

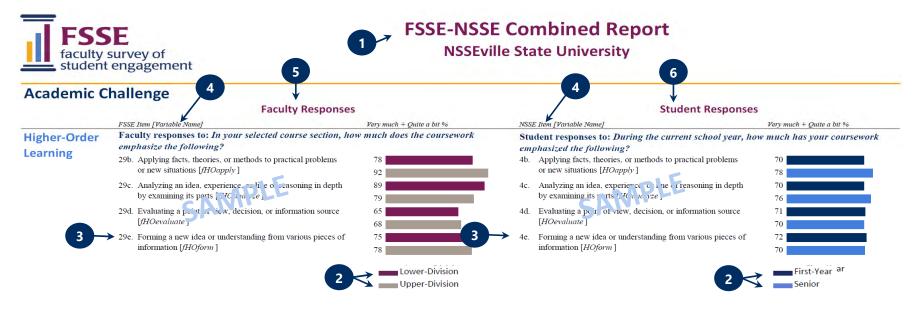
The University of Tennessee at Chattanooga



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 (fsee.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 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.



FSSE-NSSE COMBINED REPORT 2021 • 2



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Academic Challenge

Student Responses (from NSSE 2021)

	i dealty hesponses				
	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?		
	29b. Applying facts, theories, or methods to practical problems or new situations [<i>fHOapply</i>]	88	4b. Applying facts, theories, or methods to practical problems	69	
		79	or new situations [HOapply]	76	
	29c. Analyzing an idea, experience, or line of reasoning in depth	79	 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>HOanalyze</i>] 4d. Evaluating a point of view, decision, or information source [<i>HOevaluate</i>] 		
	by examining its parts [fHOanalyze]	75		74	
	29d. Evaluating a point of view, decision, or information source [<i>fHOevaluate</i>]	65		68	
	29e. Forming a new idea or understanding from various pieces of	80	4e. Forming a new idea or understanding from various pieces of		
	information [fHOform]	69	information [HOform]	69	
	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		Student responses to: During the current school year, about how often have you done		
tegrative	typical student do the following?		following?		
-	25a. Combine ideas from different courses when completing	64	2a. Combined ideas from different courses when completing	45	
oorning					
earning	assignments [fRlintegrate]	81	assignments [Rlintegrate]	68	
earning	assignments [fRlintegrate] 25b. Connect their learning to societal problems or issues	81	assignments [<i>Rlintegrate</i>] 2b. Connected your learning to societal problems or issues	57	
earning	assignments [<i>fRlintegrate</i>] 25b. Connect their learning to societal problems or issues [<i>fRlsocietal</i>]	81	assignments [<i>Rlintegrate</i>]2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>]		
earning	assignments [fRlintegrate] 25b. Connect their learning to societal problems or issues	81	assignments [<i>Rlintegrate</i>] 2b. Connected your learning to societal problems or issues	57	
earning	 assignments [<i>fRlintegrate</i>] 25b. Connect their learning to societal problems or issues [<i>fRlsocietal</i>] 25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or 	81 79 67 67	 assignments [<i>Rlintegrate</i>] 2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>] 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or 	57 60 61 48	
earning	 assignments [fRlintegrate] 25b. Connect their learning to societal problems or issues [fRlsocietal] 25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [fRldiverse] 	81 79 67 67 74	 assignments [<i>Rlintegrate</i>] 2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>] 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>Rldiverse</i>] 	57 60 61 48	
earning	 assignments [<i>fRlintegrate</i>] 25b. Connect their learning to societal problems or issues [<i>fRlsocietal</i>] 25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRldiverse</i>] 25d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRlownview</i>] 25e. Try to better understand someone else's views by imagining 	81 79 67 67 74	 assignments [<i>Rlintegrate</i>] 2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>] 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>Rldiverse</i>] 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 	57 60 61 48 66	
earning	 assignments [<i>fRlintegrate</i>] 25b. Connect their learning to societal problems or issues [<i>fRlsocietal</i>] 25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRldiverse</i>] 25d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRlownview</i>] 	81 79 67 67 74 79 78	 assignments [<i>Rlintegrate</i>] 2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>] 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>Rldiverse</i>] 2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>Rlownview</i>] 	57 60 61 48 66	
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earning	 assignments [<i>fRlintegrate</i>] 25b. Connect their learning to societal problems or issues [<i>fRlsocietal</i>] 25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRldiverse</i>] 25d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRlownview</i>] 25e. Try to better understand someone else's views by imagining how an issue looks from their perspective [<i>fRlperspect</i>] 25f. Learn something that changes the way they understand an 	81 79 67 67 67 74 79 78 83 78 95	 assignments [<i>Rlintegrate</i>] 2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>] 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>Rldiverse</i>] 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 [<i>Rlperspect</i>] 2f. Learned something that changes the way you understand and an another integration of the strength of the stren	57 60 60 61 48 66 64 75 74 67	

