

Displaying FSSE and NSSE Results in Combination:

**An Overview of Web-Based
Tools and Reports**

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Today's Agenda

- Faculty Survey of Student Engagement (FSSE)
- FSSE reports
- Web-based tools and reports
- Group exercise
- Other resources
- Questions are welcome!



Overview: Surveys

Faculty Survey of Student Engagement (FSSE)

- Survey designed to complement NSSE and to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development

National Survey of Student Engagement (NSSE)

- Annual survey of first-year students and seniors at four-year institutions that measures students' participation in educational experiences that prior research has connected to valued outcomes



Overview: Survey Items

- Faculty perceptions of how often their students engage in different activities
- The importance faculty place on various areas of learning and development
- The nature and frequency of interactions faculty have with students
- How faculty members organize class time



Overview: History

- First national administration in 2003
- Over 120,000 faculty responding from 530 different institutions since 2003
- 23,385 faculty respondents from 160 institutions in 2008
- Average institutional response rate of about 50% each year



Overview: Administration

- Faculty surveyed in the spring
- Institutions choose faculty to be surveyed
- Faculty responses are kept anonymous
- Administered online as a web-only survey
- Two survey options
 - Course-based questions
 - Typical student questions

Faculty Survey of Student Engagement 2008 The College Student Report				
Help Contact Us Frequently Asked Questions Save & Exit				
How important is it to you that undergraduates at your institution do the following?				
	Very important ▼	Important ▼	Somewhat important ▼	Not important ▼
Practicum, internship, field experience, co-op experience, or clinical assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community service or volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participation in a learning community or some other formal program where groups of students take two or more classes together	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a research project with a faculty member outside of course or program requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent study or self-designed major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culminating senior experience (capstone course,				

Overview: Survey Options

Course-based (CB) survey option

- Each faculty member responds to questions about student engagement based on a course taught during the current academic year
- Only survey option in previous administrations (2003-05)



Overview: Survey Options

Typical Student (TS) survey option

- Each faculty member responds to questions about student engagement based on the typical student (first-year or senior) taught during the current academic year
- New survey option in 2006



FSSE Reports



FSSE Reports

Customized reports of faculty responses

- Respondent Characteristics Report
- Frequency Report
- NSSE-FSSE Combined Report



FSSE Reports

Respondent Characteristics Table (RCT)


- Provides a snapshot of how well faculty respondents match to submitted population file
- Data are reported in the aggregate form to ensure faculty anonymity
- Demographics variables are not returned in SPSS data file (e.g. rank, tenure status, employment status, gender, race/ethnicity)



FSSE Reports

Frequency Report

- Item-level frequencies
- No institutional comparison



Faculty Survey
of Student Engagement

FSSE 2008 Frequency Distributions
NSSEville State University

		Faculty who teach First-year students	Faculty who teach Seniors	Faculty Total
--	--	--	------------------------------	------------------


How important is it to you that undergraduates at your institution do the following?

	Variable	Response Options	Count	Col %	Count	Col %	Count	Col %
a. Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	Not important	4	3%	0	0%	4	2%
		Somewhat important	26	19%	10	16%	36	18%
		Important	49	36%	26	41%	75	38%
		Very important	57	42%	27	43%	84	42%
		Total	136	100%	63	100%	199	100%
b. Community service or volunteer work	FVOLUNTR	Not important	8	6%	5	8%	13	7%
		Somewhat important	34	25%	19	30%	53	27%
		Important	56	41%	25	40%	81	41%
		Very important	38	28%	14	22%	52	26%
		Total	136	100%	63	100%	199	100%

FSSE Reports

FSSE-NSSE Combined Report

Presents faculty results side-by-side with student results allowing institutions to identify areas of correspondence as well as gaps

 Faculty Survey of Student Engagement				FSSE-NSSE Combined Report 2008 NSSEville State University						
Importance faculty place on campus-facilitated activities and student participation:										
Faculty Responses				Student Responses						
Percentage of faculty who reported that it is important or very important that students at their institution do the following				Distribution of student reponses to whether they had done or plan to do the following before graduating						
FSSE Item	Variable	Class	Very Important or Important	NSSE Item	Variable	Class	Done	Plan to do	Do not plan to do	Have not decided
Practicum, internship, field experience, co-op experience, or clinical assignment	FINTERN	LD	82%	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	FY	5%	78%	4%	13%
		UD	88%			SR	69%	15%	12%	3%
Community service or volunteer work	FVOLUNTR	LD	55%	Community service or volunteer work	VOLNTR04	FY	33%	46%	7%	14%
		UD	70%			SR	66%	9%	15%	10%
Participation in a learning community or some other formal program where groups of students take two or more classes together	FLERNCOM	LD	42%	Participate in a learning community or some other formal program where groups of students take two or more classes together	LRNCOM04	FY	16%	28%	22%	35%
		UD	48%			SR	25%	9%	52%	14%

