



Report of the Results of the Faculty Survey of Student Engagement

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**Presentation to the Faculty Senate Executive
Committee**

November 25, 2003



National Survey of Student Engagement (NSSE)

- Designed by national assessment experts to provide information about undergraduates' in- and out-of-class activities, use of time, perceptions of their institution, and self-reported learning and development
- First available in 2000, used at BGSU in 2000, 2001, 2003



Faculty Survey of Student Engagement (FSSE)

- National pilot test in 2003
- Designed by national assessment experts to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development, along with how faculty use these practices in their work with students

- focuses on: (1) Faculty perceptions of how often their students engage in different activities; (2) The importance that faculty place on various areas of learning and development; (3) The nature and frequency of faculty-student interactions; and (4) How faculty members organize class time and related activities
- The FSSE is not meant to be a faculty evaluation. Rather, it provides institutions with an opportunity to compare faculty perceptions and student reports about educational opportunities and practices on their campus.

- The results of the FSSE, when used in concert with the results of the NSSE, are intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students' education experience.



BGSU

FSSE Methodology

- More than 16,000 faculty members at 147 colleges and universities participated the 2003 pilot test of the survey. BGSU faculty who subscribed to the faculty listproc were asked to respond to the survey online this spring. A total of 270 of the surveys were completed. The response rate is about 25%, which is lower than the estimated average institution response rate of 43%.
- There is a high degree of race/ethnicity similarity between survey respondents and the overall faculty population. Females (54% for sample vs. 44% for population) and full-time faculty members (83% for sample vs. 73% for population), however, were over-represented.

- Respondents were asked to identify a particular undergraduate course that they teach and use it as the basis for responding to the survey.
- Of the total 270 BGSU faculty respondents, 122 of them identified themselves as lower division faculty (the students in their identified course sections are mostly first year students and sophomores) and 137 of them identified themselves as upper division faculty (the students in their identified course sections are mostly juniors and seniors).

- The class size for most of the identified course sections, both at lower division and at upper division, is between 10 and 49 students.
- The course subjects for most of lower division classes are Arts and Humanities (29.8%), Other (22.3%), Social Science (18.2%), and Physical Science (16.5%). The course subjects for most of upper division classes are Education (19.9%), Arts and Humanities (19.9%), Other (16.2%), Social Science (14.0%), and Business (12.5%).
- Roughly 60% of the respondents reported that they have taught the identified course sections four times or more prior to this spring.

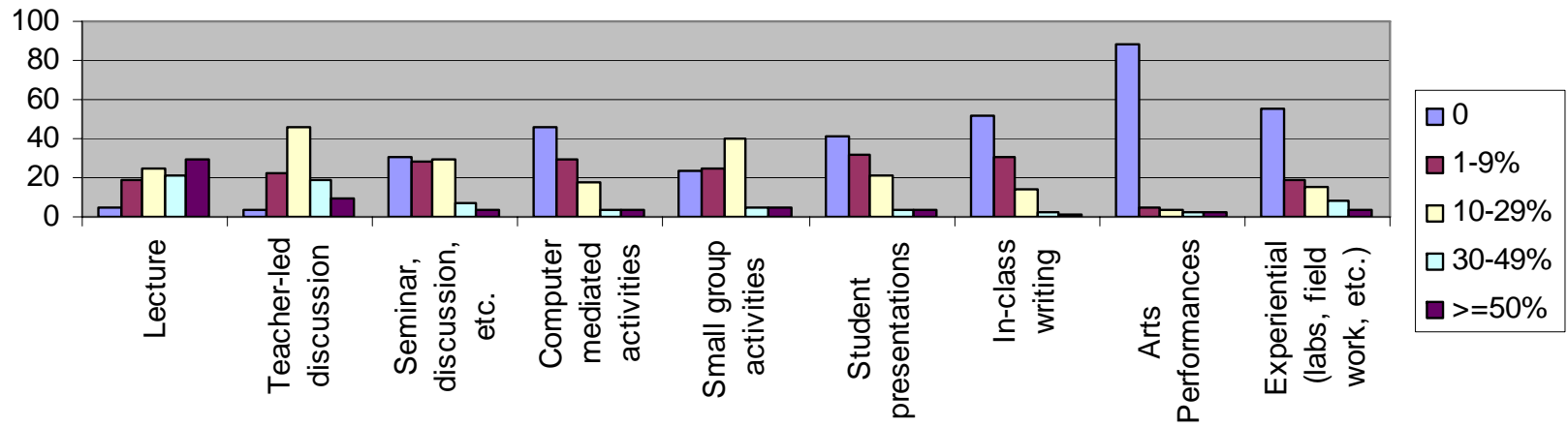
- Responses were compared
 - Between faculty teaching lower-division and upper-division courses
 - With freshman and senior responses to the NSSE
 - With responses from faculty at two peer universities (George Mason University and Northern Arizona University)



