

OREGON STATE UNIVERSITY

2005 FACULTY SURVEY OF STUDENT ENGAGEMENT REPORT

(Student Affairs Research Report 02-06)

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June 2006



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OREGON STATE UNIVERSITY

2005 FACULTY SURVEY OF STUDENT ENGAGEMENT REPORT EXECUTIVE SUMMARY

**Presented by
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During the 2005 Spring Term, OSU participated in the 2005 Faculty Survey of Student Engagement (FSSE). The project was administered by the Division of Student Affairs with the support of the Vice Provost for Academic Affairs and International Programs.

The Faculty Survey of Student Engagement was designed 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 has participated since 2002.

The web-based survey was distributed to faculty who taught at least one undergraduate course either Fall, Winter or Spring term during the 2004-2005 academic year. A total of 1144 faculty were invited to participate with 479 faculty responding to the survey. Of those 37% completed the survey and 5% partially completed the survey. The overall response rate was 42%.

Of the faculty who responded to the survey, 60% held professorial rank with 42% of those being tenured. About 26% of the respondents were over the age of 54 and another 48% 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 (60%) 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 63% of faculty who reported teaching UD courses selected courses with enrollments of less than 50 students.

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.

Questions and responses were sorted into seven categories corresponding to the NSSE categories for ease of comparison and 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 27% of LD faculty and 24% of UD faculty reported emphasizing memorization “very much” or “quite a bit” in class. Yet, 70% of FY and 63% 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 (51%) reported they did not require written papers or reports of 5 to 19 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.
- 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 at the lower division level and three to four hours at the upper division level. 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 (upper division more than lower division) 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 or have already finished work with faculty on research projects outside of class requirements was lower (LD 30%, UD 29%) than the percent of faculty who indicated that it was “important” or “very important” to them to have students working with them on research projects (LD 50%, UD 51%).

Active and Collaborative Learning

- Generally, student involvement with academic material outside of class was less than the degree of importance faculty placed on the activity. In 2005 it was interesting to note that the percentage of upper division students that had already finished community or service work was greater than the importance faculty put on this work. The 2003 results suggested a more parallel relationship between the faculty and student responses.
- Fifty percent of faculty teaching UD classes indicated that their classes involved group projects while only 40% 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. Yet, these sorts of experiences foster student learning and integration of that learning.

Enriching Educational Activities

- Encouraging Student use of computers in their academic work was seen as a strong 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, 39% reported “sometimes” and 23% reported “never.”
- Twenty-five percent of the total faculty (LD and UD combined) reported that students “often” or “very often” had serious conversations with students who were different from them in their course. Yet, 48% of the FY students and 55% of the SR 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 nearly half of the time.
- The importance of practicum, internship and other sorts of field experience was highly endorsed by both faculty teaching LD (85%) and faculty teaching UD (81%) courses. Students who reported that they “plan to do” or “have done” an internship or other field experiences was very close to the value that faculty placed on these experiences (83% for FY students and 77% for SR students).
- While the majority of faculty did not assign great importance to student involvement in community service or volunteer work, over 70% of the combined SR and FY students planned to engage in this work before graduation.
- Generally, faculty placed a slightly higher emphasis on study abroad experiences than did students.
- Participation in a learning community was somewhat more important to faculty than it was to FY and SR students. Faculty teaching LD courses rated participation in a learning community the highest with 50% endorsing this activity.

Supportive Campus Environment

- Sixty-nine percent of FY students indicated that OSU emphasized providing academic support “very much” or “quite a bit” while 62% of SR’s responded likewise. Faculty responses were similar with a total of 69% 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 was almost identical to the faculty responses, while student responses regarding administrative offices generally were in a more positive direction than that of the faculty. Interestingly, while UD faculty and SR student responses regarding their relationship was only one percentage point different, first year students perceived their relationships with LD faculty (58%) as a positive quality much higher than the faculty did with them (47%).

Other

- About one-third of faculty reported that they never had class discussions or assignments that required students to use or consider diverse perspectives.
- Faculty teaching LD courses tended to place less emphasis on requiring papers or projects requiring information from various sources or integrating ideas 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. It is important to note that most faculty responded to the survey regarding their teaching classes of 50 or fewer students.

Educational and Personal Growth Items

- Most faculty (>75%) teaching LD classes reported structuring their courses “very much” or “quite a bit” to foster students’ critical and analytical thinking and learning effectively on their own. Faculty teaching UD classes tended to structure their classes to foster critical and analytical thinking (88%), learning effectively on their own (82%), and acquiring job or work-related knowledge and skills (73%).
- Very few faculty (LD = 30%, UD = 38%) structured their course to influence a student’s ability to speak clearly and effectively. The LD faculty (50%) and the UD faculty (55%) 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. Understanding the variety of ways in which students learn best and then applying pedagogies that support student learning seems essential. Many faculty need help and support to approach teaching from a learning perspective.
2. 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. Update the strategic plan to clearly articulate that student success is a priority. Currently, there is not a metric for student success beyond increasing graduation and retention rates which only assume that the student was engaged and learned something, though we don’t know what.
3. 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.
4. 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.
5. 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.

6. The LD (50%) and UD (51%) faculty were in near agreement on the importance of students being involved in research projects with faculty members outside the course requirements. However, both FY students and SR students reported less involvement in these activities than the reported faculty value. Since research is one of the strengths at OSU, increasing student involvement in those activities might be a very appropriate way in which to increase student engagement.
7. Students indicated more interest in community service and volunteer work than faculty assign importance. Given that engagement in these types of activities, when they are tied to coursework, can substantially increase student learning and application of in-class experiences, capturing this student commitment and using it in classes could be very powerful.
8. Given what is known about first year students, there may be a need to rethink evaluation/feedback methods and how to provide more frequent feedback to first year students that takes a shorter time to grade or that uses technology to provide almost instantaneous feedback.
9. One 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.
10. Determine if there are any key areas upon which OSU wants to focus and follow progress year to year.
11. Repeat FSSE in 2009 to assess progress.

Further Questions

- How can this information be used along with the results of the 2005 NSSE to improve the educational experience of 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?
- Does the structure of the academic calendar make it more difficult for students to write, to discuss, to speak, to work in teams? What impact does the structure of educational delivery have on student involvement in educationally purposeful activity?

OREGON STATE UNIVERSITY
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INTRODUCTION

The Faculty Survey of Student Engagement was designed 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 National Survey of Student Engagement (NSSE) in which OSU had participated since 2002. The faculty version focused on:

- Faculty perceptions of how often students engaged in different activities;
- The importance faculty placed on various areas of learning and development;
- The nature and frequency of faculty-student interactions; and,
- How faculty members organized class time (NSSE 2005 Faculty Survey of Student Engagement Invitation to Participate).

In 2003 OSU was invited to participate in the pilot study of the Faculty Survey of Student Engagement (FSSE). The invitation went to all colleges and universities who had participated in the 2003 National Survey of Student Engagement (NSSE). Since that time the FSSE has been revised based upon pilot study data and has been fully in use since 2004. OSU found the pilot study data to be valuable in terms of comparing faculty perceptions to student perceptions of the academic experience at OSU. From that study it was recommended that OSU revisit the FSSE in 2005 along with the 2005 NSSE.

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 as well as the raw data for OSU, minus any identifying information.

METHODOLOGY

Participants in the study were OSU faculty who taught at least one undergraduate course during the Fall, Winter or Spring Term 2004-2005. A total of 1144 faculty were invited to participate. Graduate teaching assistants and Lecturer's were not part of the study participants.

Faculty members were contacted via email and 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 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, 2005.

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 faculty teaching lower division classes and faculty teaching 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, FSSE and NSSE, were administered during the same time period in spring 2005.

RESULTS

Over twice as many faculty (479) responded to the 2005 FSSE than responded to the 2003 FSSE Pilot Survey (205). Of the 479 responding faculty 423 completed the survey. This was a return rate of 37% of the 1144 faculty who were listed as teaching at least one undergraduate course during either 2005 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 FSSE was designed to parallel many items on the NSSE 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, this group was not included in further reporting of results.

Table 1
Respondent Characteristics

| | <u>Lower division</u> (Mostly Freshman and Sophomores) | <u>Upper division</u> (Mostly Juniors and Seniors) | Other | Total |
|----------------------------------|---|--|-------|-------|
| Discipline of appointment | | | | |
| Arts and humanities | 19% | 13% | 17% | 15% |
| Biological science | 1% | 13% | 12% | 10% |
| Business | 5% | 7% | 0% | 6% |
| Education | 10% | 3% | 20% | 6% |
| Engineering | 8% | 14% | 10% | 12% |
| Physical science | 21% | 10% | 2% | 12% |
| Professional | 2% | 3% | 10% | 4% |
| Social science | 11% | 10% | 5% | 10% |
| Other | 24% | 27% | 24% | 26% |

Table 1 (continued)
Respondent Characteristics

| | <u>Lower division</u> (Mostly Freshman and Sophomores) | <u>Upper division</u> (Mostly Juniors and Seniors) | Other | Total |
|------------------------------------|--|--|-------|-------|
| Rank | | | | |
| Professor | 13% | 26% | 19% | 22% |
| Associate Professor | 8% | 22% | 14% | 17% |
| Assistant Professor | 19% | 23% | 12% | 21% |
| Instructor | 41% | 21% | 38% | 28% |
| Other | 19% | 8% | 17% | 12% |
| Tenure status | | | | |
| Tenured | 25% | 49% | 44% | 42% |
| On tenure track but not tenured | 16% | 22% | 5% | 18% |
| Not on tenure track | 58% | 28% | 44% | 37% |
| No tenure system | 2% | 1% | 7% | 2% |
| Highest degree earned | | | | |
| First professional degree | 2% | 1% | 0% | 1% |
| Doctoral degree | 52% | 80% | 57% | 70% |
| Master's degree | 38% | 16% | 38% | 25% |
| Bachelor's degree | 6% | 3% | 5% | 4% |
| Associate's degree | 1% | 0% | 0% | 0% |
| Other | 1% | 0% | 0% | 0% |
| Full-time/Part Time | | | | |
| Full-time | 72% | 80% | 71% | 77% |
| Part-time | 28% | 20% | 29% | 23% |
| Years teaching | | | | |
| 4 or less | 23% | 16% | 24% | 19% |
| 5-9 | 27% | 17% | 7% | 19% |
| 10-14 | 17% | 13% | 12% | 14% |
| 15 or more | 34% | 54% | 56% | 48% |
| Age | | | | |
| 34 or younger | 20% | 12% | 10% | 14% |
| 35-44 | 34% | 20% | 23% | 25% |
| 45-54 | 29% | 40% | 31% | 36% |
| Older than 54 | 17% | 28% | 36% | 26% |
| Gender | | | | |
| Male | 55% | 68% | 54% | 63% |
| Female | 45% | 32% | 46% | 37% |

Table 1 (continued)
Respondent Characteristics

| | <u>Lower division</u> (Mostly Freshman and Sophomores) | <u>Upper division</u> (Mostly Juniors and Seniors) | Other | Total |
|---|--|--|-------|-------|
| Race / Ethnicity | | | | |
| American Indian / Native Amer. | 1% | 0% | 0% | 0% |
| Asian Amer. / Pacific Islander | 4% | 6% | 2% | 5% |
| Black or African American | 5% | 1% | 0% | 2% |
| White (non-Hispanic) | 78% | 75% | 86% | 77% |
| Mexican or Mexican American | 1% | 1% | 0% | 1% |
| Puerto Rican | 0% | 0% | 0% | 0% |
| Other Hispanic or Latino | 1% | 1% | 5% | 2% |
| Multiracial | 2% | 2% | 2% | 2% |
| Other | 1% | 3% | 0% | 2% |
| Prefer not to respond | 8% | 11% | 5% | 9% |
| Citizenship status | | | | |
| U.S. citizen, native | 89% | 82% | 93% | 85% |
| U.S. citizen, naturalized | 5% | 8% | 5% | 7% |
| Permanent resident of the U.S. (immigrant visa) | 5% | 8% | 2% | 7% |
| Temporary resident of the U.S. (non-immigrant visa) | 1% | 2% | 0% | 2% |

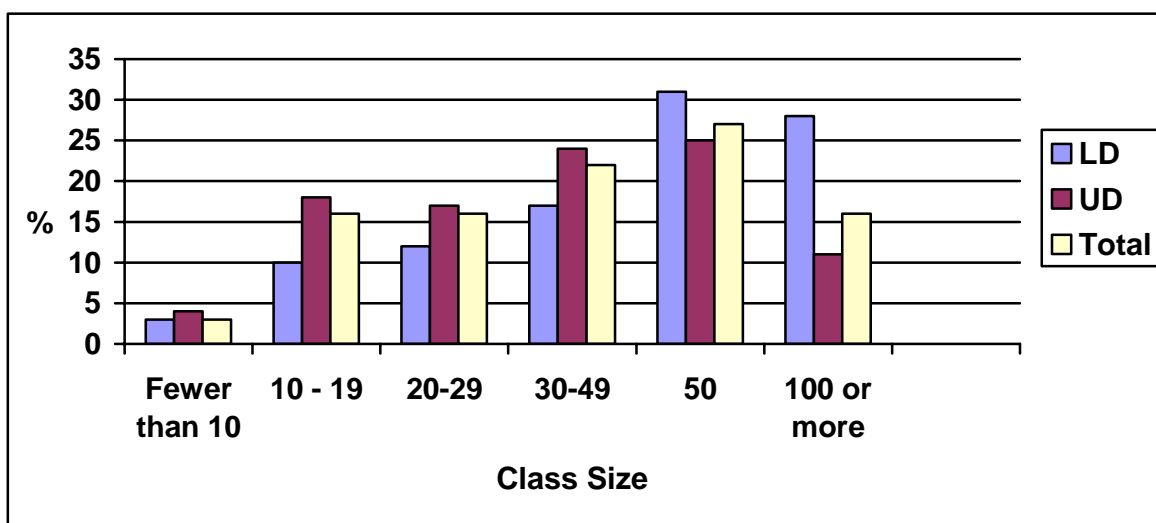
* A "full completion" is a respondent who completed the survey through the "acquiring job or work-related knowledge and skills" (FGNWORK) item or beyond.
A "partial completion" is a respondent who initiated the survey but ended submission prior to FGNWORK. All percentages are based on full completions only.