Web-based Tools and Reports



FSSE Web-based Resources

- FSSE and NSSE results are meant to shape productive discussion
- Designed to help users to go beyond the standard reports
- Practical approach to developing a contextual picture of student engagement

www.fsse.iub.edu

FSSE Web-based Resources

Website Highlights

- Featured Institution
- FSSE on the Road
- Archived Reports
- Guide to selecting a survey option
- Sample of customized reports



FSSE Web-based Resources

Using FSSE Data

- *NEW* Facilitator's Guide
- Special Analysis
- Grand Frequency Reports
- FSSE Selected Results

http://fsse.iub.edu/html/FSSE_selected_results.cfm



FSSE Web-based Resources

FSSE Selected Results

- Organized by topical areas and administration year
- Faculty trends at the national level
- Provide examples of ways institutions can showcase their own FSSE and NSSE findings
- Offers a level of comparison



Faculty Survey of Student Engagement

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Institutional Users Researchers Media Students and Parents

NSSE

FSSE

BCSSE

CPR

Related Projects

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Reports and Services

NSSE Since 1999

Who is Participating?

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Institution Interface

FSSE Selected Results

[2008](#) | [2007](#) | [2006](#)

Select administration year

FSSE Selected Results describe interesting findings from FSSE and provide examples of how institution-based data users can showcase their own FSSE findings in order to initiate conversations about student engagement on their campuses.

By downloading SPSS syntax available with each selected result, schools can easily reproduce the illustrations featured below and compare their findings to faculty trends at the national level. Each link provides a visual representation of the data accompanied by an explanation of the result. Additional examples are available for previous FSSE years in the [FSSE Archives](#).

2008

Faculty Time

[Research, Teaching, and Other Professorial Activities](#)
[Teaching Practices](#)

Comparing NSSE-FSSE Results

[Student and Faculty Expectations](#)
[Supportive Campus Environment](#)
[Classroom Practices](#)

Select topical area

Other Teaching and Learning Results

[Deep Approaches to Learning](#)
[Academic Misconduct](#)
[Student-led Instruction](#)



Everyone wants to use a tool that really works. NSSE results provide faculty and staff with



Faculty Survey of Student Engagement

Comparing NSSE and FSSE Results: Classroom Practices

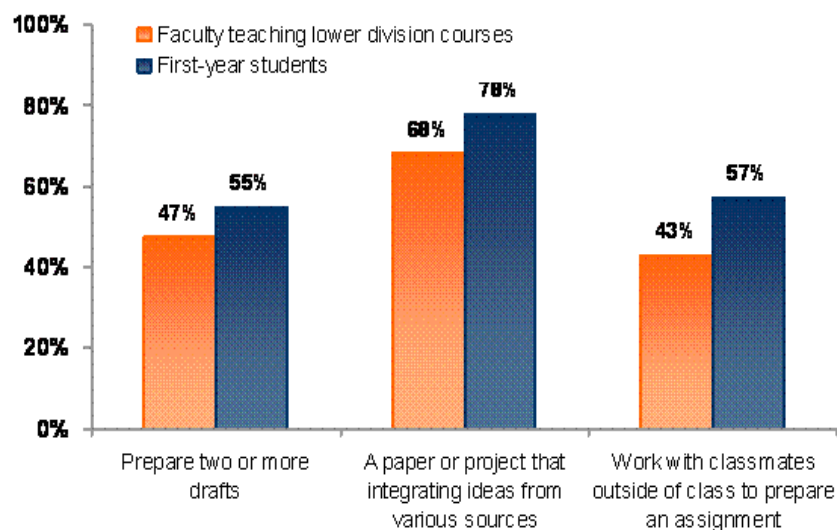
[Reproduce illustration using Course-Based data](#)

[Reproduce illustration using Typical-Student data](#)

The FSSE Course-Based survey option asks faculty members how important it is for students in their selected course section to participate in certain classroom practices, such as preparing two or more drafts before turning in an assignment or working with others outside of class. Similarly, NSSE asks students to indicate how frequently they participate in the same activities.

