

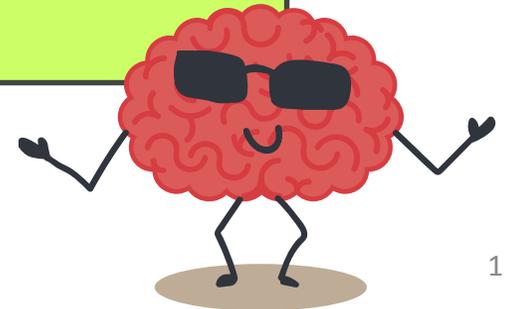
Part 2: The Faculty view



Faculty Survey of Student *Engagement*



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

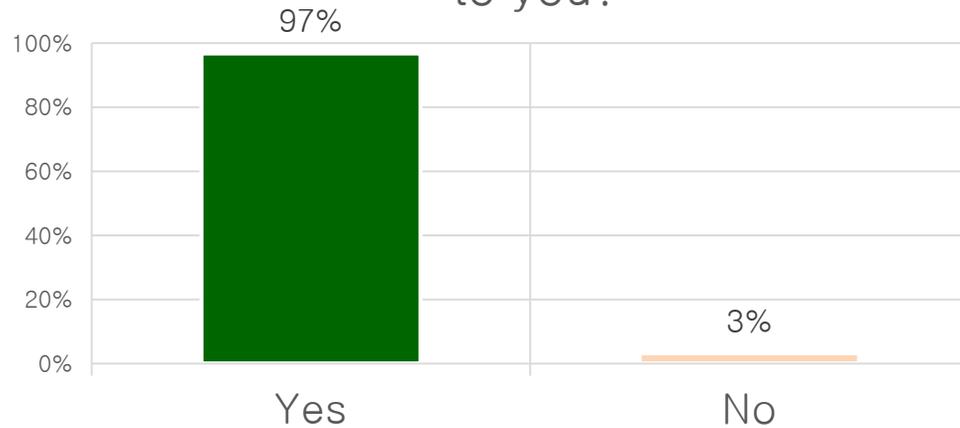


Housekeeping

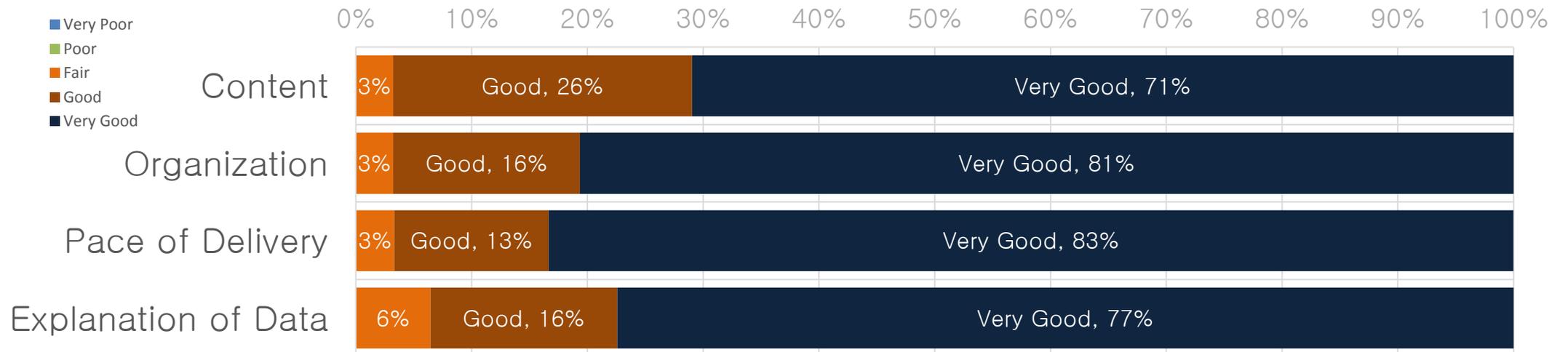


Assessment- Feedback Dashboard N = 31

Overall was the presentation useful to you?



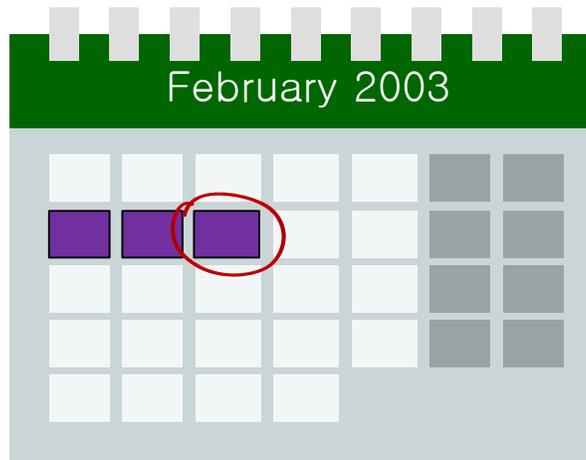
Will you attend another NSSE presentation?



What is the Faculty Survey of Student Engagement?

Center for Post-Secondary Research
Indiana University- School of Education

First administered in 2003



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



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.

44
questions

What if...

...It's true?

Response rate?...

226 Faculty participated

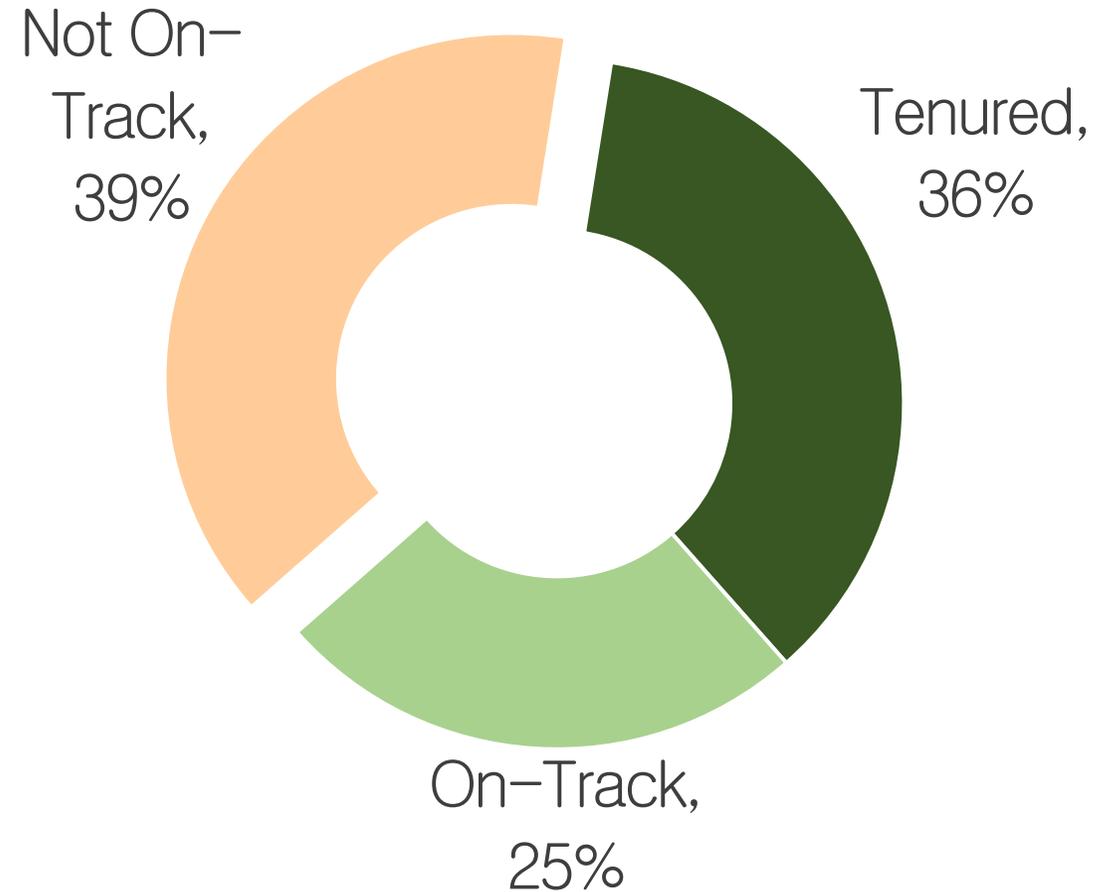
...it's 40%

Faculty:

Type of faculty?



Demographics



Faculty:

Level they
typically
teach?



