Assessing Faculty Perceptions of First-Year Student Engagement

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Presentation at the 2011 Annual Conference on the First-Year Experience
Topics for Today

1. Brief FSSE Background
2. Typical-Student (TS) Survey Option
3. Some FSSE 2010 TS Findings
   1. High-impact practices
   2. Campus environment
   3. Active & collaborative learning
   4. Student-faculty interaction
   5. A few other indicators
4. Discussion
Faculty Survey of Student Engagement

• Purposes
  ▪ Include faculty
  ▪ Understand fac expectations & perceptions
  ▪ Stimulate dialogue

• Since 2003, 630 inst & 160,000 faculty

• Admin online, each spring

• 2 survey options
course-based or typical-student
Typical Student Option

• Each faculty member responds to questions about student engagement based on the typical first-year student or senior taught during the current academic year

• Option first available in 2007
Key Question

Typical Student

• During the current academic year, have you had more first-year students or seniors in your classes?

- More FY than SR students
- More SR than FY students
- I have taught neither first-year students nor seniors this academic year
Example Question & Items

Typical Student

- About how often has the typical first-year student done each of the following? (Never, Sometimes, Often, Very often)

  - Asked questions in class or contributed to class discussions
  - Come to class without completing readings or assignments
  - Received prompt written or oral feedback from faculty on his or her academic performance
  - Had serious conversations with students of a different race or ethnicity than his or her own
FSSE Resources

• **FSSE website** [www.fsse.iub.edu](http://www.fsse.iub.edu)
  - Search for inst participation
  - Sample reports and copies of surveys
  - Topical findings
  - Grand frequencies by inst type
  - Recent FSSE research and presentations
  - **Coming soon**: Online report generator
FSSE 2010 TYPICAL-STUDENT FINDINGS
Results Based On...

• Respondents at 39 institutions that did FSSE TS and NSSE in 2010

• 1,814 faculty who taught more FYS

• 8,351 fulltime, first-year students
HIGH-IMPACT PRACTICES
Learning Comm & Comm Serv

- Percent of faculty who indicated that the following HIPs were important
  - Learning communities 46%
  - Community service/volunteer 63%

- Percent of FYS who had did each HIP
  - Learning communities 17%
  - Community service/volunteer 43%
CAMPUS ENVIRONMENT
Percent with Positive View of Student Relationships with...

- Other Students: Faculty (FY) 86%, FY Students 80%
- Faculty: Faculty (FY) 86%, FY Students 79%
- Admin: Faculty (FY) 56%, FY Students 62%
Percent who Indicated “Quite a bit” or “Very much” Inst Emphasis on...

- Faculty (FY)
- FY Students

<table>
<thead>
<tr>
<th>Category</th>
<th>Faculty (%)</th>
<th>FY Students (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sig time studying</td>
<td>68%</td>
<td>83%</td>
</tr>
<tr>
<td>Support for acad success</td>
<td>80%</td>
<td>80%</td>
</tr>
<tr>
<td>Interacting across diff</td>
<td>51%</td>
<td>61%</td>
</tr>
</tbody>
</table>
ACTIVE & COLLABORATIVE LEARNING
Percent “Often” or “Very Often”

- **Ask questions in class**: 47% Faculty (FY), 65% FY Students
- **Work w/ students IN CLASS**: 47% Faculty (FY), 44% FY Students
- **Work w/ students OUTSIDE CLASS**: 38% Faculty (FY), 49% FY Students
STUDENT-FACULTY INTERACTION
Percent “Often” or “Very Often”

- Discussed ideas w/ fac outside class:
  - Faculty (FY): 22%
  - FY Students: 23%

- Received prompt feedback:
  - Faculty (FY): 89%
  - FY Students: 61%
DIVERSITY EXPERIENCES
Percent “Often” or “Very Often”

Had serious conv across race
- Faculty (FY): 25%
- FY Students: 51%

Tried to better understand another's POV
- Faculty (FY): 31%
- FY Students: 63%
PREPARATION
Percent “Often” or “Very Often”

- Prepared 2 or more drafts: 58% (Faculty), 27% (Students)
- Come to class w/out comp read. or assign.: 52% (Faculty), 16% (Students)
COURSEWORK EMPHASIS
Integration & Memorizing

• Percent “Often” or “Very often” working on a project that required integrating
  - FY Students 83%
  - Faculty (FY) 51%

• Percent coursework “Quite a bit” or “Very much” emphasized memorizing
  - FY Students 70%
  - Faculty (FY) 60%
TIME SPENT PREPARING FOR CLASS
Percent Reporting >16 hpw

• Faculty (should) 57%
• Faculty (actual) 14%
• FY Student 42%
Some Initial Questions

• When do we get a rosier picture from faculty?
• Do you think students and faculty interpret all the terms/phrases the same?
• Did we get a glimpse into faculty views of other faculty?
OTHER QUESTIONS & DISCUSSION
For More Information

• Visit the FSSE website
  www.fsse.iub.edu

• Contact the presenter
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