The graph below compares faculty members who teach or have taught a lower division course section to first-year students. In particular, it illustrates the percentage of faculty who believe a certain activity is 'important or very important' to students who participate in the same activities 'often or very often.'

Faculty who believe selected learning tasks are important vs.
Students who report 'Frequently' participating in selected learning tasks



**Downloadable
SPSS Syntax**

FSSE: Faculty Survey of Student Engagement - Windows Internet Explorer

http://fsse.iub.edu/html/FSSE_selected_results.cfm

FSSE: Faculty Survey of Student Engagement

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NSSE: National Survey of Student Engagement - Windows Internet Explorer

http://fsse.iub.edu/html/SelectedResults/2008/Comparing_ClassroomPractices.cfm

Faculty Survey of Student Engagement

Comparing NSSE and FSSE Results: Classroom Practices

[Reproduce illustration using Course-Based data](#)
[Reproduce illustration using Typ...](#)

The FSSE Course-Based survey course section to participate in ce turning in an assignment or work how frequently they participate in

The graph below compares facul year students. In particular, it illus very important' to students who p

Faculty w
Students who

100%
80%
60%
40%

Faculty teach
First-year s

47% 55% 68% 78% 43% 57%

Done Internet | Protected Mode: On 100%

[\[Log in\]](#)
[View printable version](#)

File Download

Do you want to open or save this file?

Name: FSSE08_NSSE-FSSE4 (classroom practices_CB).sps
Type: SPSS Syntax File, 2.38KB
From: fsse.iub.edu

Open Save Cancel

☒ Always ask before opening this type of file

While files from the Internet can be useful, some files can potentially ham your computer. If you do not trust the source, do not open or save this file. [What's the risk?](#)

Save SPSS syntax to your desktop

```
FSSE08_NSSE-FSSE4%20(classroom%20practices_CB)[1].sps - SPSS Syntax Editor
File Edit View Data Transform Analyze Graphs Utilities Run Add-ons Window Help
*****COMPARING NSSE-FSSE RESULTS.
*****CLASSROOM PRACTICES - STUDENT PARTICIPATION IN SELECTED LEARNING TASKS.
*****COURSE-BASED SURVEY OPTION ONLY.
****STEP 1 TYPE IN FILE LOCATION AND NAME FOR FSSE08 FILE*****.
GET FILE='C:\FSSE08.sav'.
****STEP 2 RECODE INTO LEVEL OF IMPORTANCE FACULTY PLACE ON SELECTED LEARNING TASK (FACULTY).
RECODE FREWROPA TO fchngvw (1 THRU 2=1) (3 THRU 4=2) INTO
FREWROPA1 fintegral foccgrp1 fintideal foocid051 ftutor1 fownview1 fothrvw1 fchngvw1.
VARIABLE LEVEL FREWROPA1 fintegral foccgrp1 fintideal foocid051 ftutor1 fownview1 fothrvw1 fchngvw1(ORDINAL).
VALUE LABELS FREWROPA1 fintegral foccgrp1 fintideal foocid051 ftutor1 fownview1 fothrvw1 fchngvw1 1'LOW IMPORTANCE
exe.
****STEP 3 PERCENTAGE OF FACULTY WHO BELIEVE SELECTED LEARNING TASKS ARE IMPORTANT TO VERY IMPT (FACULTY).
CTABLES
/VLABELS VARIABLES=crslevel FREWROPA1 fintegral foccgrp1 DISPLAY=DEFAULT
/TABLE FREWROPA1 [COUNT F40.0, COLPCT.COUNT PCT40.1] + fintegral [COUNT
F40.0, COLPCT.COUNT PCT40.1] + foccgrp1 [COUNT F40.0, COLPCT.COUNT PCT40.1]
BY crslevel
/CATEGORIES VARIABLES=crslevel FREWROPA1 fintegral foccgrp1 ORDER=A
KEY=VALUE EMPTY=INCLUDE.
****STEP 4 TYPE IN FILE LOCATION AND NAME FOR NSSE07 OR NSSE08 FILE.
GET FILE='C:\NSSE.sav'.
SELECT IF (SMPL05 LE 3 AND INELIG EQ 1).
exe.
****STEP 5 RECODE INTO FREQUENCY OF PARTICIPATION IN SELECETED LEARNING TASK (STUDENTS).
RECODE REWROPAP INTEGRAT OCCGRP INTIDEAS OOCIDEAS TUTOR OWNVIEW OTHRVIEW CHNGVIEW (1 THRU 2=1) (3 THRU 4=2) INTO
REWROPAP1 INTEGRAT1 OCCGRP1 INTIDEAS1 OOCIDEAS1 TUTOR1 OWNVIEW1 OTHRVIEW1 CHNGVIEW1.
VARIABLE LEVEL REWROPAP1 INTEGRAT1 OCCGRP1 INTIDEAS1 OOCIDEAS1 TUTOR1 OWNVIEW1 OTHRVIEW1 CHNGVIEW1 (ORDINAL).
VALUE LABELS REWROPAP1 INTEGRAT1 OCCGRP1 INTIDEAS1 OOCIDEAS1 TUTOR1 OWNVIEW1 OTHRVIEW1 CHNGVIEW1 1 'SOME/NEVER'2'F
```

