FSSE-NSSE Combined Report 2017

New Jersey City University

FSSE faculty survey of student engagement

Academic Challenge

Higher-Order Learning

Faculty Responses

FSSE Item [Variable Name] — *Very much + Quite a bit %*

Faculty responses to: ***In your selected course section, how much does the coursework emphasize the following?***

FSSE Item [Variable Name]	Very much + Quite a bit %
27b. Applying facts, theories, or methods to practical problems or new situations [*fHOapply*]	86 / 92
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [*fHOanalyze*]	88 / 89
27d. Evaluating a point of view, decision, or information source [*fHOevaluate*]	81 / 78
27e. Forming a new idea or understanding from various pieces of information [*fHOform*]	77 / 89

Student Responses (from NSSE 2017)

NSSE Item [Variable Name] — *Very much + Quite a bit %*

Student responses to: ***During the current school year, how much has your coursework emphasized the following?***

NSSE Item [Variable Name]	Very much + Quite a bit %
4b. Applying facts, theories, or methods to practical problems or new situations [*HOapply*]	74 / 75
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [*HOanalyze*]	73 / 74
4d. Evaluating a point of view, decision, or information source [*HOevaluate*]	80 / 74
4e. Forming a new idea or understanding from various pieces of information [*HOform*]	77 / 77

Reflective & Integrative Learning

Faculty Responses

FSSE Item [Variable Name] — *Very important + Important %*

Faculty responses to: ***In your selected course section, how important is it to you that the typical student do the following?***

FSSE Item [Variable Name]	Very important + Important %
23a. Combine ideas from different courses when completing assignments [*fRIintegrate*]	78 / 85
23b. Connect their learning to societal problems or issues [*fRIsocietal*]	75 / 78
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [*fRIdiverse*]	78 / 66
23d. Examine the strengths and weaknesses of their own views on a topic or issue [*fRIownview*]	93 / 90
23e. Try to better understand someone else's views by imagining how an issue looks from their perspective [*fRIperspect*]	86 / 79
23f. Learn something that changes the way they understand an issue or concept [*fRI* newview*]*	93 / 92
23g. Connect ideas from your course to their prior experiences and knowledge [*fRIconnect*]	91 / 97

Student Responses (from NSSE 2017)

NSSE Item [Variable Name] — *Very often + Often %*

Student responses to: ***During the current school year, about how often have you done the following?***

NSSE Item [Variable Name]	Very often + Often %
2a. Combined ideas from different courses when completing assignments [*RIintegrate*]	53 / 65
2b. Connected your learning to societal problems or issues [*RIsocietal*]	60 / 64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [*RIdiverse*]	65 / 56
2d. Examined the strengths and weaknesses of your own views on a topic or issue [*RIownview*]	66 / 68
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective [*RIperspect*]	78 / 75
2f. Learned something that changes the way you understand an issue or concept [*RInewview*]	75 / 74
2g. Connected ideas from your courses to your prior experiences and knowledge [*RIconnect*]	77 / 86

Lower-Division / Upper-Division

First-Year / Senior

Academic Challenge (continued)

Learning Strategies

Faculty responses to: ***In your selected course section, how much do you encourage students to do the following?***

Student responses to: ***During the current school year, about how often have you done the following?***

FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
25e. Identify key information from reading assignments [*fLSreading*]	84 / 78	9a. Identified key information from reading assignments [*LSreading*]	78 / 81
25f. Review notes after class [*fLSnotes*]	65 / 61	9b. Reviewed your notes after class [*LSnotes*]	70 / 72
25g. Summarize what has been learned from class or from course materials [*fLSsummary*]	78 / 70	9c. Summarized what you learned in class or from course materials [*LSsummary*]	73 / 70

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 the following?***

FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [*fQRconclude*]	65 / 77	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [*QRconclude*]	54 / 53
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	52 / 58	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [*QRproblem*]	41 / 45
22f. Evaluate what others have concluded from numerical information [*fQRevaluate*]	50 / 52	6c. Evaluated what others have concluded from numerical information [*QRevaluate*]	34 / 38

Additional Academic Challenge Items

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?***

FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
2a. Students spending significant amounts of time studying and on academic work [*fempstudy*]	94 / 90	14a. Spending significant amounts of time studying and on academic work [*empstudy*]	76 / 78

FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	High challenge %
21. In your selected course section, to what extent do you think the typical student does their best work? [*fchallenge*]	50 / 55	10. During the current school year, to what extent have your courses challenged you to do your best work? [*challenge*]	54 / 60

Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7).

