

The University of Tennessee at Chattanooga

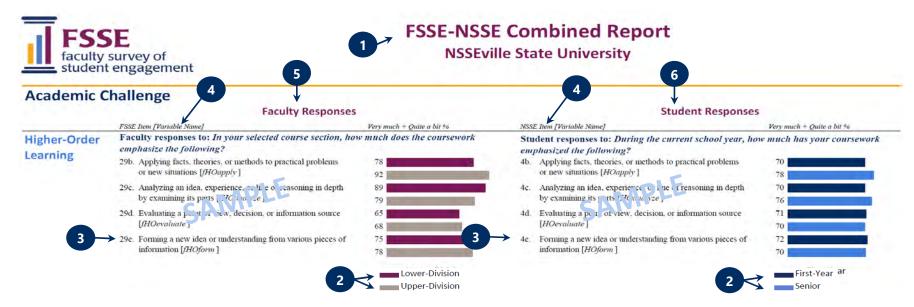
Prepared 2022-08-09 IPEDS: 221740



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.

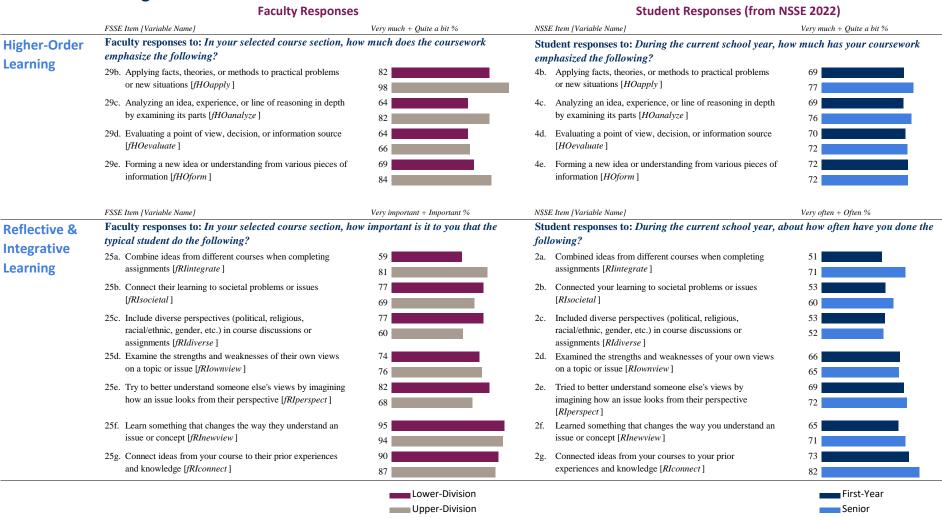
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty 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.
- 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 other reports.
- 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) Student Responses (from NSSE 2022) **Faculty Responses** 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** 27e. Identify key information from reading assignments 9a. Identified key information from reading assignments [fLSreading] [LSreading] 27f. Review notes after class [fLSnotes] 9b. Reviewed your notes after class [LSnotes] 27g. 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 24b. 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] 24c. 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] 24d. 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 % 23. 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

	Faculty Responses		Student Responses (from NSSE 2022)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Collaborative	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 to following?	
Learning	27a. Ask other students for help understanding course material [fCLaskhelp]	51 49	1b. Asked another student to help you understand course material [CLaskhelp]	44 47
	27b. Explain course material to other students [fCLexplain]	41 51	1c. Explained course material to one or more students [CLexplain]	49
	27c. Prepare for exams by discussing or working through course material with other students [fCLstudy]	49	1d. Prepared for exams by discussing or working through course material with other students [CLstudy]	40
	27d. Work with other students on course projects or assignments [fCLproject]	57	1e. Worked with other students on course projects or assignments [CLproject]	42 62
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
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?		Student responses to: During the current school year, about how often have you had discussions with people from the following groups?	
	28a. People of a race or ethnicity other than their own [fDDrace]	46	8a. People of a race or ethnicity other than your own [DDrace]	74
	28b. People from an economic background other than their own [fDDeconomic]	42	8b. People from an economic background other than your own [DDeconomic]	71 72
	28c. People with religious beliefs other than their own [fDDreligion]	26	8c. People with religious beliefs other than your own [DDreligion]	69 68
	28d. People with political views other than their own [fDDpolitical]	36	8d. People with political views other than your own [DDpolitical]	66 71
		Lower-Division Upper-Division		First-Year Senior



