

Clayton State University

Academic Challenge

Faculty Responses

Student Responses (from NSSE 2019)

	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Higher-Order Learning	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?		
	27b. Applying facts, theories, or methods to practical problems or new situations [<i>fHOapply</i>]	77 97	4b. Applying facts, theories, or methods to practical problems or new situations [<i>HOapply</i>]	64 77	
	27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>fHOanalyze</i>]	95 92	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>HOanalyze</i>]	72 78	
	27d. Evaluating a point of view, decision, or information source [fHOevaluate]	64 8 4	4d. Evaluating a point of view, decision, or information source [<i>HOevaluate</i>]	71 	
	27e. Forming a new idea or understanding from various pieces of information [<i>fHOform</i>]	91 78	 Forming a new idea or understanding from various pieces of information [HOform] 	68 	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %	
eflective &	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		Student responses to: <i>During the current school year, about how often have you done following?</i>		
ntegrative earning	23a. Combine ideas from different courses when completing assignments [<i>fRlintegrate</i>]	68 1 00	2a. Combined ideas from different courses when completing assignments [<i>Rlintegrate</i>]	43 64	
	23b. Connect their learning to societal problems or issues [<i>fRIsocietal</i>]	89	2b. Connected your learning to societal problems or issues [<i>RIsocietal</i>]	50 6 9	
	23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or	59 8 4	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or	56	
	assignments [fRIdiverse]		assignments [RIdiverse]		
	assignments [<i>fRIdiverse</i>]23d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRIownview</i>]	77 92	assignments [<i>RIdiverse</i>]2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>RIownview</i>]	67 74	
	23d. Examine the strengths and weaknesses of their own views		2d. Examined the strengths and weaknesses of your own views	67 74 72 75	
	23d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRIownview</i>]23e. Try to better understand someone else's views by imagining	92 68	 2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>Rlownview</i>] 2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective 	74 72	



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Academic Challenge (continued)

	Faculty Responses		Student Responses (from NSSE 2019)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
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 following?	
Strategies	25e. Identify key information from reading assignments [<i>fLSreading</i>]	82	9a. Identified key information from reading assignments [<i>LSreading</i>]	81 86
	25f. Review notes after class [fLSnotes]	67 70	9b. Reviewed your notes after class [LSnotes]	75 82
	25g. Summarize what has been learned from class or from course materials [<i>fLSsummary</i>]	68 	9c. Summarized what you learned in class or from course materials [<i>LSsummary</i>]	68
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Quantitative	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		Student responses to: During the current school year, about how often have you done to following?	
Reasoning	22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	64 72 	 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude] 	55 6 1
	 Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem] 	50 69	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [<i>QRproblem</i>]	45 50
	22f. Evaluate what others have concluded from numerical information [fQRevaluate]	57 69	6c. Evaluated what others have concluded from numerical information [<i>QRevaluate</i>]	48 49
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
Additional	emphasis on each of the following?		Student responses to: How much does your institution of	emphasize the following?
Academic Challenge Items	 Students spending significant amounts of time studying and on academic work [<i>fempstudy</i>] 	79 95	14a. Spending significant amounts of time studying and on academic work [<i>empstudy</i>]	74 88
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	High challenge %
	21. In your selected course section, to what extent do you think the typical student does their best work? [<i>fchallenge</i>]	38 5 1	10. During the current school year, to what extent have your courses challenged you to do your best work? [<i>challenge</i>]	49 70
			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



Clayton State University

Learning with Peers

Faculty Responses

Student Responses (from NSSE 2019)

	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]	59	 Asked another student to help you understand course material [CLaskhelp] 	42	
	25b. Explain course material to other students [fCLexplain]	68 50 	1f. Explained course material to one or more students [<i>CLexplain</i>]	50	
	25c. Prepare for exams by discussing or working through course material with other students [<i>fCLstudy</i>]	64 59	 Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>] 	34	
	25d. Work with other students on course projects or assignments [fCLproject]	55 76 	 Worked with other students on course projects or assignments [CLproject] 	43 58	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %	
Discussions	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?		
with Diverse Others	26a. People of a race or ethnicity other than their own [fDDrace]	59 76	8a. People of a race or ethnicity other than your own [<i>DDrace</i>]	68 8 1	
	26b. People from an economic background other than their own [fDDeconomic]	43	8b. People from an economic background other than your own [DDeconomic]	59 	
	26c. People with religious beliefs other than their own [fDDreligion]	48 63	8c. People with religious beliefs other than your own [DDreligion]	54 	
	26d. People with political views other than their own [fDDpolitical]	33 53	8d. People with political views other than your own [DDpolitical]	59 71	
		Lower-Division		First-Year	



