OREGON STATE UNIVERSITY

PILOT 2003 FACULTY SURVEY OF STUDENT ENGAGEMENT REPORT

Presented by

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April, 2004

A special thank you to the following faculty who graciously reviewed this report and provided suggestions and recommendations:
Dr. Chris Anderson
Dr. Roy Rathja
Dr. Janine Trempy
Dr. Becky Warner

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OREGON STATE UNIVERSITY

PILOT 2003 FACULTY SURVEY OF STUDENT ENGAGEMENT REPORT
EXECUTIVE SUMMARY

Presented by
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During the 2003 Spring Term, OSU participated in the 2003 Pilot Faculty Survey of Student Engagement (FSSE). The project was administered by the Division of Student Affairs with the support and assistance of the Interim Vice Provost for Academic Affairs, Dr. Leslie Burns.

The Faculty Survey of Student Engagement was designed as a pilot study to obtain information from colleges and universities across the nation about the ways in which faculty involve undergraduate students in good educational practices both inside and outside of the classroom. The FSSE was constructed to parallel the National Survey of Student Engagement (NSSE) in which OSU had participated since 2002.

The web-based survey was distributed to faculty using the F1 and F2 listservs at OSU. Faculty were invited to participate if they had taught at least one undergraduate course either Winter term or Spring term. According to the OSU Office of Institutional Research 1048 faculty were listed as course instructors during this period of time. In total 205 faculty members responded to the survey which was a 20% return rate.

Of the faculty who responded to the survey, 76% held professorial rank with 53% of those being tenured. About 33% of the respondents were over the age of 54 and another 54% had over 15 years of teaching experience. In terms of gender, 63% were male and 37% were female.

Faculty were asked to respond to the survey based upon one course that they taught. The courses were classified as Lower Division (mostly enrolling first year and sophomore students) or Upper Division (mostly enrolling junior and senior students). Most faculty (64%) selected Upper Division (UD) courses upon which to base their responses. Only 27% selected a Lower Division (LD) course. Approximately 42% of faculty who reported teaching LD courses and 66% of faculty who reported teaching UD courses selected courses with enrollments of less than 50 students.

Questions and responses were sorted into seven categories for ease of reporting. They included: Academic Challenge, Student Interactions with Faculty, Active and Collaborative Learning, Enriching Educational Experiences, Supportive Campus Environment, Other, Educational and Personal Growth Items.

Academic Challenge

- Both faculty teaching Upper division (UD) classes and faculty teaching Lower division (LD) classes reported less OSU emphasis on studying and academic preparation than did either first year (FY) or senior (SR) students.
- Only 21% of LD faculty and 17% of UD faculty reported emphasizing memorization “very much” or “quite a bit” in class. Yet, 75% of FY and 67% of SR students reported their courses emphasized memorization “quite a bit” or “very much.”

- The cognitive area that both faculty and students agreed was emphasized the least in their classes was "making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions."
- Most faculty (>59%) reported they did not require written papers or reports of more than 10 pages or 5-10 pages in their courses. If papers or reports were required in their courses, then those papers tended to be less than five pages in length.
- The number of papers written of fewer than five pages did seem to have some relationship to the size of the LD class. Yet, for papers of more than five pages, the class size seemed to have very little impact on the number of medium to long papers that were required since generally no papers were assigned.
- The number of papers written of various lengths in UD classes did seem to have a relationship with class size. Yet, it appeared that if a medium to long paper was going to be assigned, then it would be assigned regardless of class size.
- The most frequently chosen category of time that faculty estimated that students spent in academic preparation for their course was between one and two hours per week. Yet, the faculty expectation for academic preparation for both lower and upper division students was nearer to the five to six hours per week category.

Student Interactions with Faculty

- Students tended to report talking with faculty most often about grades or assignments. To a lesser degree students indicated that they talked with faculty about career paths and then ideas from readings or classes. Faculty responses seemed to agree with these student perceptions.
- Faculty and students seemed to disagree about the promptness of feedback on student performance. While one might expect a substantial difference between feedback to lower division students and upper division students, the results did not show a strong difference.
- The percent of students who planned to work with faculty on research projects outside of class requirements was about the same as the percent of faculty who indicated that it was "important" or "very important" to them to have students working with them on research projects.

Active and Collaborative Learning

- The degree of student involvement in activities that increased a student's out-of-class involvement with academic material seemed to parallel the degree of importance that faculty placed on the activity. It was interesting to note that frequently faculty placed little emphasis on out-of-class academic activities that have been shown to increase student learning (e.g., students tutoring other students).
- Over 50% of faculty teaching UD classes indicated that their classes involved group projects while only a little over one-third of the seniors indicated that they often or very often were involved in group projects.
- The use of community-based projects as part of a course was not rated very highly by either students or faculty. This type of experience, though occurring in a small portion of the groups sampled, seemed not to be a common experience for either faculty or students.

Enriching Educational Activities

- Student use of computers in their academic work was seen as an emphasis at OSU by both students and faculty. Yet, when faculty were asked to rate the degree to which students

used an electronic medium to discuss or complete an assignment in their class, about 38% reported "never."

- Less than 25% of faculty at either the LD or UD level reported that students "often" or "very often" had serious conversations with students who were different from them in their course. Yet, about 50% of students indicated that they did frequently have serious conversations with students who differed from them. From this data the venues for these serious conversations appeared to be occurring outside of the classroom experience at least half of the time.
- The importance of practicum, internship and other sorts of field experiences was highly endorsed by both faculty teaching LD and faculty teaching UP courses. Likewise a large percentage of both first year and senior students indicated that they planned to engage in these activities prior to graduation. Interestingly however, the upper division faculty seemed to emphasize the importance somewhat more than the percent of senior students who were actually making those plans. While the reason for this discrepancy was not assessed, one might hypothesize that the rising costs of college attendance could prompt some students to want to graduate on an earlier schedule than engagement in a field experience might allow.
- While the majority of faculty did not assign great importance to student involvement in community service or volunteer work, over two-thirds of the combined SR and FY students planned to engage in this work before graduation.
- Generally, faculty placed a higher emphasis on study abroad experiences than did students.
- Participation in a learning community was somewhat less important to faculty teaching LD courses than it was to FY students. This may have had to do with the level of learning community recruitment that happened with FY students versus the level of education and support faculty received regarding the value of learning communities for entering students.

Supportive Campus Environment

- About two-thirds of FY students indicated that OSU emphasized providing academic support "very much" or "quite a bit" while a little over one-half of SR's responded likewise. Faculty responses were similar with about 58% indicating that academic support for students was emphasized at OSU "very much" or "quite a bit". Both faculty and students seemed to agree that helping students with their non-academic responsibilities or social needs was emphasized much less than academic support. Yet, student academic success was likely impacted by their non-academic and social success as well.
- Student-reported relationships with other students, faculty, and administrative offices generally were in the positive direction. Interestingly, faculty estimates of student relationships with these same groups tended to be somewhat lower than the student ratings.

Other

- About one-third of faculty reported that they never had class discussions or assignments that required students to use or consider diverse perspectives.
- Most faculty (66%) teaching LD classes reported that it was not important to them that students prepare two or more drafts of an assignment before turning it in. Yet, over half of FY students reported they often or very often did complete two or more drafts of an assignment.
- Faculty teaching LD courses tended to place considerably less emphasis on requiring papers or projects requiring information from various sources than faculty teaching UD classes.
- The use of lecture as a teaching strategy predominated at both the LD and the UD levels. The second most frequent activity was teacher-led discussions. Small group and

experiential activities ranked third and fourth in terms of mean percent of class time. There was very little difference in the percent of time devoted to each of the in-class activities between LD and UD classes even though more of the UD classes had fewer students than LD classes.

Educational and Personal Growth Items

- Most faculty (>50%) teaching LD classes reported structuring their courses "very much" or "quite a bit" to foster students' acquisition of a broad general education and critical and analytical thinking. Faculty teaching UD classes (>50%) tended to structure their classes to foster acquisition of a broad general education, job-related knowledge and skills, writing clearly and effectively, and critical and analytical thinking.
- Very few faculty (LD = 20%, UD = 29%) structured their course to influence a student's ability to speak clearly and effectively. About 40% of LD faculty structured their course "very much" or "quite a bit" to foster writing clearly and effectively.
- Generally, both FY and SR students reported less impact on their speaking skills resulting from their experiences at OSU than on other areas surveyed (e.g., acquiring a broad general education, job or work-related skills, analyzing quantitative problems, using computers, etc.).

Summary and Recommendations

1. Overall findings from this survey suggested that student activities tended to align with those activities that faculty believed to be important for students. The tremendous influence of faculty on students' academic skills, beliefs, and academic performance was evident throughout the survey.

2. Faculty appeared to be more interested in student outcomes than in the process for getting to the outcome. This was particularly evident in terms of faculty emphasis on those activities that pressed students to engage with academic material in specific ways outside of class (e.g., importance of students tutoring other students).

   The first two items above suggest that to challenge students and to engage them more fully in the academic endeavor, OSU must reinvest in faculty. The precise sorts of investments are likely a very controversial topic with a diversity of rationales and reasoning. Some will say that these results reflected the increasing teaching demand that has resulted from the increasing number of students and for some departments the reduction of faculty. Others will suggest that faculty teach in the same way that they have for years regardless of class size or changes in students. Still others will reflect that the problem is that students are not as prepared as they should be for the collegiate experience. In each case, the direction of investment would likely be very different. In essence, all three rationales for these results are to some degree true. That however does not answer the question of how to reinvest in faculty. Several avenues however seem to make sense in terms of this report.
   - Help faculty approach teaching from a learning perspective. Understanding the variety of ways in which students learn best and then applying pedagogies that support student learning seems essential. This could be a key initiative of the new Center for Teaching and Learning.
   - Make clear to the OSU community the priorities in terms of academic programs. The strategic plan offers a vehicle for clearly articulating priorities and strategic investments.
   - OSU values both teaching and scholarship. As such faculty position descriptions should reflect both teaching and scholarship. Similar to having a minimum FTE

allocated to scholarship faculty position descriptions should also have a minimum FTE allocated to teaching. This would more accurately reflect the value that OSU places on teaching.

3. Specific core areas of student learning like public speaking may need to be revisited in terms of the curriculum. If OSU students are to compete with students from like institutions in the job market, their speaking ability may need more focused attention within the curriculum. Perhaps developing a "speaking across the curriculum" program could allow students to learn fundamentals in the baccalaureate core and more discipline-specific skills as they move into upper division courses.

4. Likely further investigation is needed into those areas in which faculty and students had very different impressions (e.g., emphasis on memorization, promptness of feedback). Some of the differences may be due to specific teaching versus testing strategies as well as the fact that many classes have only two opportunities for feedback during a quarter. This too could be an initial undertaking for the new Center for Teaching and Learning.

5. Use this data to inform the partnership between the Academic Success Center and the Center for Teaching and Learning.

6. Determine if there are any key areas upon which OSU wants to focus and follow progress year to year.

7. Repeat FSSE in 2005 for additional baseline data but use a tighter sample of faculty teaching at least one undergraduate course.

Further Questions

- How can this information be used along with the results of the 2003 NSSE to improve programs and services to students? Where are the leadership opportunities?

- What are the desired outcomes? Who should determine them? Who should provide leadership and be responsible for them?

- Do we have a model for engaging students in educationally purposeful activity? Do we need one?

- What is the impact, if any, of class size on faculty selection of teaching strategies and student engagement?

- Do lower division students need more writing opportunities? OSU emphasizes writing competency through the WIC program which is geared to upper division students. Are lower division students having adequate writing experiences?

- Is it important for students to have more opportunities to develop oral communication skills? If so, how would OSU accomplish this?

- What are the implications for increasing the coursework emphasis on higher order thinking skills and how would that translate into student perception and interaction with academic material?

- Is there a need for more overt support of students academically, socially, and for managing non-academic responsibilities? If so, what would it look like and how would it be accomplished?

- How do students and faculty measure the level of institutional support provided to students? Is there a disconnection between the student's expectation of support and the support provider's expectation of acting as the institution's representative?

- Is OSU operating from a structure and under conditions that make student engagement more difficult—quick pace of quarters, large classes, etc. Does the structure of the academic calendar make it more difficult for students to write, to discus, to speak, to work in teams? What impact does the structure of educational delivery have on student involvement in educationally purposeful activity?

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INTRODUCTION

OSU was invited to participate in a pilot study of the Faculty Survey of Student Engagement (FSSE). The invitation went to all colleges and universities who were participating in the National Survey of Student Engagement (NSSE) during spring, 2003.

The Faculty Survey of Student Engagement was designed as a pilot study to obtain information from colleges and universities across the nation. The Survey examined the ways in which faculty involved undergraduate students in good educational practices both inside and outside of the classroom. The FSSE was constructed to parallel the NSSE in which OSU had participated since 2002. The faculty version focused on:

- Faculty perceptions of how often their students engaged in different educationally purposeful activities;
- The importance faculty placed on various areas of learning and development of students;
- The types of interactions faculty had with students; and,
- How faculty members organized time (NSSE 2003 Faculty Survey of Student Engagement Invitation to Participate, 2002).

OSU data from the FSSE was compiled by the Center for Survey Research at Indiana University and forwarded to OSU along with summary data reports (e.g., means, frequency distributions).

METHODOLOGY

Participants in the study were OSU faculty who taught at least one undergraduate course during the Winter or Spring Term 2003. Faculty from the OSU F1 and F2 listservs were invited to participate and instructed not to participate if they did not teach at least one undergraduate course Winter or Spring Term, 2003. GTA's were excluded from the study participants. During Winter and Spring Term, 1048 unduplicated faculty (i.e., instructors, professorial, professional, and courtesy) taught at least one undergraduate course (100-400).

Dr. Leslie Burns, Interim Vice Provost for Academic Affairs, invited faculty to participate via email listservs. Faculty members were given the URL to a web site administered by Indiana University and a password specifically for OSU. The survey was administered entirely on the web. When faculty were finished completing the survey, they submitted their responses directly to FSSE. Follow-up emails from Dr. Burns occurred on two occasions encouraging faculty to participate in the study and including the URL and OSU password. The data was collected from February to May, 2003.

Completed surveys were coded so that Indiana University's Survey Research Center could track responses. The surveys themselves contained no individually identifying information. OSU was provided with summary data from FSSE and did not receive any information that identified respondents or non-respondents. Further FSSE and Indiana's Center for Survey

Research will not release individual identities or individual or institutional data to other researchers or agencies without the expressed permission of OSU.

DATA ANALYSIS

OSU received several reports from FSSE: A report of respondent characteristics, response frequency distributions, frequency distributions by lower division classes and upper division classes, and reports comparing FSSE faculty responses to NSSE student responses on similar items. In addition, FSSE also sent the raw data which allowed additional comparisons to be made. The two surveys, Pilot FSSE and NSSE, were administered during the same time period in spring 2003.

RESULTS

A total of 205 faculty members responded to the FSSE. This was an estimated return rate of 20% of the 1048 faculty who were listed as teaching at least one undergraduate course during either 2003 Winter or Spring Terms. The Results section of this report was organized into the following sections: Respondent Characteristics, Information about Courses Selected by Faculty as Bases for Responses, NSSE Benchmark Categories (Academic Challenge, Student Interactions with Faculty, Active and Collaborative Learning, Enriching Educational Experiences, Supportive Campus Environment), and Other.

The Faculty Survey of Student Engagement was designed to parallel many items on the National Survey of Student Engagement administered to first year and senior students during the same time period as the FSSE. Direct comparisons could not be made as the questions were not identical but merely parallel. Nevertheless, when faculty items on the FSSE and student items on the NSSE were parallel the results were reported together.

RESPONDENT CHARACTERISTICS

The following table (Table 1) provided the characteristics of OSU faculty who responded to the FSSE. Note that faculty respondents were asked to select one course upon which to base their responses. This course was to be categorized as Lower Division (mostly enrolling first year students and sophomore students) or Upper Division (mostly enrolling juniors or seniors). The "other" category was made up of faculty who teach undergraduate students but whose course may not easily fit into one of the other two categories. Since the number of faculty reporting "other" was so small (n = 17), this group was not included in further reporting of results.

