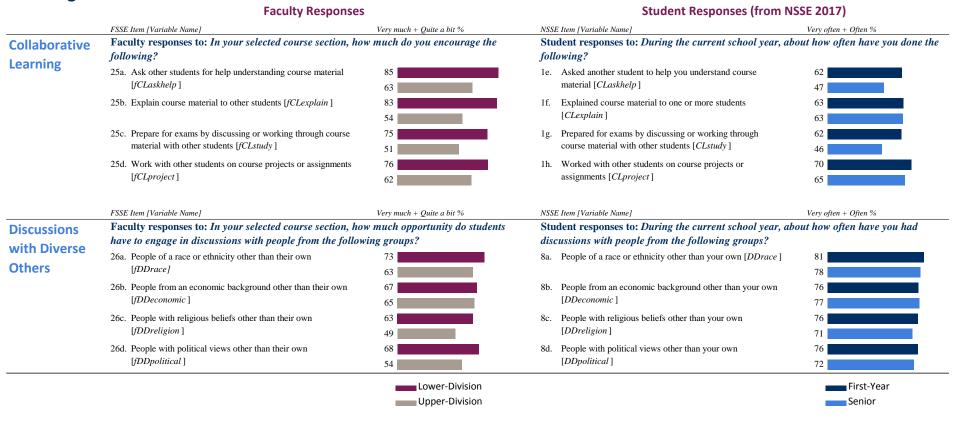
#### **Texas A&M University - Corpus Christi**

#### **Academic Challenge (continued) Faculty Responses** Student Responses (from NSSE 2017) 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



#### **Texas A&M University - Corpus Christi**

### **Learning with Peers**





# Texas A&M University - Corpus Christi

# **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 responses to: During the current school year, ab following?	out how often you have done the	
8a. Talked about their career plans [fSFcareer]	56 <b></b>	3a. Talked about career plans with a faculty member [SFcareer]	35 <b>4</b> 5	
8b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork]	39	<ol> <li>Worked with a faculty member on activities other than coursework (committees, student groups, etc.)</li> <li>[SFotherwork]</li> </ol>	23 27	
Sc. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss]	51 55	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss]	26 34	
8d. Discussed their academic performance [fSFperform]	80 62	3d. Discussed your academic performance with a faculty member [SFperform]	37	
FSSE Item	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Faculty responses to: In your undergraduate courses, to w following?	vhat extent do you do the	Student responses to: To what extent have your instructor current school year?	ors done the following during the	
10a. Clearly explain course goals and requirements [fETgoals]	96 91	5a. Clearly explained course goals and requirements [ETgoals]	73 73	
10b. Teach course sessions in an organized way [fETorganize]	97	5b. Taught course sessions in an organized way [ETorganize]	72 71	
10c. Use examples or illustrations to explain difficult points [fETexample]	99	5c. Used examples or illustrations to explain difficult points [ETexample]	72 74	
10g. Provide feedback to students on drafts or works in progress [fETdraftfb]	71	5d. Provided feedback on a draft or work in progress [ETdraftfb]	64 55	
10h. Provide prompt and detailed feedback on tests or completed assignments [fETfeedback]	88	5e. Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback]	59 58	
	Faculty responses to: During the current school year, above each of the following with the undergraduate students you had been activities other than coursework (committees, student groups, etc.) [fSFotherwork]  8b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork]  8c. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss]  8d. Discussed their academic performance [fSFperform]  Faculty responses to: In your undergraduate courses, to vertically following?  10a. Clearly explain course goals and requirements [fETgoals]  10b. Teach course sessions in an organized way [fETorganize]  10c. Use examples or illustrations to explain difficult points [fETexample]  10g. Provide feedback to students on drafts or works in progress [fETdraftfb]  10h. Provide prompt and detailed feedback on tests or completed	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?  Sa. Talked about their career plans [fSFcareer] 56  Sb. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork] 39  Sc. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] 55  Sd. Discussed their academic performance [fSFperform] 80  FSSE Item Very much + Quite a bit %  Faculty responses to: In your undergraduate courses, to what extent do you do the following?  10a. Clearly explain course goals and requirements [fETgoals] 96  10b. Teach course sessions in an organized way [fETorganize] 97  10c. Use examples or illustrations to explain difficult points [fETexample] 97  10g. Provide feedback to students on drafts or works in progress [fETdrafifb] 74  10h. Provide prompt and detailed feedback on tests or completed 88	Student responses to: During the current school year, about how often have you done gach of the following with the undergraduate students you teach or advise?  Sa. Talked about their career plans [fSFcareer]	