Course Level

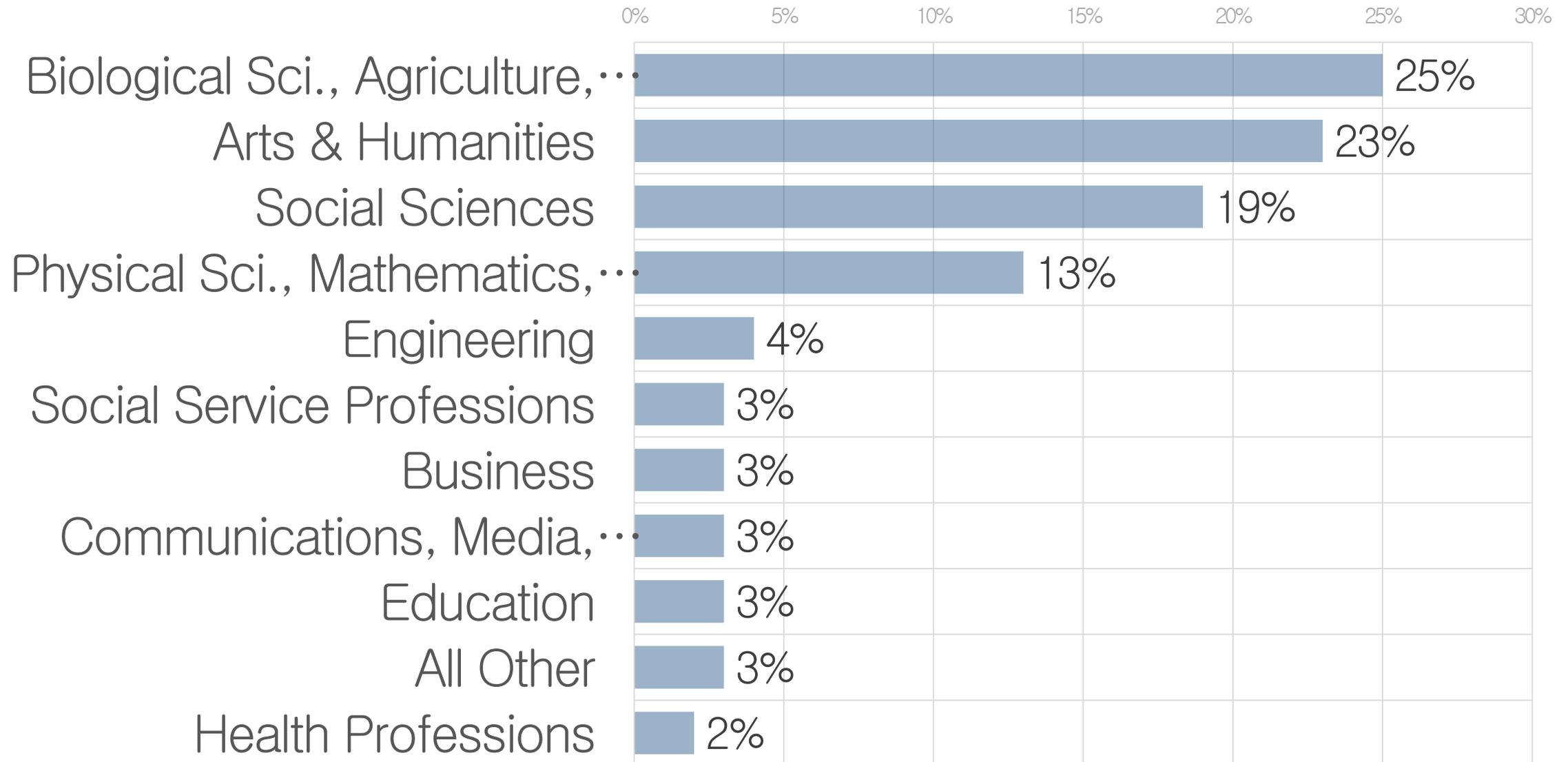
56% Upper Division

27% Lower Division

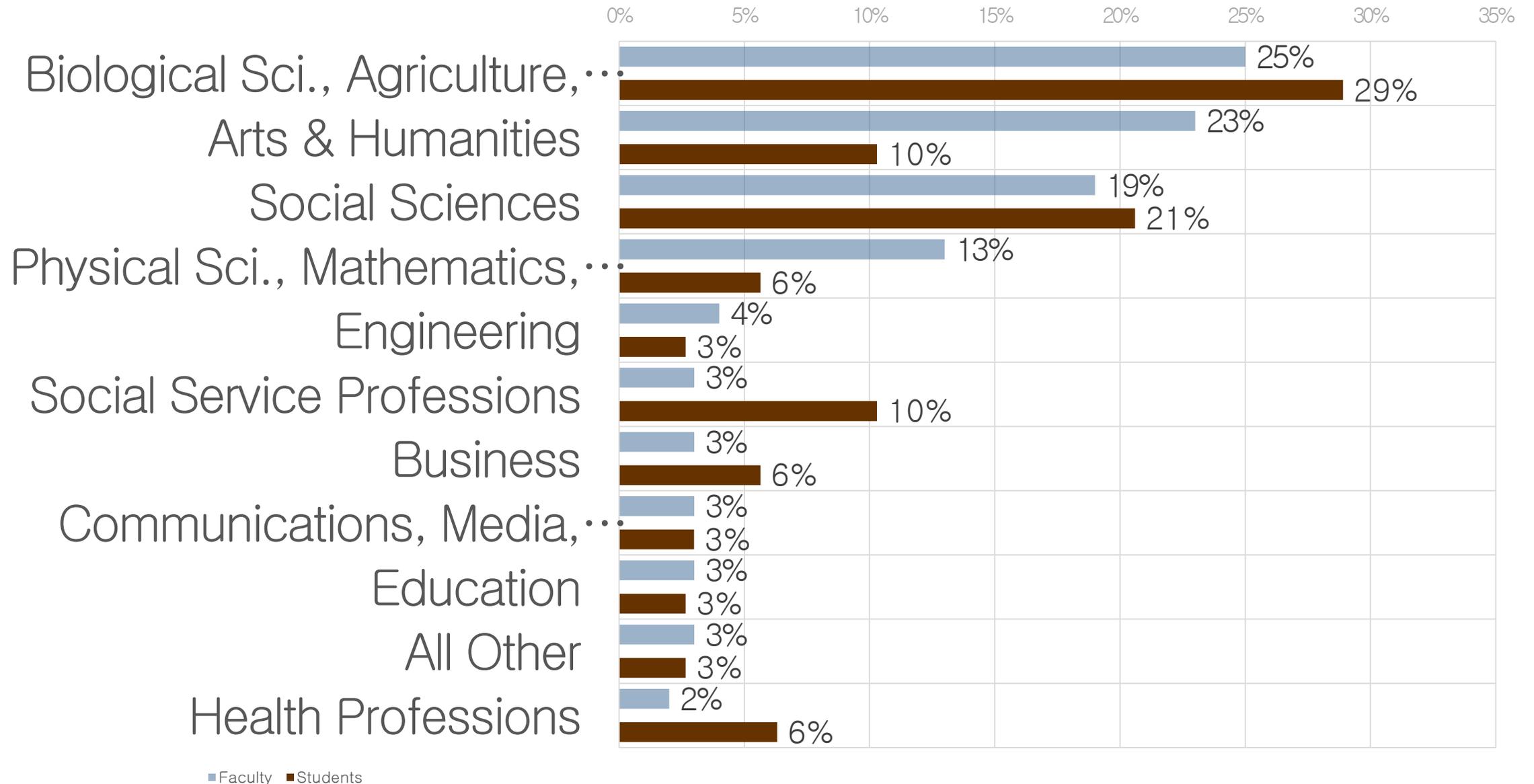
11% Didn't say

6% Mixed UD &
Graduate

Faculty represent various *Disciplines*



Faculty & Students: *Disciplines*

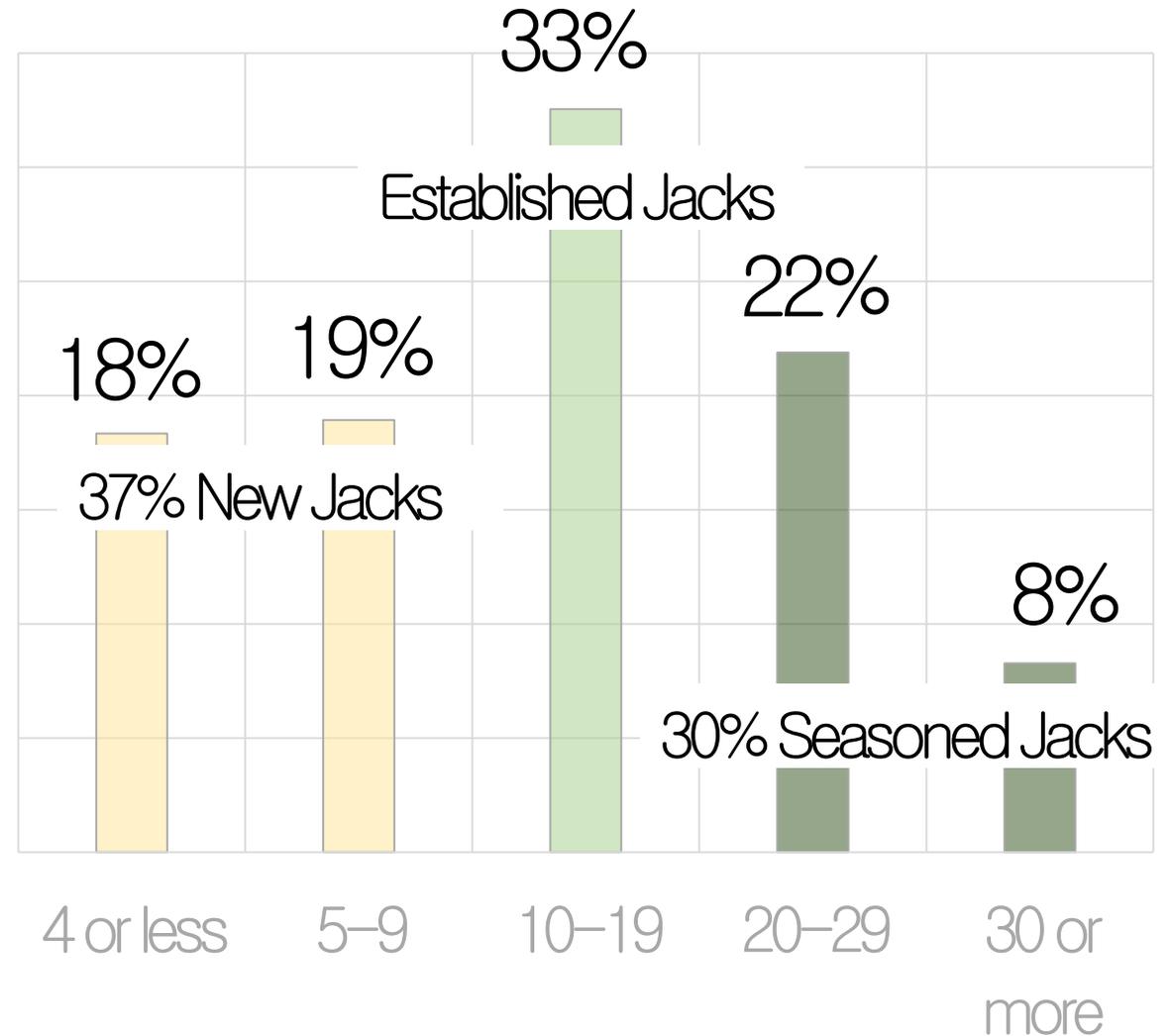


Faculty:

How long have they been at HSU?



Demographics



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

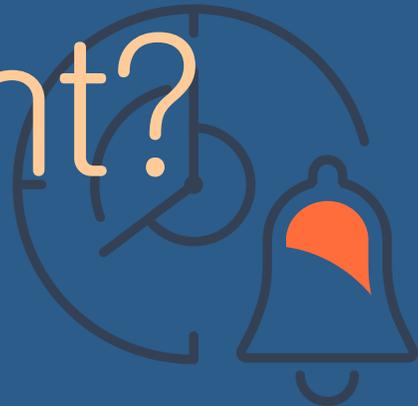
Sample size finally large enough.



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

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

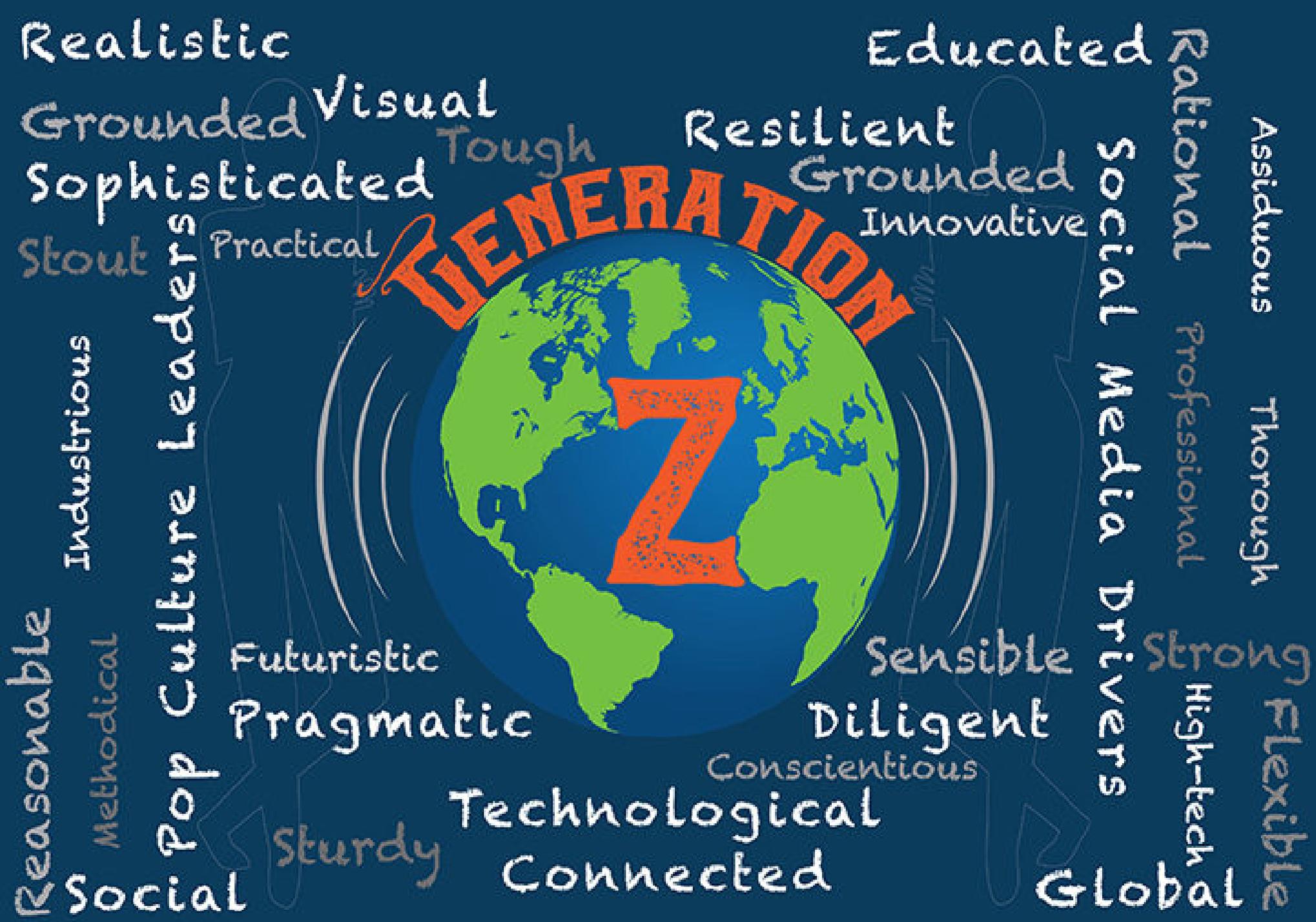
Me in HS



My
husband,
Chris

18% Millennials





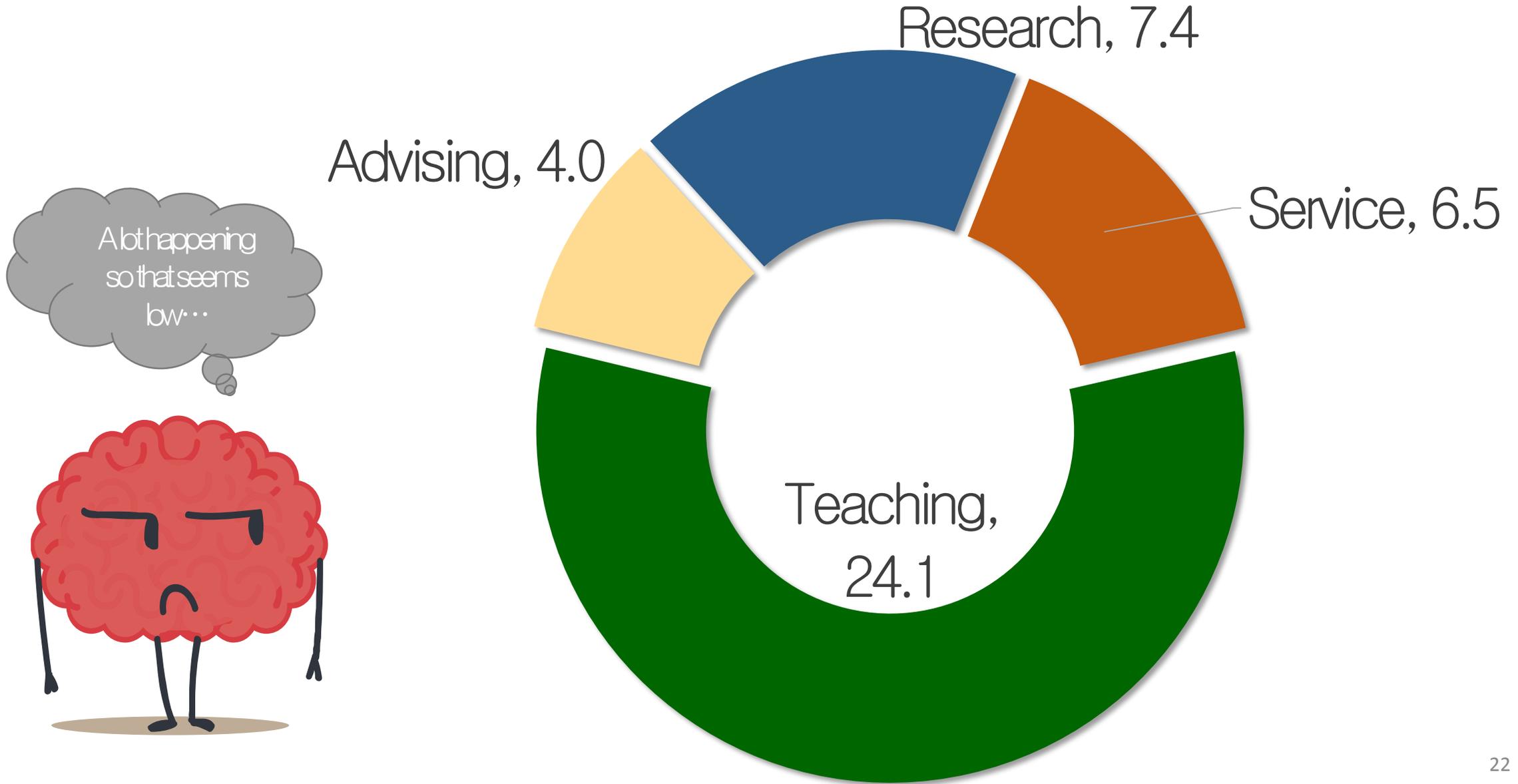
Future Cohorts

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.

