FSSE Snapshot
California State University, Chico

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 administration. We hope this information stimulates discussions about the undergraduate experience.

Disciplinary Area: All
Gender Identity: All
Racial/Ethnic Identity: All
Employment Status: All
Academic Rank: All
Course Division: All
General Education Course: All
Format MY: All
Administration Year: 2022

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 displays how important faculty believe these high-impact practices for undergradaute students to participate in select High-Impact Practices before they graduate.

The second figure summarizes faculty participation in these selected High-Impact Practices in a typical week. For service-learning the percentage represents faculty responding that at least “some” of their courses include a service-learning component.

Facility Participation in High-Impact Practices

Time Spent Preparing for Class
These figures report the average estimated hours faculty spent preparing for class, and the average number of pages of assigned reading, and the average number of hours they expected students to spend, and the average amount of time they perceived students actually spent, in the faculty’s selected course sections.

Facility Importance for High-Impact Practice Participation

Facility Importance for High-Impact Practice Participation

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Reading and Writing
These figures summarize the number of hours faculty expected students to spend reading, and the estimated average hours faculty spent preparing for class, and the average number of pages of assigned writing, for the faculty’s selected course sections.

Estimated Average Hours

Estimated Average Hours

Estimated Total Written Pages

Time Allocation
This figure summarizes the average number of hours that faculty spent in a typical seven-day week on teaching activities (preparing, teaching classes sessions, grading, meeting with students outside of class, etc.), advising, research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)

Estimated Average Hours

Estimated Average Hours

Estimated Average Hours

Student-Faculty Interaction
Faculty reported how often they had done each of the following with the undergraduate students they teach or advise.

Supportive Environment
Faculty reported how important it was to them that their institution increase its emphasis on each of the following.

Facility Importance for High-Impact Practice Participation

Estimated Average Hours

Estimated Average Hours

Estimated Average Hours

Facility Importance for High-Impact Practice Participation

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Facility Importance for High-Impact Practice Participation

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What is FSSE?
FSSE, a complimentary 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 [https://fsse.indiana.edu](https://fsse.indiana.edu).