

University of Wisconsin-Whitewater

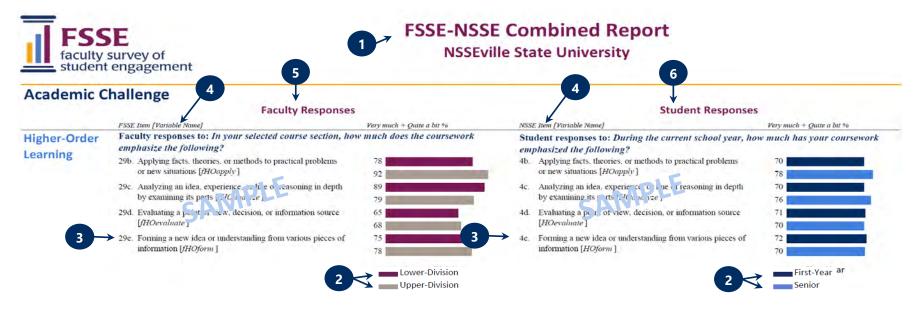
Prepared 2023-08-08



### **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 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.



FSSE-NSSE COMBINED REPORT 2023 • 2



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### Academic Challenge

#### **Faculty Responses**

#### Student Responses (from NSSE 2023)

	raculty responses		Student Responses (nom RSSE 2023)		
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
ligher-Order	<b>Faculty responses to:</b> 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?		
Learning	29b. Applying facts, theories, or methods to practical problems or new situations [ <i>fHOapply</i> ]	85	4b. Applying facts, theories, or methods to practical problems or new situations [ <i>HOapply</i> ]	71 75	
	29c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [ <i>fHOanalyze</i> ]	69 <b></b>	<ol> <li>Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]</li> </ol>	70 <b></b>	
	29d. Evaluating a point of view, decision, or information source [fHOevaluate]	49 63	4d. Evaluating a point of view, decision, or information source [ <i>HOevaluate</i> ]	73 69	
	29e. Forming a new idea or understanding from various pieces of information [fHOform ]	56 <b></b> 71	<ol> <li>Forming a new idea or understanding from various pieces or information [HOform]</li> </ol>	f 71 71 71 71	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %	
Reflective & Integrative Learning	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		<b>Student responses to:</b> <i>During the current school year, about how often have you done following?</i>		
	25a. Combine ideas from different courses when completing	49	2a. Combined ideas from different courses when completing	53	
.earning	assignments [fRlintegrate ]	71	assignments [ <i>Rlintegrate</i> ]	73	
earning.				73 57 63	
earning	assignments [ <i>fRlintegrate</i> ] 25b. Connect their learning to societal problems or issues	71 62	assignments [ <i>Rlintegrate</i> ] 2b. Connected your learning to societal problems or issues	73 57	
earning	<ul> <li>assignments [<i>fRlintegrate</i>]</li> <li>25b. Connect their learning to societal problems or issues [<i>fRlsocietal</i>]</li> <li>25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or</li> </ul>	71 62 83 54	<ul> <li>assignments [<i>Rlintegrate</i>]</li> <li>2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>]</li> <li>2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or</li> </ul>	73       57       63       62       62	
earning.	<ul> <li>assignments [<i>fRlintegrate</i>]</li> <li>25b. Connect their learning to societal problems or issues [<i>fRlsocietal</i>]</li> <li>25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRldiverse</i>]</li> <li>25d. Examine the strengths and weaknesses of their own views</li> </ul>	71 62 83 54 65 64	<ul> <li>assignments [<i>Rlintegrate</i>]</li> <li>2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>]</li> <li>2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>Rldiverse</i>]</li> <li>2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>Rlownview</i>]</li> <li>2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective</li> </ul>	73       57       63       62       62	
earning.	<ul> <li>assignments [<i>fRlintegrate</i>]</li> <li>25b. Connect their learning to societal problems or issues [<i>fRlsocietal</i>]</li> <li>25c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRldiverse</i>]</li> <li>25d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRlownview</i>]</li> <li>25e. Try to better understand someone else's views by imagining</li> </ul>	71       62       83       54       65       64       75       62	<ul> <li>assignments [<i>Rlintegrate</i>]</li> <li>2b. Connected your learning to societal problems or issues [<i>Rlsocietal</i>]</li> <li>2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>Rldiverse</i>]</li> <li>2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>Rlownview</i>]</li> <li>2e. Tried to better understand someone else's views by</li> </ul>	73       57       63       62       62       67       71       67       72	