Faculty Responses



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Academic Challenge (continued)

Faculty Responses

Student Responses (from NSSE 2021)

	raculty responses		Student Responses (non RSSE 2021)		
	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		Student responses to: During the current school year, a	bout how often have you done	
Strategies	students to do the following?		following?		
strategies	27e. Identify key information from reading assignments	76	9a. Identified key information from reading assignments	75	
	[fLSreading]	67	[LSreading]	75	
	27f. Review notes after class [fLSnotes]	49	9b. Reviewed your notes after class [LSnotes]	69	
		42		68	
	27g. Summarize what has been learned from class or from	73	9c. Summarized what you learned in class or from course	67	
	course materials [fLSsummary]	64	materials [LSsummary]	68	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %	
Quantitative Reasoning	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 t following?		
Neasoning	24b. Reach conclusions based on their own analysis of numerical	60	6a. Reached conclusions based on your own analysis of	56	
	information (numbers, graphs, statistics, etc.) [fQRconclude]	66	numerical information (numbers, graphs, statistics, etc.) [<i>QRconclude</i>]	57	
	24c. Use numerical information to examine a real-world problem	50	6b. Used numerical information to examine a real-world	48	
	or issue (unemployment, climate change, public health, etc.) [fQRproblem]	51	problem or issue (unemployment, climate change, public health, etc.) [<i>QRproblem</i>]	44	
	24d. Evaluate what others have concluded from numerical	57	6c. Evaluated what others have concluded from numerical	45	
	information [fQRevaluate]	51	information [<i>QRevaluate</i>]	48	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Additional	Faculty responses to: How important is it to you that you	ur institution increase its	Student responses to: How much does your institution e	emphasize the following?	
Academic	emphasis on each of the following?				
	2a. Students spending significant amounts of time studying and	88	14a. Spending significant amounts of time studying and on	76	
Challenge	on academic work [fempstudy]	76	academic work [empstudy]	79	
tems					
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	High challenge %	
	23. In your selected course section, to what extent do you think	42	10. During the current school year, to what extent have your	47	
	the typical student does their best work? [fchallenge]	56	courses challenged you to do your best work? [challenge]	52	
			Note. Response options ranged from 1=Not at all to 7=Very much; High	n challenge (6 or 7).	
		Lower-Division		First-Year	
		Upper-Division		Senior	



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Learning with Peers

Student Responses (from NSSE 2021)

