

FSSE

Faculty Survey of
Student Engagement

2004 Overview

Inside

FSSE Institutions and Respondents..... 1

- Profile of Institutions
- Profile of Respondents
- Response Rates

Selected Results 5

- Time Spent Preparing for Class
- Faculty Time
- Class Time

Guidelines for Interpreting

FSSE Results 8

- Become Familiar with FSSE Reports
- Check Representativeness of Respondents
- Protect the Anonymity of Respondents
- Communicating FSSE 2004 Results

Introduction

The Faculty Survey of Student Engagement (FSSE) is a project coordinated by the National Survey of Student Engagement (NSSE) at Indiana University Bloomington. FSSE (pronounced 'fessie') is designed to measure faculty expectations of student engagement in educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time related to professorial activities and the kinds of learning experiences their institution emphasizes.

FSSE results can be used to identify areas of strength as well as aspects of the undergraduate experience that may warrant attention. This information is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of students' educational experience.

This overview is divided into three sections. First, we compare the characteristics of participating institutions and faculty with institutional and national profiles as well as provide general information about overall response rates. In the second section we present selected findings, including descriptive information about the faculty members who completed the survey and make some comparisons to student responses on NSSE 2004. Finally, we provide guidelines for using and interpreting FSSE 2004 results.

FSSE 2004 Institutions and Respondents

The FSSE 2004 survey was completed by more than 20,000 faculty members at 132 four-year colleges and universities. All of these institutions participated in at least one of the last four administrations of NSSE (2001 - 2004). This provides an opportunity to compare faculty and student responses to common questions. A list of participating institutions is available in the document following this overview. Faculty at participating institutions were sent an invitation email and asked to respond to the online survey via the Web.

Tables 1 and 2 on the following pages provide more information about the faculty members who responded to the survey. *Certain demographic information is withheld from the individual school data file in order to ensure that responses remain anonymous.*



**FSSE 2004
schools parallel
the national profile
of four-year colleges
and universities**



Profile of FSSE 2004 Institutions

In general, the FSSE 2004 schools parallel the national profile of four-year colleges and universities (Table 1). Like NSSE 2004, there are a few places where the FSSE 2004 profile deviates from the national profile. Compared to all four-year institutions, a greater percentage of FSSE 2004 institutions were Doctoral/Research Intensive and a smaller percentage were Baccalaureate-General. Public four-year institutions are overrepresented compared to the national pool of all four-year institutions. Also, FSSE schools were overrepresented in the Great Lakes region and slightly underrepresented in Mideast. Doctoral/Research and Master's institutions enroll more than three-quarters of all undergraduates and employ over 80% of all faculty. At the same time, ample numbers of smaller institutions participated in FSSE 2004, insuring that the results reflect a broad cross-section of faculty from across the nation.

**Table 1
FSSE and NSSE 2004 Institutions and
all Four-Year Colleges and Universities**

	<u>FSSE 2004</u>	<u>NSSE 2004</u>	<u>National</u>
Carnegie Classification			
Doc/Res – Ext	10%	10%	11%
Doc/Res – Int	13%	9%	7%
Master's I & II	47%	47%	43%
Bac – Liberal Arts	12%	17%	16%
Bac – General	14%	16%	23%
Sector			
Public 4-year	55%	42%	37%
Private 4-year	45%	58%	63%
Region			
New England	5%	8%	8%
Mideast	14%	19%	19%
Great Lakes	25%	22%	15%
Plains	11%	11%	11%
Southeast	23%	23%	25%
Southwest	8%	6%	7%
Rocky Mountains	6%	3%	3%
Far West	8%	7%	10%
Location			
Large city (>250,000)	24%	23%	19%
Mid-size city (<250,000)	25%	28%	28%
Urban fringe large city	15%	14%	16%
Urban fringe mid-size city	5%	8%	8%
Large town (>25,000)	5%	4%	4%
Small town (~5,000)	23%	18%	17%
Rural	2%	5%	6%

Source: IPEDS 2002 Institutional Characteristics File

Notes: Percentages are based on U. S. postsecondary institutions that awarded a baccalaureate degree. NSSE-participating or other national institutions that do not share these characteristics were not included in the tabulations.

Profile of FSSE 2004 Respondents

Table 2 shows selected characteristics of faculty members who completed FSSE in 2004. The first column represents faculty who responded to the FSSE survey and the second column represents the national profile of instructional faculty and staff at all public and private four-year institutions based on National Center for Education Statistics (NCES) data.