Clayton State University

Experiences with Faculty

Student Responses (from NSSE 2019) **Faculty Responses** FSSE Item [Variable Name] Very often + Often % NSSE Item [Variable Name] Very often + Often % Student-Faculty Faculty responses to: During the current school year, about how often have you done Student responses to: During the current school year, about how often you have done the each of the following with the undergraduate students you teach or advise? following? Interaction 8a. Talked about their career plans [fSFcareer] 3a. Talked about career plans with a faculty member 50 35 [SFcareer] 85 8b. Worked on activities other than coursework (committees, 3b. Worked with a faculty member on activities other than 21 12 student groups, etc.) [fSFotherwork] coursework (committees, student groups, etc.) 51 24 [SFotherwork] 8c. Discussed course topics, ideas, or concepts outside of class 3c. Discussed course topics, ideas, or concepts with a faculty 50 19 [fSFdiscuss] member outside of class [SFdiscuss] 30 8d. Discussed their academic performance [fSFperform] 63 3d. Discussed your academic performance with a faculty 27 member [SFperform] 77 38 FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] Very much + Quite a bit % Faculty responses to: In your undergraduate courses, to what extent do you do the Effective Student responses to: During the current school year, to what extent have your instructors following? done the following? Teaching 10a. Clearly explain course goals and requirements [fETgoals] 92 5a. Clearly explained course goals and requirements [ETgoals] 69 **Practices** 97 83 10b. Teach course sessions in an organized way [fETorganize] 100 5b. Taught course sessions in an organized way [ETorganize] 100 78 10c. Use examples or illustrations to explain difficult points 100 5c. Used examples or illustrations to explain difficult points 69 [fETexample] [ETexample] 100 72 10g. Provide feedback to students on drafts or works in progress 67 5d. Provided feedback on a draft or work in progress 67 [fETdraftfb] [ETdraftfb] 74 67 10h. Provide prompt and detailed feedback on tests or completed 5e. Provided prompt and detailed feedback on tests or 88 assignments [fETfeedback] completed assignments. [ETfeedback] 100 60 Lower-Division First-Year

Upper-Division

Senior



FSSE-NSSE Combined Report 2019 Clayton State University

Campus Environment

	Faculty Responses		Student Responses (from NSSE 2019)	
	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: <i>Indicate the quality of your interactions with the following peop your institution.</i>	
Interactions	3a. Other students [fQIstudent]	25 4 1	13a. Students [<i>QIstudent</i>]	47 6 1
	3b. Academic advisors [fQIadvisor]	0 13	13b. Academic advisors [QIadvisor]	50 65
	3c. Faculty [fQlfaculty]	21	13c. Faculty [<i>Qlfaculty</i>]	46 61
	 Student services staff (career services, student activities, housing, etc.) [fQIstaff] 	4	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	39 4 9
	 Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin] 	4	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>]	37
	Note: Response options for faculty and student Quality of Interactions items rates FSSE Item [Variable Name]	nged from 1=Poor to 7=Excellent; High ratings (6 Very important + Important %	or 7). NSSE Item [Variable Name]	Very much + Quite a bit %
Supportive	Faculty responses to: How important is it to you that your institution increase its student responses to: How much does your institution emphasize the follow emphasis on each of the following?			
Environment	2b. Providing support to help students succeed academically [<i>fSEacademic</i>]	92 90	14b. Providing support to help students succeed academically [SEacademic]	74 75
	 Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 	96 95	14c. Using learning support services (tutoring services, writing center, etc.) [<i>SElearnsup</i>]	79 82
	 Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 	92 90	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	50 65
	2e. Providing opportunities for students to be involved socially [fSEsocial]	54 8 7	14e. Providing opportunities to be involved socially [SEsocial]	70 68
	2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness]	88 92 	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	72 67
	2g. Helping students manage their non-academic	88	 Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad] 	28 28 39
	responsibilities (work, family, etc.) [fSEnonacad]	79		27
	 2h. Students attending campus activities and events (performing arts, athletic events, etc.) [<i>fSEactivities</i>] 	54 6 7	 Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities] 	60 63