Results



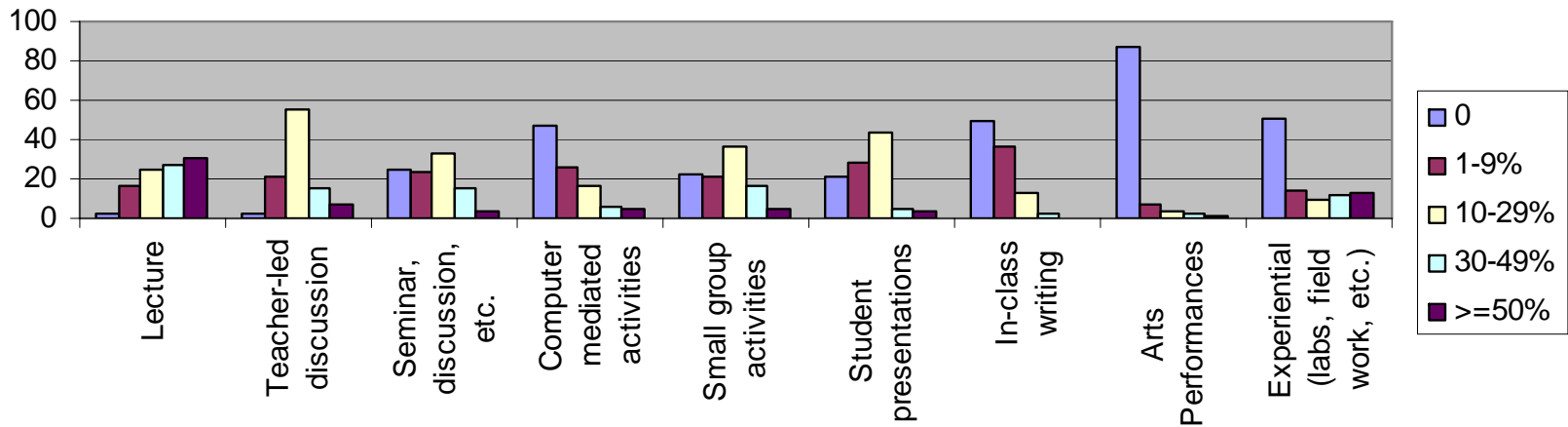
Teaching Activities-Lower Division





Results

Teaching Activities-Upper Division

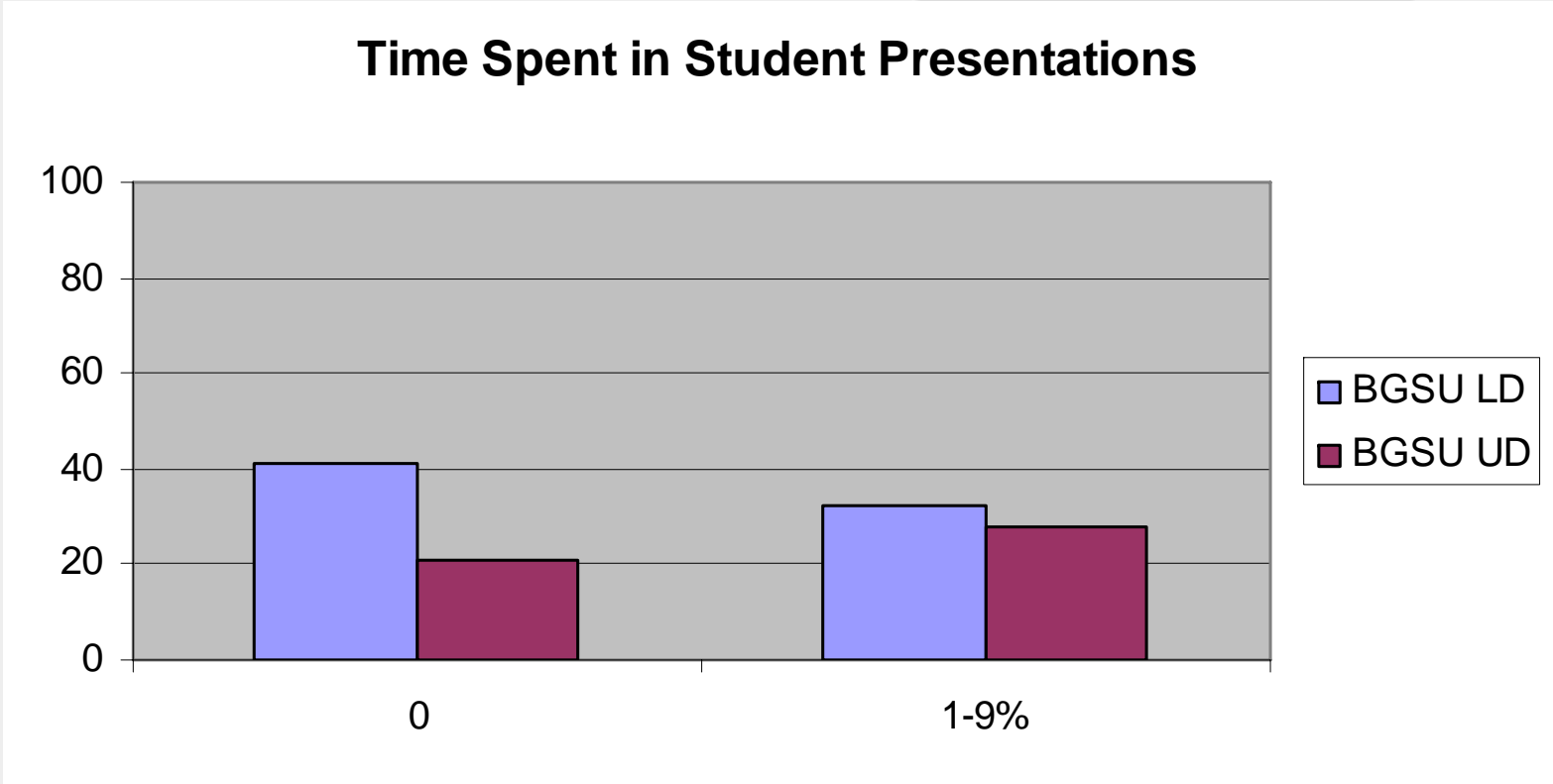




Results



Time Spent in Student Presentations

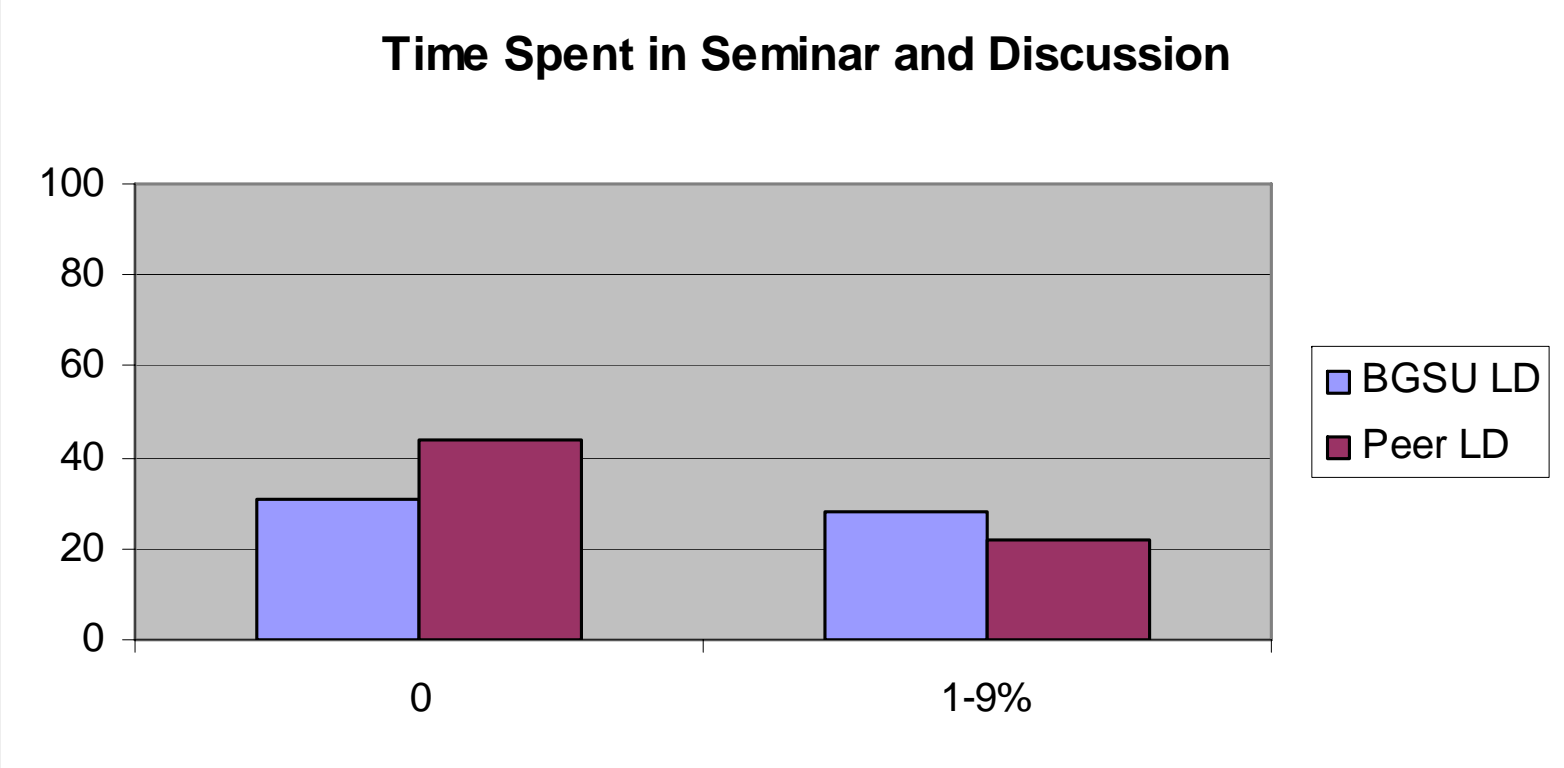




Results



Time Spent in Seminar and Discussion

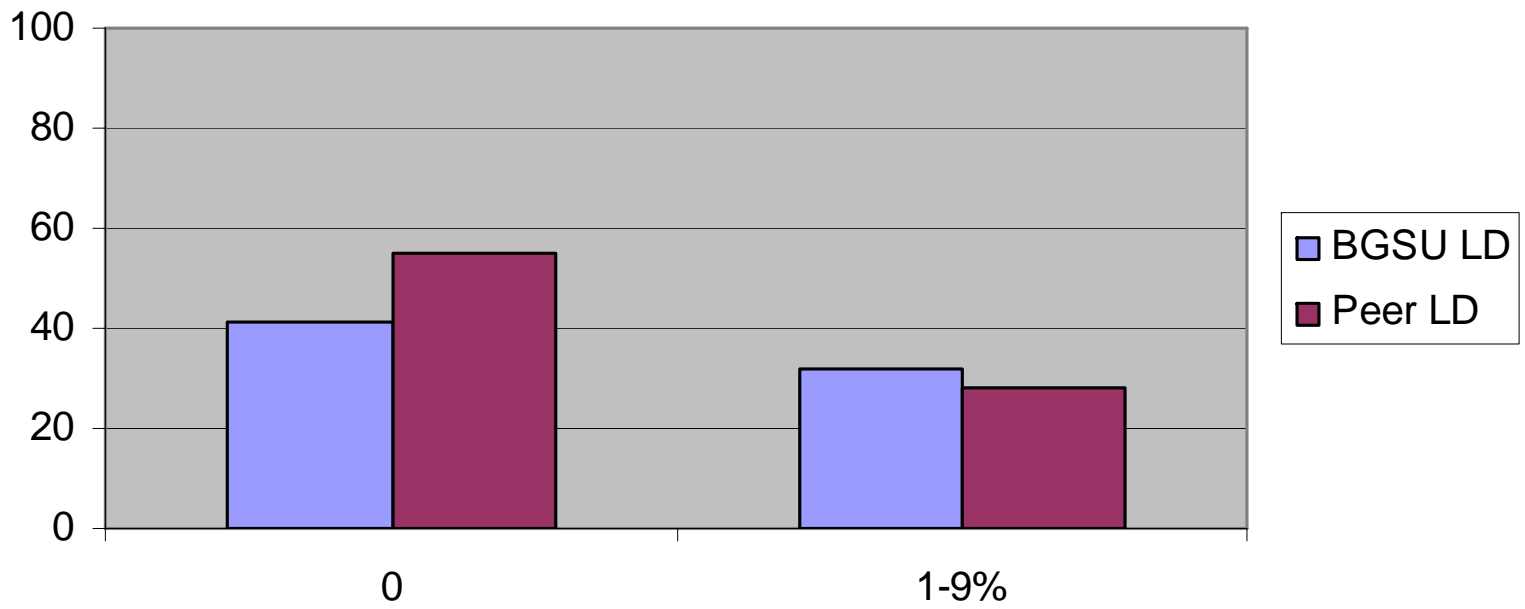




Results



Time Spent in Student Presentations

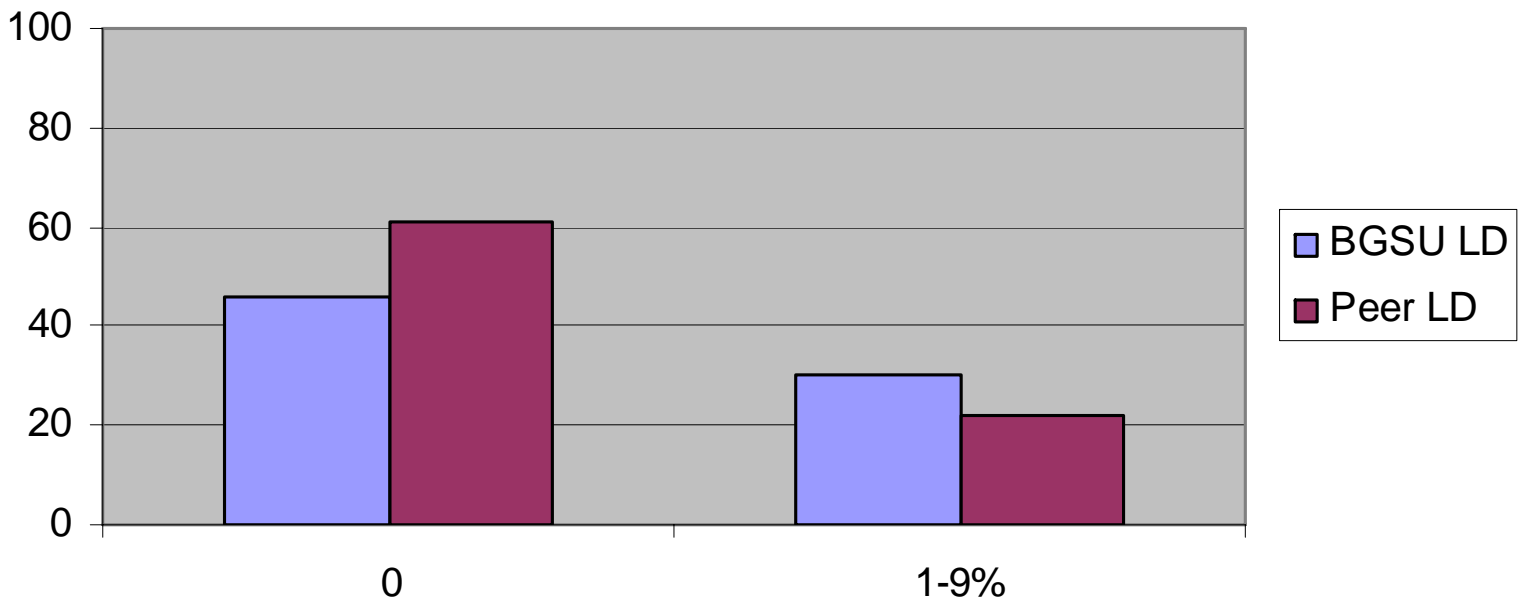




Results



Time Spent in Computer-Mediated Activities

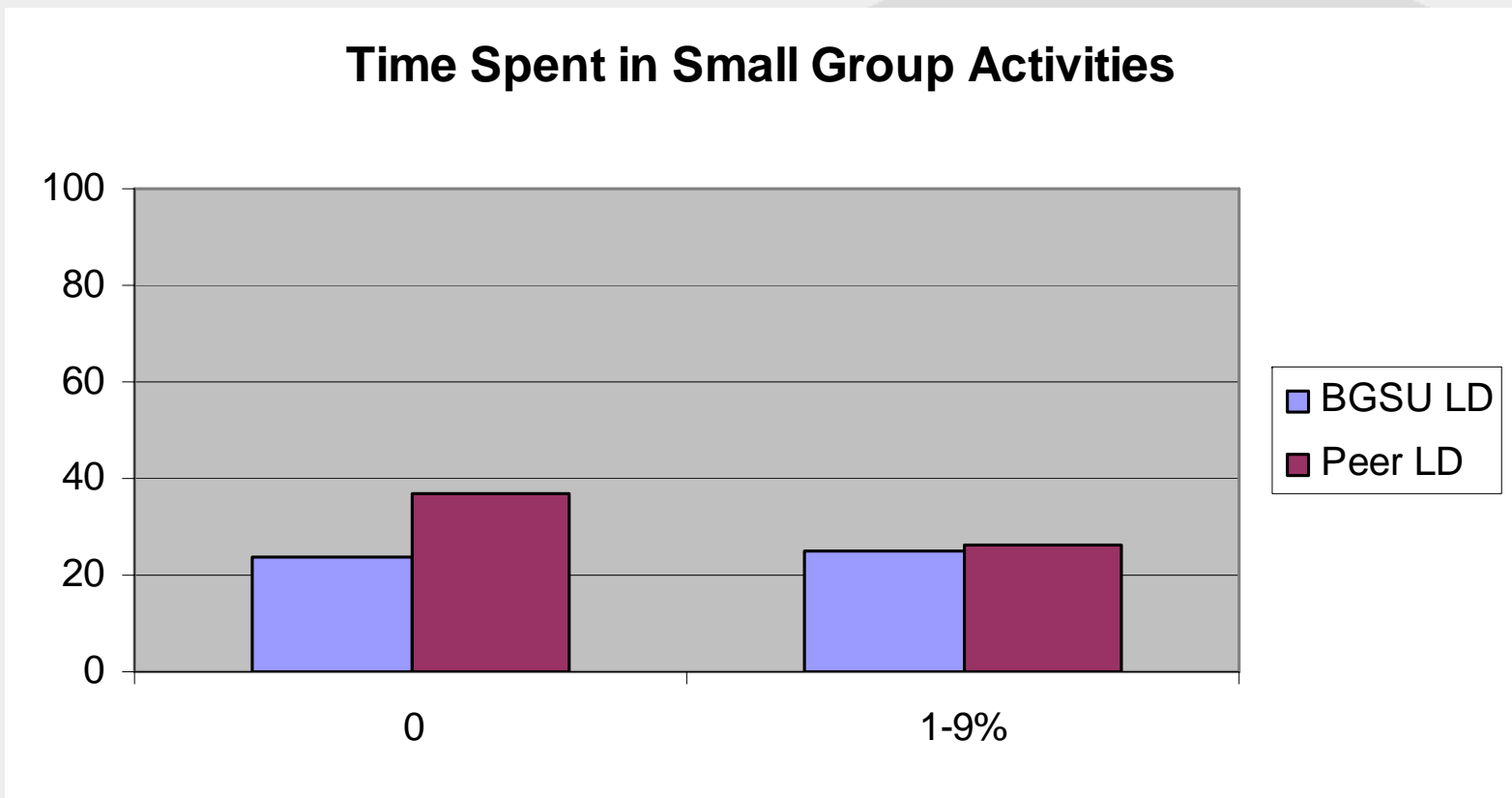




Results



Time Spent in Small Group Activities

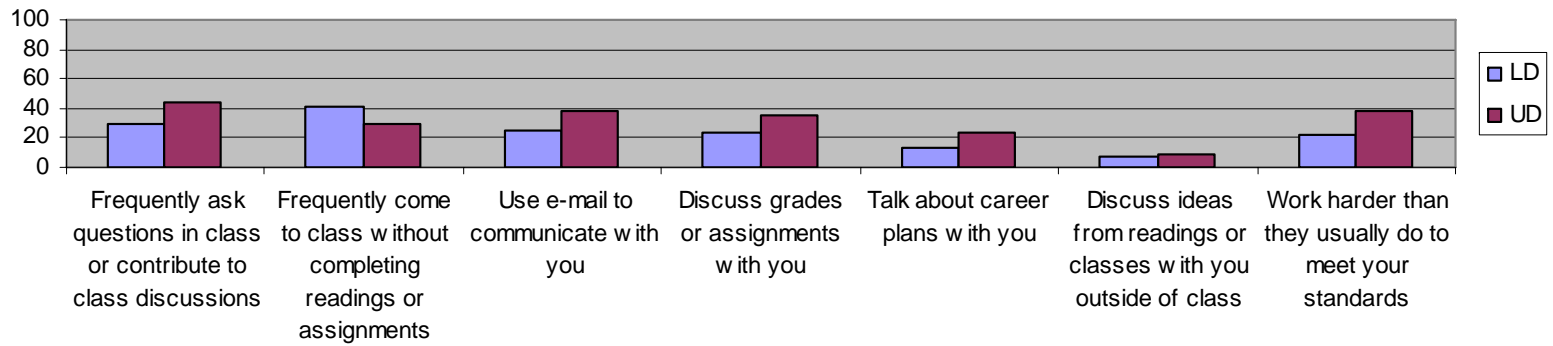




Results



Faculty Perception of Student Activities

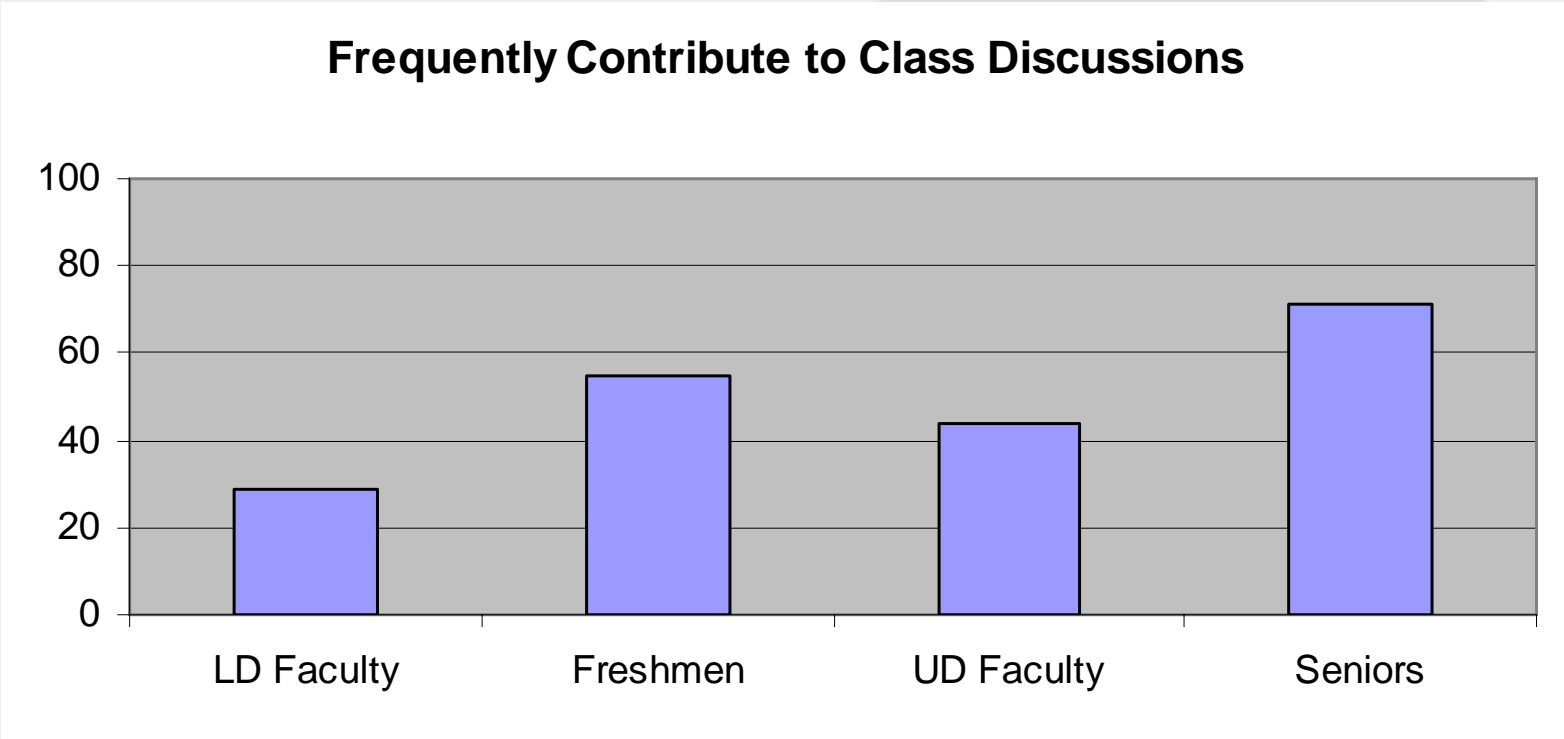




Results



Frequently Contribute to Class Discussions

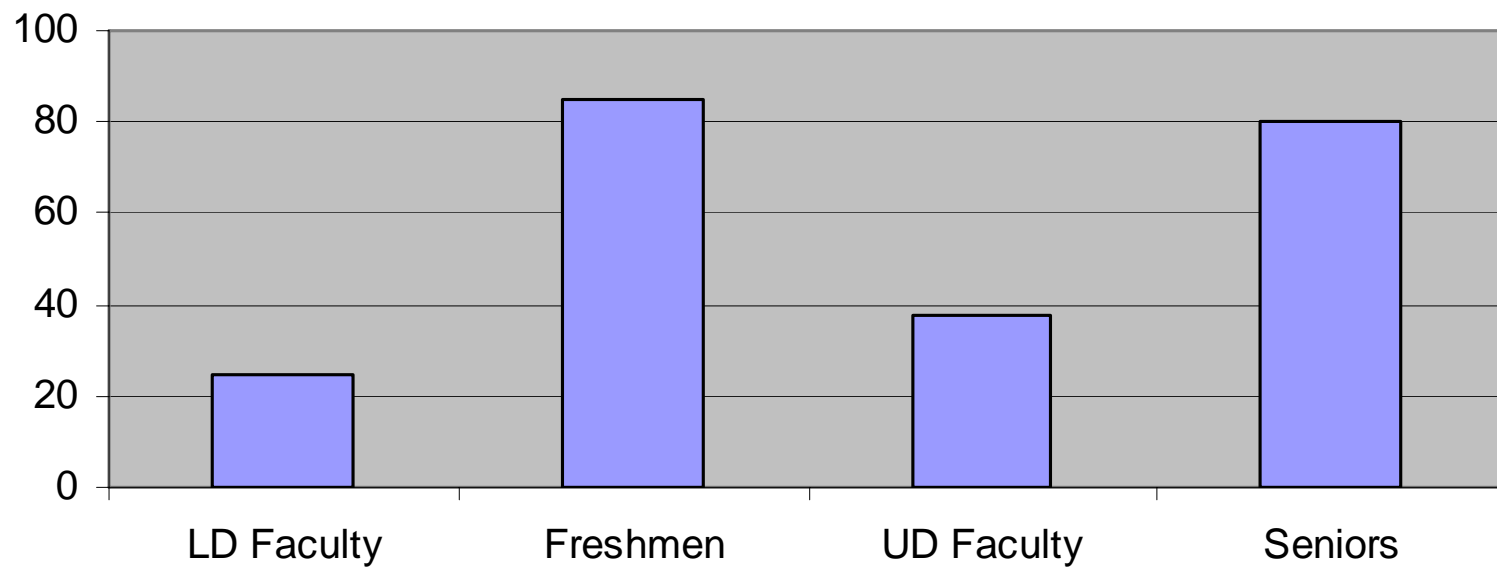




Results



Use E-Mail to Communicate with Faculty

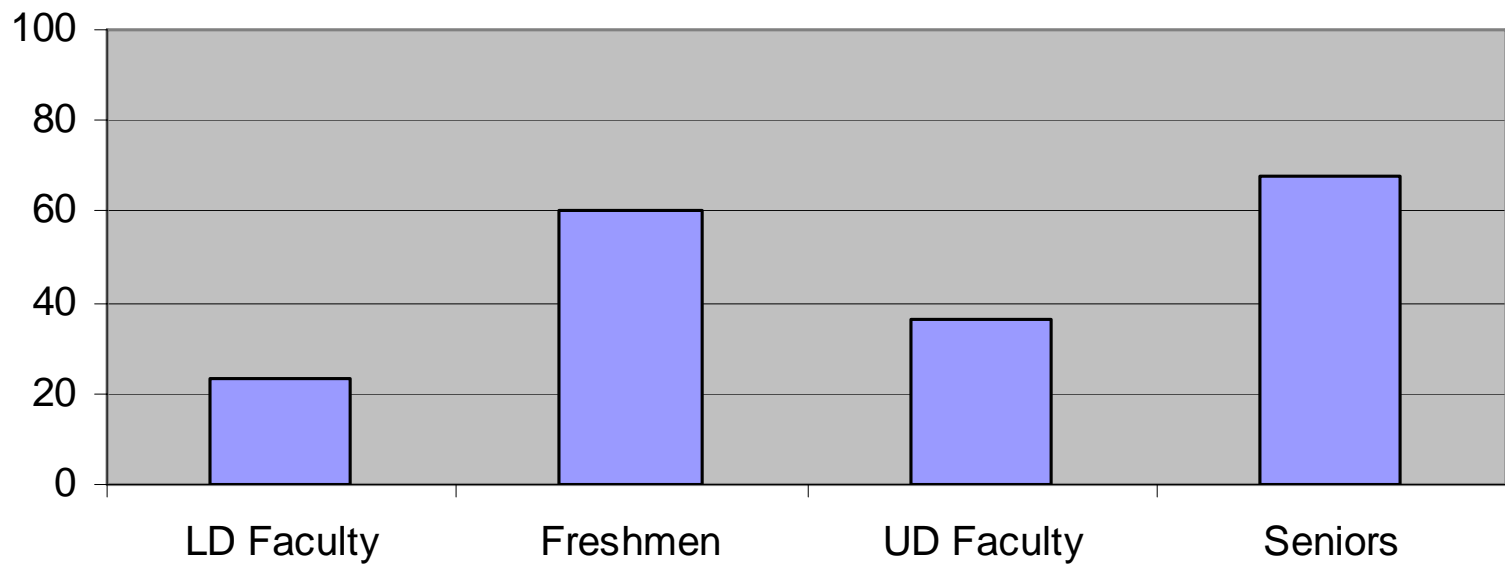




Results



Discuss Grades or Assignments with Faculty

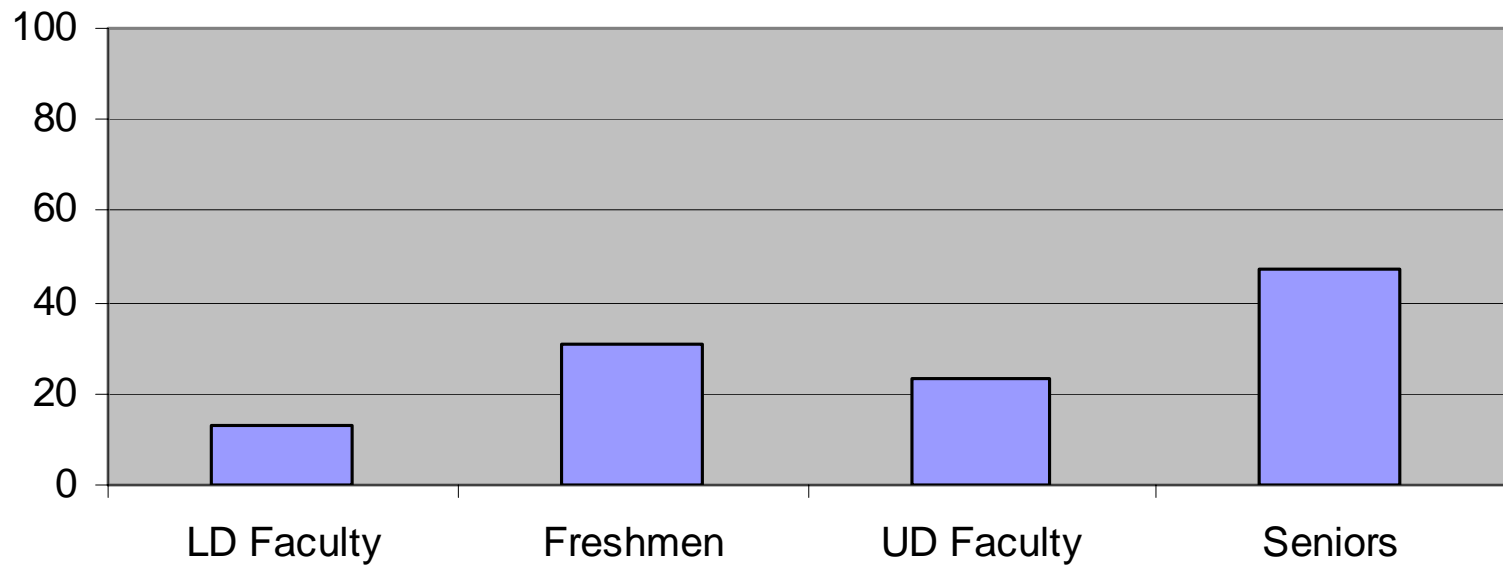




Results



Talk About Career Plans with Faculty

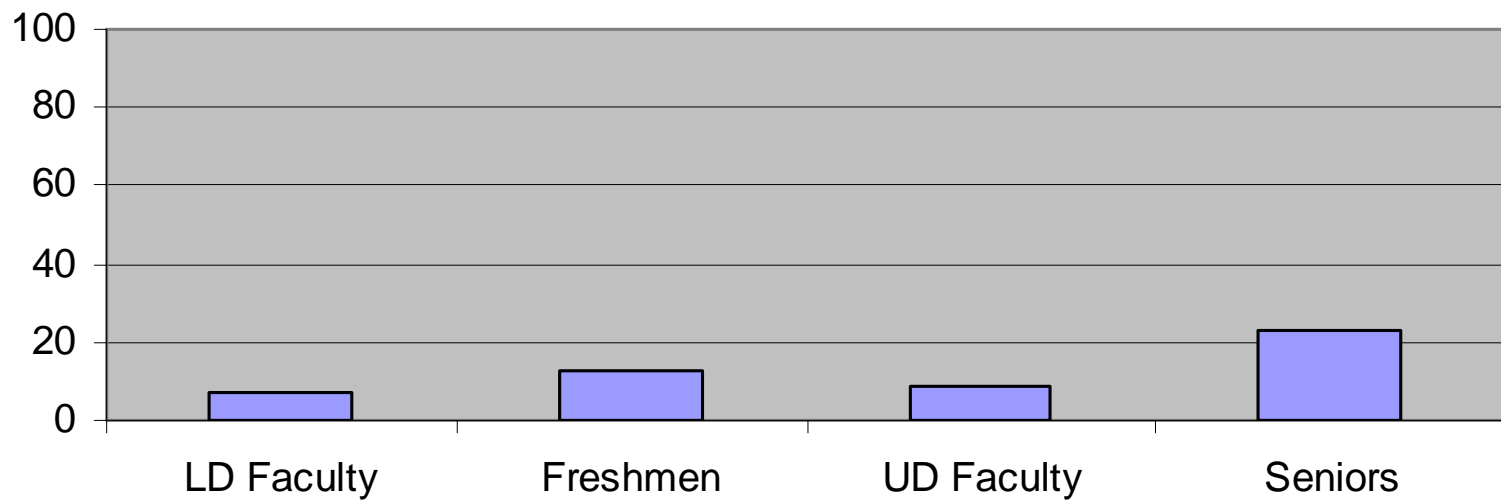




Results



Discuss Ideas From Readings or Classes with Faculty Outside of Class

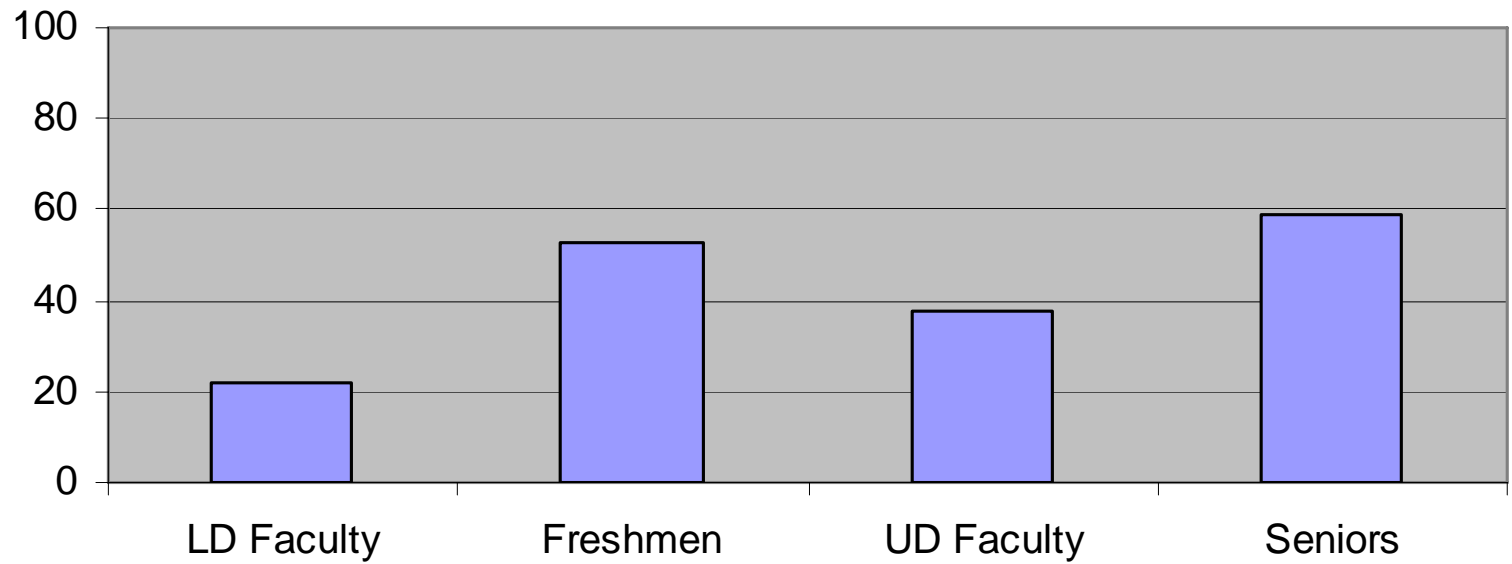




Results



Work Harder Than Usual To Meet Faculty Standards

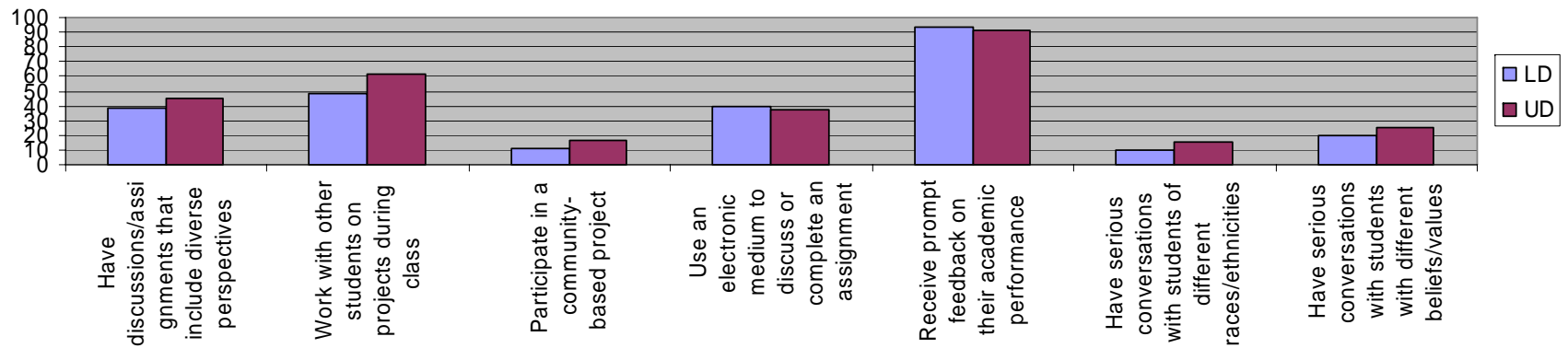




Results



Students Often ...