Lower-Division
Upper-Division

First-Year
Senior

Learning with Peers

Collaborative Learning

Faculty responses to: ***In your selected course section, how much do you encourage the following?***

FSSE Item [Variable Name]	Very much + Quite a bit %		NSSE Item [Variable Name]	Very often + Often %	
25a. Ask other students for help understanding course material [*fCLaskhelp*]	63	61	1e. Asked another student to help you understand course material [*CLaskhelp*]	35	29
25b. Explain course material to other students [*fCLexplain*]	61	66	1f. Explained course material to one or more students [*CLexplain*]	50	53
25c. Prepare for exams by discussing or working through course material with other students [*fCLstudy*]	71	70	1g. Prepared for exams by discussing or working through course material with other students [*CLstudy*]	40	41
25d. Work with other students on course projects or assignments [*fCLproject*]	62	64	1h. Worked with other students on course projects or assignments [*CLproject*]	59	58

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?***

FSSE Item [Variable Name]	Very much + Quite a bit %		NSSE Item [Variable Name]	Very often + Often %	
26a. People of a race or ethnicity other than their own [*fDDrace]*	86	81	8a. People of a race or ethnicity other than your own [*DDrace*]	82	81
26b. People from an economic background other than their own [*fDDeconomic*]	61	62	8b. People from an economic background other than your own [*DDeconomic*]	75	73
26c. People with religious beliefs other than their own [*fDDreligion*]	80	68	8c. People with religious beliefs other than your own [*DDreligion*]	75	75
26d. People with political views other than their own [*fDDpolitical*]	61	57	8d. People with political views other than your own [*DDpolitical*]	65	63

Faculty Responses: Lower-Division, Upper-Division

Student Responses (from NSSE 2017): First-Year, Senior

FSSE-NSSE Combined Report 2017

New Jersey City University

Experiences with Faculty

Faculty Responses

Student Responses (from NSSE 2017)

Student-Faculty Interaction

FSSE Item [Variable Name]	Very often + Often %	NSSE Item [Variable Name]	Very often + Often %
Faculty responses to: *During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?*		**Student responses to: *During the current school year, about how often you have done the following?***	
8a. Talked about their career plans [*fSFcareer*]	67 / 75	3a. Talked about career plans with a faculty member [*SFcareer*]	37 / 50
8b. Worked on activities other than coursework (committees, student groups, etc.) [*fSFotherwork*]	34 / 36	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [*SFotherwork*]	27 / 26
8c. Discussed course topics, ideas, or concepts outside of class [*fSFdiscuss*]	63 / 63	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [*SFdiscuss*]	28 / 36
8d. Discussed their academic performance [*fSFperform*]	78 / 77	3d. Discussed your academic performance with a faculty member [*SFperform*]	36 / 42

Effective Teaching Practices

FSSE Item	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 following?*		**Student responses to: *To what extent have your instructors done the following during the current school year?***	
10a. Clearly explain course goals and requirements [*fETgoals*]	98 / 98	5a. Clearly explained course goals and requirements [*ETgoals*]	75 / 77
10b. Teach course sessions in an organized way [*fETorganize*]	98 / 99	5b. Taught course sessions in an organized way [*ETorganize*]	72 / 72
10c. Use examples or illustrations to explain difficult points [*fETexample*]	98 / 99	5c. Used examples or illustrations to explain difficult points [*ETexample*]	73 / 74
10g. Provide feedback to students on drafts or works in progress [*fETdraftfb*]	88 / 86	5d. Provided feedback on a draft or work in progress [*ETdraftfb*]	72 / 66
10h. Provide prompt and detailed feedback on tests or completed assignments [*fETfeedback*]	90 / 90	5e. Provided prompt and detailed feedback on tests or completed assignments. [*ETfeedback*]	64 / 68

