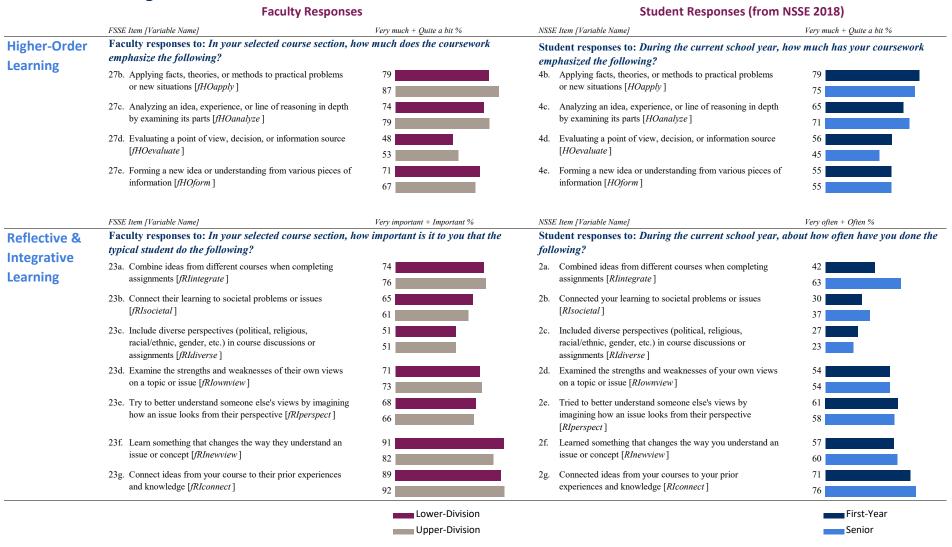


Michigan Technological University

Academic Challenge





Michigan Technological University

Academic Challenge (continued)

	Faculty Responses	;	Student Responses (from NSSE 2018)	
	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 students to do the following?		Student responses to: During the current school year, about how often have you done to following?	
Strategies	25e. Identify key information from reading assignments [fLSreading]	57 66	9a. Identified key information from reading assignments [LSreading]	64
	25f. Review notes after class [fLSnotes]	41 52	9b. Reviewed your notes after class [LSnotes]	51
	25g. Summarize what has been learned from class or from course materials [JLSsummary]	54 62	9c. Summarized what you learned in class or from course materials [LSsummary]	52 45
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Quantitative	Faculty responses to: In your selected course section, ho typical student do the following?	w important is it to you that the	Student responses to: During the current school year, all following?	bout how often have you done the
Reasoning	22d. Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	77	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)[QRconclude]	63 74
	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	64 67	 Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem] 	44 43
	22f. Evaluate what others have concluded from numerical information [fQRevaluate]	68 60	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 you emphasis on each of the following?	ur institution increase its	Student responses to: How much does your institution e	mphasize the following?
Academic Challenge Items	2a. Students spending significant amounts of time studying and on academic work [fempstudy]	74 69	14a. Spending significant amounts of time studying and on academic work [empstudy]	90
	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]	41 58 S	10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]	47 46
			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



Michigan Technological University

Learning with Peers

	Faculty Responses		Student Responses (from NSSE 2018)	
	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, ho students to do the following?	w much do you encourage	Student responses to: During the current school year, all following?	bout how often have you done the
Learning	25a. Ask other students for help understanding course material [fCLaskhelp]	74 66	1e. Asked another student to help you understand course material [CLaskhelp]	69 58
	25b. Explain course material to other students [fCLexplain]	62 59	1f. Explained course material to one or more students [CLexplain]	68
	25c. Prepare for exams by discussing or working through course material with other students [fCLstudy]	68	1g. Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>]	61 52
	25d. Work with other students on course projects or assignments [fCLproject]	63	 Worked with other students on course projects or assignments [CLproject] 	72 75
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
Discussions	Faculty responses to: In your selected course section, ho have to engage in discussions with people from the follow	**	Student responses to: During the current school year, at discussions with people from the following groups?	bout how often have you had
with Diverse Others	26a. People of a race or ethnicity other than their own [fDDrace]	15 22	8a. People of a race or ethnicity other than your own [DDrace]	45 47
	26b. People from an economic background other than their own [fDDeconomic]	27	8b. People from an economic background other than your own [DDeconomic]	69
	26c. People with religious beliefs other than their own [fDDreligion]	24	8c. People with religious beliefs other than your own [DDreligion]	65 65
	26d. People with political views other than their own [fDDpolitical]	30	8d. People with political views other than your own [DDpolitical]	66
		Lower-Division Upper-Division		First-Year Senior



