2011 Faculty Survey of Student Engagement (FSSE) at the University of North Dakota

Sue Erickson
Carmen Williams
Office of Institutional Research
April 26, 2012
Executive Summary

The Faculty Survey for Student Engagement (FSSE) is a faculty counterpart to the National Survey of Student Engagement (NSSE) – one of the best known national projects for measuring student engagement. The survey, administered by the Indiana Center for Postsecondary Research, measures the extent to which faculty encourage students to engage in practices understood to be effectively linked with learning outcomes, personal development, student satisfaction, and graduation. In the spring of 2011, 400 UND faculty teaching undergraduate courses were invited to participate in FSSE. In the survey, faculty answer questions regarding their perceived engagement in one of the courses they teach in a given year. 170 UND faculty completed the survey for a response rate of 43%.

- As a general rule, UND faculty tend to look a lot like their national counterparts at research universities with regard to their perceptions of student involvement and engagement.
- UND faculty tend to place less importance on study abroad than their counterparts at research universities nationally. On a 4-point scale, lower division faculty record a mean of 2.26 at UND and 2.45 nationally while upper division faculty record a mean of 2.37 while nationally they score 2.43.
- UND upper division faculty closely mirror their national peers with regard to students participating in high-impact learning activities including internships, research with a faculty, and culminating senior experiences.
- When asked how they spend their time, UND lower division faculty report most of their time is spent preparing for class and teaching – significantly more than their research university peers.
- Upper division faculty spend quite similar amounts of time on research and on teaching/preparing for teaching when compared to their national peers.
- UND faculty, both lower and upper division, report significantly more amounts of time on advising students and on service-related activities.
- 31% of UND lower division faculty respondents and 25% of upper division respondents indicate that more than half of the students in their selected course come to class without completing readings or assignments.
- UND faculty expect students to spend about six hours per week preparing for their course. They indicate they believe students are spending about one-half this amount of time – or about three hours – actually preparing for class. NSSE results indicate students are spending close to the six hours faculty expect.
- Faculty generally find it less than important that students work together outside of class to prepare assignments; just one-quarter (26%) of UND lower division respondents say it is important for students to work together outside of class.
- Small group activities during class, however, are seeing increasing amounts of time. Over three-quarters of UND faculty (79% of lower division and 76% of upper division) report they include these in the classroom.
- Faculty respondents organize their courses to the greatest extent so that students learn critical and analytical thinking. Courses are not structured to assist students in developing a deeper sense of spirituality.
- When NSSE and FSSE results are compared, faculty and students report similar perceptions of the student-faculty relationship and the relationships between students. Faculty, however, report student relationships with administrative personnel to be lower than what students report them to be.
A total of 170 faculty from UND responded; response rate was 43%.
Using the course-based survey, 58 responded for a lower division course, 96 from an upper division course, and 16 did not indicate.

LD = Lower Division Faculty, UD = Upper Division Faculty, FY = first-year students, SR = seniors

High-Impact Learning Activities
NSSE postulates students are more engaged when they are involved in at least two high-impact learning activities, one in the first year and one later on related to their major.
FSSE asks faculty: How important is it to you?

### Lower Division
- Community service or volunteer work: 2.17 (UND 2003), 2.28 (UND 2007), 2.21 (UND 2011)
- Participation in a learning community: 2.38 (UND 2003), 2.45 (UND 2007), 2.57 (UND 2011)
- Work on research project with faculty: 2.50 (UND 2003), 2.57 (UND 2007), 2.55 (UND 2011)
- Study abroad: 2.09 (UND 2003), 2.59 (UND 2007), 2.62 (UND 2011)
- Practicum, internship, co-op or clinical: 2.29 (UND 2003), 2.25 (UND 2007), 2.43 (UND 2011)

### Upper Division
- Community service or volunteer work: 2.15 (UND 2003), 2.18 (UND 2007), 2.15 (UND 2011)
- Participation in a learning community: 2.34 (UND 2003), 2.37 (UND 2007), 2.37 (UND 2011)
- Work on research project with faculty: 3.22 (UND 2003), 3.25 (UND 2007), 3.25 (UND 2011)
- Study abroad: 2.06 (UND 2003), 2.06 (UND 2007), 2.06 (UND 2011)
- Practicum, internship, co-op or clinical: 3.28 (UND 2003), 3.28 (UND 2007), 3.28 (UND 2011)
- Culminating senior experience: 3.22 (UND 2003), 3.22 (UND 2007), 3.22 (UND 2011)

### Student Relationships
Students and faculty are asked to rate student relationships with other students, faculty, and administrative staff.
(1 = unfriendly, unsupportive, unhelpful, to 7 = friendly, supportive, helpful, and flexible)

<table>
<thead>
<tr>
<th>Administrative Staff</th>
<th>FY</th>
<th>LD</th>
<th>SR</th>
<th>UD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>5.11</td>
<td>5.49</td>
<td>5.38</td>
<td>4.79</td>
</tr>
<tr>
<td>Faculty Members</td>
<td>4.79</td>
<td>5.11</td>
<td>5.38</td>
<td>4.79</td>
</tr>
<tr>
<td>Other Students</td>
<td>5.49</td>
<td>5.26</td>
<td>5.62</td>
<td>5.64</td>
</tr>
</tbody>
</table>

### Engagement in Mental Activities
Percent of Students and Faculty indicating coursework emphasizes cognitive skills "quite a bit" or "very much"

<table>
<thead>
<tr>
<th>Activity</th>
<th>FY</th>
<th>LD</th>
<th>SR</th>
<th>UD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applying theories to concepts</td>
<td>93%</td>
<td>68%</td>
<td>77%</td>
<td>82%</td>
</tr>
<tr>
<td>Judging value of information</td>
<td>92%</td>
<td>71%</td>
<td>77%</td>
<td>85%</td>
</tr>
<tr>
<td>Synthesizing ideas &amp; information</td>
<td>92%</td>
<td>71%</td>
<td>77%</td>
<td>68%</td>
</tr>
<tr>
<td>Analyzing elements of idea</td>
<td>92%</td>
<td>84%</td>
<td>79%</td>
<td>80%</td>
</tr>
<tr>
<td>Memorizing</td>
<td>74%</td>
<td>63%</td>
<td>34%</td>
<td>30%</td>
</tr>
</tbody>
</table>