

## Chapter 9: FACULTY SURVEY OF STUDENT ENGAGEMENT (FSSE)

*Who takes it?* All faculty teaching a section during the term of administration are invited to complete the instrument.

*When is it administered?* In the Spring.

*How long does it take for the faculty to complete the instrument?* 15 minutes.

*What office administers it?* FSSE personnel administer it online with campus coordination by the Provost's Office.

*Who originates this survey?*

National Survey of Student Engagement Center for Postsecondary Research  
Indiana University Bloomington  
1900 East Tenth Street Eigenmann Hall Suite 419  
Bloomington, IN 47406-7512  
(812) 856-5824  
<http://fsse.indiana.edu/> e-mail: [nsse@indiana.edu](mailto:nsse@indiana.edu)

*When are results typically available?* Late summer.

*What type of information is sought?* The FSSE contains questions drawn from the NSSE, and the intention is to be able to compare faculty responses to students NSSE responses. The NSSE attempts to measure levels of student engagement. Spring 2019 NSSE participants answered questions in five sections: level of academic challenge, active and collaborative learning, student-faculty interactions, enriching educational experiences, and supportive campus environment. Faculty completed the course based option of the FSSE where they answer the questions for a specific class they are teaching. Faculty responses, in general, represent the proportion of faculty who rate a topic as important or very important, while the student responses represent the proportion of students who experience the topic often or very often in their classes. A copy of the survey is available at [http://fsse.indiana.edu/pdf/FSSE19\\_Instrument.pdf](http://fsse.indiana.edu/pdf/FSSE19_Instrument.pdf)

*From whom are the results available?* The Truman State University Office of Academic Affairs.

*To whom are the results regularly distributed?* A summary of the results is provided to the Provost and Academic Deans. Full results are available to the University community through this almanac and by request from the Office of Academic Affairs.

*Are the results available by department or discipline?* Results are available by academic discipline in the "Disciplinary Area Report". Results are not available by department.

*Are the results comparable to data of other universities?* Yes.

*How often is the FSSE administered?* The FSSE has been administered five times on our campus and the previous results can be found in the 2004, 2010, 2012, and 2017 Assessment Almanacs. It is scheduled to be administered every other year, from 2019 forward.

*Where are the 2019 results?*

The results of the FSSE are returned in several different reports each of which is located in the appendices of the Almanac.

The **Snapshot** (see next page) is a concise collection of key findings from the 2019 FSSE that represent two critical features of collegiate quality; 1. The amount of time and effort students put into their studies and other educational purposeful activity, and 2. How institutional resources, courses, and other learning opportunities facilitate student participation in important student learning activities.

The **Respondent Profile Report** (Appendix 9-1) shows how many and which categories of faculty responded to the survey.

The **Frequencies Report** (Appendix 9-2) reports the actual survey results. It shows how many of the participants responded to each question with which answer.

The **Disciplinary Area Report** (Appendix 9-3) is the same as the Frequencies Report but broken down by participant discipline area.

The **Combined FSSE-NSSE Report** (Appendix 9-4) compares faculty participant responses with the student responses from the National Survey of Student Engagement (NSSE). This report can be used to provide indicators of how well the faculty and student perceptions of student engagement are aligned.

The **FSSE 2019 Inclusiveness & Engagement with Diversity** and **FSSE 2019 Academic Advising Reports** (Appendix 9-5) are two new topical modules added in the 2019 Truman State FSSE to determine how well we are supporting inclusiveness and engagement with diversity and our effectiveness in our academic advising efforts.

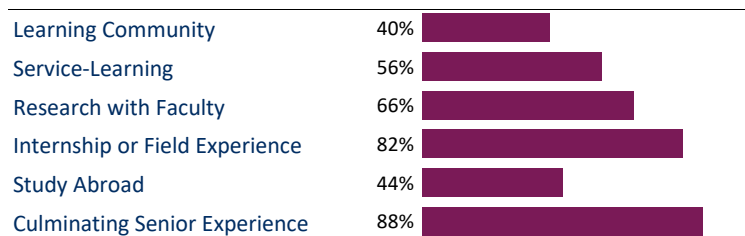
### A Summary of Faculty Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's FSSE 2019 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *FSSE-NSSE Combined* reports.

#### High-Impact Practices

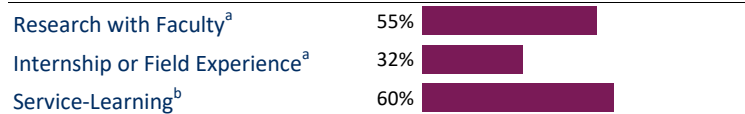
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.

