Part 2: The Faculty view

Faculty Survey of Student Engagement

Nov 3, 2017 Lisa Castellino, PhD Office of Institutional Effectiveness
Housekeeping

- Audio & video taped
- Cell phones on vibrate
- Questions welcome
- Reflective and collective
- Feedback survey
Overall was the presentation useful to you?

- Yes: 97%
- No: 3%

Will you attend another NSSE presentation?

- Yes: 100%
- No: 0%

### Assessment - Feedback Dashboard

**N = 31**

#### Content
- Very Poor: 3%
- Poor: 3%
- Fair: 26%
- Good: 71%
- Very Good: 97%

#### Organization
- Very Poor: 3%
- Poor: 3%
- Fair: 16%
- Good: 81%
- Very Good: 97%

#### Pace of Delivery
- Very Poor: 3%
- Poor: 3%
- Fair: 13%
- Good: 83%
- Very Good: 97%

#### Explanation of Data
- Very Poor: 6%
- Poor: 3%
- Fair: 16%
- Good: 77%
- Very Good: 97%
What is the Faculty Survey of Student Engagement?

First administered in 2003

February 2003

Complements the National Survey of Student Engagement (NSSE)

The importance instructional staff place on various areas of learning and development.

Instructional staff perceptions of how often student engage in different activities.

The nature and frequency of instructional staff–student interactions.

How instructional staff organize their time, both in and out of the classroom.

Psychometric profile at:
fsse.indiana.edu/html/Psychometric_Portfolio.cfm
What if...

...It’s true?
Response rate?

226 Faculty participated

...it’s 40%
Type of faculty?

Faculty:

Demographics

- Tenured, 36%
- On-Track, 25%
- Not On-Track, 39%
Faculty: Level they typically teach?

Course Level:
56% Upper Division
27% Lower Division
11% Didn’t say
6% Mixed UD & Graduate
Faculty represent various Disciplines

- Biological Sci., Agriculture...: 25%
- Arts & Humanities: 23%
- Social Sciences: 19%
- Physical Sci., Mathematics,...: 13%
- Engineering: 4%
- Social Service Professions: 3%
- Business: 3%
- Communications, Media,...: 3%
- Education: 3%
- All Other: 3%
- Health Professions: 2%
Faculty:

How long have they been at HSU?

Demographics

- 33% Established Jacks
- 37% New Jacks
- 22% Seasoned Jacks

- 18% 4 or less
- 19% 5-9
- 33% 10-19
- 30% 20-29
- 8% 30 or more
Faculty: How do they describe themselves?

Demographics
Race/Ethnicity
20% diverse
7% Hispanic/Latin(x)
Faculty: How do they describe themselves?

Demographics

Gender Identity

55% Woman
4% Chose not to share
Faculty: How do they describe themselves?

Demographics

Sexual Orientation

- 6% Bisexual
- 5% Gay/Lesbian/Queer
- 1% Another orientation
- 10% chose not to respond
- 78% Straight/Heterosexual

Sample size finally large enough.
Faculty:

What generation do they represent?

Demographics

43% Generation X

They were originally called the baby busters because fertility rates fell after the boomers. As teenagers, they experienced the AIDS epidemic and the fall of the Berlin Wall. Sometimes called the MTV Generation, the "X" in their name refers to this generation’s desire not to be defined.

39% Baby Boomers

The boomers were born during an economic and baby boom following World War II. These hippie kids protested against the Vietnam War and participated in the civil rights movement, all with rock 'n' roll music blaring in the background.
Faculty: What generation do they represent?

Demographics: 18% Millennials

They experienced the rise of the Internet, Sept. 11 and the wars that followed. Sometimes called Generation Y. Because of their dependence on technology, they are said to be entitled and narcissistic.
39% Baby Boomers
43% Generation X

Me in HS

My husband, Chris
18% Millennials
These kids were the first born with the Internet and are suspected to be the most individualistic and technology-dependent generation. Sometimes referred to as the iGeneration.
How faculty spend their time
Faculty: Hours per 7-day week

- Teaching, 24.1
- Advising, 4.0
- Research, 7.4
- Service, 6.5

A lot happening so that seems low…
Activity: Classroom related
Activity: **Outside of class but related**

- Meeting students outside of class
- Course admin
- Working to improve teaching

Do faculty have enough time / tools to consider improving teaching?
Teaching vs Improving

- 64% working to improve teaching
- 34% teaching

Graph showing the distribution of time spent on teaching and improving teaching.
What if...