Gender

Nationally, women comprise 38% of faculty at four-year institutions. As with NSSE respondents, women are overrepresented in the FSSE respondents, 43% of whom are women faculty.

Race and Ethnicity

Respondents' race and ethnicity closely matched the NCES faculty data (Table 2). The NCES data used for the "National" column in Table 2 does not contain comparable information for the "Other" and "Multiple" categories.

Employment Status

Eighty-three percent of FSSE respondents were full-time faculty members, whereas 17% were employed on a part-time basis. This departs significantly from the NCES data for all four-year public and private universities, which indicates only two-thirds of faculty are employed full-time.



Table 2
Characteristics of FSSE 2004 Respondents

	<u>FSSE Respondents</u>	<u>National</u>
<u>Gender</u>		
Men	57%	62%
Women	43%	38%
<u>Race/Ethnicity</u>		
African American/Black	4%	5%
Amer. Indian/Alaska Native	<1%	1%
Asian/Pacific Islander	6%	6%
Caucasian/White	84%	86%
Hispanic	1%	3%
Other	1%	-
Multiple	5%	-
<u>Employment Status</u>		
Full-time	83%	66%
Part-time	17%	34%

Notes: National faculty data based on 1999 NCES data for faculty at public and private four-year institutions.

Women comprise only 38% of faculty at four-year institutions but were 43% of FSSE respondents



The average response rate for FSSE was approximately 46%

Academic Rank

Table 3 shows the percentage of faculty respondents by rank is similar for FSSE 2004 and data from the NCES.

Table 3
Percentage of Total Faculty by Academic Rank

<u>Rank</u>	<u>FSSE</u>	<u>National</u>
Professor	25%	25%
Associate Professor	24%	20%
Assistant Professor	25%	20%
Instructor or Lecturer	19%	24%
Other	7%	12%

Notes: National faculty data based on 1999 NCES data for faculty at public and private four-year institutions.

Discipline

Table 4 shows the percentage of faculty respondents in selected disciplines by gender. Where national numbers are available, FSSE percentages compare favorably. Males clearly outnumber females in all science fields as well as in business. Conversely, education faculty and professional studies faculty are predominantly women.

Table 4
Percentage of Total Faculty by Discipline and Gender

<u>Discipline</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>FSSE</u>	<u>National</u>	<u>FSSE</u>	<u>National</u>	<u>FSSE</u>	<u>National</u>
Arts and Humanities	14%	13%	13%	12%	27%	23%
Biological/Life Sciences	4%	-	2%	-	6%	-
Business	6%	5%	3%	2%	9%	7%
Education	3%	3%	4%	5%	7%	8%
Engineering	3%	3%	<1%	<1%	4%	4%
Physical Sciences	9%	-	3%	-	12%	-
Professional	2%	-	5%	-	7%	-
Social Sciences	8%	7%	6%	3%	14%	10%
Other	8%	9%	5%	5%	13%	14%

Notes: National faculty data based on 1999 NCES data for faculty at public and private four-year institutions. The figures in the National column for Arts and Humanities are a combination of Fine Arts and Humanities. Biological/Life Sciences, Physical Sciences, and Professional were not available categories in the NCES data.

Response Rates

After adjusting for faculty who could not be contacted due to issues such as incorrect email addresses, a response rate is calculated for each FSSE participating institution. The average institutional response rate was 46%. This is slightly higher than the 40% response rate for NSSE 2004.

Selected Results

This section highlights some of the interesting findings from FSSE 2004. In several instances faculty responses are compared with student responses from NSSE 2004.

Time Spent Preparing for Class

On the FSSE survey, faculty are asked how much time they **expect** students to spend preparing for their class and how much time they believe students **actually** spent preparing for their course. Table 4 presents the responses by subject area and by faculty who teach upper versus lower division courses. The student-reported data represent first-year and senior responses to the NSSE 2004 survey regarding how much time they actually spent preparing for class. Faculty expect students to study about twice as much as students actually reported. In addition, faculty members in the Physical Sciences, Engineering, and Biological/Life Sciences reported more per class study time than other subject areas.