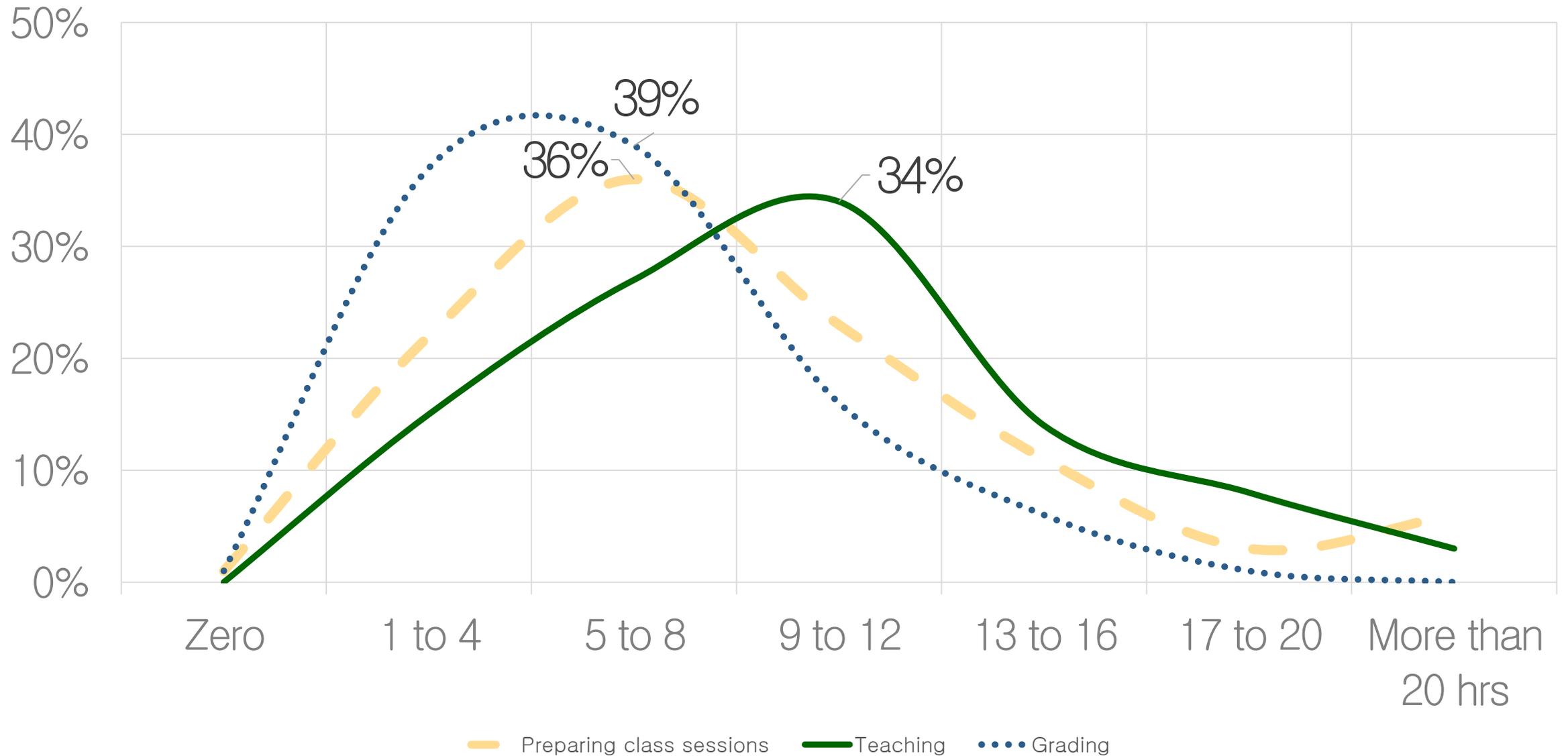


How faculty spend
their *time*

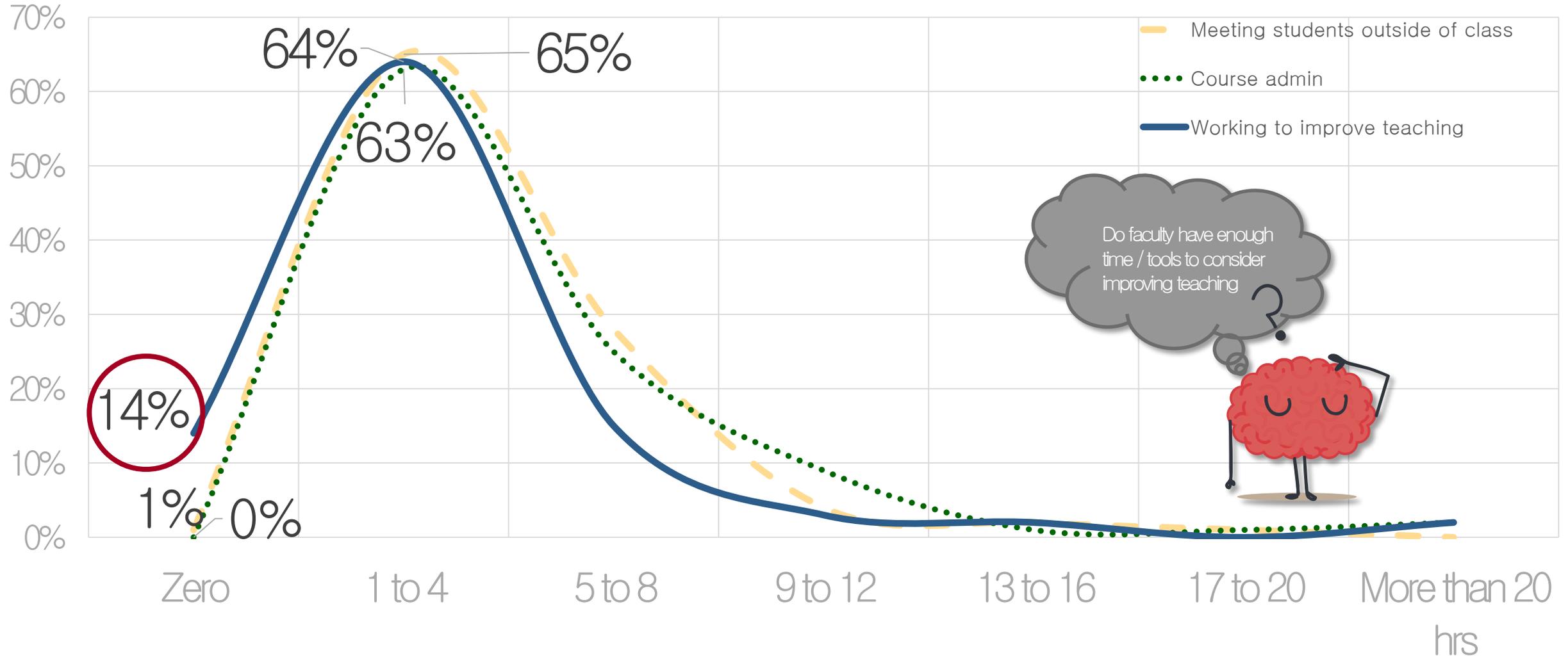
Faculty: Hours per 7-day week



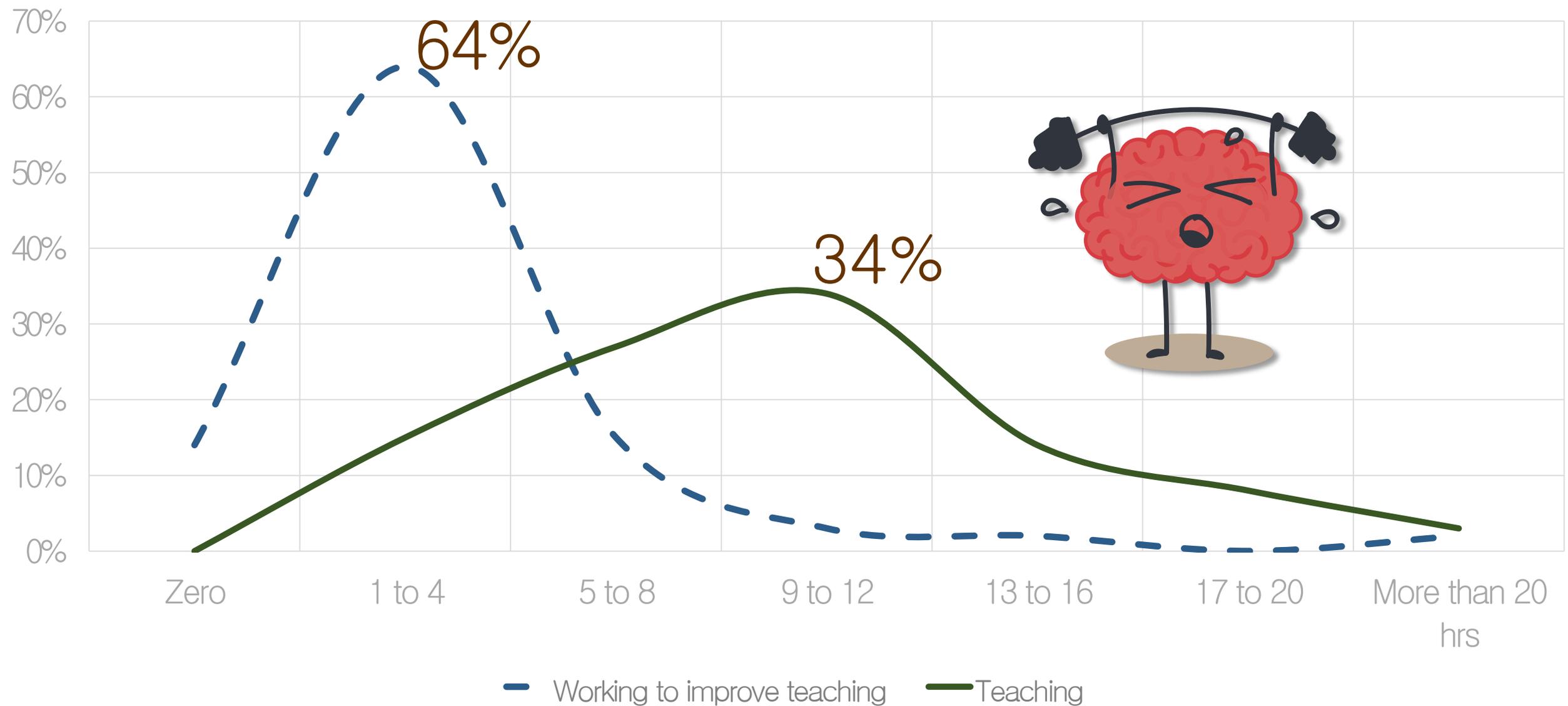
Activity: *Classroom related*



Activity: *Outside of class but related*



Teaching *vs* Improving



What if...

...It's true?

What should we
do.....

...to help faculty?

Seniors

UD Faculty

Participating in co-curricular activities



7%

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

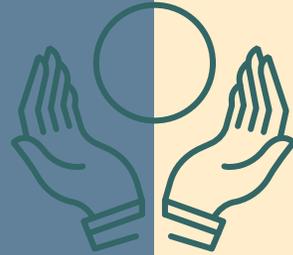
1%

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

Seniors

UD Faculty

Doing community service or volunteer work



6%

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

0%

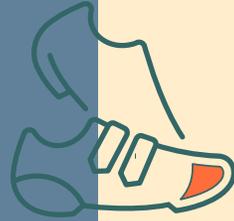
How much time do you think students
devote to... %“Very Much” or “Quite a
bit”

Seniors

UD Faculty

Providing care for dependents
(children, parents, etc)

7%



5%

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

UD Faculty

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

UD Faculty

Relaxing & socializing

23%

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



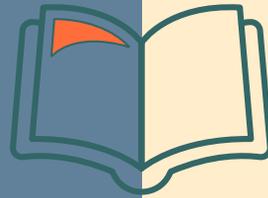
41%

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

Seniors

UD Faculty

Preparing for class



48%

13%

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”

What if...

...It's true?

What should we
do.....

...to help contextualize what
students do and what it means?