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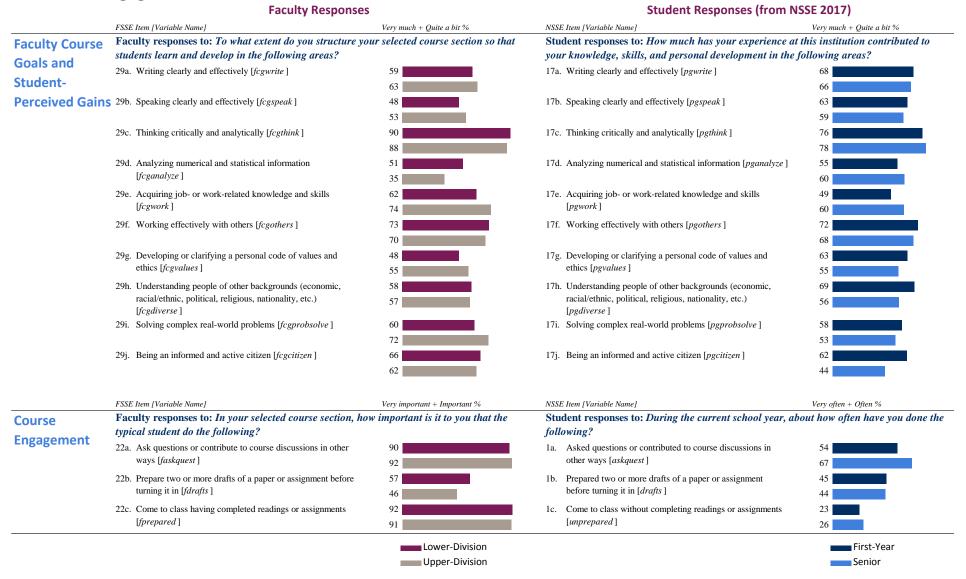
## **Campus Environment**

	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 qu	ality of student interactions with	Student responses to: Indicate the quality of your intera	ctions with the following people o	
nteractions	the following people at your institution.		your institution.		
	3a. Other students [fQIstudent]	42	13a. Students [QIstudent]	53	
		47		56	
	3b. Academic advisors [fQIadvisor]	17	13b. Academic advisors [ <i>Qladvisor</i> ]	53	
		31		45	
	3c. Faculty [fQIfaculty]	31	13c. Faculty [QIfaculty]	53	
		36		54	
	<ol> <li>Student services staff (career services, student activities, housing, etc.) [fQIstaff]</li> </ol>	11	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	47	
		22		31	
	<ol> <li>Other administrative staff and offices (registrar, financial aid, etc.) [fOladmin]</li> </ol>	12	<ol> <li>Other administrative staff and offices (registrar, financial aid, etc.) [Oladmin]</li> </ol>	48	
	, , , , , ,	13		35	
	Note: Response options for faculty and student Quality of Interactions items ra	nged 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 %	
upportive	Faculty responses to: How important is it to you that you emphasis on each of the following?	ur institution increase its	Student responses to: How much does your institution e	mphasize the following?	
nvironment	nent  2b. Providing support to help students succeed academically	92	14b. Providing support to help students succeed academically	77	
	[fSEacademic]	92	[SEacademic]	66	
	2c. Students using learning support services (tutoring services,	89	14c. Using learning support services (tutoring services, writing	82	
	writing center, etc.) [fSElearnsup]	88	center, etc.) [SElearnsup]	62	
	2d. Encouraging contact among students from different	82	14d. Encouraging contact among students from different	67	
	backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	77	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	47	
	2e. Providing opportunities for students to be involved socially	67	14e. Providing opportunities to be involved socially [SEsocial]	75	
	[fSEsocial]	66		57	
	2f. Providing support for students' overall well-being	82	14f. Providing support for your overall well-being (recreation,	71	
	(recreation, health care, counseling, etc.) [fSEwellness]	76	health care, counseling, etc.) [SEwellness]	59	
	2g. Helping students manage their non-academic	72	14g. Helping you manage your non-academic responsibilities	47	
			(work, family, etc.) [SEnonacad]	28	
	responsibilities (work, family, etc.) [fSEnonacad]	60		20	
	2h. Students attending campus activities and events (performing	69	14h. Attending campus activities and events (performing arts,	70	
			14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	70 47	
	2h. Students attending campus activities and events (performing	69		70 47 57	