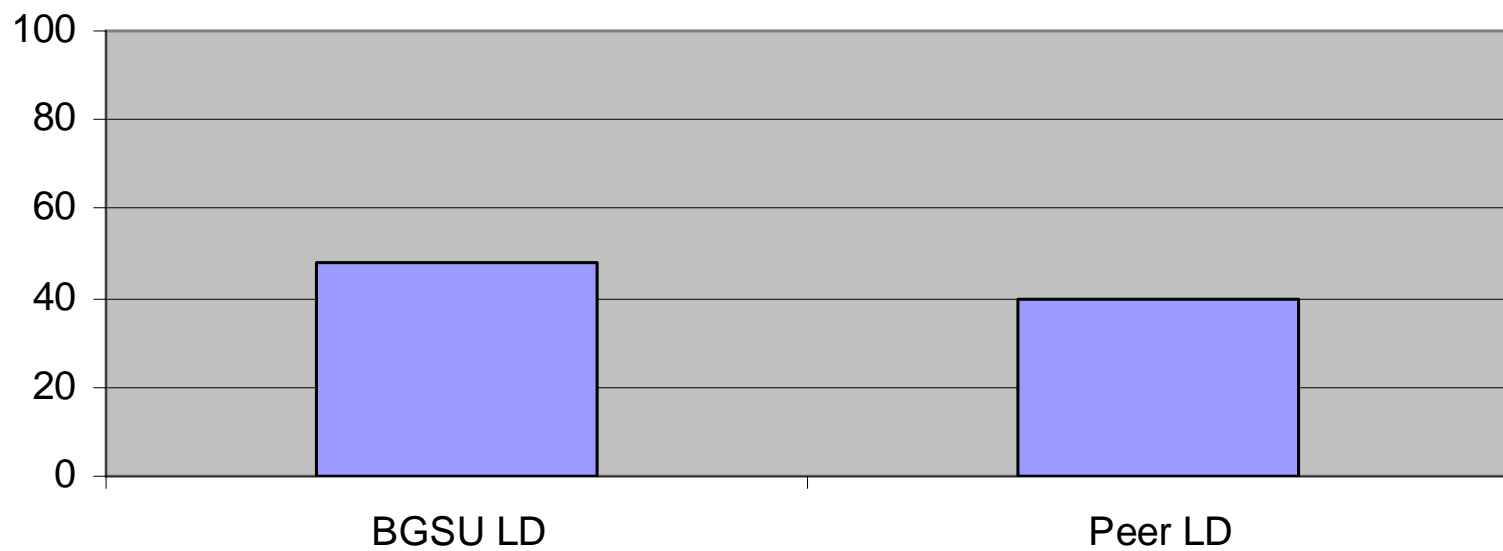




Results



Work With Other Students on Projects During Class

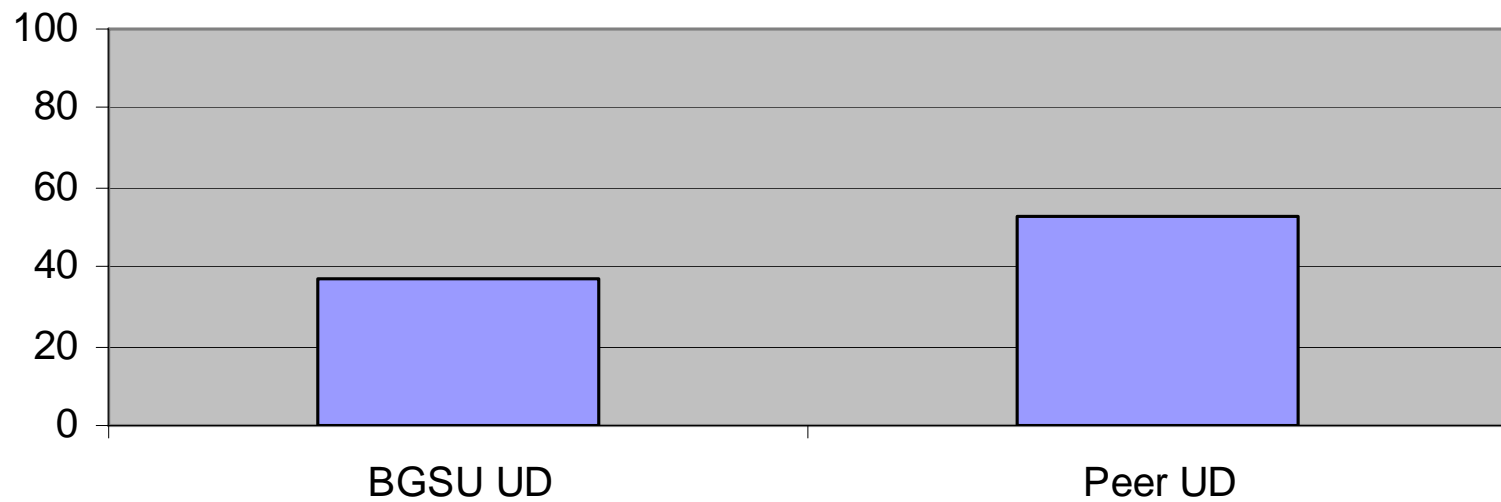




Results



Use An Electronic Medium To Discuss or Complete an Assignment

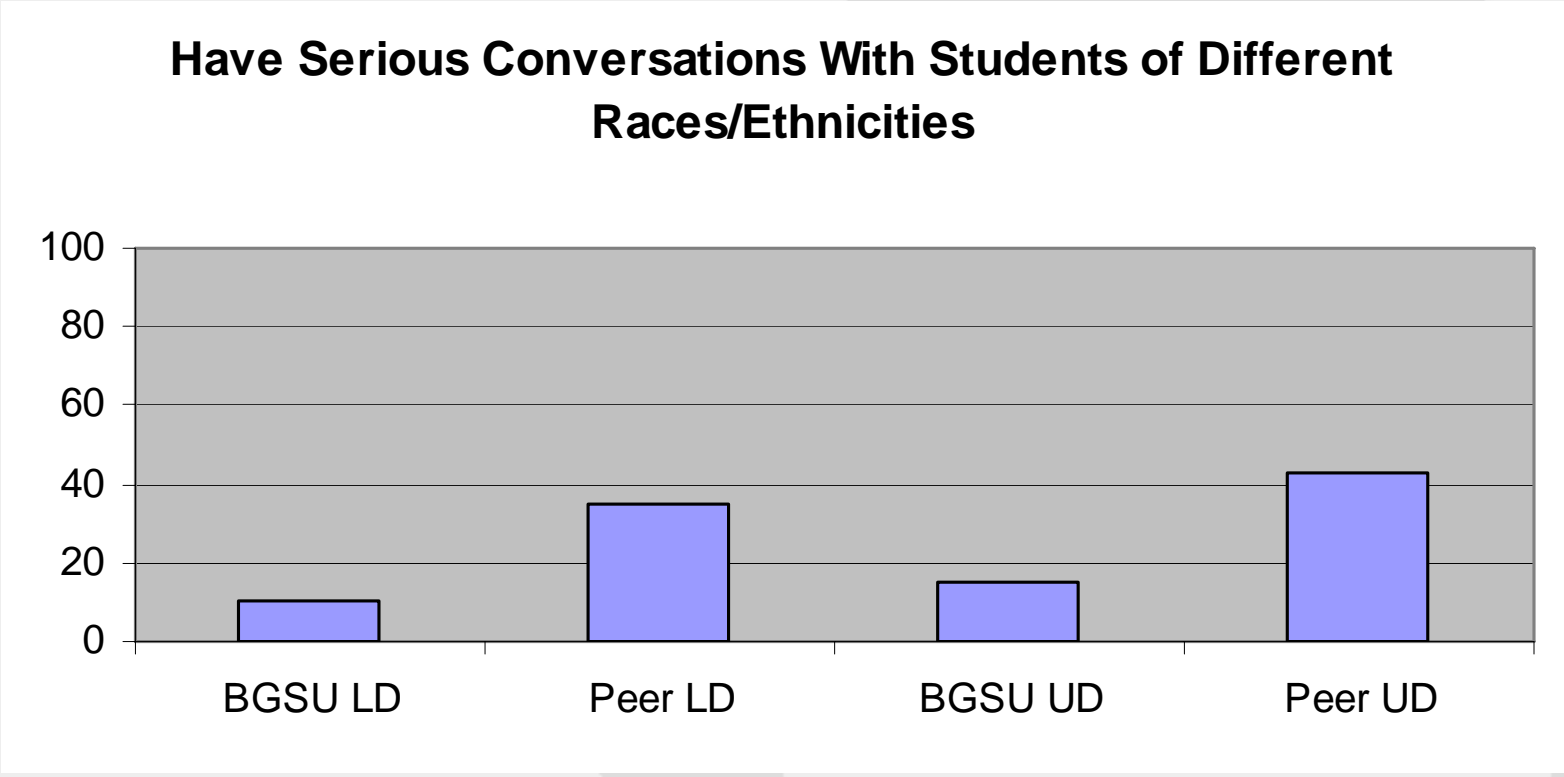




Results



Have Serious Conversations With Students of Different Races/Ethnicities

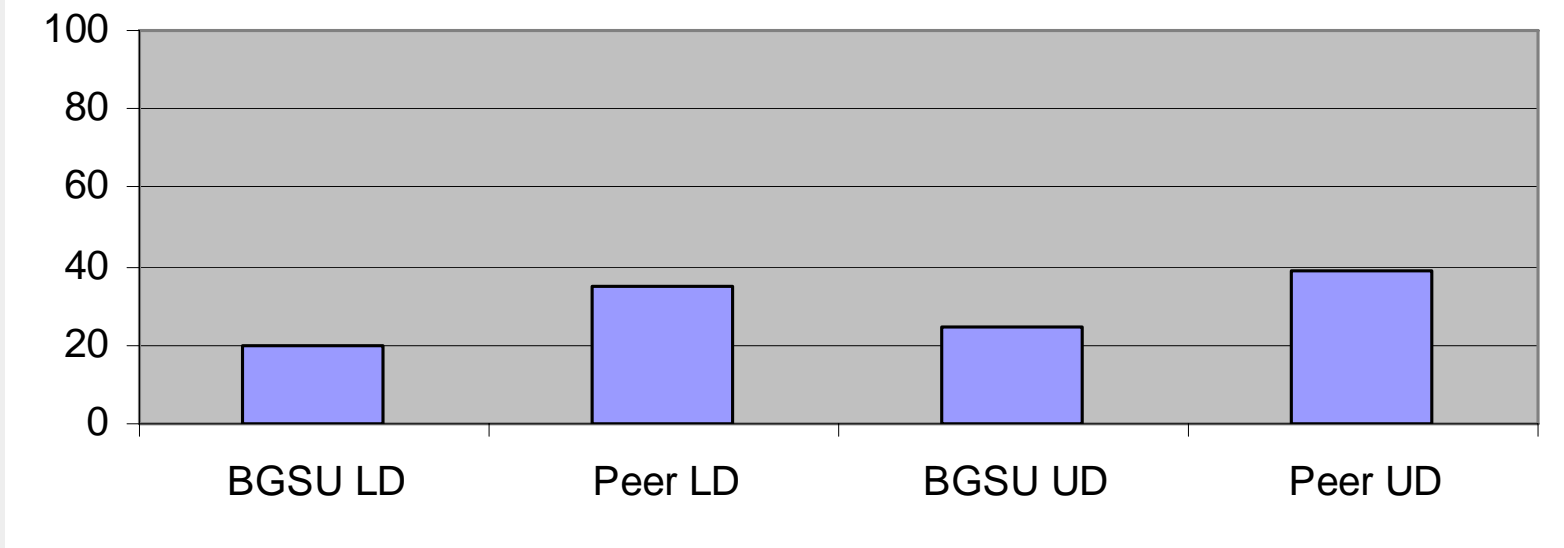




Results



Have Serious Conversations With Students With Different Beliefs/Values

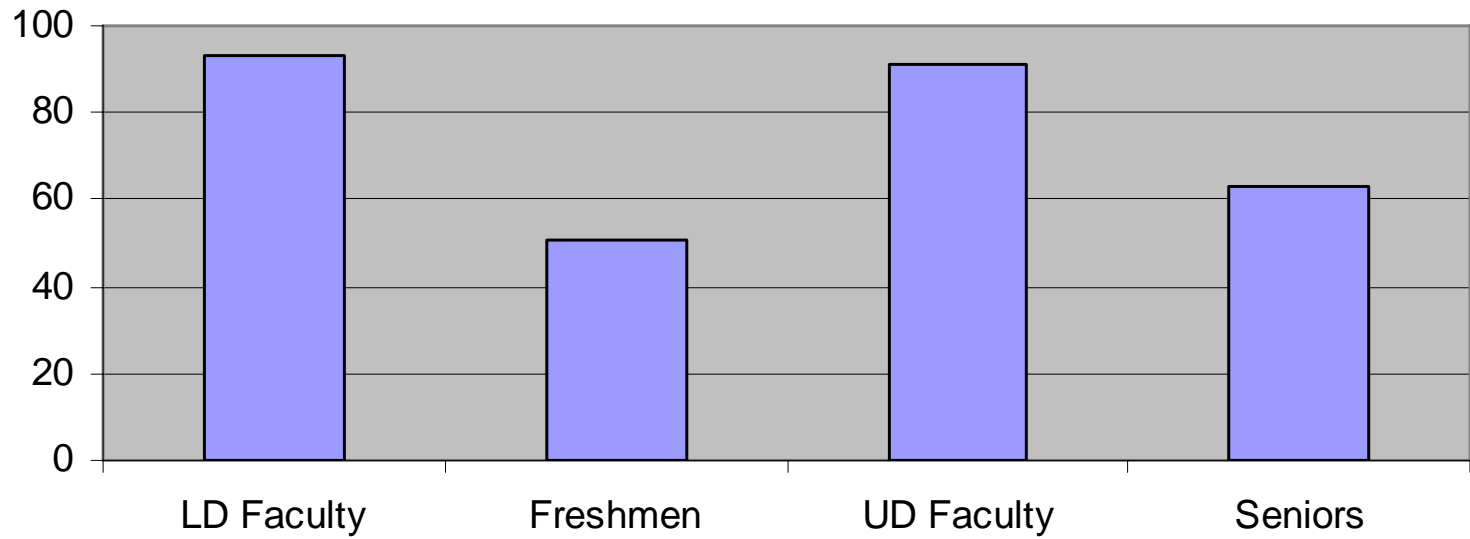




Results



Receive Prompt Feedback

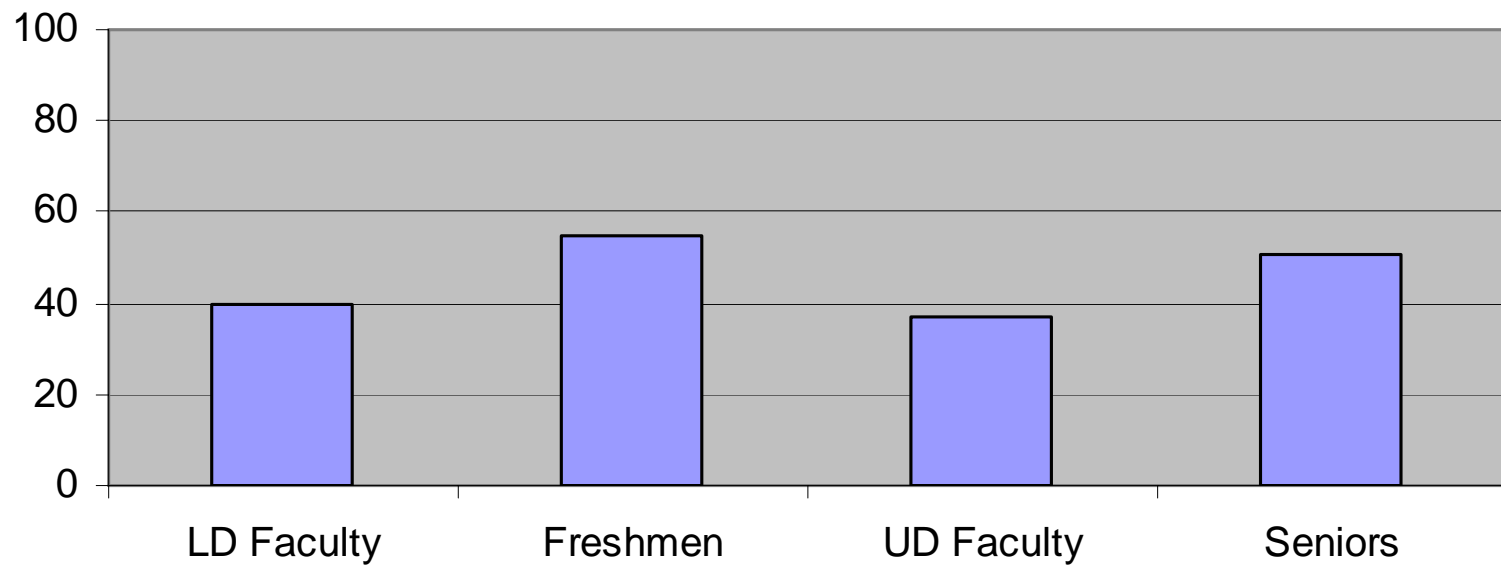




Results



Use An Electronic Medium

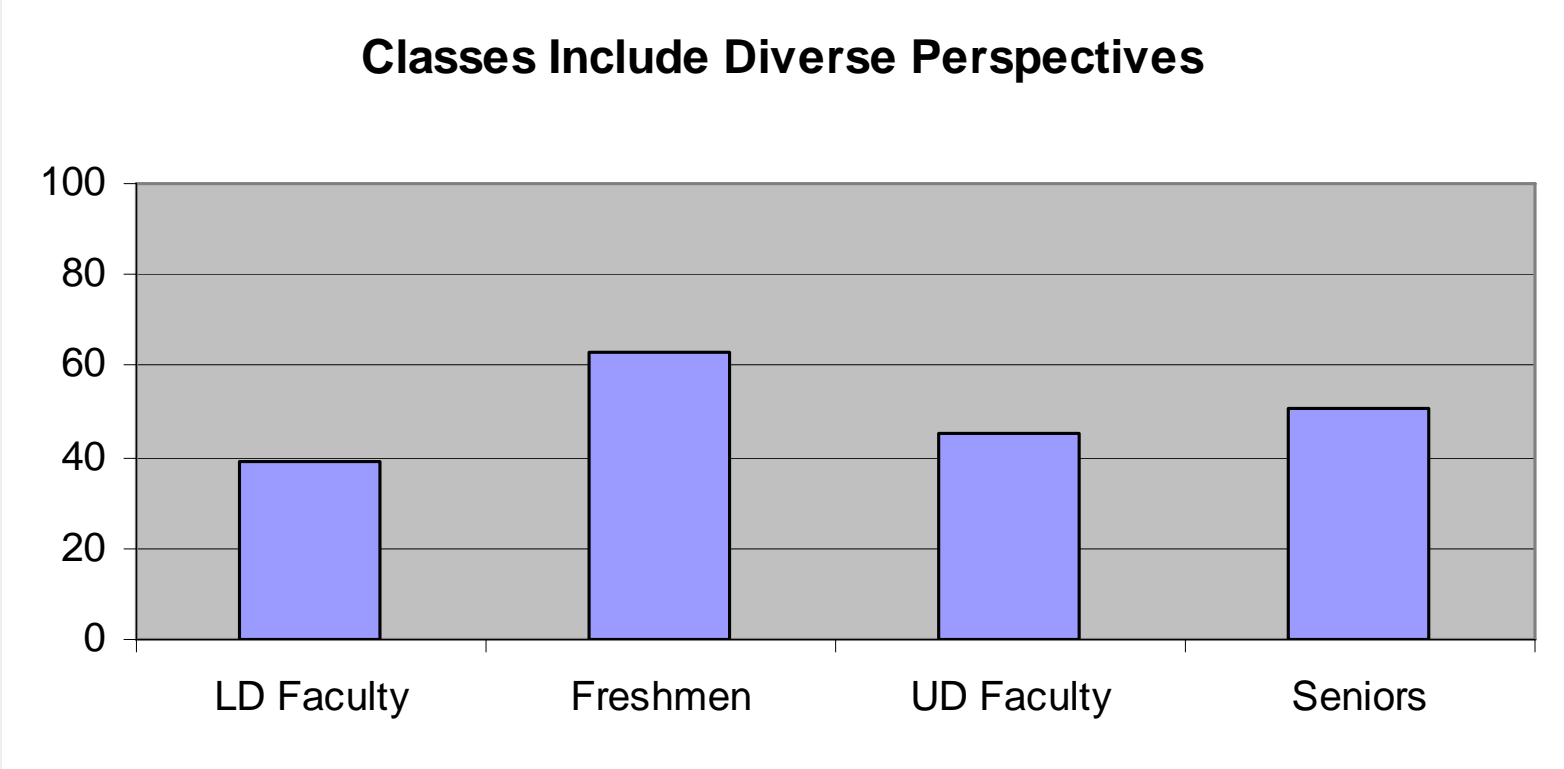




Results



Classes Include Diverse Perspectives

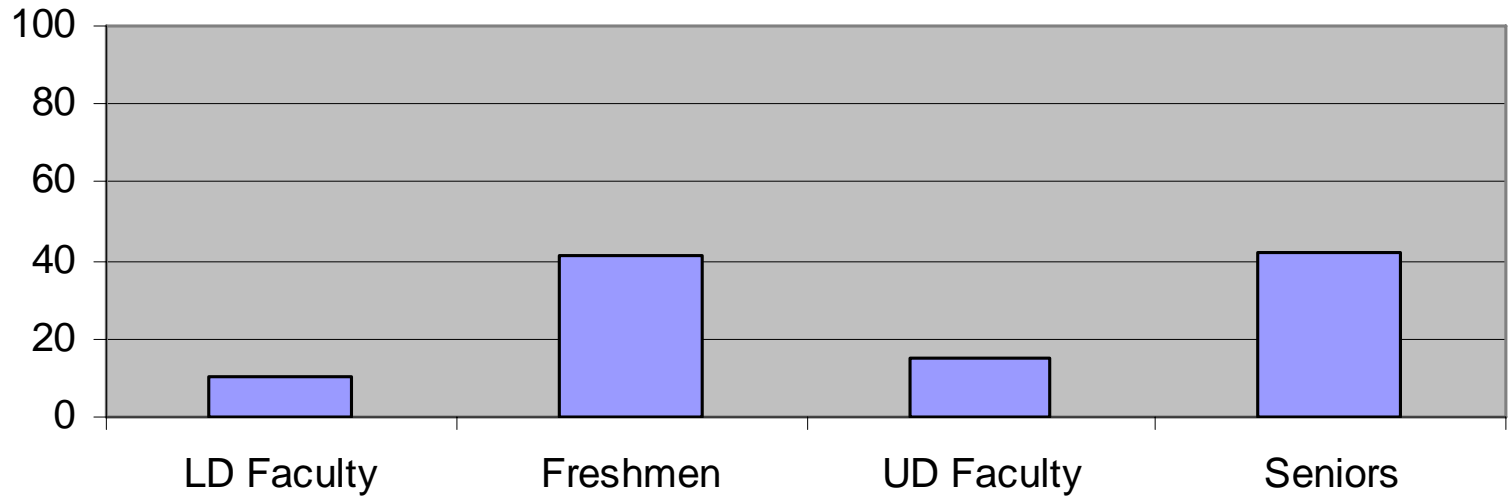




Results



Have Serious Conversations With Students of Different Races/Ethnicities

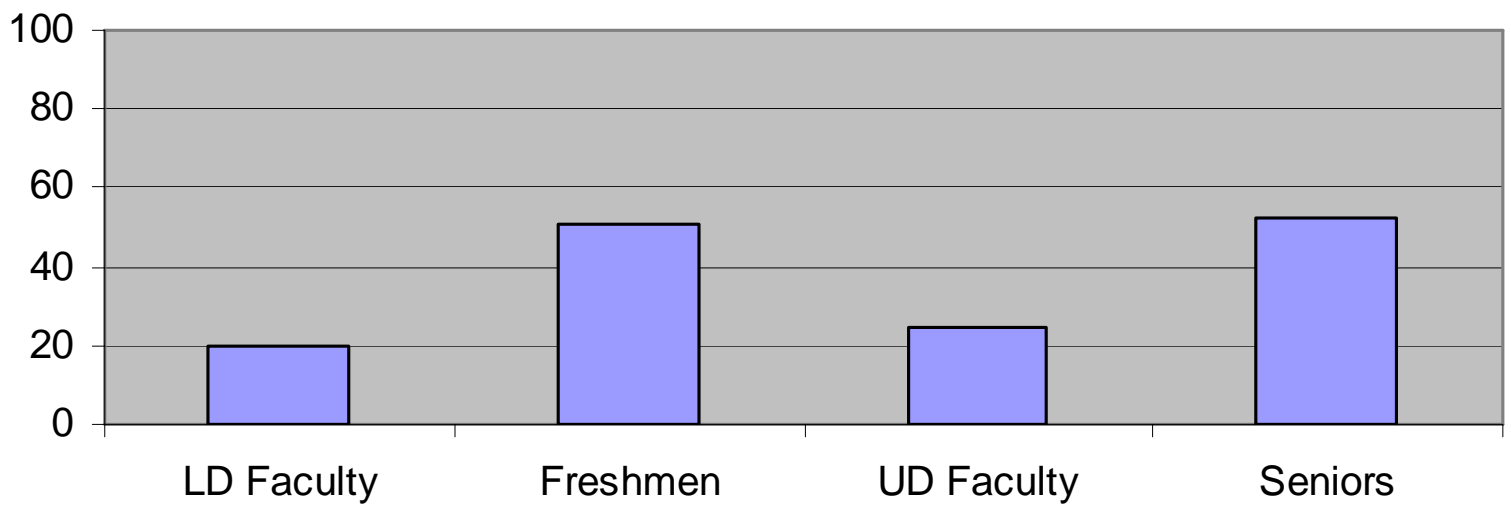




Results



Have Serious Conversations With Students With Different Beliefs/Values

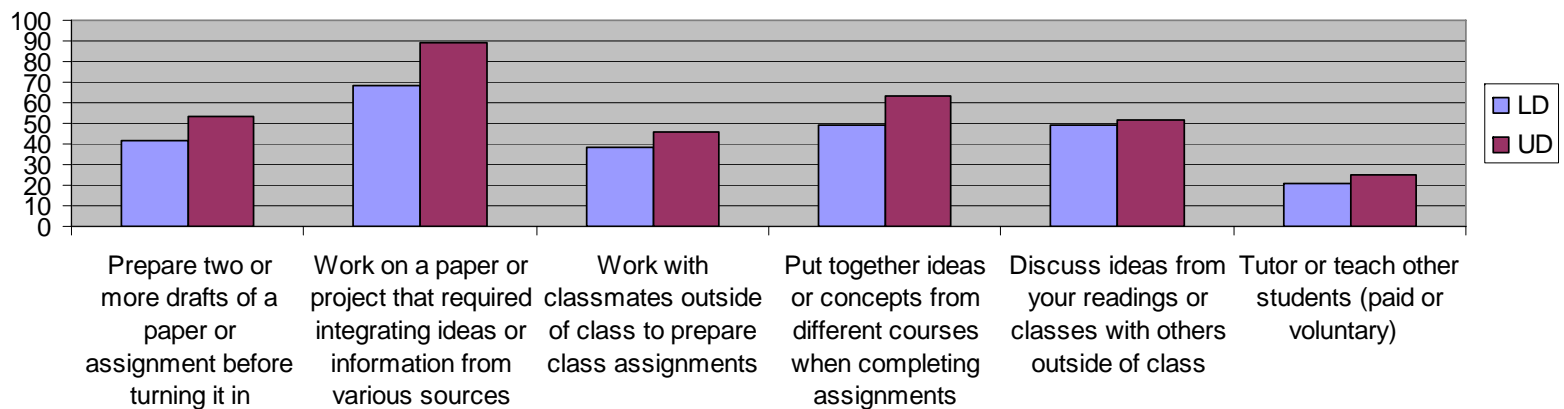




Results



Students Often ...

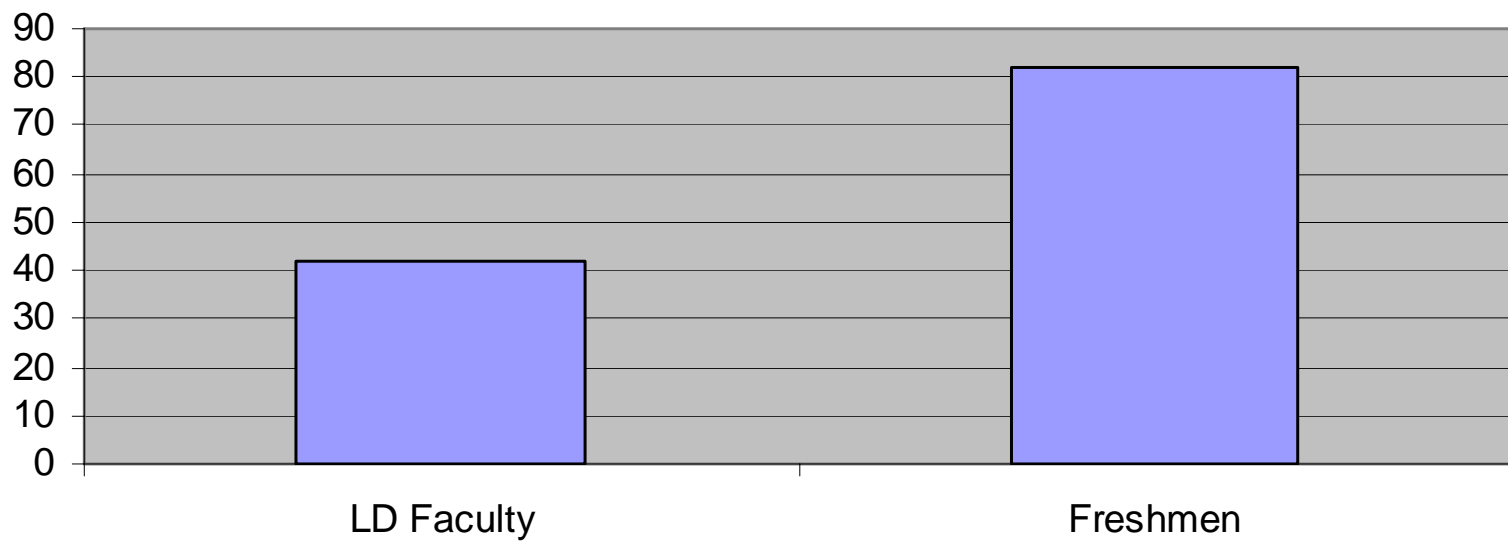




Results



Prepare Two or More Drafts of Paper Before Turning It In

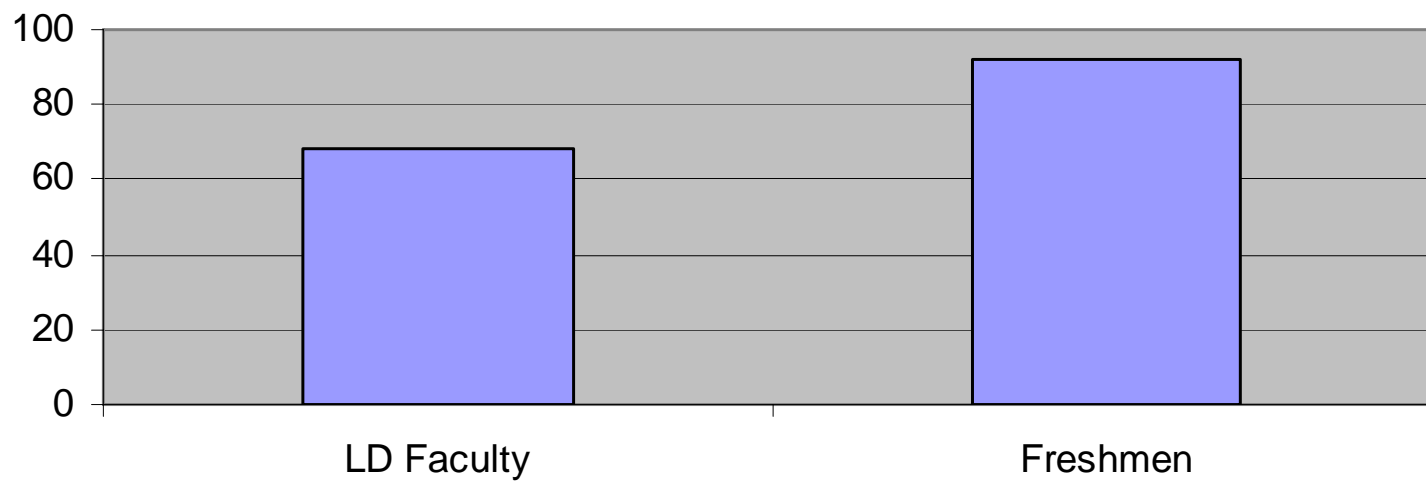




Results



Work On a Paper/Project that Requires Integrating Information From Various Sources