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Experiences with Faculty

esponses to: During the current school year, above following with the undergraduate students you did about their career plans [fSFcareer] ed on activities other than coursework (committees, at groups, etc.) [fSFotherwork] ssed course topics, ideas, or concepts outside of class	•	Student responses to: During the current school year, as following? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other than	Very often + Often % bout how often you have done th 41
e following with the undergraduate students you did about their career plans [fSFcareer] ed on activities other than coursework (committees, at groups, etc.) [fSFotherwork]	teach or advise? 56 68 36	following? 3a. Talked about career plans with a faculty member [SFcareer]	bout how often you have done th
ed on activities other than coursework (committees, at groups, etc.) [fSFotherwork]	68	[SFcareer]	41 44
at groups, etc.) [fSFotherwork]		3b. Worked with a faculty member on activities other than	
seed course tonics ideas or concents outside of class	32	coursework (committees, student groups, etc.) [SFotherwork]	28 28
secuss]	46 44	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss]	25 32
ssed their academic performance [fSFperform]	69 49	3d. Discussed your academic performance with a faculty member [SFperform]	33
'ariable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
esponses to: In your undergraduate courses, to?	what extent do you do the		what extent have your instructor
y explain course goals and requirements [fETgoals]	97 95	5a. Clearly explained course goals and requirements [ETgoals]	76 8 0
course sessions in an organized way [fETorganize]	97 97	5b. Taught course sessions in an organized way [ETorganize]	72 77
xamples or illustrations to explain difficult points xample]	100	5c. Used examples or illustrations to explain difficult points [ETexample]	71 78
le feedback to students on drafts or works in progress raftfb]	79 61	5d. Provided feedback on a draft or work in progress [ETdraftfb]	69
le prompt and detailed feedback on tests or completed ments [fETfeedback]	82 95	 Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback] 	62 67
2 2 2	responses to: In your undergraduate courses, to? y explain course goals and requirements [fETgoals] course sessions in an organized way [fETorganize] ramples or illustrations to explain difficult points cample] le feedback to students on drafts or works in progress raftfb] le prompt and detailed feedback on tests or completed	Agriable Name] Very much + Quite a bit % esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the esponses to: In your undergraduate courses, to what extent do you do the espon	member [SFperform] Agriable Name] Very much + Quite a bit % NSSE Item [Variable Name] Student responses to: During the current school year, to done the following? ye explain course goals and requirements [fETgoals] ye explain course goals and requirements [ETgoals] ye course sessions in an organized way [fETorganize] ye explain course sessions in an organized way [fETorganize] ye explain course sessions in an organized way [ETorganize] ye aximples or illustrations to explain difficult points tample] ye goals and requirements [ETgoals] ye aximples or illustrations to explain difficult points [ETexample] ye yexplain course goals and requirements [ETgoals] ye yexplain course goals and requirements [



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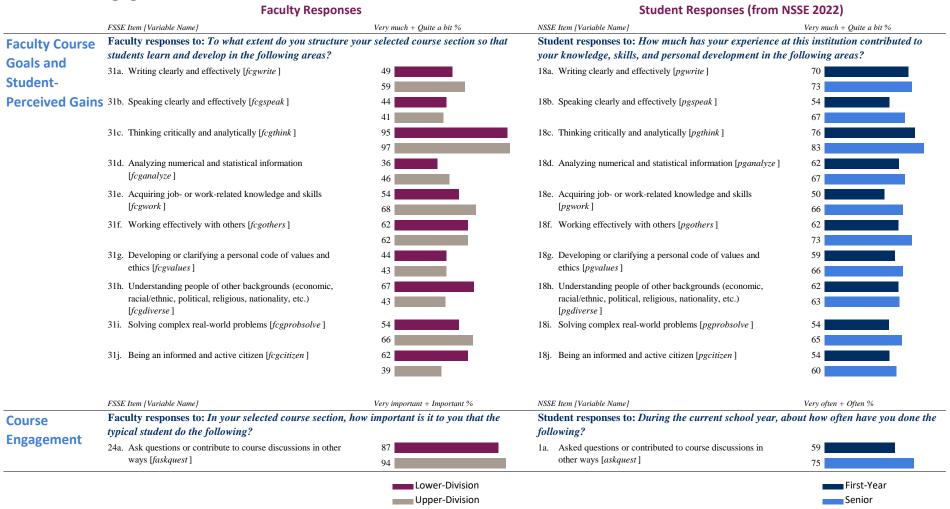
Campus Environment

	Faculty Responses		Student Responses (from NSSE 2022)	
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %
uality of	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 peop your institution.	
Interactions	4a. Other students [fQIstudent]	16	13a. Students [QIstudent]	51
	4b. Academic advisors [fQladvisor]	22 16	13b. Academic advisors [Qladvisor]	55
		16		53
	4c. Faculty [fQIfaculty]	21	13c. Faculty [QIfaculty]	41
	4d. Student services staff (career services, student activities,	16	13d. Student services staff (career services, student activities,	52 39
	housing, etc.) [fQIstaff]	21	housing, etc.) [QIstaff]	35
	 Other administrative staff and offices (registrar, financial aid, etc.) [fQIadmin] 	8	 Other administrative staff and offices (registrar, financial aid, etc.) [QIadmin] 	40
	Note: Response options for faculty and student Quality of Interactions items ra	unged 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 yo emphasis on each of the following?	ur institution increase its	Student responses to: How much does your institution of	emphasize the following?
Environment	Providing support to help students succeed academically [fSEacademic]	92 <u> </u>	14b. Providing support to help students succeed academically [SEacademic]	68 67
	Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup]	85 84	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	70 68
	 Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 	95 79	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	55
	backgrounds (social, racial/ethnic, religious, etc.)		backgrounds (social, racial/ethnic, religious, etc.)	
	backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially	79	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	
	backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being	79 82 67 87	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation,	
	backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness] 2g. Helping students manage their non-academic	79 82 67 87 83 85	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness] 14g. Helping you manage your non-academic responsibilities	58 69 64 62 62 39