riable Name] sponses to: In your selected course section, ho do the following? her students for help understanding course material khelp] course material to other students [fCLexplain] for exams by discussing or working through course with other students [fCLstudy] with other students on course projects or assignments bject]	Very much + Quite a bit % w much do you encourage 50 49 43 44 54 54 47 41 36	NSSE Item [Variable Name] Student responses to: During the current school year, all following? 1b. Asked another student to help you understand course material [CLaskhelp] 1c. Explained course material to one or more students [CLexplain] 1d. Prepared for exams by discussing or working through course material with other students [CLstudy] 1e. Worked with other students on course projects or assignments [CLproject]	Very often + Often % bout how often have you done to 45 46 43 55 39 46 32 60
<i>do the following?</i> her students for help understanding course material <i>schelp</i>] a course material to other students [<i>fCLexplain</i>] for exams by discussing or working through course 1 with other students [<i>fCLstudy</i>] with other students on course projects or assignments	50 49 43 44 54 47 41	 <i>following?</i> 1b. Asked another student to help you understand course material [<i>CLaskhelp</i>] 1c. Explained course material to one or more students [<i>CLexplain</i>] 1d. Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>] 1e. Worked with other students on course projects or 	45 46 43 55 39 46 32
thelp] course material to other students [fCLexplain] for exams by discussing or working through course l with other students [fCLstudy] vith other students on course projects or assignments	49 43 44 54 47 41	 material [<i>CLaskhelp</i>] 1c. Explained course material to one or more students [<i>CLexplain</i>] 1d. Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>] 1e. Worked with other students on course projects or 	43 55 39 46 32
for exams by discussing or working through course l with other students [<i>fCLstudy</i>] with other students on course projects or assignments	47	 [<i>CLexplain</i>] 1d. Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>] 1e. Worked with other students on course projects or 	39 46 46 46 47 47 47 47 47 47 47 47 47 47 47 47 47
1 with other students [fCLstudy] vith other students on course projects or assignments	47	course material with other students [<i>CLstudy</i>]le. Worked with other students on course projects or	39 46 32
1 5 0	41 36	1 0	32 60
riable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
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?	
	45	8a. People of a race or ethnicity other than your own [DDrace]	68 68
Ū.	41 46	8b. People from an economic background other than your own [DDeconomic]	69
5	35	8c. People with religious beliefs other than your own [DDreligion]	64 67
-	50 48	8d. People with political views other than your own [DDpolitical]	69 69
	sponses to: In your selected course section, he	sponses to: In your selected course section, how much opportunity do students gage in discussions with people from the following groups? of a race or ethnicity other than their own 45 ce] 42 from an economic background other than their own 41 onomic] 46 with religious beliefs other than their own 35 ligion] 41 with political views other than their own 50	sponses to: In your selected course section, how much opportunity do students gage in discussions with people from the following groups? Student responses to: During the current school year, and discussions with people from the following groups? of a race or ethnicity other than their own 45 8a. People of a race or ethnicity other than your own [DDrace] from an economic background other than their own 41 8b. People from an economic background other than your own [DDeconomic] with religious beliefs other than their own 35 8c. People with religious beliefs other than your own [DDreligion] with political views other than their own 50 8d. People with political views other than your own [DDreligion] with collical views other than their own 50 8d. People with political views other than your own [DDreligion] become - Division 60 60 60

Faculty Responses



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Experiences with Faculty

Student Responses (from NSSE 2021)

	ructury responses				
	FSSE Item [Variable Name]	Very often + Often %	NSSE Item [Variable Name]	Very often + Often %	
Student-Facult	Faculty responses to: During the current school year, ab		Student responses to: During the current school year, about how often you have done		
Interaction	each of the following with the undergraduate students you teach or advise?		following?		
	10a. Talked about their career plans [fSFcareer]	48	3a. Talked about career plans with a faculty member	41	
		66	[SFcareer]	42	
	10b. Worked on activities other than coursework (committees,	31	3b. Worked with a faculty member on activities other than	20	
	student groups, etc.) [fSFotherwork]	43	coursework (committees, student groups, etc.) [SFotherwork]	26	
	10c. Discussed course topics, ideas, or concepts outside of class	45	 Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 	25	
	[fSFdiscuss]	50		29	
	10d. Discussed their academic performance [fSFperform]	60	3d. Discussed your academic performance with a faculty	33	
		62	member [SFperform]	32	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
Effective	Faculty responses to: In your undergraduate courses, to what extent do you do the following?		Student responses to: During the current school year, to what extent have your instruct done the following?		
Teaching	12a. Clearly explain course goals and requirements [fETgoals]	100	5a. Clearly explained course goals and requirements [ETgoals]	72	
Practices		98		73	
	12b. Teach course sessions in an organized way [fETorganize]	100	5b. Taught course sessions in an organized way [ETorganize]	66	
		99		69	