INFORMATION ABOUT COURSES SELECTED AS BASES FOR RESPONSES

Faculty respondents were asked to base their answers on one selected course. Most faculty (53%) selected upper division (mostly juniors and seniors) courses upon which to base their responses. Only 24% selected a lower division course (mostly first year students and sophomores).

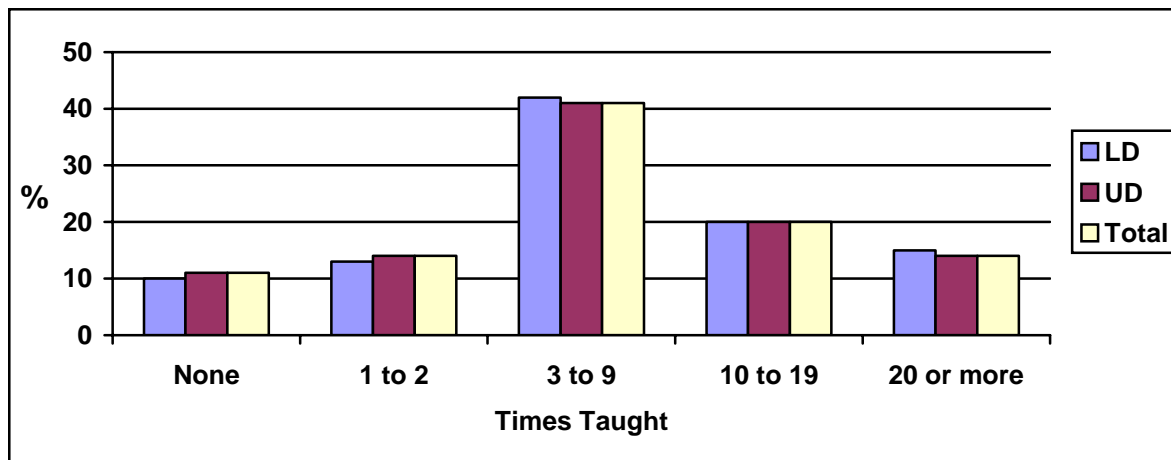
Approximately 42% of faculty who reported teaching lower division (LD) courses and 63% of faculty who reported teaching upper division (UD) courses selected courses with enrollments of less than 50 students (Figure 1). Additionally, only about 16% of the courses selected by faculty had an enrollment of 100 or more students, most of which were lower division classes.

Figure 1
Number of Students Enrolled in Selected Course



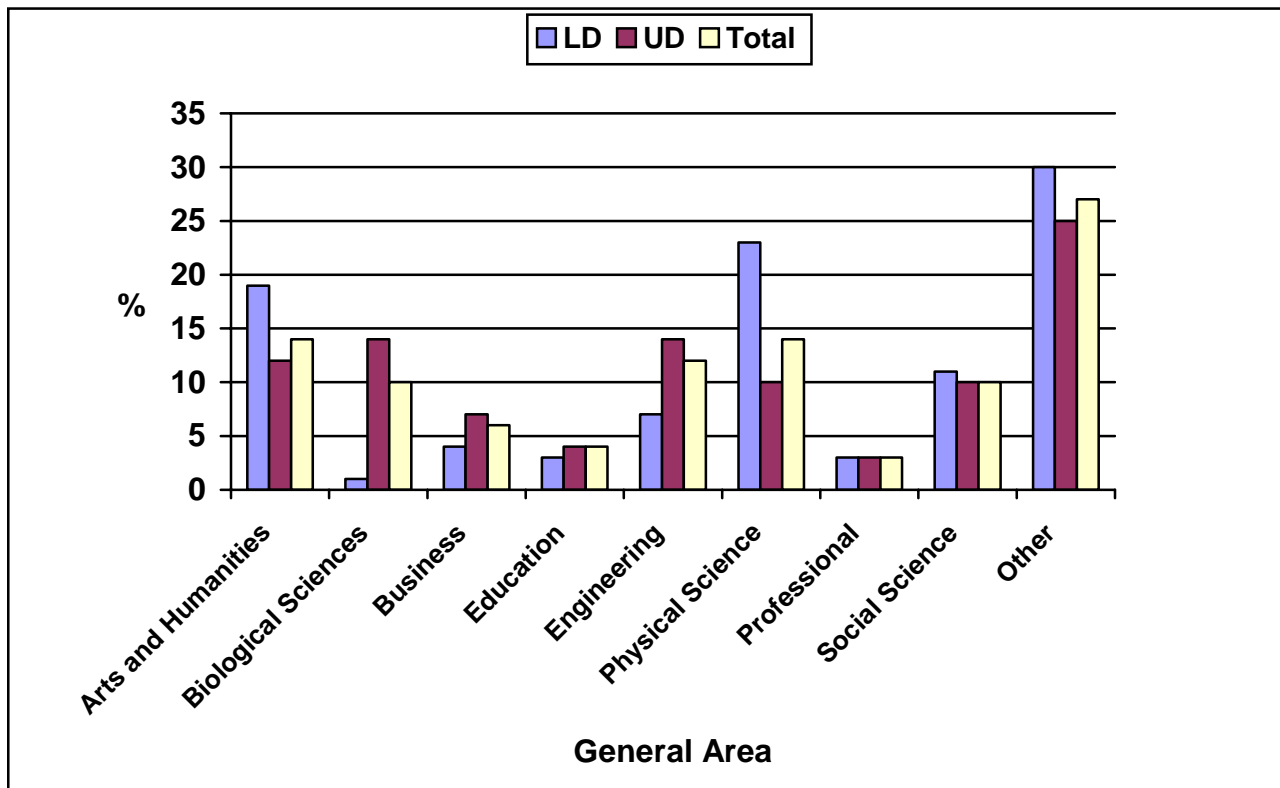
Most respondents reported that they had taught their specified course at least once before (Figure 2). Approximately 34% had taught the selected course more than nine times. Only 11% reported that they had never taught that particular course before.

Figure 2
Number of Times Course Taught by Specific Faculty Member



The four most frequently cited areas of the lower division (LD) courses were: Other (30%), Arts and Humanities (19%), Physical Science (23%), and Social Science (11%). For upper division (UD) classes the five areas most frequently cited included: Other (25%), Engineering (14%), Biological Science (14%), Arts and Humanities (12%), and Physical and Social Science at (10%). (Figure 3)

Figure 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 2005 NSSE report and the 2005 FSSE report could be reviewed in tandem. 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 reported less OSU emphasis on “students spending significant amounts of time studying and on academic work” than did faculty teaching upper division classes. Students however reported more OSU emphasis on studying than did either of the faculty groups (Table 2).

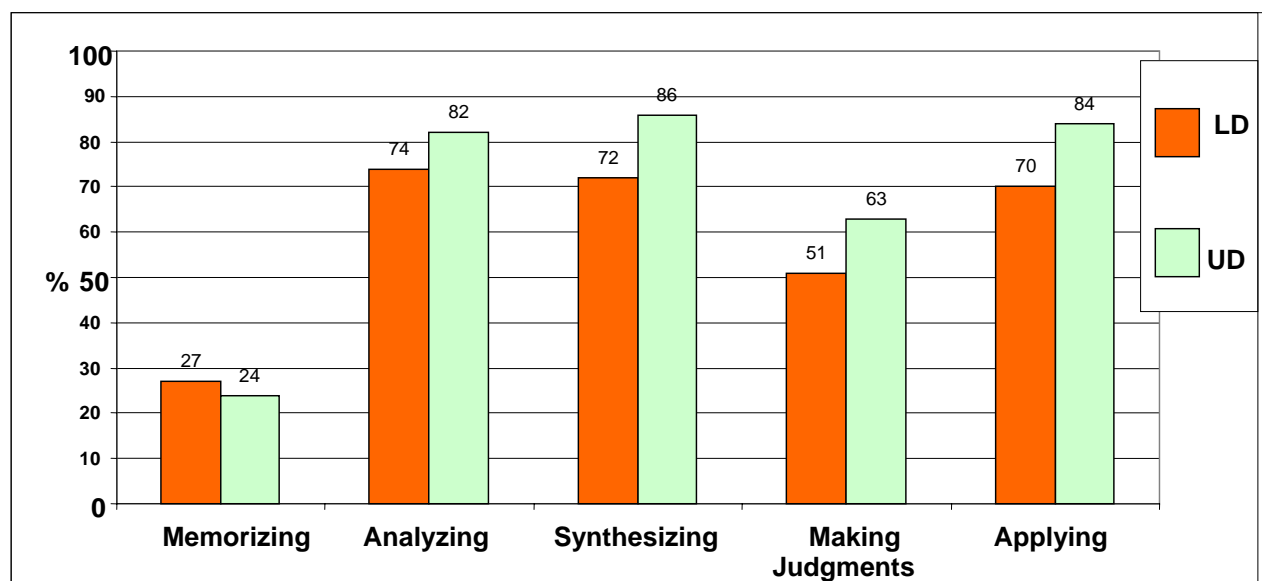
Table 2
OSU Emphasis on Student Study Time

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | 57% | 8% | First Year | 72% | 1% |
| Upper Division | 63% | 8% | Senior | 75% | 3% |

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 Synthesizing and organizing ideas, information, or experiences.

When faculty were asked how much emphasis they put on memorization in their courses 27% of the LD instructors and 24% of the UD instructors responded with "Very Much" or "Quite a Bit", while 70% of the FY students and 63% of the SR students responded with "Very Much" or "Quite a Bit". The student's perception of the course emphasis was very different from the faculty.

Figure 4
Faculty Reports of Course Emphasis



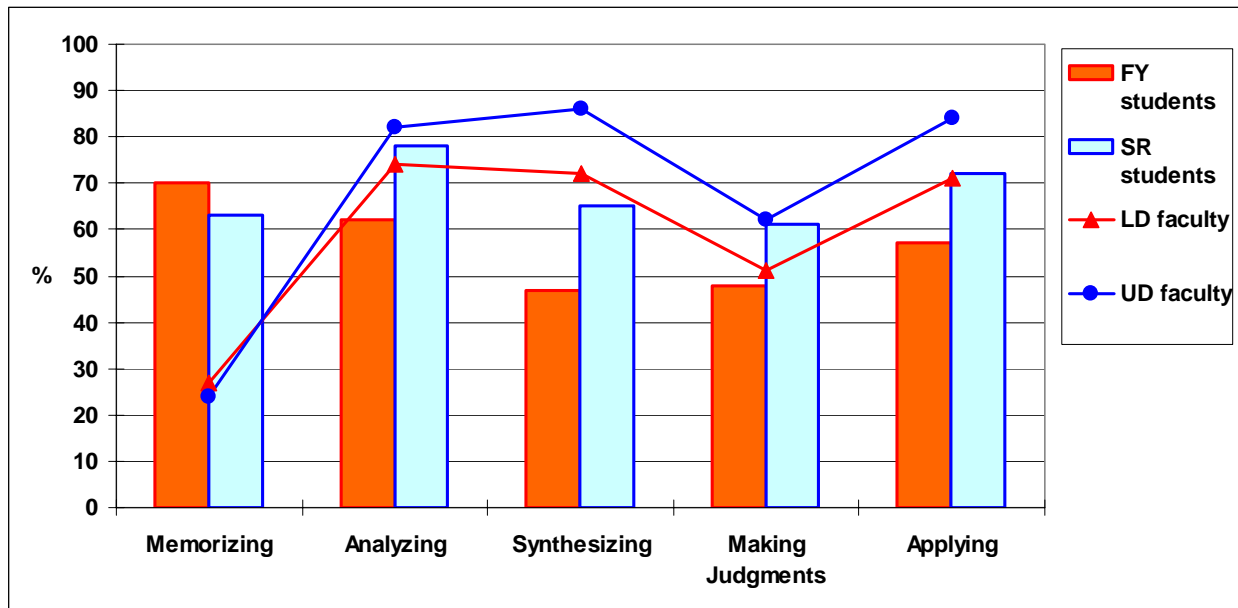
Synthesizing and organizing ideas, information, arguments or methods was the area that faculty perceived that they emphasized the most. Seventy-two percent of the LD instructors and 86% of UD instructors responded "Very Much" or "Quite a Bit" while the student response was lower, FY students (47%) and SR students (65%). Other increasingly complex cognitive processes fell in between these two categories (Table 3).