—————→ **Note: FSSE data file location**

—————→ **Note: NSSE data file location**

FSSE08_NSSE-FSSE4 (classroom practices_CB).sps - SPSS Syntax Editor

File Edit View Data Transform Analyze Graphs Utilities Run Add-ons Window Help

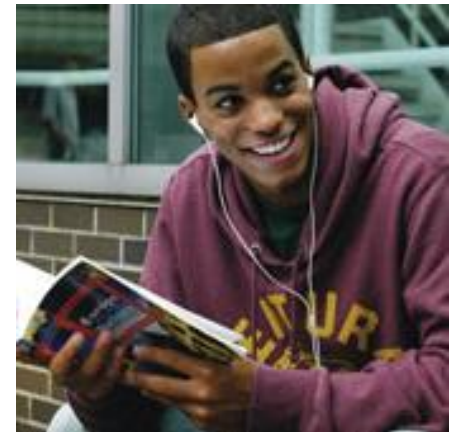
Active: DataSet0

*****COMPARING NSSE-FSSE RESULTS.
*****CLASSROOM PRACTICES - STUDENT PARTICIPATION IN SELECTED LEARNING TASKS.
*****COURSE-BASED SURVEY OPTION ONLY.
****STEP 1 TYPE IN FILE LOCATION AND NAME FOR FSSE08 FILE*****.
GET FILE='C:\FSSE08.sav'.
****STEP 2 RECODE INTO LEVEL OF IMPORTANCE FACULTY PLACE ON SELECTED LEARNIN
RECODE FREWROPA TO fchngvw (1 THRU 2=1) (3 THRU 4=2) INTO
FREWROPA1 fintegral foccgrp1 fintideal foccid051 ftutor1 fownview1 fothrvw1 fchngvw1.
VARIABLE LEVEL FREWROPA1 fintegral foccgrp1 fintideal foccid051 ftutor1 fownview1 fothrvw1 fchngvw1 (ORDINAL).
VALUE LABELS FREWROPA1 fintegral foccgrp1 fintideal foccid051 ftutor1 fownview1 fothrvw1 fchngvw1 1 'LOW IMPORTANC
exe.
****STEP 3 PERCENTAGE OF FACULTY WHO BELIEVE SELECTED LEARNING TASKS ARE IMPORTANT TO VERY IMPT (FACULTY).
CTABLES
/VLABELS VARIABLES=crslevel FREWROPA1 fintegral foccgrp1 DISPLAY=DEFAULT
/TABLE FREWROPA1 [COUNT F40.0, COLPCT.COUNT PCT40.1] + fintegral [COUNT
F40.0, COLPCT.COUNT PCT40.1] + foccgrp1 [COUNT F40.0, COLPCT.COUNT PCT40.1]
BY crslevel
/CATEGORIES VARIABLES=crslevel FREWROPA1 fintegral foccgrp1 ORDER=A
KEY=VALUE EMPTY=INCLUDE.
****STEP 4 TYPE IN FILE LOCATION AND NAME FOR NSSE07 OR NSSE08 FILE.
GET FILE='C:\NSSE.sav'.
SELECT IF (SMPL05 LE 3 AND INELIG EQ 1).
EXE.
****STEP 5 RECODE INTO FREQUENCY OF PARTICIPATION IN SELECETED LEARNING TASK (STUDENTS).
RECODE REWROPAP INTEGRAT OCCGRP INTIDEAS OOCIDEAS TUTOR OWNVIEW OTHRVIEW CHNGVIEW (1 THRU 2=1) (3 THRU 4=2) INTO
REWROPAP1 INTEGRAT1 OCCGRP1 INTIDEAS1 OOCIDEAS1 TUTOR1 OWNVIEW1 OTHRVIEW1 CHNGVIEW1.
VARIABLE LEVEL REWROPAP1 INTEGRAT1 OCCGRP1 INTIDEAS1 OOCIDEAS1 TUTOR1 OWNVIEW1 OTHRVIEW1 CHNGVIEW1 (ORDINAL).
VALUE LABELS REWROPAP1 INTEGRAT1 OCCGRP1 INTIDEAS1 OOCIDEAS1 TUTOR1 OWNVIEW1 OTHRVIEW1 CHNGVIEW1 1 'SOME/NEVER' 2