	12c. Use examples or illustrations to explain difficult points	100	5c. Used examples or illustrations to explain difficult points	63	
	12c. Use examples or illustrations to explain difficult points [<i>fETexample</i>]		5c. Used examples or illustrations to explain difficult points [<i>ETexample</i>]		
	· · ·	100		63	
	[fETexample]	100 98	[ETexample]	63 71	
	[fETexample] 12g. Provide feedback to students on drafts or works in progress	100 98 76	[<i>ETexample</i>] 5d. Provided feedback on a draft or work in progress	63 71 66	
	[fETexample] 12g. Provide feedback to students on drafts or works in progress [fETdraftfb]	100 98 76 61	[<i>ETexample</i>]5d. Provided feedback on a draft or work in progress[<i>ETdraftfb</i>]	63 71 66 63	
	 [fETexample] 12g. Provide feedback to students on drafts or works in progress [fETdraftfb] 12h. Provide prompt and detailed feedback on tests or completed 	100 98 76 61 88	 [<i>ETexample</i>] 5d. Provided feedback on a draft or work in progress [<i>ETdraftfb</i>] 5e. Provided prompt and detailed feedback on tests or 	63 71 66 63 57	

Faculty Responses



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Campus Environment

	Faculty Responses		Student Responses (from NSSE 2021)		
	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 peop your institution.		
	4a. Other students [fQIstudent]	29 26	13a. Students [<i>QIstudent</i>]	49 56	
	4b. Academic advisors [fQladvisor]	12	13b. Academic advisors [<i>Qladvisor</i>]	58 53	
	4c. Faculty [fQlfaculty]	26 1	13c. Faculty [<i>Qlfaculty</i>]	43 43 52	
	 Student services staff (career services, student activities, housing, etc.) [fQlstaff] 	3	 Student services staff (career services, student activities, housing, etc.) [Qlstaff] 	40	
	4e. Other administrative staff and offices (registrar, financial aid, etc.) [fQIadmin]	8	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>]	42 42	
	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 emphasis on each of the following? Student responses to: How much does your institution emphasize the following?				
Environment	2b. Providing support to help students succeed academically [fSEacademic]	95 87	14b. Providing support to help students succeed academically [SEacademic]	68 63	
	 Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 	95 78	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	69 63	
	2d. Encouraging contact among students from different	91	14d. Encouraging contact among students from different	58	
	backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	84	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	56	
		84 79 68	backgrounds (social, racial/ethnic, religious, etc.)	56 63 63	
	[<i>fSEdiverse</i>] 2e. Providing opportunities for students to be involved socially	79	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	63	
	 [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being 	79 68 86	 backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation, 	63 63 67	
	 [fSEdiverse] Providing opportunities for students to be involved socially [fSEsocial] Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness] Helping students manage their non-academic 	79 68 86 80 74	 backgrounds (social, racial/ethnic, religious, etc.) [<i>SEdiverse</i>] 14e. Providing opportunities to be involved socially [<i>SEsocial</i>] 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [<i>SEwellness</i>] 14g. Helping you manage your non-academic responsibilities 	63 63 67 64 40	



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Additional Engagement Items

24a. Ask questions or contribute to course discussions in other

ways [faskquest]

