

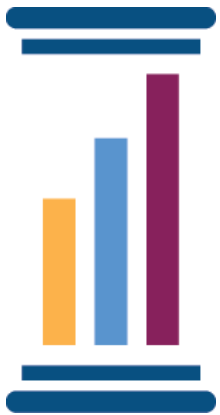
What Instructors Report about their First-Year Students



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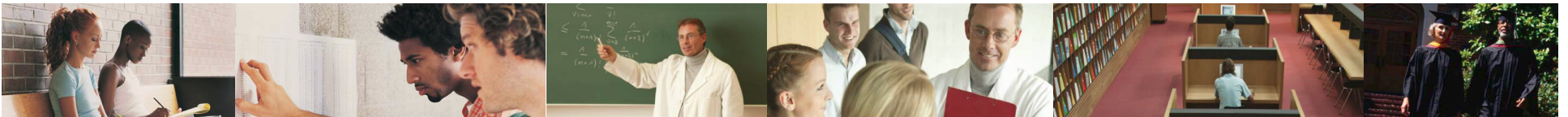
Presentation at the 2011 Society for Teaching and Learning in Higher Education (STLHE) Conference
Saskatoon, Saskatchewan, Canada



6/16/11

Today's Agenda

- **Introduction to NSSE and FSSE**
 - **FSSE typical-student option**
- **Session goals**
- **NSSE and FSSE findings**
- **Implications for instructional improvement**



What's NSSE?

- **National Survey of Student Engagement**
 - Annual spring survey to FYS and SRs
 - Hundreds of institutions participate each year
 - Assesses exposure to and participation in effective educational practices
- **Goal:** To query undergraduates directly about their educational experiences



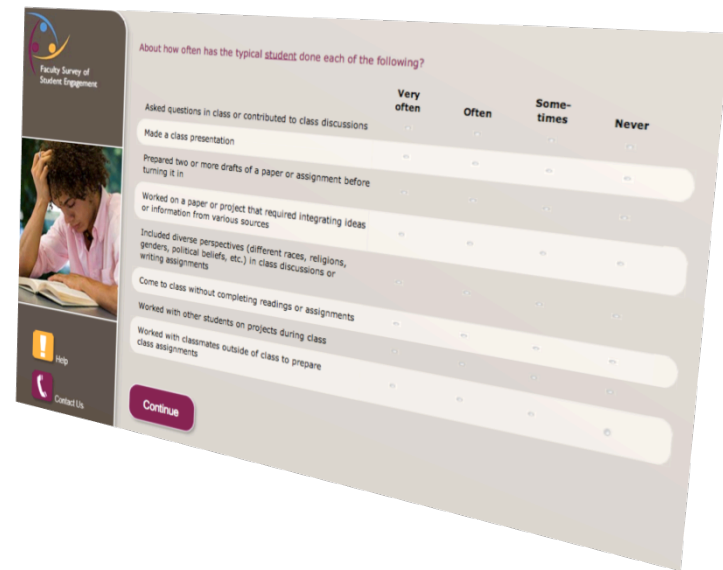
What's FSSE?

- **Faculty Survey of Student Engagement**
 - Annual spring survey of faculty members
 - ~150 institutions participate each year
 - Assesses faculty perceptions and encouragement of student engagement
 - Two survey options: Course-Based and **Typical-Student**
- **Goal:** To provide information about the faculty role in improving undergraduate education



Typical Student Option

- Each faculty member responds to questions about student engagement based on the typical first-year student or senior taught during the current academic year
- Option first available in 2007



The screenshot displays the Faculty Survey of Student Engagement (FSSE) interface. The title is "Faculty Survey of Student Engagement". The main heading is "About how often has the typical student done each of the following?". The response options are "Very often", "Often", "Some-times", and "Never". The questions and their corresponding response options are:

Question	Very often	Often	Some-times	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

There is a "Continue" button at the bottom right. On the left side, there is a "Help" icon and a "Contact Us" icon.