Table 1
Respondent Characteristics

	Lower division (mostly first year and sophomores)	**Upper division (mostly juniors and seniors)**	**Other (courses that could be a mix of UD and LD)**	**Total**
Total number of respondents	56	132	17	205
Class size				
Fewer than 20	9%	21%	24%	18%
20-49	32%	45%	41%	41%
50-99	18%	26%	35%	24%
100 or more	41%	8%	0%	17%

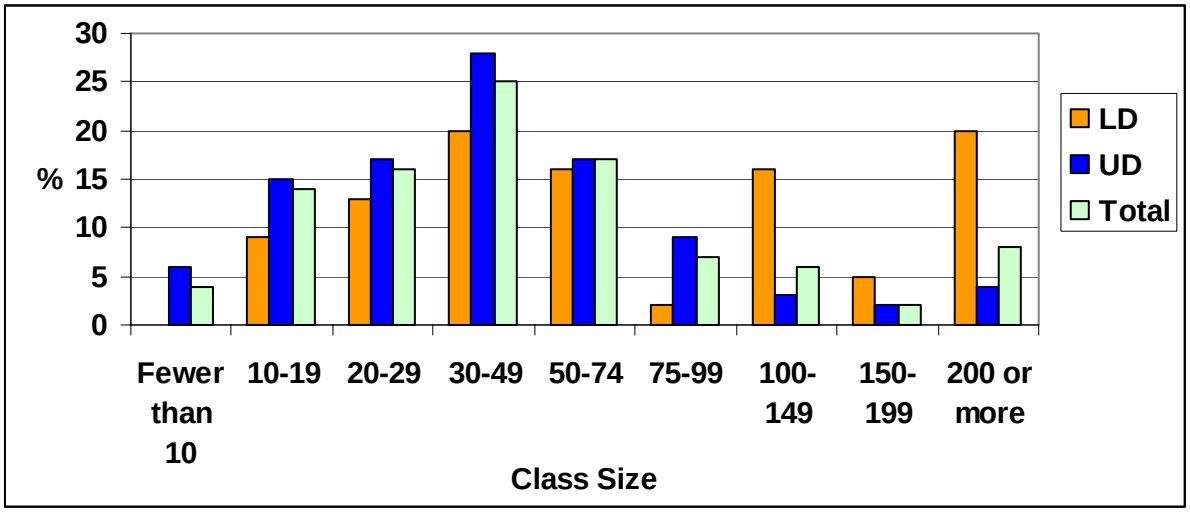
Table 1 (continued)

	Lower division (mostly first year and sophomores)	Upper division (mostly juniors and seniors)	Other (courses that could be a mix of UD and LD)	Total
Total number of respondents	56	132	17	205
Full time/Part time				
Part time	10%	13%	25%	13%
Full time	90%	87%	75%	87%
Rank				
Professor	25%	29%	13%	27%
Associate Professor	22%	22%	25%	22%
Assistant Professor	22%	31%	19%	27%
Instructor	29%	15%	31%	21%
Lecturer	0%	1%	0%	1%
GTA	2%	0%	0%	1%
Other	0%	2%	13%	2%
Tenure status				
Tenured	51%	52%	63%	53%
On tenure track but not tenured	14%	26%	13%	22%
Not on tenure track, institution has tenure	35%	21%	25%	25%
No tenure system	0%	0%	0%	0%
Years teaching				
Less than 5	18%	12%	13%	14%
6-10	18%	20%	19%	19%
11-15	12%	15%	0%	13%
More than 15	51%	53%	69%	54%
Age				
Less than 35	8%	8%	13%	8%
35-44	24%	25%	19%	24%
45-54	36%	36%	25%	35%
More than 54	32%	32%	44%	33%
Gender				
Male	52%	68%	63%	63%
Female	48%	33%	38%	37%
Race/ethnicity				
African American/Black	4%	1%	0%	2%
American Indian/Alaska Native	2%	0%	0%	1%
Asian/Pacific Islander	4%	3%	0%	3%
Caucasian/White	82%	83%	100%	84%
Hispanic, Latino, or Spanish	2%	0%	0%	1%
Other	2%	7%	0%	5%
Multi-racial/ethnic	4%	7%	0%	6%
International	4%	7%	6%	6%
Discipline of appointment				
Arts and Humanities	22%	11%	19%	14%
Biological Sciences	4%	12%	19%	11%
Business	4%	10%	0%	7%
Education	4%	1%	0%	2%
Engineering	4%	8%	13%	7%
Physical Science	16%	11%	13%	12%
Professional	2%	4%	13%	4%
Social Science	18%	8%	0%	10%
Other	26%	35%	25%	32%

INFORMATION ABOUT COURSES SELECTED AS BASES FOR RESPONSES

Faculty respondents were asked to base their answers on one selected course. Most faculty (64%) selected upper division (mostly juniors and seniors) courses upon which to base their responses. Only 27% selected a lower division course (mostly first year students and sophomores).

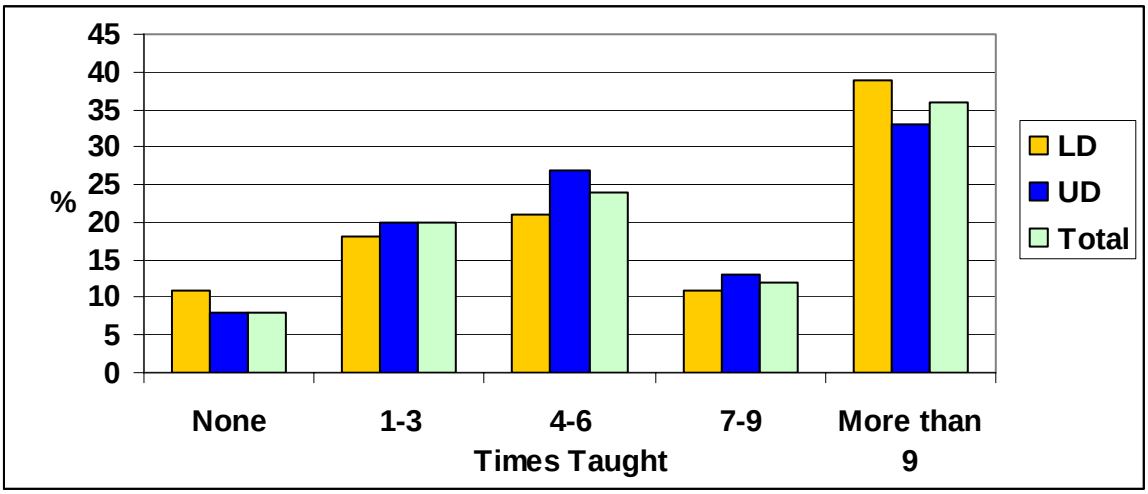
Chart 1
Number of Students Enrolled in Selected Course



Approximately 42% of faculty who reported teaching lower division (LD) courses and 66% of faculty who reported teaching upper division (UD) courses selected courses with enrollments of less than 50 students (Chart 1). Additionally, only about 16% of the courses selected by faculty had an enrollment of 100 or more students, most of which were lower division classes.

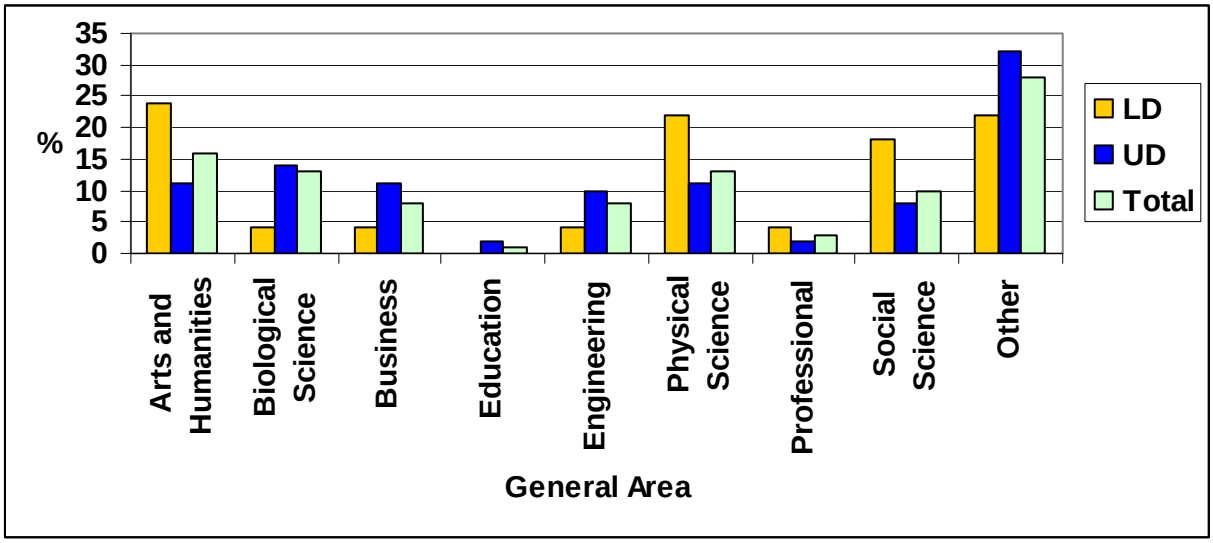
Most respondents reported that they had taught their specified course at least once before (Chart 2). Approximately 36% had taught the selected course more than nine times. Only 8% reported that they had never taught that particular course before.

Chart 2
Number of Times Course Taught by Specific Faculty Member



The four most frequently cited areas of the lower division (LD) courses were: Arts and Humanities (24%), Physical Science (22%), Other (22%), and Social Science (18%). For upper division (UD) classes the five areas most frequently cited included: Other (32%), Biological Science (14%), Arts and Humanities (11%), Business (11%), Physical Science (11%) (Chart 3).

Chart 3
General Area of Selected Course



The remainder of the Results section categorized items into the five benchmark categories for the NSSE as well as an Other category for items that were not included in the NSSE benchmarks. This was done so that both the 2003 NSSE report and the 2003 FSSE report could be reviewed in tandem. In addition, faculty responses to items that were not parallel to items on the student questionnaire but which pertained to the categories were also included.

ACADEMIC CHALLENGE

Academic Challenge was defined as a category of items that reflected high levels of student achievement, the importance of academic effort, and setting high expectations for student performance.

Faculty teaching lower division classes tended to report less OSU emphasis on “students spending significant amounts of time studying and on academic work” than did upper division faculty. Students however reported more OSU emphasis on studying than did either of the faculty groups (Table 2).

Table 2
OSU Emphasis on Student Study Time

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
Extent OSU Emphasizes:					
Requiring students to spend significant amounts of time studying and on academic work			**Spending significant amounts of time studying and on academic work**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	43%	8%	First Year	75%	2%
Upper Division	59%	7%	Senior	80%	1%

Faculty and students were asked about the cognitive processes that were emphasized in their classes. Generally, these were an adaptation of Bloom's (1956) taxonomy of cognitive complexity. The lowest level of complexity was Memorization and the highest level was Application with several increasingly complex cognitive processes in between (Refer to Table 3).

Table 3
Coursework Emphasis

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
Extent Coursework Emphasizes:					
Memorizing facts, ideas, or methods from your course and readings			**Memorizing facts, ideas, or methods from your course and readings**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	21%	44%	First Year	75%	3%
Upper Division	17%	35%	Senior	67%	6%
Analyzing the basic elements of an idea, experience or theory			**Analyzing the basic elements of an idea, experience or theory**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	75%	10%	First Year	69%	3%
Upper Division	79%	2%	Senior	82%	2%
Synthesizing and organizing ideas, information, or experiences			**Synthesizing and organizing ideas, information, or experiences**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	65%	4%	First Year	51%	8%
Upper Division	78%	2%	Senior	65%	7%
Making judgments about the value of information, arguments or methods			**Making judgments about the value of information, arguments, or methods**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	48%	25%	First Year	47%	12%
Upper Division	61%	17%	Senior	53%	9%

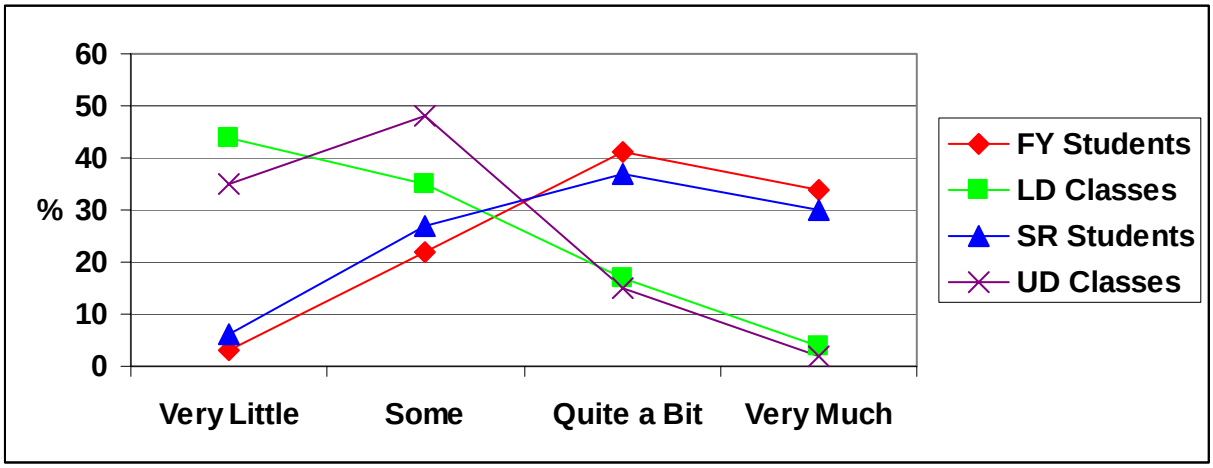
Table 3 (continued)

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
Extent Coursework Emphasizes:					
Applying theories or concepts to practical problems or in new situations			**Applying theories or concepts to practical problems or in new situations**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	63%	8%	First Year	72%	5%
Upper Division	76%	4%	Senior	70%	6%

Those areas that faculty reported emphasizing in classes generally agreed with student perceptions except in the area of "Memorizing facts, ideas, or methods from courses or readings." Approximately 21% of faculty teaching lower division classes indicated that they emphasized memorization "very much" or "quite a bit." Upper division faculty emphasized memorization somewhat less than lower division faculty (i.e., 17%). Interestingly, most FY (75%) and SR (80%) students reported that their classes emphasized memorizations "quite a bit" or "very much." Note that 44% of LD classes indicated they emphasized memorization very little while only 35% of UD classes made that claim. From a student perspective the belief that memorization was important for academic success was evident.

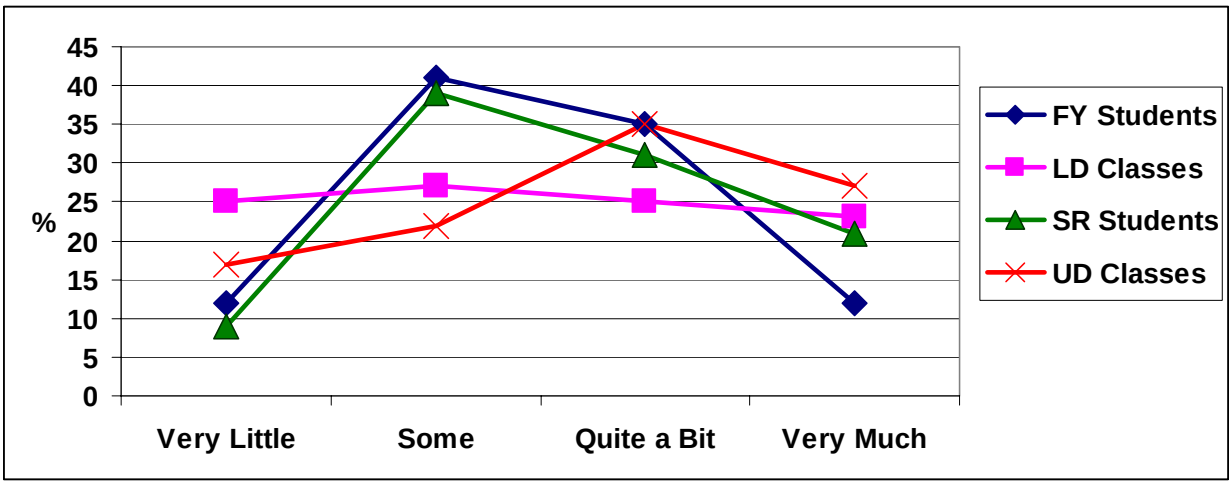
The following graph (Chart 4) depicted the sharp differences in perceptions between faculty and students about the emphasis on memorization in classes.

Chart 4
Degree to Which Coursework Emphases Memorization:
Comparison of 2003 FSSE and 2003 NSSE



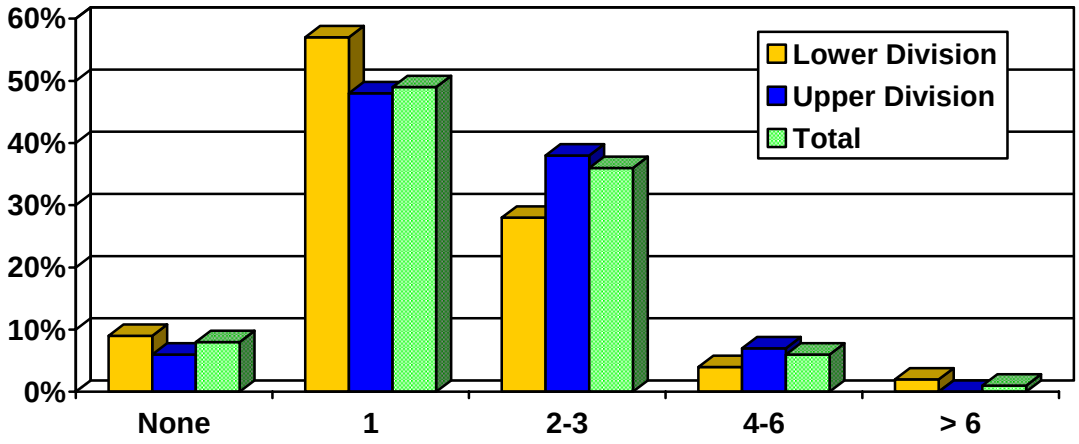
The cognitive area that both faculty and students agreed was emphasized the least in their classes was "making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions." Given the proliferation of easily accessible information via the internet, increased emphasis on evaluating information may be warranted. The chart below provides frequency distributions for this item.

Chart 5
Degree to Which Coursework Emphases Making Judgments: Comparison of 2003 FSSE and 2003 NSSE



Most faculty at both the Lower Division level(85%) and Upper Division (86%) level assigned between one and three texts or book length packs of materials for classes. Less than 10% of faculty did not assign at least one text or book-length pack of course materials (Chart 6).