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Additional Engagement Items

	Faculty Responses		Student Responses (from NSSE 2019)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
aculty Course Goals and	Faculty responses to: To what extent do you structure your selected course section so that students learn and develop in the following areas?		Student responses to: How much has your experience at this institution contributed your knowledge, skills, and personal development in the following areas?	
Student-	29a. Writing clearly and effectively [fcgwrite]	59 	17a. Writing clearly and effectively [pgwrite]	74
erceived Gains	5 29b. Speaking clearly and effectively [fcgspeak]	50 65	17b. Speaking clearly and effectively [pgspeak]	61 61 70
	29c. Thinking critically and analytically [fcgthink]	95	17c. Thinking critically and analytically [pgthink]	68 87
	29d. Analyzing numerical and statistical information [fcganalyze]	45	17d. Analyzing numerical and statistical information [pganalyze]	53 71
	29e. Acquiring job- or work-related knowledge and skills [fcgwork]	43 43 75	17e. Acquiring job- or work-related knowledge and skills [pgwork]	59
	29f. Working effectively with others [fcgothers]	50	17f. Working effectively with others [pgothers]	55 111 111 111 111 111 111 111
	29g. Developing or clarifying a personal code of values and ethics [<i>fcgvalues</i>]	27 27 51	17g. Developing or clarifying a personal code of values and ethics [pgvalues]	63 6 8
	29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]	36 56	 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse] 	61 72
	29i. Solving complex real-world problems [fcgprobsolve]	50 68	17i. Solving complex real-world problems [pgprobsolve]	53 64
	29j. Being an informed and active citizen [fcgcitizen]	41 64	17j. Being an informed and active citizen [pgcitizen]	53 62

	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Course	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		Student responses to: During the current school year, about how often have you done the following?	
Engagement	22a. Ask questions or contribute to course discussions in other ways [faskquest]	91 95	 Asked questions or contributed to course discussions in other ways [askquest] 	64 77
	22b. Prepare two or more drafts of a paper or assignment before turning it in [<i>fdrafts</i>]	60 71	1b. Prepared two or more drafts of a paper or assignment before turning it in [<i>drafts</i>]	59 59
	22c. Come to class having completed readings or assignments [fprepared]	95 90	 Come to class without completing readings or assignments [unprepared] 	14 24
		Lower-Division		First-Year Senior



Clayton State University

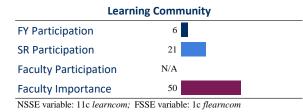
Additional Engagement Items (continued) **Faculty Responses** Student Responses (from NSSE 2019) FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Done or in progress % Faculty responses to: How important is it to you that undergraduates at your institution Student responses 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 5 group [fleader] group [leader] 17 FSSE Item [Variable Name] Verv much + Ouite 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? the following? **Students** 20a. Preparing for class (studying, reading, writing, doing 0 15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and homework or lab work, analyzing data, rehearsing, and 0 other academic activities) [ftmprep] other academic activities) [tmprep] 20b. Participating in co-curricular activities (organizations, 9 15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or campus publications, student government, fraternity or 0 7 sorority, intercollegiate or intramural sports, etc.) sorority, intercollegiate or intramural sports, etc.) [ftmcocurr] [tmcocurr] 20c. Working for pay on campus [ftmworkon] 0 15c. Working for pay on campus [ftmworkon] 2 3 6 20d. Working for pay off campus [ftmworkoff] 65 15d. Working for pay off campus [tmworkoff] 25 68 54 20e. Doing community service or volunteer work [ftmservice] 0 15e. Doing community service or volunteer work [tmservice] 4 0 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] 55 20h. Commuting to campus (driving, walking, etc.) 4 15h. Commuting to campus (driving, walking, etc.) 13 [ftmcommute] [tmcommute] 5 18 Lower-Division First-Year Upper-Division Senior

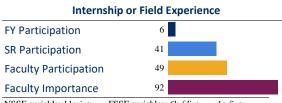
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FSSE-NSSE Combined Report 2019 **Clayton State University**

High-Impact Practices

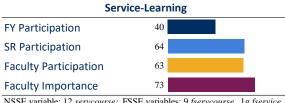




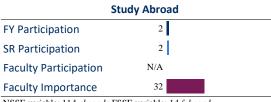
NSSE variable: 11a intern; FSSE variables; 6b fdintern, 1a fintern

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.



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



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 2 **SR** Participation 18 **Faculty Participation** 42 **Faculty Importance** 62

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

Senior Culminating Experience				
FY Participation	2			
SR Participation	32			
Faculty Participation	N/A			
Faculty Importance	89			
NSSE variable: 11f canstone: ESSE variable: 1f franstone				

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.

IPEDS: 139311