

**OIR Assessment Tool
Faculty Survey of Student Engagement (FSSE) 2011
December 6, 2012**

Purpose of Survey: ***The survey 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.***

1. The data collected address information relating to what university group or situation? (i.e., from whom is the university collecting this information? Whose perceptions are we reading?)
The data were collected in spring 2011 from 170 UND faculty members teaching undergraduate courses (400 faculty members were invited to participate; response rate 42.5%). Faculty answered questions regarding how they perceive student engagement in one of the courses they teach in a given year.
2. How often is this tool used and analyzed? What time of year?
Since 2003, the survey has been administered every four years in the spring.
3. To whom does the assessment group believe that an analysis of this report would be beneficial? In other words, what individuals, departments, or programs need this information in order to have reliable information to 'close the loop' on their assessment process?
FSSE complements NSSE such that institutions can link faculty expectations for the classroom with student-reported perceptions. FSSE asks faculty members to report on activities that students undertake in their classroom, teaching methods they use, and what they feel is important for students to experience. Since many of the benchmarks included in the NSSE and FSSE are aligned with the elements of our "Exceptional UND" initiative, all of UND should be interested in the results. In particular, the Associate Vice President for Academic Affairs, Deans of all colleges, the Dean of Students, the Vice President of Student Affairs, those overseeing first year programs, the Center for Community Engagement, and International Programs would benefit from an analysis of this report.
4. What UND student learning goals are assessed/addressed?
 - a. Use Y, N, ? to indicate whether the instrument collects data relevant to each of the following Institutional and/or General Education goals:

YES	1 Communication – written or oral (“able to write and speak in various settings with a sense of purpose/audience”)
YES	2 Thinking and reasoning – critical thinking (or “be intellectually curious”; analyze, synthesize, evaluate)
YES	3 Thinking and reasoning – creative thinking (or “be intellectually creative”; explore, discover, engage)
YES	4 Thinking and reasoning – quantitative reasoning (“apply empirical data...analyze graphical information”)

- YES 5 Information literacy (“be able to access and evaluate...for effective, efficient, and ethical use”)
- YES 6 Diversity (“demonstrate understanding of diversity and use that understanding...”)
- YES 7 Lifelong learning (“commit themselves to lifelong learning”)
- YES 8 Service/citizenship (“share responsibility both for their communities and for the world”)

b. Additional goals

5. What are the findings/results of this tool?

a. From Question 4a above: For the goals with a Y or ?, describe the relevant findings/results from this survey:

For all of the above goals, the survey asks faculty members questions about what they feel is important for undergraduates to experience during college, areas the institution emphasizes, how they spend their time, and how engaged students appear to be in the classroom. UND faculty members are also asked to reflect on one particular undergraduate course section they are teaching during the academic year in which the survey is completed. In that context, faculty members are asked about course section size, degree of faculty experience teaching the course, perceptions of student academic behaviors, frequency of course intellectual engagement, reading/writing/homework problem set assignments, perceived student class preparation time, importance faculty place on course activities, classroom teaching methods, extent to which exams challenge students to do their best work, emphasis on mental activities, and development of learning skills.

Student learning is not directly or even indirectly assessed in this survey. Rather, the results help us to understand the context or environment in which learning occurs, but they do not directly assess the goals noted above.

b. Other findings/results
See #11 below.

6. Is this tool a direct measure, an indirect measure, or a non-measure of student learning?
FSSE is a non-measure of student learning.

7. Does this tool empower individuals or the university to better understand and assess student learning at the university? If so, how?
FSSE is a non-measure of student learning, but it paints a picture of the learning environment on campus and, in combination with NSSE findings, reveals common trends on campus and/or any disconnects existing between faculty expectations or perceptions and student-reported experiences.

8. Are there recommendations for changes (e.g., additional or better tools, different means of analysis, etc.) that might improve the university's ability to use this information?

Response rates are central to the level of confidence the University Assessment Committee can have in the results of any survey. The Committee encourages OIR to maintain a continued commitment to enhancing outcomes in this area.

9. What value does the committee place on this tool for helping to achieve the university's assessment plan?

FSSE is a useful tool that provides us with information about 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 that respect, FSSE is helpful in achieving UND's assessment goals.

10. Review Summary (one or two sentences).

While FSSE is not a direct measure of student learning, it has great value in that from it we can learn 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. Moreover, in combination with NSSE, it reveals common trends on campus and/or any disconnects existing between faculty expectations or perceptions and student-reported experiences.

11. What might faculty want to know about this survey? (Please provide one to two paragraphs describing some findings from this survey. These paragraphs will be forwarded to academic departments as a means of keeping them informed about the existence of information that might be useful to them.)

FSSE is a survey tool that 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 and benchmarks UND with other research universities. Moreover, in combination with the results from NSSE, a survey that measures student behaviors that have been highly correlated with student learning, it reveals common trends on campus and/or any disconnects existing between faculty expectations or perceptions and student-reported experiences.

FSSE results demonstrate that UND faculty members tend to respond similarly to their national counterparts at research universities with regard to their perceptions of student involvement and student engagement. UND faculty respondents indicate they work to include diverse perspectives in their courses, however they also indicate students aren't getting interaction with diverse populations. As this tends to be the case with UND's relative homogenous culture, the institution should continue to work toward a more diverse campus culture.

As a general rule, responses appear UND faculty are organizing their courses such that goals outlined in the Essential Studies program are being addressed, with a particular focus on critical and analytical thinking.

UND faculty expects 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 the faculty expects.

UND faculty respondents indicate they spend more time on student advising and on service work than their national peers. With regard to advising, UND should ensure faculty have the tools necessary to successfully advise students and that they are addressing the complete advising picture, including course registration, meeting graduation requirements, and career preparation.

12. What results about this study would students find interesting?

- ***Faculty, generally, place a high level of importance on 'high-level educational practices' such as community service/volunteer work; internship, co-op or clinical experiences; research with a faculty member; study abroad; and, senior capstone experiences. That said, with the exception of service/volunteer work, the numbers of seniors completing these activities or planning to complete them are lagging behind the level that faculty feel is important. In particular, study abroad has very few seniors completing the activity, as does participating in research with a faculty member. As UND improves on providing these high-impact learning activities, take the extra initiative to participate in them - these types of experiences make you more competitive for jobs.***
- ***UND faculty are organizing their courses to the greatest extent so that students develop critical and analytical thinking/problem-solving skills and over three-quarters of UND faculty members indicate that much of that learning and skill development occurs now in classrooms that emphasize active, student-directed, small group learning during class rather than simply sitting in lecture. Long live the 'flipped classroom'!***

Submitted by: Kenneth Ruit

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