Chart 6
Number of Assigned Textbooks, Books, and/or Book Length Packs of Course Readings for Faculty Specified Course



Number of Assigned Books or Book-length Packets of Materials

Most faculty reported that they did not require written papers of more than 10 pages or 5-10 pages in their courses whether at the upper division level or the lower division level. If papers were required in courses, then those papers tended to be short (i.e., Less than 5 pages in length) (Table 4).

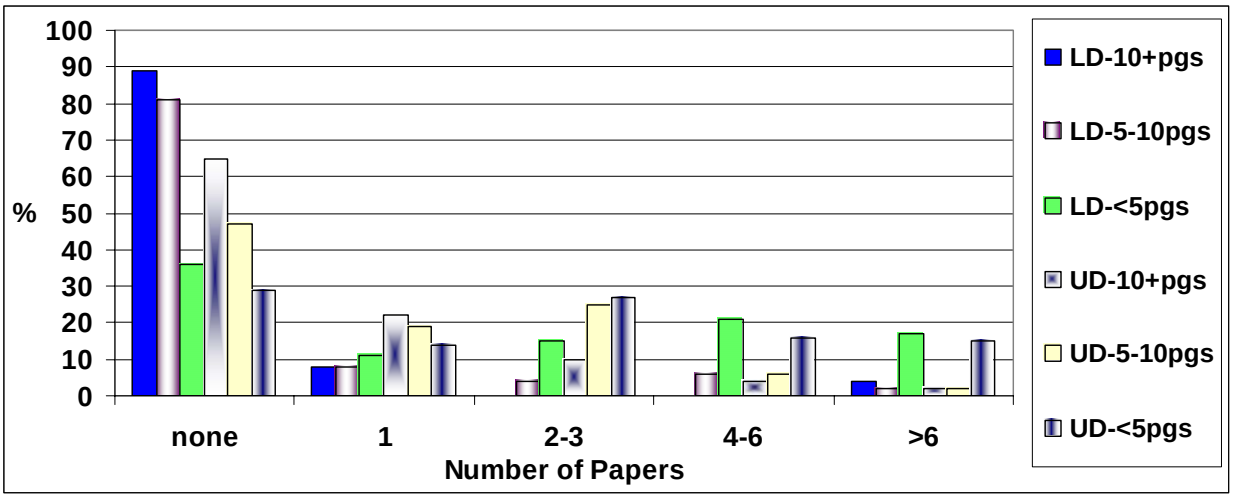
Some difference between lower division classes and upper division classes was demonstrated in terms of the number of longer papers assigned. Upper division classes tended to require more papers of 10 or pages and 5-10 pages than did lower division classes.

Table 4
Papers Written

FSSE 2003 Faculty Responses					
Number of written papers of more than 10 pages					
	None	1	2-3	4-6	More than 6
Lower Division	89%	8%	0%	0%	4%
Upper Division	65%	22%	10%	4%	2%
Total	70%	18%	7%	3%	3%
Number of written papers between 5 and 10 pages					
	None	1	2-3	4-6	More than 6
Lower Division	81%	8%	4%	6%	2%
Upper Division	47%	19%	25%	6%	2%
Total	59%	15%	18%	6%	2%
Number of written papers of fewer than 5 pages					
	None	1	2-3	4-6	More than 6
Lower Division	36%	11%	15%	21%	17%
Upper Division	29%	14%	27%	16%	15%
Total	31%	14%	22%	18%	15%

The following graphically depicted the amount of writing required in lower division and upper division classes.

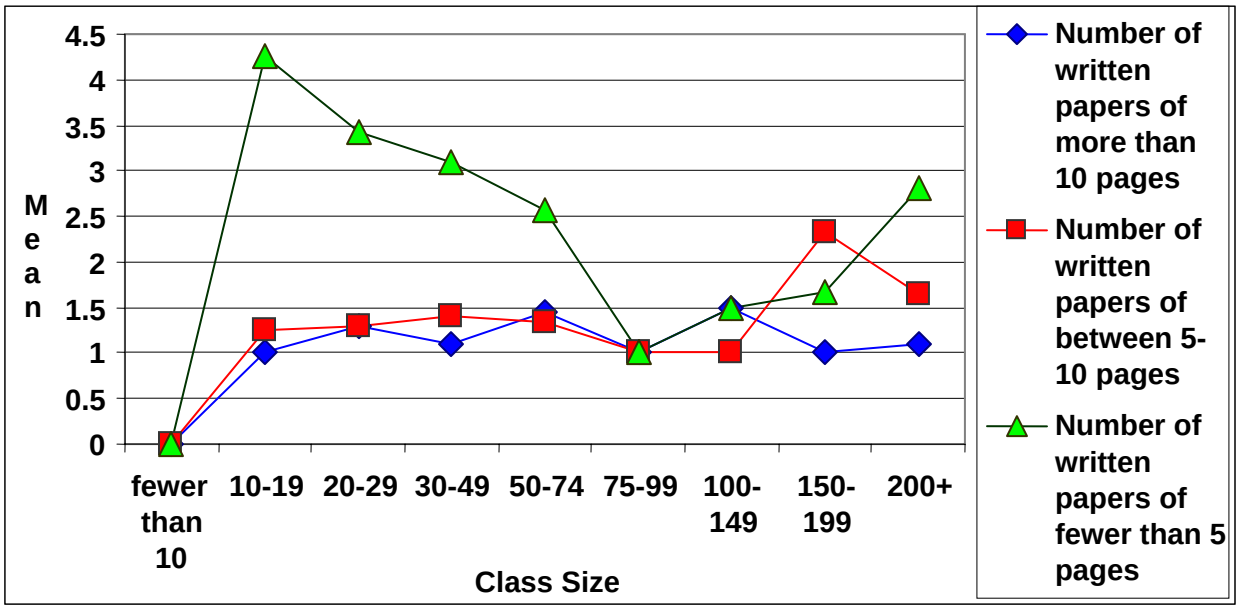
Chart 7
Number of Written Papers Assigned of 10 or More, 5-10, or Less than 5 Pages in Length



In the following chart (Chart 8), note that the number of papers written of fewer than 5 pages did seem to have some relationship to the size of the lower division class. Yet for papers of more than 5 pages, the class size seemed to have very little impact on the number of medium to long papers that were required since generally no papers were assigned.

Chart 8

Mean Number of Papers Written in Lower Division Classes

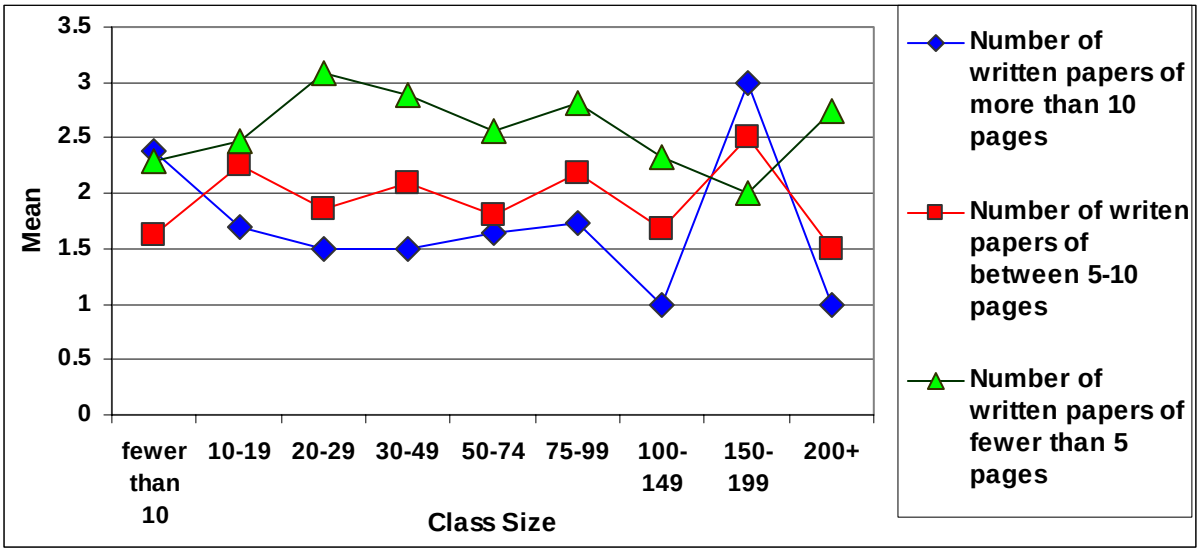


Scale: **1** = None, **2** = One, **3** = Between 1 and 3, **4** = Between 4 and 6, **5** = More than 6

The number of papers written of various lengths in upper division classes did seem to have a relationship with class size as the chart below suggested (Chart 9). Yet, it did appear that if a medium to long paper was going to be assigned, that it was assigned regardless of class size.

Chart 9

Mean Number of Papers Written in Upper Division Classes



Scale: **1** = None, **2** = One, **3** = Between 1 and 3, **4** = Between 4 and 6, **5** = More than 6

Most faculty (52%) reported that they assigned one to two homework assignments per week that were estimated to take over one hour to complete. Approximately the same percentage

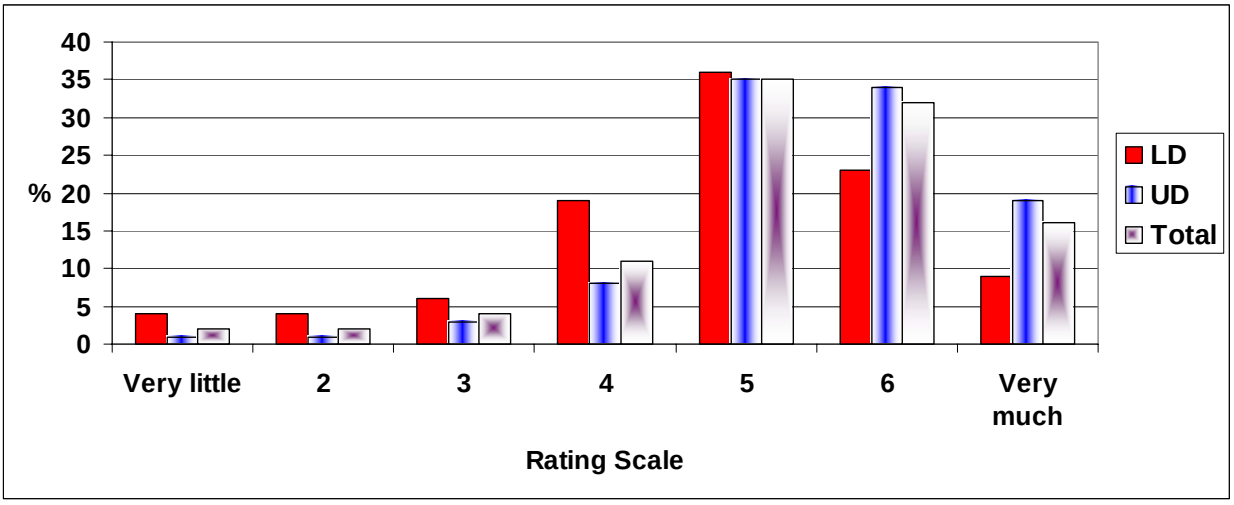
(52%) indicated that they assigned no homework that took less than one hour to complete during a week (Table 5).

Table 5
Homework Assignments

FSSE 2003 Faculty Responses					
Number of homework assignments in selected course section in a typical week that take students *more than one hour* to complete					
	None	1-2	3-4	5-6	More than 6
Lower Division	23%	42%	23%	2%	11%
Upper Division	23%	58%	10%	3%	6%
Total	24%	52%	13%	4%	8%
Number of homework assignments in selected course section in a typical week that take students *less than one hour* to complete					
	None	1-2	3-4	5-6	More than 6
Lower Division	42%	40%	9%	4%	6%
Upper Division	55%	36%	7%	2%	1%
Total	52%	36%	7%	3%	2%

Generally, most faculty members tended to believe that their evaluation methods challenged students at least somewhat to do their best work. Overall, students tended to agree with this (Chart 10).

Chart 10
Degree to Which Evaluation Methods Challenged Students to Do Their Best



Yet, neither group reported very large percentages of either students or faculty who believed that evaluation methods challenged students to do their best work very much (Table 6). The influence of evaluation methods on student motivation and achievement was not assessed. However, there has been some research to suggest that evaluation methods can be structured in such a way as to increase student learning (Murray, 1990).

Table 6
Evaluation and Student Challenge

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
Extent to Which:					
Your evaluations of student performance (e.g, examinations, portfolio) challenged students to do their best work			**Your examinations during the current school year have challenged you to do your best work**		
	Very much	Very little		Very much	Very little
Lower Division	9%	4%	First Year	15%	0%
Upper Division	19%	1%	Senior	15%	1%

Only about one-quarter of the faculty appeared to believe that faculty expectations prompted 50% or more of their students to work harder than normal to meet the standard. Yet about 40% of students indicated that they "often" or "very often" worked harder than they thought they could to meet an instructor's expectation or standard (Table 7).

Table 7
Student Effort to Meet Faculty Expectations

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
What percent of students in your class:			**How often do you:**		
Work harder than they usually do to meet your standards			**Work harder than you thought you could to meet an instructor's standards or expectations**		
	50% or higher	Never		Very often or often	Never
Lower Division	25%	4%	First Year	38%	13%
Upper Division	29%	3%	Senior	43%	10%

As might be anticipated, faculty tended to expect more hours devoted to academic preparation than they believed that students actually devoted. This was true at both the lower division and upper division levels (Chart 11 and Chart 12).

The most frequently chosen category of time that faculty estimated that students spent in academic preparation for their course was between one and two hours per week. Yet, the faculty expectation for academic preparation for both lower and upper division students was nearer to the five to six hours per week category. While this finding was not unanticipated, it clearly demonstrated a difference between faculty expectation and what faculty believed to be the reality. Additionally, faculty teaching lower division classes tended to expect fewer study hours for their class than did the faculty teaching upper division classes. Research has shown that students nationally do not spend the 3 hours of out-of-class preparation time per hour of in-class time that many faculty recommend (2003 YFCY Report).

In the case of this study the mean number of hours that faculty expected students to spend each week for their course was 5-6 hours and the mean number of hours that faculty estimated

students actually spent was 1-2 hours. There was no difference in means in terms of expectation or faculty estimates between lower division and upper division classes.

Chart 11

Number of Hours per Week Faculty Expect and Estimate That <u>Lower Division</u> Students Devote to Preparation for Specified Course

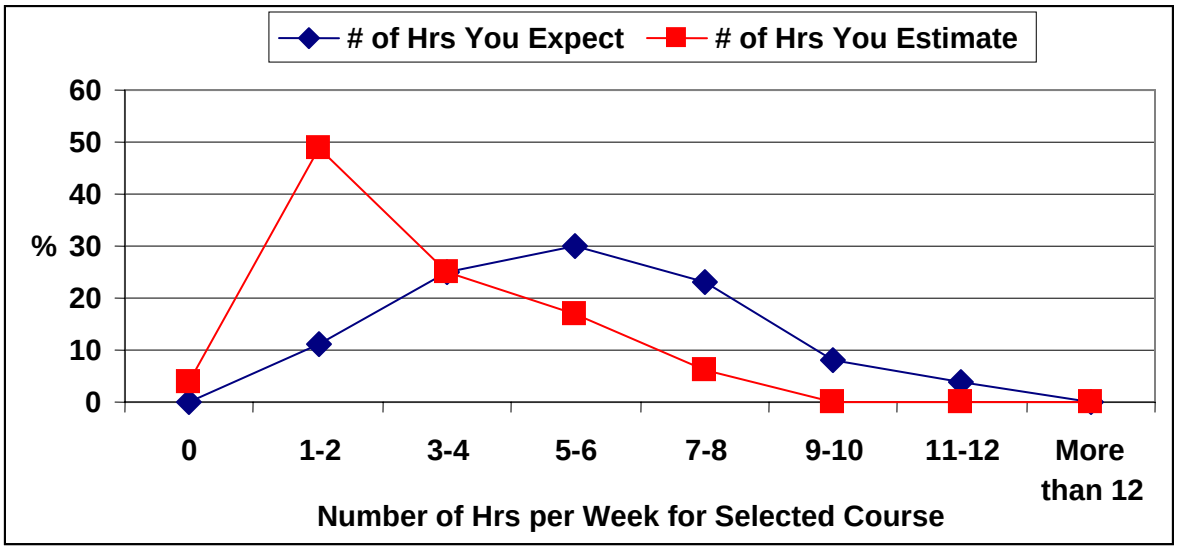
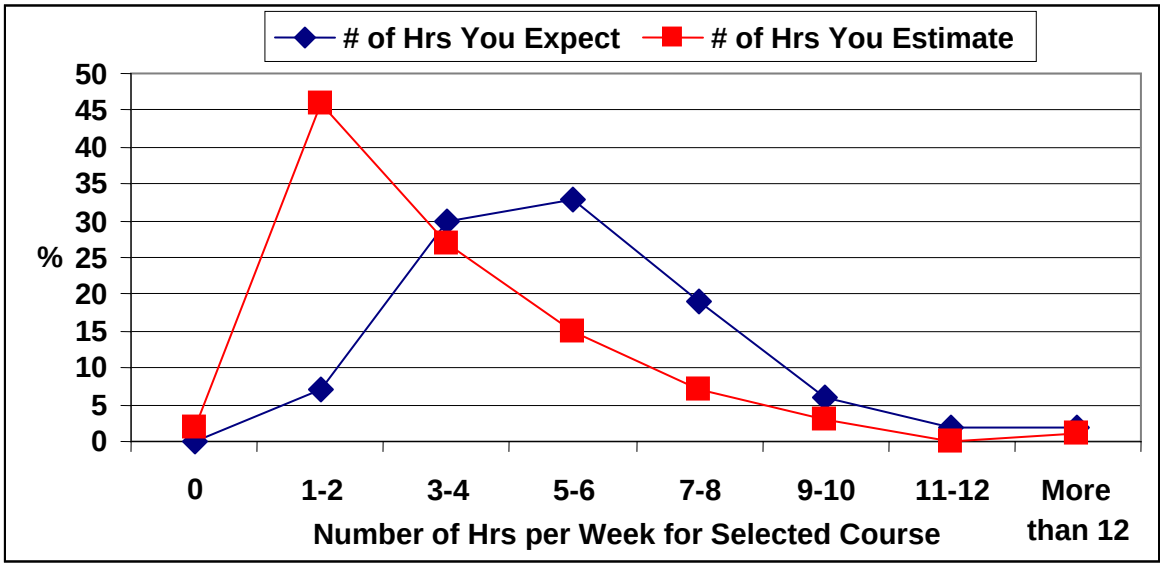


Chart 12

Number of Hours per Week Faculty Expect and Estimate That <u>Upper Division</u> Students Devote to Preparation for Specified Course



Faculty and students tended to be very similar in their response to the number of students who frequently came to class without completing readings or assignments (Table 8). Faculty estimated that about 40% of their class came to class without completing readings or assignments about 50% or more of the time. About 1/3 of students indicated that they often or very often came to class without completing readings or assignments.