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### Academic Challenge (continued) Faculty Responses

#### Student Responses (from NSSE 2023)

	Faculty Responses		Student Responses (nom NSSE 2023)		
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %	
earning	Faculty responses to: In your selected course section, how much do you encourage		Student responses to: During the current school year, all	bout how often have you done th	
trategies	students to do the following?		following?		
trategies	27e. Identify key information from reading assignments	54	9a. Identified key information from reading assignments	71	
	[fLSreading]	50	[LSreading]	77	
	27f. Review notes after class [fLSnotes]	54	9b. Reviewed your notes after class [LSnotes]	63	
		33		62	
	27g. Summarize what has been learned from class or from	67	9c. Summarized what you learned in class or from course	59	
	course materials [fLSsummary]	57	materials [LSsummary]	67	
	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 the following?		
easoning	24b. Reach conclusions based on their own analysis of numerical	62	6a. Reached conclusions based on your own analysis of	64	
	information (numbers, graphs, statistics, etc.) [fQRconclude]	62	numerical information (numbers, graphs, statistics, etc.) [ <i>QRconclude</i> ]	55	
	24c. Use numerical information to examine a real-world problem	51	6b. Used numerical information to examine a real-world	49	
	or issue (unemployment, climate change, public health, etc.) [fQRproblem]	58	problem or issue (unemployment, climate change, public health, etc.) [ <i>QRproblem</i> ]	44	
	24d. Evaluate what others have concluded from numerical	46	6c. Evaluated what others have concluded from numerical	52	
	information [fQRevaluate]	58	information [ <i>QRevaluate</i> ]	48	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %	
dditional cademic	emphasis on each of the following?		Student responses to: How much does your institution e	emphasize the following?	
	2a. Students spending significant amounts of time studying and	85	14a. Spending significant amounts of time studying and on	79	
hallenge	on academic work [fempstudy]	79	academic work [empstudy]	78	
ems					
	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	46	10. During the current school year, to what extent have your	38	
	the typical student does their best work? [fchallenge]	50	courses challenged you to do your best work? [challenge]	51	
			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

#### Student Responses (from NSSE 2023)

	racuity responses		Student Responses (non N352 2023)		
	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 following?		
earning	27a. Ask other students for help understanding course material [fCLaskhelp]	67 58	<ol> <li>Asked another student to help you understand course material [CLaskhelp]</li> </ol>	39 <b>39 39</b>	
	27b. Explain course material to other students [fCLexplain]	49 46	1c. Explained course material to one or more students [ <i>CLexplain</i> ]	47	
	27c. Prepare for exams by discussing or working through course material with other students [ <i>fCLstudy</i> ]	54 <b>4</b> 0	<ol> <li>Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>]</li> </ol>	31	
	27d. Work with other students on course projects or assignments [fCLproject]	49       63	<ol> <li>Worked with other students on course projects or assignments [CLproject ]</li> </ol>	49       63	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %	
Discussions with Diverse	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?		
Others	28a. People of races or ethnicities other than their own [fDDrace]	21 <b>10</b>	<ol> <li>People of races or ethnicities other than your own</li> <li>[DDrace]</li> </ol>	58 <b>64</b>	
	28b. People from economic backgrounds other than their own [fDDeconomic]	26 23 23	8b. People from economic backgrounds other than your own [DDeconomic]	65 <b></b> 72 <b></b>	
	28c. People with religious beliefs other than their own [fDDreligion]	18	8c. People with religious beliefs other than your own [DDreligion]	60 61	
	28d. People with political views other than their own [fDDpolitical]	33	8d. People with political views other than your own [DDpolitical]	61	
	28e. People with sexual orientations other than your own [fddsexorient]	18	<ol> <li>People with sexual orientations other than your own [ddsexorient]</li> </ol>	52 <b>5</b> 8	
	28f. People from countries other than your own [fddcountry]	10	8f. People from countries other than your own [ddcountry]	32	

