

The University of Tennessee at Chattanooga

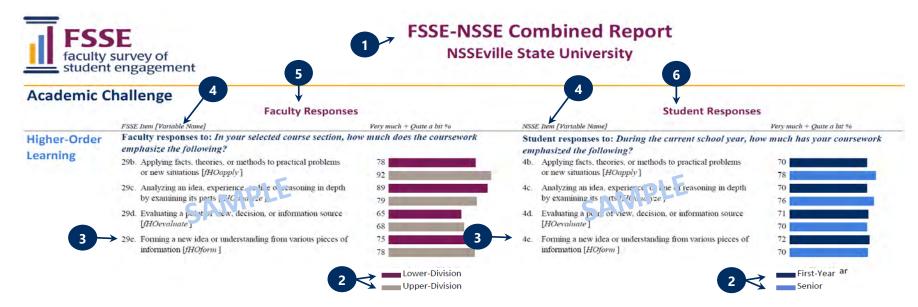
Prepared 2024-08-11 IPEDS: 221740



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.iu.edu) or contact a member of the FSSE team.

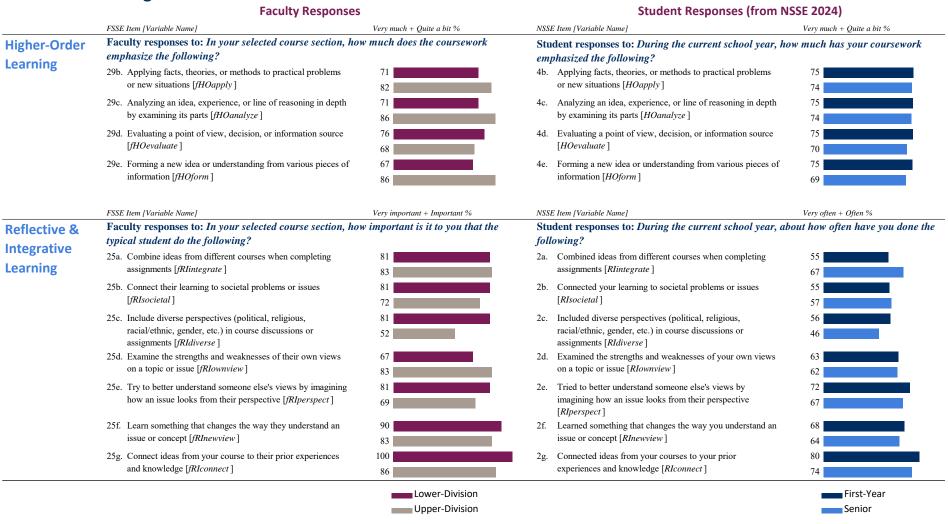
- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty 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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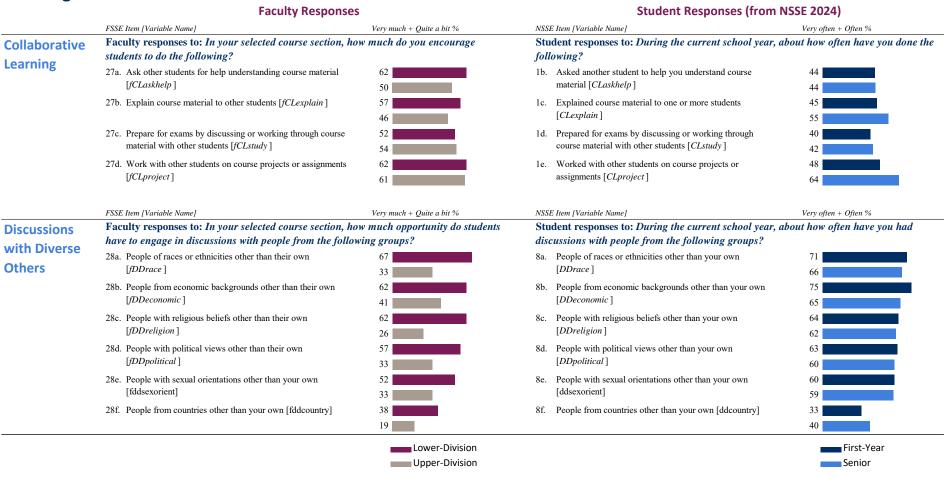
Academic Challenge (continued) Faculty Responses Student Responses (from NSSE 2024)