Highlight syntax
and select "Run"

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Contextualize FSSE Results: Group Exercise



Metro University – Case Study

Institutional Characteristics

- Master's level (large)
- Enrollment 13,000
- 4-year, private
- Urban residential campus
- Competitive



FSSE and NSSE Combined Results

Work with classmates outside of class to prepare an assignment

	Faculty teaching lower division (Impt to Very Impt)	First-year students (Often to Very Often)
Metro University	44%	56%
Acceptable ?	Yes/No?	Yes/No?
FSSE Selected Results	43%	57%



Discipline-based: Physical Sciences

In your selected course section, on average, what percentage of class time is spent on the follow?

Teaching practice	Expectations	Metro University	FSSE Selected Results	Acceptable ?
Lecturing		48%	55%	Yes/No
Small group		20%	12%	Yes/No
Experiential		14%	13%	Yes/No



Institutional Comparison

In your selected course section, on average, what percentage of class time is spent on the follow?

Response set: 0%, 1-9%, 10-19%, 20-29% 30-39%, 40-49%, 50-74%, 75% or more

Response Set (75% or more)	Metro University	Master's Level (Large)	Acceptable ?
Lecturing	12%		

Back to [Using FSSE Data](#)



Institutional Comparison

FSSE: Faculty Survey of Student Engagement - Windows Internet Explorer

http://fsse.iub.edu/html/using_fsse_data.cfm

FSSE: Faculty Survey of Student Engagement

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Using FSSE Data

FSSE provides campuses with information that can be used almost immediately to improve various aspects of institutional performance and help professors enrich the college experience of their students. Schools use FSSE results in many ways, including:

- Faculty development programs
- Faculty workshops and retreats
- Scholarship of teaching and learning (SOTL)
- Assessment and improvement
- Institutional research
- Curricular reform
- Accreditation and self-studies

The impact of FSSE results can be enhanced when used in combination with results from NSSE. For tips on using your FSSE results to facilitate workshops, presentations, and discussions about student engagement practices with others on campus, download a copy of our new [FSSE Facilitator's Guide](#). To learn more about additional services and reports we provide, please visit: [Selected Results](#), [Sample Reports and Grand Frequencies](#), and [Special Analysis](#).



Institutional Comparison

NSSE: National Survey of Student Engagement - Windows Internet Explorer

http://nsse.iub.edu/2008_Institutional_Report/?loadtab=2

NSSE: National Survey of Student Engagement

National Survey of Student Engagement

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Institutional Report 2008

SECTION II. FSSE

[FSSE 2008 Overview](#)
[FSSE 2008 Participating Institutions](#)

Codebooks
[FSSE 2008 Codebook \(Course-Based\)](#)
[FSSE 2008 Codebook \(Typical Student\)](#)

Respondent Characteristics
[FSSE 2008 Respondent Characteristics \(Course-Based\)](#)
[FSSE 2008 Respondent Characteristics \(Typical Student\)](#)

Frequency Distributions
[FSSE 2008 Frequency Distributions \(Course-Based\)](#)
[FSSE 2008 Frequency Distributions \(Typical Student\)](#)

FSSE-NSSE Combined Report
[FSSE-NSSE 2008 Combined Report \(Course-Based\)](#)
[FSSE-NSSE 2008 Combined Report \(Typical Student\)](#)

Additional Survey Information

Course-based Option
[Course-based - Demo \(pdf\)](#)
[Course-based Item Descriptors](#)