Table 8
Class Attendance Without Completing Assignments

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
What percent of students in your selected course section:			**How often do you:**		
Frequently come to class without completing readings or assignments			**Come to class without completing readings or assignments**		
	50% or higher	Never		Very often or often	Never
Lower Division	40%	2%	First Year	31%	10%
Upper Division	40%	2%	Senior	33%	14%

STUDENT INTERACTIONS WITH FACULTY

Student Interactions with Faculty pertained to the items demonstrating student contact with faculty. Research was clear that the single most influential factor in student motivation and involvement was frequent student-faculty contact inside and outside of the classroom (Chickering & Gamson, 1987).

Most students reported that they tended to communicate with faculty “often” or “very often” using email. Roughly one-quarter of faculty indicated that half or more of their students used email to communicate with them (Table 9).

Table 9
Email Communication

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
What percent of students in your selected course:			**How often do you:**		
Used email to communicate with you			**Use email to communicate with an instructor**		
	50% or higher	Never		Very often or often	Never
Lower Division	27%	0%	First Year	64%	4%
Upper Division	18%	1%	Senior	77%	2%

Students tended to report talking with faculty most often about grades or assignments. To a lesser degree students indicated that they talked with faculty about career plans and then ideas from readings or classes. Faculty responses seemed to agree with these student perceptions (Table 10).

Table 10
Student Discussions with Faculty

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
What percent of students in your selected course:			**How often do you:**		
Discussed grades or assignments with you			**Discuss grades or assignments with an instructor**		
	50% or higher	Never		Very often or often	Never
Lower Division	13%	0%	First Year	37%	14%
Upper Division	18%	0%	Senior	52%	5%
Talked about career plans with you			**Talk about career plans with an instructor**		
	50% or higher	Never		Very often or often	Never
Lower Division	9%	20%	First Year	28%	26%
Upper Division	12%	8%	Senior	36%	17%
Discussed ideas from readings or classes with you outside of class			**Discuss ideas from your readings or classes with faculty members outside of class**		
	50% or higher	Never		Very often or often	Never
Lower Division	5%	18%	First Year	10%	57%
Upper Division	7%	8%	Senior	17%	33%

Faculty and students tended to disagree about the promptness of feedback on student performance. While one might expect a substantial difference between feedback to lower division students and upper division students, these results did not show a strong difference (Table 11). The difference between student and faculty perceptions of promptness likely had to do with students and faculty having different definitions for promptness. Alternatively though, there may be a need to rethink evaluation methods and how to provide more frequent feedback to students that takes a shorter time to grade or that uses technology to provide almost instant feedback.

Table 11
Faculty Feedback to Students

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
What percent of students in your course:			**How often do you:**		
Receive prompt feedback (written or oral) from you on their academic performance			**Receive prompt feedback (written or oral) from faculty on your academic performance**		
	Very often or often	Never		Very often or often	Never
Lower Division	84%	2%	First Year	32%	16%
Upper Division	92%	1%	Senior	47%	9%

Additionally, when class size and level of class (LD or UD) was considered, there were no real differences in faculty rating of feedback promptness. Large classes (more than 100 students) and small classes (less than 30 students) at both the lower division level and the upper division level rated promptness of feedback at about the "often" level when means were compared. This was somewhat surprising since it was assumed that faculty teaching large classes would report more difficulty providing timely feedback than those teaching smaller courses.

Table 12
Student Research with Faculty

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**	
How important is it to you that students:			**Before you graduate do you plan to:**	
Work on a research project with you outside of program requirements			**Work on a research project with a faculty member outside of course program requirements**	
	Very Important or Important	Not Important		Yes, I plan to do this before graduation
Lower Division	18%	41%	First Year	26%
Upper Division	27%	38%	Senior	29%

Students who planned to work with faculty on research projects outside of class requirements reported about the same percent as faculty who indicated that was "important" or "very important" to them to have students working with them on research projects (Table 12). This similarity was most noticeable with faculty teaching upper division courses and senior students.

ACTIVE AND COLLABORATIVE LEARNING

Research has shown that students learned more when they were engaged in their education and when they were asked to think about and collaborate with others to solve problems or master difficult material. The items in this area were related to active learning strategies and collaboration which combined in-class experiences and learning with out-of-class involvement with academic material.

Students tended to rate themselves as participating in class discussions to a somewhat greater degree than the faculty rating (Table 13). FY students reported much less participation in class discussions than did the SR students. This also seemed to be supported by the rating of upper division and lower division faculty.

Table 13
Class Discussions

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
What percent of students in your class:			**How often did you:**		
Frequently ask questions in class or contribute to class discussions			**Ask questions in class or contributed to class discussions**		
	50% or higher	Never		Very often or often	Never
Lower Division	14%	0%	First Year	29%	13%
Upper Division	27%	2%	Senior	54%	5%

The differences in ratings between faculty teaching lower division courses and first year student ratings on both of the items below was relatively small (Table 14). For lower division students the use of group projects appeared to be a somewhat common experience in the lower division classes.

The greater discrepancy seemed to occur between the ratings of faculty teaching upper division classes and senior students. Faculty teaching upper division classes indicated that the majority of their classes involved group projects while only about one-third of the seniors indicated that they "often" or "very often" were involved in group projects (Table 14). Some of this discrepancy may be the result of defining upper division as mostly juniors and seniors, while the student rating was done by all seniors. Nevertheless, there did appear to be some difference in student and faculty rating on this item.

Table 14
Group or Community Work

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
How often do students in your course:			**How often do you:**		
Work with other students on projects during class			**Work with other students on projects during class**		
	Very often or often	Never		Very often or often	Never
Lower Division	50%	18%	First Year	46%	8%
Upper Division	61%	16%	Senior	36%	17%
Participate in a community-based project as part of your course			**Participate in a community-based projects as part of a regular course**		
	Very often or often	Never		Very often or often	Never
Lower Division	0%	89%	First Year	3%	75%
Upper Division	11%	72%	Senior	5%	68%

The use of community-based projects as part of a course was not rated very highly by either students or faculty. This type of experience, though occurring in a small portion of the groups sampled, seemed not to be a common experience for either faculty or students (Table 14).

The items in the table below (Table 15) suggested activities that increased a student's out-of-class involvement with academic material. Interestingly, the student rating of frequency of involvement in these activities seemed to parallel the degree of importance that faculty placed on the activity. This was particularly noticeable regarding tutoring or teaching other students.

Table 15
Student Interaction with Academic Material

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
How important is it to you that your students:			**How often did you:**		
Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)			**Discus ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)**		
	Very important or important	Not important		Very often or often	Never
Lower Division	36%	34%	First Year	53%	7%
Upper Division	46%	15%	Senior	61%	4%
Tutor or teach other students (paid or voluntary)			**Tutor or teach other students (paid or voluntary)**		
	Very important or important	Not important		Very often or often	Never
Lower Division	12%	62%	First Year	12%	50%
Upper Division	19%	54%	Senior	18%	48%
Work with classmates outside of class to prepare class assignments			**Work with classmates outside of class to prepare class assignments**		
	Very important or important	Not important		Very often or often	Never
Lower Division	23%	50%	First Year	39%	13%
Upper Division	49%	27%	Senior	56%	6%

ENRICHING EDUCATIONAL ACTIVITIES

Learning opportunities that complemented the in-class experiences of students augmented their in-class learning. These experiences helped them to integrate what they know into a part of themselves. Items in this category referred to experiences that enriched the academic and collegiate experience.

Students and faculty seemed to agree about the extent to which OSU emphasized contact among students from different economic, social, and racial or ethnic backgrounds (Table 16) Roughly a little over one-third of faculty reported that OSU emphasized this contact "very much" or "quite a bit." The majority of responses however were in the "some emphasis" category which was not a strong endorsement regarding the perception of OSU emphasis on interaction between and among diverse people.

Students tended to rate OSU emphasis on attending campus events somewhat higher than faculty (Table 16). First year students rated this higher than senior students. The same appeared to be true of seniors and upper division faculty. For these first two items in particular,

the influence of residential living versus off campus living could have had some impact though that was not investigated in this study. Since most first year students live in residence halls, reaching them with advertising, involving them in conversations about diversity, and the close living conditions could be a factor in the difference between first year students and senior student perceptions.

Table 16
Frequency of Educationally Enriching Activity—OSU Emphasis

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
Extent to which OSU emphasizes:					
Encouraging contact among students from different economic, social and racial or ethnic backgrounds			**Encouraging contact among students from different economic, social and racial or ethnic backgrounds**		
	Very much or quite a bit	Very little		Very much or quite a bit	Very little
Lower Division	39%	10%	First Year	35%	17%
Upper Division	31%	19%	Senior	24%	34%
Attending campus events and activities (special speakers, cultural events, symposia, etc.)			**Attending campus events and activities (special speakers, cultural events, symposia, etc.)**		
	Very much or quite a bit	Very little		Very much or quite a bit	Very little
Lower Division	41%	12%	First Year	54%	6%
Upper Division	34%	14%	Senior	44%	13%
Encouraging students to use computers in their academic work			**Encouraging students to use computers in their academic work**		
	Very much or quite a bit	Very little		Very much or quite a bit	Very little
Lower Division	88%	2%	First Year	85%	3%
Upper Division	88%	2%	Senior	91%	1%

Clearly both faculty and students agreed that OSU encouraged students a great deal to use computers in their academic work. Whether this was a result of "OSU efforts" or the contemporary learning environment and expectations of faculty was not assessed. Yet, this set of items raised the question regarding who constituted OSU and who was responsible for emphasizing student involvement in educationally enriching activity.

As the previous results suggested, students' use of computers was seen as an emphasis at OSU by both students and faculty. Yet, when faculty were asked to rate the degree to which students used an electronic medium to discuss or complete an assignment in their class, about 38% reported never (Table 17). This contrasted with the student response where well over one half indicated that they "often" or "very often" used an electronic medium to discuss or complete an assignment.

Table 17
Course Emphasis—Educationally Enriching Activity

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
How often do students in your course:			**How often did you:**		
Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment			**Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment**		
	Very often or often	Never		Very often or often	Never
Lower Division	36%	38%	First Year	55%	19%
Upper Division	37%	38%	Senior	57%	14%
Have serious conversations <u>in your course</u> with students of a different race or ethnicity than their own			**Have serious conversations with students of a different race or ethnicity than your own**		
	Very often or often	Never		Very often or often	Never
Lower Division	15%	31%	First Year	47%	13%
Upper Division	16%	37%	Senior	42%	17%
Have serious conversations <u>in your course</u> with students who are very different from them in terms of their religious beliefs, political opinions, or personal values			**Have serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values**		
	Very often or often	Never		Very often or often	Never
Lower Division	23%	21%	First Year	59%	7%
Upper Division	22%	30%	Senior	56%	9%

Less than 25% of faculty at either the lower division or upper division levels reported that students in their course “often” or “very often” had serious conversations with students who were different from them. Yet, about 50% of students indicated that they did frequently have serious conversations with students who differed from them. From this data the venues for many of these serious conversations appeared to be occurring outside of the classroom experience.

The importance of practicum, internship and other sorts of field experiences was highly endorsed by both faculty teaching lower division and faculty teaching upper division courses (Table 18). Likewise a large percentage of both first year and senior students indicated that they planned to engage in these activities prior to graduation. Interestingly however, the upper division faculty seemed to emphasize the importance somewhat more than the percent of senior students who were actually making those plans. While the reason for this discrepancy was not assessed, one hypothesis was that the rising costs of college attendance prompted some students to want to graduate on an earlier schedule than engagement in a field experience would allow.

Table 18
Internship/Field Experiences

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses	
How important is it to you that students:			**Before you graduate do you plan to:**	
Do practicum, internship, field experience, co-op experience			**Do practicum, internship field experience, co-op experience**	
	Very Important or Important	Not Important		Yes, I plan to do this before graduation
Lower Division	73%	4%	First Year	79%
Upper Division	88%	2%	Senior	69%

While the majority of faculty did not assign great importance to student involvement in community service or volunteer work, over 2/3 of combined senior students and first year students planned to engage in this work before graduation. These plans to engage in community service or volunteer work were nearly at the same level as student plans for internship or field experiences (Table 19).

Table 19
Community Service, Study Abroad, Culminating Senior Experience

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses	
How important is it to you that students:			**Before you graduate do you plan to:**	
Community service or volunteer work			**Community service or volunteer work**	
	Very Important or Important	Not Important		Yes, I plan to do this before graduation
Lower Division	35%	25%	First Year	73%
Upper Division	30%	31%	Senior	64%
Study abroad			**Study abroad**	
	Very Important or Important	Not Important		Yes, I plan to do this before graduation
Lower Division	52%	15%	First Year	34%
Upper Division	42%	26%	Senior	17%
Have a culminating senior experience			**Have a culminating senior experience**	
	Very Important or Important	Not Important		Yes, I plan to do this before graduation
Lower Division	45%	16%	First Year	31%
Upper Division	51%	14%	Senior	39%

Generally faculty placed a higher emphasis on study abroad experiences than students. Yet about one-third of first year students indicated that they wanted to have this experience before they graduated. In reality however, less than one-third of any first year class actually will participate in study abroad.

Overall, most faculty supported the value of a culminating senior experience, often capstone courses or field experiences. A little over one-third of students indicated that they planned to have such an experience prior to graduation.

Participation in a learning community was somewhat less important to faculty teaching lower division courses than it was to first year students (Table 20). This may have had to do with the level of learning community recruitment that happened with first year students versus the level of education and support faculty received regarding the value of learning communities for students.

Table 20
Learning Community, Foreign Language Coursework

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**	
How important is it to you that students:			**Before you graduate do you plan to:**	
Participate in a learning community or some other formal program where groups of students take two or more classes together			**Participate in a learning community or some other formal program where groups of students take two or more classes together**	
	Very Important or Important	Not Important		Yes, I plan to do this before graduation
Lower Division	25%	47%	First Year	31%
Upper Division	17%	53%	Senior	18%
Foreign language coursework			**Foreign language coursework**	
	Very Important or Important	Not Important		Yes, I plan to do this before graduation
Lower Division	38%	21%	First Year	37%
Upper Division	27%	37%	Senior	32%

Students and faculty seemed to assign about the same degree of importance to foreign language coursework. Roughly a little over one-third of each group placed importance on this type of experience.

SUPPORTIVE CAMPUS ENVIRONMENT

Items in this theme area referred to campus environmental issues and relationships. Students performed better and were better satisfied at institutions that demonstrated a commitment to their success and that fostered positive working relationships among different groups.