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Additional Engagement Items





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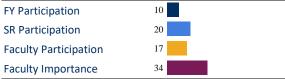
Faculty Responses Eltem [Variable Name] culty responses to: How important is it to you that under the following before they graduate? Hold a formal leadership role in a student organization or group [fleader] Eltem [Variable Name]	Very important + Important %	Student Responses (from Notes Item [Variable Name] Student responses to: Which of the following have you plan to do before you graduate? 11b. Hold a formal leadership role in a student organization or group [leader]	Done or in progress %
culty responses to: How important is it to you that untitle following before they graduate? Hold a formal leadership role in a student organization or group [fleader] Eltem [Variable Name]	dergraduates at your institution 38	Student responses to: Which of the following have you plan to do before you graduate? 11b. Hold a formal leadership role in a student organization or	done while in college or do you
the following before they graduate? Hold a formal leadership role in a student organization or group [fleader] E Item [Variable Name]	38	plan to do before you graduate?11b. Hold a formal leadership role in a student organization or	32
group [fleader] E Item [Variable Name]	38 20 20		32
culty responses to: In your selected course section, he	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 emphasize the following?		Student responses to: During the current school year, how much has your coursework emphasized the following?	
. Memorizing course material [finemorize]	26 28	4a. Memorizing course material [memorize]	72 63
E 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 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?	
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [fumprep]	5 1 7 1	16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]	39
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [fimcocurr]	3 2	16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	8
. Working for pay on campus [ftmworkon]	13 12 12	16c. Working for pay on campus [ftmworkon]	5 6
. Working for pay off campus [ftmworkoff]	63 72	16d. Working for pay off campus [tmworkoff]	33 57
. Doing community service or volunteer work [ftmservice]	0 2	16e. Doing community service or volunteer work [tmservice]	3 5
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax]	39 28	16f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	30 <u></u>
. Providing care for dependents (children, parents, etc.) [ftmcare]	3 8	16g. Providing care for dependents (children, parents, etc.) [tmcare]	5
. Commuting to campus (driving, walking, etc.) [ftmcommute]	0	16h. Commuting to campus (driving, walking, etc.) [tmcommute]	7 ■ 6 ■
<u>E</u> en i c	ulty responses to: In an average 7-day week, about he cal student in your selected course section spends doi Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ftmprep] Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr] Working for pay on campus [ftmworkon] Working for pay off campus [ftmworkoff] Doing community service or volunteer work [ftmservice] Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax] Providing care for dependents (children, parents, etc.) [ftmcare] Commuting to campus (driving, walking, etc.)	Item [Variable Name] Item [Variable Name]	Item Variable Name 16 or more hours % NSSE Item Variable Name Unity responses to: In an average 7-day week, about how many hours do you think the cal student in your selected course section spends doing each of the following? 16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) figure 16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)



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High-Impact Practices

Learning Community



NSSE variable: 11c learncom; FSSE variables: 1c flearncom, 8b fdlearncom

Service-Learning

FY Participation	47
SR Participation	60
Faculty Participation	61
Faculty Importance	59

NSSE variable: 12 servcourse; FSSE variables; 1g fservice, 11 fservcourse

Research with Faculty

	•	
FY Participation	4	
SR Participation	18	
Faculty Participation	63	
Faculty Importance	53	

NSSE variable: 11e research; FSSE variables: 1e fresearch, 8d fdresearch20

Internship or Field Experience

FY Participation	7
SR Participation	50
Faculty Participation	38
Faculty Importance	79

NSSE variable: 11a intern; FSSE variables; 1a fintern, 8a fdintern20

Study Abroad

FY Participation	1	
SR Participation	6	
Faculty Participation	7	
Faculty Importance	35	

NSSE variable: 11d abroad; FSSE variables: 1d fabroad, 8c fdabroad

Senior Culminating Experience

FY Participation	1	
SR Participation	45	
Faculty Participation	49	
Faculty Importance	81	

NSSE variable: 11f capstone; FSSE variables: 1f fcapstone, 8e fdcapstone

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.

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in these High-Impact Practices in a typical week. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component. For the remaining experiences, this represents the percentage of faculty responding "Yes" to participating in the given activity during the current school year.

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.