	racuity Responses		Student Responses (Holli N33E 2024)	
	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, he students to do the following?	ow much do you encourage	Student responses to: During the current school year, a following?	bout how often have you done the
Strategies	27e. Identify key information from reading assignments [fLSreading]	76 	9a. Identified key information from reading assignments [LSreading]	76
	27f. Review notes after class [fLSnotes]	57 54	9b. Reviewed your notes after class [LSnotes]	70 72
	27g. Summarize what has been learned from class or from course materials [fLSsummary]	76 54	9c. Summarized what you learned in class or from course materials [LSsummary]	69
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Quantitative Reasoning	Faculty responses to: In your selected course section, he typical student do the following?	ow important is it to you that the	Student responses to: During the current school year, a following?	bout how often have you done the
	24b. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	62 72	 Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude] 	54 53
	24c. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	38 <u> </u>	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	43 49
	24d. Evaluate what others have concluded from numerical information [fQRevaluate]	55	6c. Evaluated what others have concluded from numerical information [<i>QRevaluate</i>]	50
	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 yo emphasis on each of the following?	ur institution increase its	Student responses to: How much does your institution e	emphasize the following?
Academic Challenge Items	2a. Students spending significant amounts of time studying and on academic work [fempstudy]	76 83	14a. Spending significant amounts of time studying and on academic work [empstudy]	71
	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 the typical student does their best work? [fchallenge]	52 69	10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	55
			Note. Response options ranged from 1=Not at all to 7=Very much; High	h challenge (6 or 7).
		Lower-Division		First-Year
		Upper-Division		Senior



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Learning with Peers





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Experiences with Faculty

Very often + Often % Current school year, about how often have ergraduate students you teach or advise? I	Student responses to: During the confollowing? 3a. Talked about career plans with a factor [SFcareer] 3b. Worked with a faculty member on accoursework (committees, student grow [SFotherwork] 3c. Discussed course topics, ideas, or commember outside of class [SFdiscuss] 3d. Discussed your academic performance member [SFperform]	ctivities other than 21 coups, etc.) 23 concepts with a faculty 29 28
ergraduate students you teach or advise? career] 33 62 rsework (committees, 24 1 41 concepts outside of class 43 coce [fSFperform] 38 55 Very much + Quite a b	following? 3a. Talked about career plans with a fact [SFcareer] 3b. Worked with a faculty member on accoursework (committees, student gro [SFotherwork] 3c. Discussed course topics, ideas, or comember outside of class [SFdiscuss] 3d. Discussed your academic performance member [SFperform]	ctivities other than ctivities other than cup, etc.) concepts with a faculty Concepts with a
rsework (committees, 24	[SFcareer] 3b. Worked with a faculty member on ac coursework (committees, student gro [SFotherwork] 3c. Discussed course topics, ideas, or comember outside of class [SFdiscuss] 3d. Discussed your academic performance member [SFperform]	ctivities other than oups, etc.) 21 oncepts with a faculty 29 lee with a faculty 41 33 Very much + Quite a bit %
1 41 concepts outside of class 43 concepts outside of class 52 concepts outside of class 55 concepts outside ou	coursework (committees, student gro [SFotherwork] 3c. Discussed course topics, ideas, or co member outside of class [SFdiscuss] 3d. Discussed your academic performance member [SFperform] bit % NSSE Item [Variable Name]	oups, etc.) 23 oncepts with a faculty 29 uce with a faculty 41 33 Very much + Quite a bit %
sce [fSFperform] 38 55 Very much + Quite a b	member outside of class [SFdiscuss] 3d. Discussed your academic performand member [SFperform] bit % NSSE Item [Variable Name]	28 41 33 Very much + Quite a bit %
55 Very much + Quite a b	member [SFperform] bit % NSSE Item [Variable Name]	Very much + Quite a bit %
•	1 .1	
ergraduate courses, to what extent do you	do the Student responses to: During the c	current school year, to what extent have your instructor
	done the following?	
uirements [fETgoals] 100	5a. Clearly explained course goals and re	requirements [ETgoals] 75
ed way [fETorganize] 100	5b. Taught course sessions in an organization	zed way [ETorganize] 80
lain difficult points 100	5c. Used examples or illustrations to exp [ETexample]	plain difficult points 74
fts or works in progress 81	5d. Provided feedback on a draft or work [ETdraftfb]	rk in progress 72
ck on tests or completed 90	5e. Provided prompt and detailed feedba completed assignments. [ETfeedback	
í	fts or works in progress 81 72 ck on tests or completed 90 100	100 [ETexample] fts or works in progress 81 5d. Provided feedback on a draft or work 72 [ETdraftfb] ck on tests or completed 90 5e. Provided prompt and detailed feedback