Michigan Technological University

Experiences with Faculty

sponses to: During the current school year, above following with the undergraduate students you about their career plans [fSFcareer] If on activities other than coursework (committees, groups, etc.) [fSFotherwork] seed course topics, ideas, or concepts outside of class cuss] seed their academic performance [fSFperform]		Student responses to: During the current school following? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other the coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a famember outside of class [SFdiscuss] 3d. Discussed your academic performance with a facult member [SFperform]	24 40 40 han 15 33 faculty 14 33 ty 18
about their career plans [/SFcareer] d on activities other than coursework (committees, groups, etc.) [/SFotherwork] sed course topics, ideas, or concepts outside of class cuss]	u teach or advise? 42	following? 3a. Talked about career plans with a faculty member [SFcareer] 3b. Worked with a faculty member on activities other the coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty following the statement of the	24 40 40 han 15 33 faculty 14 33 ty 18
d on activities other than coursework (committees, groups, etc.) [fSFotherwork] sed course topics, ideas, or concepts outside of class cuss]	42 49 27 42 46 46 49 40	[SFcareer] 3b. Worked with a faculty member on activities other the coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 3d. Discussed your academic performance with a faculty	33 faculty 14 33 ty 18
groups, etc.) [fSFotherwork] sed course topics, ideas, or concepts outside of class cuss]	46 46 46 49 40	coursework (committees, student groups, etc.) [SFotherwork] 3c. Discussed course topics, ideas, or concepts with a famember outside of class [SFdiscuss] 3d. Discussed your academic performance with a facult	33 faculty 14 33 ty 18
cuss]	46 46 49 40 40 40 40 40 40 40 40 40 40 40 40 40	member outside of class [SFdiscuss] 3d. Discussed your academic performance with a facult	33 ty 18
sed their academic performance [fSFperform]	49 40		·
			24
riable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
sponses to: In your undergraduate courses, to	what extent do you do the	Student responses to: During the current school done the following?	ol year, to what extent have your instruct
explain course goals and requirements [fETgoals]	90	5a. Clearly explained course goals and requirements [E	69 69 69
course sessions in an organized way [fETorganize]	94	5b. Taught course sessions in an organized way [ETorg	ganize] 69 71
amples or illustrations to explain difficult points umple]	98 98	5c. Used examples or illustrations to explain difficult positive [ETexample]	71 78 78
feedback to students on drafts or works in progress	64	5d. Provided feedback on a draft or work in progress [ETdrafifb]	45
prompt and detailed feedback on tests or completed nents [fETfeedback]	88	5e. Provided prompt and detailed feedback on tests or completed assignments. [ETfeedback]	45 58
	explain course goals and requirements [fETgoals] course sessions in an organized way [fETorganize] amples or illustrations to explain difficult points ample] feedback to students on drafts or works in progress apple] prompt and detailed feedback on tests or completed	explain course goals and requirements [fETgoals] explain course goals and requirements [fETgoals] source sessions in an organized way [fETorganize] explain course sessions in an organized way [fETorganize] source sessions in an organized way [fETorganize]	Student responses to: During the current school done the following? 5a. Clearly explained course goals and requirements [fETgoals] 5b. Taught course sessions in an organized way [fETorganize] 5c. Used examples or illustrations to explain difficult points 5c. Used examples or illustrations to explain difficult points 5c. Used examples or illustrations to explain difficult points 5c. Used examples or illustrations to explain difficult points 5c. Used examples or illustrations to explain difficult points 5c. Used examples or illustrations to explain difficult points 5c. Provided feedback on a draft or work in progress 5c. Provided feedback on a draft or work in progress 5c. Provided feedback on a draft or work in progress 6c. Provi