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## **Additional Engagement Items**





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Additional Engagement Items (continued)					
	Faculty Responses		Student Responses (from NSSE 2017)		
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %	
Student Leadership	Faculty responses to: How important is it to you that undo the following before they graduate?	dergraduates at your institution	Student responses to: Which of the following have you you graduate?	done or do you plan to do before	
icade:5mp	<ol> <li>Hold a formal leadership role in a student organization or group [fleader]</li> </ol>	36	11b. Hold a formal leadership role in a student organization or group [leader]	33	
	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?	now much has your coursework	
	27a. Memorizing course material [fmemorize]	37 <u> </u>	4a. Memorizing course material [memorize]	70 <b>64</b>	
	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 I typical student in your selected course section spends do		Student responses to: About how many hours do you sp the following?	oend in a typical 7-day week doing	
Students	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [fmpprep]	4 <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]	33 <u>46</u>	
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)  [ftmcocurr]	3 <b>1</b> 1	15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	5	
	20c. Working for pay <b>on campus</b> [ftmworkon]	16 <b>1</b> 5 <b>1</b> 5	15c. Working for pay <b>on campus</b> [ftmworkon]	4	
	20d. Working for pay <b>off campus</b> [ftmworkoff]	56	15d. Working for pay <b>off campus</b> [tmworkoff]	21	
	20e. Doing community service or volunteer work [ftmservice]	0 1	15e. Doing community service or volunteer work [tmservice]	4 3	
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)  [fmrelax]	49	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	33 <u>24</u> 24 <u>1</u>	
	20g. Providing care for dependents (children, parents, etc.) [fmcare]	15 <b>1</b> 9 <b>1</b> 9	15g. Providing care for dependents (children, parents, etc.) [tmcare]	4 <b>1</b> 21 <b>1</b>	
	20h. Commuting to campus (driving, walking, etc.)  [ftmcommute]	4 2	15h. Commuting to campus (driving, walking, etc.)  [tmcommute]	7	



#### **Texas A&M University - Corpus Christi**

## **High-Impact Practices**

#### **Learning Community**



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

#### **Internship or Field Experience**

FY Participation	6	
SR Participation	37	
Faculty Participation	27	
Faculty Importance	82	

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	71
SR Participation	59
Faculty Participation	61
Faculty Importance	63

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

#### **Study Abroad**

FY Participation	1
SR Participation	6
Faculty Participation	N/A
Faculty Importance	27

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	7	_
SR Participation	20	
Faculty Participation	38	
Faculty Importance	56	

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

#### **Senior Culminating Experience**

FY Participation	3	
SR Participation	38	
Faculty Participation	N/A	
Faculty Importance	87	

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.