

FSSE 2019 Snapshot

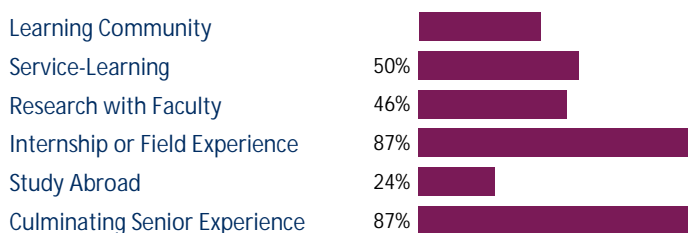
Tennessee Technological University

A Summary of Faculty Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's FSSE 2019 administration. We hope this information stimulates discussions about the undergraduate experience. Additionalonsrt-4.6 (a)-1.6 (i)-4.6 (sl-4.6 (s)-2.3 ())-1.6

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.



Time Spent Preparing for Class

Reading and Writing

Time Allocation

Student-Faculty Interaction

Supportive Environment

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:



Administration Details

Class Level

29% 64% 14% 5% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1% 1%

See your *Administration Summary* and *Respondent Profile* reports for more information. Only faculty who reported teaching lower- or upper-division courses were included in this report.

Additional Questions

Development of Transferable Skills

Refer to your *FSSE 2019 Topical Module* report(s) for results.

What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit our website: fsse.indiana.edu.