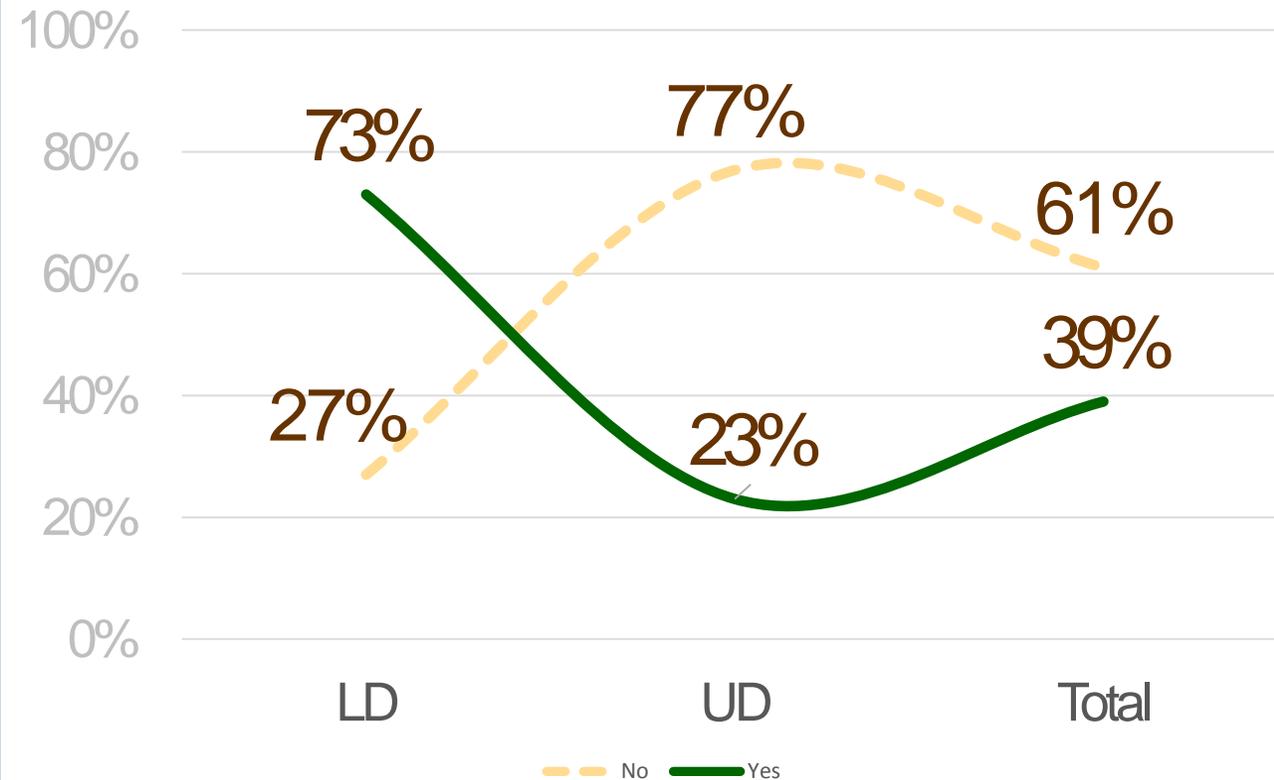
The class
deeper dive

Type of class *matters*

9 out of 10
were classroom
instruction

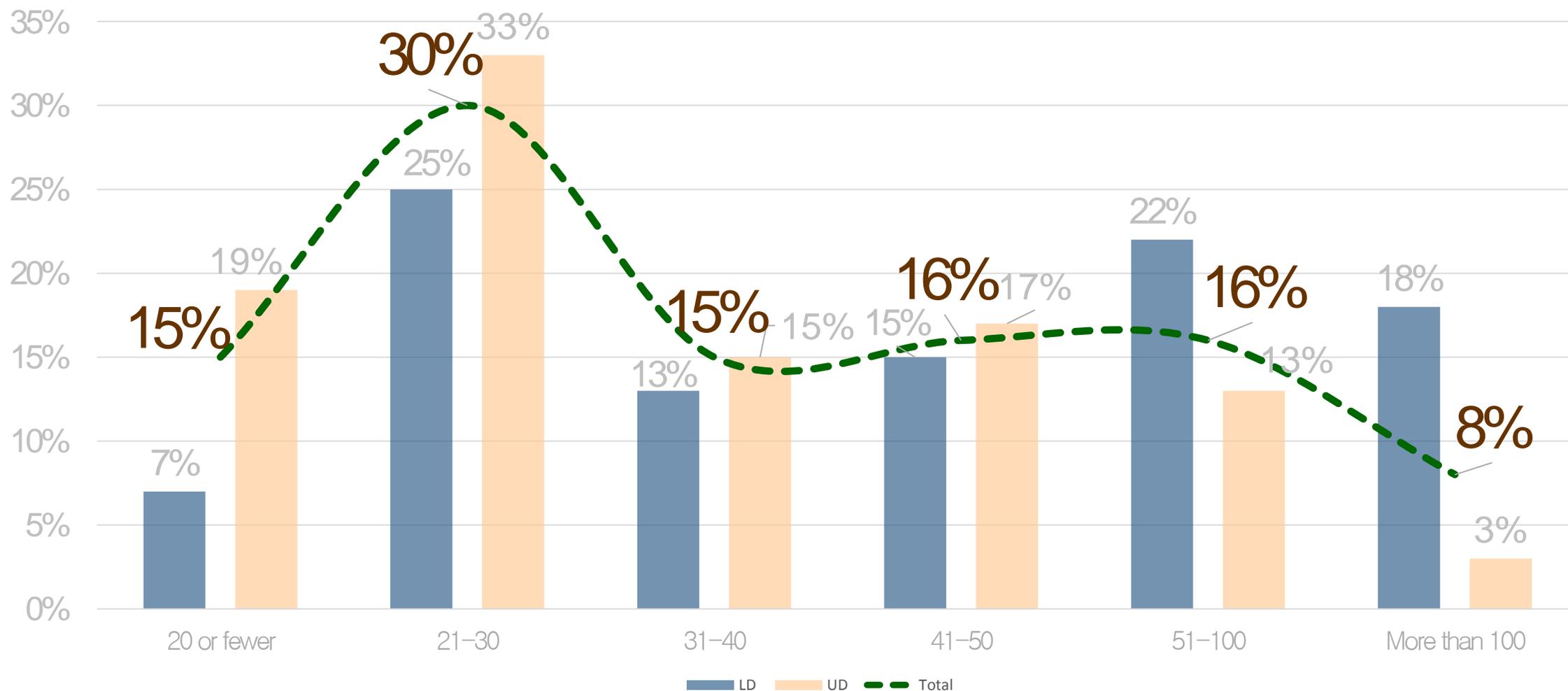
1 out of 10
were hybrid (online +
face-to-face)

Does this class section
fulfill General Education?

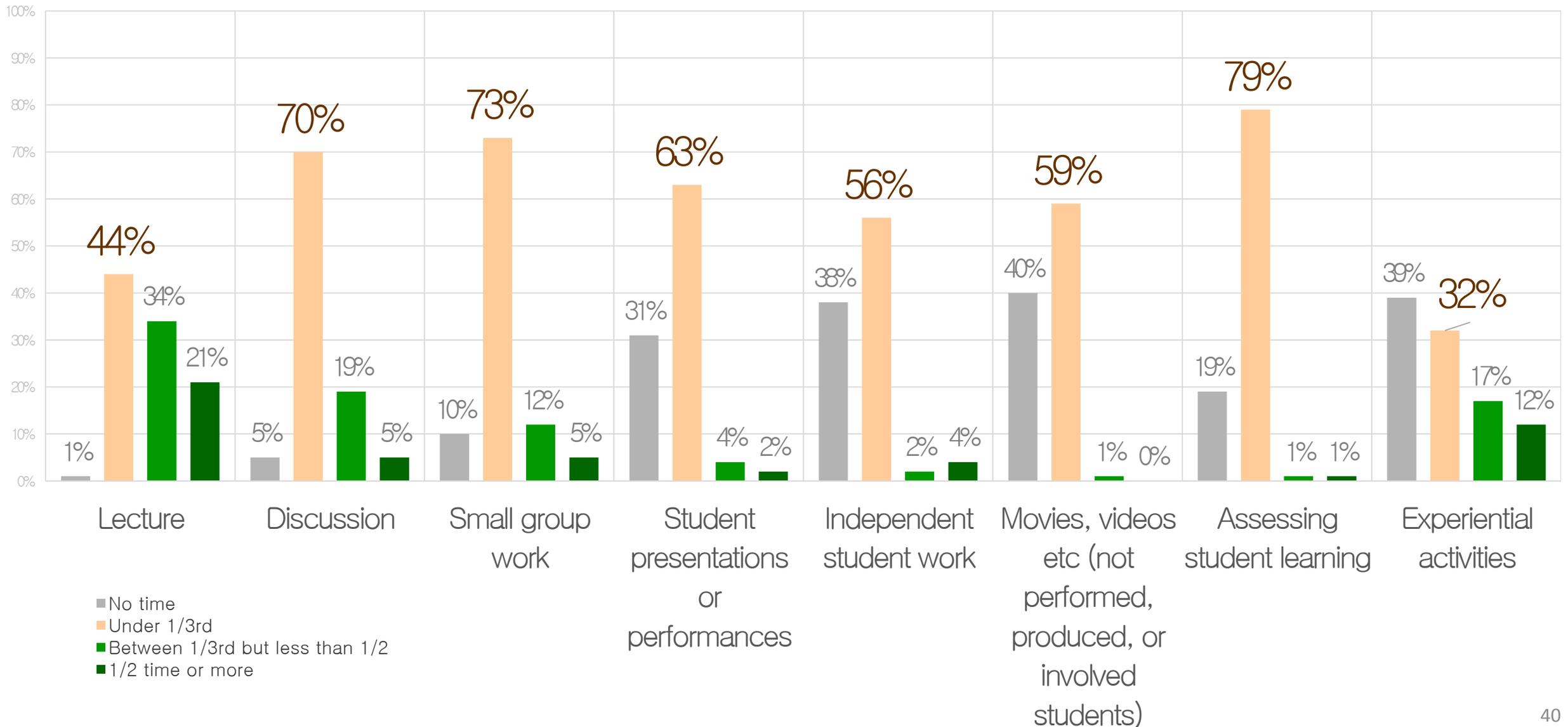


Class size *matters*

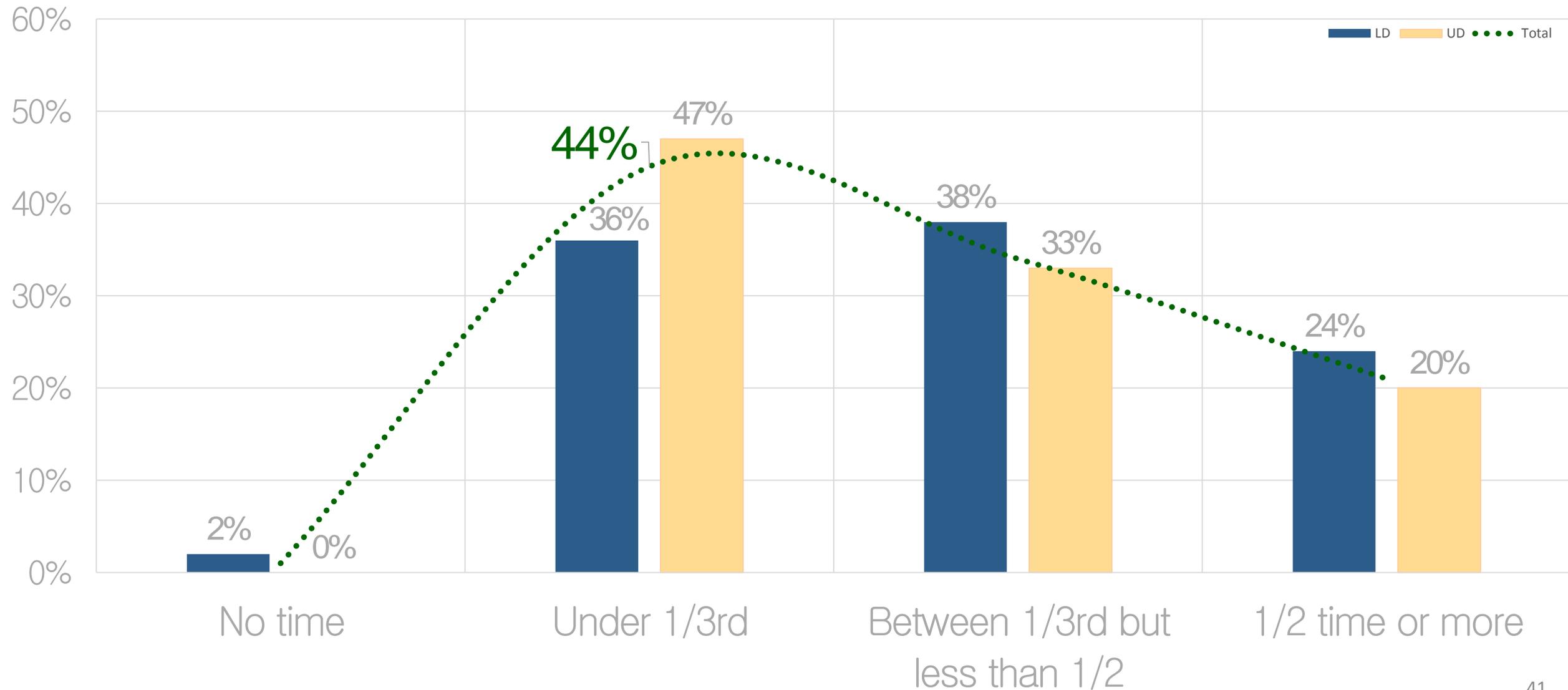
Size of the class section you are thinking about...