	Faculty Responses		Student Responses (from NSSE 2021)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Faculty Course	Faculty responses to: To what extent do you structure y students learn and develop in the following areas?	your selected course section so that	Student responses to: How much has your experience at your knowledge, skills, and personal development in the	
Goals and	31a. Writing clearly and effectively [fcgwrite]	63	18a. Writing clearly and effectively [pgwrite]	73
Student-		63		70
Perceived Gain	5 31b. Speaking clearly and effectively [<i>fcgspeak</i>]	38	18b. Speaking clearly and effectively [pgspeak]	55
		42		63
	31c. Thinking critically and analytically [fcgthink]	95	18c. Thinking critically and analytically [pgthink]	79
		93		83
	31d. Analyzing numerical and statistical information	30	18d. Analyzing numerical and statistical information [pganalyze]	63
	[fcganalyze]	36		68
	31e. Acquiring job- or work-related knowledge and skills [fcgwork]	55	18e. Acquiring job- or work-related knowledge and skills [pgwork]	52
		72		67
	31f. Working effectively with others [fcgothers]	43	18f. Working effectively with others [pgothers]	60
		51		72
	31g. Developing or clarifying a personal code of values and	43	18g. Developing or clarifying a personal code of values and	59
	ethics [fcgvalues]	44	ethics [pgvalues]	61
	31h. Understanding people of other backgrounds (economic,	60	18h. Understanding people of other backgrounds (economic,	65
	racial/ethnic, political, religious, nationality, etc.) [<i>fcgdiverse</i>]	50	racial/ethnic, political, religious, nationality, etc.) [pgdiverse]	63
	31i. Solving complex real-world problems [fcgprobsolve]	66	18i. Solving complex real-world problems [pgprobsolve]	57
		64		64
	31j. Being an informed and active citizen [fcgcitizen]	48	18j. Being an informed and active citizen [pgcitizen]	56
		50		55
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
ourse	Faculty responses to: In your selected course section, h typical student do the following?	now important is it to you that the	Student responses to: During the current school year, ab following?	oout how often have you done
ingagement	24a. Ask questions or contribute to course discussions in other	93	1a. Asked questions or contributed to course discussions in	65

93

88



other ways [askquest]

1a. Asked questions or contributed to course discussions in

65

72

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Additional Engagement Items (continued)

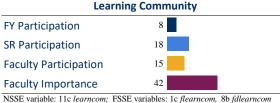
	Faculty Responses		Student Responses (from NSSE 2021)	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student	Faculty responses to: <i>How important is it to you that undergraduates at your institution do the following before they graduate?</i>		Student responses to: Which of the following have you done or do you plan to do befor you graduate?	
Leadership	1b. Hold a formal leadership role in a student organization or group [<i>fleader</i>]	42 40	11b. Hold a formal leadership role in a student organization or group [leader]	38 38 38
	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, how much has your coursework emphasized the following?	
	29a. Memorizing course material [finemorize]	38 2 2	4a. Memorizing course material [<i>memorize</i>]	72 64
	FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %
Fime Spent by	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 doin the following?	
Students	22a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>ftmprep</i>]	2	16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>tmprep</i>]	46 49
	22b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [fimcocurr]	0 0	16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	10 8
	22c. Working for pay on campus [ftmworkon]	11	16c. Working for pay on campus [<i>ftmworkon</i>]	6
	22d. Working for pay off campus [ftmworkoff]	61 69	16d. Working for pay off campus [<i>tmworkoff</i>]	32 55
	22e. Doing community service or volunteer work [ftmservice]	0	16e. Doing community service or volunteer work [mservice]	3
	22f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [fimrelax]	46 43	16f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [<i>tmrelax</i>]	30 23
	22g. Providing care for dependents (children, parents, etc.) [ftmcare]	3	<pre>16g. Providing care for dependents (children, parents, etc.) [tmcare]</pre>	6 1 2
	22h. Commuting to campus (driving, walking, etc.) [ftmcommute]	0 0	16h. Commuting to campus (driving, walking, etc.) [tmcommute]	5

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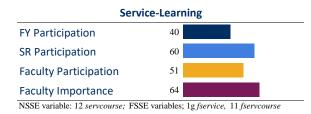
High-Impact Practices

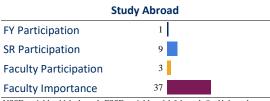




FY/SR Participation

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

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.



Senior Culminating Experience **FY** Participation 3 **SR** Participation 39 **Faculty Participation** 52 81 Faculty Importance

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

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.