Typical Student Option
[Typical Student - Demo \(pdf\)](#)
[Typical Student Item Descriptors](#)

Grand Frequencies

Course-Based Survey Option
[Research Universities \(very high research activity\)](#)
[Research Universities \(high research activity\)](#)
[Doctoral/Research Universities](#)
[Master's Colleges and Universities \(larger programs\)](#)
[Master's Colleges and Universities \(medium programs\)](#)
[Master's Colleges and Universities \(smaller programs\)](#)
[Baccalaureate Colleges - Art & Sciences](#)
[Baccalaureate Colleges - Diverse Fields](#)
[Total Grand Frequency](#)

We share our NSSE results with the campus community in a variety of ways including a monthly newsletter and focus groups of faculty and students, at the all-faculty workshop, and with various committees.

Kay Schneider, Director of Assessment and Institutional Research, Concordia College (MN)

NSSE
FSSE
BCSSE
User Resources

Internet | Protected Mode: On 100%

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Institutional Comparisons

http://nsse.iub.edu/pdf/2008_Institutional_Report/FSSE08%20Reports%20(Master's%20L%20-%20CB).pd - Windows Internet Explorer

http://nsse.iub.edu/pdf/2008_Institutional_Report/FSSE08%20Reports%20(Master's%20L%20-%20CB).pdf

http://nsse.iub.edu/pdf/2008_Institutional_Repor...

16 / 23 89.8% Find

 **Faculty Survey of Student Engagement**

**FSSE 2008 Frequency Distributions
Master's Colleges & Universities (Larger Programs)**

		Lower Division		Upper Division		Total	
		Count	Col %	Count	Col %	Count	Col %
In your selected course section, how important to you is it that your students do the following? (continued)							
h. Try to better understand someone else's views by imagining how an issue looks from that person's perspective	Variable						
	Response Options						
	Not important	224	15%	234	10%	458	12%
	Somewhat important	245	17%	379	16%	624	16%
	Important	399	27%	701	29%	1100	28%
i. Learn something that changes the way they understand an issue or concept	Variable						
	Response Options						
	Not important	52	4%	42	2%	94	2%
	Somewhat important	113	8%	156	6%	269	7%
	Important	398	27%	640	26%	1038	26%
a. Lecture	Variable						
	Response Options						
	0%	47	3%	121	5%	168	4%
	1-9%	161	11%	296	12%	457	12%
	10-19%	188	13%	345	15%	533	14%
b. Teacher-led discussion	Variable						
	Response Options						
	20-29%	169	12%	317	13%	486	13%
	30-39%	138	10%	244	10%	382	10%
	40-49%	210	15%	369	16%	579	15%
TEACHLED	Variable						
	Response Options						
	50-74%	321	22%	449	19%	770	20%
	75% or more	208	14%	232	10%	440	12%
	Total	1442	100%	2373	100%	3815	100%
TEACHLED	Variable						
	Response Options						
	0%	72	5%	65	3%	137	4%
	1-9%	292	21%	402	17%	694	19%
	10-19%	297	21%	534	23%	831	22%
TEACHLED	Variable						
	Response Options						
	20-29%	274	19%	500	22%	774	21%
	30-39%	171	12%	283	12%	454	12%
	40-49%	128	9%	205	9%	333	9%
TEACHLED	Variable						
	Response Options						
	50-74%	118	8%	224	10%	342	9%
	75% or more	57	4%	99	4%	156	4%
	Total	1409	100%	2312	100%	3721	100%

16

Done

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12:26 PM

Institutional Comparison

In your selected course section, on average, what percentage of class time is spent on the follow?

Response Set (75% or more)	Metro University	Master's Level	Acceptable ?
Lecturing	8%	12%	Yes/No



Recommendations

- Strongly discourage statistical testing between student (NSSE) and faculty (FSSE) data
- When presenting NSSE and FSSE Combined Results, be upfront with your audience about data limitations
- Despite limitations, reaching the goal of having productive discussion is possible



Other Resources

Ways we have reported FSSE and NSSE results in

- Annual reports
- FSSE Overview
- Conference presentations
- Research papers

FSSE Webinars

User's Workshops



For More Information

- Email: agarver@indiana.edu
shawmd@indiana.edu
fsse@indiana.edu
- Phone: (812) 856-5824
- FSSE Web site: www.fsse.iub.edu
- NSSE Web site: www.nsse.iub.edu

