

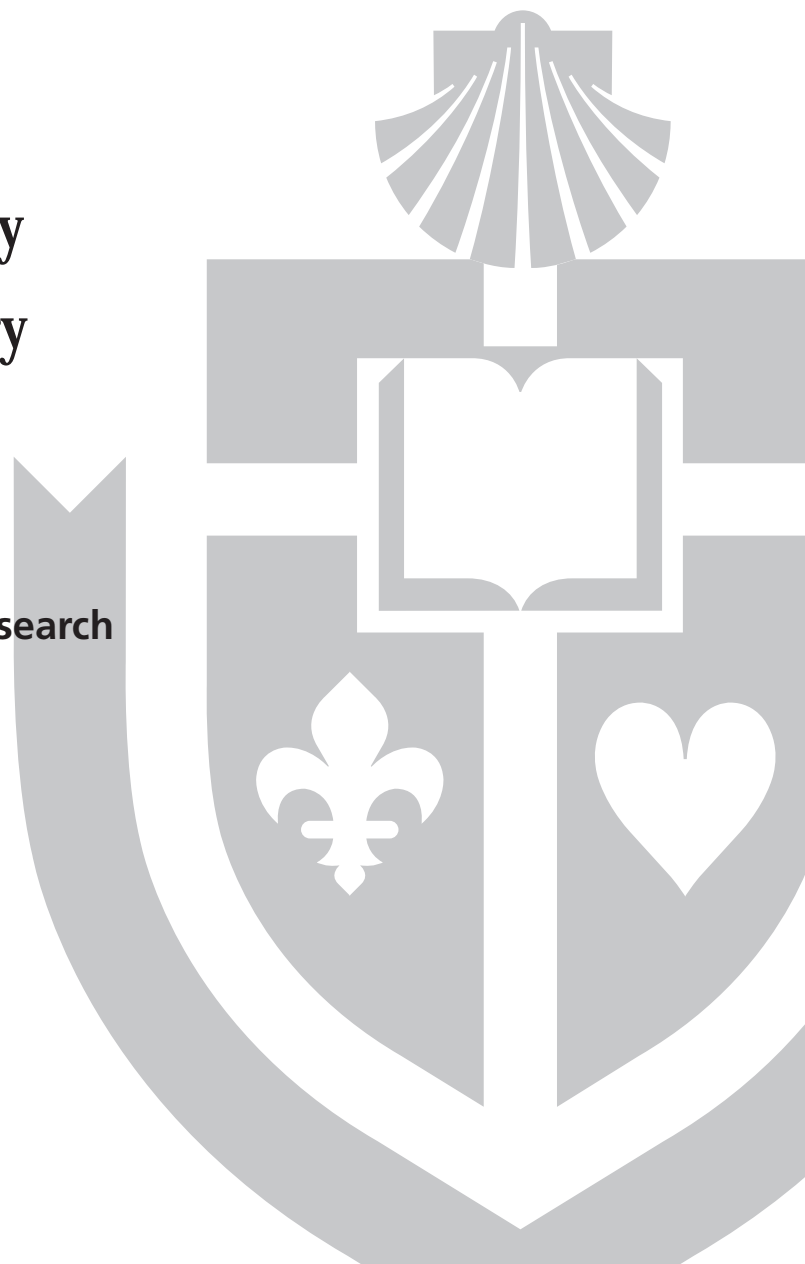


FSSE

St. John's University Executive Summary Spring 2004

Office of Institutional Research
Lourdes Hall

T (718) 990-1924
F (718) 990-2314
ir@stjohns.edu
www.stjohns.edu/about/ir





Faculty Survey of Student Engagement 2004

EXECUTIVE SUMMARY

INTRODUCTION

The Faculty Survey of Student Engagement (FSSE) is a project coordinated by the National Survey of Student Engagement (NSSE) at Indiana University. It is an online survey designed to measure faculty expectations of student engagement in educational practices empirically linked to high levels of learning and development. The survey also collects information about how faculty members spend their time related to professional activities and the kinds of learning experiences their institution emphasizes. FSSE results can be used to identify areas of strength as well as areas warranting attention.