Example Question & Items

- **About how often has the typical **first-year student** done each of the following?**
(Never, Sometimes, Often, Very often)

Asked questions in class or contributed to class discussions

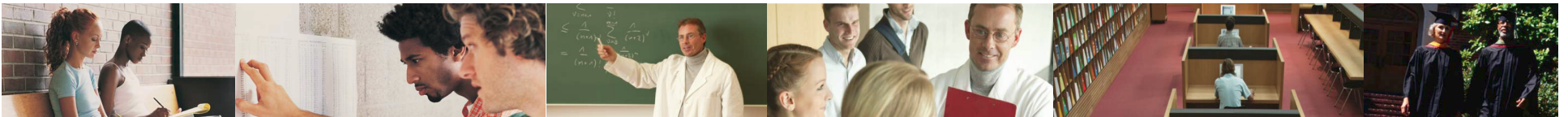
Come to class without completing readings or assignments

Received prompt written or oral feedback from faculty on his or her academic performance

Had serious conversations with students of a different race or ethnicity than his or her own

Session Goals

- **For session participants to leave with:**
 - **A better understanding of faculty perceptions of first-year students**
 - **Ideas for applying the findings**
 - **A desire to investigate further**

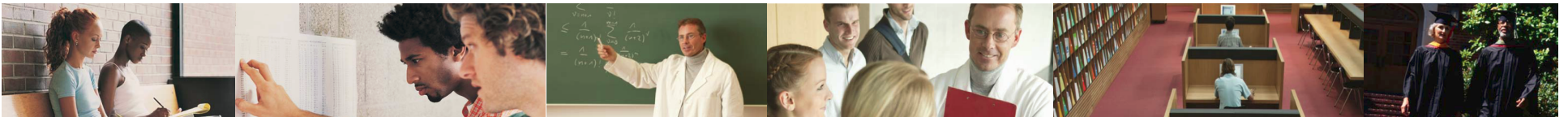




NSSE AND FSSE FINDINGS FOR FIRST-YEAR STUDENTS

Results Based On...

- **39 institutions—FSSE TS & NSSE in 2010**
 - ~1,800 faculty who taught more FYS
 - ~8,000 fulltime, first-year students
- **5 Canadian inst—FSSE TS in 2007/10**
 - ~400 faculty who taught more FYS
 - ~1,400 fulltime, first-year students