Faculty Responses



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### **Experiences with Faculty**

#### Student Responses (from NSSE 2023) **Faculty Responses** FSSE Item [Variable Name] Very often + Often % Very often + Often % NSSE Item [Variable Name] 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 10a. Talked about their career plans [fSFcareer] 3a. Talked about career plans with a faculty member [SFcareer] 10b. Worked on activities other than coursework (committees, 3b. Worked with a faculty member on activities other than 22 student groups, etc.) [fSFotherwork] coursework (committees, student groups, etc.) 32 [SFotherwork] 10c. Discussed course topics, ideas, or concepts outside of class 3c. Discussed course topics, ideas, or concepts with a faculty 23 [fSFdiscuss] member outside of class [SFdiscuss] 35 10d. Discussed their academic performance [fSFperform] 3d. Discussed your academic performance with a faculty 25 member [SFperform] 65 32 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 12a. Clearly explain course goals and requirements [fETgoals] 87 5a. Clearly explained course goals and requirements [ETgoals] 77 **Practices** 83 12b. Teach course sessions in an organized way [fETorganize] 5b. Taught course sessions in an organized way [ETorganize] 96 83 12c. Use examples or illustrations to explain difficult points 100 5c. Used examples or illustrations to explain difficult points 76 [fETexample] [ETexample] 100 12g. Provide feedback to students on drafts or works in progress 77 5d. Provided feedback on a draft or work in progress 66 [fETdraftfb] [ETdraftfb] 71 64 12h. Provide prompt and detailed feedback on tests or completed 5e. Provided prompt and detailed feedback on tests or 90 assignments [fETfeedback] completed assignments. [ETfeedback] 77 67 Lower-Division First-Year Upper-Division Senior



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### **Campus Environment**

	Faculty Responses		Student Responses (from NSSE 2023)		
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %	
Quality 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 people your institution.		
nteractions	4a. Other students [fQIstudent]	8	13a. Students [ <i>QIstudent</i> ]	40	
	4b. Academic advisors [fQIadvisor]	13	13b. Academic advisors [Qladvisor]	60 58	
	4c. Faculty [fQlfaculty]	8	13c. Faculty [ <i>Qlfaculty</i> ]	53 64	
	<ol> <li>Student services staff (career services, student activities, housing, etc.) [fQIstaff]</li> </ol>	5	<ol> <li>Student services staff (career services, student activities, housing, etc.) [<i>QIstaff</i>]</li> </ol>	48	
	<ol> <li>Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin ]</li> </ol>	5	13e. Other administrative staff and offices (registrar, financial aid, etc.) [ <i>Qladmin</i> ]	43	
	Note: Response options for faculty and student Quality of Interactions items ranged 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 %	
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 following?         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]	92 94	14b. Providing support to help students succeed academically [SEacademic]	71 71	
	<ol> <li>Students using learning support services (tutoring services, writing center, etc.) [<i>fSElearnsup</i>]</li> </ol>	82	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	75       61	
	2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	79 96	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	54 47	
	2e. Providing opportunities for students to be involved socially [fSEsocial]	72 73	14e. Providing opportunities to be involved socially [SEsocial]	69 64	
	2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness]	74 <b>88</b>	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	73 60	
	2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad]	59           71	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	41 29	
	2h. Students attending campus activities and events (performing arts, athletic events, etc.) [ <i>fSEactivities</i> ]	49 58	<ol> <li>Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]</li> </ol>	70 56	
	2i. Students attending events that address important social,	51	14i. Attending events that address important social, economic,	42	



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### Additional Engagement Items