Faculty expect students to spend almost twice as much time preparing for class as students actually spend

Table 5
Time Spent by Students Preparing for Class
Per Class Per Week

<u>Discipline</u>	Faculty expectation of hours/week		Faculty belief of actual hours/week		Student reported hours/week from NSSE	
	<u>Lower Div.</u>	<u>Upper Div.</u>	<u>Lower Div.</u>	<u>Upper Div.</u>	<u>First-Year</u>	<u>Senior</u>
Arts and Humanities	5.6	6.2	3.0	3.8	2.8	3.2
Biological/Life Sciences	6.2	6.2	2.6	3.3	3.4	3.4
Business	5.5	5.7	2.6	3.1	2.4	2.4
Education	4.4	4.9	2.5	3.2	2.6	2.9
Engineering	6.0	6.3	3.6	4.3	3.2	3.8
Physical Sciences	6.6	6.6	3.2	3.8	3.2	3.5
Professional	5.7	5.8	3.4	3.2	2.9	3.2
Social Sciences	5.3	5.6	2.4	2.9	2.8	2.7
Other	5.0	5.4	2.8	3.1	2.4	2.4
All Disciplines	5.7	5.8	2.9	3.4	2.8	2.9

"Integrating faculty perceptions of the importance of student engagement activities with student reports of the frequency of occurrence of engagement activities is a valuable strategy for deciding which engagement activities to facilitate."

Differences by Employment Status

Part-time faculty expect students to spend about 1 hour less preparing for their classes than full-time faculty, almost 5 hours and 6 hours per class, respectively. Part-time faculty also estimate that students actually spend less than 3 hours studying for their classes whereas full-time faculty estimate that their students spend about 3.5 hours preparing for class.

-Bob Smallwood
Southwest Texas State University

On average full-time faculty members spend about three-fifths of their time on teaching-related activities



Faculty Time

Across disciplines, full-time faculty respondents devote about 59% of their time to teaching-related activities (e.g. time in class, grading), 16% of their time to research and scholarly activities, and 26% of their time to other activities (e.g., advising, service). The FSSE percentages closely mirror those derived from NCES data (Table 6).

- The average amount of time spent on all of these professorial activities varies by discipline from 55 hours per week in the Physical Sciences to 63 hours per week in Education.
- On average, faculty from across the disciplines are spending between 50% and 65% of their time on teaching—Arts and Humanities faculty spend about 63% of their time while Engineering faculty spend about 51% of their time.
- Engineering and Biological/Life Sciences faculty spend more of their time per week on research and scholarly activities (23% and 20%, respectively) while Education, Arts and Humanities, and Professional Studies faculty spend less (12%, 13%, and 13%, respectively).
- Education and Professional Studies faculty devote more of their time to “other” activities (33% and 31%, respectively) whereas faculty from the Physical Sciences and Arts and Humanities spend less than their colleagues (22% and 23%, respectively) on such activities.

Table 6
Proportion of Time Spent by Full-Time Faculty on Professorial Activities by Discipline

<u>Discipline</u>	<u>Teaching Activities</u>		<u>Research Activities</u>		<u>Other Activities</u>	
	<u>FSSE</u>	<u>National</u>	<u>FSSE</u>	<u>National</u>	<u>FSSE</u>	<u>National</u>
Arts and Humanities	63%	62%	13%	14%	23%	23%
Biological/Life Sciences	55%	-	20%	-	25%	-
Business	57%	59%	17%	15%	26%	26%
Education	56%	57%	12%	11%	33%	32%
Engineering	51%	54%	23%	23%	26%	24%
Physical Sciences	61%	-	17%	-	22%	-
Professional	56%	-	13%	-	31%	-
Social Sciences	56%	54%	18%	20%	26%	27%
Other	57%	54%	14%	13%	29%	33%
All Disciplines	59%	53%	16%	18%	26%	29%

Notes: National faculty data based on 1999 NCES data for faculty at public and private four-year institutions. The figures in the National column for Arts and Humanities are a combination of Fine Arts and Humanities. Biological/Life Sciences, Physical Sciences, and Professional were not available categories in the NCES data.

Class Time

Across disciplines, faculty report spending about 40% of their class time lecturing, 16% on small group work, and almost 15% of their time on experiential activities such as labs and field work (Table 7). The remainder of their time is spent on a variety of activities (e.g., instructor led discussions, student presentations).

- Across course levels, Biological/Life Sciences, Physical Sciences, and Engineering faculty report spending more class time (between 57% and 60%) lecturing while Education faculty spend the least amount of time (around 25%).
- Within discipline, faculty teaching lower and upper division courses spend approximately the same percentage of class time on the activities in Table 7. The most notable exception is that upper division Social Sciences faculty spend less time (44%) than their lower division colleagues (53%) on lecturing.
- Education faculty at both levels devote more class time (25% and 28%, respectively) to small group work than their colleagues from other disciplines.
- Biological/Life Sciences faculty devote about one-quarter of their class time to experiential work, which in this discipline is more than likely lab or field work.