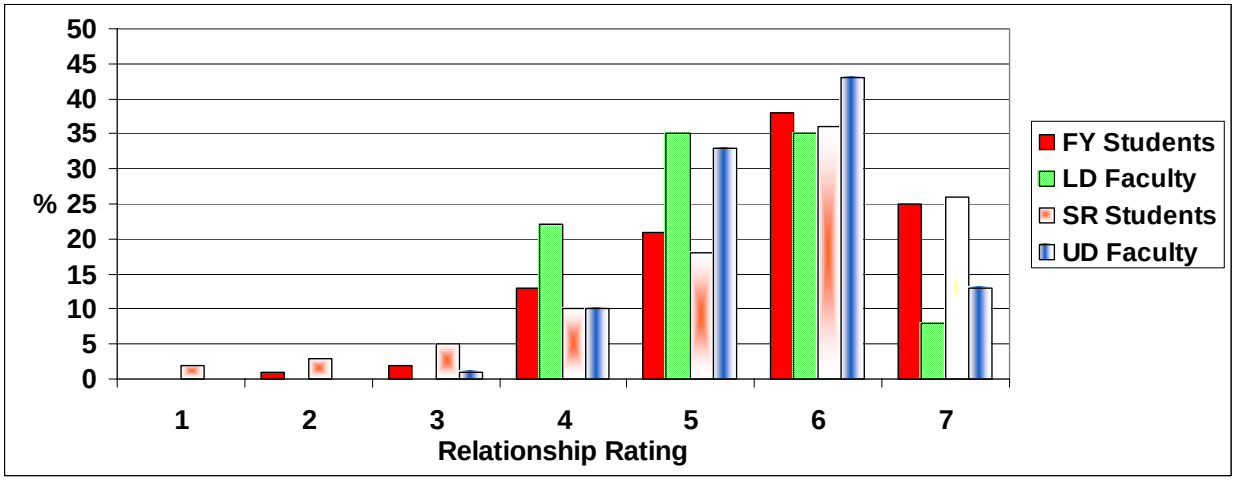
About two-thirds of first year students indicated that OSU emphasized providing academic support “very much” or “quite a bit” while a little over one-half of seniors responded likewise. Faculty responses were similar with 58% indicating that academic support for students was emphasized at OSU “very much” or “quite a bit.” Both faculty and students seemed to agree that helping students with their non-academic responsibilities or social needs was emphasized much less than academic support. Yet, student academic success was likely impacted by their non-academic and social needs as well as their academic support needs (Table 21).

Table 21
Academic, Non-Academic, and Social Support

FSSE 2003 Faculty Responses			NSSE 2003 Student Responses		
Extent to which OSU emphasizes:					
Providing students support they need to help them succeed academically			**Providing the support you need to help you succeed academically**		
	Very much or quite a bit	Very little		Very much or quite a bit	Very little
Lower Division	59%	2%	First Year	66%	3%
Upper Division	58%	6%	Senior	53%	3%
Helping students cope with their non-academic responsibilities (work, family, etc.)			**Helping students cope with their non-academic responsibilities (work, family, etc.)**		
	Very much or quite a bit	Very little		Very much or quite a bit	Very little
Lower Division	31%	20%	First Year	21%	33%
Upper Division	22%	16%	Senior	12%	49%
Providing students the support they need to thrive socially			**Providing students the support they need to thrive socially**		
	Very much or quite a bit	Very little		Very much or quite a bit	Very little
Lower Division	35%	19%	First Year	33%	19%
Upper Division	25%	13%	Senior	21%	36%

Approximately 86% of faculty rated student-to-student relationships at a “5” or better according to the scale: 1 = Unfriendly, Unsupportive, Sense of Alienation--------7 = Friendly, Supportive, Sense of Belonging (Chart 13).

Chart 13
Faculty and Student Ratings of Student Relationships with Other Students

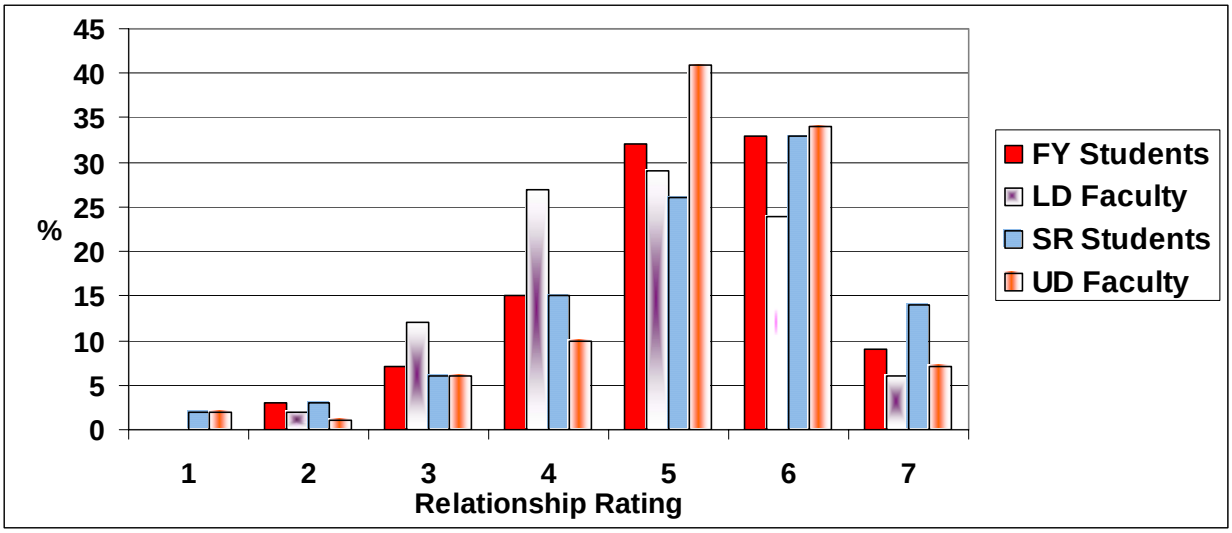


Scale: 1 = Unfriendly, Unsupportive, Sense of Alienation--------7 = Friendly, Supportive, Sense of Belonging

First year students tended to rate their relationships somewhat lower than senior students rated theirs. Likewise a smaller parentage of faculty teaching lower division classes rated student relationships at a "5 or better" than did faculty teaching upper division classes.

Faculty and student relationships followed a similar pattern with the majority of responses suggesting a positive relationship between faculty and students (Chart 14). Interestingly, first year students tended to rate their relationships with faculty more positively than did the faculty.

Chart 14
Faculty and Student Ratings of Student Relationships with Faculty

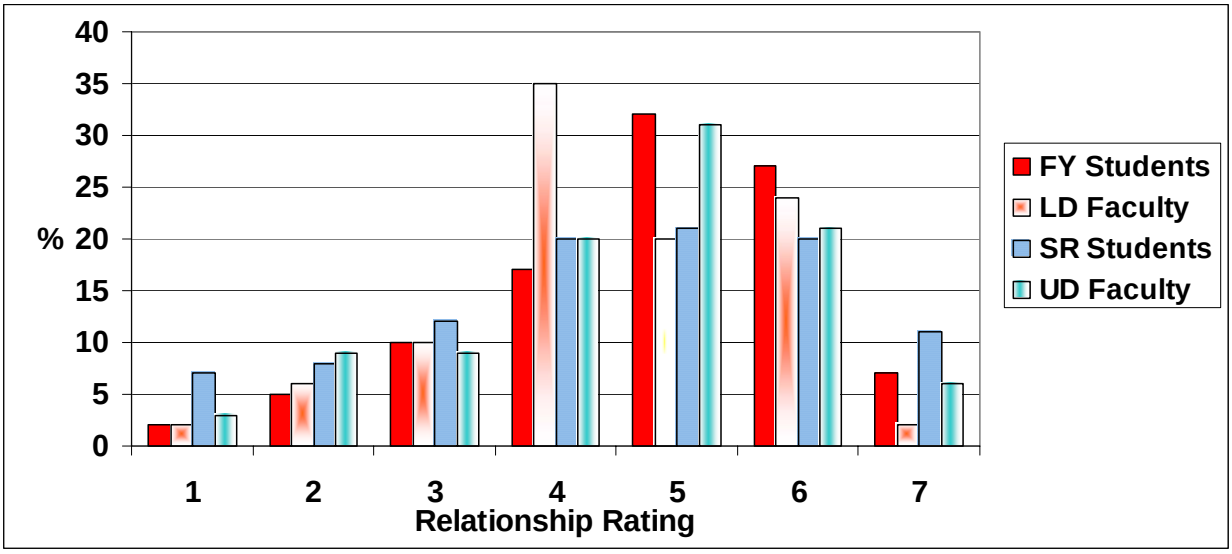


Scale: 1 = Unavailable, Unhelpful, Unsympathetic-------7 = Available, Helpful, Sympathetic

However, seniors rated their relationships with faculty lower than did the faculty teaching upper division classes (mean rating). This result was somewhat puzzling as one might hypothesize that seniors would rate their relationships with faculty at a somewhat higher level given that they likely had more contact with faculty as well as smaller classes.

As might be expected both students and faculty responses suggested that student relationships with administrative offices were less positive than either student-to-student or student-to-faculty relationships (Chart 15). Though, first year students tended to rate their relationships higher than did the faculty teaching lower division classes. Also, first year students reported a higher mean rating on administrative relationships than did senior students. Nevertheless, the student reported relationships with administrative offices were also in the positive direction.

Chart 15
Faculty and Student Ratings of Student Relationships with Administrative Offices and Personnel



Scale: 1 = Unhelpful, Inconsiderate, Rigid-------7 = Helpful, Considerate, Flexible

OTHER

The following categories clustered similar items for ease of reporting. These categories included: Items That Suggest Integrative Activity, Faculty Use of Time in Classes and Faculty Use of Time in a Typical Week.

Items that Suggest Integrative Activity

From a student perspective, over 40% of their class experiences "often" or "very often" included either discussions or assignments that prompted them to engage with perspectives different from their own. Yet, only about 30% of faculty concurred (Table 22). Over one-third of faculty reported that they never had class discussions or assignments that asked students to use or consider diverse perspectives.

Table 22
Discussions or Writing that Include Diverse Perspectives

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
How often do students in your course:			**How often did you:**		
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)			**Include diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments**		
	Very often or Often	Never		Very often or often	Never
Lower Division	34%	38%	First Year	46%	14%
Upper Division	27%	42%	Senior	42%	13%

Most faculty (66%) teaching lower division classes reported that it was not important to them that students prepare two or more drafts of an assignment before turning it in (Table 23). Yet, over half of first year students reported that they often or very often did complete two or more drafts. Faculty teaching upper division courses and seniors tended to place the same degree of emphasis on this with about 40% of faculty attaching importance and about 41% of seniors often completing two or more drafts of an assignment before turning it in.

Table 23
Assignments Including Multiple Drafts or Use of Ideas/Information from Various Sources

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
How important to you is it that your students:			**How often did you:**		
Prepare two or more drafts of a paper or assignment before turning it in			**Prepare two or more drafts of a paper or assignment before turning it in**		
	Very important or Important	Not important		Very often or Often	Never
Lower Division	21%	66%	First Year	53%	16%
Upper Division	40%	38%	Senior	41%	18%
Work on a paper or project that requires integrating ideas or information from various sources			**Work on a paper or project that required integrating ideas or information from various sources**		
	Very important or Important	Not important		Very often or Often	Never
Lower Division	38%	36%	First Year	67%	4%
Upper Division	74%	11%	Senior	78%	1%

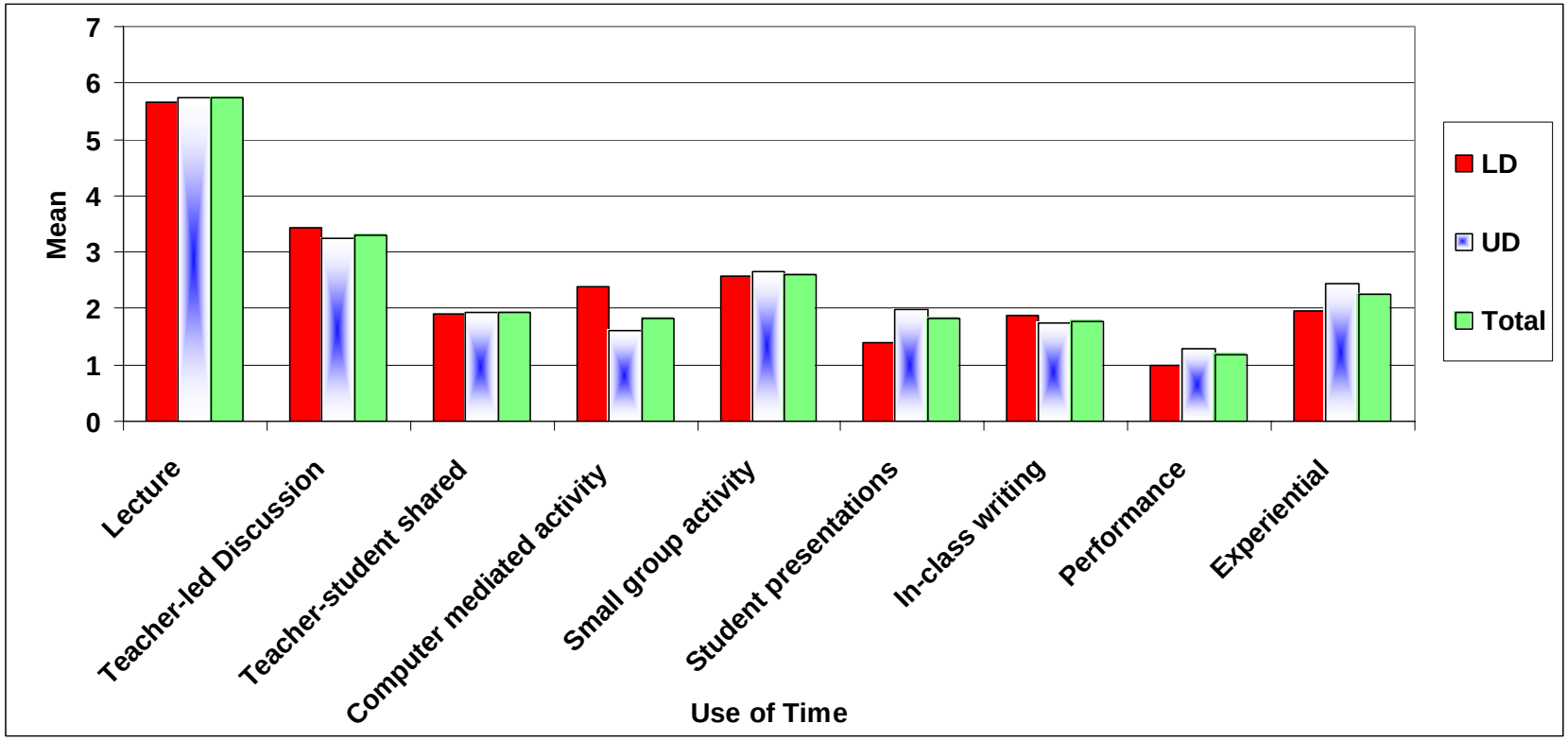
Faculty teaching lower division courses tended to place considerably less emphasis on requiring papers or projects requiring information from various sources than faculty teaching upper division classes (Table 23). While first year students reported less involvement in this than seniors, 66% of them nevertheless indicated that they often or very often worked on papers or projects that required integrating ideas or information from various sources.

Faculty Use of Time in Class

As might be expected, the use of lecture predominated at both the lower division and the upper division levels (Chart 16). The second most frequent activity was teacher-led discussions. Small group and experiential activities ranked third and fourth in terms of mean percent of class time. Other lesser used pedagogical strategies (< 10% of class time) included teacher-student shared responsibility for class, student presentations, in-class writing and performance, respectively. Note that there seemed to be very few differences in teaching strategies used between upper division and lower division classes except perhaps in the areas of computer-mediated activity, experiential activities, and student presentations. To view the actual frequency distributions of faculty use of class time, consult Appendix A.

Chart 16

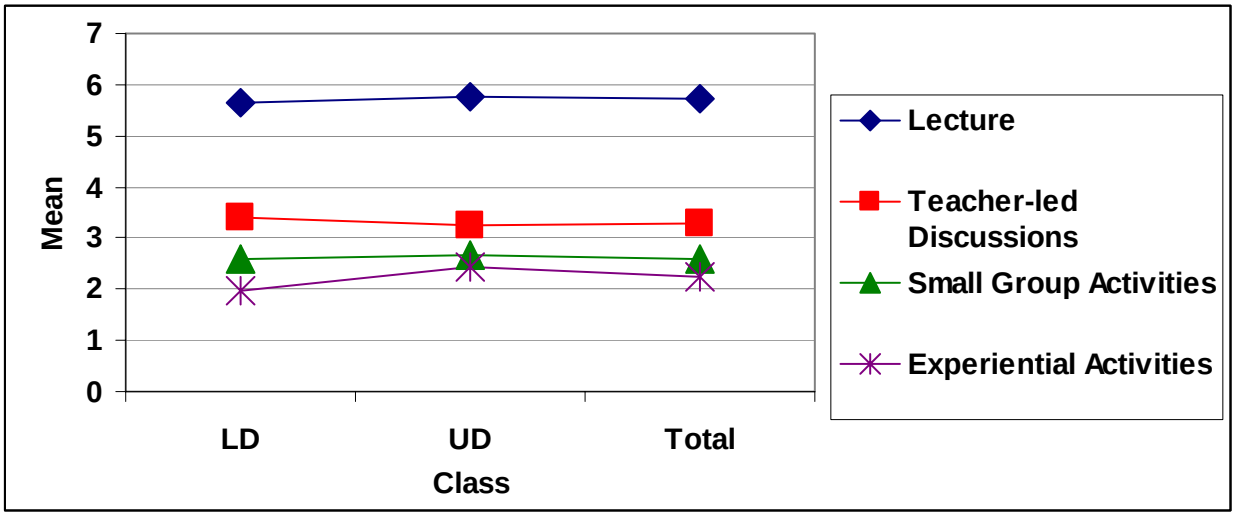
Faculty Use of In-Class Time During a Typical Week



Scale: **1** = 0% of time, **2** = 1-9%, **3** = 10-19%, **4** = 20-29%, **5** = 30-39%, **6** = 40-49%, **7** = 50-74%, **8** = 75% or more

Note that there was very little difference in the percent of time devoted to each of the in-class activities between lower division and upper division classes even though more of the upper division classes had fewer students than lower division classes.