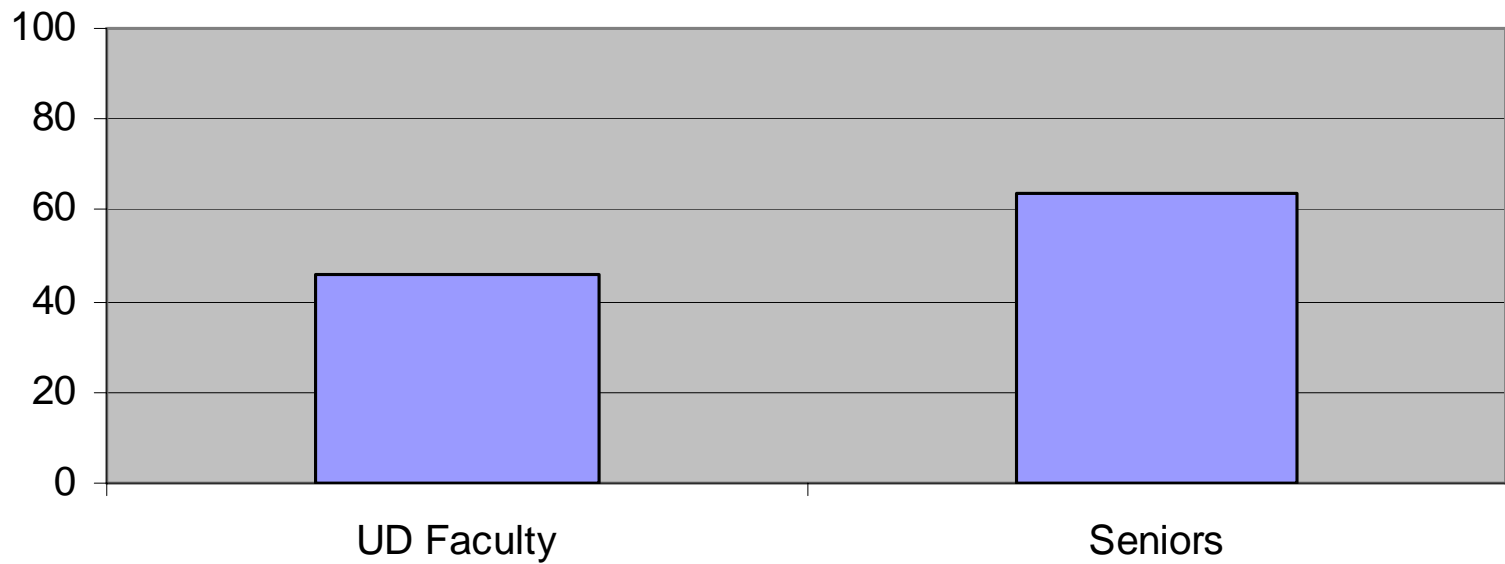




Results



Work With Classmates Outside of Class On Assignments

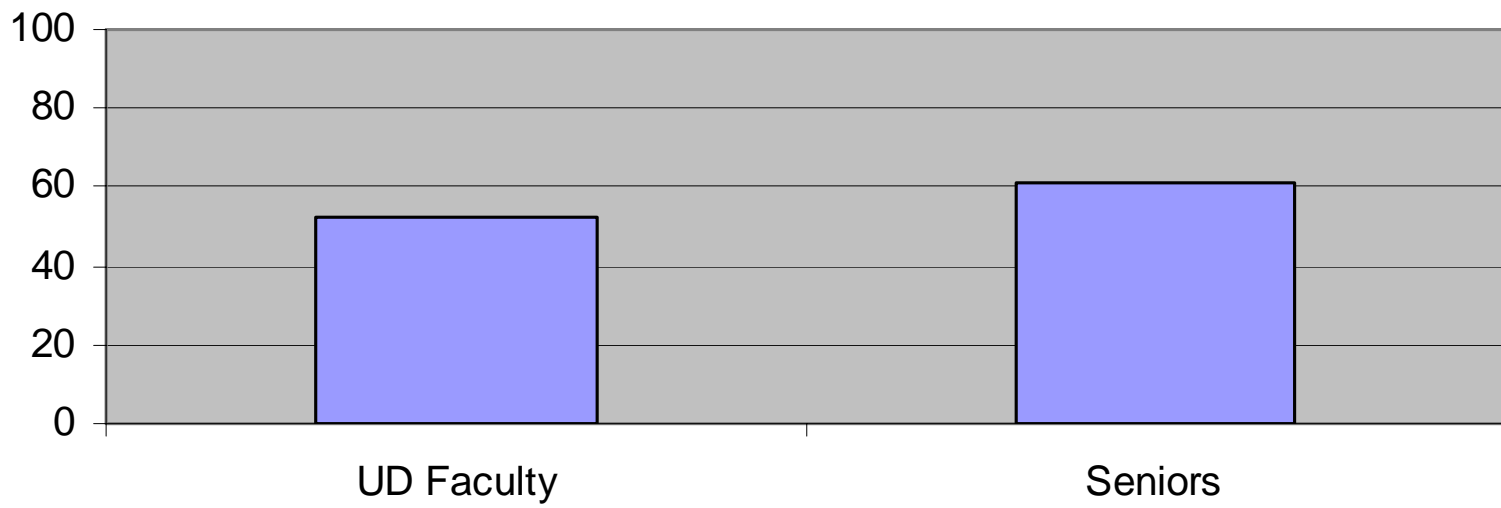




Results



Discuss Ideas From Classes With Others Outside of Class

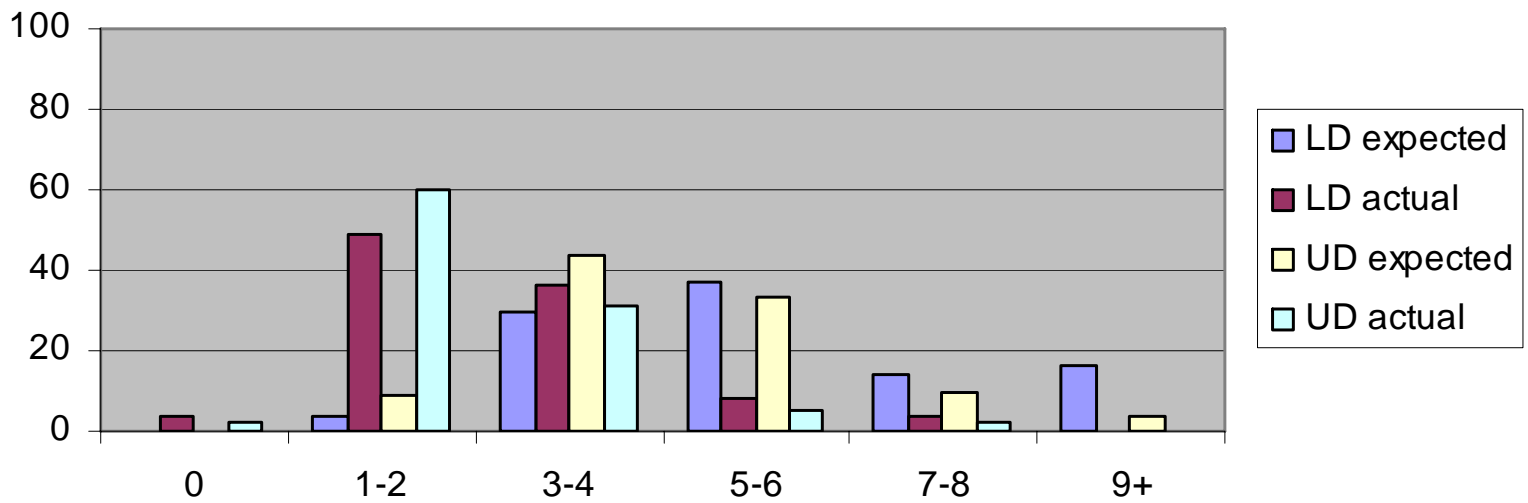




Results



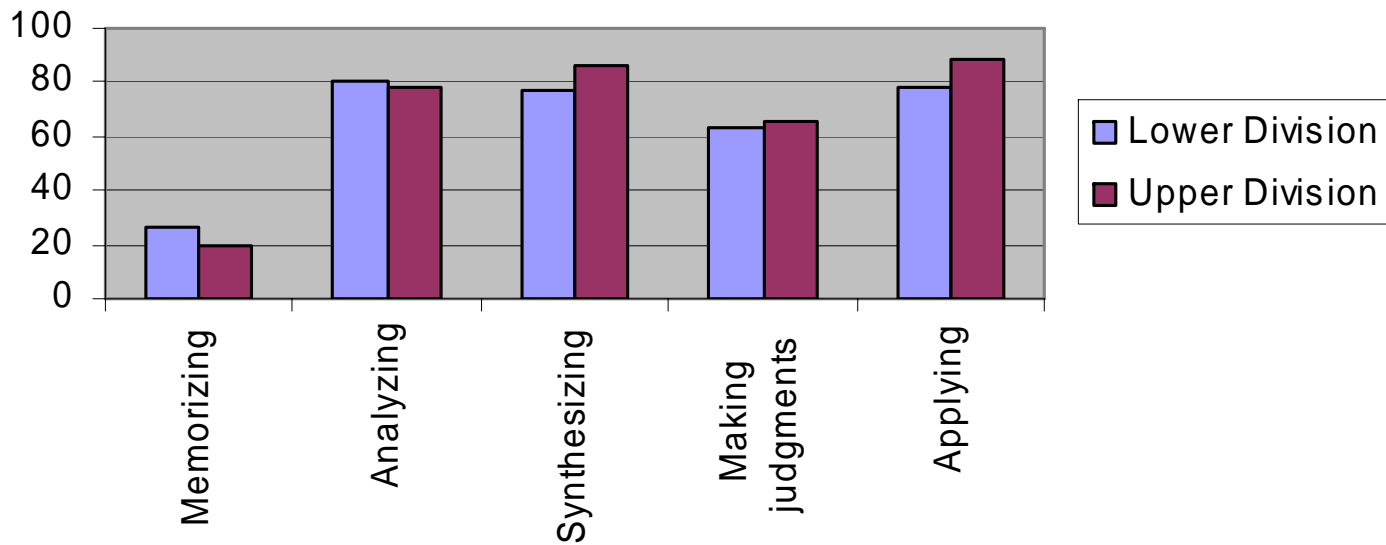
Student Hours per Week Spent Preparing for Class





Results

Classes Emphasize . . .