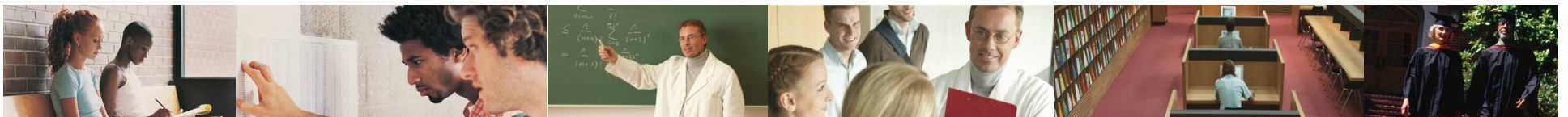


Learning Comm & Comm Serv

39 inst **5 Can**

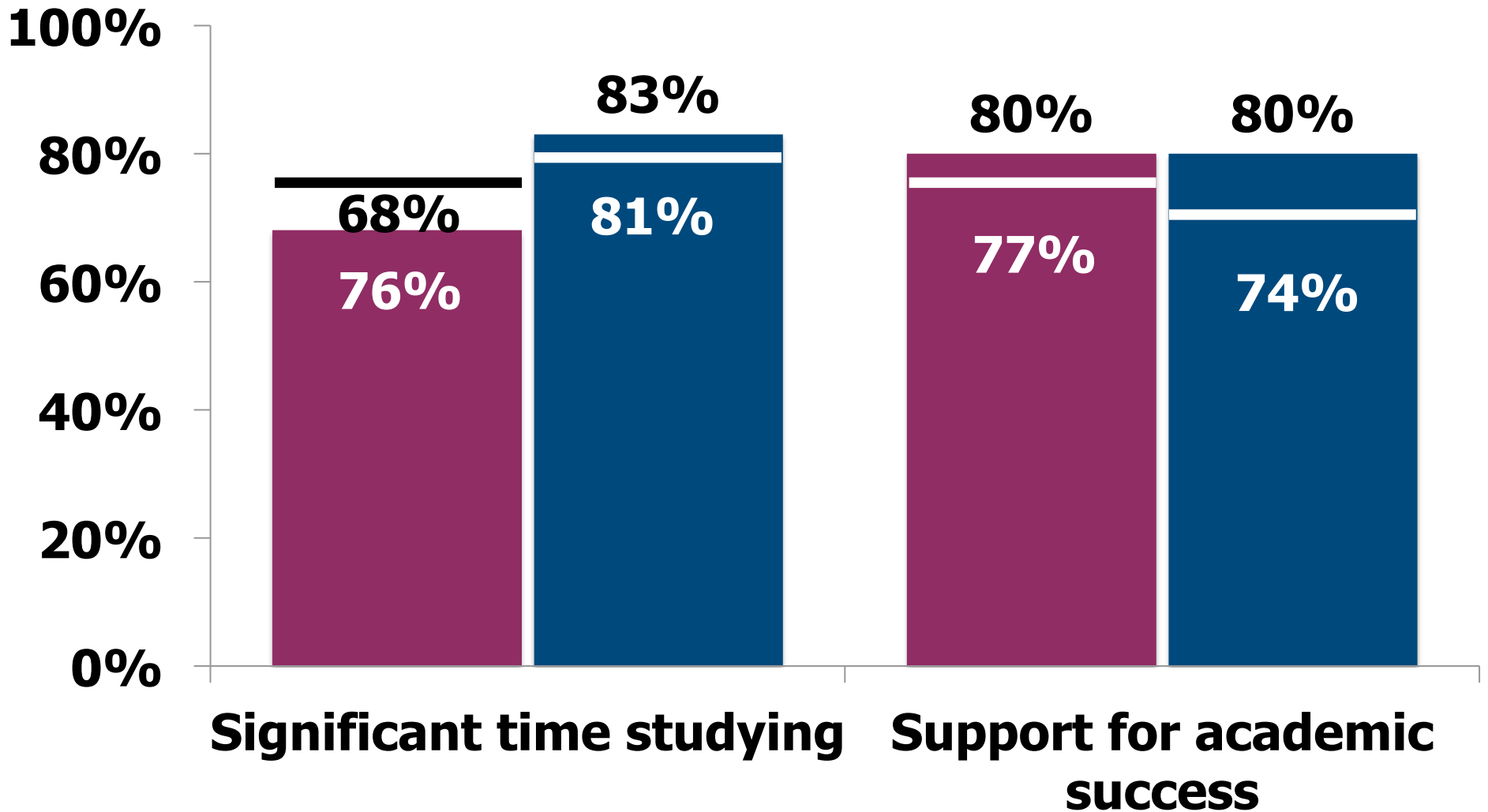
- **Percent of faculty who indicated that the following HIPs were important**
 - **Learning communities** **46%** **49%**
 - **Community service/volunteer** **63%** **45%**

- **Percent of FYS who had did each HIP**
 - **Learning communities** **17%** **9%**
 - **Community service/volunteer** **43%** **30%**



Percent who Indicated “Quite a bit” or “Very much” Inst Emphasis on...