Lower-Division
Upper-Division

First-Year
Senior

FSSE-NSSE Combined Report 2017

New Jersey City University

Campus Environment

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 people at your institution.***

FSSE Item [Variable Name]	Lower-Division	Upper-Division	NSSE Item [Variable Name]	First-Year	Senior
	High ratings %			*High ratings %*	
3a. Other students [*fQIstudent*] / 13a. Students [*QIstudent*]	26	39	13a. Students [*QIstudent*]	50	58
3b. Academic advisors [*fQIadvisor*] / 13b. Academic advisors [*QIadvisor*]	15	18	13b. Academic advisors [*QIadvisor*]	37	48
3c. Faculty [*fQIfaculty*] / 13c. Faculty [*QIfaculty*]	38	33	13c. Faculty [*QIfaculty*]	43	53
3d. Student services staff (career services, student activities, housing, etc.) [*fQIstaff*] / 13d. Student services staff (career services, student activities, housing, etc.) [*QIstaff*]	8	11	13d. Student services staff (career services, student activities, housing, etc.) [*QIstaff*]	31	31
3e. Other administrative staff and offices (registrar, financial aid, etc.) [*fQIadmin*] / 13e. Other administrative staff and offices (registrar, financial aid, etc.) [*QIadmin*]	14	6	13e. Other administrative staff and offices (registrar, financial aid, etc.) [*QIadmin*]	41	38

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; High ratings (6 or 7).

Supportive Environment

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?***

FSSE Item [Variable Name]	Lower-Division	Upper-Division	NSSE Item [Variable Name]	First-Year	Senior
	Very important + Important %			*Very much + Quite a bit %*	
2b. Providing support to help students succeed academically [*fSEacademic*] / 14b. Providing support to help students succeed academically [*SEacademic*]	97	100	14b. Providing support to help students succeed academically [*SEacademic*]	70	63
2c. Students using learning support services (tutoring services, writing center, etc.) [*fSElearnsup*] / 14c. Using learning support services (tutoring services, writing center, etc.) [*SElearnsup*]	95	96	14c. Using learning support services (tutoring services, writing center, etc.) [*SElearnsup*]	74	59
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [*fSEdiverse*] / 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [*SEdiverse*]	73	79	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [*SEdiverse*]	68	64
2e. Providing opportunities for students to be involved socially [*fSEsocial*] / 14e. Providing opportunities to be involved socially [*SEsocial*]	67	71	14e. Providing opportunities to be involved socially [*SEsocial*]	69	61
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [*fSEwellness*] / 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [*SEwellness*]	83	84	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [*SEwellness*]	60	53
2g. Helping students manage their non-academic responsibilities (work, family, etc.) [*fSEnonacad*] / 14g. Helping you manage your non-academic responsibilities (work, family, etc.) [*SEnonacad*]	76	74	14g. Helping you manage your non-academic responsibilities (work, family, etc.) [*SEnonacad*]	46	38
2h. Students attending campus activities and events (performing arts, athletic events, etc.) [*fSEactivities*] / 14h. Attending campus activities and events (performing arts, athletic events, etc.) [*SEactivities*]	59	62	14h. Attending campus activities and events (performing arts, athletic events, etc.) [*SEactivities*]	61	47
2i. Students attending events that address important social, economic, or political issues [*fSEevents*] / 14i. Attending events that address important social, economic, or political issues [*SEevents*]	70	59	14i. Attending events that address important social, economic, or political issues [*SEevents*]	51	47