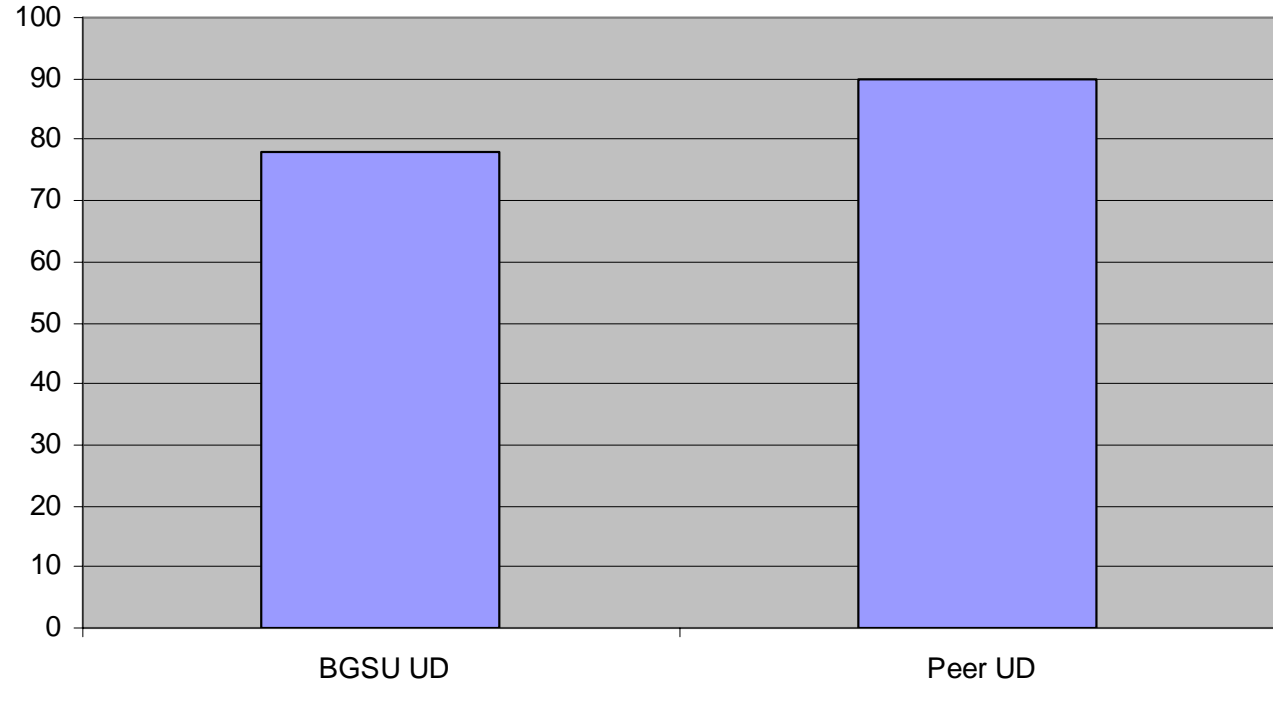




Results



Classes Emphasize Analysis

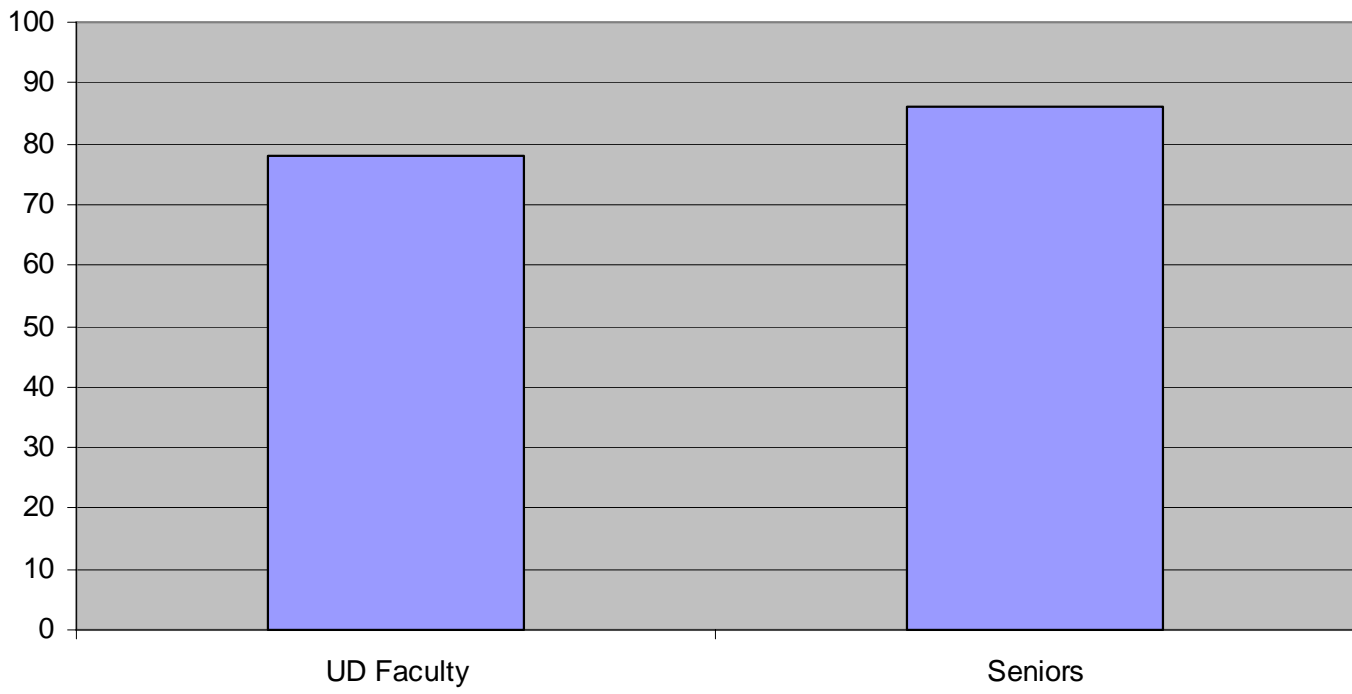




Results



Classes Emphasize Analysis

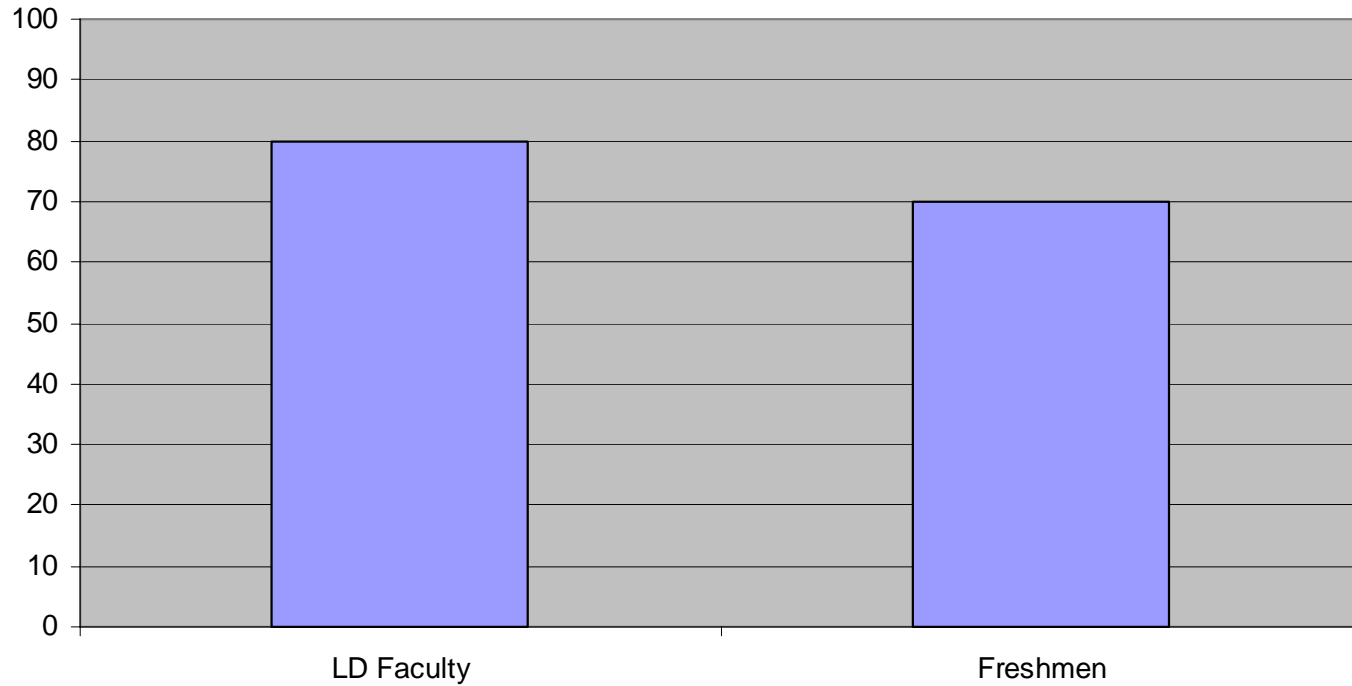




Results



Classes Emphasize Analysis

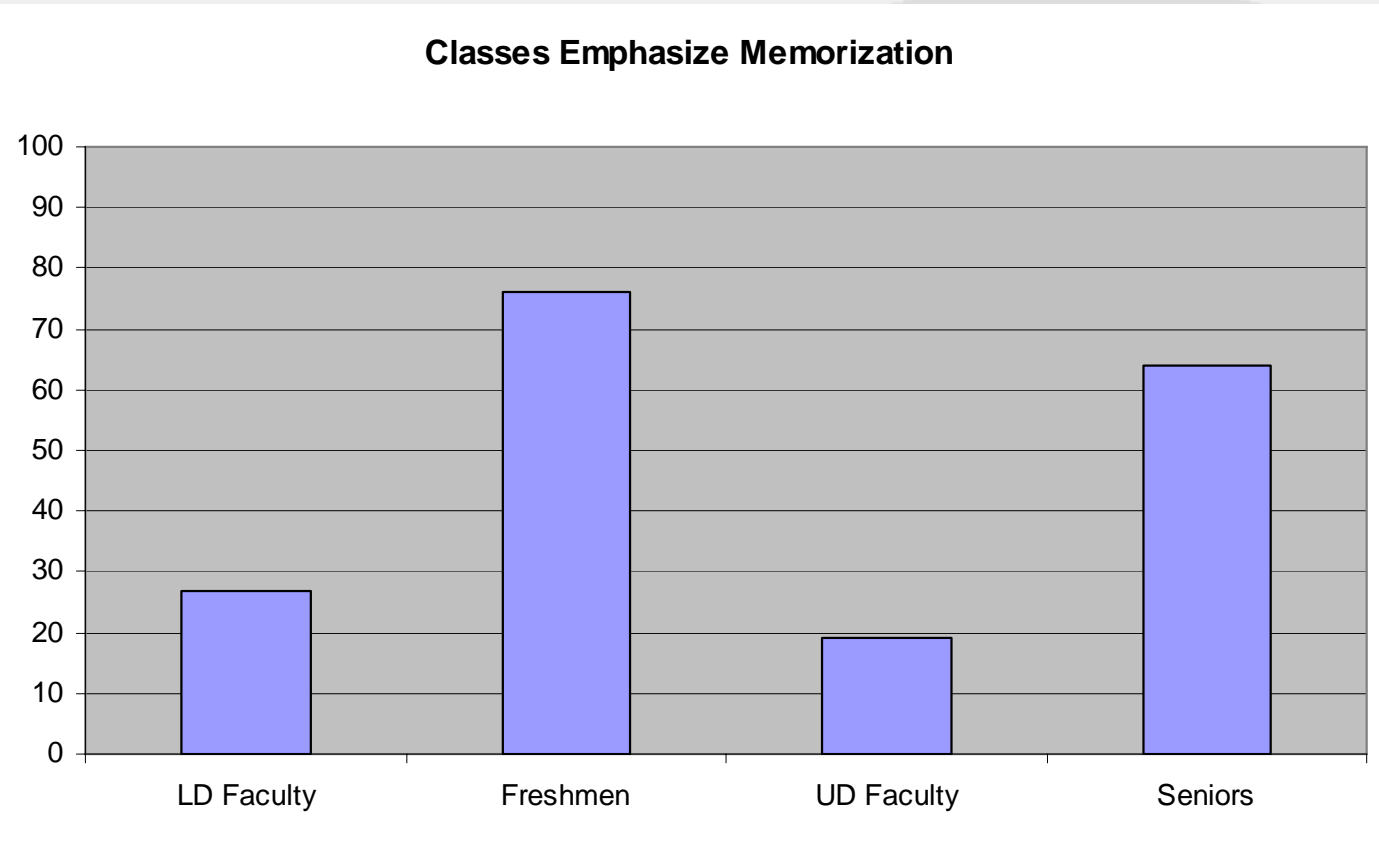




Results



Classes Emphasize Memorization

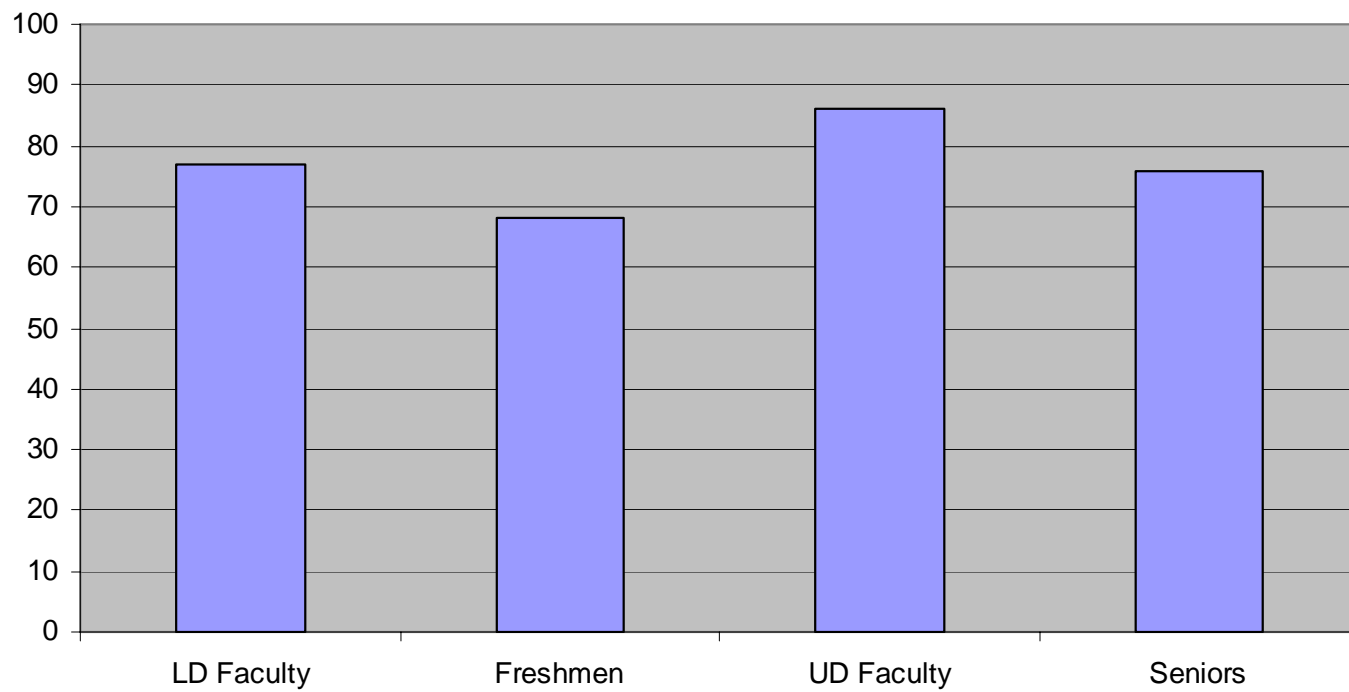




Results



Classes Emphasize Synthesis

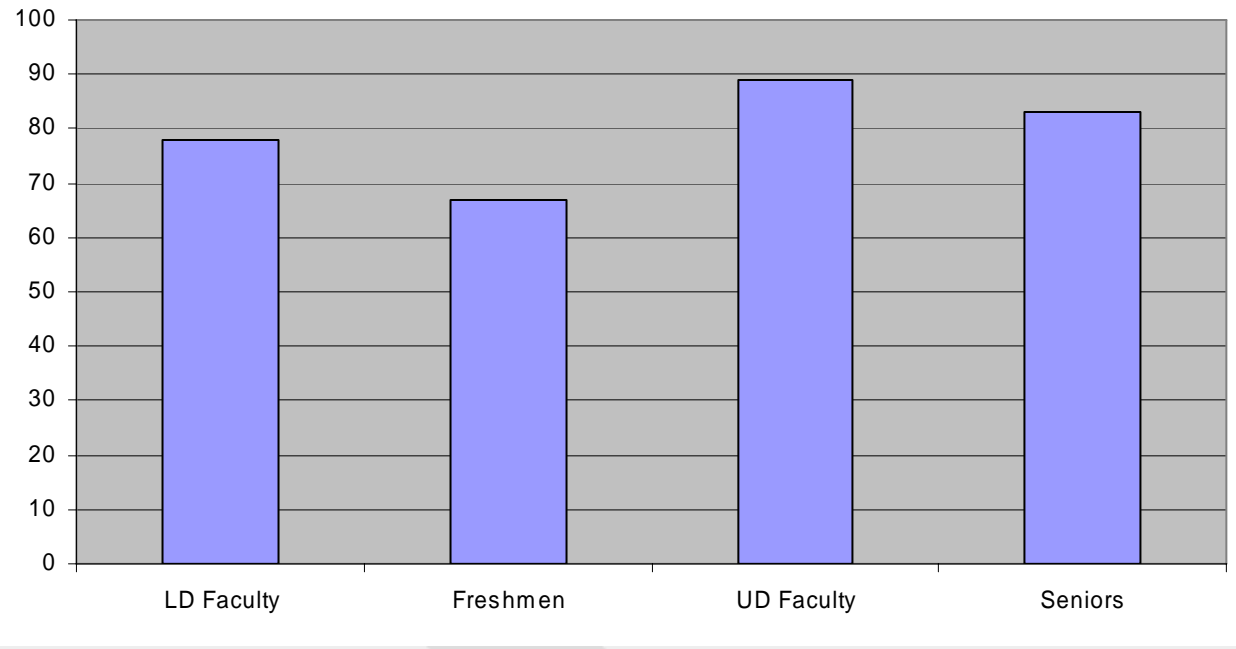




Results



Classes Emphasize Application

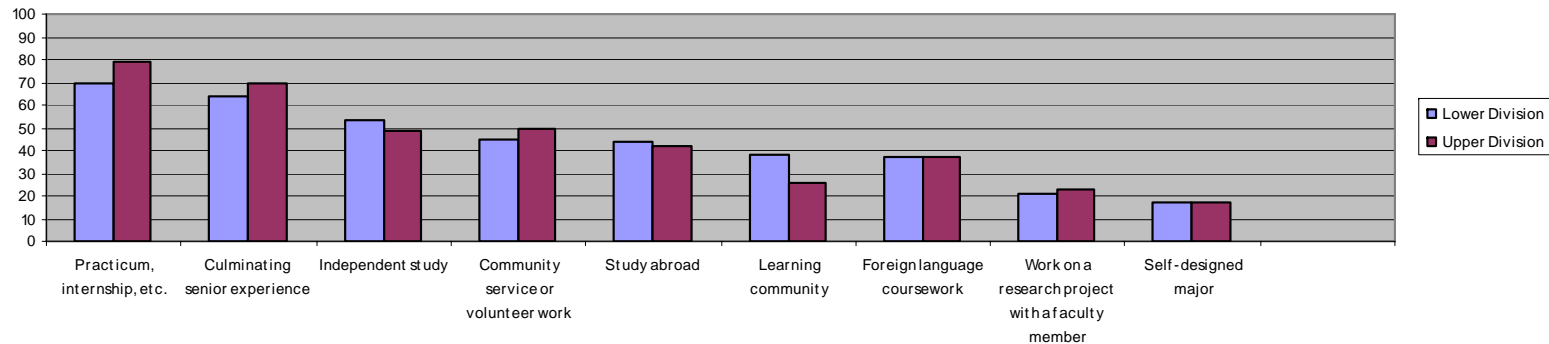




Results



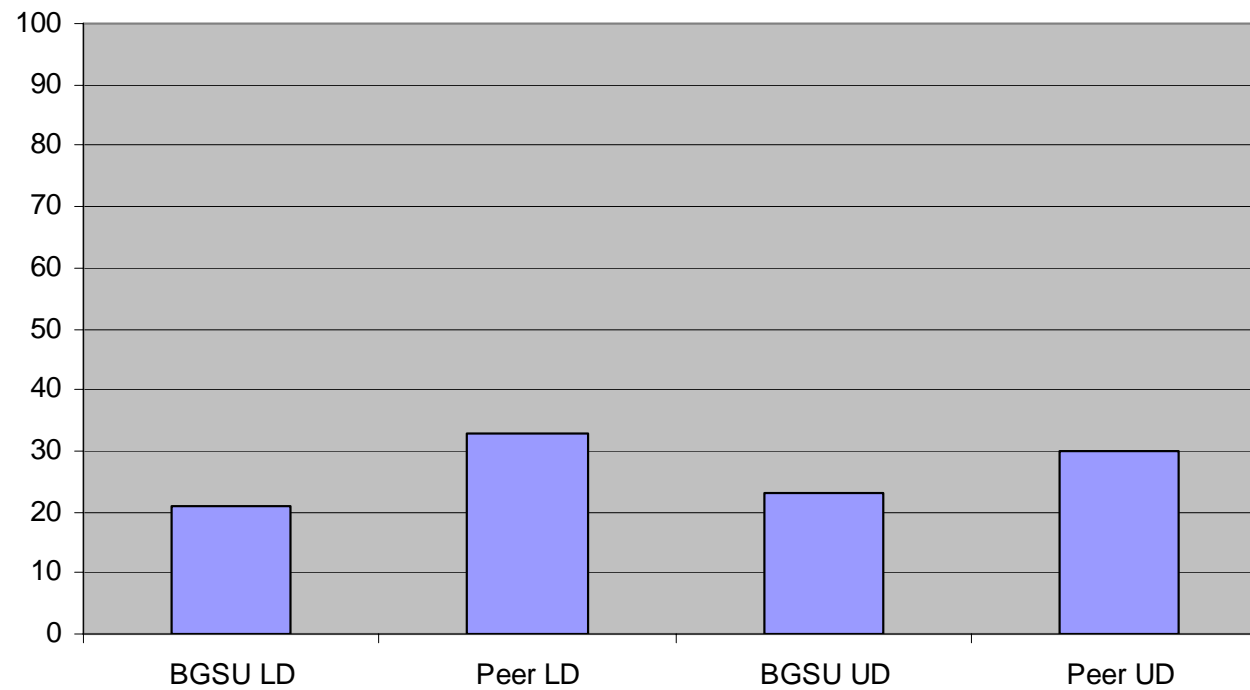
Academic Enrichment Experiences





Results

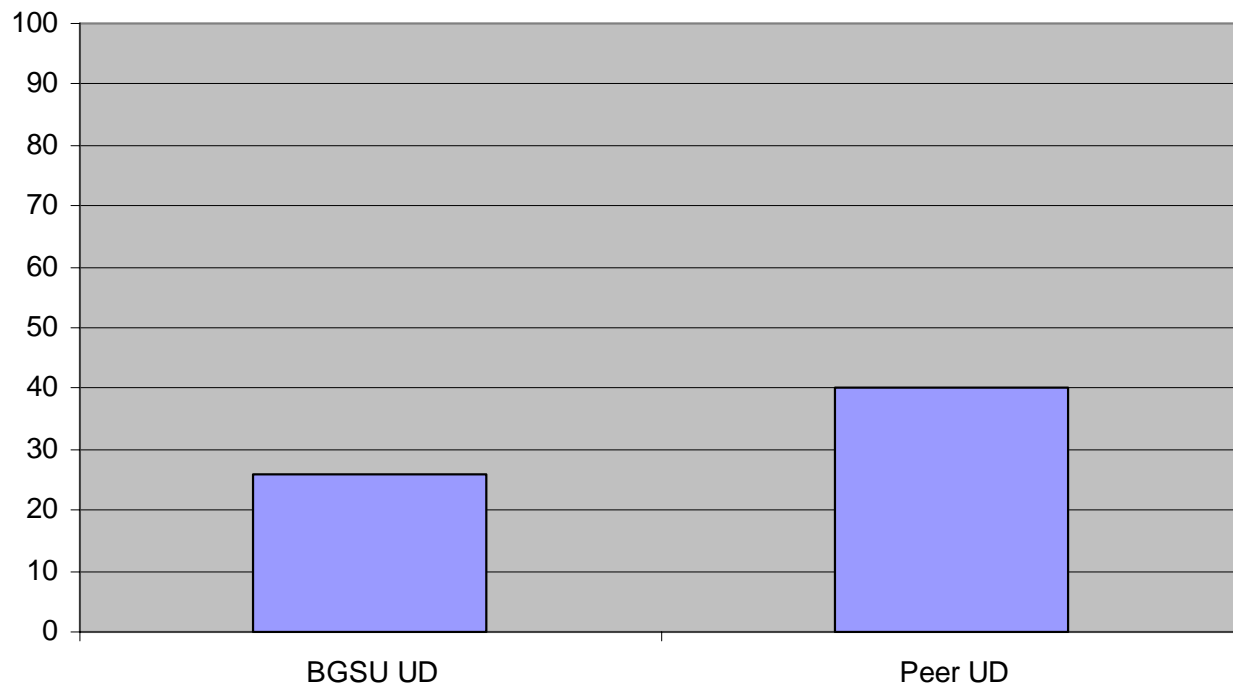
Work on A Research Project With a Faculty Member





Results

Participate in a Learning Community

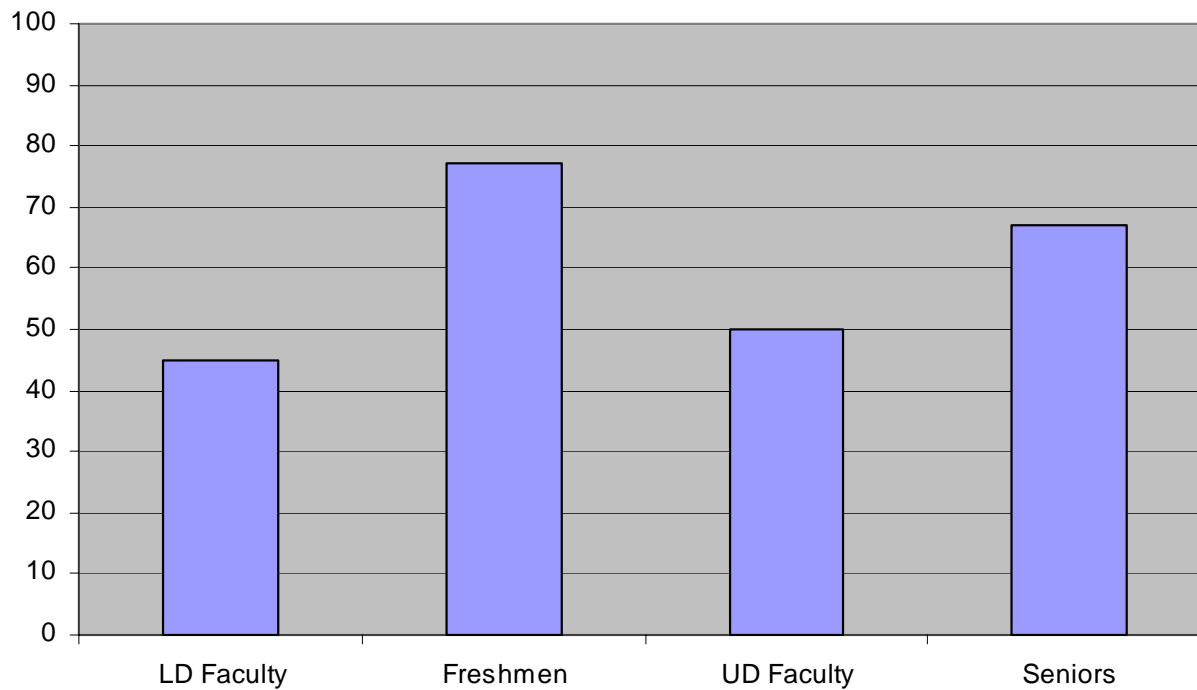




Results



Perform Community Service or Volunteer Work

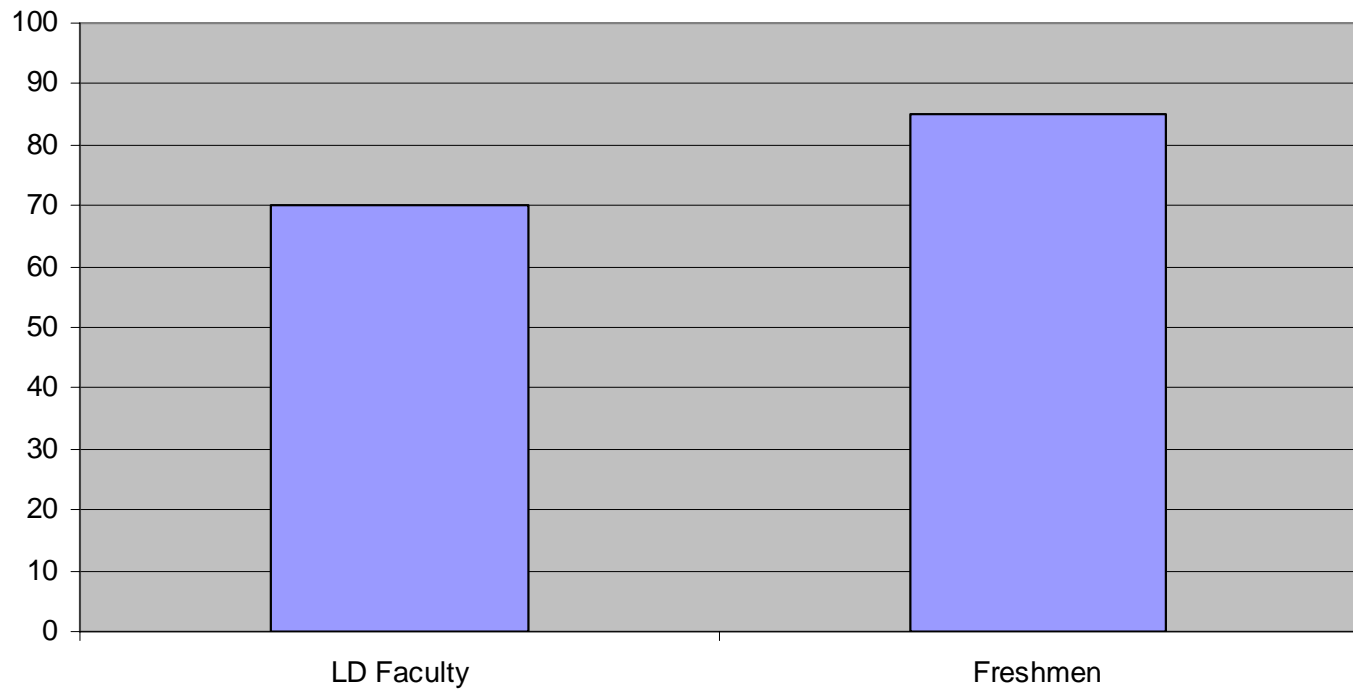




Results



Participate in a Practicum, Internship, Co-Op, Field Experience, Etc.

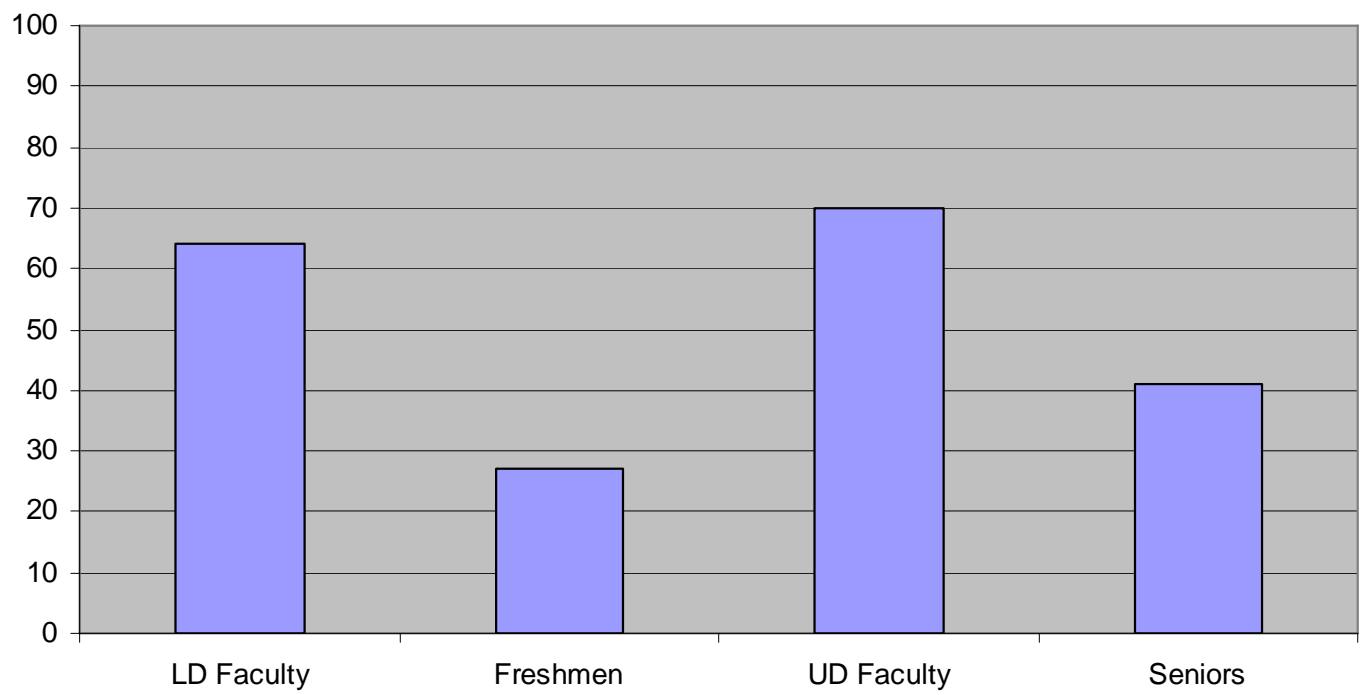




Results



Participate in a Culminating Senior Experience

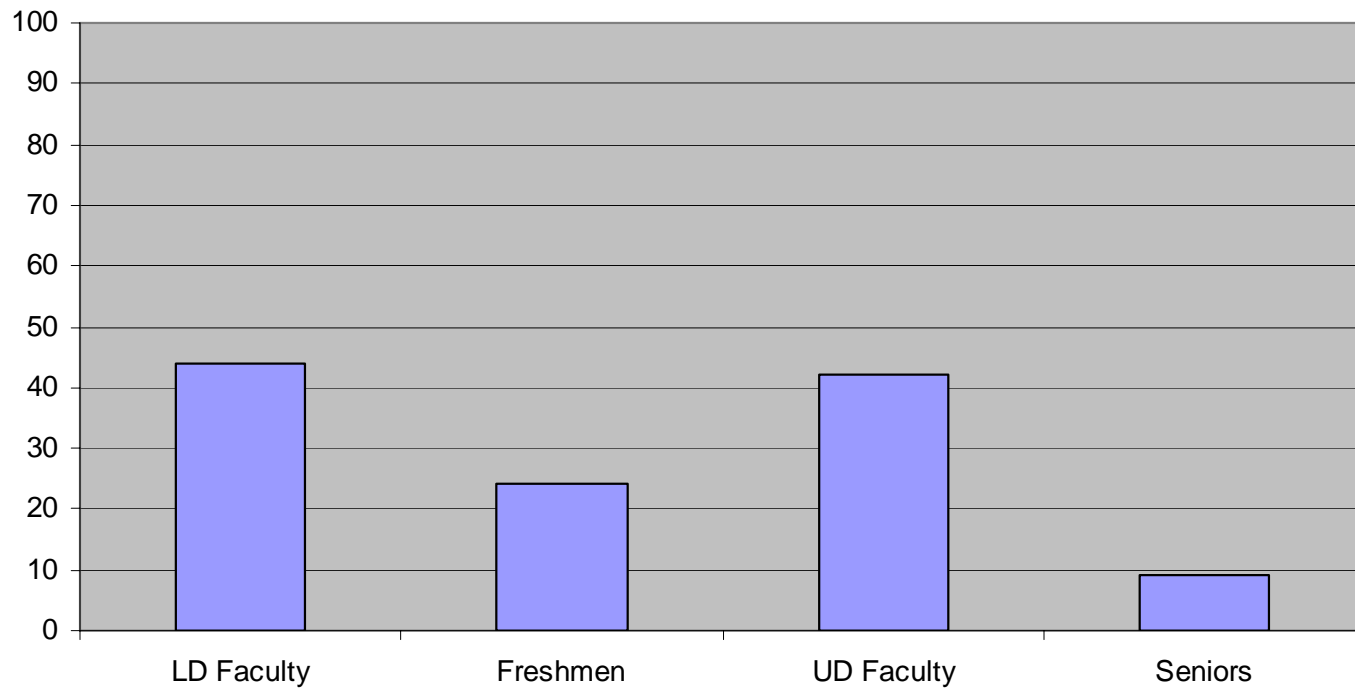




Results



Participate in Study Abroad

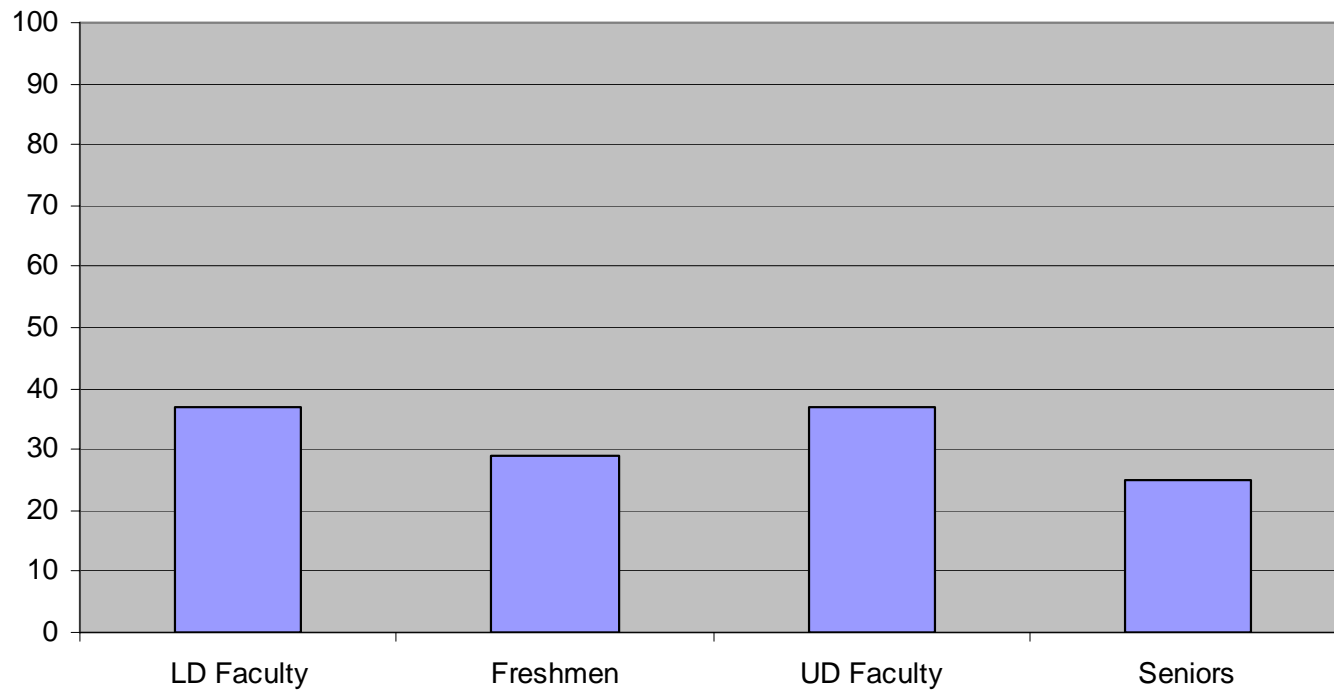




Results



Enroll in Foreign Language Courses

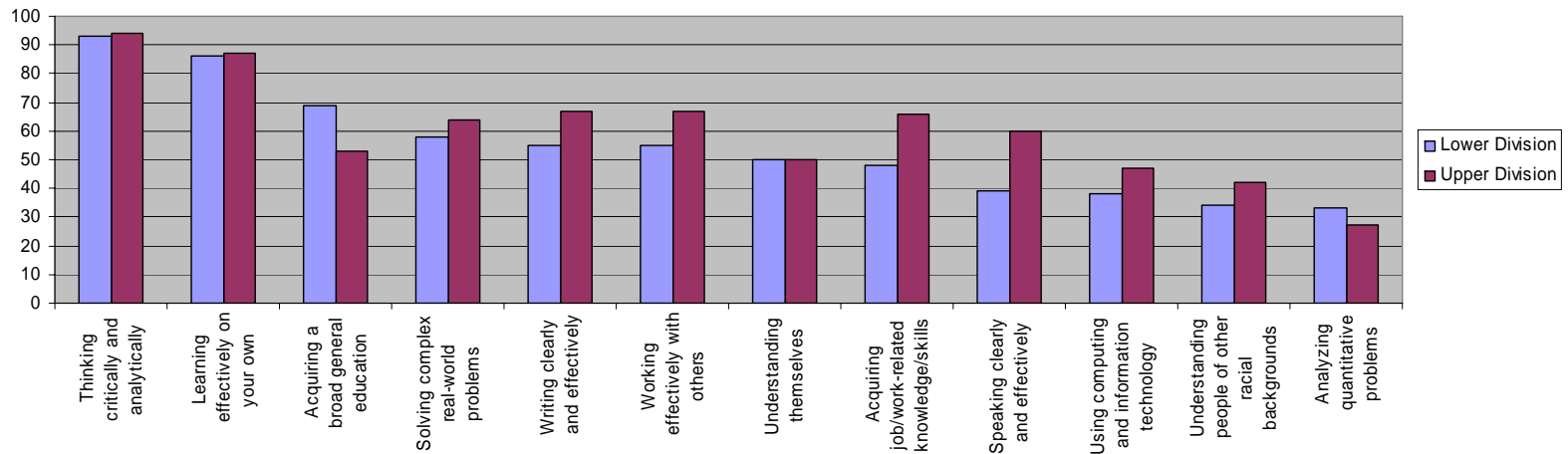




Results



Emphasize Learning and Development In . . .