Table 3
Coursework Emphasis

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | 27% | 44% | First Year | 70% | 5% |
| Upper Division | 24% | 35% | Senior | 65% | 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 | 74% | 10% | First Year | 62% | 4% |
| Upper Division | 82% | 2% | Senior | 78% | 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 | 72% | 4% | First Year | 47% | 8% |
| Upper Division | 86% | 2% | Senior | 65% | 5% |
| 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 | 51% | 25% | First Year | 48% | 10% |
| Upper Division | 62% | 17% | Senior | 61% | 9% |
| 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 | 71% | 8% | First Year | 57% | 5% |
| Upper Division | 84% | 4% | Senior | 72% | 4% |

The greatest area of difference between the faculty perceptions and the student perceptions was in the area of “Memorizing facts, ideas, or methods from courses or readings.” Approximately 27% 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., 24%). Interestingly, most FY (75%) and SR (62%) 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 (Figure 5).

Figure 5
Coursework Emphasis: Students vs. Faculty



The following graphs (Figures 6 & 7) depicted the sharp differences in perceptions between faculty and students about the emphasis on memorization in classes.

Figure 6
Degree to Which Coursework Emphasizes Memorization:
Upper Division Faculty and Senior Students

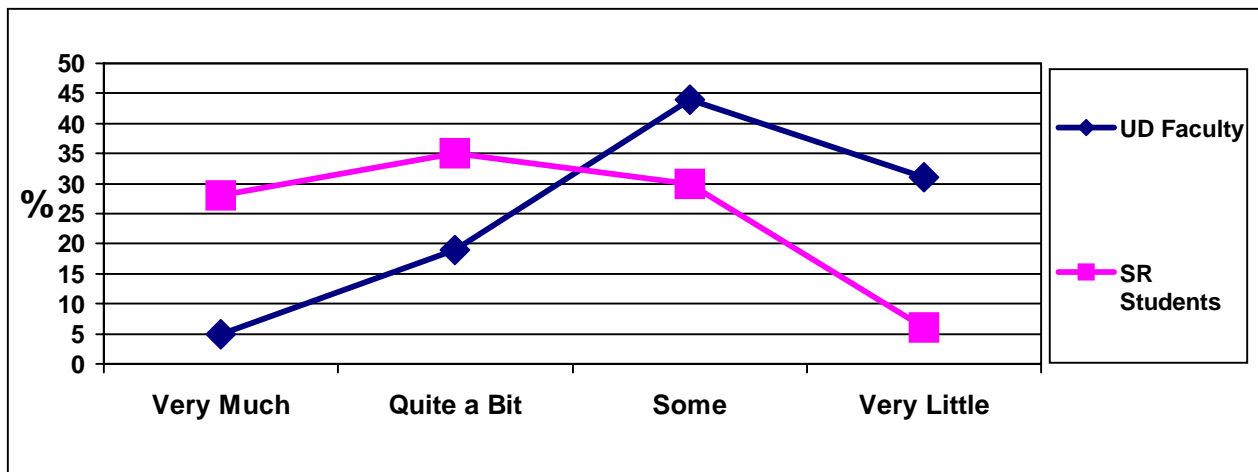
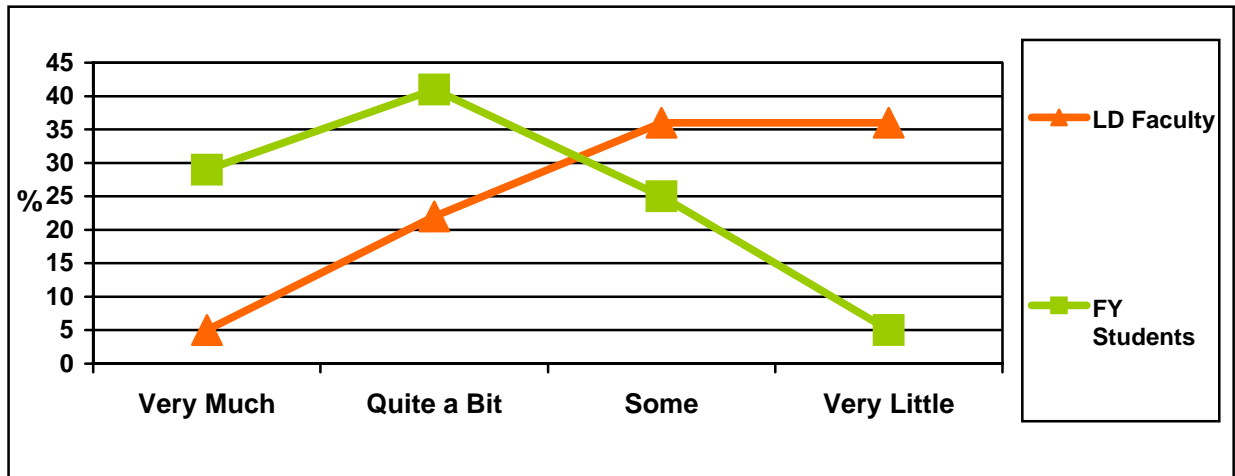
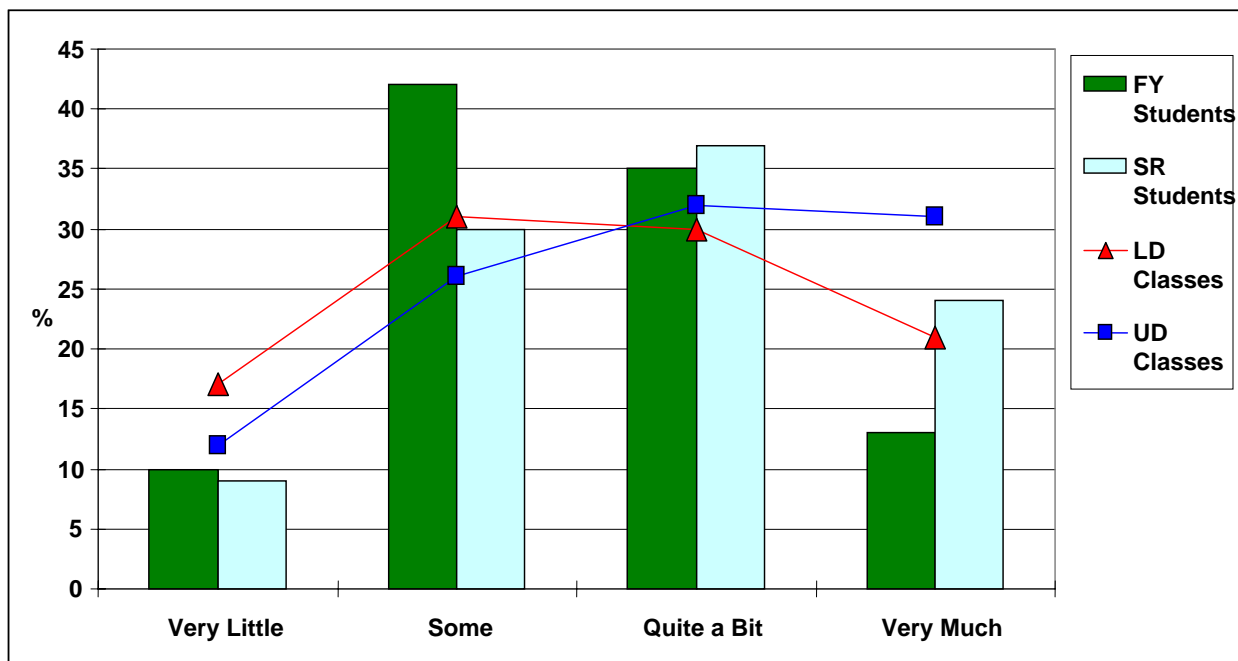


Figure 7
Degree to Which Coursework Emphasizes Memorization:
Lower Division Faculty and First Year Students



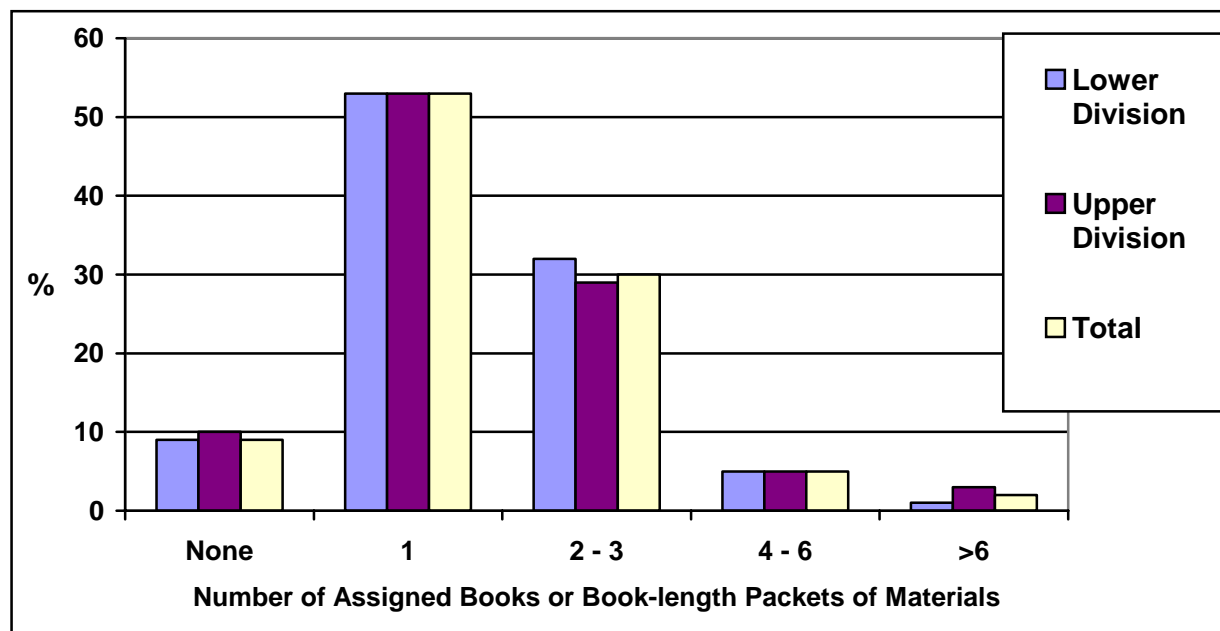
One cognitive area that both faculty and students agreed was emphasized the least in their classes was “making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions.” Given the proliferation of easily accessible information via the internet, increased emphasis on evaluating information may be warranted. Figure 8 below provides frequency distributions for this item (refer also to Table 3 and Figure 4).

Figure 8
Degree to Which Coursework Emphasizes Making Judgments:
Comparison of 2005 FSSE and 2005 NSSE



Most faculty at both the Lower Division level (85%) and Upper Division level (92%) 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 (Figure 9).

Figure 9
Number of Assigned Textbooks, Books, and/or Book Length Packs of Course Readings for Faculty Specified Course



Most faculty (82%) reported that they did not require written papers of more than 20 pages. In the 5 -19 page range the upper division level and the lower division level (51%) of the faculty did not require a written paper or report. If papers were required in courses, those papers tended to be 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 required more papers of 20 or pages and 5 -19 pages than did lower division classes.

Table 4
Papers Written

| FSSE 2005 Faculty Responses | | | | | |
|--|------|-----|-----|-----|-------------|
| Number of written papers or reports of 20 pages or more | | | | | |
| | None | 1 | 2-3 | 4-6 | More than 6 |
| Lower Division | 94% | 6% | 1% | 0% | 0% |
| Upper Division | 77% | 15% | 5% | 2% | 0% |
| Total | 82% | 12% | 4% | 1% | 0% |
| Number of written papers or reports between 5 and 19 pages | | | | | |
| | None | 1 | 2-3 | 4-6 | More than 6 |
| Lower Division | 66% | 18% | 9% | 6% | 1% |
| Upper Division | 44% | 26% | 16% | 9% | 5% |
| Total | 51% | 24% | 14% | 8% | 4% |

Table 4 (continued)
Papers Written

| FSSE 2005 Faculty Responses | | | | | |
|---|------|-----|-----|-----|-------------|
| Number of written papers or reports of fewer than 5 pages | | | | | |
| | None | 1 | 2-3 | 4-6 | More than 6 |
| Lower Division | 26% | 12% | 22% | 18% | 23% |
| Upper Division | 27% | 13% | 22% | 15% | 23% |
| Total | 27% | 13% | 22% | 16% | 23% |

Figures 10 and 11 graphically depicted the amount of writing required in lower division and upper division classes.

