Faculty Survey of Student Engagement (FSSE)

- FSSE is a project coordinated by the National Survey of Student Engagement (NSSE) at Indiana University Bloomington (http://www.iub.edu/~nsse/html/fsse.htm).
- FSSE is designed to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development.
- The results are intended to be a catalyst for productive discussions related to teaching, learning, and the quality of your students' educational experience.
- The instrument was pilot tested in spring 2003. More than 16,000 faculty members at 147 colleges and universities completed the survey.
- **What does the instrument cover?** The FSSE was designed to parallel NSSE's survey of undergraduate students, The College Student Report. The faculty version focuses on:
  - 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.
- For UGA, **we wanted to identify areas in which student and faculty are connected (or disconnected) in the teaching and learning process.**

FSSE at UGA

- The FSSE was administered to University faculty in the Spring of 2003.
- The Teaching Academy coordinated the survey process. Faculty groups invited to participate included 145 members of the UGA Teaching Academy and 161 randomly selected faculty who had taught a 1000 (freshman) or 4000 (senior) level course(s), fall semester 2002.
- Respondents were asked to complete the FSSE on the Web. The survey yielded 53 usable responses from Teaching Academy members for a response rate of 37% and 45 usable response from the faculty sample for a response rate of 28%.
- Faculty Characteristics: The majority of faculty in the survey were full-time, tenure-track professors with more than 15 years of teaching experience. The sample was predominately male and Caucasian. Almost half of the sample was from the Arts, Humanities and Social Sciences. About a third of the faculty sample taught lower division courses.
- Data were compiled by the NSSE and results were presented to the University administration along with comparative data between the two surveys, NSSE and FSSE. Given the pilot nature of FSSE, comparator information with peer institutions was not provided.
FSSE Data for UGA – Student/Faculty Differences

The Classroom

- Students reported that they “frequently ask questions or contribute to class discussions” more than that reported by faculty.
- Students perceived that they “have class discussions or writing assignments that include diverse perspectives” more than that perceived by faculty.
- Students reported that their course work emphasizes memorizing facts much more than that reported by faculty.
- Faculty reported that their students “work with other students on projects during class” more than that reported by students.
- Faculty reported that they “give prompt feedback to students on academic performance” much more than that reported by students.
- Faculty perceived that they structure their courses so that students learn and develop the ability for “thinking critically and analytically” and for “solving complex real-world problems” more than that perceived by students.

Student-Faculty Interaction

- Students reported using “e-mail to communicate with faculty” twice as much as that reported by faculty.
- Students reported that they “discuss class or grades with faculty” and “talk about career plans with faculty” more than that reported by faculty.

Student-Student Interaction

- Students reported having serious conversations with students of a “different race or ethnicity than their own” more than that perceived by faculty.
- Students reported that they have serious conversations with students of “different religious, political, or personal beliefs than their own” more than that perceived by faculty.
- Students reported that they “discuss ideas or readings from class with others outside of class” much more than that perceived by faculty.
- Students reported more often than faculty that it is important to participate in a “practicum, internship, field experience, or co-op experience,” or in “community service or volunteer work.”

Discussion

- What is the teaching academy’s (faculty members’) role in working to enhance student engagement?
- What are best practices? For writing; instructional technology, diversity, curriculum, student-faculty interaction, service-learning?
- What are suggestions of the campus for how to enhance writing; instructional technology, diversity, curriculum, student-faculty interaction, service-learning at UGA?