Table 7
Proportion of Class Time Devoted to Lecturing, Small Group Work, and Experiential Activities by Discipline

<u>Discipline</u>	<u>Lecturing</u>		<u>Small Group Work</u>		<u>Experiential</u>	
	<u>Lower Div.</u>	<u>Upper Div.</u>	<u>Lower Div.</u>	<u>Upper Div.</u>	<u>Lower Div.</u>	<u>Upper Div.</u>
Biological/Life Sciences	60%	57%	16%	14%	28%	25%
Physical Sciences	58%	59%	13%	12%	14%	17%
Engineering	57%	59%	14%	11%	21%	16%
Social Sciences	53%	44%	11%	12%	4%	8%
Business	45%	44%	12%	14%	9%	7%
Professional	42%	40%	17%	16%	22%	22%
Other	38%	42%	16%	17%	20%	16%
Arts and Humanities	30%	29%	19%	16%	7%	10%
Education	26%	23%	25%	28%	17%	22%
All Disciplines	43%	41%	16%	16%	13%	14%

Education faculty devote about the same amount of their class time to lectures and small group activities



Remember to check the representativeness of your faculty respondents before disseminating results

Guidelines for Using FSSE Results

Before sharing your FSSE results on-campus, become familiar with the nature of the data, the reports, and “story line” of your institution’s performance. Here are some things to consider.

Become Familiar with FSSE Reports

We have included several reports and a data file that will help you better understand your FSSE results.

- This Overview provides a profile of the FSSE respondents nationally as well as selected results.
- The Respondent Characteristics Table provides a breakdown of the faculty members who participated in the study by selected categories.
- The Frequency Report provides the response percentages to each item broken down by level of courses taught.
- The Faculty-Student Frequency Report is a template for identifying interesting ways to look for gaps in perceptions between faculty responses to FSSE and student responses to NSSE.
- A Data File allows for additional analyses to be conducted and the Codebook provides details of each question, variable name, and response set.

In addition, the FSSE website includes a frequency table that displays the national and Carnegie norms for each item.

Check the Representativeness of Your Respondents

An essential early step in reviewing your results is to compare your faculty respondents’ demographic characteristics, summarized in the Respondent Characteristics Table, with your institutional data on faculty.

Another way to gauge representativeness is through sampling error, an estimate of the margin by which the “true” score for your institution on a given item could differ from the reported score for one or more reasons, such as differences in one or more important characteristics between the sample and the populations. For example, if 60% reply “very often” to a particular item and the sampling error is +/- 5%, there is a 95% chance that the population value is between 55% and 65%.

Protect the Anonymity of Your Faculty

Institutions using FSSE data should avoid attempts to identify individual participants. We have taken several measures to protect the anonymity of those who responded to the survey. For example:

- All faculty members at your institution were given the same login ID and password so their responses could not be linked back to them.
- Your data file does not include faculty member responses to demographic questions such as race/ethnicity, gender, age, number of years as a faculty member, appointment status, rank, and tenure status.
- More than 80 disciplines have been collapsed into 10 categories (see codebook) designed to parallel major organizational units on campus. Visit the FSSE website to see how your institution can have your faculty grouped in a way that parallels your campus structure.

Communicating FSSE Results

We offer the following suggestions to help you think about interpreting and communicating FSSE results to interested parties.

- Before disseminating results, please check the respondent characteristics to see if the faculty members that completed the survey adequately represent your faculty as a whole. In addition, make sure you are aware of your sample size since questions often arise as to whether a small sample size actually represents the population from which it is drawn.
- Faculty and student items and responses may not match exactly and institutional context should be used to help interpret any differences that may exist.
- Consider using student and faculty matched items as a way to begin general discussions about which engagement activities might become a greater priority on campus and about student engagement and its relationship to learning.
- Meet with others on campus responsible for faculty development and undergraduate improvement initiatives to begin sharing results and discussing ways in which FSSE data can be used to enhance teaching and learning.
- Contact the NSSE Institute for Effective Educational Practice for additional consultation on maximizing the use of your results.

We appreciate your participation in FSSE and hope you share the information from the survey widely on your campus. We also invite suggestions for improving the FSSE project and the quality and utility of the information it provides. Please direct inquiries and suggestions to the project staff at fsse@indiana.edu.



Faculty Survey of Student Engagement

A project of the
National Survey of Student Engagement

Indiana University
School of Education
Center for Postsecondary Research
1900 East Tenth Street
Eigenmann Hall, Suite 419
Bloomington, IN 47406-7512

Phone: 812-856-5824
Fax: 812-856-5150

E-mail: nsse@indiana.edu
Web: www.iub.edu/~nsse