Assessing Faculty to Better Understand Student Engagement

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Indiana University Center for Postsecondary Research

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What percentage of the average faculty member’s time is spent on teaching activities?

- 40%
- 50%
- 60%
- 70%
• What percentage of class time does the average faculty member spend lecturing?

23%  44%  55%  63%
FSSE Quiz

- What percentage of faculty indicate that students in the courses frequently receive prompt feedback?

  60%  70%  80%  90%
FSSE Quiz

• What percentage of faculty expect their students to study more than 6 hours per week for a course?

23%  33%  44%  55%
What percentage of faculty structure their courses “quite a bit” or “very much” to promote critical and analytic thinking?

93%  83%  73%  63%
Overview

- Student Engagement
- FSSE history, administration & resources
- FSSE & assessment
- Some cautions
- Brainstorming--What information do you want from faculty?
What is Student Engagement?

Faculty Survey of Student Engagement
Foundations of Student Engagement

- Time on task (Tyler, 1930s)
- Quality of effort (Pace, 1960-70s)
- Student involvement (Astin, 1984)
- Social, academic integration (Tinto, 1993)
- Good practices (Chickering & Gamson, 1987)
- Student engagement (Kuh, 2001, 2003)
Two Components of Student Engagement

• What **students** do—time and energy devoted to educationally purposeful activities

• What **institutions** do—using effective educational practices to induce students to do the right things
The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved.

Ernest T. Pascarella & Patrick T. Terenzini, How College Affects Students
Lessons from the Research

• What students do matters, not who they are

• Key factor = quality of effort students devote to educationally purposeful activities

• Educationally effective institutions channel student energy toward the right activities
If faculty and administrators use principles of good practice to arrange the curriculum and other aspects of the college experience, students would... write more papers, read more books..., all of which would result in greater gains in such areas as critical thinking, problem solving, effective communication, and responsible citizenship

Kuh, Kinzie, Shuh, Whitt, & Associates
Student Success in College, 2005
Assessing Student Engagement

- National Survey of Student Engagement (NSSE)
- Beginning College Survey of Student Engagement (BCSSE)
- Faculty Survey of Student Engagement (FSSE)
Why FSSE?

- Include faculty in the discussion of effective educational practices
- To understand faculty expectations and perceptions as institutions seek to target areas of improvement
- Some previous homegrown faculty surveys that paralleled NSSE seem to work
Faculty Survey of Student Engagement

- FSSE is designed to measure faculty expectations for and observation of student engagement in educational practices that are known to be empirically linked with high levels of learning and development.
Faculty Survey

- Faculty perceptions of how often their students engage in different activities
- The importance faculty place on various areas of learning and development
- The nature and frequency of interactions faculty have with students
- How faculty members organize class time
The survey was successfully pilot-tested in 2003, and officially launched in 2004.

To date, over 75,000 faculty members from more than 380 colleges and universities have responded to the survey.

Average institutional response rates over 50%.
FSSE Administration

- Third party administration--IU Center for Survey Research
- Faculty surveyed in the spring
- Institutions choose faculty to be surveyed
- Faculty responses are kept anonymous
- Administered online
- Survey options
  - Course-based questions
  - Typical student questions
FSSE Reporting

• Frequency Distributions
  ▪ Item-level frequencies
  ▪ No comparisons to other faculty

• NSSE/FSSE Report
  ▪ Student/faculty frequency comparisons for similarly worded items

• Customized Reports

• Annual Report (FSSE is a component of the NSSE annual report)
FSSE Resources

- FSSE website www.fsse.iub.edu
  - Sample reports and copies of surveys
  - Selected results (reproducible)
  - Grand frequencies by Carnegie classification
  - Recent FSSE research and presentations
FSSE Results as a Part of Assessing Student Engagement
Over 21,000 faculty respondents

- 46% women
- 16% faculty of color
- 23% Prof, 22% Assoc, 25% Assist, 22% Lect/Inst

131 institutions

- 20% doctoral, 45% master’s, 35% baccalaureate
- 52% private

Average institutional response rate = 54%
Do the Faculty Reflect Our Core Values?
Percentage of Faculty Who...

- Structure their courses “quite a bit” or “very much” to promote learning effectively on one’s own: 86%
- Spend NO TIME in an average week working with students on non-course activities: 52%
- Think it is important for undergrads to do research with faculty outside of class: 41%
Are Our Faculty Better or Worse than Other Faculty?
Comparing Against Other Institutions

- Unlike NSSE...

  FSSE does not provide institution-versus-peer-group comparisons

- But....
### Grand Frequencies

- Find FSSE Grand Frequencies and Frequencies by Carnegie Group at [www.fsse.iub.edu](http://www.fsse.iub.edu)

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#### FSSE 2006 Frequency Distributions

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Do Faculty Differ?
### Average Percentage of Class Time

#### Physical Sci
- Lecture: 59%
- Small Grp: 15%
- Exp or Perf: 15%
- Other: 11%

#### Education
- Small Grp: 29%
- Exp or Perf: 24%
- Other: 24%
- Lecture: 23%
Percentage of Faculty Who Think it Important...

- That students work with classmates outside of class: Lower Division 42, Upper Division 54
- That students put together ideas or concepts for different courses when completing assignments: Lower Division 49, Upper Division 69
Structure Courses “Quite a bit” or “Very much” to

- Promote understanding of people of other racial and ethnic backgrounds: 38 (Non-GEC), 50 (GEC)
- Promote acquiring job or work-related knowledge and skills: 77 (Non-GEC), 60 (GEC)
Don’t We Have Student Data on That Too?
Deep Learning Differences by Disciplinary Area

Standardized mean differences between indicated disciplinary area and the biological sciences

Education  Arts & Hum  Social Sci  Business  Engineer  Physical Sci
Percentage with Positive Perceptions

- **Institutional emphasis on studying and on academic work**
  - Faculty: 60%
  - First-Years: 81%
  - Seniors: 80%

- **Support available to help students succeed academically**
  - Faculty: 75%
  - First-Years: 76%
  - Seniors: 73%

- **Students helped to cope with non-academic responsibilities**
  - Faculty: 32%
  - First-Years: 34%
  - Seniors: 25%

The chart indicates the percentage of students in each category with positive perceptions regarding the emphasis on studying and academic work, support available for academic success, and help in coping with non-academic responsibilities.
Faculty Do Matter!

• Effective educational practices at the campus level

  Greater faculty emphasis $\iff$ students do more

  Greater faculty emphasis $\iff$ improved outcomes
Some Cautions
Issues to Consider

- Comparability with student results
- Suspicions about survey methods
  - General
  - Representativeness
- “Those results may be true of ..., but they don’t apply to me”
- You may need more data
  - More questions
  - Points of confusion
What information do you want to collect from faculty to help with your assessment efforts?
For More Information

- Email: tflaird@indiana.edu
  agarver@indiana.edu

- FSSE website: www.fsse.iub.edu
  NSSE website: www.nsse.iub.edu

Copies of papers and presentations as well as annual reports and other information are available through the websites.