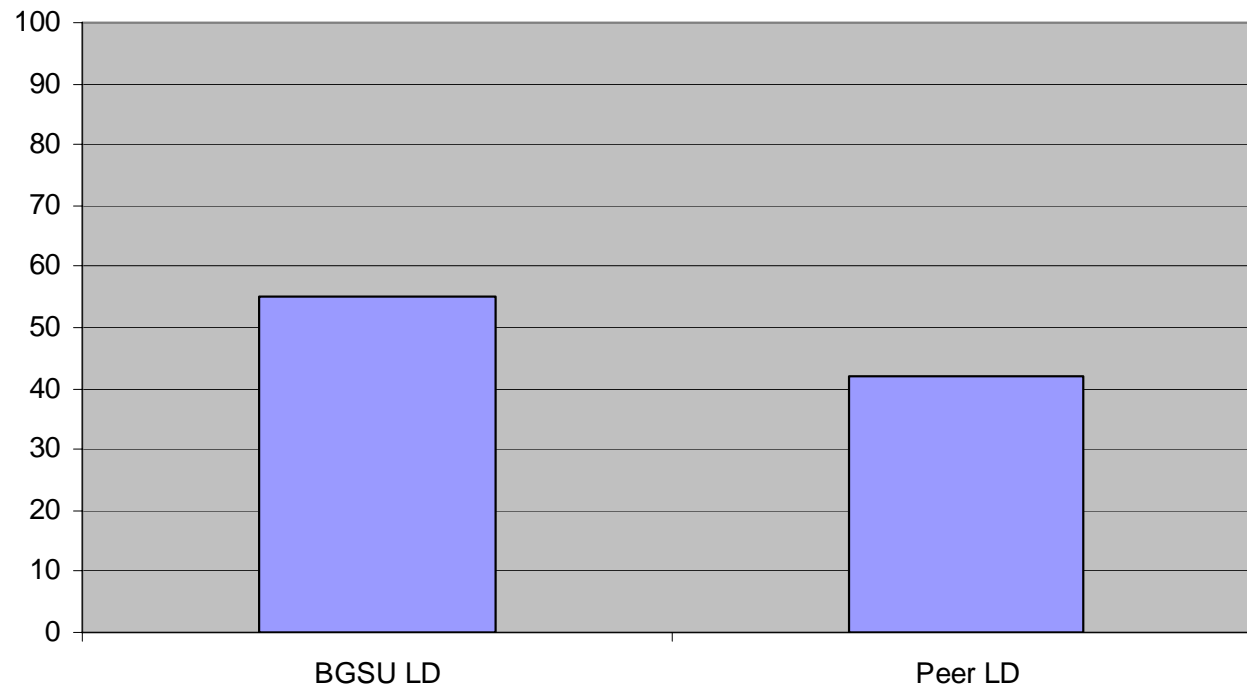




Results



Working Effectively With Others

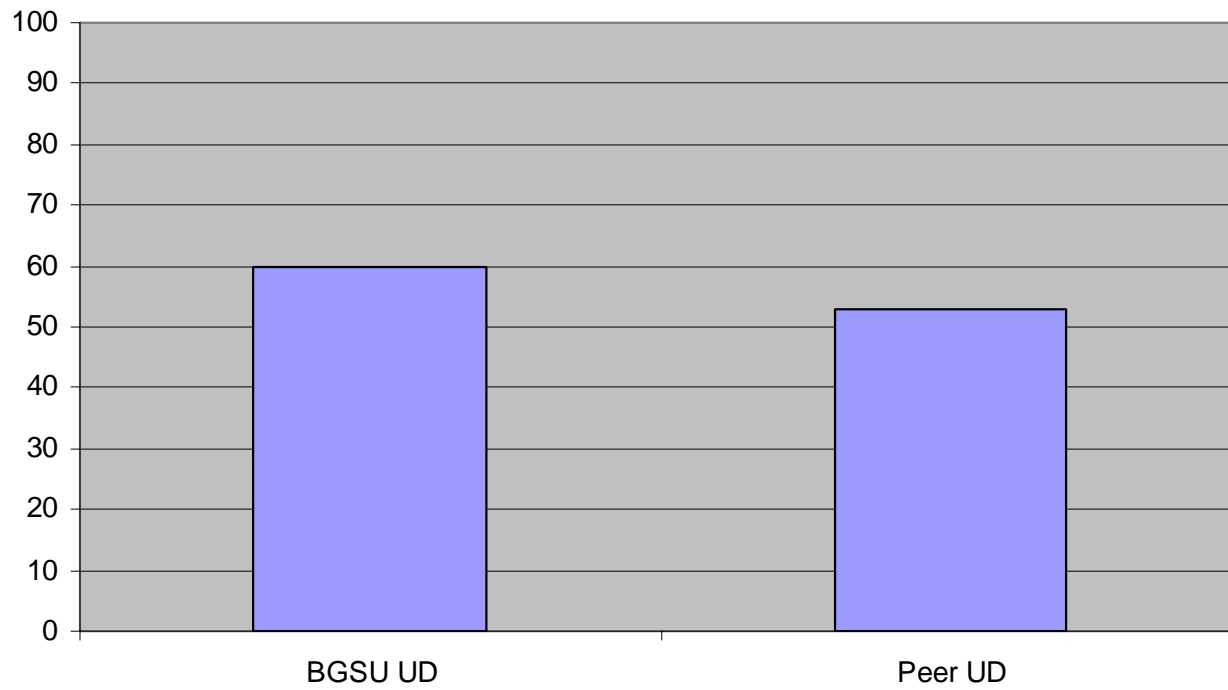




Results



Speaking Clearly and Effectively

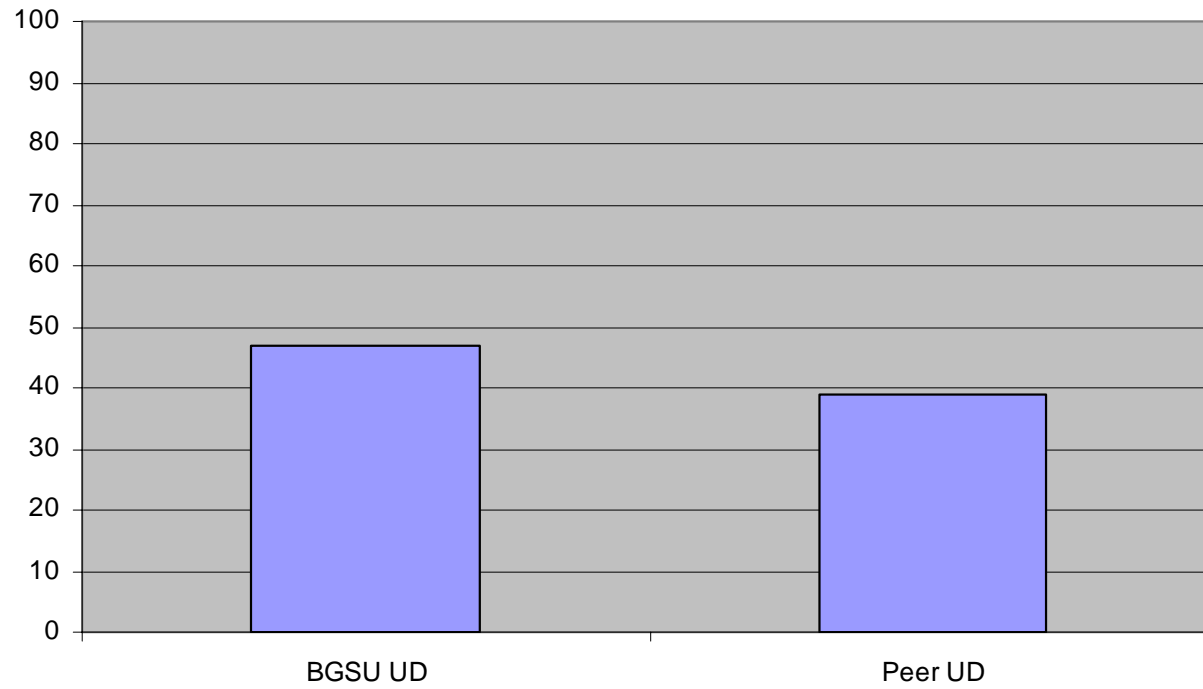




Results



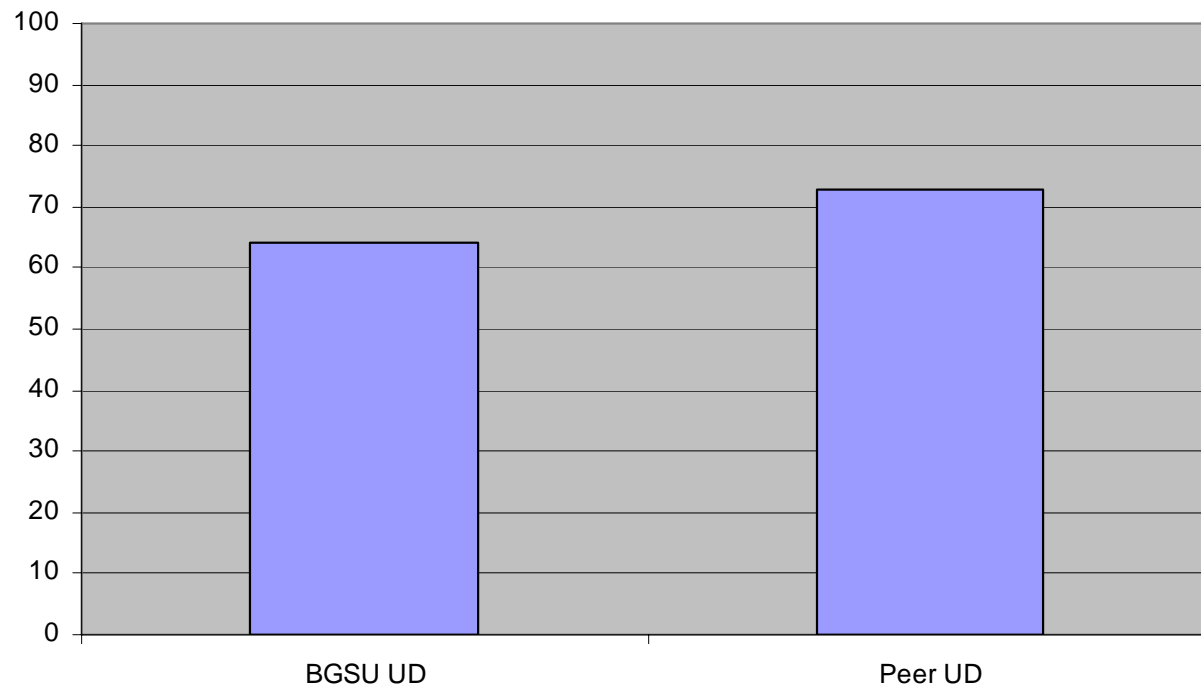
Using Information Technology





Results

Solving Complex Real-World Problems

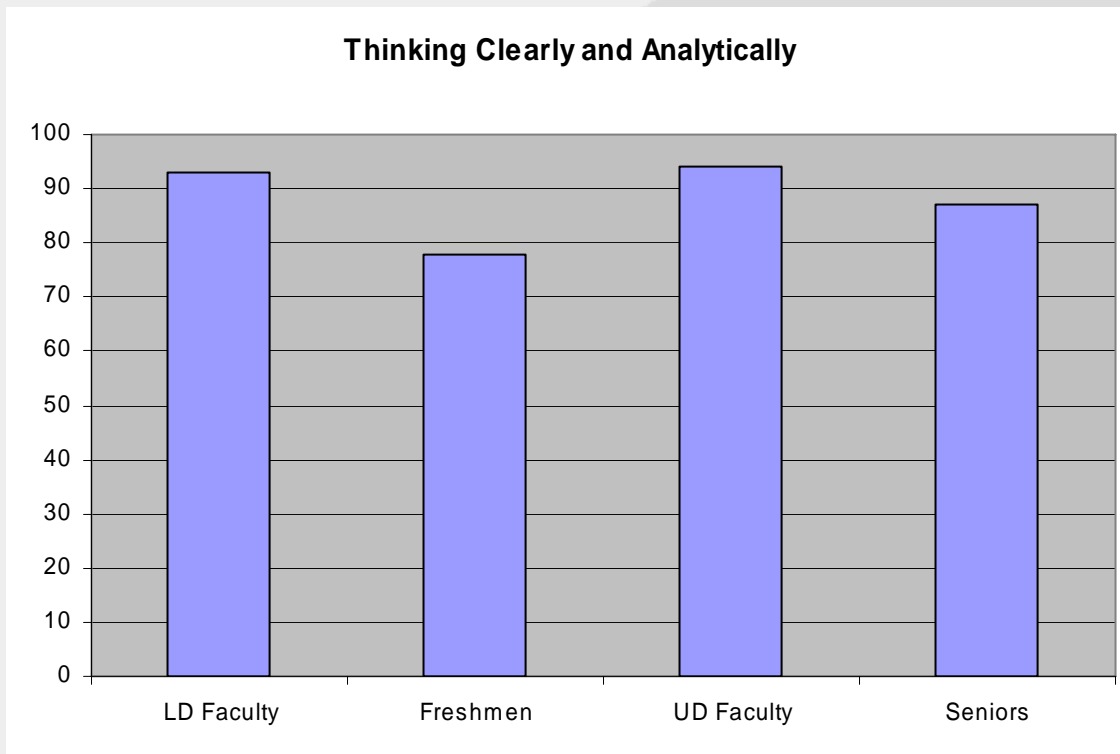




Results



Thinking Clearly and Analytically

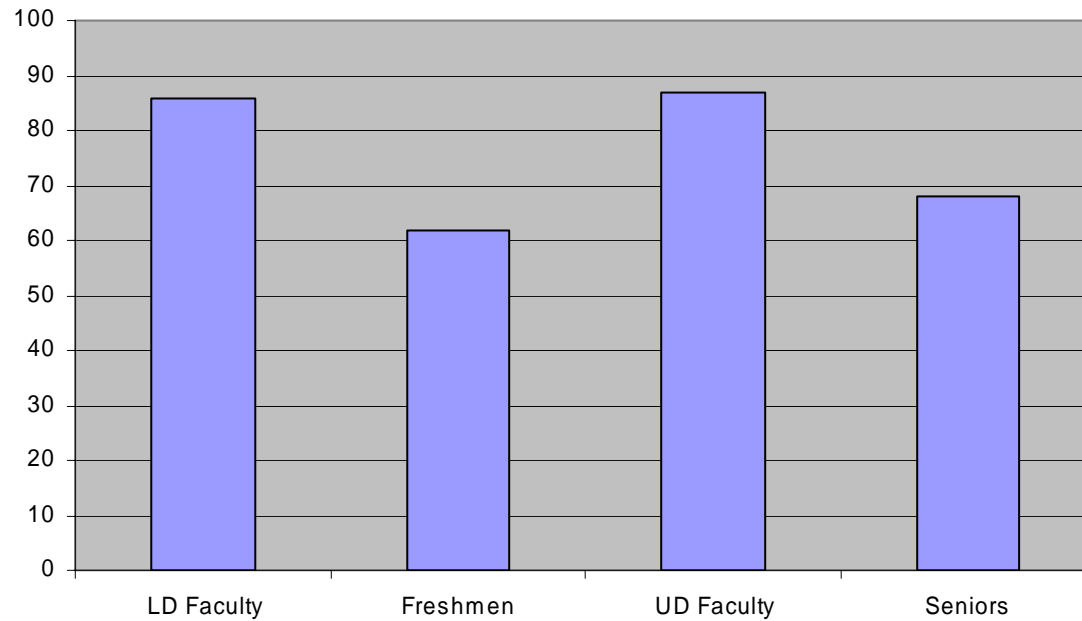




Results



Learning Effectively on Their Own

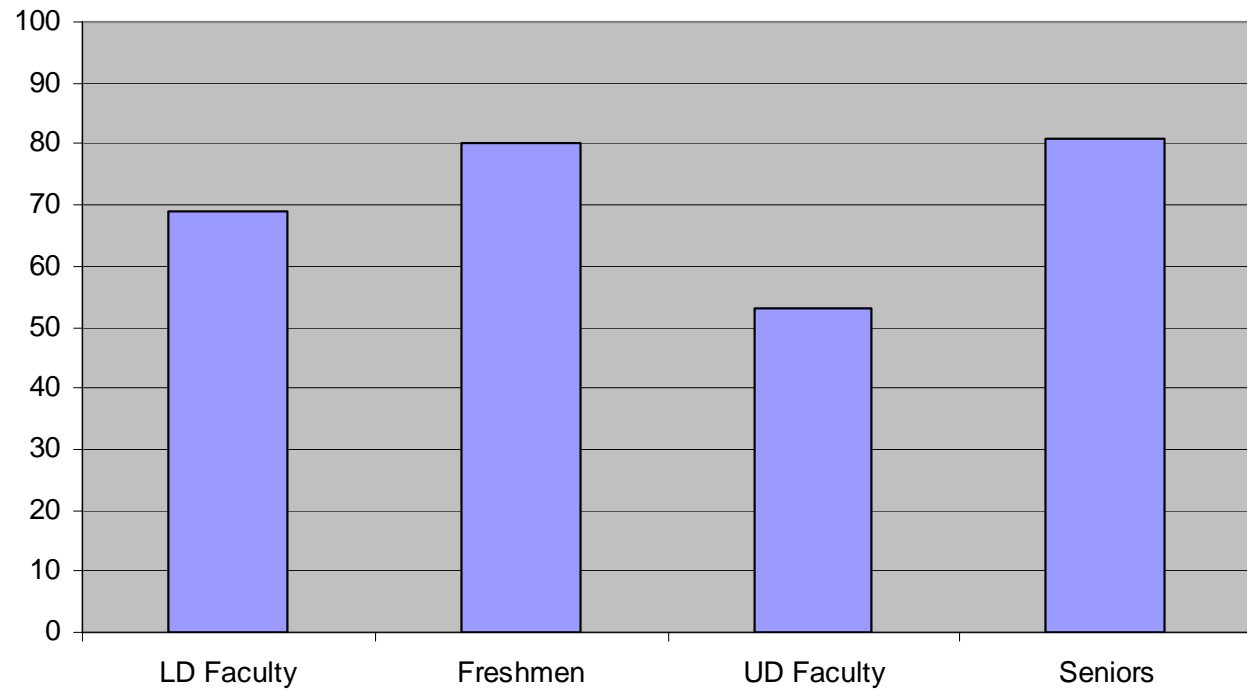




Results



Acquiring a Broad General Education

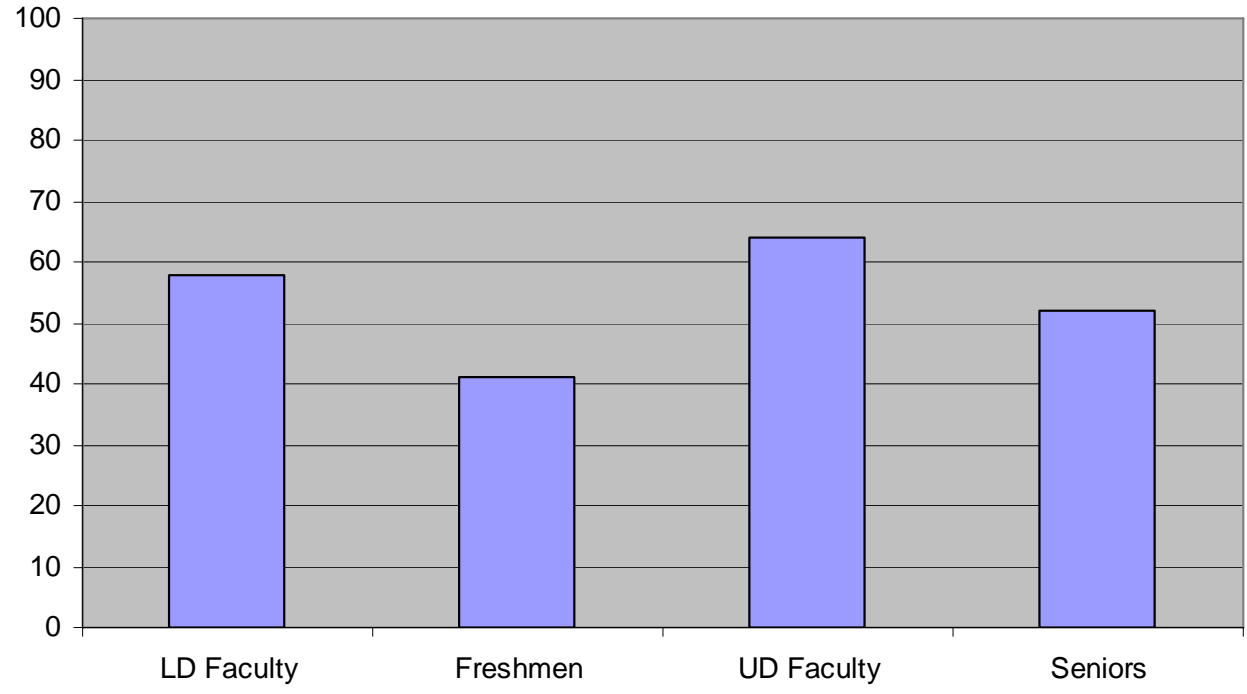




Results



Solving Complex Real-World Problems

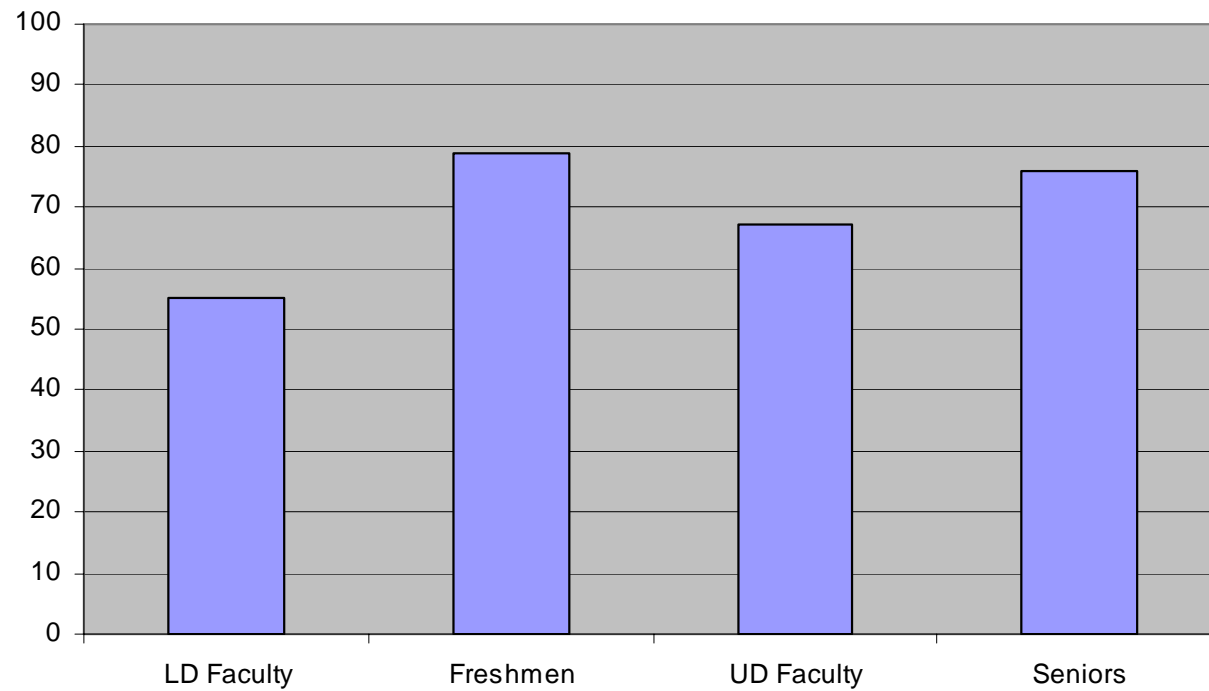




Results



Writing Clearly and Effectively

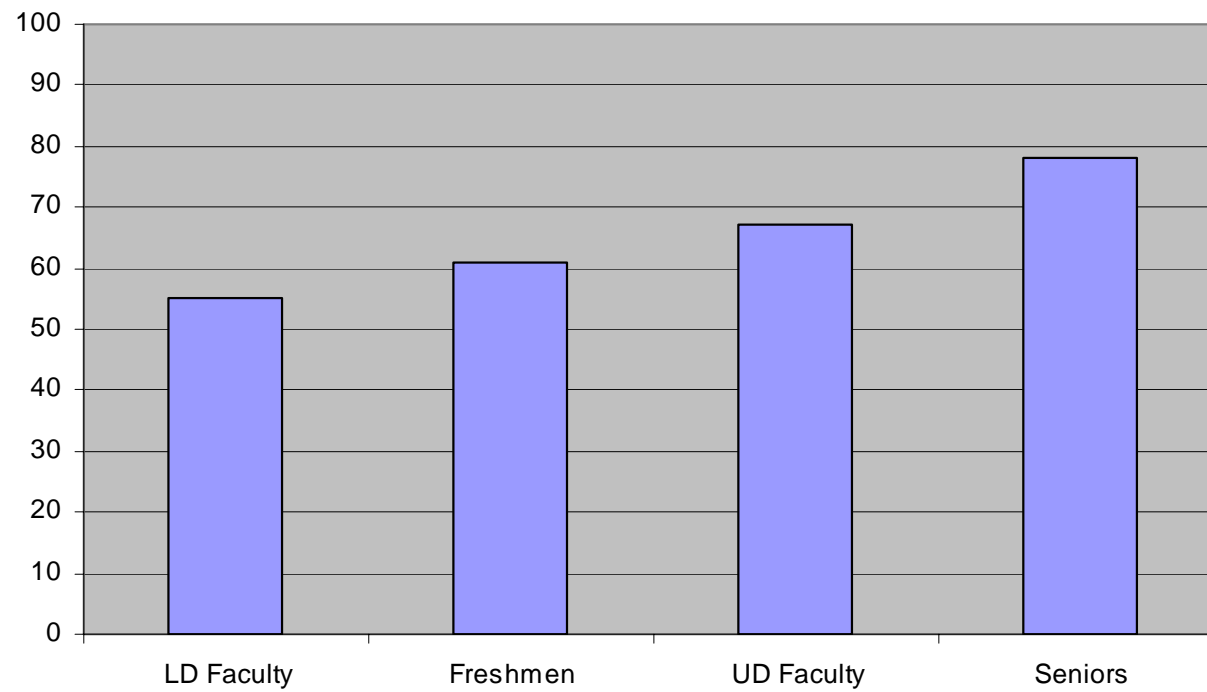




Results



Working Effectively With Others

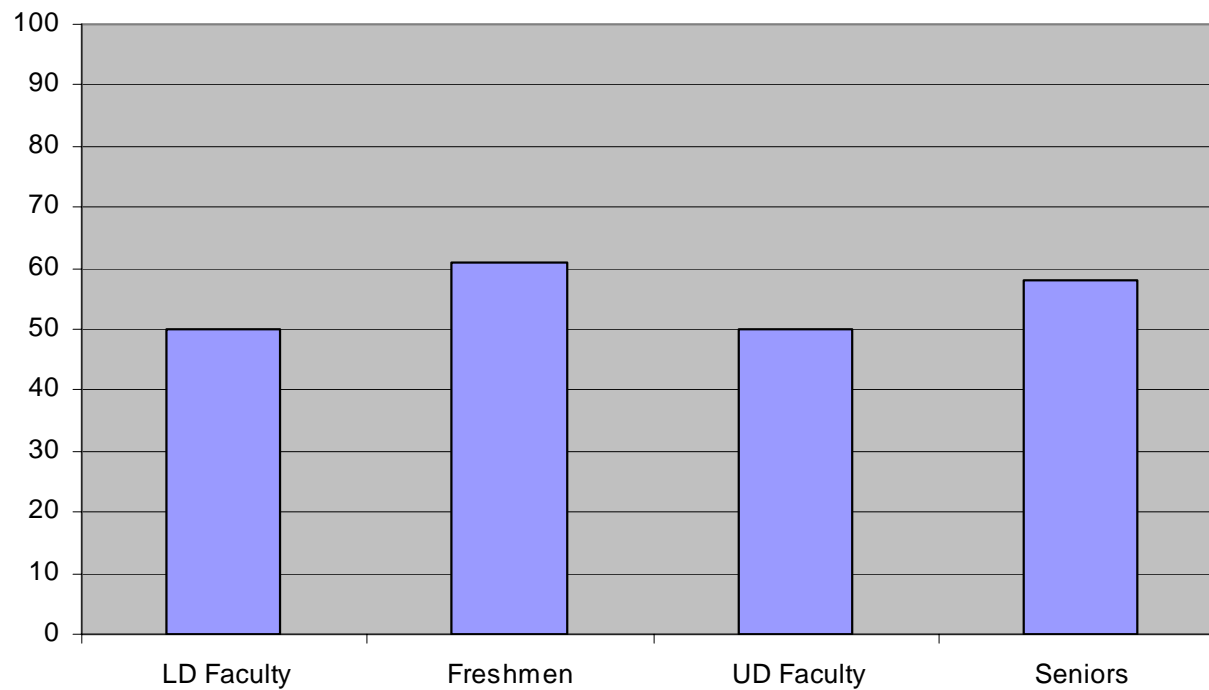




Results