Figure 10
Number of Written Papers Assigned of 20 or More, 5-10,
or Less than 5 Pages in Length
(Lower Division Classes)

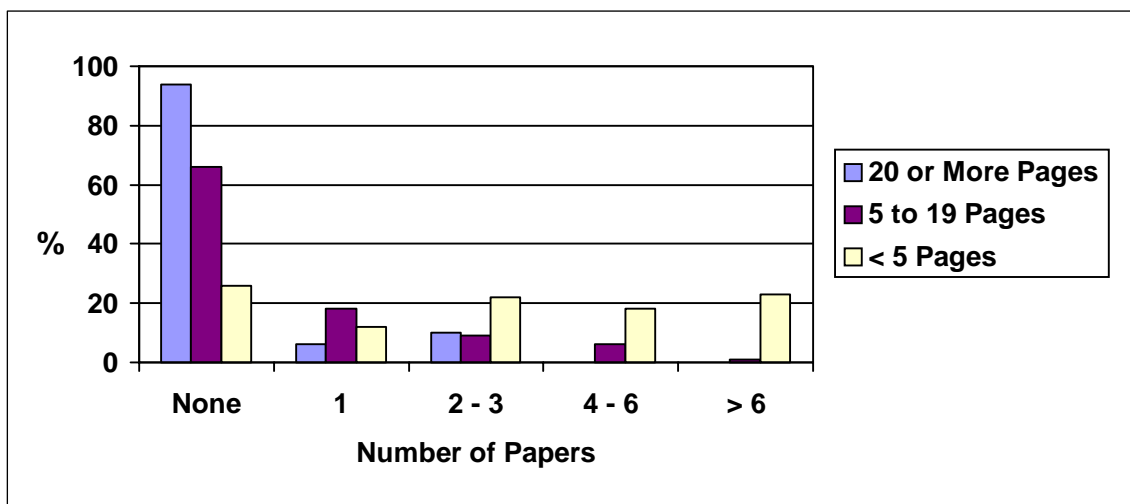
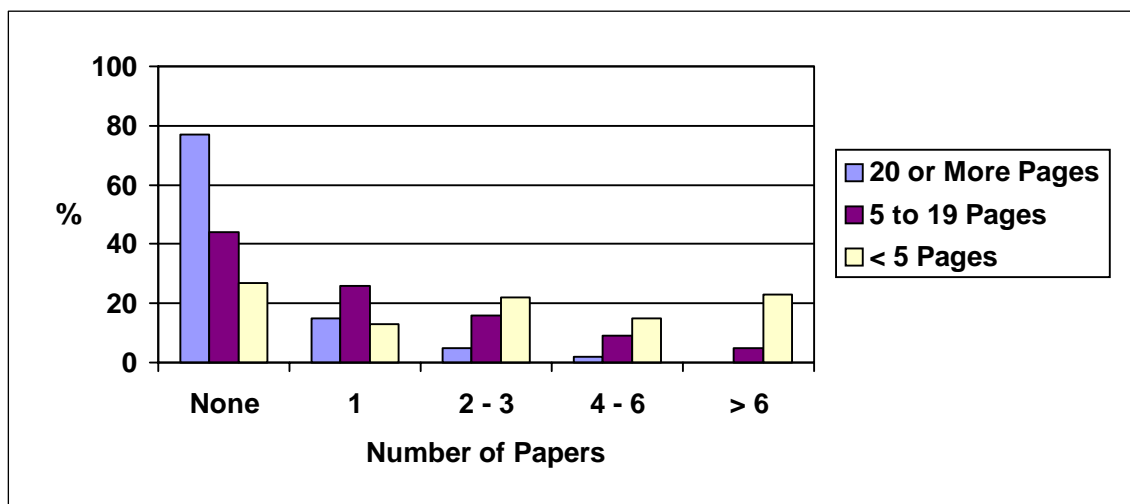


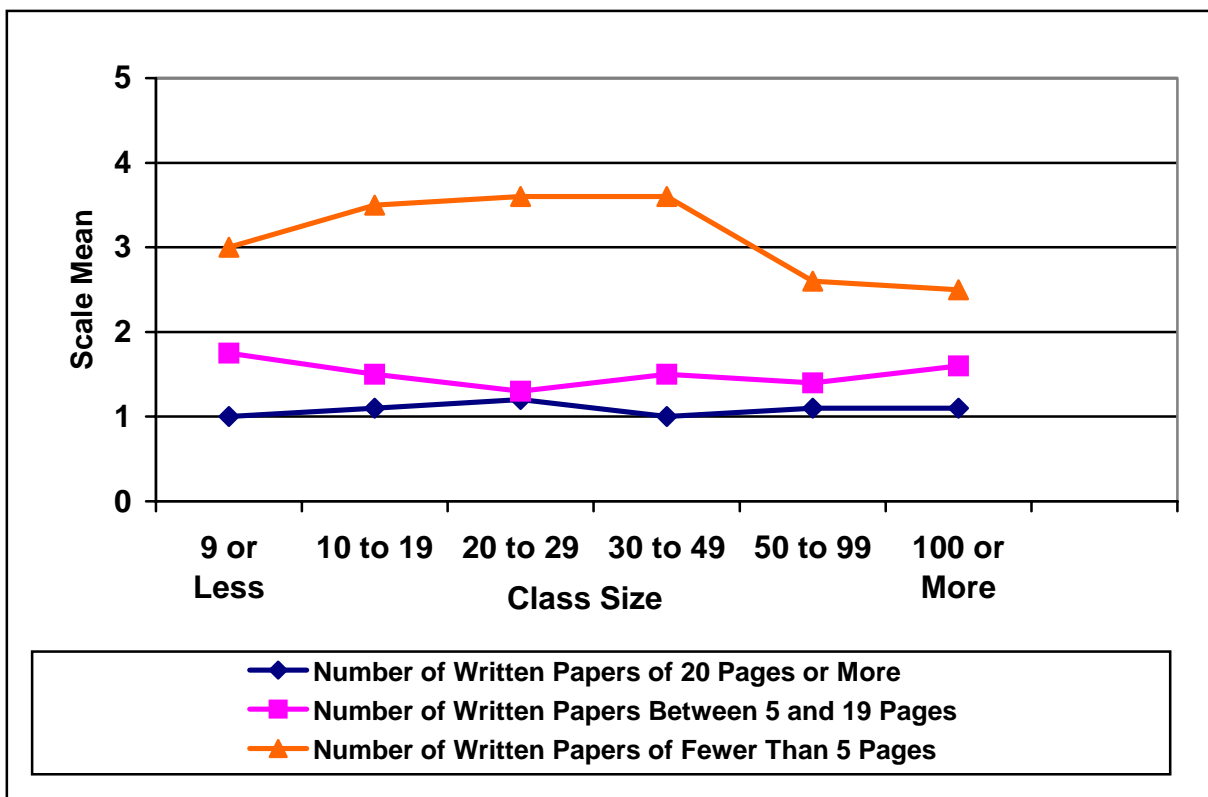
Figure 11
Number of Written Papers Assigned of 20 or More, 5-10,
or Less than 5 Pages in Length
(Upper Division Classes)



In Figure 12, note that the “number of written papers of fewer than 5 pages” did seem to have some relationship to the size of the lower division class but only after classes exceeded 50 students. 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 for the most part no papers were required.

Figure 12
Mean number of Papers Written Per Class Size in Lower Division Classes

Mean Scale: 1 = No papers, 2 = One, 3 = between 1- 3, 4 = Between 4-6, 5 = More than 6



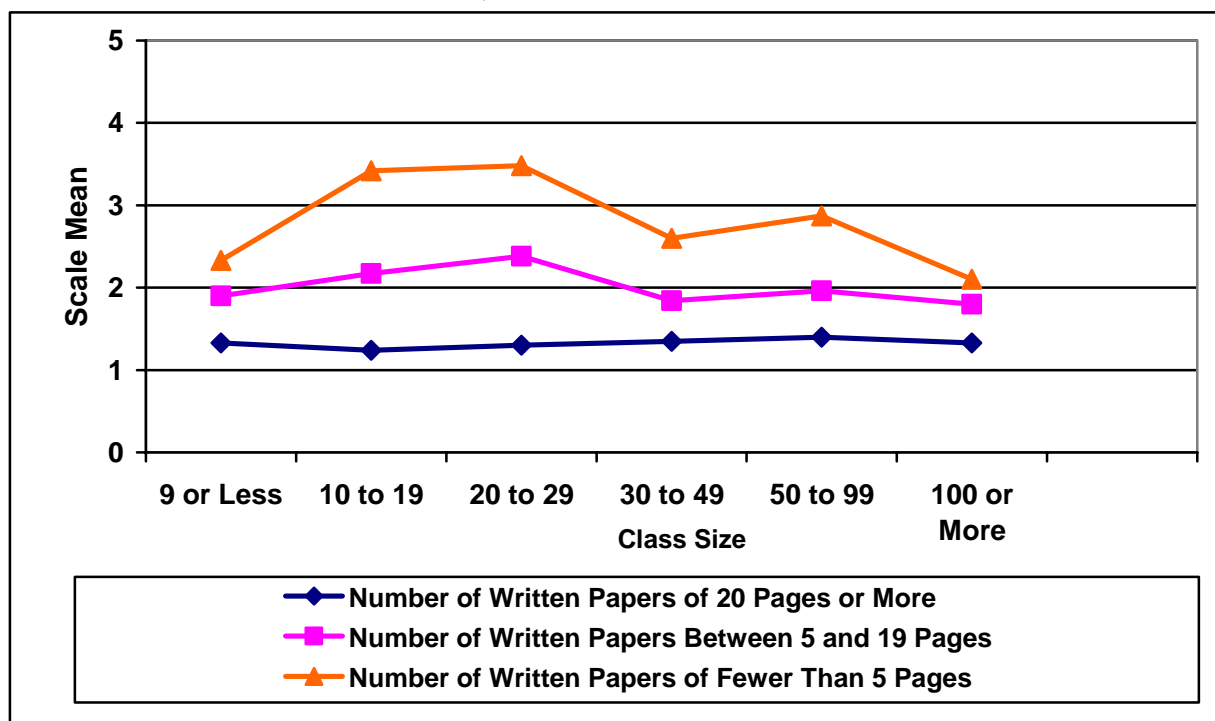
The number of papers written of various lengths in upper division classes did seem to have a relationship with class size as the Figure below suggested (Figure 13). Yet, it did appear that if a medium to long paper was going to be assigned, it was assigned regardless of class size.

Overall, however, few classes at either the upper division or lower division require papers of over 5 pages in length, if they require a paper at all. Generally, most students regardless of upper division or lower division will not have the opportunity to experience writing a paper of more than 5 pages. Further even those classes with 9 or fewer students the writing assignments are mostly none even at the upper division level.

Figure 13

Mean number of Papers Written Per Class Size in Upper Division Classes

Mean Scale: 1 = None, 2 = One, 3 = between 1 & 3, 4 = Between 4 & 6, 5 = More than 6



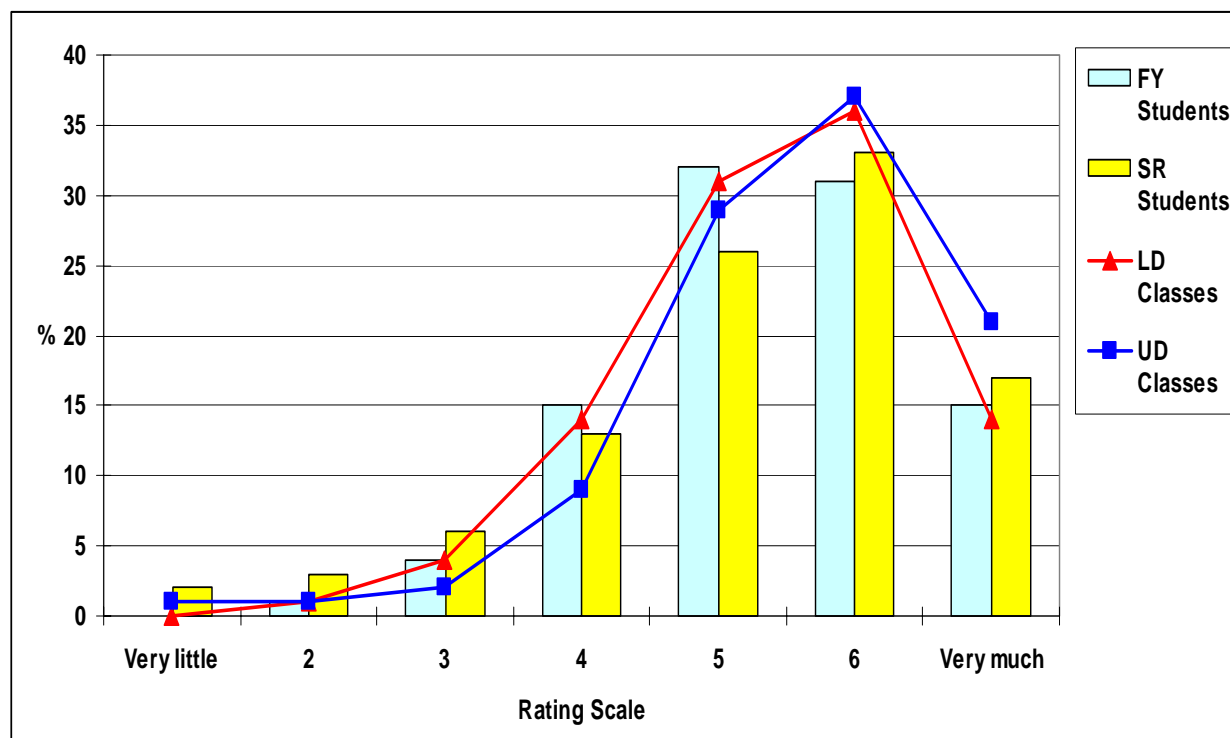
Most faculty (40%) reported that they assigned no homework assignments per week that were estimated to take **over** one hour to complete. A higher percentage (59%) indicated that they assigned no homework that took **less** than one hour to complete during a week (Table 5).

