

Measuring the Gap Between Faculty and Student Perceptions of Engagement:

Results from the Faculty Survey of
Student Engagement

University Assessment Office

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National Survey of Student Engagement (NSSE)

- The Indiana University Bloomington Center for Postsecondary Research
- Started in 1999 with 70 pilot institutions and ~3500 students
- Currently 674 institutions participate
 - Over 1 million students projected in 2007
- ISU began participation in Spring 2001
 - Responses from 3563 students across 5 administrations
- High longitudinal capacity in upcoming years

Administration Models

Previous Administrations

- Spring Semesters of 2001, 2002, 2003, 2004, & 2005
- Paper, Web + Paper

Future Administrations

- Spring 2007 – Web only
- Pre-invitation Letter
- Invitation e-mail
- E-mail follow ups
- Advertising
- Staggered Administration

Staggered Administration

SP 2006.....	FSSE
SU 2006.....	BCSSE
SP 2007.....	NSSE
SP 2008.....	NSSE
SP 2009.....	FSSE
SU 2009.....	BCSSE
SP 2010.....	NSSE

Target Population

Previous Administrations

- Basic NSSE and FSSE Administration
 - Sample of first year students and seniors
 - Results compared:
 - First year to seniors
 - ISU to other institutions

Future Administrations

- Sample of ISU Seniors
- All first year students
 - Allows for comparisons:
 - First year to seniors
 - Different points of time for same students
 - Focus on BCSSE/NSSE differences
 - ISU to other institutions

Sample Question

from <http://nsse.iub.edu/html/sample.cfm>



National Survey of Student Engagement 2006

The College Student Report

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In your experience at your institution during the current school year, about how often have you done each of the following?

	Very often ▼	Often ▼	Some- times ▼	Never ▼
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue

Other Questions

- Frequency of activities and educational practices
- Amount of time spent engaging in academic, social, and co-curricular activities
- Perceptions of the college environment
- Perceptions of growth in certain areas



Comparative Reports

- NSSE generates frequency distributions and mean reports for ISU and all institutions in the survey
 - Results compared to other institutions by:
 - Carnegie Classification (i.e. Doctoral Intensive)
 - Consortium
- ADP Consortium
 - 32 schools engaging in the American Democracy Project
 - ISU included in 2004
 - Questions on students' civic engagement

Faculty Survey of Student Engagement (FSSE)

- Similar Questions to NSSE
 - Faculty pedagogy
 - Faculty time
 - Faculty perceptions of student abilities, experiences, and attitudes.
- Full-time Tenure Track and Non-Tenure Track faculty
- Responses not linked to any particular faculty member

Population Details

- Why did the UAO decide to survey only all full-time Tenure Track and Non-Tenure track faculty?
 - Represents the people who are “career teachers”
 - All disciplines well represented



Background Data

NSSE 2005 (N= 3,994)

Response Rate – 26%

- Respondents – 1,030
 - 523 - Freshmen
 - 507 - Seniors
- Sampling Error - +/- 2.8%
- Representative Sample
 - Minority exception

FSSE 2006 (N=827)

Response Rate – 51%

- Respondents – 418
 - 104 - LD
 - 278 - UD
 - 28 - Others
 - 8 - No Response
- Sampling Error - +/- 2.8%
- Representative Sample
 - Also representative by rank and tenure

Pairing the FSSE – NSSE Information

- Provide a better understanding of the commonalities and the disconnects between how students and faculty are responding to similar engagement questions.
- Content Analysis to identify major themes



Primary Themes

- Writing
- Research and Experiential Learning
- General Education
- Diversity



Writing

- **47% LD faculty** indicated they structure their courses *very much* or *quite a bit* so that students will learn to write effectively.
- **71% FY** indicated that they felt their college experience *very much* or *quite a bit* contributed to their ability to write effectively.
- **65% UD faculty** indicated they structure their courses *very much* or *quite a bit* so that students will learn to write effectively.
- **74% SR** indicated that they felt their college experience contributed *very much* or *quite a bit* to their ability to write effectively.
- **30% LD faculty** felt it was *important* or *very important* for their students to prepare two or more drafts of a paper before turning it in.
- **52% UD faculty** felt it was *important* or *very important* for their students to prepare two or more drafts of a paper before turning it in.

Research and Experiential Learning

- **63% of LD faculty** reported it is *important* or *very important* that students work on research projects with a faculty member.
- **32% FY** have either worked or plan to work with a faculty member on a research project.
- **54% of UD faculty** reported it is *important* or *very important* that students work on research projects with a faculty member.
- **31% SR** have either worked or plan to work with a faculty member on a research project.

Research and Experiential Learning

- **81% LD faculty** reported it is *important* or *very important* that students engage in a practicum, internship, or some other form of field-based experience.
- **8% FY** have *worked* in such an experience while **75 %** *plan to do so*.
- **90% UD faculty** reported it is *important* or *very important* that students engage in a practicum, internship, or some other form of field-based experience.
- **58% SR** have *worked* in such an experience while **23%** *plan to do so*.

General Education

- **61% LD faculty** indicated they structured their course *quite a bit* or *very much* so that students would acquire a broad general education.
- **82% FY** felt their collegiate experience contributed *quite a bit* or *very much* to their acquisition of a broad and general education.
- **39% UD faculty** indicated they structured their course *quite a bit* or *very much* so that students would acquire a broad general education.
- **82% SR** felt their collegiate experience contributed *quite a bit* or *very much* to their acquisition of a broad and general education.

General Education

- **36% LD faculty** indicated they structured their course *quite a bit* or *very much* so that students would be better able to analyze quantitative reasoning.
- **72% FY** felt their collegiate experience contributed *quite a bit* or *very much* to their ability to analyze quantitative reasoning.
- **43% UD faculty** indicated they structured their course *quite a bit* or *very much* so that students would be better able to analyze quantitative reasoning.
- **63% SR** felt their collegiate experience contributed *quite a bit* or *very much* to their ability to analyze quantitative reasoning.

Diverse and Global Perspectives

- **22% LD faculty** reported that students in their courses *often* or *very often* have serious conversations with students of different religious belief systems, political opinions, or economic backgrounds.
- **56% FY** felt they *often* or *very often* had serious conversations with student who are very different from themselves in these areas.
- **29% UD faculty** reported that students in their courses *often* or *very often* have serious conversations with students of different religious belief systems, political opinions, or economic backgrounds.
- **59% SR** felt they *often* or *very often* had serious conversations with student who are very different from themselves in these areas.

Diverse and Global Perspectives

- **19% of LD faculty** reported that students in their courses *often* or *very often* have serious conversations with students of different ethnic backgrounds.
- **48% of freshmen** felt they *often* or *very often* had serious conversations with students of different ethnic backgrounds.
- **25% of UD faculty** reported that students in their courses often or very often have serious conversations with students of different ethnic backgrounds.
- **47% of seniors** felt they often or very often had serious conversations with students of different ethnic backgrounds.

How will students and faculty ultimately benefit from these assessments?

- Themed programming
 - Collaborative effort between UAO & CTLT based upon the NSSE-FSSE information
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- Spring 2007 Writing
 - Summer 2007 Research & Experiential Learning
 - Fall 2007 General Education
 - Fall 2008 *Progressive Measures* –
A special issue devoted to Diverse and Global Perspectives

Questions

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