...It’s true?
What should we do to help faculty?
How faculty think students spend their time
Seniors

Participating in co-curricular activities

7%

How much time do you devote to… %“Very Much” or “Quite a bit”

UD Faculty

How much time do you think students devote to… %“Very Much” or “Quite a bit”

1%
Seniors

Doing community service or volunteer work

How much time do you devote to… %“Very Much” or “Quite a bit”

6%

UD Faculty

How much time do you think students devote to… %“Very Much” or “Quite a bit”

0%
Seniors

Providing care for dependents (children, parents, etc)

7%

How much time do you devote to… %“Very Much” or “Quite a bit”

UD Faculty

How much time do you think students devote to… %“Very Much” or “Quite a bit”

5%
Seniors

Working for pay off-campus

23% 39%

How much time do you devote to… %“Very Much” or “Quite a bit”

How much time do you think students devote to… %“Very Much” or “Quite a bit”
Seniors

Relaxing & socializing

23%

How much time do you devote to…
%“Very Much” or “Quite a bit”

UD Faculty

41%

How much time do you think students devote to… %“Very Much” or “Quite a bit”
Seniors
Preparing for class

How much time do you devote to… %“Very Much” or “Quite a bit”

48%

UD Faculty

How much time do you think students devote to… %“Very Much” or “Quite a bit”

13%
What if...

...It’s true?
What should we do to help contextualize what students do and what it means?
The class

deeper dive
Type of class matters

9 out of 10 were classroom instruction

1 out of 10 were hybrid (online + face-to-face)

Does this class section fulfill General Education?

- Total: 61% No, 39% Yes
- LD: 73% No, 27% Yes
- UD: 77% No, 23% Yes

0% 20% 40% 60% 80% 100%
LD UD Total

No Yes
Class size matters

Size of the class section you are thinking about…

- 20 or fewer: 7% (LD), 19% (UD), 15% (Total)
- 21-30: 30% (LD), 33% (UD), 30% (Total)
- 31-40: 15% (LD), 15% (UD), 15% (Total)
- 41-50: 15% (LD), 15% (UD), 16% (Total)
- 51-100: 22% (LD), 13% (UD), 16% (Total)
- More than 100: 18% (LD), 8% (UD), 13% (Total)
Type of class activity: differences

- Lecture: 44%
  - No time: 1%
  - Under 1/3rd: 21%
  - Between 1/3rd but less than 1/2: 19%
  - 1/2 time or more: 10%

- Discussion: 70%
  - No time: 5%
  - Under 1/3rd: 5%
  - Between 1/3rd but less than 1/2: 19%
  - 1/2 time or more: 12%

- Small group work: 73%
  - No time: 5%
  - Under 1/3rd: 5%
  - Between 1/3rd but less than 1/2: 10%
  - 1/2 time or more: 12%

- Student presentations or performances: 63%
  - No time: 4%
  - Under 1/3rd: 2%
  - Between 1/3rd but less than 1/2: 31%
  - 1/2 time or more: 5%

- Independent student work: 56%
  - No time: 2%
  - Under 1/3rd: 4%
  - Between 1/3rd but less than 1/2: 38%
  - 1/2 time or more: 5%

- Movies, videos, etc (not performed, produced, or involved students): 59%
  - No time: 1%
  - Under 1/3rd: 0%
  - Between 1/3rd but less than 1/2: 19%
  - 1/2 time or more: 1%

- Assessing student learning: 79%
  - No time: 0%
  - Under 1/3rd: 1%
  - Between 1/3rd but less than 1/2: 39%
  - 1/2 time or more: 32%