Lower-Division
Upper-Division

First-Year
Senior

Additional Engagement Items

Faculty Course Goals and Student-Perceived Gains

Faculty Responses

FSSE Item [Variable Name]	*Very much + Quite a bit %*
Faculty responses to: *To what extent do you structure your selected course section so that students learn and develop in the following areas?*	
29a. Writing clearly and effectively [*fcgwrite*]	79
	78
29b. Speaking clearly and effectively [*fcgspeak*]	69
	70
29c. Thinking critically and analytically [*fcgthink*]	95
	99
29d. Analyzing numerical and statistical information [*fcganalyze*]	39
	45
29e. Acquiring job- or work-related knowledge and skills [*fcgwork*]	57
	74
29f. Working effectively with others [*fcgothers*]	67
	68
29g. Developing or clarifying a personal code of values and ethics [*fcgvalues*]	64
	64
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [*fcgdiverse*]	67
	59
29i. Solving complex real-world problems [*fcgprobsolve*]	68
	67
29j. Being an informed and active citizen [*fcgcitizen*]	69
	62

Student Responses (from NSSE 2017)

NSSE Item [Variable Name]	*Very much + Quite a bit %*
Student responses to: *How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?*	
17a. Writing clearly and effectively [*pgwrite*]	73
	75
17b. Speaking clearly and effectively [*pgspeak*]	74
	71
17c. Thinking critically and analytically [*pgthink*]	73
	84
17d. Analyzing numerical and statistical information [*pganalyze*]	63
	63
17e. Acquiring job- or work-related knowledge and skills [*pgwork*]	63
	65
17f. Working effectively with others [*pgothers*]	71
	72
17g. Developing or clarifying a personal code of values and ethics [*pgvalues*]	62
	70
17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [*pgdiverse*]	76
	75
17i. Solving complex real-world problems [*pgprobsolve*]	62
	66
17j. Being an informed and active citizen [*pgcitizen*]	68
	68

Course Engagement

FSSE Item [Variable Name]	*Very important + Important %*
Faculty responses to: *In your selected course section, how important is it to you that the typical student do the following?*	
22a. Ask questions or contribute to course discussions in other ways [*faskquest*]	97
	100
22b. Prepare two or more drafts of a paper or assignment before turning it in [*fdrafts*]	70
	64
22c. Come to class having completed readings or assignments [*fprepared*]	97
	97

NSSE Item [Variable Name]	*Very often + Often %*
Student responses to: *During the current school year, about how often have you done the following?*	
1a. Asked questions or contributed to course discussions in other ways [*askquest*]	72
	73
1b. Prepared two or more drafts of a paper or assignment before turning it in [*drafts*]	55
	60
1c. Come to class without completing readings or assignments [*unprepared*]	12
	11

Lower-Division
Upper-Division

First-Year
Senior

Additional Engagement Items (continued)

Student Leadership

	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	*Very important + Important %*	*NSSE Item [Variable Name]*	*Done or in progress %*
	Faculty responses to: *How important is it to you that undergraduates at your institution do the following before they graduate?*		**Student responses to: *Which of the following have you done or do you plan to do before you graduate?***	
1b. / 11b.	Hold a formal leadership role in a student organization or group [*fleader*] / [*leader*]	42 34	Hold a formal leadership role in a student organization or group [*leader*]	22 20

Memorization

	FSSE Item [Variable Name]	*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?***	
27a. / 4a.	Memorizing course material [*fmemorize*] / [*memorize*]	33 25	Memorizing course material [*memorize*]	63 57