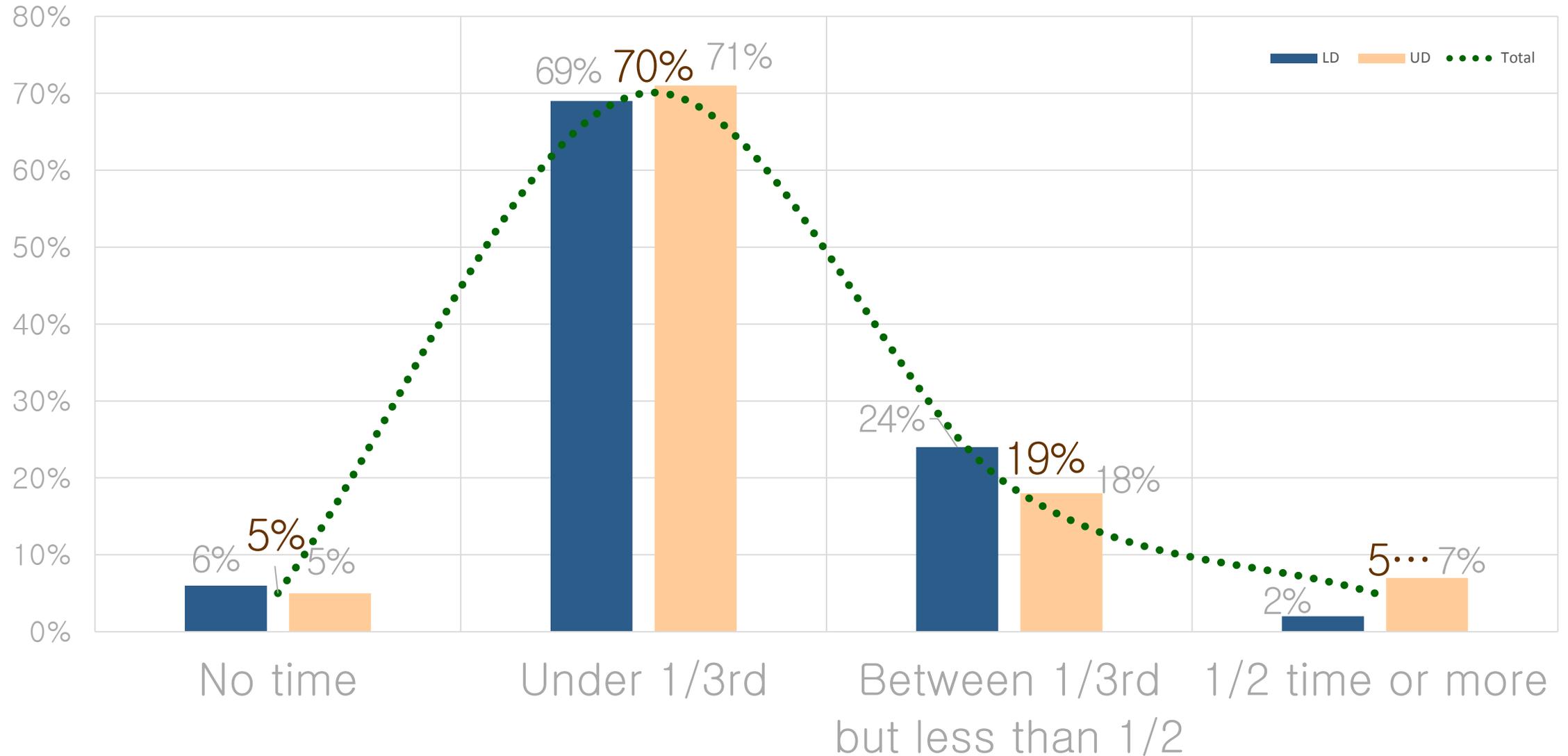
Type of class activity: *differences*



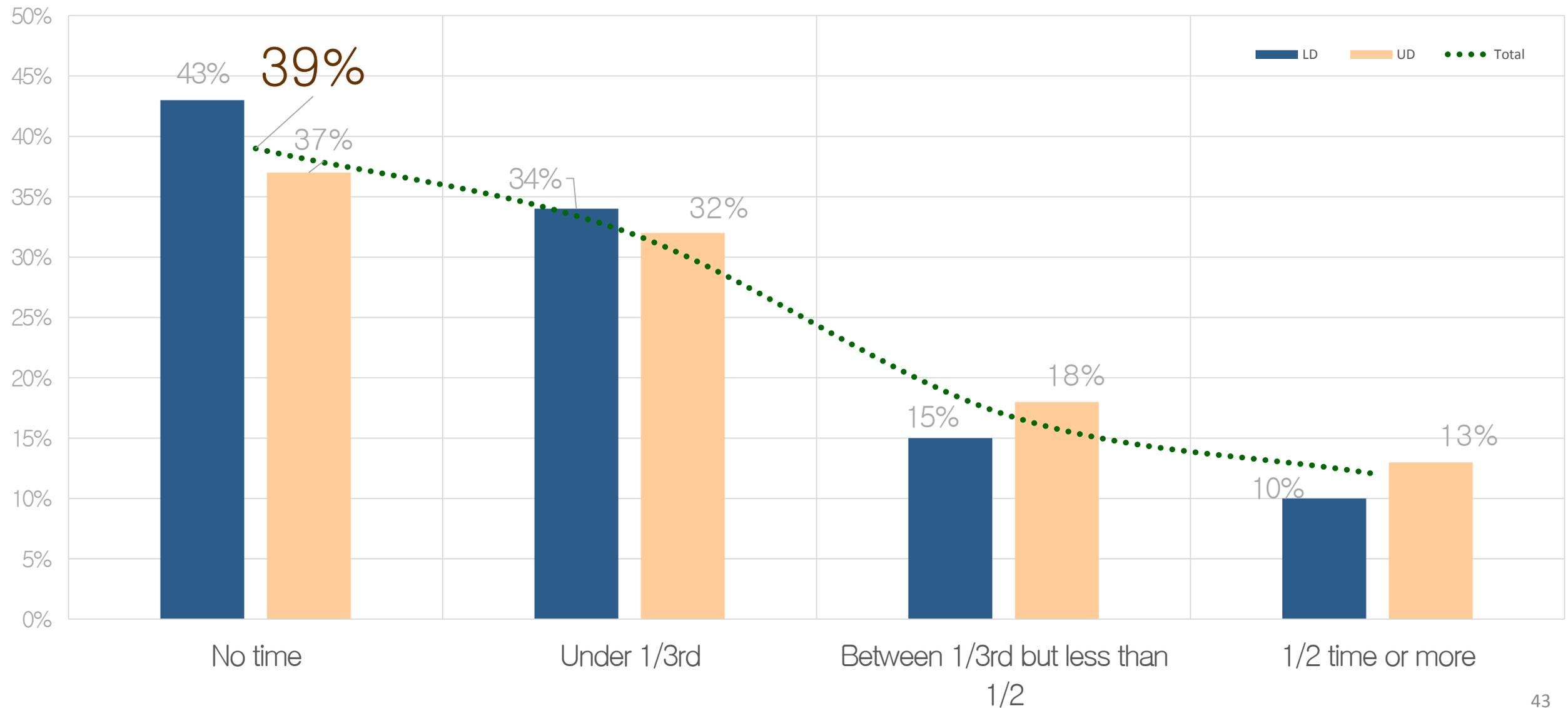
Use of the lecture: *differences*



Use of Discussion: *differences*



Use of experiential learning: *differences*



What if...

...It's true?

What should we
do.....

•••to help support experiential
learning?



How faculty think
students
should spend their
time: *academics*

UD Faculty

Seniors

Prepare two or more drafts of a paper or assignment
before turning it in

61%

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

Seniors

Ask questions or contribute to course discussion in other ways

97%

70%

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

Seniors

Come to class having completed the assignments or
required reading material

95%

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”

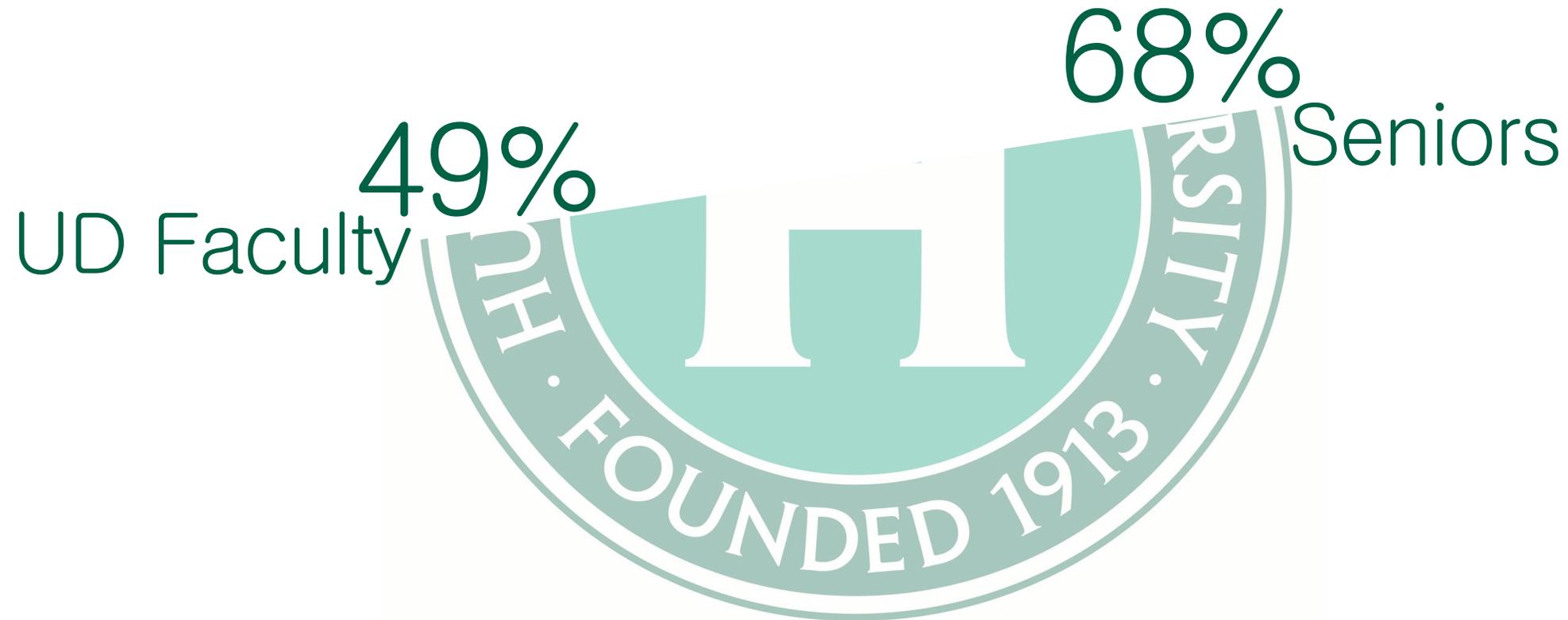
Writing clearly & effectively



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



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%

84% 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”

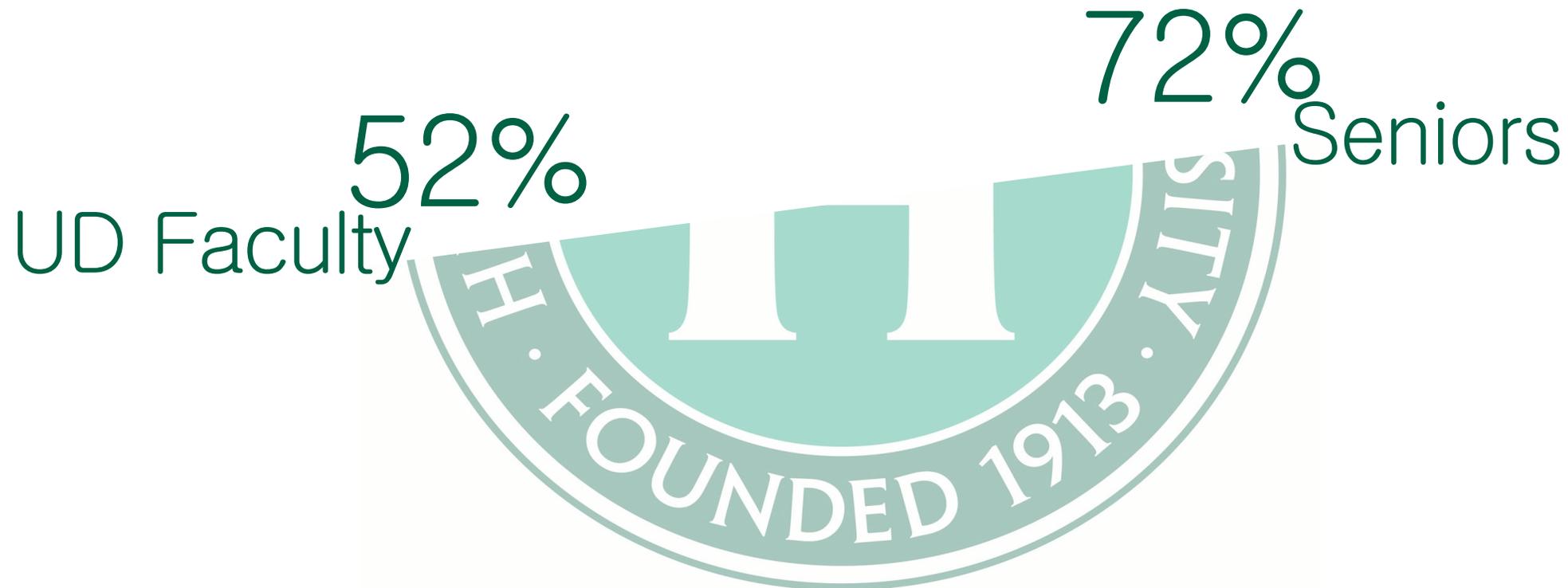
Solving complex, real-world problems



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



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



Knowledge, Skills, and Personal Development

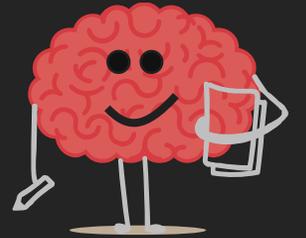
Experience at this institution contributed to knowledge or development of... % “Very Much” or “Quite a bit”
To what extent do you structure your course so that students learn & develop... % “Very Much” or “Quite a bit”

Developing & clarifying
a personal code of values





A window into faculty *advising*



Faculty as

Advisors

Who does
it?

64% served
in the role

Faculty as

Advisors

Class
level of
advisees?

72% mostly
juniors &
seniors

Faculty as

Advisors

Where do you go to get info regarding options for students?

55% website, catalog, other published resources

29% faculty colleagues

8% other advising staff/
advising center/ training

Faculty as

Advisors

During the year, about how many times a year did your *typical* advisee discuss academic interests, course selection, academic performance?