Understanding Themselves

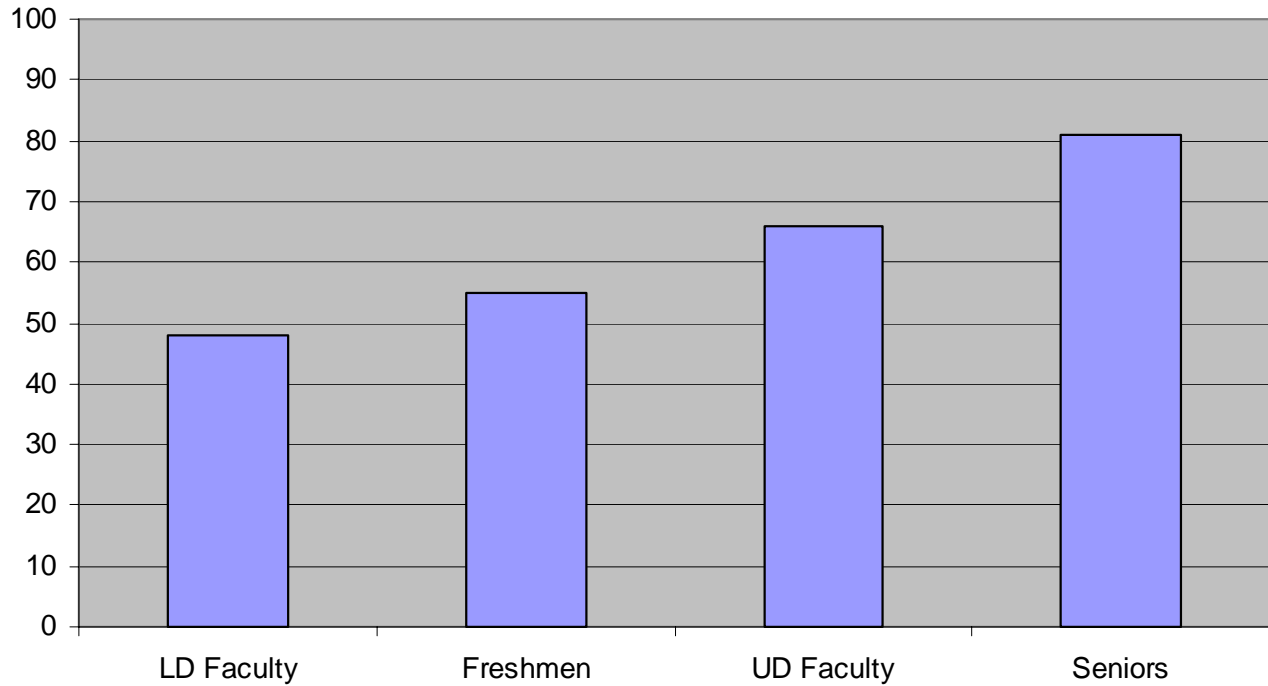




Results



Acquiring Job-Related Knowledge and Skills

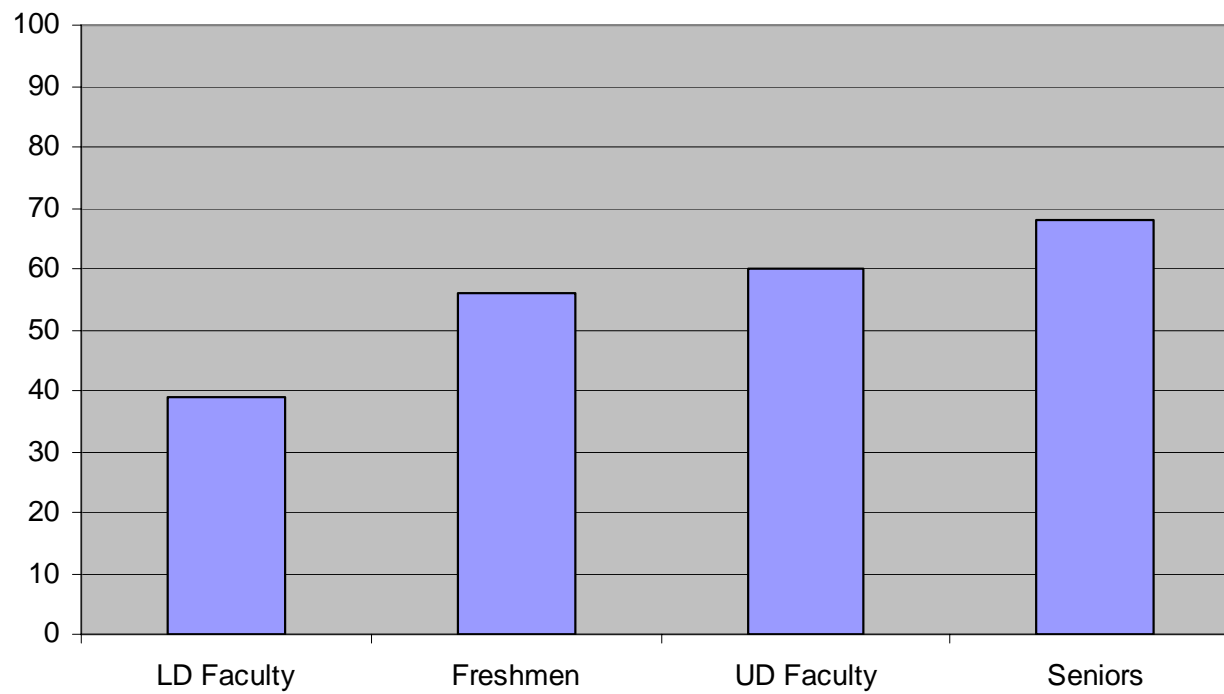




Results



Speaking Clearly and Effectively

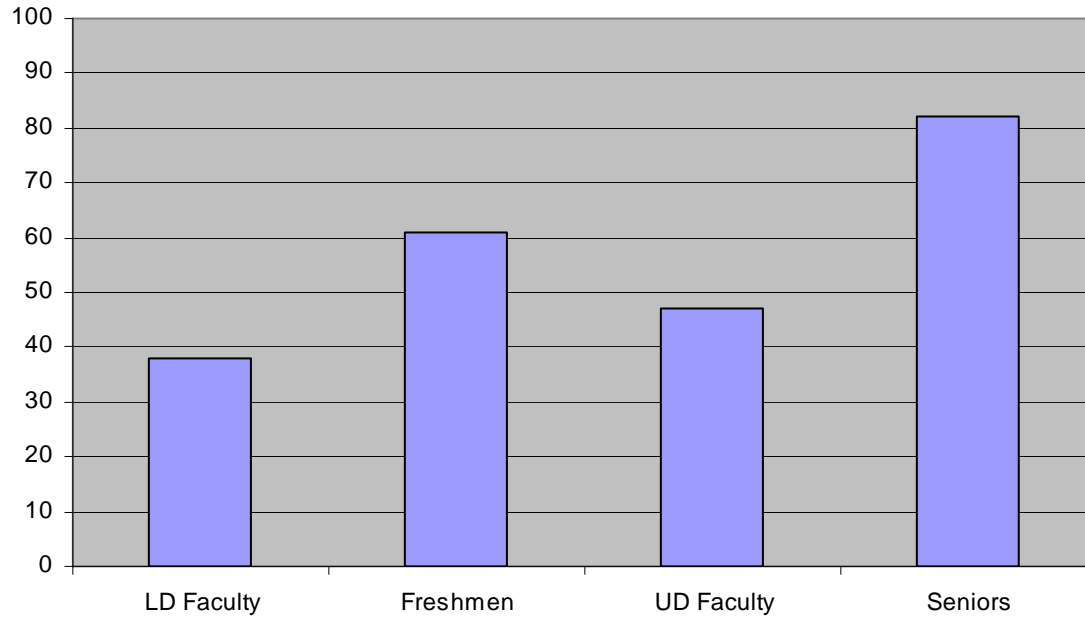




Results



Using Information Technology

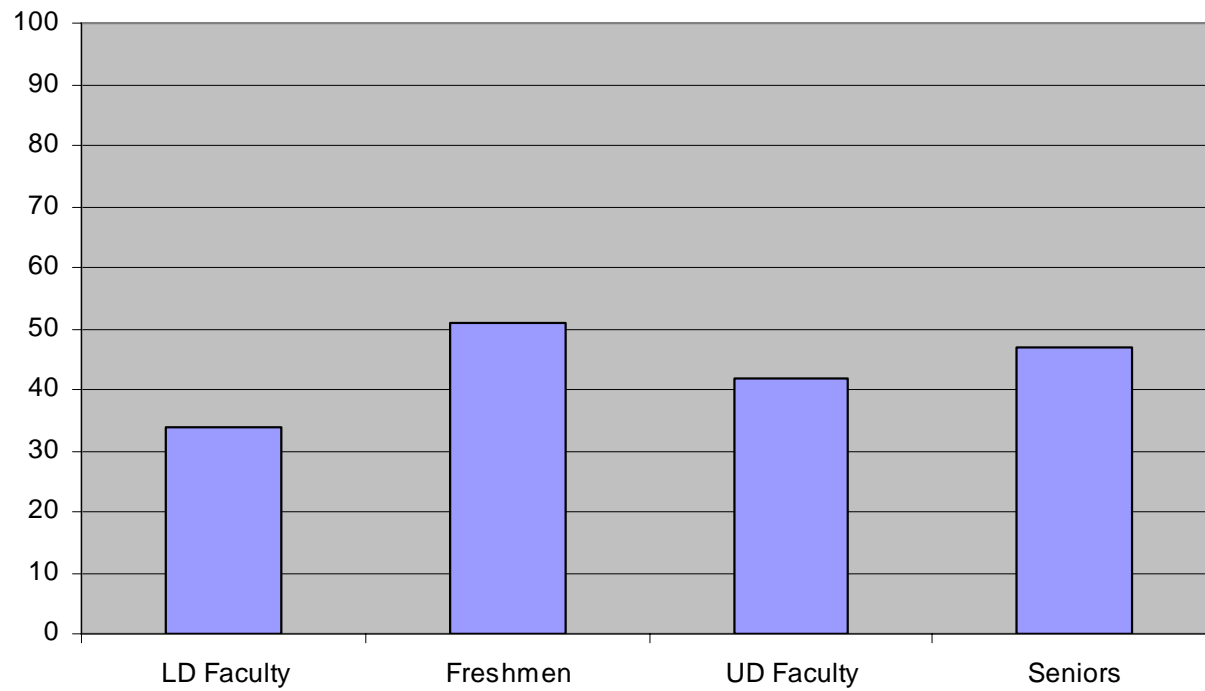




Results



Understanding People of Other Racial Backgrounds

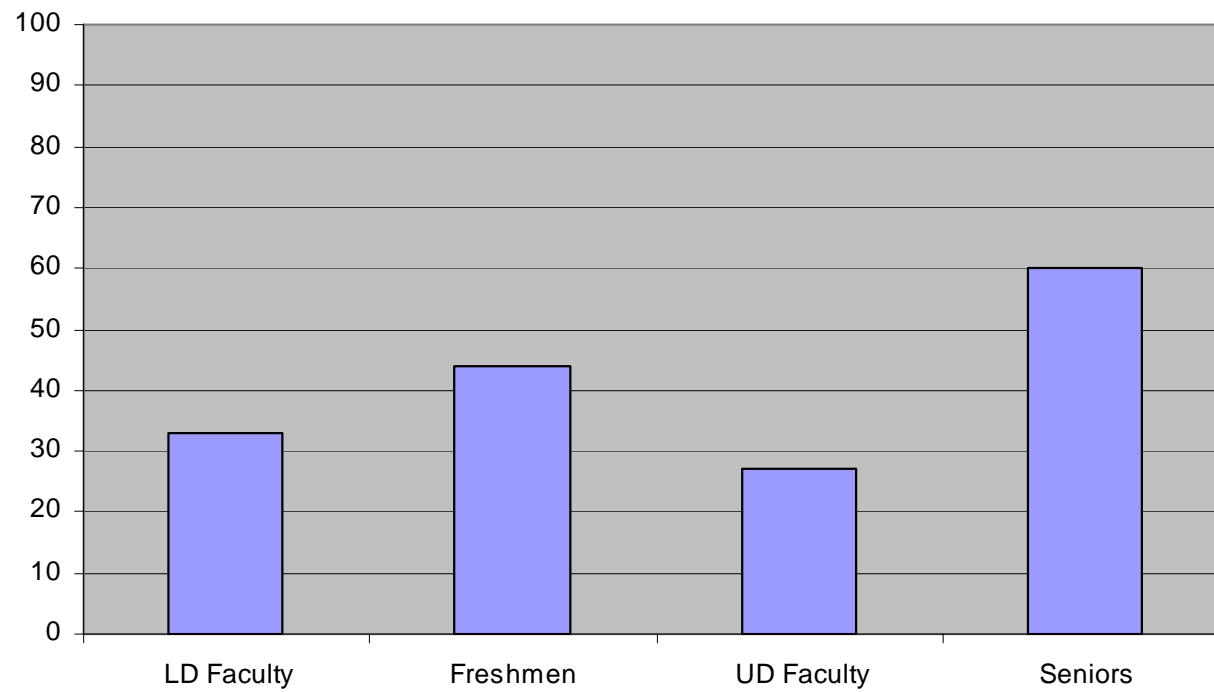




Results



Analyzing Quantitative Problems

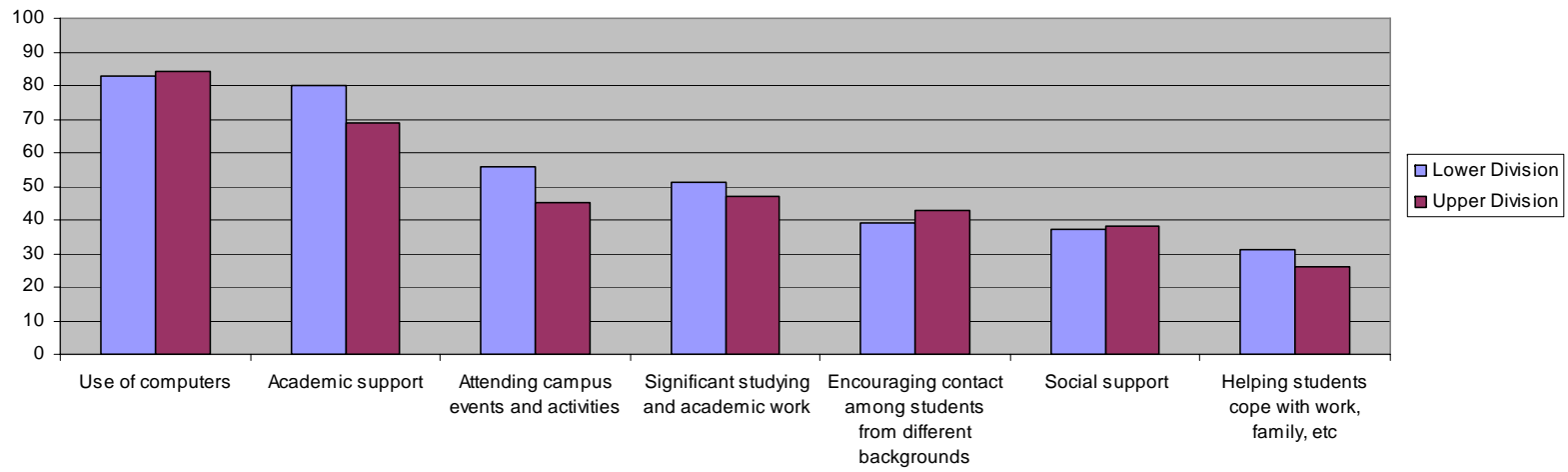




Results



Perceived Institutional Emphasis

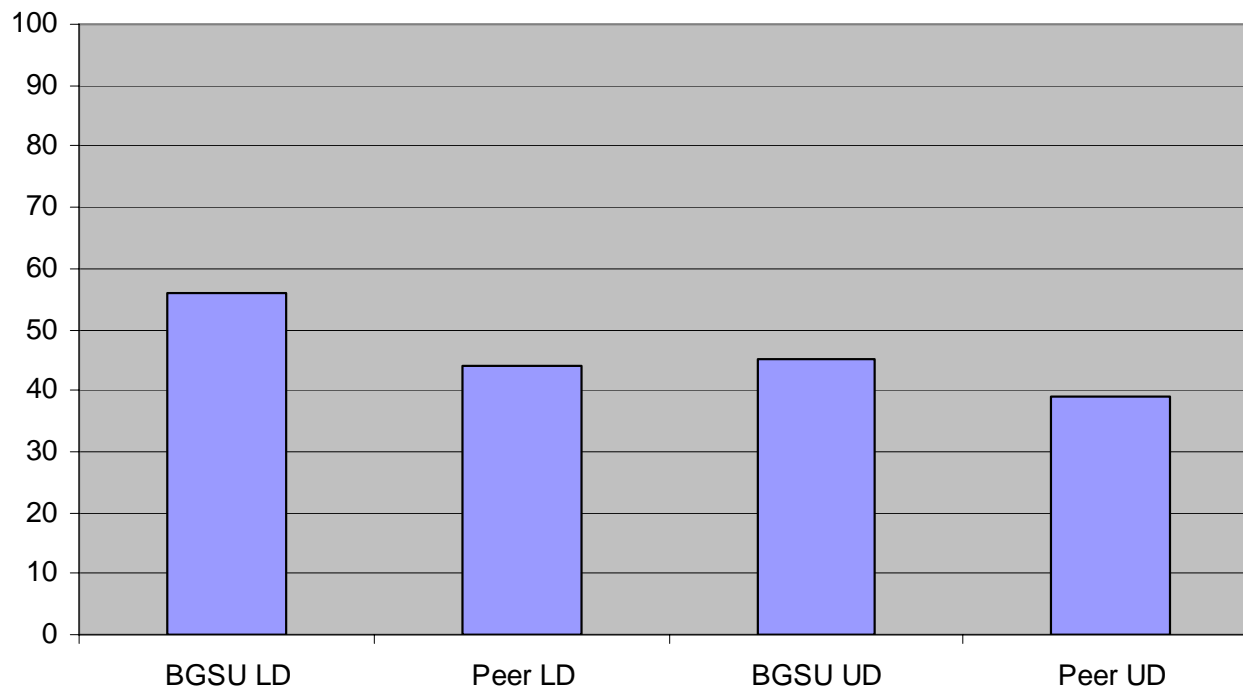




Results



Attending Campus Events/Activities

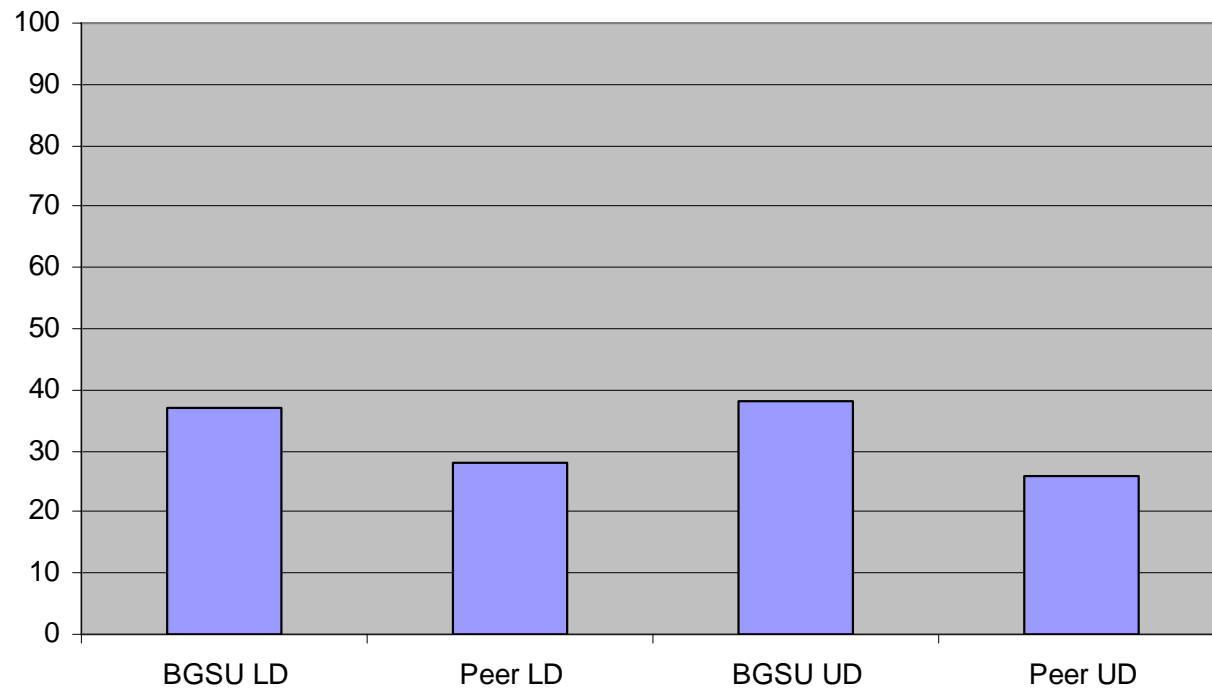




Results



Social Support

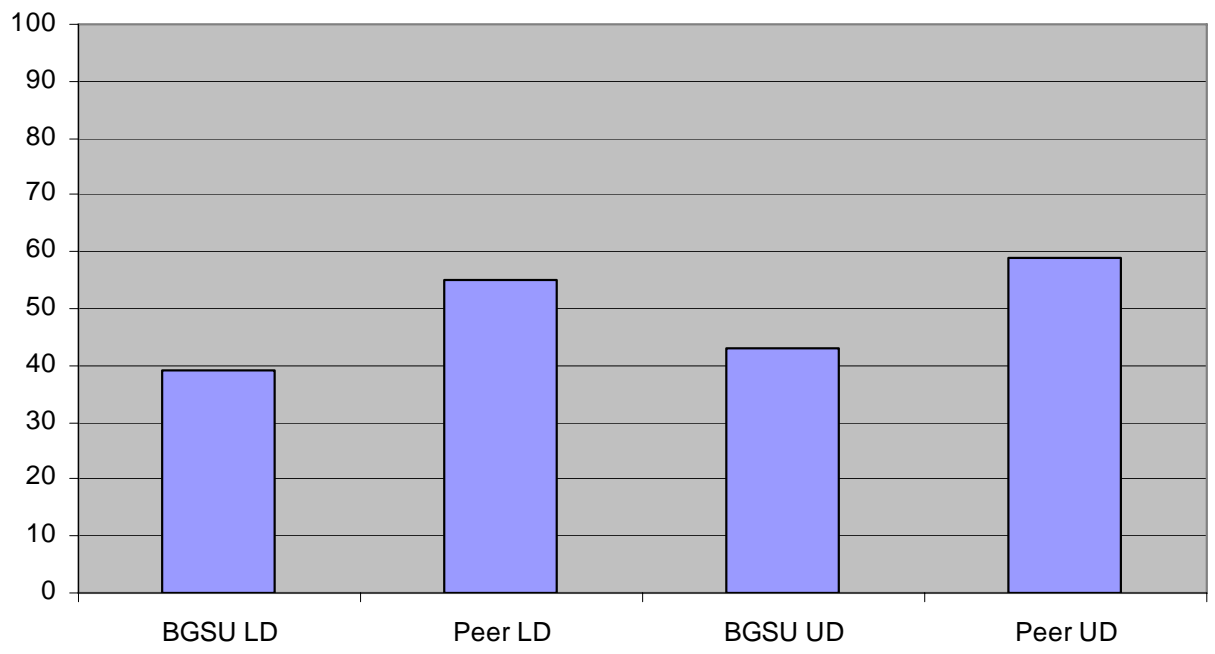




Results



Encouraging Contact Among Students From Different Backgrounds

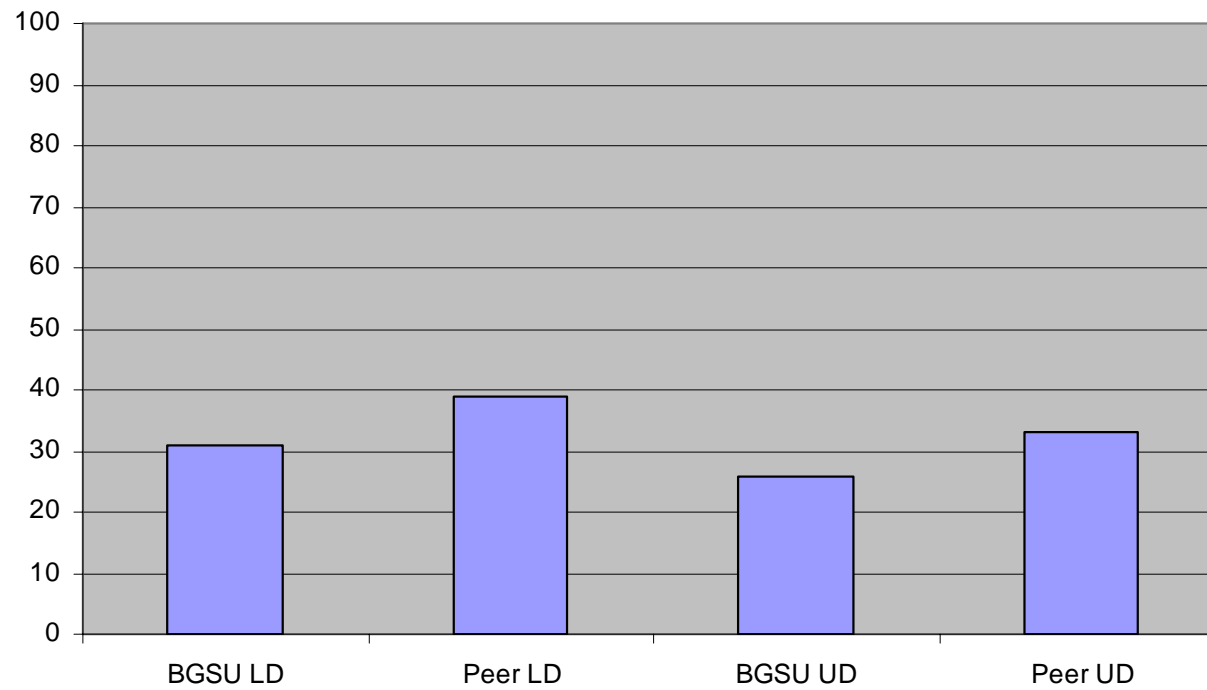




Results



Helping Students Cope With Work, Family, Etc.

