

What Matters Most to Course Success: Student and Faculty Perspectives



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National Survey of Student Engagement

- First-year and senior participation in activities linked to learning and development at four-year colleges and universities
- In 2013, over 360,000 students from 613 institutions responded
- Sample: 7598 student comments (44 insts)

Faculty Survey of Student Engagement

- Designed to complement the NSSE, provides faculty perceptions of and roles in facilitating student engagement
- In 2013, over 18,800 faculty from 139 institutions responded
- Sample: 5094 faculty comments (83 insts)

What do you think?

In your opinion, what matters most to making a course successful? Please be specific.

Process

- Initial reading of comments to establish themes
- Division of comments—we each coded around 2600 comments!
- Periodic meetings, lists of codes for common ideas, discussion for difficult-to-code comments
- Allison was final review

What Drives Course Success?

Mostly:

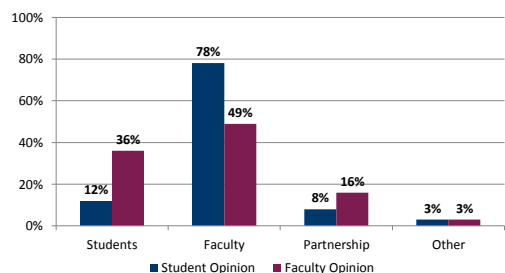
- Students are in control!
- Faculty are in control!

Sometimes:

- Both students and faculty are in control—it's a partnership.

- Rarely something else is in control
 - Support services
 - Textbooks/available materials
 - Language difficulties
 - Flexibility (scheduling, deadlines, etc.)
 - Class size
 - Technology
 - Facilities

What Drives Course Success?



Student-Driven Success: Intrinsic

- S: "Showing up on time to each and every class. Doing all required homework and assignments to the best of your abilities and turning them in on time....Overall, be more than you think you can."
- S: "Taking notes, going to class prepared and not missing school."
- S: "Actually being there mentally, not just physically."
- F: "The students interest in the subject matter and his commitment to understand the material."

Student-Driven Success: Learning

- S: "When I leave a course feeling like I could take the course material and apply it to real world situations."
- S: "I need to feel like I have gained useful knowledge that I can use either in my next classes or my current jobs."
- F: "How much students learn; how much they improve writing, critical reading skills, and ability to analyze and interpret"
- F: "If the student is able to meet the course requirements as outlined in the syllabus"

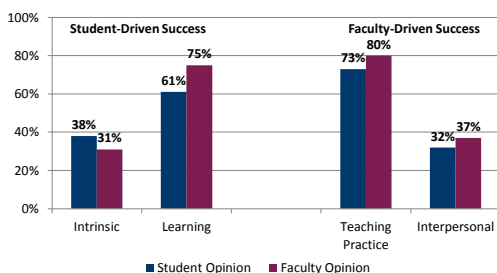
Faculty-Driven Success: Teaching Practices

- S: "An instructor who gives clear instructions, sets clear expectations, is well planned and organized, and gives frequent, helpful, and timely feedback"
- S: "Good instructor knowledge and explanation of course material, along with good use of course time, and good assignment selection."
- F: "The teacher has to know how to teach."
- F: "...understand the material you are teaching, have well set goals and objectives...give them feed back on their progress, and be flexible in how the material is delivered."

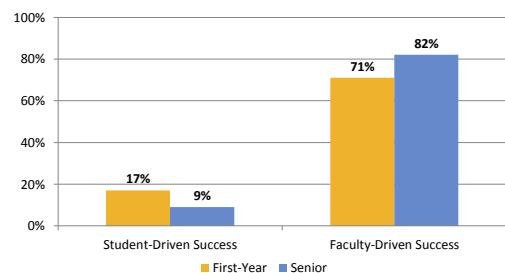
Faculty-Driven Success: Interpersonal

- S: "...when a professor clearly enjoys the subject material and cares about my learning."
- S: "The instructor has to care enough to help."
- S: "When a faculty member is passionate and cares, the difficulty of the course does not seem as daunting."
- F: "The trust and mentorship that the teacher provides..."
- F: "The passion of the faculty member."

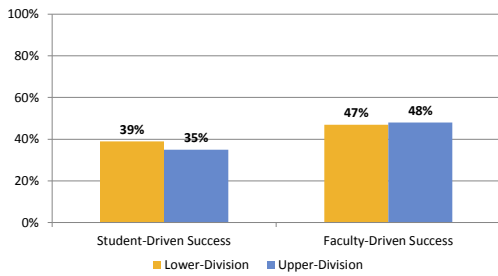
How do Students and Faculty Drive Success?



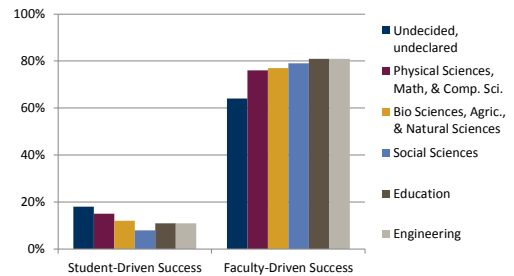
Select Student Differences: Class Standing



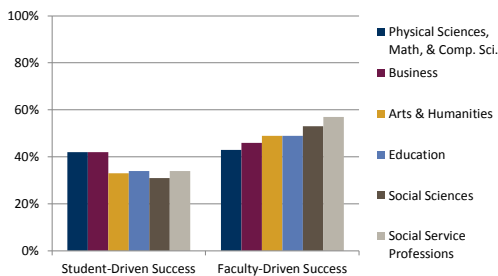
Select Faculty Differences: Course Division



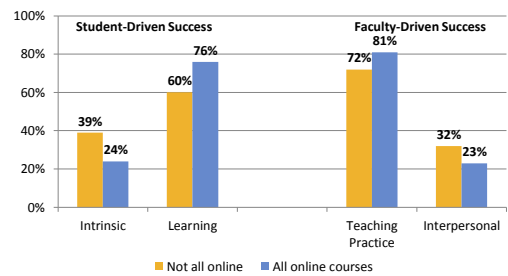
Select Student Differences: Major



Select Faculty Differences: Discipline



Select Student Differences: Online Courses



Success as a Partnership: Student Views

- “The effort put forth by both students and teachers”
- “...when the student and the teacher both want to be in that classroom”
- “The attitude of both the students and the instructor. If both are excited and passionate about learning/teaching then the course will be a great success for both”

Success as a Partnership: Faculty Views

- “Adequate preparation by both the instructor and the students”
- “Faculty must set expectations but be a partner with the student in achieving those expectations”
- “The ownership and respect of both the instructor and the students to actively engage in learning and teaching”



Questions?

Presentation and more
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