60% once or twice

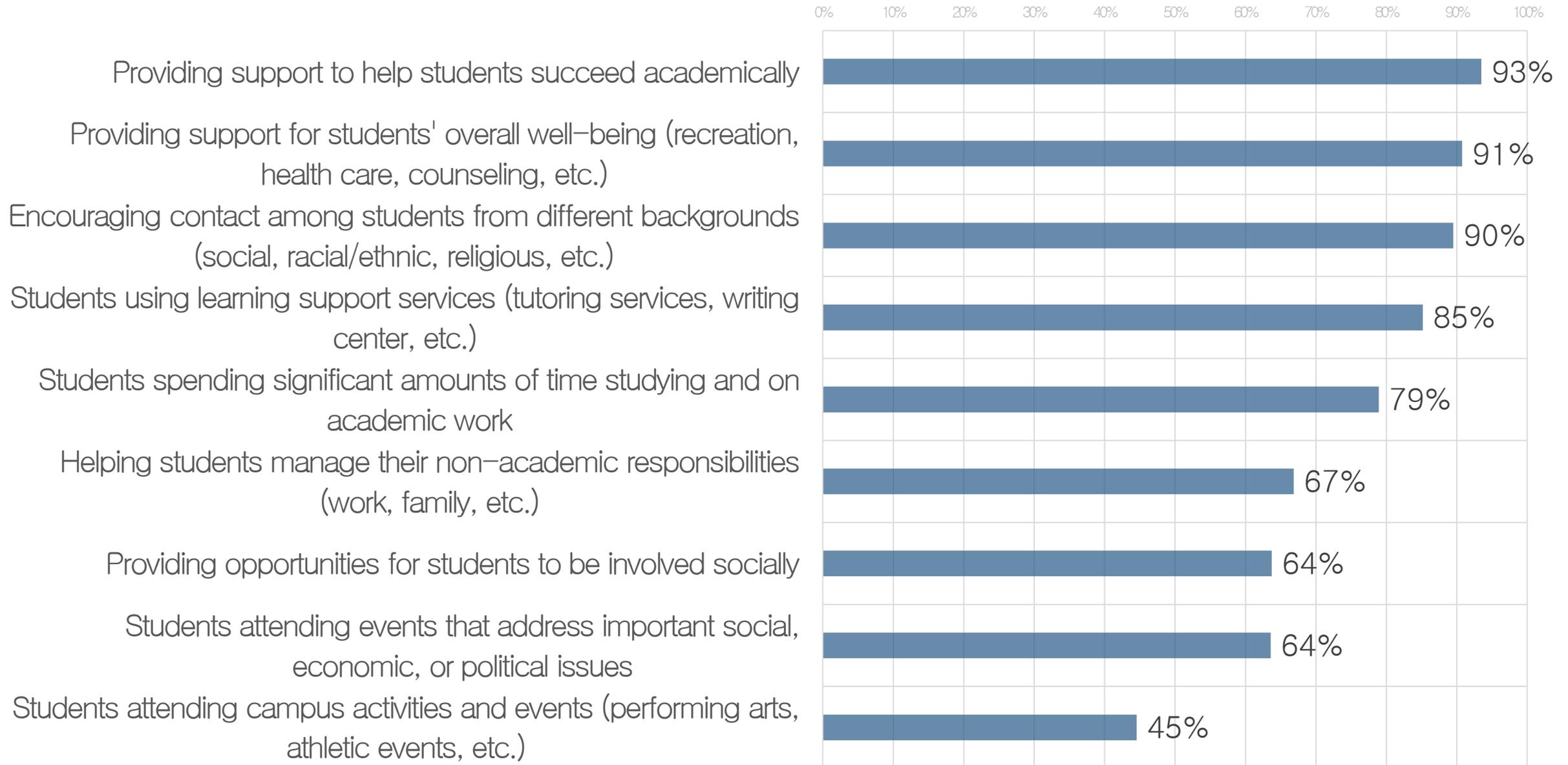
23% Four or more times



For faculty, what should
the institution

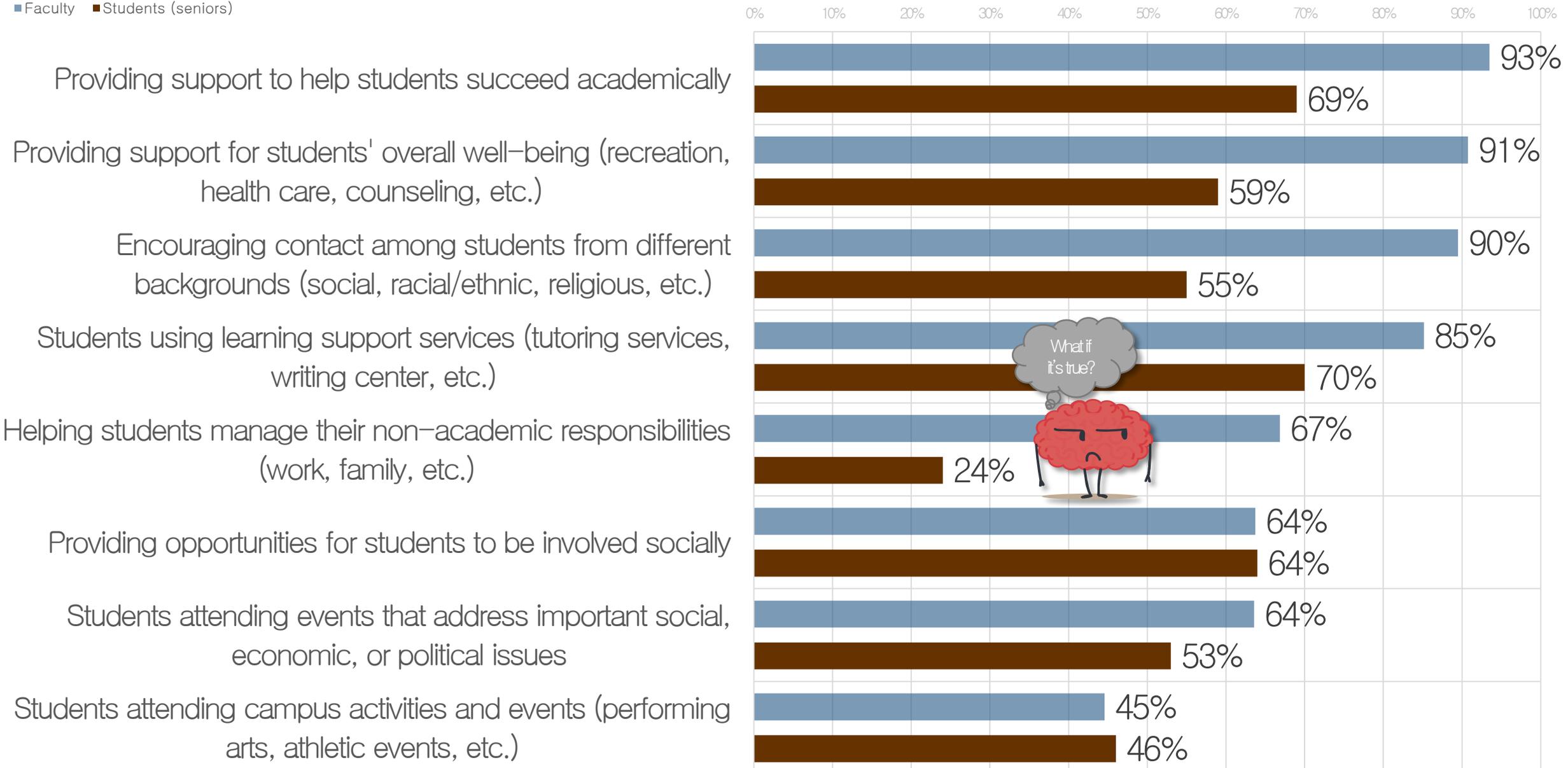
emphasize? (and what should they?)

Faculty: *What should the institution emphasize*

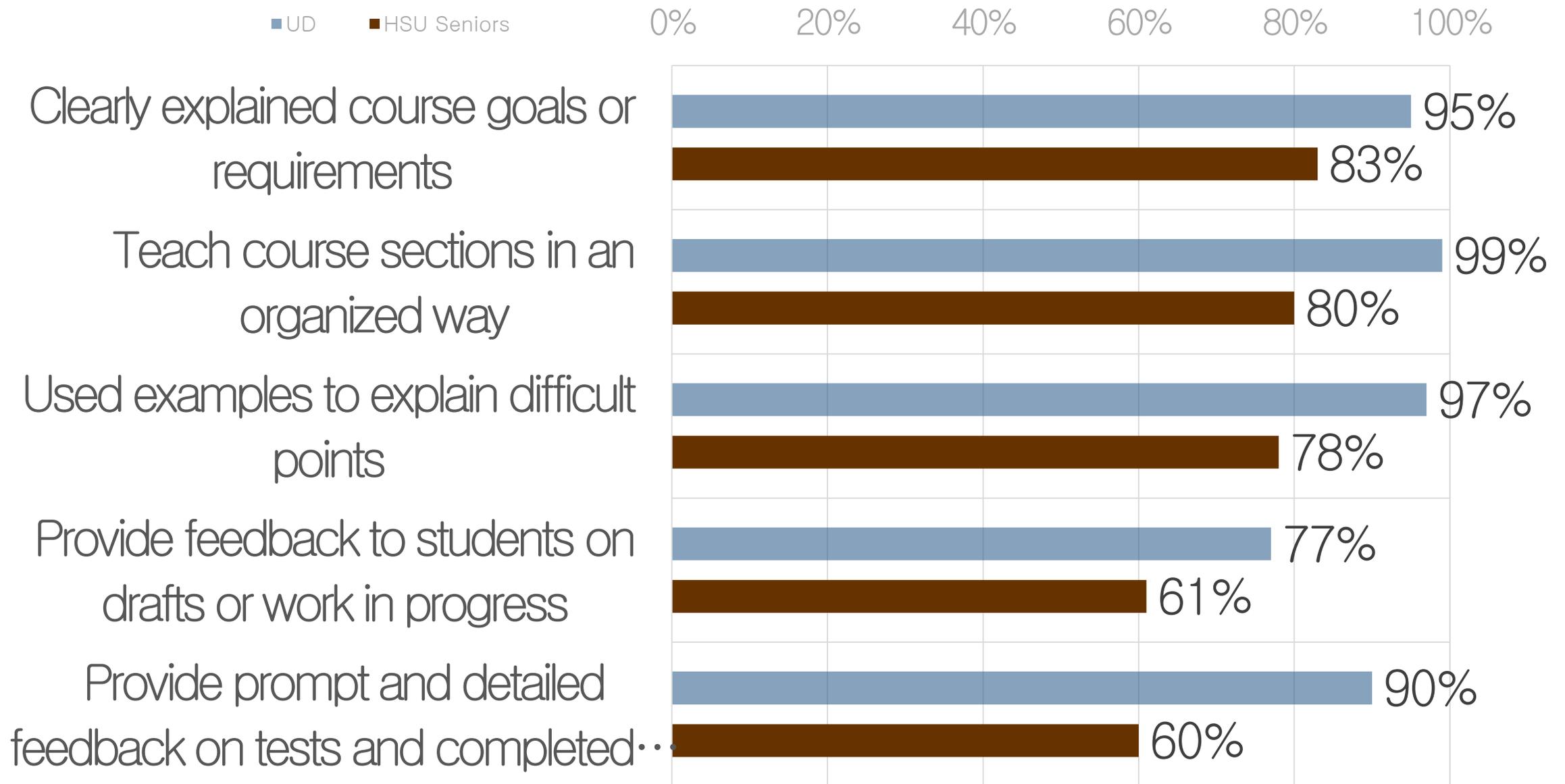


Should vs Does: *Institutional Emphasis*

■ Faculty ■ Students (seniors)



Course structures: *Fac vs Student*



What if...

...It's true?

Coming attractions



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

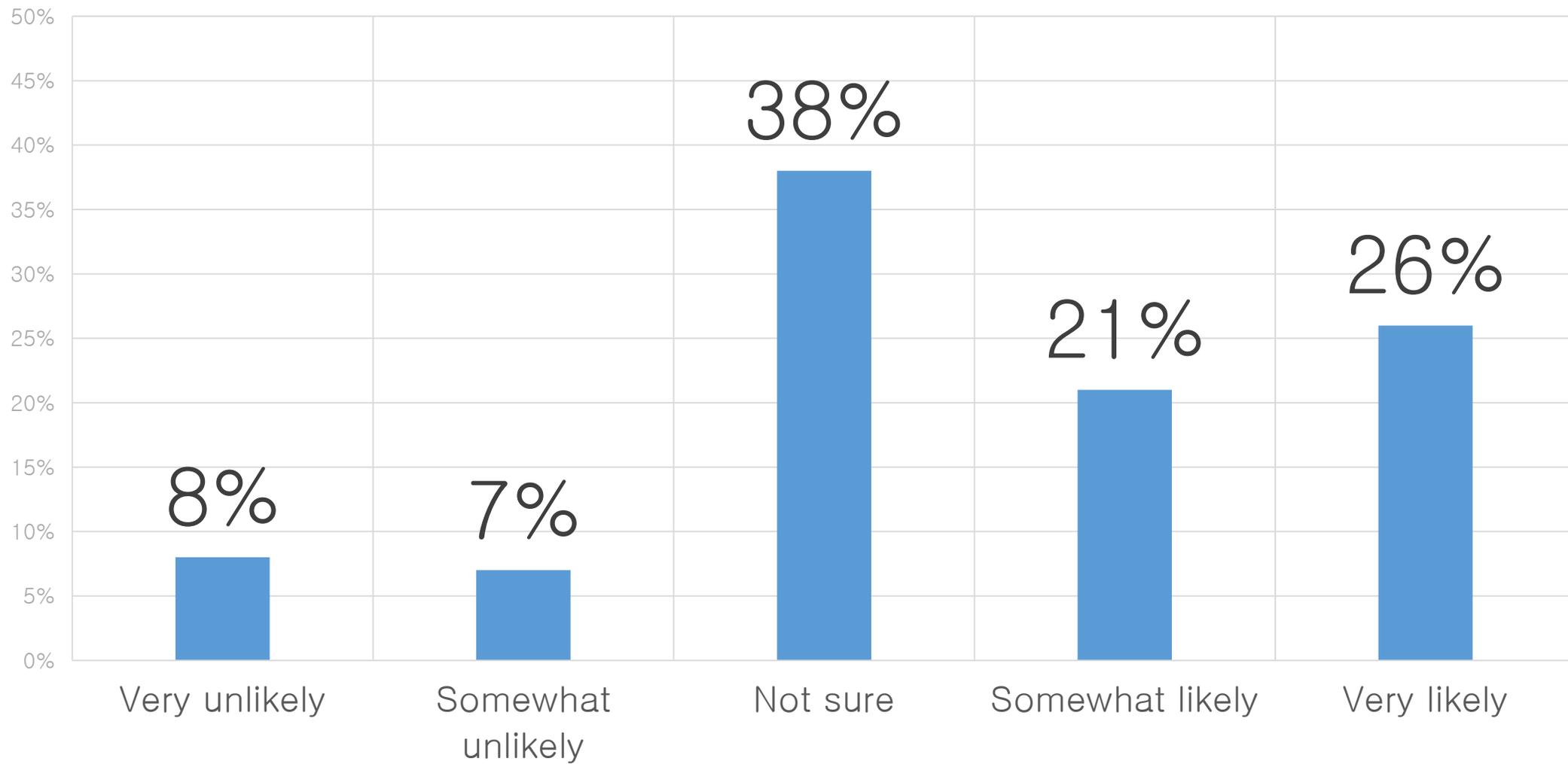


December 1st –
Diversity Deep Dive
NSSE through their lens



FYE Deep Dive
Assessment

PLEASE COMPLETE THE FEEDBACK FORM!