Table 5
Homework Assignments

| FSSE 2005 Faculty Responses | | | | | |
|--|------|-----|-----|-----|-------------|
| Number of homework problem sets, in selected course section, in a typical week that take your students <i>more than one hour</i> to complete | | | | | |
| | None | 1-2 | 3-4 | 5-6 | More than 6 |
| Lower Division | 38% | 37% | 13% | 2% | 9% |
| Upper Division | 40% | 38% | 9% | 6% | 7% |
| Total | 40% | 38% | 10% | 4% | 8% |
| Number of homework problem sets, in selected course section, in a typical week that take your students <i>less than one hour</i> to complete | | | | | |
| | None | 1-2 | 3-4 | 5-6 | More than 6 |
| Lower Division | 55% | 27% | 12% | 3% | 3% |
| Upper Division | 61% | 24% | 8% | 1% | 5% |
| Total | 59% | 25% | 10% | 2% | 5% |

Generally, most faculty members believed that their evaluation methods challenged students at least somewhat to do their best work. Overall, students agreed with this (Figure 14).

Figure 14
Degree to Which Evaluation Methods of Student Performance (e.g., examinations, portfolio) Challenged Students to Do Their Best?



Students and faculty reported similarly concerning the impact of evaluation methods on challenge to students (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 2005 Faculty Responses | | | NSSE 2005 Student Responses | | |
|--|-------------------|--------------------|--|-------------------|--------------------|
| Extent to Which: | | | | | |
| Your evaluations of student performance (e.g, examinations, portfolio) challenged students in your selected course section to do their best work | | | Your examinations during the school year challenged you in your selected course section to do your best work | | |
| | Quite Challenging | Not as Challenging | | Quite Challenging | Not as Challenging |
| Lower Division | 81% | 19% | First Year | 79% | 21% |
| Upper Division | 87% | 13% | Senior | 76% | 24% |

Note: Faculty and students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5,6,and 7 are coded as Quite Challenging and responses 1,2,3 and 4 are coded as Not as Challenging.

Only about one-quarter of the faculty reported that their expectations prompted 50% or more of their students to work harder than normal to meet the standard. Yet more than 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 2005 Faculty Responses | | | NSSE 2005 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 | 23% | 3% | First Year | 37% | 14% |
| Upper Division | 30% | 4% | Senior | 48% | 9% |

As might be anticipated, faculty expected 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 (Figure 15 and Figure 16).

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 consistent with the 2003 survey, it clearly demonstrated a difference between faculty expectation and what faculty believed to be the reality. Additionally, more faculty teaching lower division classes expected 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. While more faculty teaching LD courses expected fewer study hours for their class, there was no real difference in means.

Figure 15
Number of Hours per Week Faculty Expected and Estimated That Lower Division Students Devote to Preparation for Specified Course

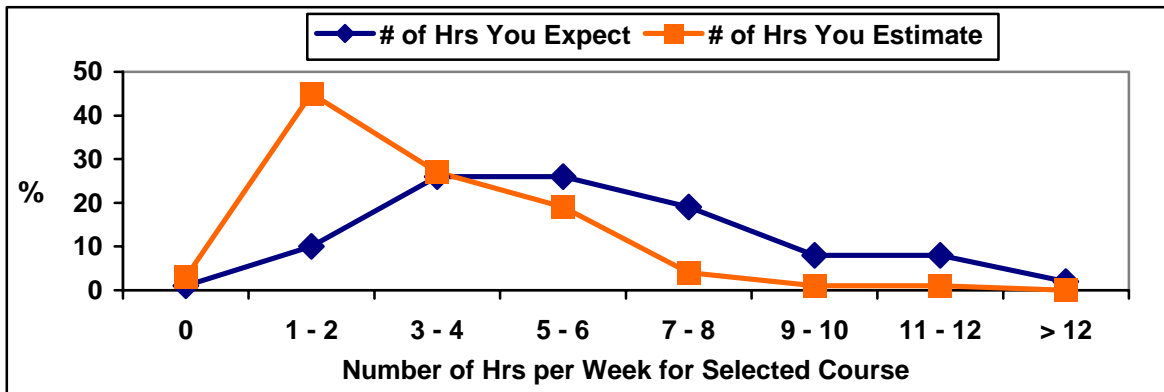
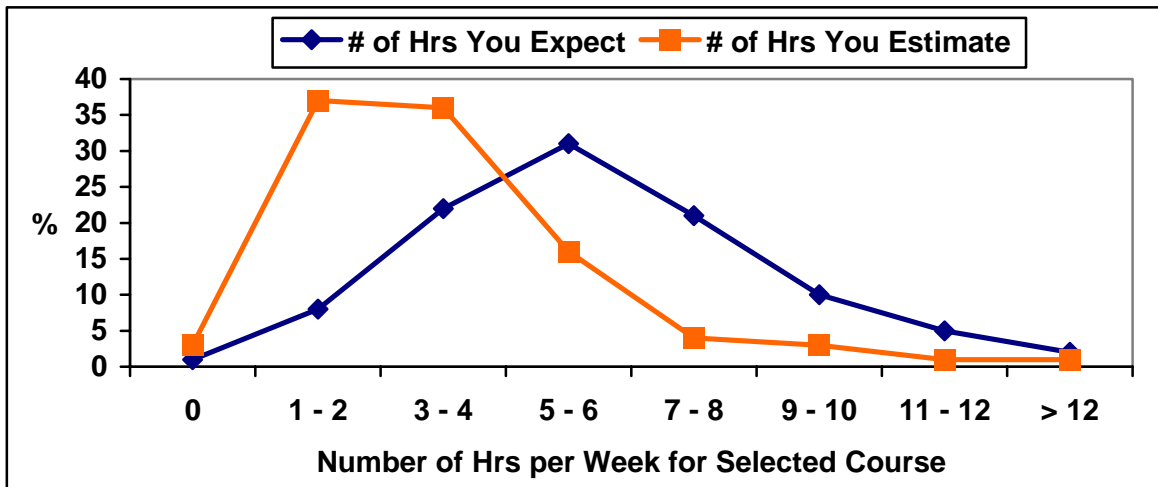


Figure 16
Number of Hours per Week Faculty Expected and Estimated That Upper Division Students Devote to Preparation for Specified Course



Faculty and students were 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 over one third of their class came to class without completing readings or assignments about 50% or more of the time. Also, about one third 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 2005 Faculty Responses | | | NSSE 2005 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 | 37% | 4% | First Year | 26% | 16% |
| Upper Division | 21% | 7% | Senior | 35% | 13% |

STUDENT INTERACTIONS WITH FACULTY

The benchmark category, 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 communicated with faculty “often” or “very often” using email. Roughly one-third of faculty indicated that half or more of their students used email to communicate with them (Table 9).

Table 9
Email Communication

| FSSE 2005 Faculty Responses | | | NSSE 2005 Student Responses | | |
|--|---------------|-------|---|---------------------|-------|
| Percent of students in your selected course who: | | | How often do you: | | |
| Used email to communicate with you | | | Use email to communicate with an instructor | | |
| | 50% or higher | Never | | Very Often to Often | Never |
| Lower Division | 35% | 0% | First Year | 60% | 3% |
| Upper Division | 36% | 0% | Senior | 80% | 1% |

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

Table 10
Student Discussions with Faculty

| FSSE 2005 Faculty Responses | | | NSSE 2005 Student Responses | | |
|--|---------------|-------|---|---------------------|-------|
| What percent of students in your selected course: | | | How often did 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 | 20% | 0% | First Year | 31% | 14% |
| Upper Division | 24% | 0% | Senior | 51% | 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 | 16% | 9% | First Year | 24% | 24% |
| Upper Division | 13% | 6% | Senior | 34% | 20% |
| 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 | 8% | 9% | First Year | 10% | 57% |
| Upper Division | 12% | 5% | Senior | 21% | 36% |

Faculty and students disagreed about the promptness of feedback on student performance (Table 11). Fifty-four percent of first-year students reported prompt feedback from faculty very often to often, while seniors reported about 70%. About 85% of faculty at both the UD and LD levels reported they provided prompt feedback very often or often. One might expect a substantial difference between faculty feedback to lower division students and upper division students but these results did not show a strong difference at the faculty level. There was a strong difference shown between LD faculty perceptions of prompt feedback and first year student perceptions of prompt feedback.

Given what is known about first year students, there may be a need to rethink evaluation/feedback methods and how to provide more frequent feedback to first year students that takes a shorter time to grade or that uses technology to provide almost instantaneous feedback.

Table 11
Faculty Feedback to Students

| FSSE 2005 Faculty Responses | | | NSSE 2005 Student Responses | | |
|---|---------------------|-------|---|---------------------|-------|
| What percent of students in your course: | | | How often did you: | | |
| Received 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% | 1% | First Year | 54% | 6% |
| Upper Division | 86% | 1% | Senior | 70% | 2% |

Additionally, when 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 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.

The percentage of student’s responses of “very often or often” regarding prompt feedback was higher in 2005 when compared to 2003. First year student responses of “very often or often” were 32% in 2003 and rose to 54% in 2005. Senior student perceptions regarding prompt feedback in 2003 was 47%, increasing to 70% in 2005. This increase in the percent of students who reported that they often or very often received prompt feedback was somewhat more closely aligned with the faculty perception though not entirely.

Table 12
Student Research with Faculty

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | I have already done this | Total (plan and already done) |
| Lower Division | 50% | 13% | First Year | 26% | 4% | 30% |
| Upper Division | 51% | 11% | Senior | 12% | 17% | 29% |

Faculty and students disagreed about the importance of doing a research project with the instructor, outside of the program requirements (Table 12). A total of 30% of FY and 29% of SR students said that they “plan to do” or “already have done” such a research project. Student responses regarding “already have done” and “plan to do” were lower than the importance that the faculty emphasized. The LD (50%) and UD (51%) faculty were in near agreement on the importance of research projects with faculty members outside the course requirements. Given this difference, it may be incumbent on faculty to invite more students to participate in this educational activity or even to make it a part of the curricular requirements.

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 rated 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 2005 Faculty Responses | | | NSSE 2005 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 | 17% | 2% | First Year | 36% | 12% |
| Upper Division | 25% | 2% | Senior | 51% | 4% |

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 was a more common experience in the lower division classes.

The greater discrepancy occurred between the ratings of faculty teaching upper division classes and senior students. Faculty teaching upper division classes indicated that 50% of their classes involved group projects while only 40% 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 Work and Community-Based Projects

| FSSE 2005 Faculty Responses | | | NSSE 2005 Student Responses | | |
|---|---------------------|-------|---|---------------------|-------|
| How often did students in your course: | | | How often did 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 | 47% | 20% | First Year | 42% | 16% |
| Upper Division | 50% | 17% | Senior | 40% | 13% |
| 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 | 8% | 76% | First Year | 7% | 74% |
| Upper Division | 12% | 73% | Senior | 8% | 69% |

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). Yet, it is well known that activities such as community-based projects connected to a class increase student learning and engagement with academic material.