Time Spent by Students

	FSSE Item [Variable Name]	*16 or more hours %*	*NSSE Item [Variable Name]*	*16 or more hours %*
	Faculty responses to: *In an average 7-day week, about how many hours do you think the 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?***	
20a. / 15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [*ftmprep*] / [*tmprep*]	2 6	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [*tmprep*]	32 36
20b. / 15b.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [*ftmcocurr*] / [*tmcocurr*]	2 3	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [*tmcocurr*]	10 6
20c. / 15c.	Working for pay **on campus** [*ftmworkon*] / [*ftmworkon*]	9 4	Working for pay **on campus** [*ftmworkon*]	4 7
20d. / 15d.	Working for pay **off campus** [*ftmworkoff*] / [*tmworkoff*]	74 76	Working for pay **off campus** [*tmworkoff*]	29 53
20e. / 15e.	Doing community service or volunteer work [*ftmservice*] / [*tmservice*]	4 0	Doing community service or volunteer work [*tmservice*]	6 7
20f. / 15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [*ftmrelax*] / [*tmrelax*]	34 45	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [*tmrelax*]	22 13
20g. / 15g.	Providing care for dependents (children, parents, etc.) [*ftmcare*] / [*tmcare*]	34 33	Providing care for dependents (children, parents, etc.) [*tmcare*]	17 26
20h. / 15h.	Commuting to campus (driving, walking, etc.) [*ftmcommute*] / [*tmcommute*]	5 5	Commuting to campus (driving, walking, etc.) [*tmcommute*]	13 11

Lower-Division
Upper-Division

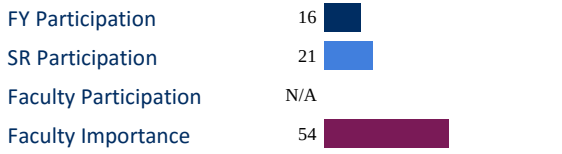
First-Year
Senior

FSSE-NSSE Combined Report 2017

New Jersey City University

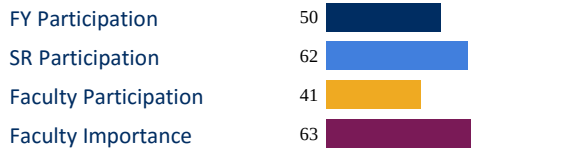
High-Impact Practices

Learning Community



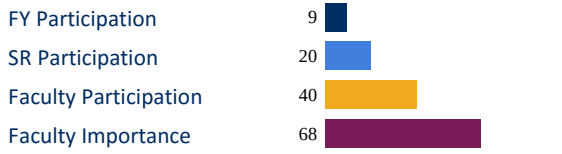
NSSE variable: 11c *learncom;* FSSE variable: 1c *flearncom*

Service-Learning



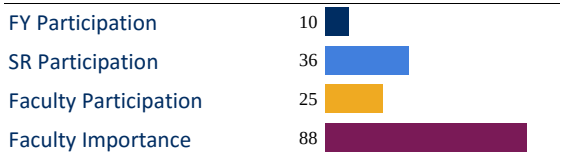
NSSE variable: 12 *servcourse;* FSSE variables; 9 *fservcourse,* 1g *fservice*

Research with Faculty



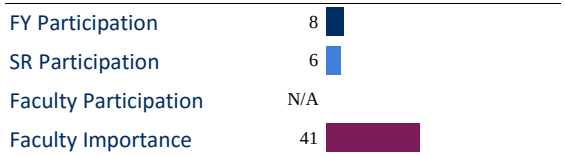
NSSE variable: 11e *research;* FSSE variables: 6a *fdresearch,* 1e *fresearch*

Internship or Field Experience



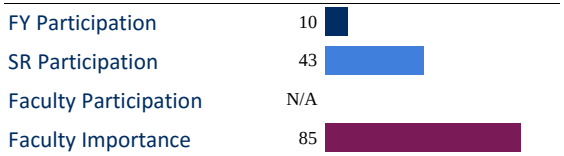
NSSE variable: 11a *intern;* FSSE variables; 6b *fdintern,* 1a *fintern*

Study Abroad



NSSE variable: 11d *abroad* ; FSSE variable: 1d *fabroad*

Senior Culminating Experience



NSSE variable: 11f *capstone* ; FSSE variable: 1f *fcapstone*

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. All student results are weighted by institution-reported sex and enrollment status.

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.

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.