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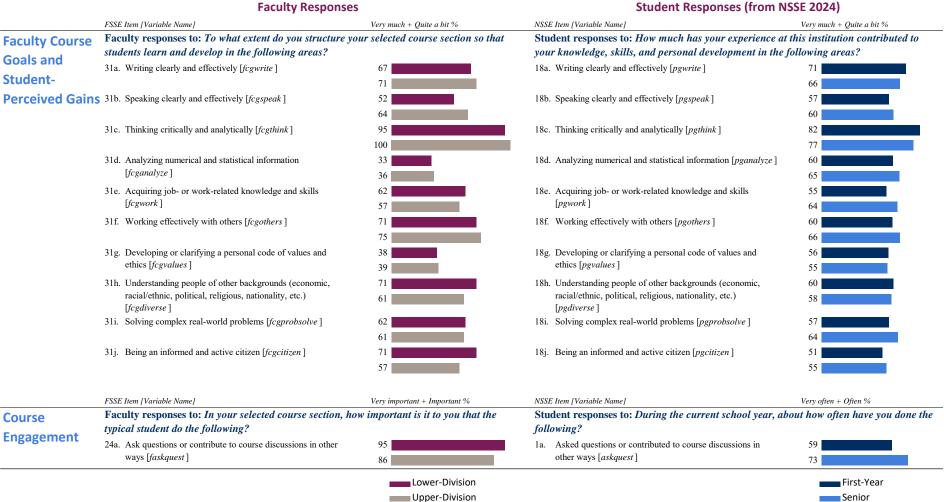
Campus Environment

	Faculty Responses		Student Responses (from NSSE 2024)		
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %	
Quality of Interactions	Faculty responses to: Indicate your perception of the quather following people at your institution.	ality of student interactions with	Student responses to: Indicate the quality of your interaction.	ctions with the following people a	
nteractions	4a. Other students [fQIstudent]	14 24	13a. Students [QIstudent]	54	
	4b. Academic advisors [fQladvisor]	0 28	13b. Academic advisors [Qladvisor]	67	
	4c. Faculty [fQlfaculty]	19 31	13c. Faculty [QIfaculty]	54	
	4d. Student services staff (career services, student activities, housing, etc.) [fQIstaff]	10	13d. Student services staff (career services, student activities, housing, etc.) [QIstaff]	43 43	
	4e. Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin]	5 1 7 1	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>]	38 48	
	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 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 93	14b. Providing support to help students succeed academically [SEacademic]	72 71 	
	2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup]	90	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	79 69	
	 Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 	86	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	56	
	2e. Providing opportunities for students to be involved socially [fSEsocial]	52 79 	14e. Providing opportunities to be involved socially [SEsocial]	74 65	
	2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness]	76 86	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]	71 64	
	2g. Helping students manage their non-academic responsibilities (work, family, etc.) [fSEnonacad]	62 76	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]	31	
	2h. Students attending campus activities and events (performing arts, athletic events, etc.) [fSEactivities]	52 59	14h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]	70 	
	2i. Students attending events that address important social,	67	14i. Attending events that address important social, economic,	44	



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Additional Engagement Items





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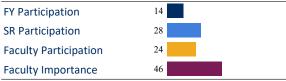
	Faculty Response	s	Student Responses (from	NSSE 2024)
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %
Student Leadership	Faculty responses to: How important is it to you that undo the following before they graduate? 1b. Hold a formal leadership role in a student organization or group [fleader]		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]	, ,
	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, if emphasized the following?	how much has your coursework
	29a. Memorizing course material [finemorize]	32	4a. Memorizing course material [memorize]	70 62
	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) [ftmprep]	5 1 7 1	16a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [mpprep]	40
	22b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr]	0 4	16b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]	7 1 7
	22c. Working for pay on campus [ftmworkon]	15 11	16c. Working for pay on campus [tmworkon]	4 7
	22d. Working for pay off campus [ftmworkoff]	62	16d. Working for pay off campus [tmworkoff]	26
	22e. Doing community service or volunteer work [ftmservice]	0	16e. Doing community service or volunteer work [tmservice]	2 3
	22f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [fimrelax]	30 39	16f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]	34 27
	22g. Providing care for dependents (children, parents, etc.) [ftmcare]	5	16g. Providing care for dependents (children, parents, etc.) [tmcare]	3 1
	22h. Commuting to campus (driving, walking, etc.) [ftmcommute]	0 4	16h. Commuting to campus (driving, walking, etc.) [tmcommute]	5



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High-Impact Practices

Learning Community



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

3700E : 11 40	
Faculty Importance	58
Faculty Participation	62
SR Participation	58
FY Participation	44

Service-Learning

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

Research with Faculty

	•	
FY Participation	7	
SR Participation	26	
Faculty Participation	42	
Faculty Importance	48	

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

Internship or Field Experience

FY Participation	8	
SR Participation	54	
Faculty Participation	38	
Faculty Importance	84	

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

Study Abroad

FY Participation	6
SR Participation	14
Faculty Participation	4
Faculty Importance	32

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

Senior Culminating Experience

FY Participation	4	
SR Participation	48	
Faculty Participation	44	
Faculty Importance	78	

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.