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 reasonably paralleled 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 2005 Faculty Responses | | | NSSE 2005 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, co-workers, etc.) | | | Discuss ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | | |
| | Very important or important | Not important | | Very often or often | Never |
| Lower Division | 49% | 20% | First Year | 50% | 8% |
| Upper Division | 48% | 19% | Senior | 65% | 5% |
| 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 | 22% | 46% | First Year | 13% | 49% |
| Upper Division | 25% | 42% | Senior | 22% | 43% |
| 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 | 43% | 29% | First Year | 33% | 16% |
| Upper Division | 53% | 20% | Senior | 60% | 8% |
| Examine the strengths and weaknesses of their views on a topic or issue | | | Examine the strengths and weaknesses of their views on a topic or issue | | |
| | Very important or important | Not important | | Very often or often | Never |
| Lower Division | 64% | 17% | First Year | 46% | 9% |
| Upper Division | 62% | 14% | Senior | 56% | 8% |
| Try to better understand someone else's views by imagining how an issue looks from that person's perspective | | | Try to better understand someone else's views by imagining how an issue looks from that person's perspective | | |
| | Very important or important | Not important | | Very often or often | Never |
| Lower Division | 61% | 23% | First Year | 56% | 5% |
| Upper Division | 58% | 19% | Senior | 63% | 4% |
| Learn something that changes the way they understand an issue or concept | | | Learn something that changes the way they understand an issue or concept | | |
| | Very important or important | Not important | | Very often or often | Never |
| Lower Division | 85% | 6% | First Year | 55% | 4% |
| Upper Division | 82% | 4% | Senior | 61% | 3% |

While these activities seemed to parallel the degree of importance that was placed on them between faculty and students there were two areas that showed a noticeable difference. When asked how important is it to you that your students “examine the strengths and weaknesses of their views on a topic or issue” and “learn something that changes the way they understand an issue or concept”, both LD and UD faculty found these areas of greater importance than students (Figures 17 and 18 below). The challenge then to faculty is to use pedagogies and evaluation methods that require students to engage in the intellectual work needed to achieve those outcomes. Generally speaking students may not come to this without faculty guidance in making those linkages

Figure 17
Degree of Importance Faculty Assigned to:

Students’ Examining the Strengths and Weaknesses of Their Views on a Topic or Issue (Faculty Perspective)

Students’ Examining the Strengths and Weaknesses of their Views on a Topic or Issue (Student Perspective)

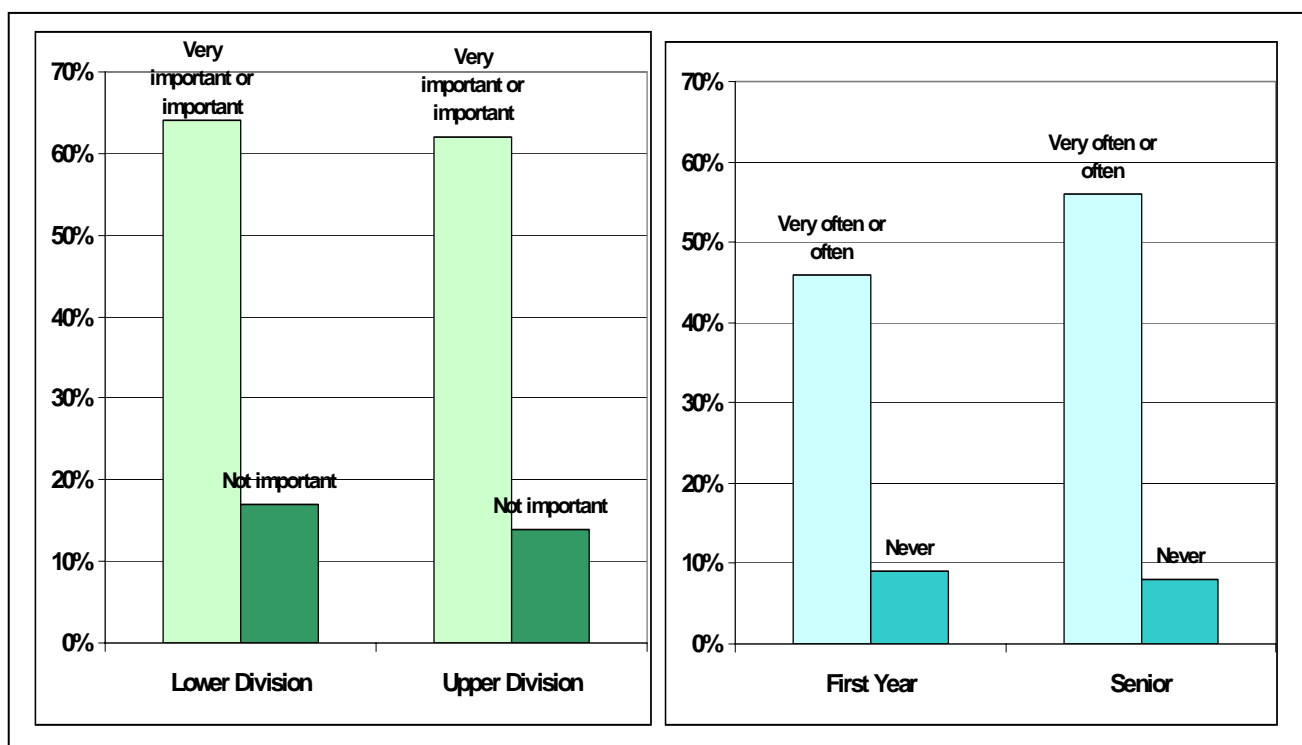
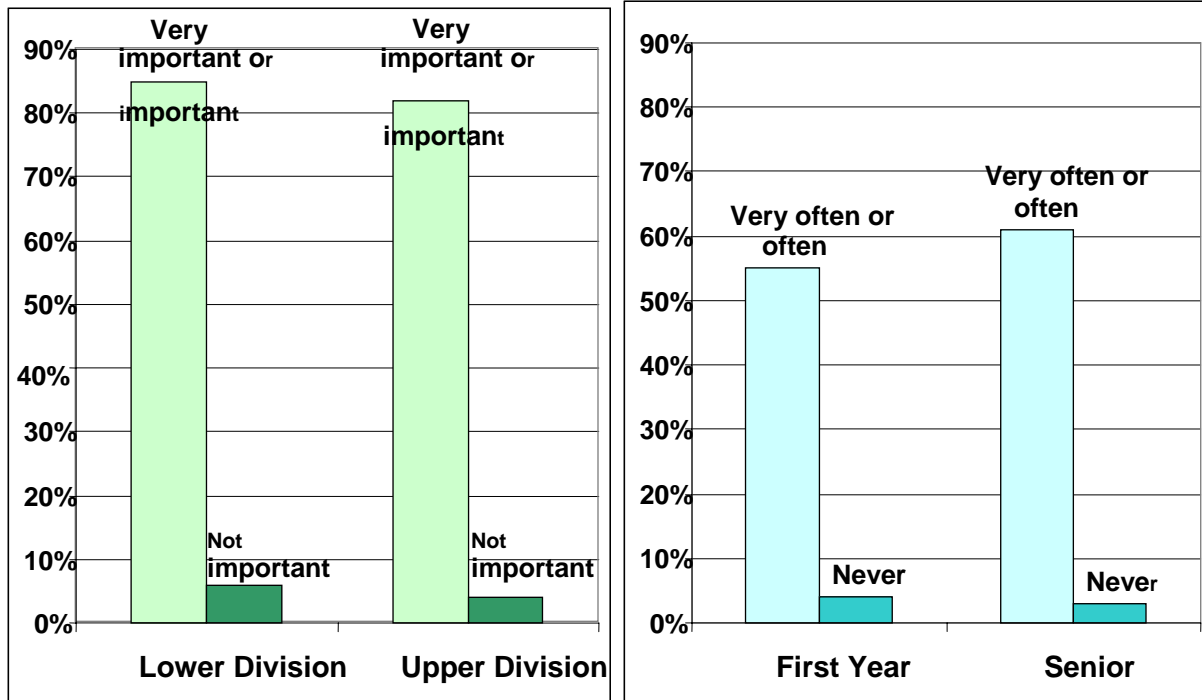


Figure 18
Degree of Importance/Frequency :

Faculty Assigned to Students' Learning Something that Changes the Way they Understand an Issue or Concept

Student Reported Being Challenged to Learn Something that Changes the Way they Understand an Issue or Concept



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 were aligned regarding 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 and students 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 of OSU's emphasis on interaction between and among diverse groups of people.

Students rated OSU's emphasis on attending campus events somewhat higher than faculty (Table 16). First year students rated this higher than senior students, lower division faculty 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 factors in the difference between first year students and senior student perceptions.

Table 16
Frequency of OSU Emphasis on Educationally Enriching Activity

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | 31% | 21% | First Year | 44% | 19% |
| Upper Division | 39% | 20% | Senior | 34% | 24% |
| 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 | 48% | 10% | First Year | 55% | 8% |
| Upper Division | 45% | 12% | Senior | 48% | 15% |
| 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 | 90% | 1% | First Year | 83% | 2% |
| Upper Division | 91% | 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 and students were asked to rate the degree to which students used an electronic medium to discuss or complete an assignment in their class, 16% to over 20% reported never (Table 17).

Only 23% of the faculty in the lower division classes and 25% of the faculty in the upper division levels reported that students in their course “often” or “very often” had serious conversations with students who were different from them. Yet, over 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 (Table 17).

Table 17
Course Emphasis on Educationally Enriching Activity

| FSSE 2005 Faculty Responses | | | NSSE 2005 Student Responses | | |
|--|---------------------|-------|--|---------------------|-------|
| How often did 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 | 35% | 21% | First Year | 46% | 21% |
| Upper Division | 40% | 23% | Senior | 54% | 16% |
| Have serious conversations in your course 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 | 12% | 39% | First Year | 43% | 20% |
| Upper Division | 16% | 32% | Senior | 45% | 14% |
| Have serious conversations in your course 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% | 31% | First Year | 58% | 8% |
| Upper Division | 25% | 29% | Senior | 55% | 10% |

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 first year students (75%) indicated that they planned to engage in these activities prior to graduation. Senior students reported that 51% of them had completed a field experienced and another 26% indicated that they intended to before graduation.

Table 18
Internship/Field Experiences

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | | I plan to do this before graduation | I have done already | Total (plan to and have done) |
| Lower Division | 85% | 1% | First Year | 75% | 8% | 83% |
| Upper Division | 80% | 7% | Senior | 26% | 51% | 77% |

Roughly one half of faculty assigned great importance to student involvement in community service or volunteer work. For first year students, 35% reported that they had done community service or volunteer work and 58% of seniors reported likewise. When students who planned to engage in these activities were added to those who reported that they had done them, then the percentages increase substantially (79% of first year and 71% of seniors) (Table 19). Thus, from this perspective students indicated more interest in community service and volunteer work than faculty assign importance. Given that engagement in these types of activities, when they are tied to coursework, can substantially increase student learning and application of in-class experiences, capturing this student commitment and using it in classes could be very powerful.

Table 19
Community Service, Study Abroad, Culminating Senior Experience

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | I have done already | Total (plan to and have done) |
| Lower Division | 56% | 13% | First Year | 44% | 35% | 79% |
| Upper Division | 41% | 20% | Senior | 13% | 58% | 71% |
| Study abroad | | | Study abroad | | | |
| | Very Important or Important | Not Important | | Yes, I plan to do this before graduation | I have done already | Total (plan to and have done) |
| Lower Division | 58% | 13% | First Year | 40% | 1% | 41% |
| Upper Division | 35% | 28% | Senior | 8% | 14% | 22% |
| Have a culminating senior experience (thesis, project, comprehensive exam, etc.) | | | Have a culminating senior experience (thesis, project, comprehensive exam, etc.) | | | |
| | Very Important or Important | Not Important | | Yes, I plan to do this before graduation | I have done already | Total (plan to and have done) |
| Lower Division | 75% | 4% | First Year | 43% | 1% | 44% |
| Upper Division | 75% | 6% | Senior | 28% | 19% | 47% |

Generally faculty placed a higher emphasis on study abroad experiences than did students. Yet 40% of first year students indicated they wanted to have this experience before they graduated. A significant decline in the plan to study abroad is shown by the senior students, perhaps a result of financial and time restrictions as they advance through their course work. In reality, 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. Forty-three percent of first year students indicated that they planned to have such an experience prior to graduation while only 28% of the senior students

planned on this experience. This difference between first year and senior students can be explained by the percentage of senior students that had already completed a culminating experience. When the 28% of seniors that planned to have this experience is added to the 19% that already have had the experience, the comparison with first year students was much closer.

Participation in a learning community was substantially more important to faculty than to students (Table 20). This was one area where students and faculty differed in 2005 than in 2003. In 2003 more first year students expressed interest in learning communities than did faculty.

Table 20
Learning Community, Foreign Language Coursework

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | I have done already | Total (plan to and have done) |
| Lower Division | 50% | 23% | First Year | 22% | 13% | 35% |
| Upper Division | 41% | 25% | Senior | 5% | 21% | 26% |
| Foreign language coursework | | | Foreign language coursework | | | |
| | Very Important or Important | Not Important | | Yes, I plan to do this before graduation | I have done already | Total (plan to and have done) |
| Lower Division | 64% | 7% | First Year | 31% | 13% | 47% |
| Upper Division | 54% | 13% | Senior | 7% | 34% | 41% |

Students and faculty differed somewhat in the importance they placed on foreign language coursework. This was true particularly of the first year students and faculty teaching lower division classes. At the upper division level, faculty reported less importance on foreign language coursework than faculty teaching at the lower division.

SUPPORTIVE CAMPUS ENVIRONMENT

Items in this benchmark 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.

First year students (69%) and senior students (62%) indicated that OSU emphasized providing academic support “very much” or “quite a bit”. Faculty responses were slightly higher with both lower and upper division faculty (70%) indicating that academic support for students was emphasized at OSU “very much” or “quite a bit.” Both faculty and students agreed that helping students with their academic success was emphasized much more than their social or non-academic needs. Yet, student academic success was likely impacted by these other factors (Table 21).