**Faculty Importance for High-Impact Practice Participation**



Note: Percentage of faculty responding "Very important" or "Important"

**Faculty Participation in High-Impact Practices**

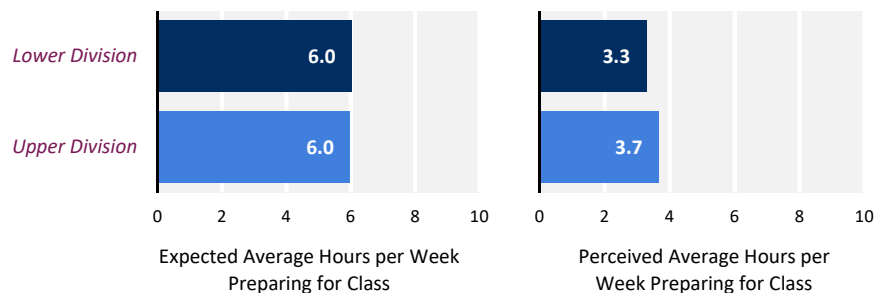


a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

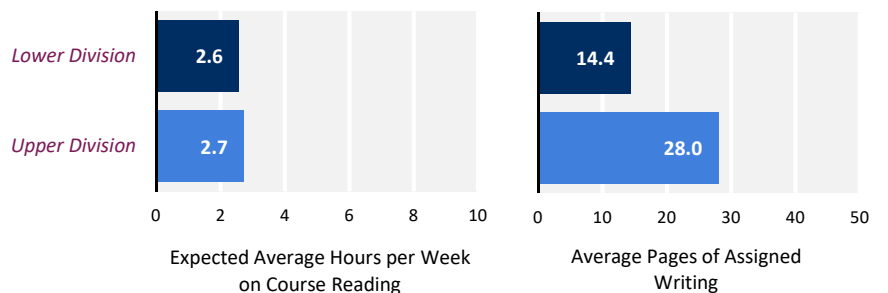
#### Time Spent Preparing for Class

These figures report the average weekly class preparation time your faculty *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the faculty's selected course sections.



#### Reading and Writing

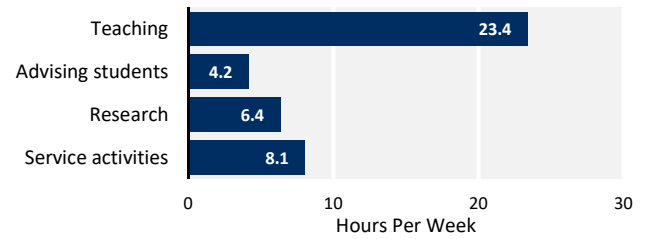
These figures summarize the number of hours your faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.



Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.

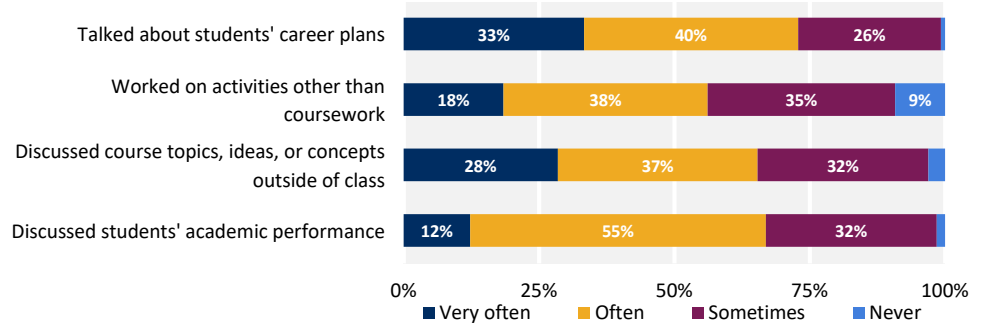
### Time Allocation

This figure summarizes the number of hours that faculty spent in a typical seven-day week on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.); advising; research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)



### Student-Faculty Interaction

Faculty reported how often they had done each of the following with the undergraduate students they teach or advise:



### Supportive Environment

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:

| Faculty Values<br>(Sorted highest to lowest)   | Percentage of Faculty Responding "Very Important" or "Important" |
|--|--|
| Providing support for students' overall well-being (recreation, health care, counseling, etc.)         | 87%  |
| Providing support to help students succeed academically  | 82%  |
| Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | 80%  |
| Students using learning support services (tutoring services, writing center, etc.)                     | 74%  |
| Helping students manage their non-academic responsibilities (work, family, etc.)                       | 64%  |
| Providing opportunities for students to be involved socially   | 62%  |
| Students attending events that address important social, economic, or political issues                 | 62%  |
| Students spending significant amounts of time studying and on academic work                            | 60%  |
| Students attending campus activities and events (performing arts, athletic events, etc.)               | 60%  |

### Administration Details

#### Class Level

|            | Lower Division | Upper Division | Other | Missing |
|------------|----------------|----------------|-------|---------|
| Count      | 56             | 74             | 11    | 13      |
| Percentage | 36%            | 48%            | 7%    | 8%      |

See your *Administration Summary* and *Respondent Profile* reports for more information. Only faculty who reported teaching lower- or upper-division courses were included in this report.

#### Additional Questions

Your institution administered the following additional question set(s):  
**Inclusiveness and Engagement with Cultural Diversity**  
**Academic Advising (Beta Version)**  
 Refer to your *FSSE 2019 Topical Module* report(s) for results.

### What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit our website: [fsse.indiana.edu](http://fsse.indiana.edu).