- Experiential activities: 39%
  - No time: 17%
  - Under 1/3rd: 12%
  - Between 1/3rd but less than 1/2: 39%
  - 1/2 time or more: 32%
Use of the lecture: **differences**

- **No time**: 2% for LD, 0% for UD
- **Under 1/3rd**: 44% for LD, 47% for UD
- **Between 1/3rd but less than 1/2**: 36% for LD, 33% for UD
- **1/2 time or more**: 24% for LD, 20% for UD

**Legend:**
- LD: Blue bars
- UD: Yellow bars
- Total: Dotted line
Use of Discussion: differences

- No time: 6% LD, 5% UD, 5% Total
- Under 1/3rd: 69% LD, 70% UD, 71% Total
- Between 1/3rd but less than 1/2: 24% LD, 19% UD, 18% Total
- 1/2 time or more: 2% LD, 5% UD, 7% Total
Use of experiential learning: differences

- No time: 43% (LD 37%, UD 39%, Total 43%)
- Under 1/3rd: 34% (LD 32%, UD 34%, Total 34%)
- Between 1/3rd but less than 1/2 time or more: 15% (LD 18%, UD 15%, Total 15%)
- 1/2 time or more: 10% (LD 13%, UD 10%, Total 10%)
What if…

…It’s true?
What should we do......

......to help support experiential learning?
How faculty think students should spend their time: academics
Prepare two or more drafts of a paper or assignment before turning it in

**UD Faculty**

- 61%

**Seniors**

- 37%

How much time do you think students devote to… %“Very Much” or “Quite a bit”

How much time do you devote to… %“Very Much” or “Quite a bit”
UD Faculty

Ask questions or contribute to course discussion in other ways

97%

How much time do you think students devote to… %“Very Much” or “Quite a bit”

Seniors

70%

How much time do you devote to… %“Very Much” or “Quite a bit”
Come to class having completed the assignments or required reading material

UD Faculty

95%

Seniors

23%

How much time do you think students devote to… %“Very Much” or “Quite a bit”

How much time do you devote to… %“Very Much” or “Quite a bit”
Skills & Competencies
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of... %“Very Much” or “Quite a bit”
To what extent do you structure your course so that students learn & develop... %“Very Much” or “Quite a bit”

Writing clearly & effectively

UD Faculty 70% 72% Seniors
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of… %“Very Much” or “Quite a bit”

To what extent do you structure your course so that students learn & develop… %“Very Much” or “Quite a bit”

Speaking clearly & effectively

UD Faculty: 49%

Seniors: 68%
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of… %“Very Much” or “Quite a bit”
To what extent do you structure your course so that students learn & develop… %“Very Much” or “Quite a bit”

Working effectively w/ others

UD Faculty 75% 73% Seniors
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of… %“Very Much” or “Quite a bit”
To what extent do you structure your course so that students learn & develop… %“Very Much” or “Quite a bit”

Acquiring job or work–related skills

UD Faculty 70% 66% Seniors
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of... %“Very Much” or “Quite a bit”
To what extent do you structure your course so that students learn & develop... %“Very Much” or “Quite a bit”

Thinking critically and analytically

UD Faculty 94%
Seniors 84%
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of… %“Very Much” or “Quite a bit”
To what extent do you structure your course so that students learn & develop… %“Very Much” or “Quite a bit”

Solving complex, real-world problems

UD Faculty 68% 60% Seniors
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of... %“Very Much” or “Quite a bit”
To what extent do you structure your course so that students learn & develop... %“Very Much” or “Quite a bit”

Understanding people of other backgrounds

52% UD Faculty
72% Seniors
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of... %“Very Much” or “Quite a bit”
To what extent do you structure your course so that students learn & develop... %“Very Much” or “Quite a bit”

Being an informed citizen

UD Faculty 58% 64% Seniors
Knowledge, Skills, and Personal Development

Experience at this institution contributed to knowledge or development of... %“Very Much” or “Quite a bit”

To what extent do you structure your course so that students learn & develop... %“Very Much” or “Quite a bit”

Developing & clarifying a personal code of values

44% UD Faculty

65% Seniors
A window into faculty advising
Who does it?  64% served in the role

Faculty as Advisors
Faculty as Advisors

Class level of advisees?