■ Faculty (FY) ■ FY Students

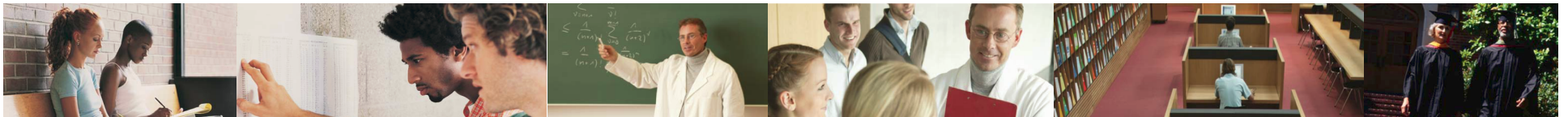


Hrs/Wk Preparing for Class

	39 inst	5 Can
• FY student median	11-15	11-15

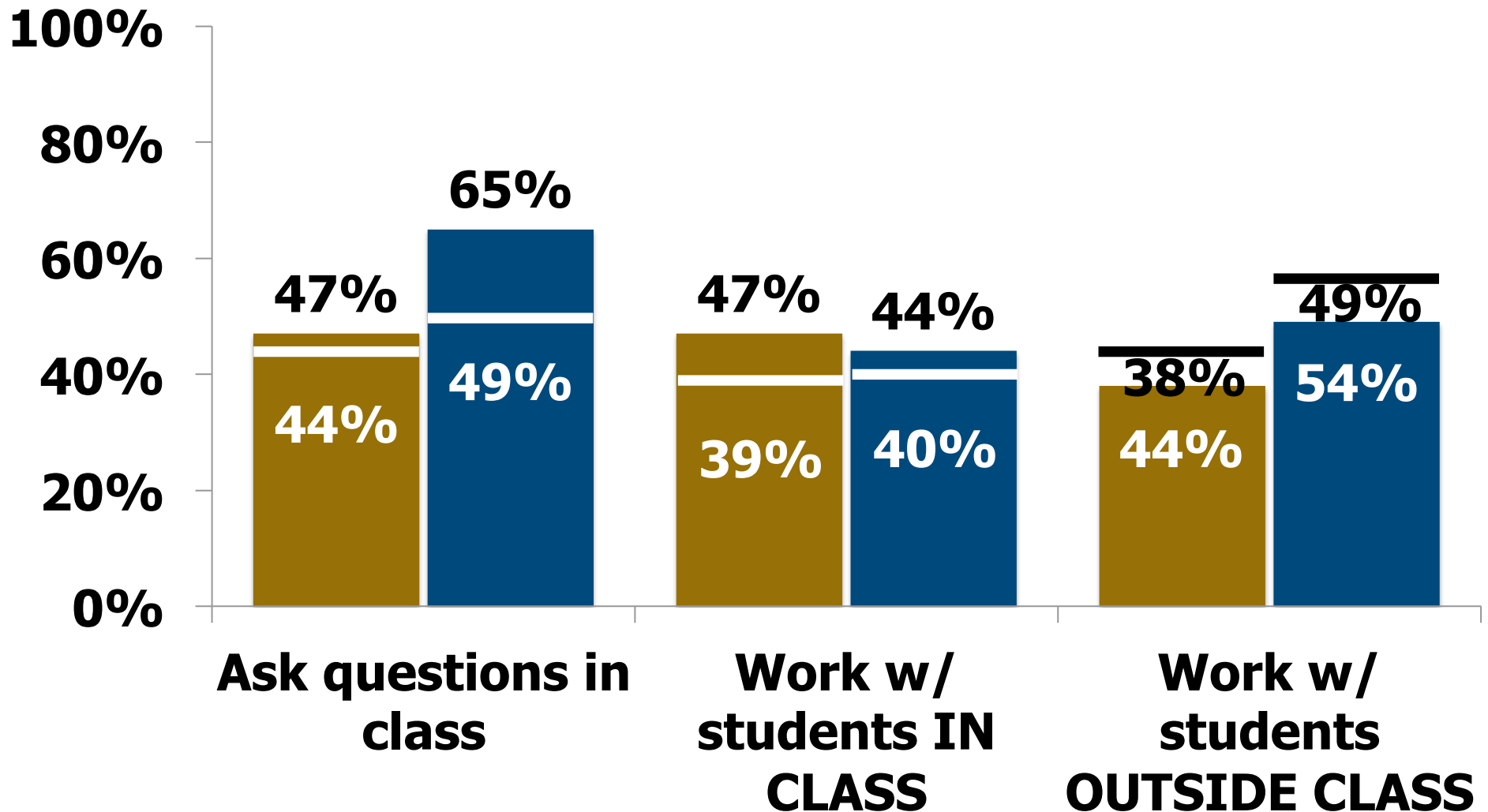
Proportion of faculty who think...