SLIDE BANK DO NOT USE

UD Faculty

Seniors

Participating in co-curricular activities



1%

7%

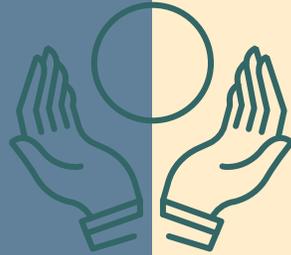
How much time do you think students devote to... %“Very Much” or “Quite a bit”

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

UD Faculty

Seniors

Doing community service or volunteer work



0%

6%

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

Seniors

Working for pay off-campus



39%

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”

UD Faculty

Seniors

Relaxing & socializing

41%

23%

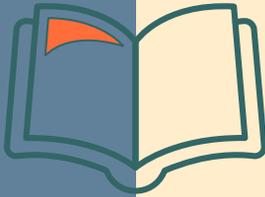
How much time do you think students devote to... %“Very Much” or “Quite a bit”

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

UD Faculty

Seniors

Preparing for class



13%

48%

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”

Faculty as

Advisors

Where do you go to get info regarding options for students?

55% website, catalog, other published resources

29% faculty colleagues

8% other advising staff/
advising center/ training

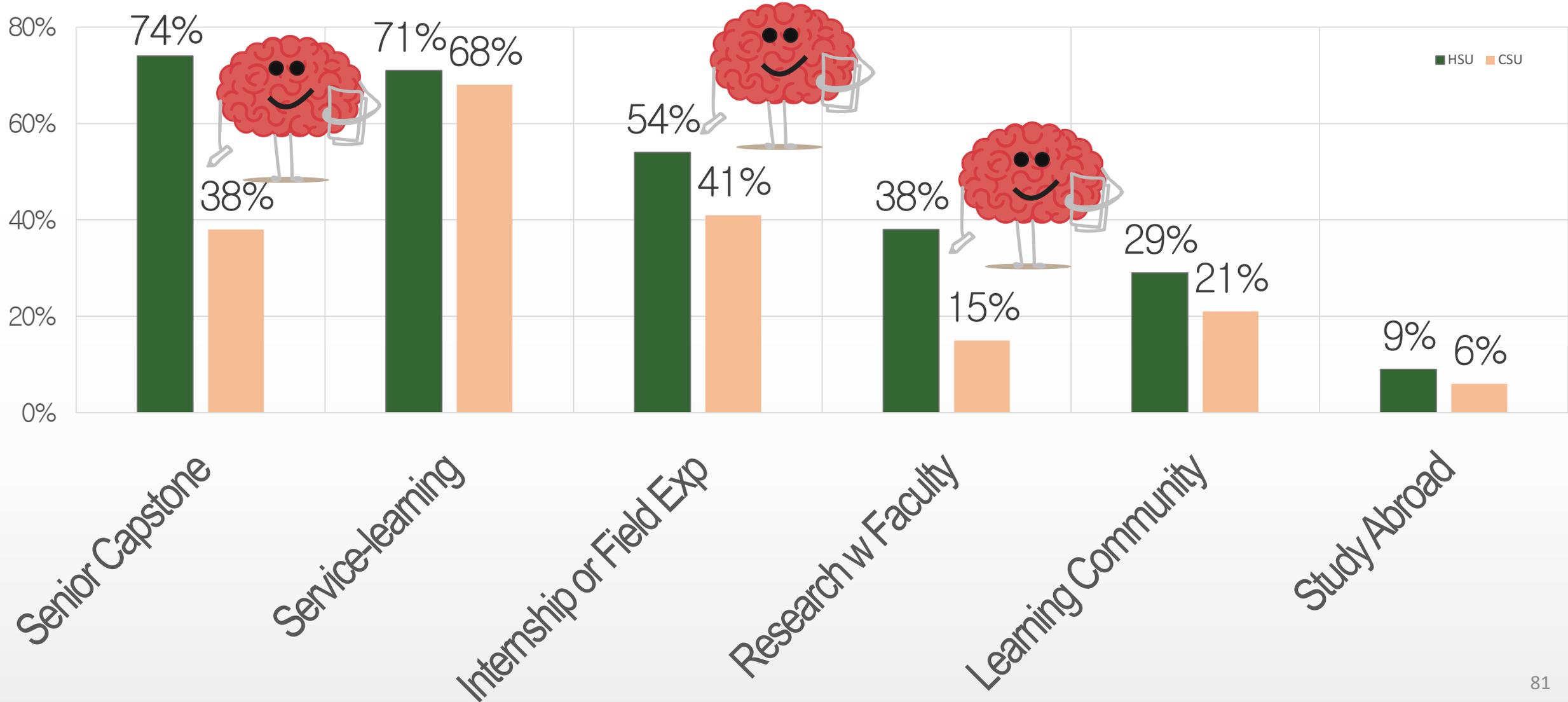


High Impact Practices

HIGH IMPACT PRACTICE (HIP): considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions, encourage collaboration, & include frequent and substantial feedback

<u>HIP</u>	<u>First Year</u>	<u>Senior</u>
Learning Community	x	x
Service Learning	x	x
Research w Faculty	x	x
Internship or Field Experience		x
Study Abroad		x
Culminating Senior Experience		x

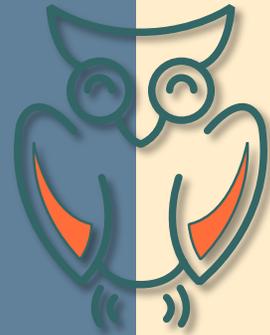
HSU students **VS** CSU in HIP participation



UD Faculty

Seniors

Learning community



52%

29%

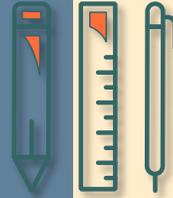
How important is it for students to participate in? “Quite a bit or very much”

Did you participate in?

UD Faculty

Seniors

Service-learning



55%

71%

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

Did you participate in?

UD Faculty

Seniors

Research with Faculty



53%

38%

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

Did you participate in?

UD Faculty

Seniors

Internship or Field Experience



85%

54%

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

Did you participate in?

UD Faculty

Seniors

Study Abroad



29%

9%

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

Did you participate in?

UD Faculty

Seniors

Senior capstone or experience



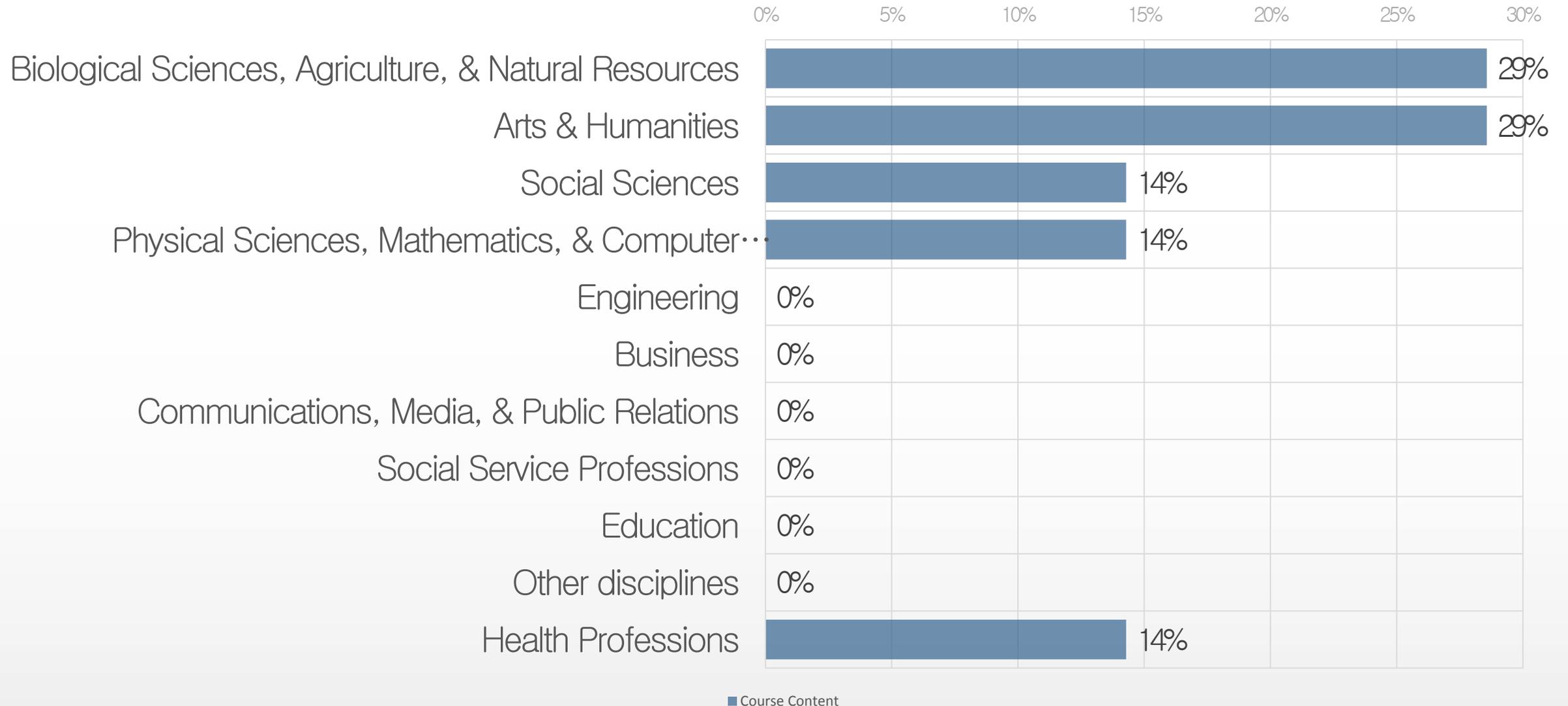
88%

74%

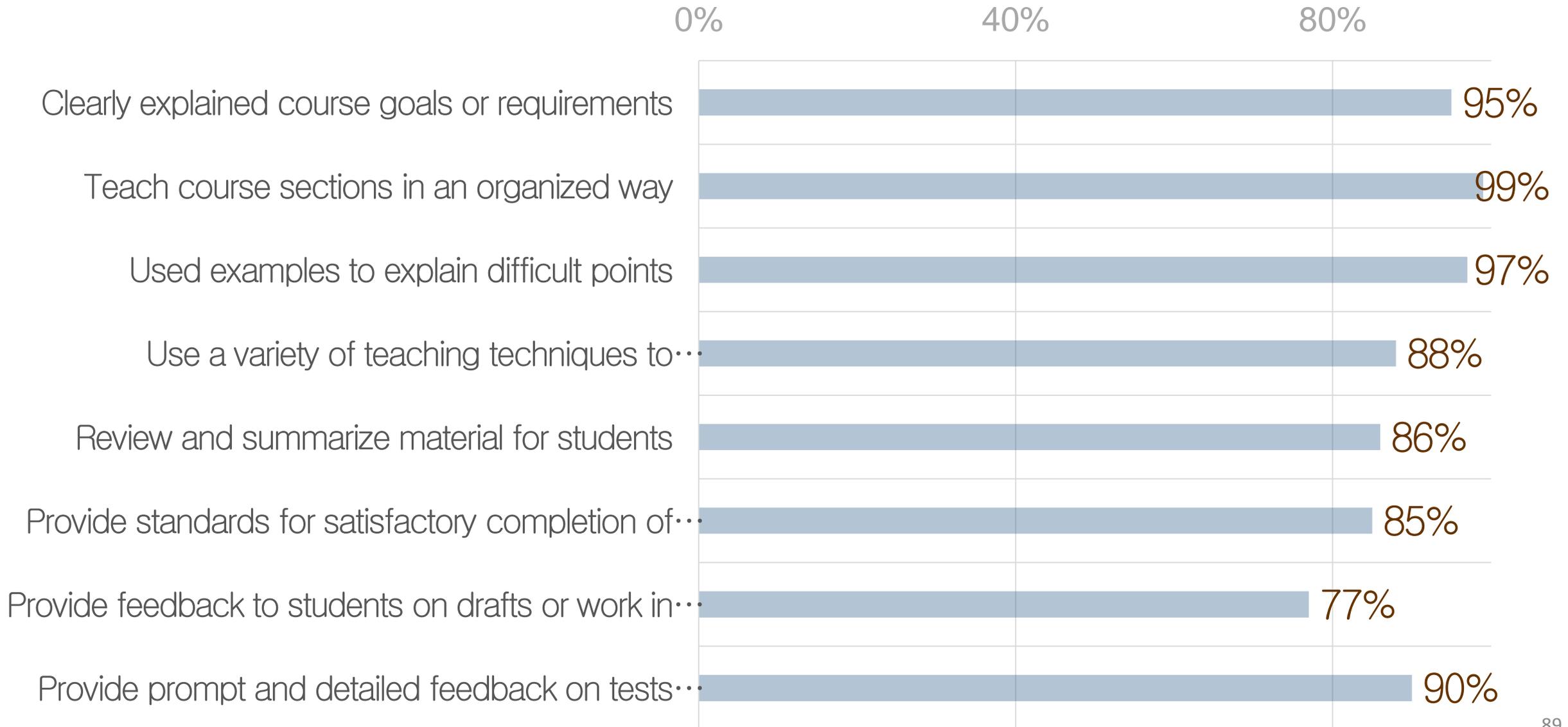
How important is it for students to participate in? “Quite a bit or very much”

Did you participate in?