Michigan Technological University

Campus Environment

	Faculty Responses		Student Responses (from NSSE 2018)		
	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 people your institution.		
interactions	3a. Other students [fQIstudent]	30	13a. Students [QIstudent]	50	
	3b. Academic advisors [fQladvisor]	19 28	13b. Academic advisors [<i>Qladvisor</i>]	51 46	
	3c. Faculty [fQlfaculty]	20	13c. Faculty [Qlfaculty]	42 45	
	3d. Student services staff (career services, student activities, housing, etc.) [fQlstaff]	11 24	13d. Student services staff (career services, student activities, housing, etc.) [Qlstaff]	45 37	
	3e. Other administrative staff and offices (registrar, financial aid, etc.) [fQladmin]	14 17	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>]	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 you emphasis on each of the following?	ur institution increase its	Student responses to: How much does your institution e	emphasize the following?	
Supportive Environment		83 84	Student responses to: How much does your institution of the students succeed academically [SEacademic]	80 80	
	<i>emphasis on each of the following?</i>2b. Providing support to help students succeed academically	83	14b. Providing support to help students succeed academically	80	
	 emphasis on each of the following? 2b. Providing support to help students succeed academically [fSEacademic] 2c. Students using learning support services (tutoring services, 	83 84 80	14b. Providing support to help students succeed academically [SEacademic] 14c. Using learning support services (tutoring services, writing)	80	
	 emphasis on each of the following? 2b. Providing support to help students succeed academically [fSEacademic] 2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 	83 84 80 82 82	14b. Providing support to help students succeed academically [SEacademic] 14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup] 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	80 76 85 77 46	
	 emphasis on each of the following? 2b. Providing support to help students succeed academically [fSEacademic] 2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially 	83 84 80 82 82 81	 14b. Providing support to help students succeed academically [SEacademic] 14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup] 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 	80 76 85 77 46 42	
	 emphasis on each of the following? 2b. Providing support to help students succeed academically [fSEacademic] 2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being 	83 84 80 82 82 81 63 66 88	 14b. Providing support to help students succeed academically [SEacademic] 14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup] 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation, 	80 76 85 77 46 42	
	 emphasis on each of the following? 2b. Providing support to help students succeed academically [fSEacademic] 2c. Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness] 2g. Helping students manage their non-academic 	83 84 80 82 82 81 63 66 88 79	14b. Providing support to help students succeed academically [SEacademic] 14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup] 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness] 14g. Helping you manage your non-academic responsibilities	80 76 85 77 46 42	



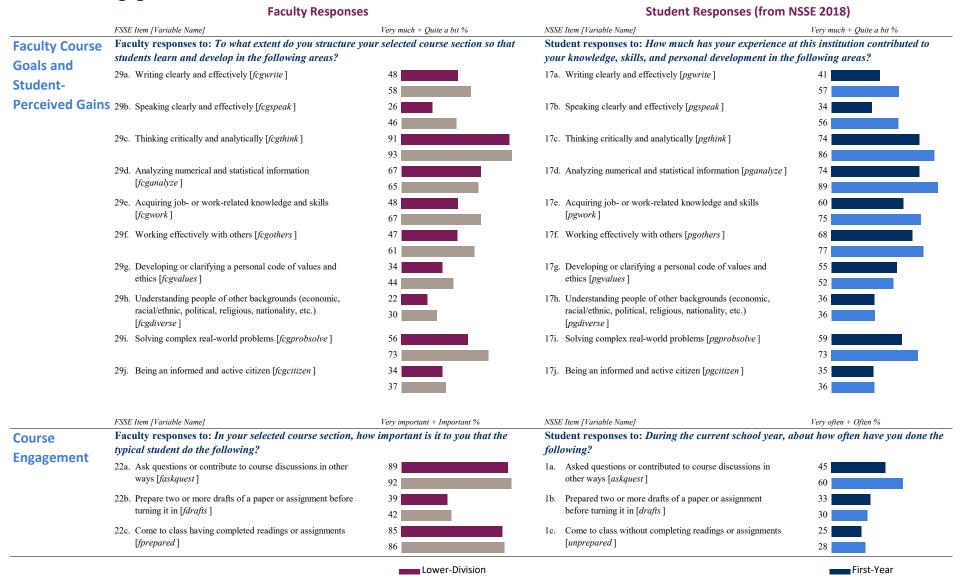
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Upper-Division Senior