	Faculty Responses		Student Responses (from NSSE 2023)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Faculty Course Goals and	<b>Faculty responses to:</b> <i>To what extent do you structure your selected course section so that students learn and develop in the following areas?</i>		<b>Student responses to:</b> <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>	
	31a. Writing clearly and effectively [fcgwrite]	41	18a. Writing clearly and effectively [pgwrite]	69
Student-		52		74
Perceived Gains	31b. Speaking clearly and effectively [fcgspeak]	23	18b. Speaking clearly and effectively [pgspeak]	60
		42		68
	31c. Thinking critically and analytically [fcgthink]	90	18c. Thinking critically and analytically [pgthink]	80
		94		85
	31d. Analyzing numerical and statistical information [fcganalyze]	51	18d. Analyzing numerical and statistical information [pganalyze]	63
		38		63
	31e. Acquiring job- or work-related knowledge and skills [fcgwork]	41	<ol> <li>Acquiring job- or work-related knowledge and skills</li> <li>[pgwork]</li> </ol>	52
		71		72
	31f. Working effectively with others [fcgothers]	49	18f. Working effectively with others [pgothers]	65
		67		77
	31g. Developing or clarifying a personal code of values and ethics [ <i>fcgvalues</i> ]	21	18g. Developing or clarifying a personal code of values and	53
		40	ethics [pgvalues]	65
	31h. Understanding people of other backgrounds (economic,	33	18h. Understanding people of other backgrounds (economic,	61
	racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]	48	racial/ethnic, political, religious, nationality, etc.) [pgdiverse]	66
	31i. Solving complex real-world problems [fcgprobsolve]	44	18i. Solving complex real-world problems [pgprobsolve]	57
		69		67
	31j. Being an informed and active citizen [fcgcitizen]	41	18j. Being an informed and active citizen [pgcitizen]	52
		42		60
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %

Student responses to: During the current school year, about how often have you done the Faculty responses to: In your selected course section, how important is it to you that the Course typical student do the following? following? Engagement 24a. Ask questions or contribute to course discussions in other 1a. Asked questions or contributed to course discussions in 87 61 ways [faskquest] other ways [askquest] 94 76 Lower-Division First-Year Upper-Division Senior



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## Additional Engagement Items (continued)

	Faculty Responses		Student Responses (from NSSE 2023)		
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %	
Student	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?		Student responses to: Which of the following have you done while in college or do you plan to do before you graduate?		
Leadership	<ol> <li>Hold a formal leadership role in a student organization or group [fleader]</li> </ol>	36 <b></b> 38 <b>.</b>	11b. Hold a formal leadership role in a student organization or group [leader]	36 <b>38</b>	
	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, h emphasized the following?	ow much has your coursework	
	29a. Memorizing course material [finemorize]	28 <b>1</b> 2	4a. Memorizing course material [memorize]	69 51 51 51 51 51 51 51 51 51 51 51 51 51	
	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 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?		
Students	22a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ <i>fimprep</i> ]	8	16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [ <i>imprep</i> ]	34 42	
	22b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr]	0 2	16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	4	
	22c. Working for pay <b>on campus</b> [ftmworkon]	3	16c. Working for pay <b>on campus</b> [ <i>tmworkon</i> ]	3	
	22d. Working for pay <b>off campus</b> [ <i>ftmworkoff</i> ]	44 <b>5</b> 5	16d. Working for pay <b>off campus</b> [ <i>tmworkoff</i> ]	20 <b>4</b> 0	
	22e. Doing community service or volunteer work [ftmservice ]	0 2	16e. Doing community service or volunteer work [tmservice]	1	
	22f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ftmrelax]	51 33	16f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [ <i>tmrelax</i> ]	34 35	
	22g. Providing care for dependents (children, parents, etc.) [ftmcare]	5	16g. Providing care for dependents (children, parents, etc.) [tmcare]	4	
	22h. Commuting to campus (driving, walking, etc.) [ftmcommute]	3	16h. Commuting to campus (driving, walking, etc.) [tmcommute]	2	

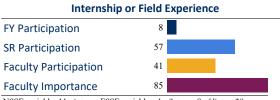


### **University of Wisconsin-Whitewater**

### **High-Impact Practices**



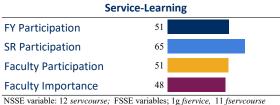
NSSE variable: 11c learncom; FSSE variables: 1c flearncom, 8b fdlearncom

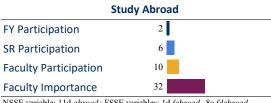


#### NSSE variable: 11a intern; FSSE variables; 1a fintern, 8a fdintern20

#### **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 2 **SR** Participation 52 **Faculty Participation** 40 82 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.

IPEDS: 240189