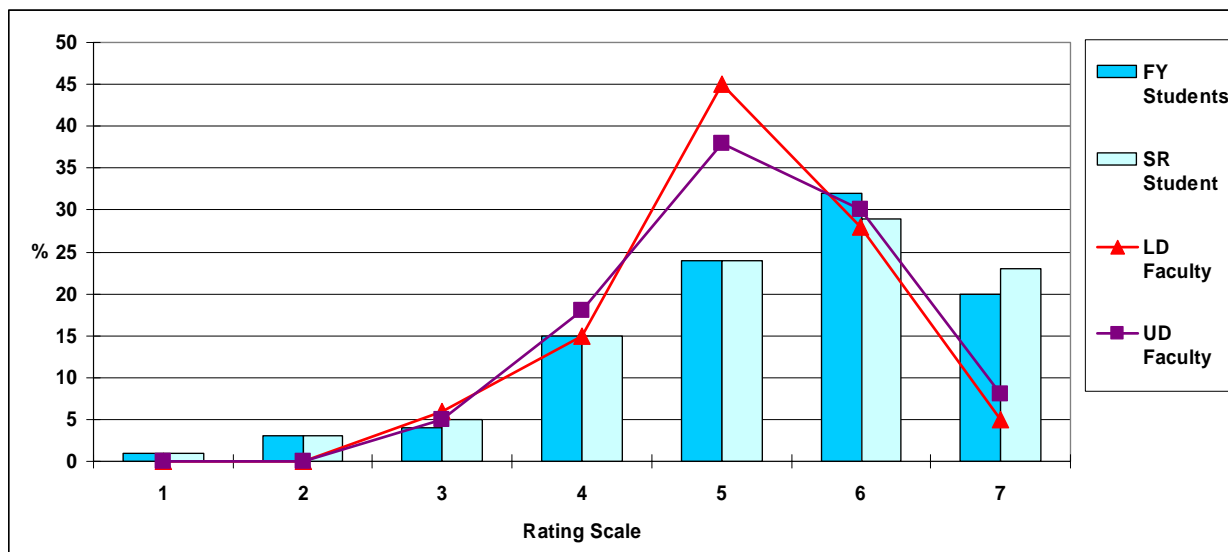
Table 21
Academic, Non-Academic, and Social Support

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | 70% | 4% | First Year | 69% | 4% |
| Upper Division | 70% | 4% | Senior | 62% | 7% |
| 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 | 25% | 25% | First Year | 25% | 33% |
| Upper Division | 24% | 23% | Senior | 16% | 44% |
| 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 | 41% | 13% | First Year | 35% | 22% |
| Upper Division | 31% | 18% | Senior | 27% | 26% |
| Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) | | | Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) | | |
| | Very much or quite a bit | Very little | | Not asked in 2005 FSSE | |
| Lower Division | 62% | 5% | First Year | | |
| Upper Division | 50% | 12% | Senior | | |

The 2005 FSSE survey asked a new question of the lower and upper division faculty. Sixty-two percent of the lower division and 50% of the upper division faculty encouraged students to become active in organizations, fraternities, sororities, intercollegiate and intramural sports programs. There is no student response for this area in the data for the 2005 NSSE as this question was not asked of the students.

Approximately 77% of faculty rated student-to-student relationships at a “5” or better according to the scale: 1 = Unfriendly, Unsupportive, Sense of Alienation through 7 = Friendly, Supportive, Sense of Belonging (Figure 19).

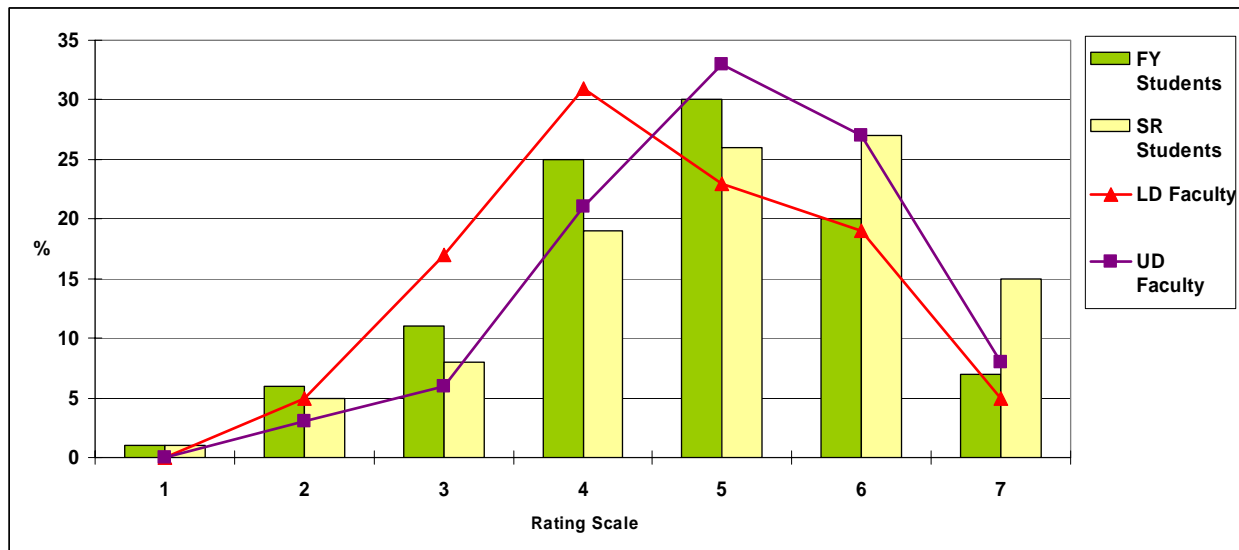
Figure 19
Faculty and Student Ratings of Student Relationships with Other Students
 Relationship Rating Scale (1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = to Friendly, Supportive, Sense of Belonging).



First year students (78%) and senior students (76%) rated their relationships about equally. A smaller percentage of faculty teaching lower division classes (47%) rated student relationships at a “5 or better” than did faculty teaching upper division classes (68%).

Faculty and student relationships followed a similar pattern with the majority of responses suggesting a positive relationship between faculty and students (Figure 18). Interestingly, first year students rated their relationships with faculty more positively than did the faculty.

Figure 20
Faculty and Student Ratings of Student Relationships with Faculty
 Relationship rating scale: (1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = to Friendly, Supportive, Sense of Belonging).

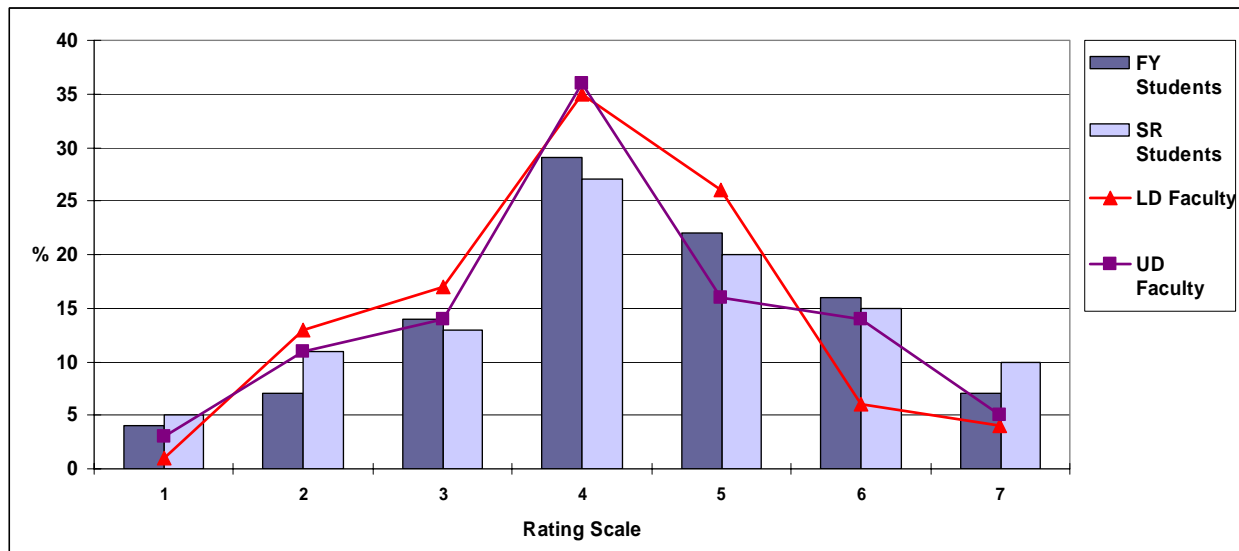


However, seniors rated their relationships with faculty lower than did the faculty teaching upper division classes (mean rating). This result was somewhat puzzling as one might hypothesize that seniors would rate their relationships with faculty at a somewhat higher level, given that they likely had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

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 (Figure 21). Though, first year students rated 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.

Figure 21
**Faculty and Student Ratings of Student Relationships with
Administrative Offices and Personnel**

Relationship rating scale: (1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = to Friendly, Supportive, Sense of Belonging). Responses of 5, 6 or 7 are considered as positive.



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, 44% 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 30% of faculty concurred (Table 22). Over thirty percent 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 2005 Faculty Responses | | | NSSE 2005 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 | 30% | 31% | First Year | 44% | 14% |
| Upper Division | 28% | 37% | Senior | 50% | 11% |

Even though about 46% of faculty 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), 40% of first year students that reported 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 43% of faculty attaching importance and 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

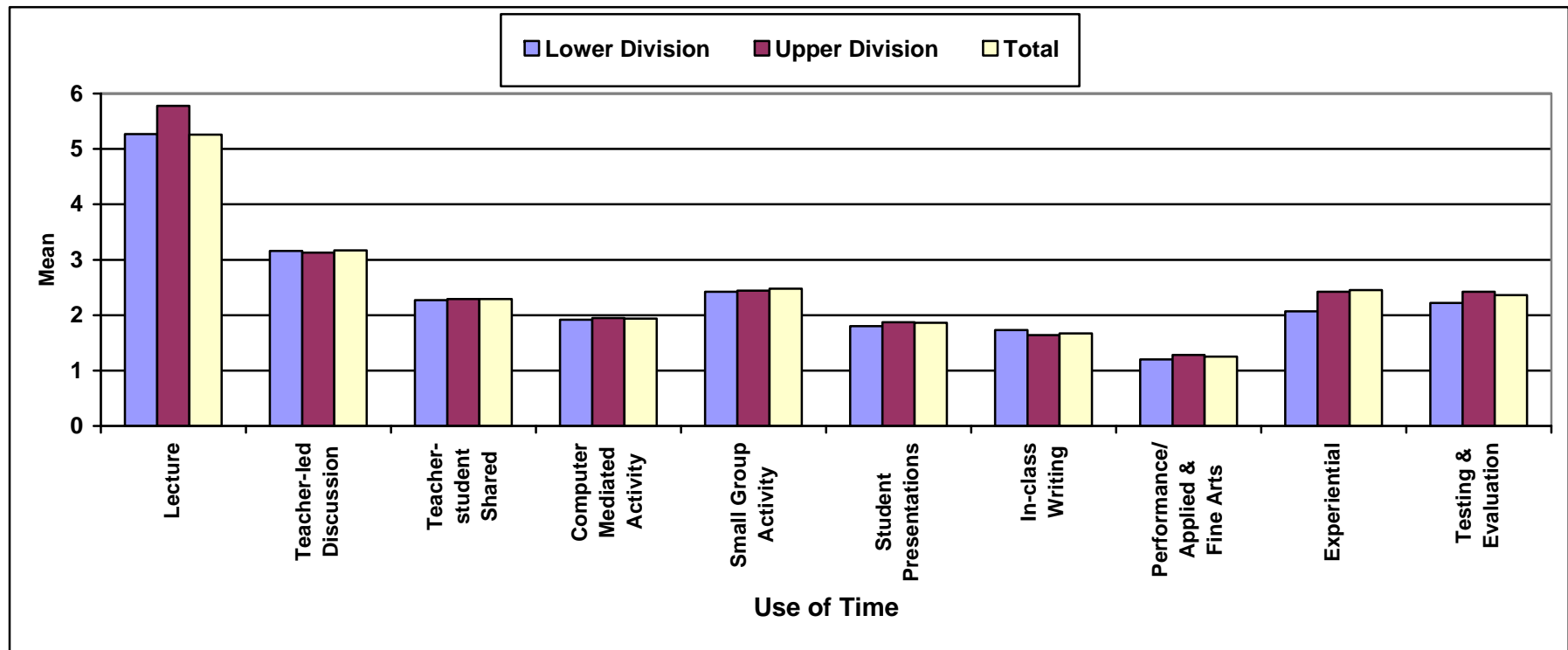
| FSSE 2005 Faculty Responses | | | NSSE 2005 Student Responses | | |
|--|-----------------------------|---------------|--|---------------------|-------|
| How important to you is it that your students: | | | How often did you: | | |
| Prepare two or more drafts of a paper or assignment before turning 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 | 32% | 46% | First Year | 40% | 22% |
| Upper Division | 43% | 32% | 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 | 61% | 25% | First Year | 58% | 7% |
| Upper Division | 76% | 14% | Senior | 81% | 1% |

Faculty teaching lower division courses placed considerably less emphasis (61%) on requiring papers or projects requiring information from various sources than faculty teaching upper division classes (76%). While first year students reported less involvement in this than seniors, 58% of them nevertheless indicated that they often or very often worked on papers or projects that required integrating ideas or information from various sources (Table 23).