Chart 17
Use of Time in Class
(Four most frequent uses of time)



Scale: **1** = 0, **2** = 1-9%, **3** = 10-19%, **4** = 20-29%, **5** = 30-39%, **6** = 40-49%, **7** = 50-74%, **8** = 75% or >
(Percent of time in class used for the various activities listed)

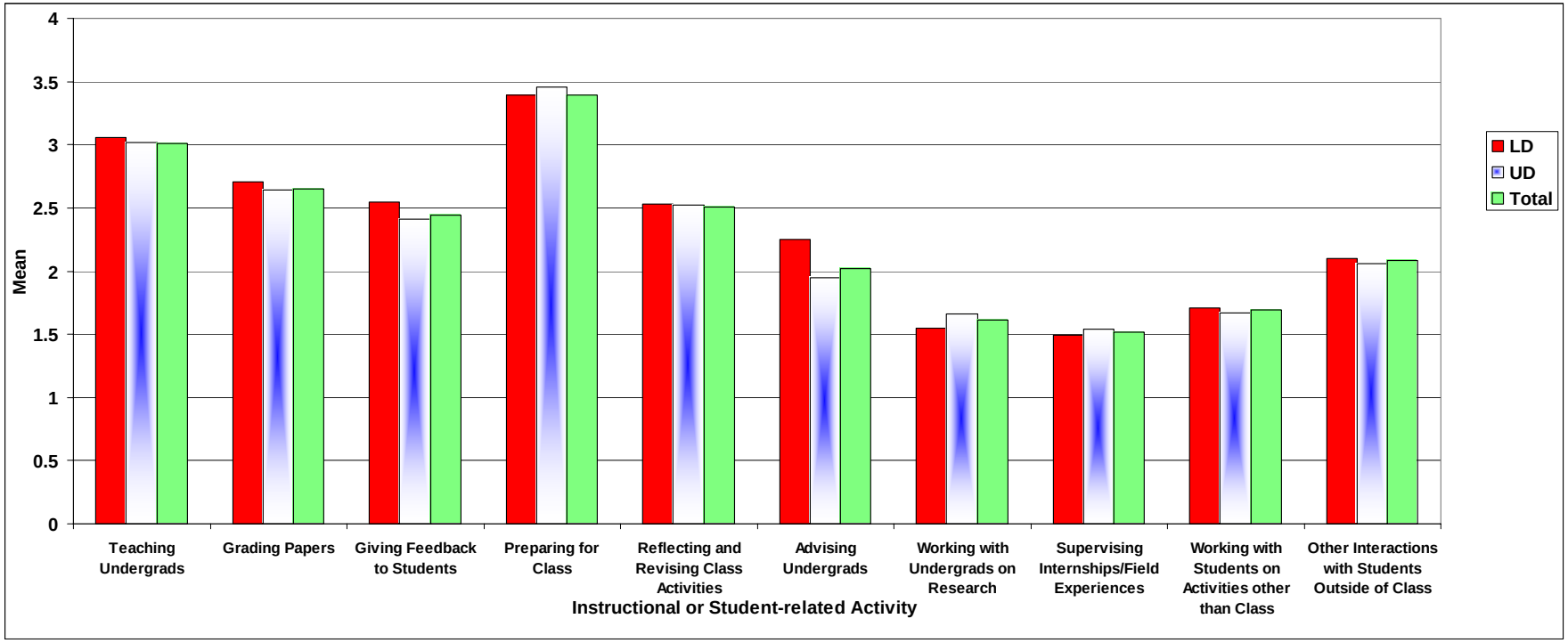
Faculty Use of Time in a Typical Week (i.e., class and student-related time)

The following data reflected an estimate of the average number of hours per week that faculty devoted to teaching and student-related activities. The time per week that faculty devoted to research or professional service was not included in the survey.

On the average, faculty devoted about 15-17 hours per week preparing for class and teaching classes (Chart 18). Another three to four hours per week involved reflecting on or revising class activities. Grading, giving feedback to students and advising activities tended to involve another 10-11 hours depending on the specific assignments, classes, etc. Note that the specific mix of activity and the amount of time devoted to each varied depending on individual faculty duties and responsibilities. To view the actual frequency distributions of faculty use of time, consult Appendix B.

Chart 18

Faculty Use of Time in a Typical Week
(Instructional or Student-Related)



Scale: Mean is number of hours per week: 1 = 0 hrs/wk, **2** = 1-4 hrs/wk, **3** = 5-8 hrs/wk, **4** = 9-12 hrs/wk, **5** = 13-16 hrs/wk

EDUCATIONAL AND PERSONAL GROWTH ITEMS

Generally, the items in the following two tables (Table 24 and Table 25) could be considered key outcomes (if not exhaustive) for students engaged in higher education. Specifically, this table compared the degree to which faculty structured their courses to deliver these outcomes against the degree to which students believed their OSU experience contributed to their development in those areas.

Most faculty (>50%) teaching lower division classes reported structuring their courses "very much" or "quite a bit" to foster students' acquisition of a broad general education and critical and analytical thinking. Faculty teaching upper division classes (>50%) tended to structure their classes to foster acquisition of a broad general education, job-related knowledge and skills, writing clearly and effectively, and critical and analytical thinking.

Table 24
Educational and Personal Growth (1)

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
Extent to which you structure your course so that students:			**Extent to which your experience at OSU has contributed to:**		
Acquire a broad general education			**Acquiring a broad general education**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	67%	13%	First Year	76%	1%
Upper Division	60%	10%	Senior	78%	3%
Acquire job or work-related knowledge and skills			**Acquiring job or work-related knowledge and skills**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	42%	19%	First Year	51%	12%
Upper Division	71%	7%	Senior	63%	9%
Write clearly and effectively			**Writing clearly and effectively**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	41%	25%	First Year	50%	11%
Upper Division	52%	10%	Senior	65%	7%
Speak clearly and effectively			**Speaking clearly and effectively**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	20%	57%	First Year	34%	23%
Upper Division	29%	31%	Senior	56%	10%
Think critically and analytically			**Thinking critically and analytically**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	83%	2%	First Year	71%	3%
Upper Division	85%	1%	Senior	78%	3%
Analyze quantitative problems			**Analyzing quantitative problems**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	40%	40%	First Year	55%	4%
Upper Division	44%	35%	Senior	64%	5%

Interestingly, very few faculty structured their course to any great degree to influence a student's ability to speak clearly and effectively. Also, 40% of faculty teaching lower division students structured their course "very much" or "quite a bit" to foster writing clearly and effectively.

Over 70% of first year and senior students also reported that their OSU experiences had contributed "very much" or "quite a bit" to their acquisition of a broad general education and critical and analytical thinking. Yet, both groups of students also reported less impact on their writing and speaking skills than on other areas listed in the table.

Table 25
Educational and Personal Growth (2)

FSSE 2003 Faculty Responses			**NSSE 2003 Student Responses**		
Extent to which you structure your course so that students:			**Extent to which your experience at OSU has contributed to:**		
Use computing and information technology			**Using computing and information technology**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	38%	29%	First Year	72%	4%
Upper Division	37%	32%	Senior	82%	3%
Work effectively with others			**Working effectively with others**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	35%	25%	First Year	60%	5%
Upper Division	50%	16%	Senior	66%	5%
Learn effectively on their own			**Learning effectively on your own**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	69%	6%	First Year	70%	3%
Upper Division	85%	2%	Senior	69%	5%
Understand themselves			**Understanding yourself**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	37%	39%	First Year	54%	11%
Upper Division	34%	39%	Senior	49%	19%
Understand people of other racial and ethnic backgrounds			**Understanding people of other racial and ethnic backgrounds**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	28%	56%	First Year	42%	15%
Upper Division	20%	60%	Senior	38%	24%
Solve complex real-world problems			**Solving complex real-world problems**		
	Very much or Quite a bit	Very little		Very much or Quite a bit	Very little
Lower Division	53%	8%	First Year	43%	9%
Upper Division	68%	12%	Senior	49%	13%

About 69% of faculty teaching lower division classes tended to structure their classes so that students learned effectively on their own. Interestingly about 70% of first year students

indicated that their experience at OSU had “very much” or “quite a bit” influenced their ability to learn on their own. Nearly the same was true about solving complex real-world problems in that about 53% of lower division faculty structured their course in this way and about 53% of first year students indicated their OSU experience had influenced them in the same direction.

For the other items in this table (Table 25), the results were much different. While the faculty teaching lower division classes structured their classes somewhat to include using computing and information technology, helping students to understand themselves, working effectively with others, and understanding people different from themselves, first year students reported much more OSU influence on their development in these areas.

Faculty teaching upper division classes tended to structure their courses (>50%) to focus on students learning effectively on their own, solving complex real-world problems and working with others. Senior students reported that they had developed the most in using computing and information technology (82%), learning effectively on their own (69%), and working with others (66%).

The results of this section suggested that perhaps the entirety of the OSU experience (curricular and co-curricular) impacted student learning in the areas measured. Clearly the emphasis that faculty placed on some areas of class structure differed from the degree to which students believed they had developed since entering OSU.

SUMMARY AND RECOMMENDATIONS

The Faculty Survey of Student Engagement was designed as a pilot study to obtain information from colleges and universities across the nation about the ways in which faculty involve undergraduate students in good educational practices both inside and outside the classroom. The FSSE was constructed to parallel the NSSE in which OSU had participated since 2002.

There were some limitations to the study. For instance, the sample was drawn from OSU faculty who were teaching at least one undergraduate course either winter term or spring term, 2003. Since there was not an accurate list of these faculty, the F1 and F2 listservs were used to try to contact faculty about the survey. It was likely that not all faculty teaching undergraduate courses were in fact made aware of the survey. It is further possible that the faculty member listed as teaching a course was not in fact actually the one who taught the course. Additionally, the return rate was only 20% of the possible respondents which was somewhat low. The study instrument was a pilot instrument that was being tested and thus may likely undergo changes and improvements that could alter the psychometrics of the instrument. Lastly, the FSSE and the NSSE did not ask the same questions. The questions were parallel in many instances but they did not allow for definitive comparison. Nevertheless, the data did provide an opportunity to begin to understand the perceptions of faculty and the importance that faculty place on various academically-related activities.

1. Overall findings from this survey suggested that student activities tended to align with those activities that faculty believed to be important for students. The tremendous influence of faculty on students’ academic skill, beliefs, and academic performance was evident throughout the survey.

2. Faculty appeared to be more interested in student outcomes than in the process for getting to the outcome. This was particularly evident in terms of faculty emphasis on those activities

that pressed students to engage with academic material in specific ways outside of class (e.g., importance of students tutoring other students).

The first two items above suggest that to challenge students and to engage them more fully in the academic endeavor, OSU must reinvest in faculty. The precise sorts of investments are likely a very controversial topic with a diversity of rationales and reasoning. Some will say that these results reflected the increasing teaching demand that has resulted from the increasing number of students and for some departments the reduction of faculty. Others will suggest that faculty teach in the same way that they have for years regardless of class size or changes in students. Still others will reflect that the problem is that students are not as prepared as they should be for the collegiate experience. In each case, the direction of investment would likely be very different. In essence, all three rationales for these results are to some degree true. That however does not answer the question of how to reinvest in faculty. Several avenues however seem to make sense in terms of this report.

- Help faculty approach teaching from a learning perspective. Understanding the variety of ways in which students learn best and then applying pedagogies that support student learning seems essential. This could be a key initiative of the new Center for Teaching and Learning.
- Make clear to the OSU community the priorities in terms of academic programs. The strategic plan offers a vehicle for clearly articulating priorities and strategic investments.
- OSU values both teaching and scholarship. As such faculty position descriptions should reflect both teaching and scholarship. Similar to having a minimum FTE allocated to scholarship faculty position descriptions should also have a minimum FTE allocated to teaching. This would more accurately reflect the value that OSU places on teaching.

3. Specific core areas of student learning like public speaking may need to be revisited in terms of the curriculum. If OSU students are to compete with students from like institutions in the job market, their speaking ability may need some more focused attention within the curriculum. Perhaps developing a “speaking across the curriculum” program could allow students to learn fundamentals in the baccalaureate core and more discipline-specific skills as they move into upper division courses.

4. Likely further investigation is needed into those areas in which faculty and students had very different impressions (e.g., emphasis on memorization, promptness of feedback). Some of the differences may be due to specific teaching versus testing strategies as well as the fact that many classes have only two opportunities for feedback during a quarter. This too could be an initial undertaking for the new Center.

5. Use this data to inform the partnership between the Academic Success Center and the Center for Teaching and Learning Excellence.

6. Determine if there are any key areas upon which OSU wants to focus and follow progress year to year.

7. Repeat FSSE in 2005 for additional baseline data but use a tighter sample of faculty teaching at least one undergraduate course.

Further Questions

- How can this information be used along with the results of the 2003 NSSE to improve programs and services to students? Where are the leadership opportunities?

- What are the desired outcomes? Who should determine them? Who should provide leadership and be responsible for them?

- Do we have a model for engaging students in educationally purposeful activity? Do we need one?

- What is the impact, if any, of class size on faculty selection of teaching strategies and student engagement?

- Do lower division students need more writing opportunities? OSU emphasizes writing competency through the WIC program which is geared to upper division students. Are lower division students having adequate writing experiences?

- Is it important for students to have more opportunities to develop oral communication skills? If so, how would OSU accomplish this?

- What are the implications for increasing the coursework emphasis on higher order thinking skills and how would that translate into student perception and interaction with academic material?

- Is there a need for more overt support of students academically, socially, and for managing non-academic responsibilities? If so, what would it look like and how would it be accomplished?

- How do students and faculty measure the level of institutional support provided to students? Is there a disconnection between the student's expectation of support and the support provider's expectation of acting as the institution's representative?

- Is OSU operating from a structure and under conditions that make student engagement more difficult—quick pace of quarters, large classes, etc. Does the structure of the academic calendar make it more difficult for students to write, to discus, to speak, to work in teams? What impact does the structure of educational delivery have on student involvement in educationally purposeful activity?

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APPENDIX A

Use of Time in Class

Chart 1A
Amount of Class Time: Lecture

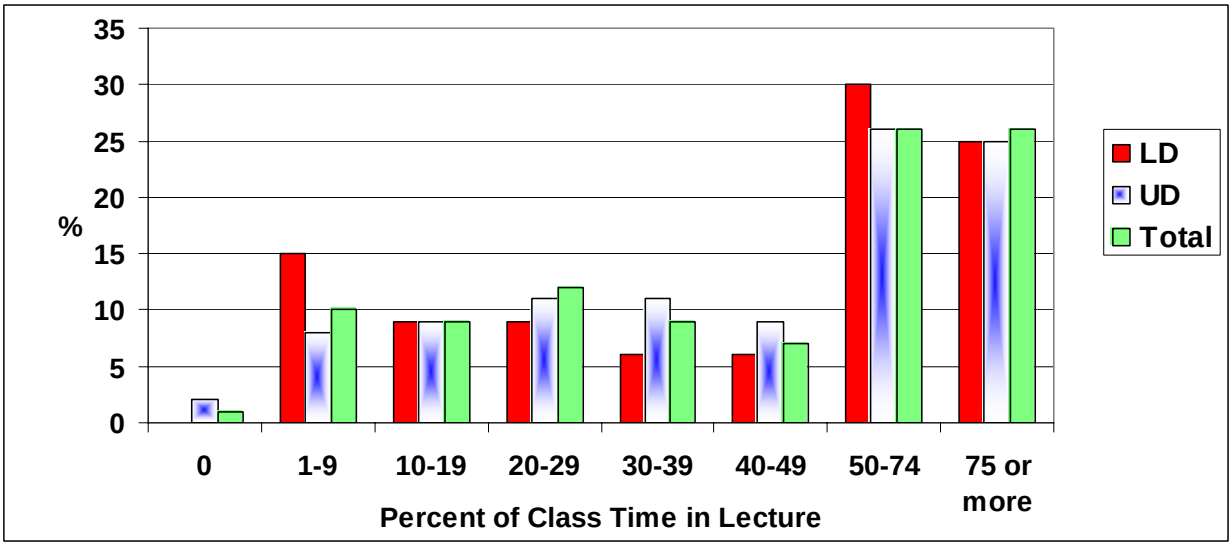


Chart 2A
Amount of Class Time: Teacher-led Discussion

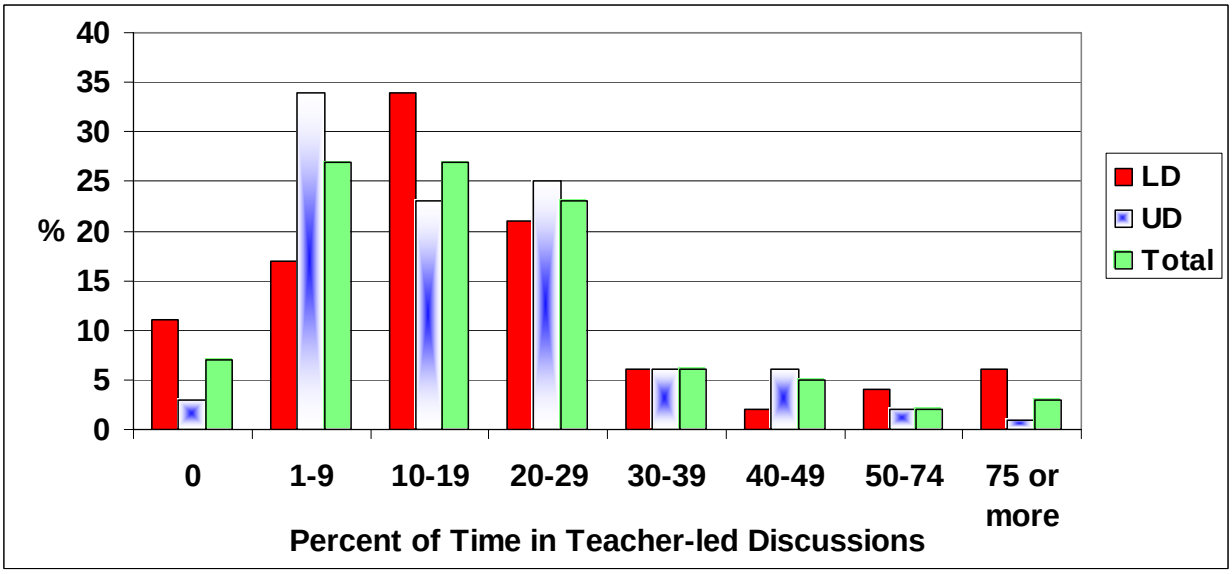


Chart 3A

Amount of Class Time: Teacher-student Shared Responsibility (seminar, discussion, etc.)