Many of the items parallel NSSE survey items, thereby providing an opportunity to compare faculty and student responses. These items are categorized under: academic and intellectual experiences; evaluations of student performance; mental activities; educational and personal growth; enriching educational experiences; and quality of student relationships. Within this subgroup, some items are not directly comparable because the scales are different between NSSE and FSSE.

In Spring 2004, St. John's University participated in FSSE for the first time. There were 288 respondents (196 full-time). The response rate is low, but cannot be computed accurately since the survey was only available online. In any event, results should be used with caution. This report, prepared by the Office of Institutional Research (OIR), highlights some of the interesting findings, primarily focused on comparisons of faculty and students responses where appropriate. More detailed results covering all aspects of the survey can be obtained from OIR.

HIGHLIGHTS OF RESULTS

Faculty expect students to spend about twice as much time preparing for class as students actually reported:

On the FSSE survey, faculty are asked how much time they **expect** students to spend preparing for their class and how much time they believe students **actually** spent preparing for their course. NSSE also asks students to report how many hours they **actually** spent preparing for class. As shown below, faculty expect students to spend about twice as much time as students actually reported. Faculty's perception of how much time students spent parallels reports from first-year students, but over states it for seniors.

- Faculty expect students to spend about 5 hours per week preparing for each course, and think that students spend about 2 hours per week for lower division course and 3 hours per week for upper division courses.
- Both first-year and senior students report spend approximately 10 hours per week, averaging to about 2 hours per class.

Quality of Student Relationships

- Seniors rated the quality of their relationships with other students, faculty, administrators and staff more favorably than faculty did, with the differences for the first two categories statistically significant.
- First-year students rated the quality of their relationships with other students, administrators and staff more favorably than faculty did.

The following table shows the percentage rating each category 7 on a scale of 1 - 7:

Quality of Student Relationships with:

	Faculty	Students	
		1 st -Yr	Seniors
Other students – friendly, supportive, sense of belonging	12%	19%	33%
Faculty members – available, helpful, sympathetic	16%	11%	27%
Administrators and Staff – helpful, considerate, flexible	10%	14%	16%

Educational and Personal Growth

Faculty members were asked to indicate the extent to which they structure their course section so that students learn and develop in a variety of areas.

The **most** frequent responses of *very much* or *quite a bit* for lower division courses are listed below:

- | | |
|--|-----|
| ✓ Thinking critically and analytically | 91% |
| ✓ Learning effectively on their own | 86% |
| ✓ Acquiring a broad general education | 79% |
| ✓ Writing clearly and effectively | 69% |

The **least** frequent responses are:

- | | |
|---|-----|
| ✓ Developing a deepened sense of spirituality | 32% |
| ✓ Analyzing quantitative problems | 38% |
| ✓ Working effectively with others | 41% |
| ✓ Using computing and information technology | 47% |

Faculty and students responses were similar on the majority of common items. Major differences are noted below and warrant closer examination and discussion:

- Almost all faculty members (90%) indicate that students receive prompt feedback (written or oral) from them on their academic performance. However, only 38% of first-year students and 58% of seniors agree.
- One-quarter of faculty indicate that their evaluations of student performance (e.g. examinations) challenge them to do their best work, compared to 14% of first-year students and 19% of seniors.
- More than 70% of students and faculty agree that they place *very much* or *quite a bit* of emphasis in engaging students in analyzing, synthesizing, making judgments and applying concepts to practical problems. On the other hand, only one-third of faculty indicate this to be so for memorizing facts and ideas from the course and readings, compared to three-quarters of students.
- About one-half of faculty structure their course section so that students learn and develop using computing and information technology. A significantly higher proportion of students – 69% first-year and 77% seniors - indicate that their experience at the University has contributed to their knowledge, skills and personal development in this area.

Table 1 which follows, shows NSSE and FSSE frequencies for common items.