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Additional Engagement Items





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Additional Engagement Items (continued) Faculty Responses Student Responses (from NSSE 2018) FSSE Item [Variable Name] Very important + Important % NSSE Item [Variable Name] Faculty responses to: How important is it to you that undergraduates at your institution Student responses to: Which of the following have you done or do you plan to do before Student do the following before they graduate? you graduate? Leadership 1b. Hold a formal leadership role in a student organization or 11b. Hold a formal leadership role in a student organization or group [fleader] group [leader] FSSE Item [Variable Name] Very much + Quite a bit % NSSE Item [Variable Name] Very much + Ouite a bit % **Memorization** Faculty responses to: In your selected course section, how much does the coursework Student responses to: During the current school year, how much has your coursework emphasize the following? emphasized the following? 27a. Memorizing course material [fmemorize] 4a. Memorizing course material [memorize] 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 Student responses to: About how many hours do you spend in a typical 7-day week doing Time Spent by typical student in your selected course section spends doing each of the following? the following? **Students** 20a. Preparing for class (studying, reading, writing, doing 15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and homework or lab work, analyzing data, rehearsing, and other academic activities) [ftmprep] other academic activities) [tmprep] 20b. Participating in co-curricular activities (organizations, 15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) sorority, intercollegiate or intramural sports, etc.) [ftmcocurr] [tmcocurr] 20c. Working for pay **on campus** [ftmworkon] 3 15c. Working for pay **on campus** [ftmworkon] 20d. Working for pay off campus [ftmworkoff] 15d. Working for pay **off campus** [tmworkoff] 20e. Doing community service or volunteer work [ftmservice] 15e. Doing community service or volunteer work [tmservice] 20f. Relaxing and socializing (time with friends, video games, 15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) TV or videos, keeping up with friends online, etc.) [ftmrelax] [tmrelax] 20g. Providing care for dependents (children, parents, etc.) 1 15g. Providing care for dependents (children, parents, etc.) [ftmcare] [tmcare] 3 20h. Commuting to campus (driving, walking, etc.) 1 15h. Commuting to campus (driving, walking, etc.) 2 [ftmcommute] [tmcommute] 1 Lower-Division First-Year



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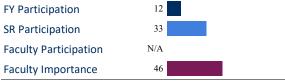
Upper-Division Senior



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High-Impact Practices

Learning Community



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

Internship or Field Experience

FY Participation	9
SR Participation	74
Faculty Participation	31
Faculty Importance	89

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

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.

Service-Learning

	_
FY Participation	40
SR Participation	46
Faculty Participation	47
Faculty Importance	48

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

Study Abroad

FY Participation	1
SR Participation	13
Faculty Participation	N/A
Faculty Importance	33

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

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.

Research with Faculty

FY Participation	3	
SR Participation	33	
Faculty Participation	45	
Faculty Importance	59	

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

Senior Culminating Experience

FY Participation	0	
SR Participation	67	
Faculty Participation	N/A	
Faculty Importance	92	

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

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.



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IPEDS: 171128



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About This Report

The display below highlights details in the FSSE-NSSE Combined Report that are important to keep in mind when interpreting your results. For more information about the survey, please visit our website (fsse.indiana.edu) or contact a member of the FSSE team.

- 1. Sample: The FSSE-NSSE Combined Report shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the NSSE Frequencies and Statistical Comparisons report.
- 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.