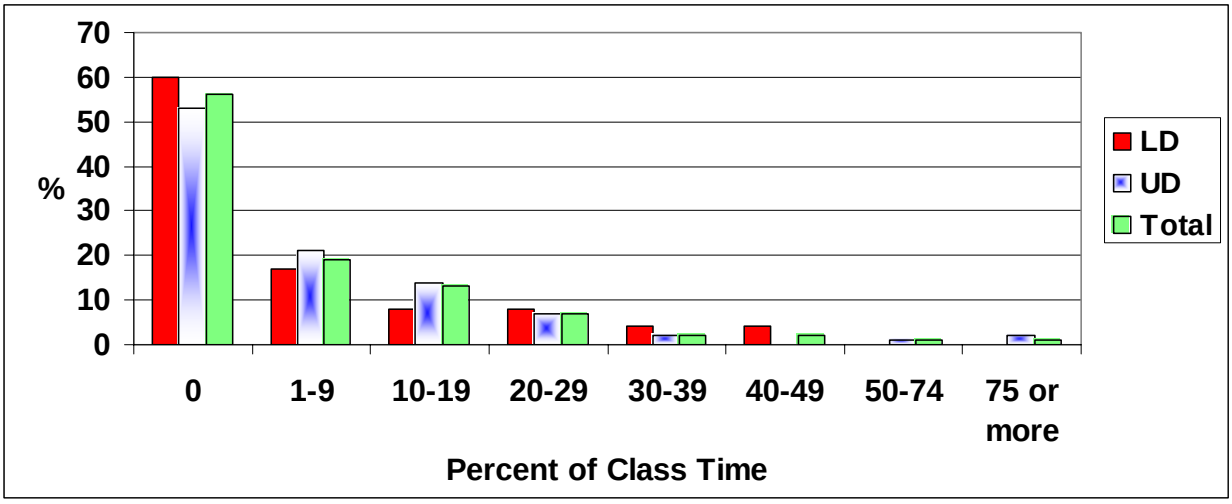


Chart 4A

Amount of Class Time: Computer Mediated Activities

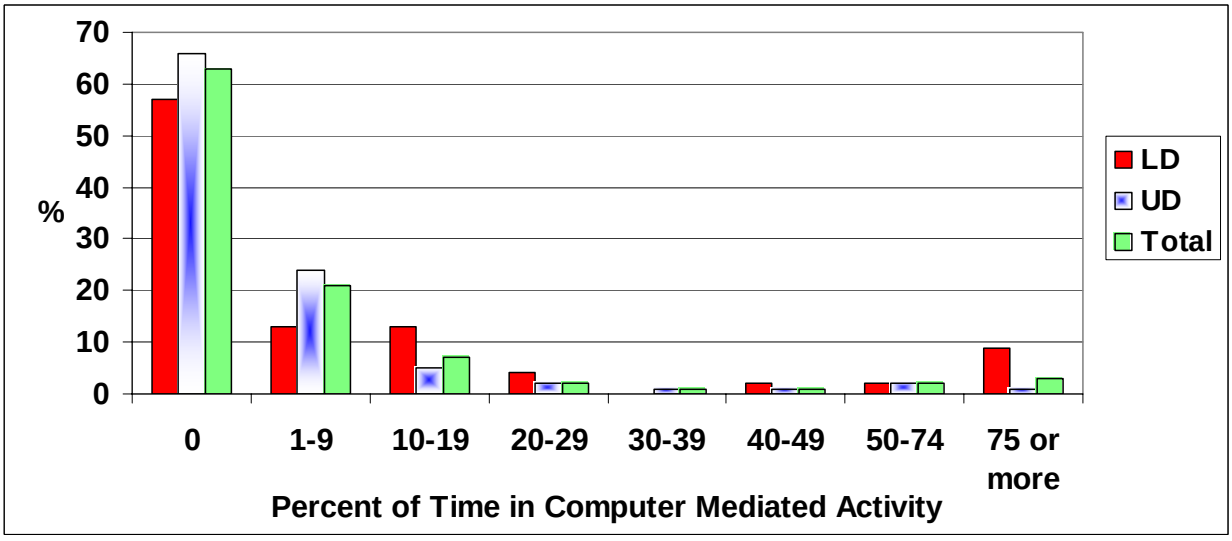


Chart 5A

Amount of Class Time: Small Group Activities

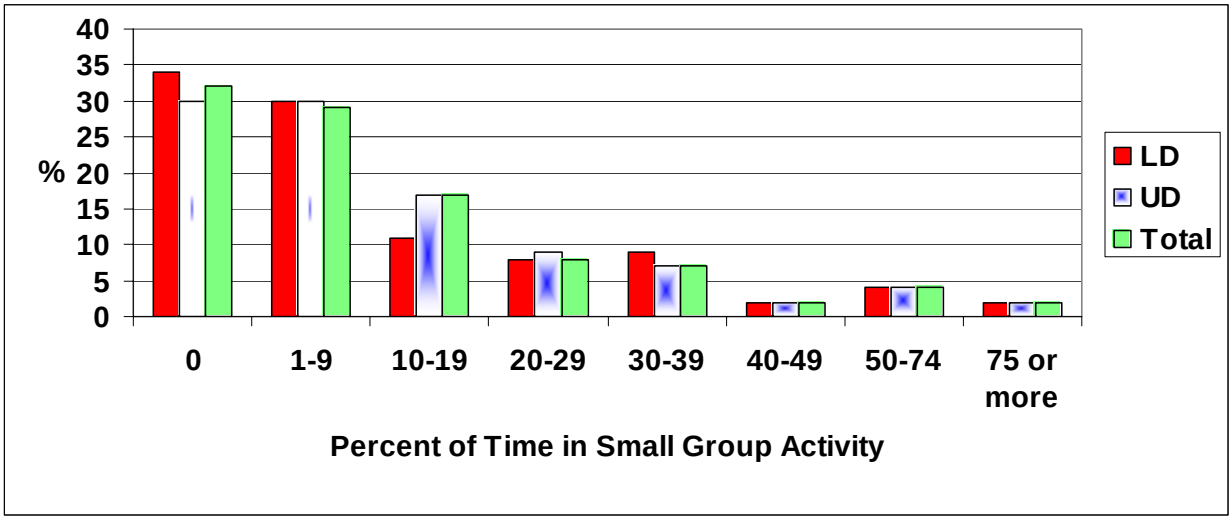


Chart 6A

Amount of Class Time: Student Presentations

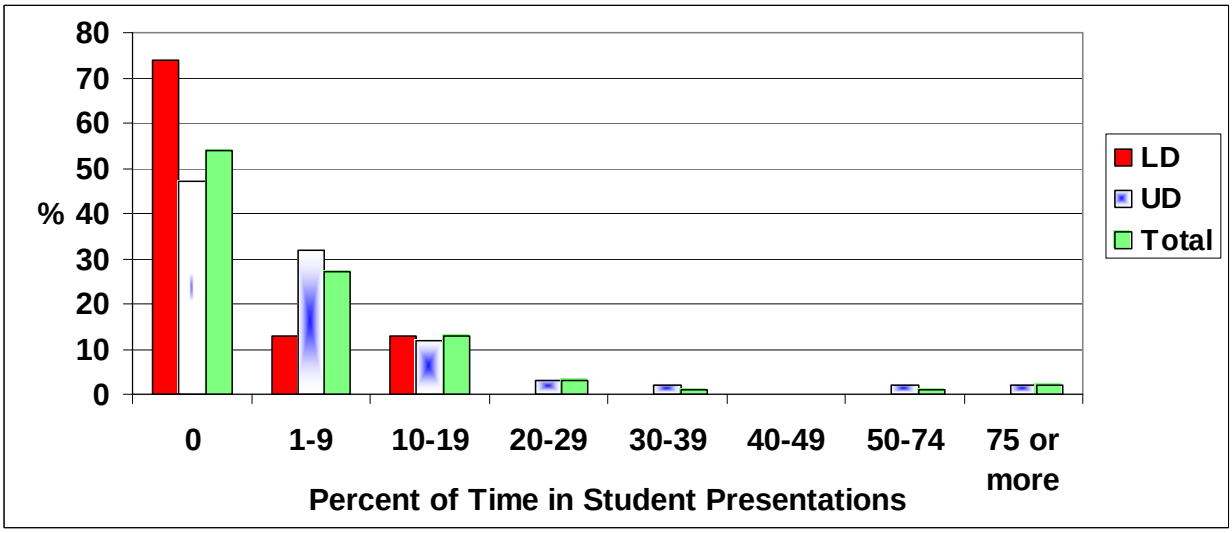


Chart 7A
Amount of Class Time: In-class Writing

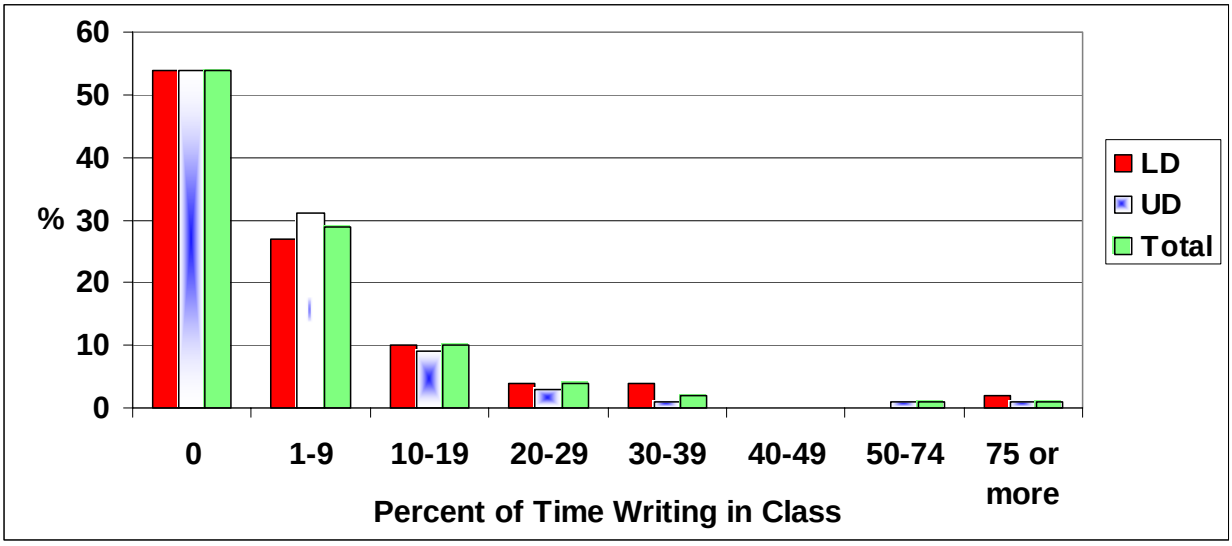


Chart 8A
Amount of Class Time: Performances in Applied and Fine Arts (e.g., dance, drama, music)

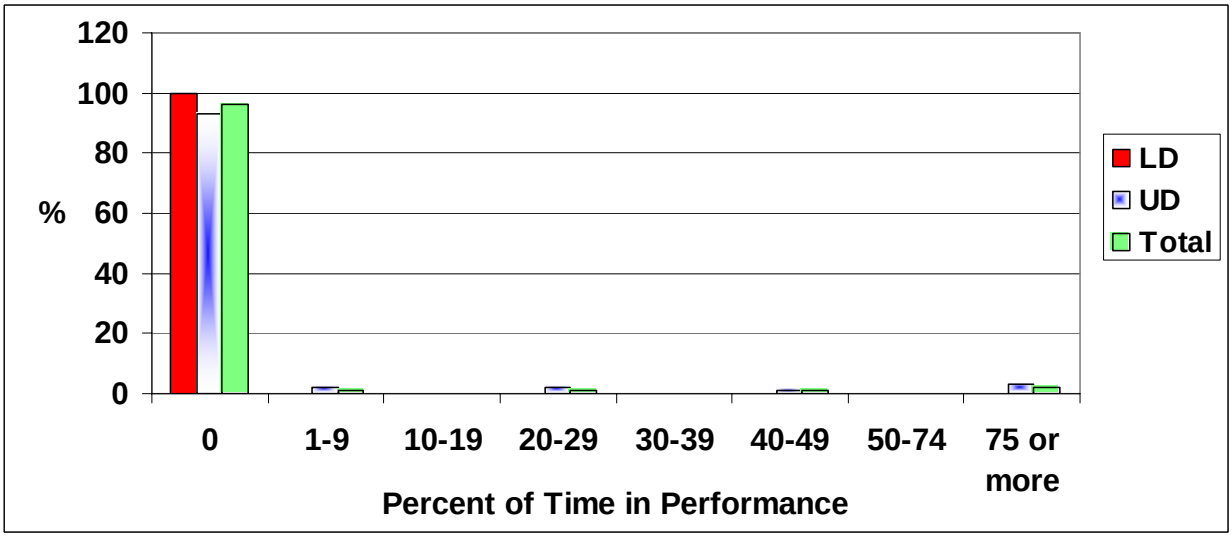
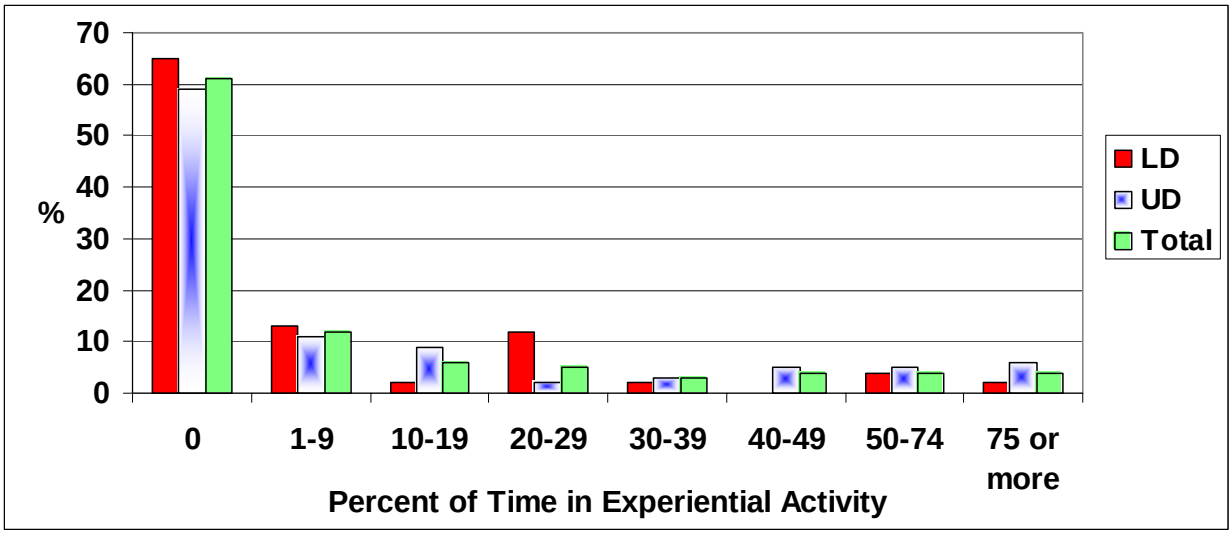


Chart 9A

Amount of Class Time: Experiential (labs, field work, etc.)