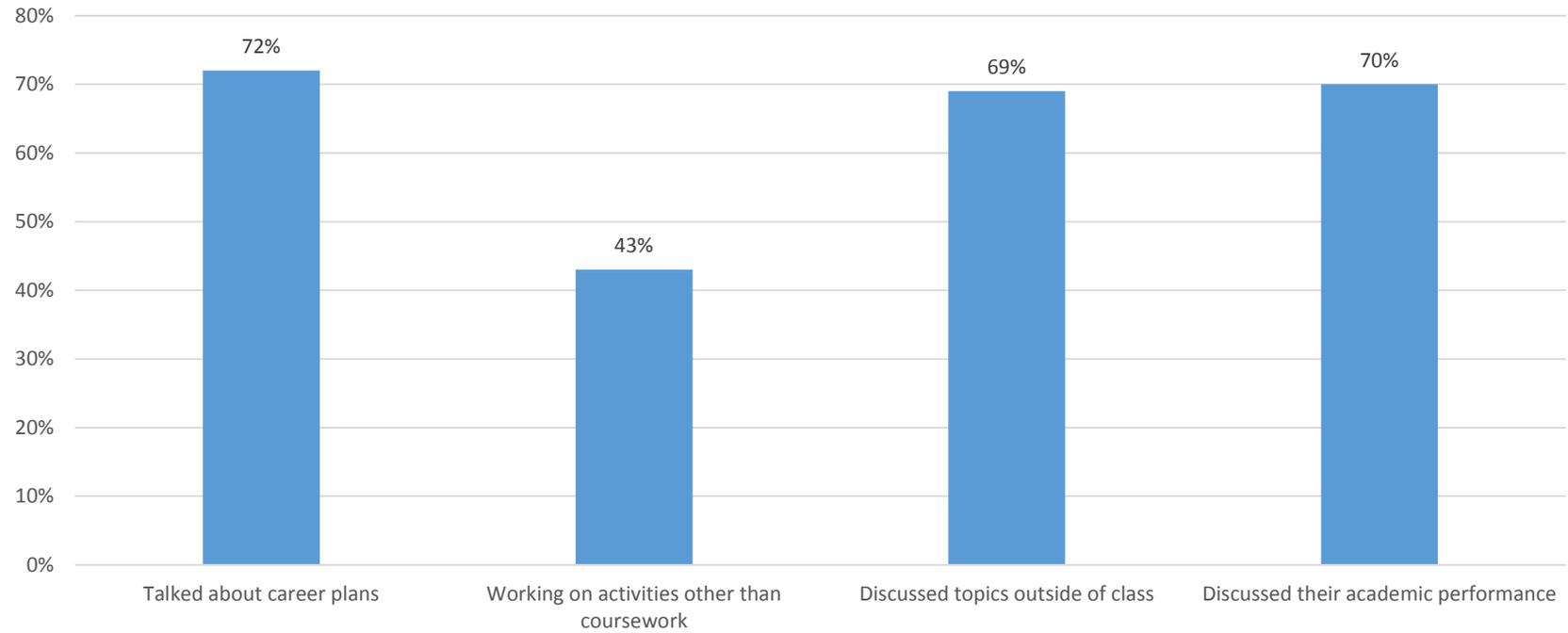
Faculty: *The course topic they considered*



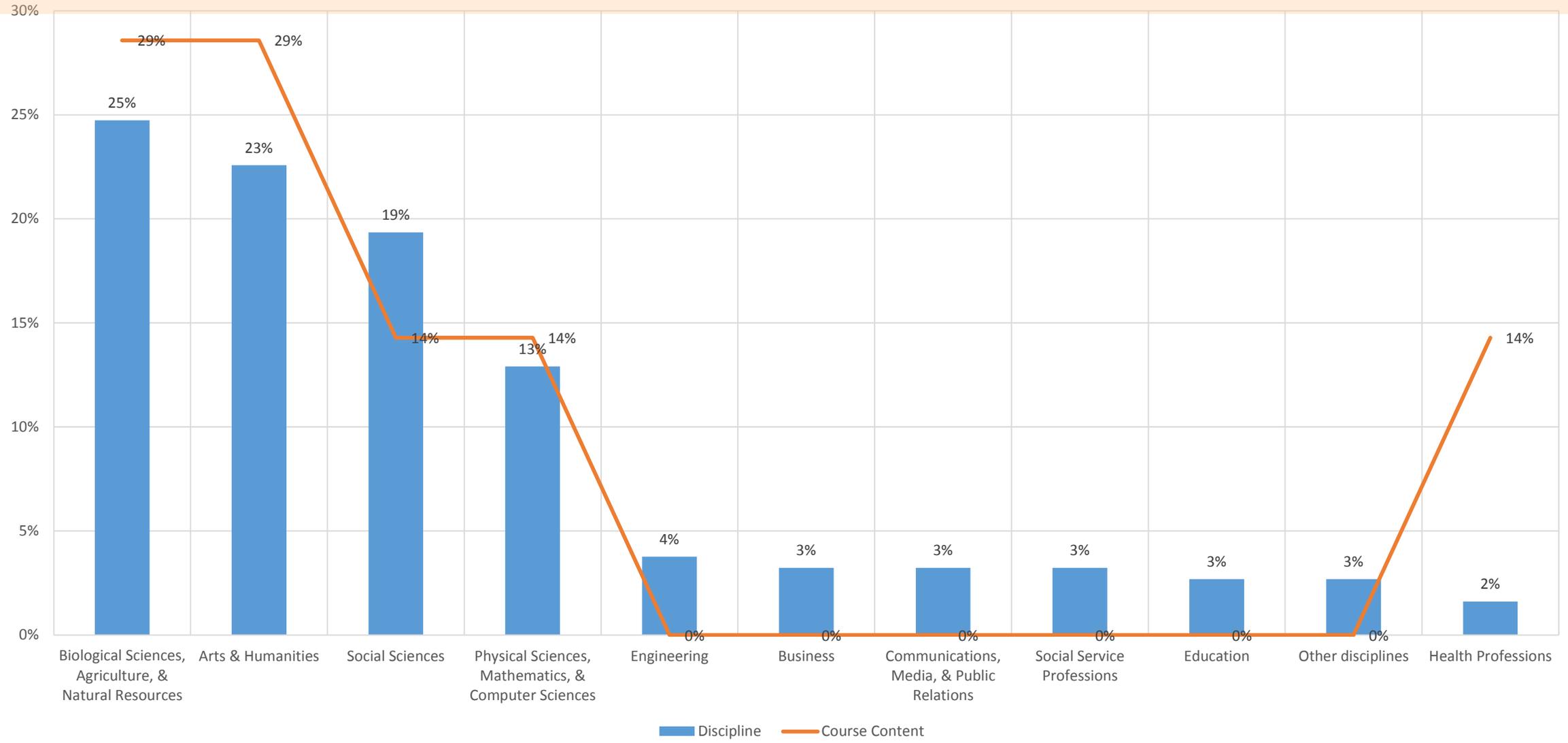
Class design *matters*

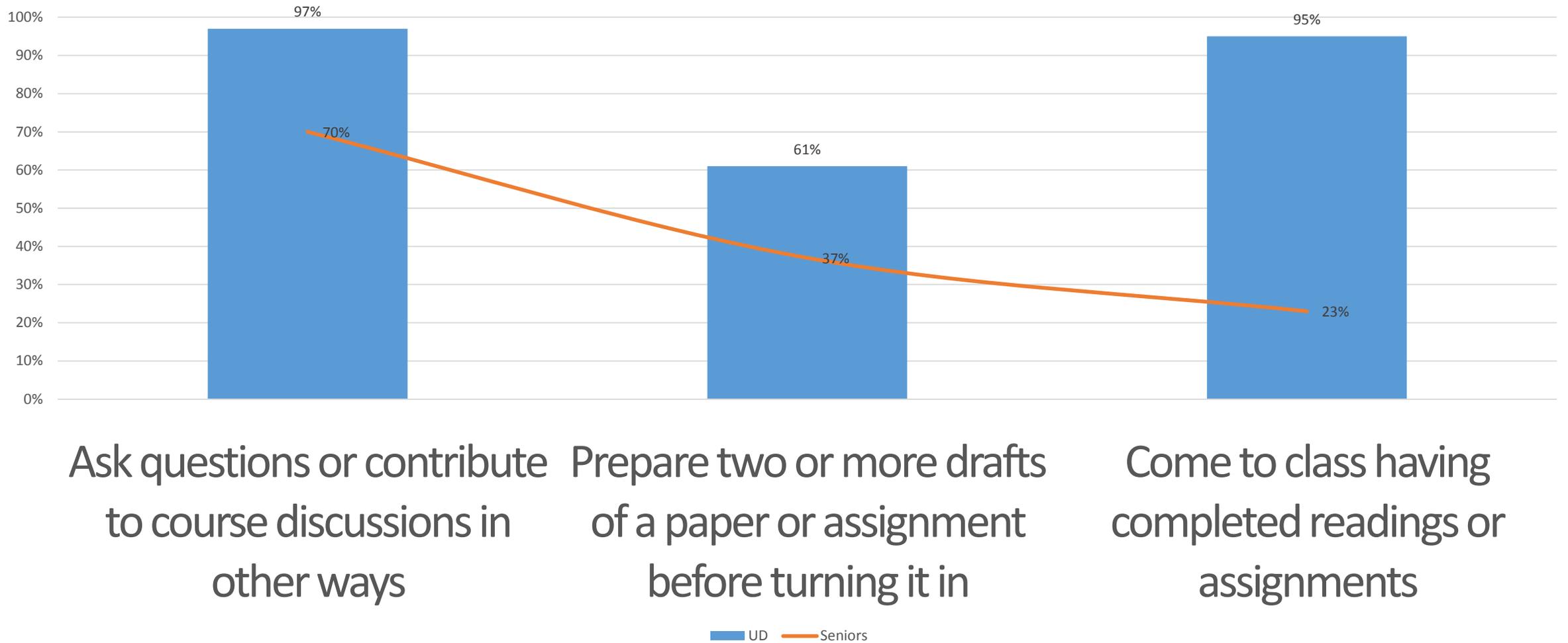


Often or very often



Faculty Discipline: *Degree vs Course Content*



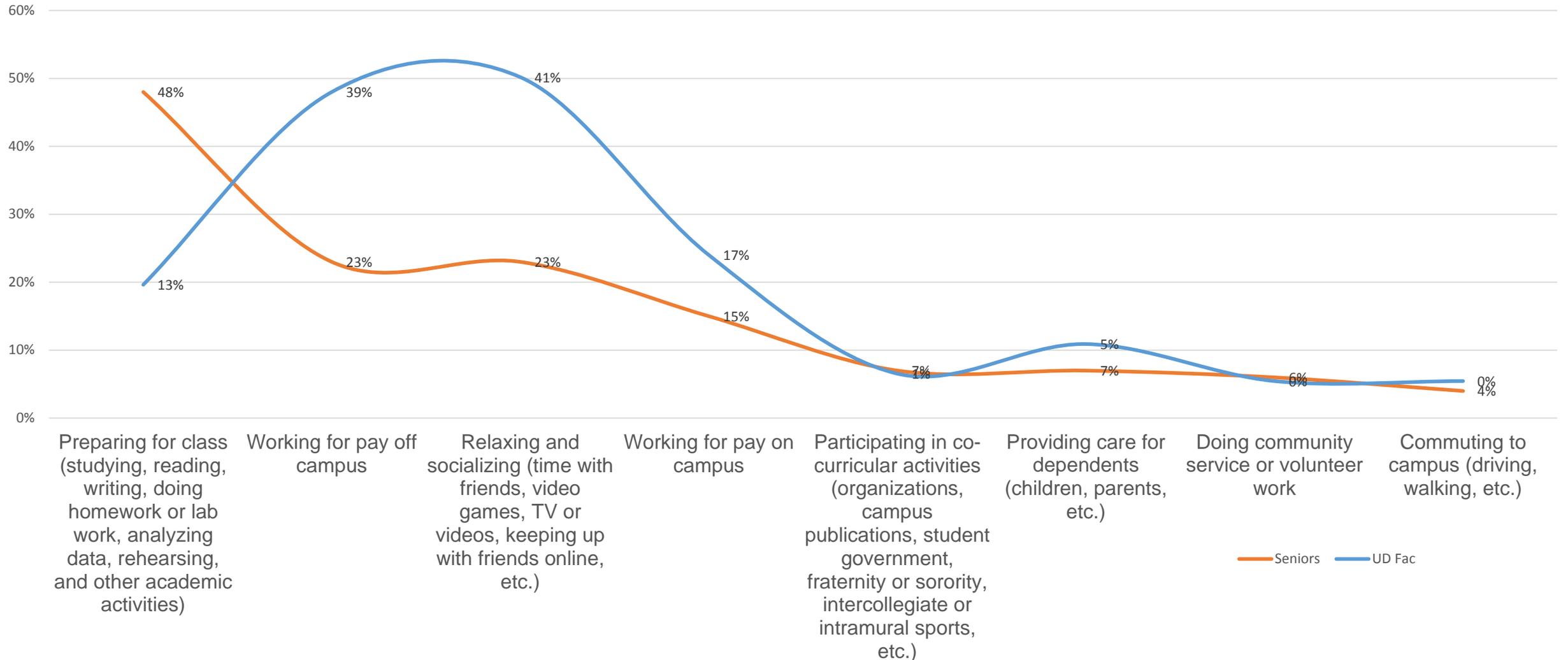


Ask questions or contribute to course discussions in other ways

Prepare two or more drafts of a paper or assignment before turning it in

Come to class having completed readings or assignments

Perceptions vs reported: *How students spend time*



What faculty think they do / What they say they do

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

Preparing for class

Hold for details