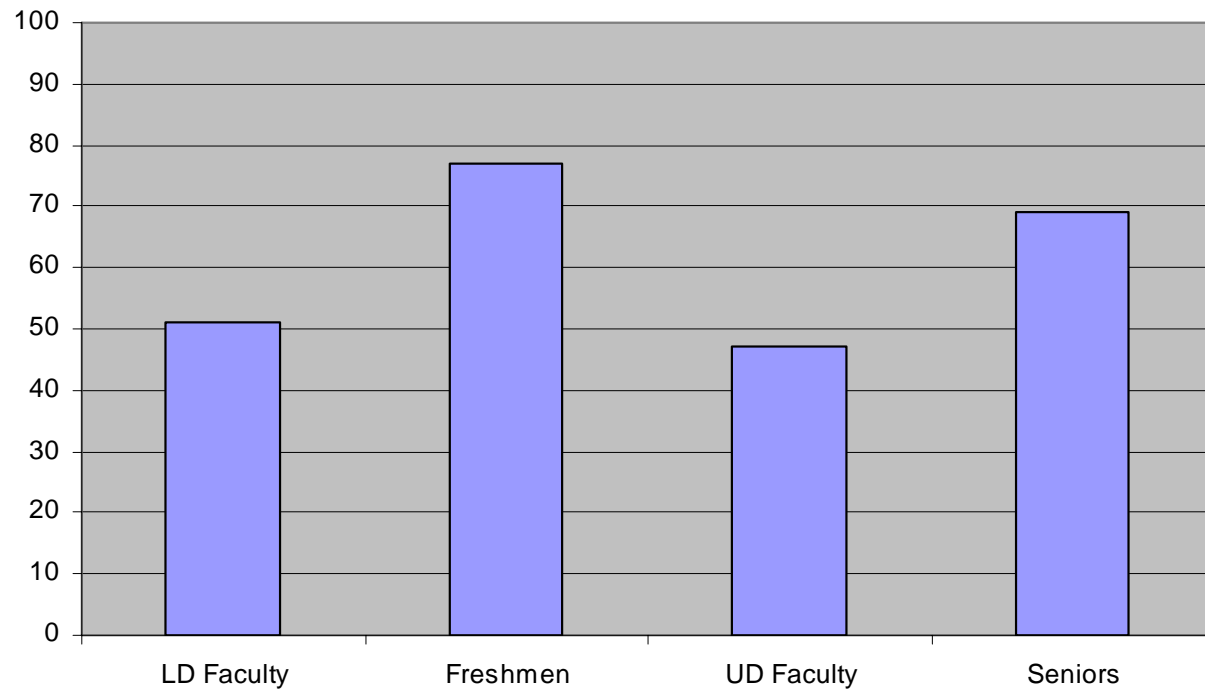




Results



Significant Studying and Academic Work

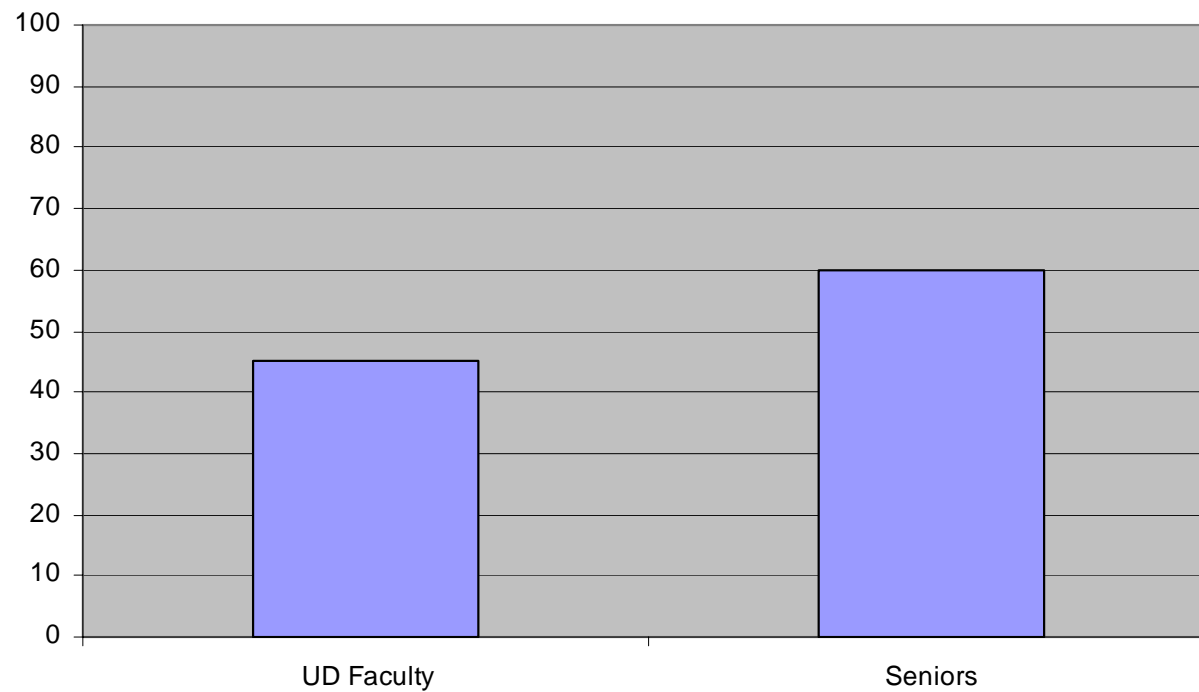




Results



Attending Campus Events/Activities

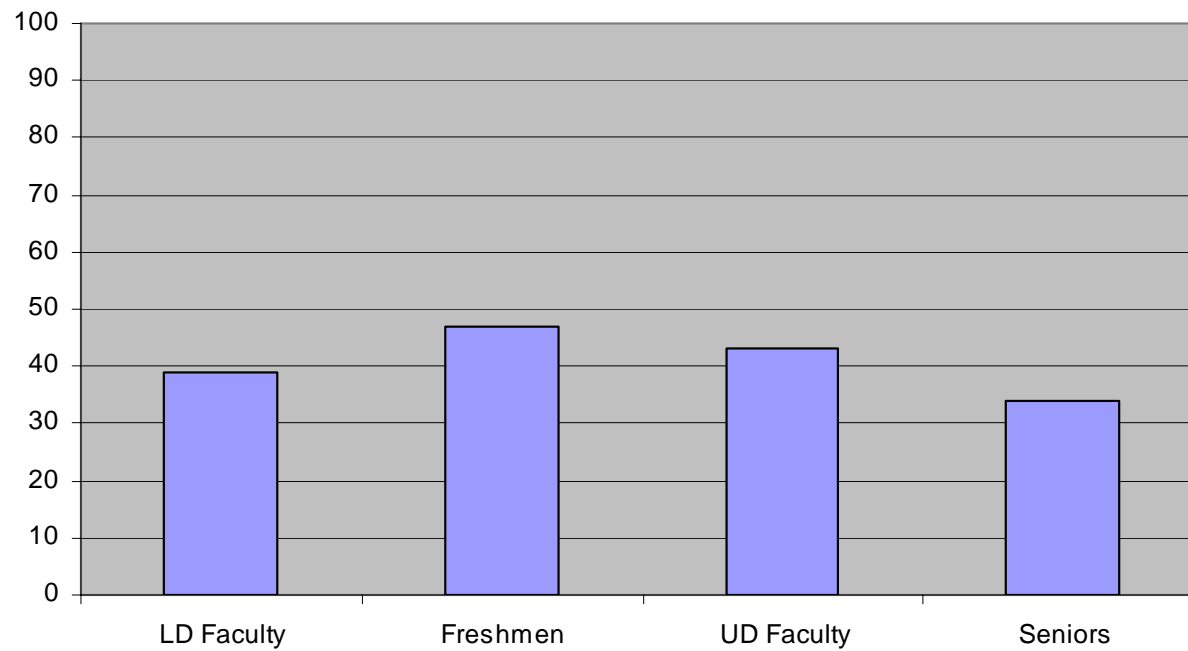




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Encouraging Contact Among Students From Different Backgrounds

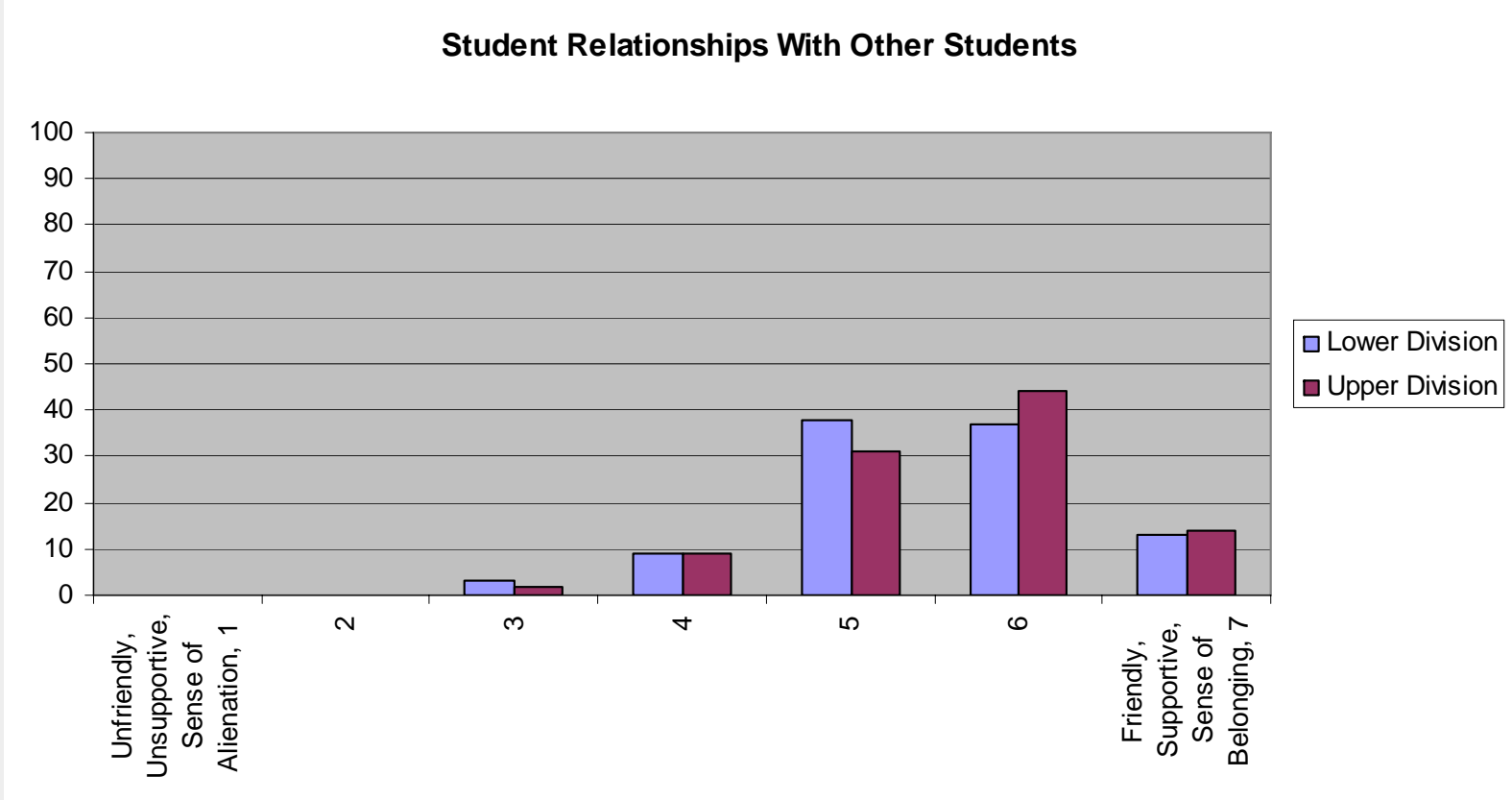




Results



Student Relationships With Other Students

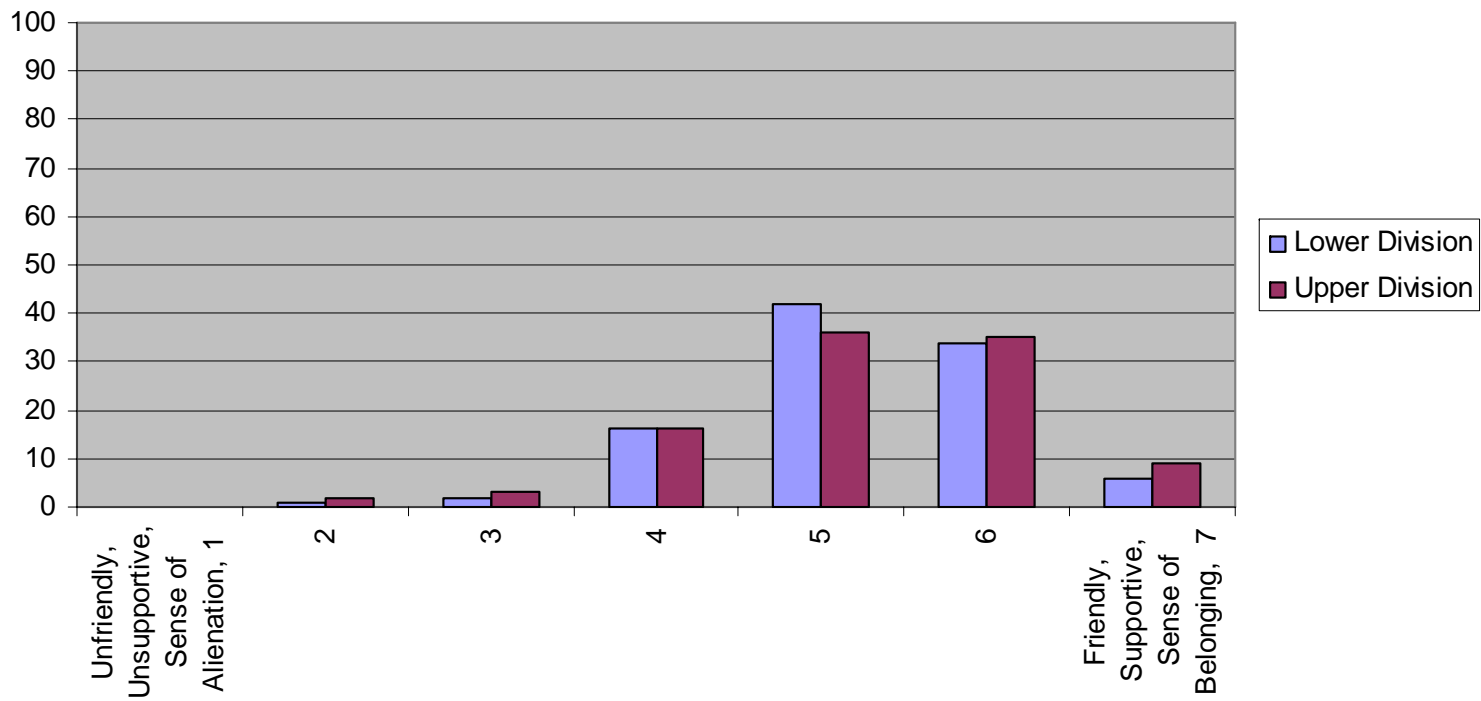




Results



Student Relationships With Faculty Members

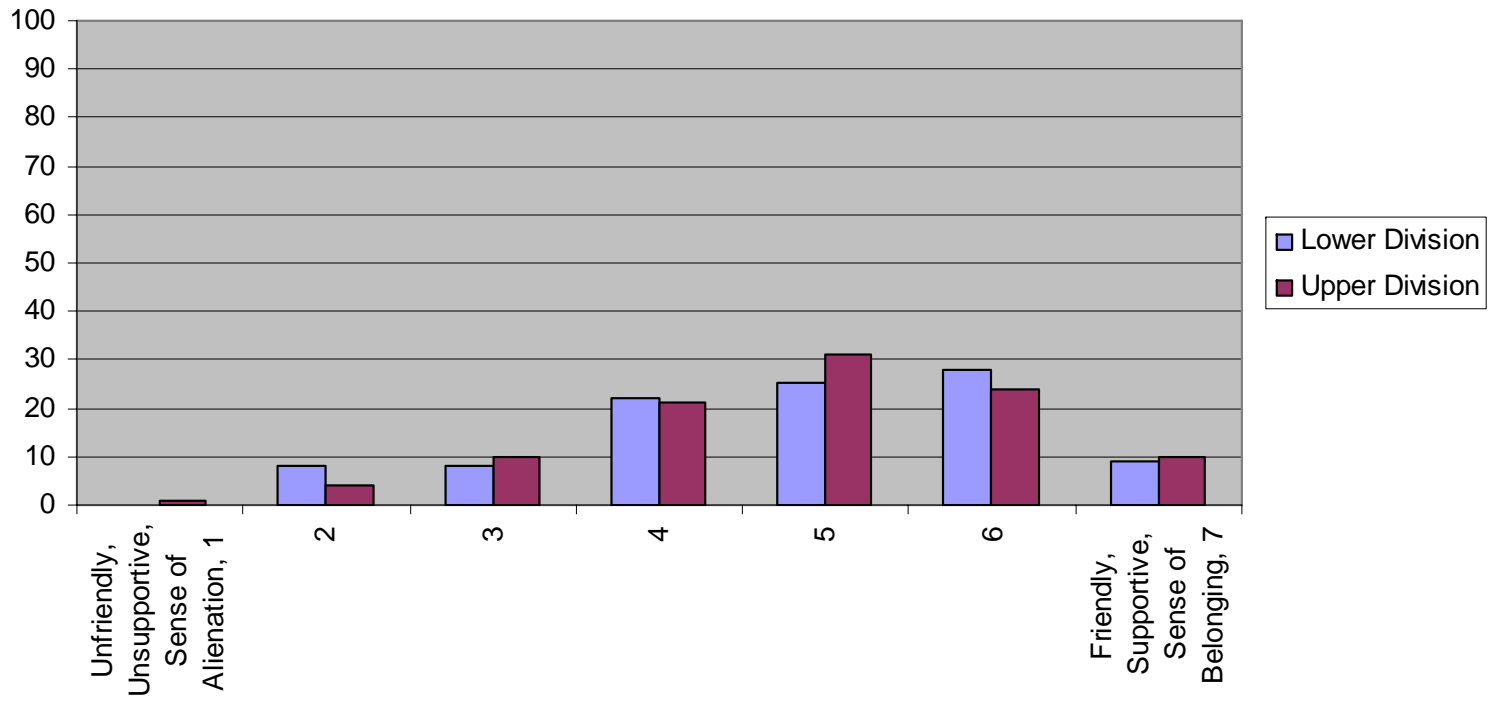




Results



Student Relationships With Administrative Offices

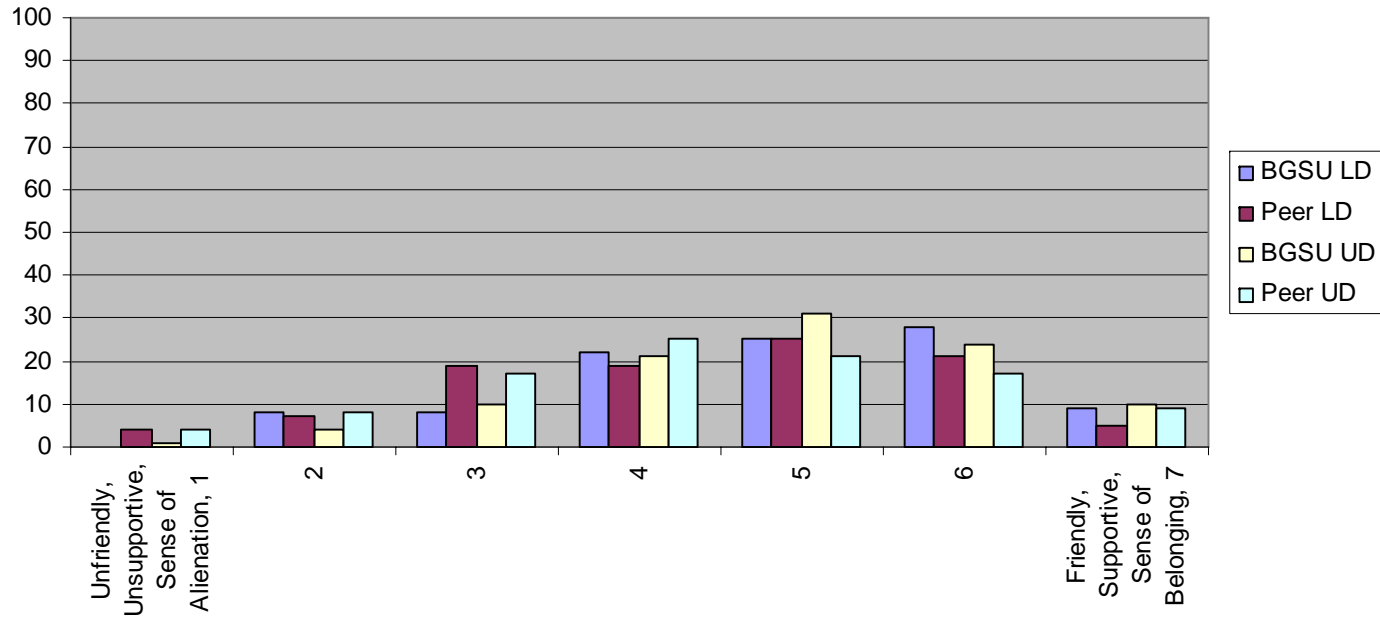




Results



Student Relationships With Administrative Offices

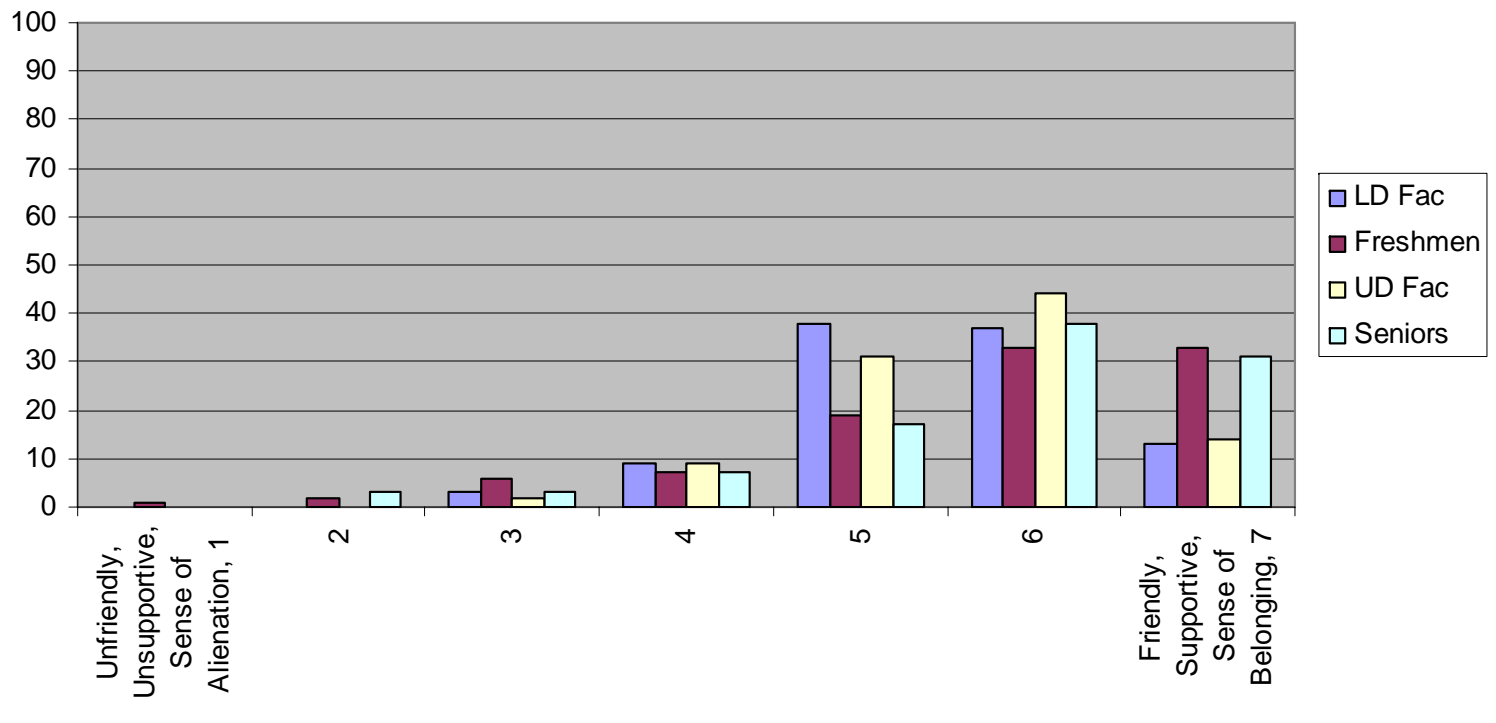




Results



Student Relationships With Other Students



- The fact that this was the first administration of the FSSE, its low response rate, and the over-representation of full-time and female faculty require that the results be interpreted with caution. Nevertheless, some findings were unexpected.

- Compared with *faculty (both lower division and upper division) in peer universities*, BGSU faculty were **less likely** to report that it is important or very important for undergraduate students to work on a research project with them outside of course or program requirements.

- Compared with *the upper division faculty in peer universities*, BGSU *upper division* faculty were **less likely** to feel that it is important or very important for students to participate in a learning community or some other formal program where groups of students take two or more classes together.

- Gaps exist between faculty responses and student responses in all the items related to educational and personal growth listed on the survey.
- Undergraduates at BGSU were more likely than expected by faculty to have done or plan to do community service or volunteer work, but less likely to have done or plan to do a culminating senior experience, to study abroad, and to take foreign language coursework.

- Compared with students, faculty were also **more likely** to report that they often or very often give prompt feedback to students on their academic performance; that students often come to class without finishing readings or assignments; and that their courses emphasized synthesis and application.

- Faculty were **less likely** than students to indicate that students often ask questions in class or contribute to class discussions, use e-mail to communicate with them, discuss grades/assignments and career plans with them, discuss ideas from readings or classes with them outside of class, and work harder than they usually do to meet an instructor's standards; that their courses emphasize memorization, that BGSU emphasizes studying and academic work; and that relationships between students at BGSU are friendly and supportive.



Implications

- The Academic Assessment Office at Southwest Texas University has provided a number of resources to assist FSSE users in considering implications of their results
 - An annotated bibliography relates peer reviewed research studies to each of the NSSE items.
 - A list of potential actions that faculty and institutions can use to enhance student engagement is also provided.

- <http://www.bgsu.edu/offices/ir/studies/NSSE/NSSE03/2003.htm>
- <http://www.bgsu.edu/offices/ir/studies/FSSSE/2003.htm>
- <http://www.assessment.swt.edu/>



Discussion