APPENDIX B

Faculty Use of Time

Chart 1B
Faculty Use of Time: Hrs/Week Teaching Undergraduates

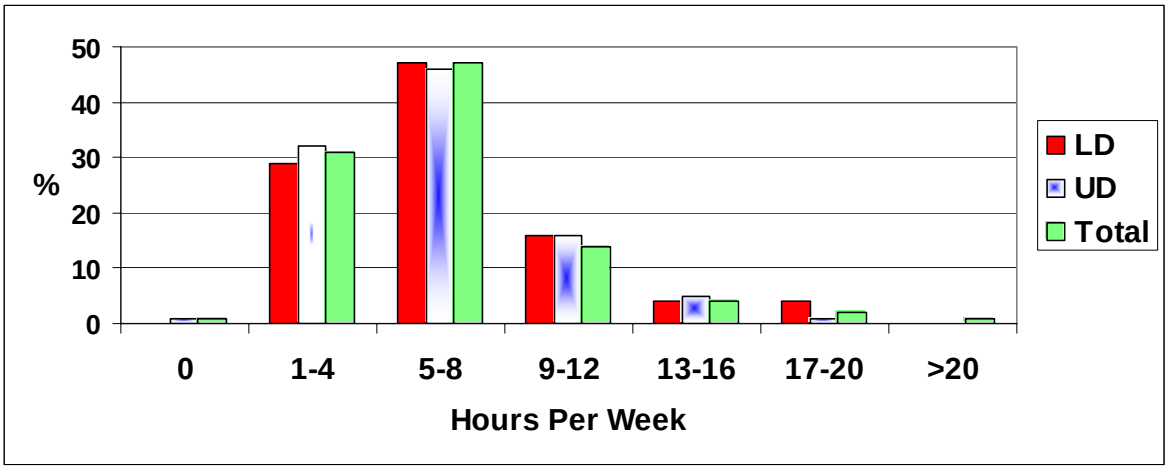


Chart 2B
Faculty Use of Time: Hrs/Week Grading

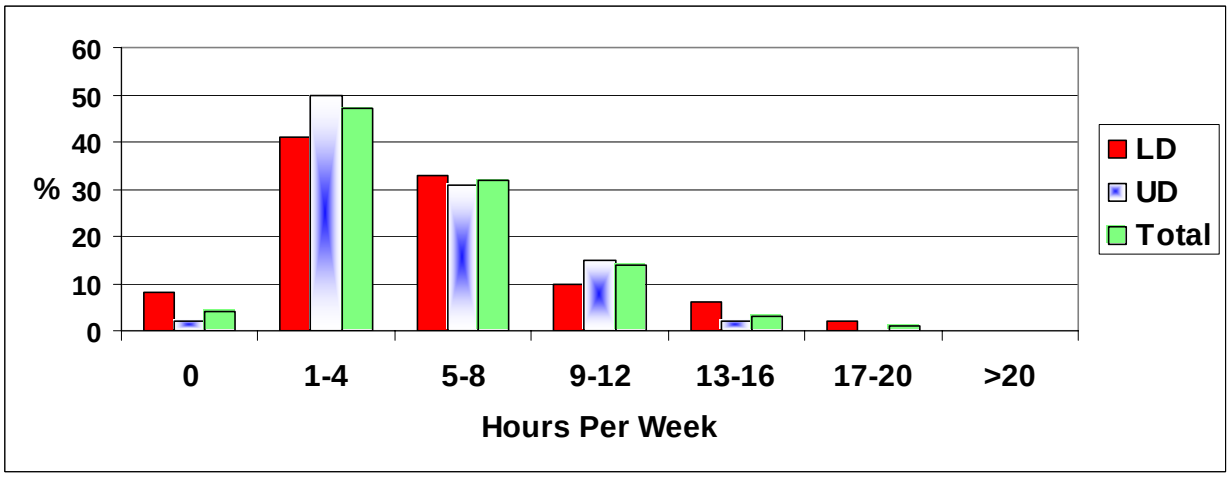


Chart 3B

Faculty Use of Time: Giving Feedback to Students

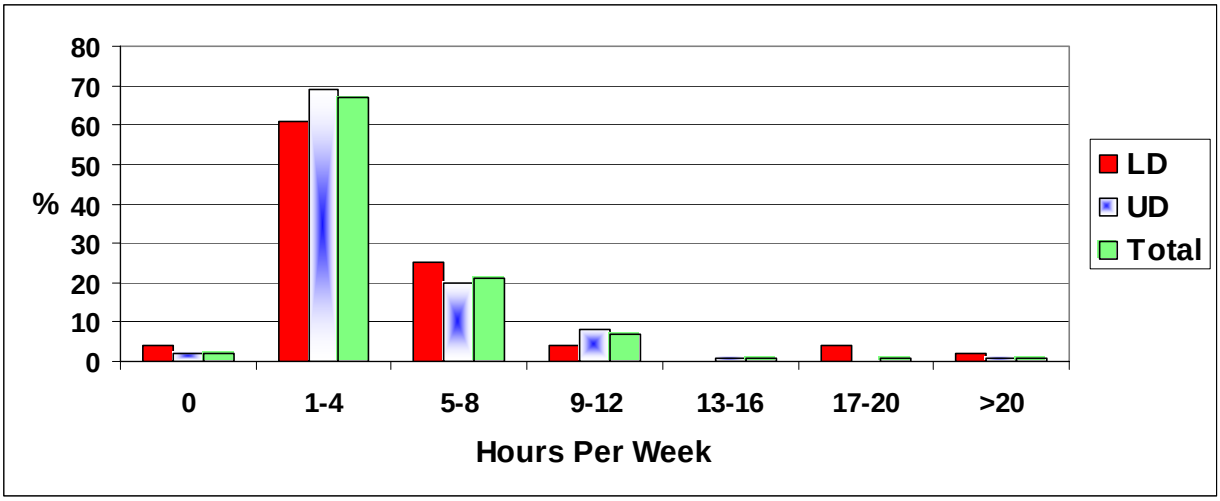


Chart 4B

Faculty Use of Time: Preparing for Class

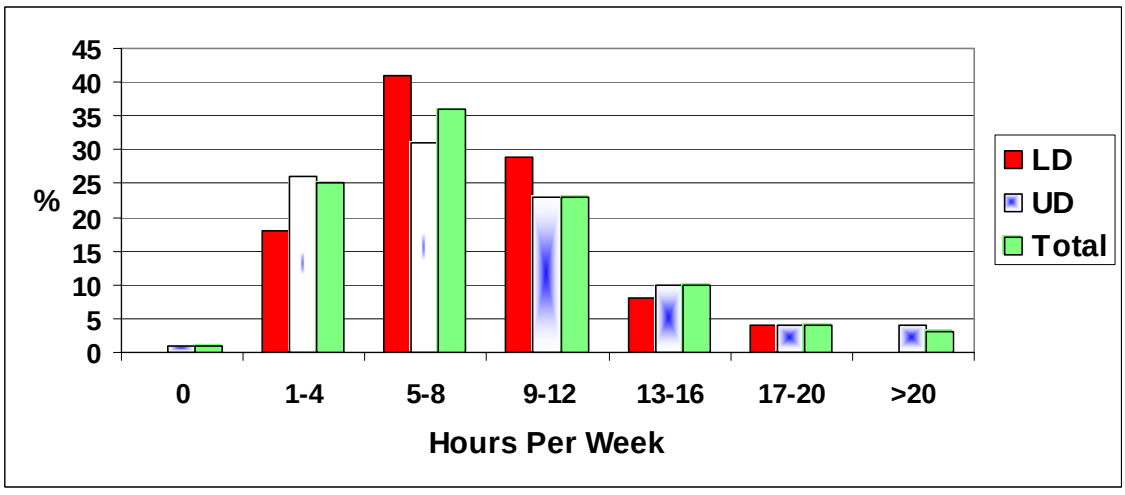


Chart 5B

Faculty Use of Time: Reflecting on and Revising Class Activities

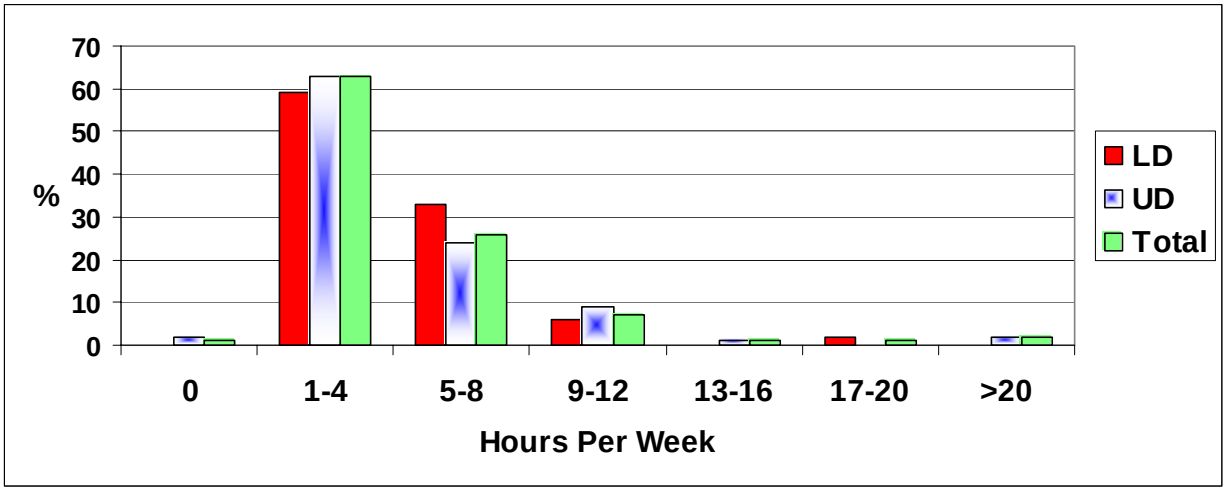


Chart 6B

Faculty Use of Time: Advising Undergraduate Students

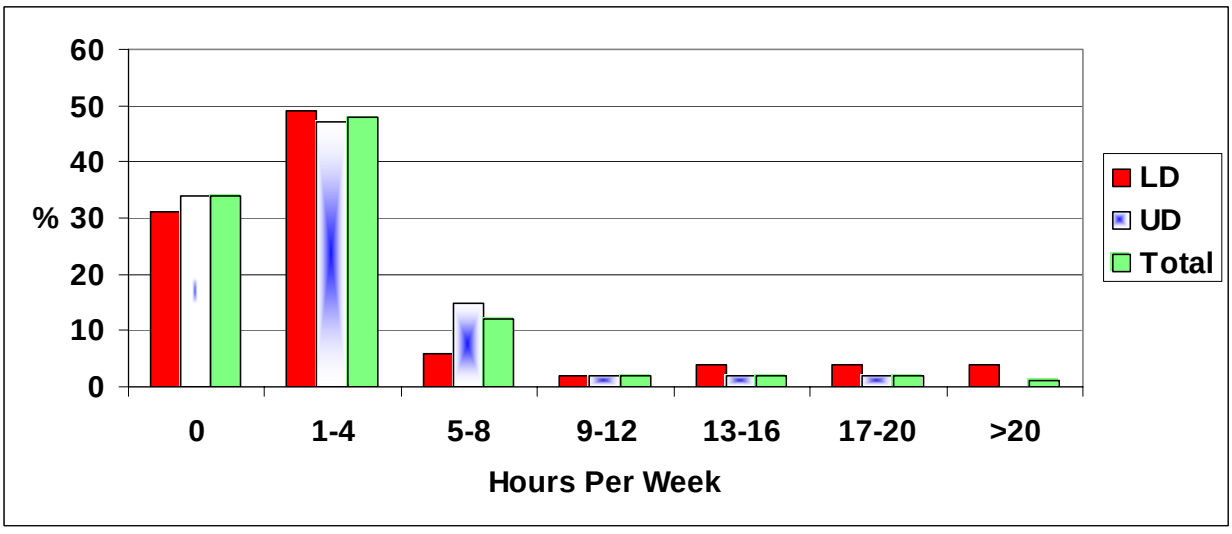


Chart 7B

Faculty Use of Time: Working with Undergraduates on Research

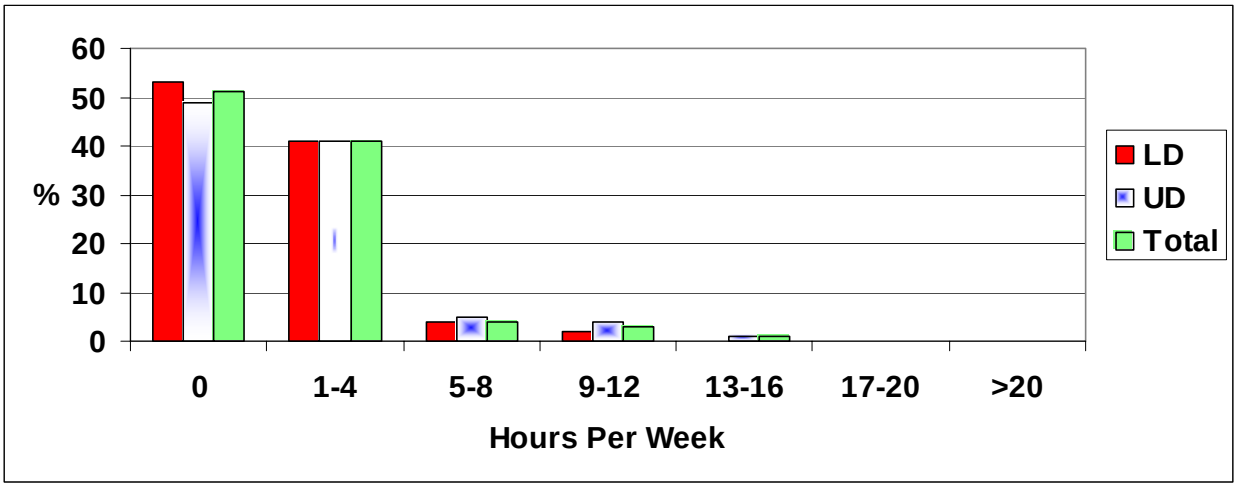


Chart 8B

Faculty Use of Time: Supervising Internships or Other Field Experiences

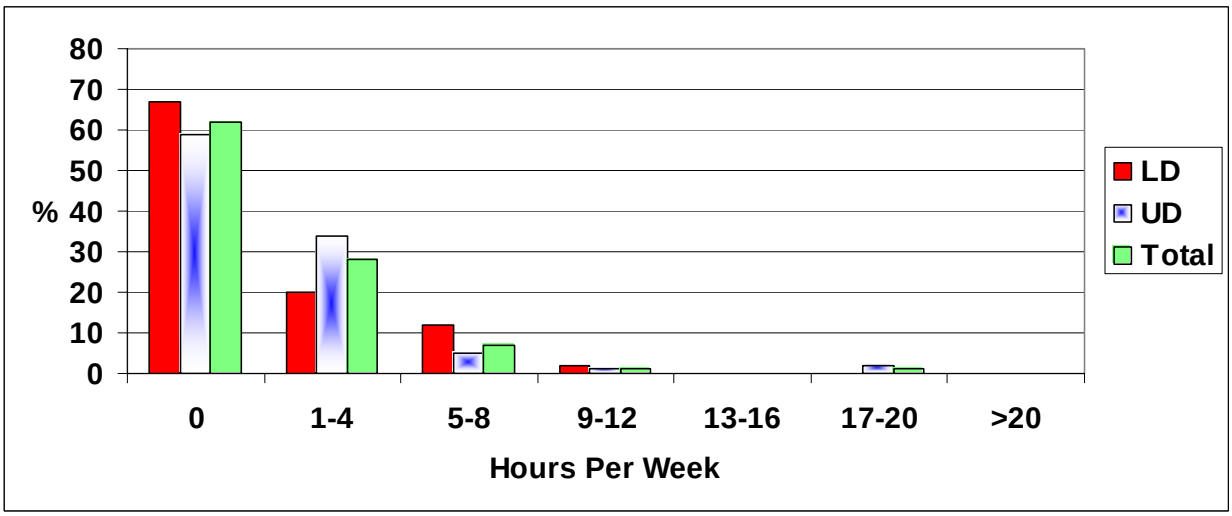


Chart 9B

Faculty Use of Time: Working with Students on Activities Other Than Coursework

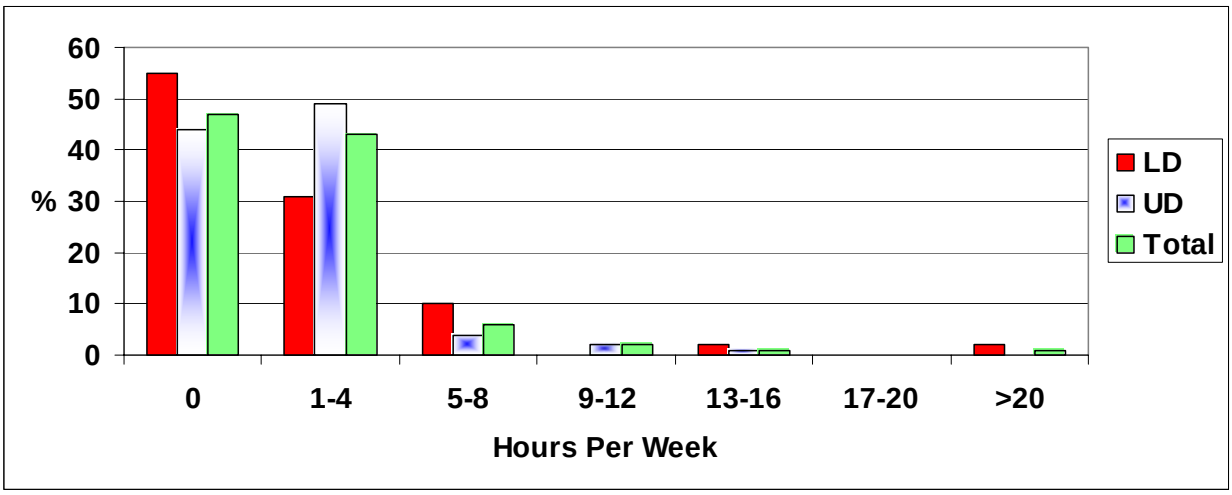


Chart 10B

Faculty Use of Time: Other Interactions with Students