72% mostly juniors & seniors
<table>
<thead>
<tr>
<th>Faculty as Advisors</th>
<th>Where do you go to get info regarding options for students?</th>
</tr>
</thead>
<tbody>
<tr>
<td>55% website, catalog, other published resources</td>
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</tr>
<tr>
<td>29% faculty colleagues</td>
<td>29% faculty colleagues</td>
</tr>
<tr>
<td>8% other advising staff/advising center/training</td>
<td>8% other advising staff/advising center/training</td>
</tr>
</tbody>
</table>
During the year, about how many times a year did your typical advisee discuss academic interests, course selection, academic performance?

- Faculty as Advisors
  - 60% once or twice
  - 23% Four or more times
For faculty, what should the institution emphasize? (and what should they?)
<table>
<thead>
<tr>
<th>Activity Description</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Providing support to help students succeed academically</td>
<td>93%</td>
</tr>
<tr>
<td>Providing support for students' overall well-being (recreation, health care, counseling, etc.)</td>
<td>91%</td>
</tr>
<tr>
<td>Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)</td>
<td>90%</td>
</tr>
<tr>
<td>Students using learning support services (tutoring services, writing center, etc.)</td>
<td>85%</td>
</tr>
<tr>
<td>Students spending significant amounts of time studying and on academic work</td>
<td>79%</td>
</tr>
<tr>
<td>Helping students manage their non-academic responsibilities (work, family, etc.)</td>
<td>67%</td>
</tr>
<tr>
<td>Providing opportunities for students to be involved socially</td>
<td>64%</td>
</tr>
<tr>
<td>Students attending events that address important social, economic, or political issues</td>
<td>64%</td>
</tr>
<tr>
<td>Students attending campus activities and events (performing arts, athletic events, etc.)</td>
<td>45%</td>
</tr>
</tbody>
</table>
Should vs Does: Institutional Emphasis

- **Providing support to help students succeed academically:**
  - Faculty: 69%
  - Students (seniors): 93%

- **Providing support for students’ overall well-being (recreation, health care, counseling, etc.):**
  - Faculty: 59%
  - Students (seniors): 91%

- **Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.):**
  - Faculty: 55%
  - Students (seniors): 90%

- **Students using learning support services (tutoring services, writing center, etc.):**
  - Faculty: 70%
  - Students (seniors): 85%

- **Helping students manage their non-academic responsibilities (work, family, etc.):**
  - Faculty: 67%
  - Students (seniors): 67%

- **Providing opportunities for students to be involved socially:**
  - Faculty: 64%
  - Students (seniors): 64%

- **Students attending events that address important social, economic, or political issues:**
  - Faculty: 53%
  - Students (seniors): 64%

- **Students attending campus activities and events (performing arts, athletic events, etc.):**
  - Faculty: 45%
  - Students (seniors): 46%
Course structures: Fac vs Student

- Clearly explained course goals or requirements: 95% (Fac), 83% (HSU Seniors)
- Teach course sections in an organized way: 99% (Fac), 80% (HSU Seniors)
- Used examples to explain difficult points: 97% (Fac), 78% (HSU Seniors)
- Provide feedback to students on drafts or work in progress: 77% (Fac), 61% (HSU Seniors)
- Provide prompt and detailed feedback on tests and completed work: 90% (Fac), 60% (HSU Seniors)
What if...

...It’s true?
Coming attractions

November 3rd – NSSE & FSSE: Faculty vs Student Perceptions

December 1st –

- Diversity Deep Dive
- NSSE through their lens

FYE Deep Dive
 Assessment

PLEASE COMPLETE THE FEEDBACK FORM!
UD Faculty

Participating in co-curricular activities

1%

How much time do you think students devote to... %“Very Much” or “Quite a bit”

Seniors

How much time do you devote to... %“Very Much” or “Quite a bit”

7%
UD Faculty
Doing community service or volunteer work

0%

How much time do you think students devote to… %“Very Much” or “Quite a bit”

