What Instructors Report about their First-Year Students

Thomas F. Nelson Laird
Mahauganee D. Shaw
Eddie R. Cole

Indiana University Center for Postsecondary Research

Presentation at the 2011 Society for Teaching and Learning in Higher Education (STLHE) Conference
Saskatoon, Saskatchewan, Canada
Today’s Agenda

• Introduction to NSSE and FSSE
  ▪ FSSE typical-student option

• Session goals

• NSSE and FSSE findings

• Implications for instructional improvement
What’s NSSE?

• National Survey of Student Engagement
  ▪ Annual spring survey to FYS and SRs
  ▪ Hundreds of institutions participate each year
  ▪ Assesses exposure to and participation in effective educational practices

• Goal: To query undergraduates directly about their educational experiences
What's FSSE?

• **Faculty Survey of Student Engagement**
  - Annual spring survey of faculty members
  - ~150 institutions participate each year
  - Assesses faculty perceptions and encouragement of student engagement
  - Two survey options: Course-Based and **Typical-Student**

• **Goal:** To provide information about the faculty role in improving undergraduate education
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
Example Question & Items

- 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
Session Goals

• For session participants to leave with:
  ▪ A better understanding of faculty perceptions of first-year students
  ▪ Ideas for applying the findings
  ▪ A desire to investigate further
NSSE AND FSSE FINDINGS FOR FIRST-YEAR STUDENTS
Results Based On...

• **39 institutions**—FSSE TS & NSSE in 2010
  - ~1,800 faculty who taught more FYS
  - ~8,000 fulltime, first-year students

• **5 Canadian inst**—FSSE TS in 2007/10
  - ~400 faculty who taught more FYS
  - ~1,400 fulltime, first-year students
# Learning Comm & Comm Serv

<table>
<thead>
<tr>
<th></th>
<th>39 inst</th>
<th>5 Can</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percent of faculty who indicated that the following HIPs were important</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning communities</td>
<td>46%</td>
<td>49%</td>
</tr>
<tr>
<td>Community service/volunteer</td>
<td>63%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Percent of FYS who had did each HIP</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning communities</td>
<td>17%</td>
<td>9%</td>
</tr>
<tr>
<td>Community service/volunteer</td>
<td>43%</td>
<td>30%</td>
</tr>
</tbody>
</table>
Percent who Indicated “Quite a bit” or “Very much” Inst Emphasis on…

- Significant time studying
  - Faculty (FY): 68%
  - FY Students: 81%

- Support for academic success
  - Faculty (FY): 77%
  - FY Students: 74%
### Hrs/Wk Preparing for Class

<table>
<thead>
<tr>
<th></th>
<th>39 inst</th>
<th>5 Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY student median</td>
<td>11-15</td>
<td>11-15</td>
</tr>
</tbody>
</table>

### Proportion of faculty who think...

<table>
<thead>
<tr>
<th>Statement</th>
<th>Faculty Preparation</th>
<th>TFYS actually prepares</th>
</tr>
</thead>
<tbody>
<tr>
<td>TFYS should prepare</td>
<td>56%</td>
<td>69%</td>
</tr>
<tr>
<td>&gt; 15 hrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TFYS actually prepares</td>
<td>46%</td>
<td>70%</td>
</tr>
<tr>
<td>&lt; 11 hrs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ACL Percent “Often” or “Very Often”

- Ask questions in class: Faculty (FY) 47%, FY Students 49%
- Work w/ students IN CLASS: Faculty (FY) 39%, FY Students 40%
- Work w/ students OUTSIDE CLASS: Faculty (FY) 44%, FY Students 54%
SFI Percent “Often” or “Very Often”

- Discussed ideas w/ fac outside class:
  - Faculty (FY): 22%
  - FY Students: 19%

- Received prompt feedback:
  - Faculty (FY): 89%
  - FY Students: 81%

- FY Students feedback:
  - 61%
QUESTIONS & DISCUSSION
For More Information

• Email:  fsse@indiana.edu
• FSSE Web site:  www.fsse.iub.edu
• NSSE Web site:  www.nsse.iub.edu