• TFYS <u>should</u> prepare > 15 hrs	56%	46%
• TFYS <u>actually</u> prepares < 11 hrs	69%	70%



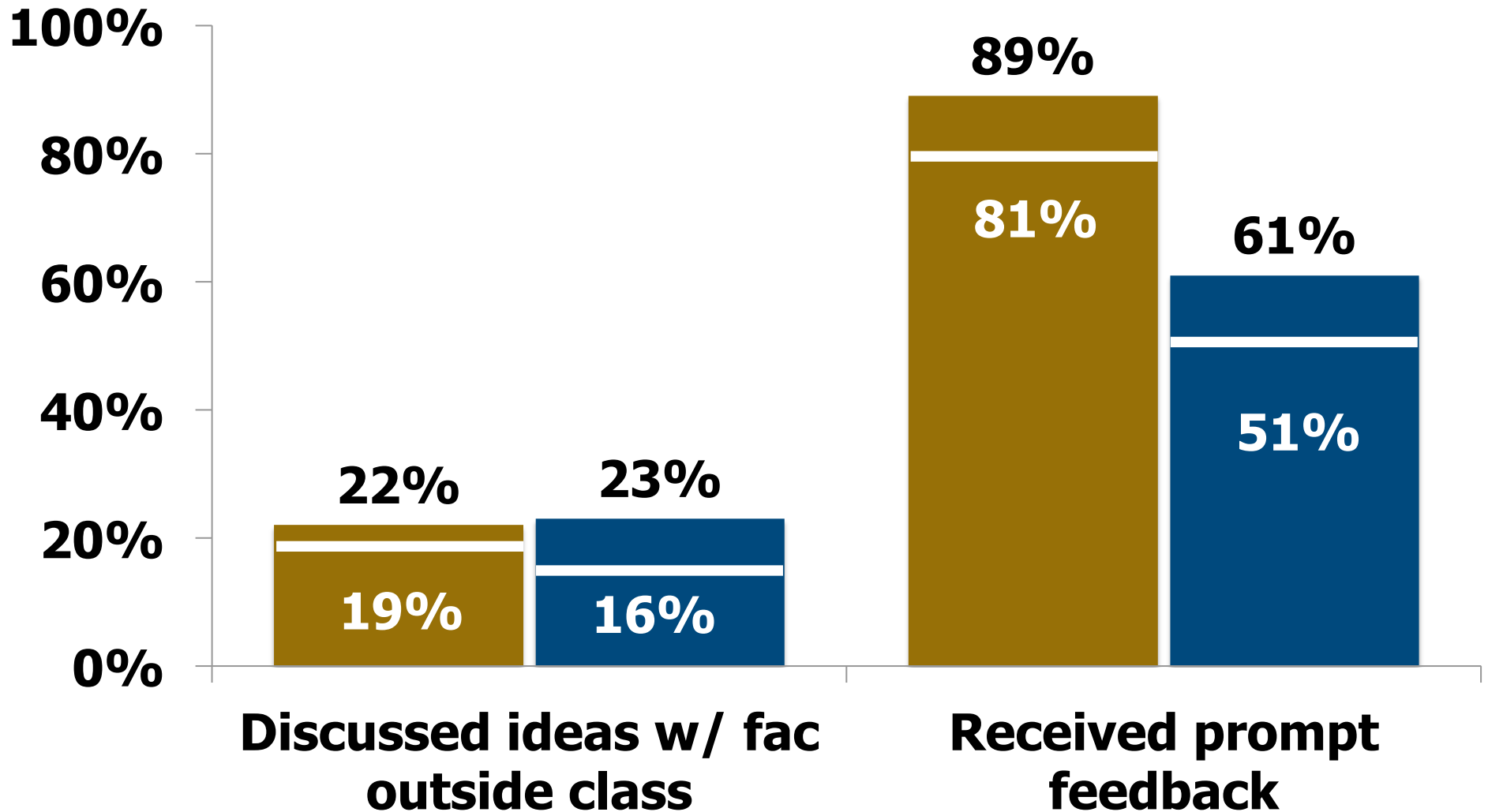
ACL Percent "Often" or "Very Often"

■ Faculty (FY) ■ FY Students



SFI Percent "Often" or "Very Often"

■ Faculty (FY) ■ FY Students



QUESTIONS & DISCUSSION

For More Information

- Email: fsse@indiana.edu
- FSSE Web site: www.fsse.iub.edu
- NSSE Web site: www.nsse.iub.edu