Seniors

6%

How much time do you devote to… %“Very Much” or “Quite a bit”
UD Faculty

Working for pay off-campus

39%

Seniors

How much time do you think students devote to… %“Very Much” or “Quite a bit”

23%

How much time do you devote to… %“Very Much” or “Quite a bit”
How much time do you think students devote to...
%“Very Much” or “Quite a bit”

UD Faculty: 41%

Seniors: 23%

How much time do you devote to...
%“Very Much” or “Quite a bit”

Relaxing & socializing
UD Faculty

Preparing for class

13%

How much time do you think students devote to… %“Very Much” or “Quite a bit”

Seniors

48%

How much time do you devote to… %“Very Much” or “Quite a bit”
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High Impact Practices
HIGH IMPACT PRACTICE (HIP): considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions, encourage collaboration, & include frequent and substantial feedback

<table>
<thead>
<tr>
<th>HIP</th>
<th>First Year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Community</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Service Learning</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Research w Faculty</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Internship or Field Experience</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Study Abroad</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Culminating Senior Experience</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
HSU students *VS* CSU in HIP participation

- Senior Capstone: HSU 74% vs CSU 38%
- Service-learning: HSU 71% vs CSU 68%
- Internship or Field Exp: HSU 54% vs CSU 41%
- Research w Faculty: HSU 38% vs CSU 15%
- Learning Community: HSU 29% vs CSU 21%
- Study Abroad: HSU 9% vs CSU 6%
How important is it for students to participate in? “Quite a bit or very much”

Did you participate in?
How important is it for students to participate in? “Quite a bit or very much”

55% 71%

Did you participate in?
Did you participate in? Research with Faculty

- UD Faculty: 53%
- Seniors: 38%

How important is it for students to participate in? “Quite a bit or very much”
Did you participate in an Internship or Field Experience?

- UD Faculty:
  - 85% responded "Quite a bit or very much"

- Seniors:
  - 54% responded "Did you participate in?"
How important is it for students to participate in? “Quite a bit or very much”

Did you participate in?

UD Faculty

29%

Seniors

Study Abroad

9%
UD Faculty

Senior capstone or experience

88%

How important is it for students to participate in? “Quite a bit or very much”

Seniors

Did you participate in?

74%
Faculty: The course topic they considered

- Biological Sciences, Agriculture, & Natural Resources: 29%
- Arts & Humanities: 29%
- Social Sciences: 14%
- Physical Sciences, Mathematics, & Computer Science: 14%
- Engineering: 0%
- Business: 0%
- Communications, Media, & Public Relations: 0%
- Social Service Professions: 0%
- Education: 0%
- Other disciplines: 0%
- Health Professions: 14%
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<td>Clearly explained course goals or requirements</td>
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<td>Teach course sections in an organized way</td>
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<tr>
<td>Used examples to explain difficult points</td>
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<tr>
<td>Use a variety of teaching techniques to...</td>
</tr>
<tr>
<td>Review and summarize material for students</td>
</tr>
<tr>
<td>Provide standards for satisfactory completion of...</td>
</tr>
<tr>
<td>Provide feedback to students on drafts or work in...</td>
</tr>
<tr>
<td>Provide prompt and detailed feedback on tests...</td>
</tr>
</tbody>
</table>
Talked about career plans: 72%
Working on activities other than coursework: 43%
Discussed topics outside of class: 69%
Discussed their academic performance: 70%
Faculty Discipline: Degree vs Course Content
Ask questions or contribute to course discussions in other ways
Prepare two or more drafts of a paper or assignment before turning it in
Come to class having completed readings or assignments

- UD
- Seniors

97% 95%
70% 23%
61%
Perceptions vs reported: How students spend time

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

Working for pay off campus

Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

Working for pay on campus

Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

Providing care for dependents (children, parents, etc.)

Doing community service or volunteer work

Commuting to campus (driving, walking, etc.)

Seniors

UD Fac
What faculty think they do / What they say they do

Preparing for class

How much time do you devote to… %“Very Much” or “Quite a bit”
How much time do you think students devote to… %“Very Much” or “Quite a bit”

13%

48%

Hold for details