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 (Figure 19). The second most frequent activity was teacher-led discussions. Small group activities and experiential activities ranked third and fourth in terms of mean percent of class time. In all, the other eight lesser used pedagogical strategies showed a class time use of less than 10% each. Very few differences in teaching strategies were used between upper division and lower division classes. The 2005 FSSE and the 2003 FSSE both showed a heavy use of the traditional lecture activity. To view the actual frequency distributions of faculty use of class time, consult Appendix A.

Figure 22
Faculty Use of In-Class Time During a Typical Week

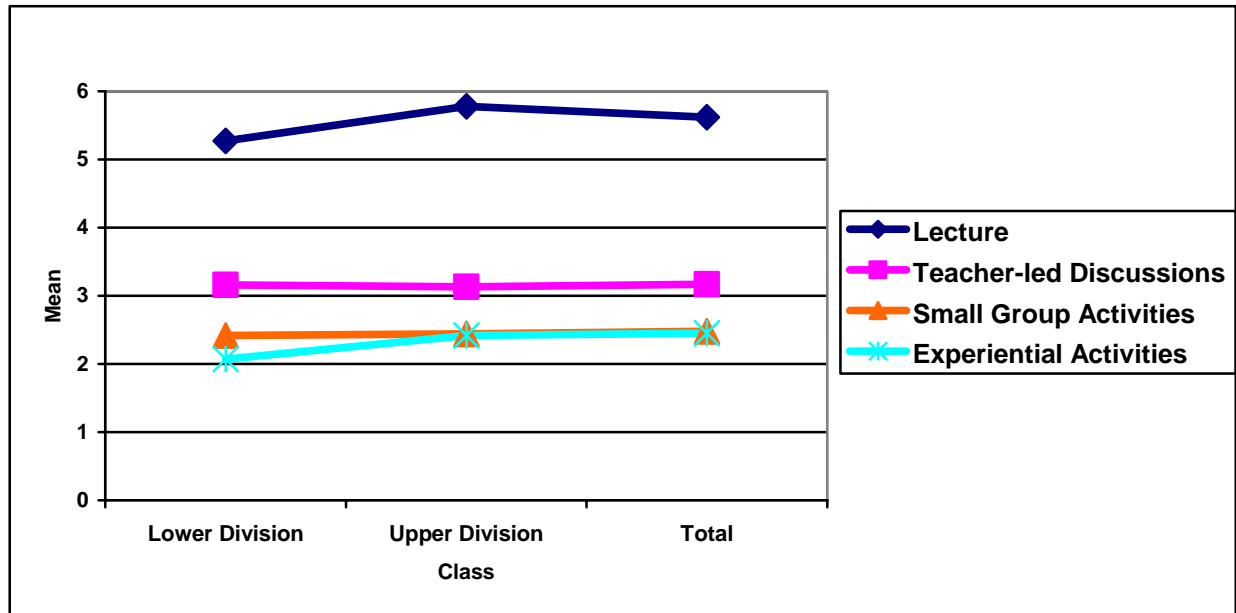


Scale: 1 = 0% of time, 2 = 1-9%, 3 = 10-19%, 4 = 20-29%, 5 = 30-39%, 6 = 40-49%, 7 = 50-74%, 8 = 75% or more

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.

Figure 23
Four Most Frequent Uses of Time in Class by Faculty

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



It is also interesting to note that upper division classes have more use of the traditional lecture than to the typically larger lower division classes.

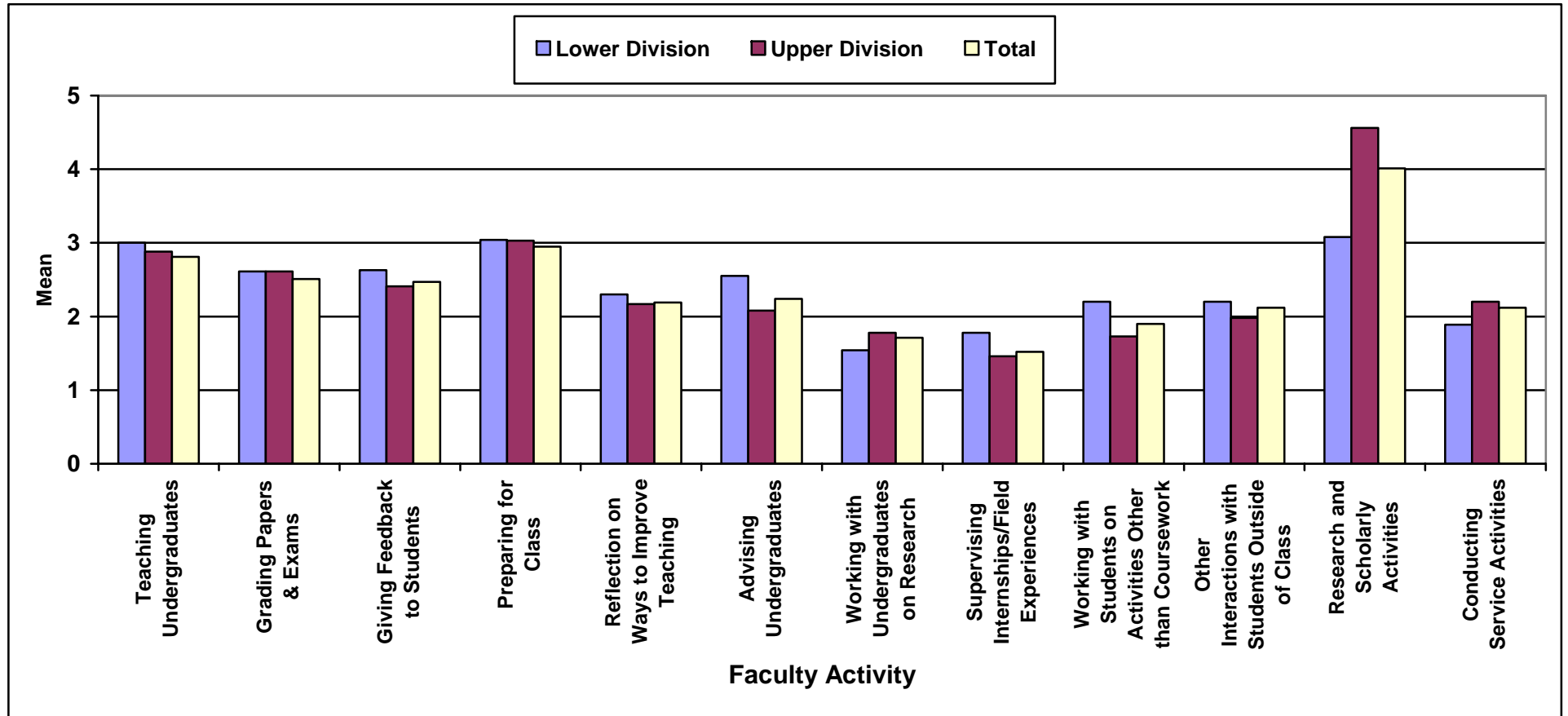
Faculty Use of Time in a Typical Week

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, unlike in 2003, was included in the survey for 2005.

On the average, faculty devoted about 14-16 hours per week preparing for class and teaching classes (Figure 20). Another four to five hours per week involved reflecting on or revising class activities. Grading, giving feedback to students and advising activities tended to involve another 12-14 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.

Figure 24
Faculty Use of Time in 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



EDUCATIONAL AND PERSONAL GROWTH ITEMS

Generally, the items in the following two tables (Table 24 and Table 25) could be considered key outcomes for students engaged in higher education. Specifically, Table 24 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.

Over fifty percent of faculty teaching lower division classes reported structuring their courses “very much” or “quite a bit” to foster students’ acquisition of acquiring job or work-related knowledge/skills 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, critical and analytical thinking, and analyzing quantitative problems.

Table 24
Educational and Personal Growth (1)

| FSSE 2005 Faculty Responses | | | NSSE 2005 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 | 46% | 13% | First Year | 75% | 3% |
| Upper Division | 53% | 19% | Senior | 80% | 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 | 55% | 12% | First Year | 53% | 11% |
| Upper Division | 72% | 8% | Senior | 65% | 8% |
| 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 | 49% | 22% | First Year | 51% | 12% |
| Upper Division | 55% | 13% | Senior | 65% | 6% |
| 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 | 30% | 42% | First Year | 40% | 23% |
| Upper Division | 38% | 34% | Senior | 58% | 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 | 82% | 4% | First Year | 68% | 5% |
| Upper Division | 89% | 1% | Senior | 82% | 2% |
| Analyze quantitative problems | | | Analyzing quantitative problems | | |
| | Very much or Quite a bit | Very little | | Very much or Quite a bit | Very little |
| Lower Division | 41% | 40% | First Year | 58% | 7% |
| Upper Division | 52% | 28% | Senior | 71% | 4% |

Interestingly, very few faculty (about 35%) structured their course to any great degree to influence a student's ability to speak clearly and effectively. Though, 49% of faculty teaching lower division students and 55% of faculty teaching upper 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 reported that their OSU experiences had contributed "very much" or "quite a bit" to their acquisition of a broad general education while only 46% and 53% of LD and UD faculty, respectively, intentionally structured their class to deliver this outcome. Additionally, 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 2005 Faculty Responses | | | NSSE 2005 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 | 33% | 28% | First Year | 65% | 7% |
| Upper Division | 41% | 27% | 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 | 42% | 19% | First Year | 59% | 8% |
| Upper Division | 53% | 20% | Senior | 69% | 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 | 76% | 2% | First Year | 62% | 9% |
| Upper Division | 82% | 0% | Senior | 68% | 6% |
| Understand themselves | | | Understanding yourself | | |
| | Very much or Quite a bit | Very little | | Very much or Quite a bit | Very little |
| Lower Division | 48% | 28% | First Year | 51% | 16% |
| Upper Division | 40% | 37% | Senior | 52% | 14% |
| 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 | 29% | 45% | First Year | 46% | 17% |
| Upper Division | 24% | 50% | Senior | 42% | 18% |
| 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 | 50% | 18% | First Year | 41% | 19% |
| Upper Division | 65% | 10% | Senior | 62% | 13% |

Table 25 (continued)
Educational and Personal Growth (2)

| FSSE 2005 Faculty Responses | | | NSSE 2005 Student Responses | | |
|---|--------------------------|-------------|--|--------------------------|-------------|
| Extent to which you structure your course so that students: | | | Extent to which your experience at OSU has contributed to: | | |
| Develop a personal code of values and ethics | | | Develop a personal code of values and ethics | | |
| | Very much or Quite a bit | Very little | | Very much or Quite a bit | Very little |
| Lower Division | 44% | 29% | First Year | 39% | 22% |
| Upper Division | 37% | 28% | Senior | 40% | 26% |
| Develop a deepened sense of spirituality | | | Develop a deepened sense of spirituality | | |
| | Very much or Quite a bit | Very little | | Very much or Quite a bit | Very little |
| Lower Division | 12% | 81% | First Year | 22% | 49% |
| Upper Division | 10% | 79% | Senior | 16% | 59% |

Seventy-six percent of faculty teaching lower division classes and 82% of faculty teaching upper division classes reported structuring their classes so that students learned effectively on their own. Interestingly, only 62% of first year students and 68% of senior students indicated that their experience at OSU had “very much” or “quite a bit” influenced their ability to learn on their own. The largest difference between faculty and student perceptions was in the extent to which computing and information technology had contributed to the student’s experience at OSU. Thirty-three percent of lower division faculty and 41% of upper division faculty said they structured their classes toward a use of computing and information technology. First year (65%) and seniors (82%) reported that their experience at OSU contributed very much or quite a bit to their use of computing and information technology.

In the areas of working effectively with others, understanding themselves, and solving complex real-world problems, there was general agreement between students and faculty in terms of what was emphasized in class and what students gained.

Two new questions were added to this section for 2005. This year it was asked of the faculty and students if courses were structured to help develop a personal code of values and ethics or develop a deepened sense of spirituality. Faculty and students reported that the course work did not significantly help deepen a sense of spirituality which could be expected at a public state institution. The perception was modestly higher for development of a personal code of values and ethics for both faculty and students, both total a 39 percent.

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, develop a deepened sense of spirituality, and understanding people different from themselves; first year students reported more OSU influence on their development in these areas.

Faculty teaching upper division classes reported structuring their courses 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 (68%), and working with others (69%).

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

- Faculty perceptions of how often their students engaged in different activities;
- The importance faculty place on various areas of learning and development;
- The nature and frequency of faculty-student interactions; and,
- How faculty members organize class time (NSSE 2005 Faculty Survey of Student Engagement Invitation to Participate).

As with any study, there were some limitations. For instance, the sample was drawn from OSU faculty who were teaching at least one undergraduate course either Fall, Winter, or Spring term in 2004-2005. It is possible that the faculty member listed as teaching a course was not in fact actually the one who taught the course. Also, the FSSE and the NSSE did not always ask the same questions. The questions were parallel in most every instance but they did not follow exactly or 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.

Generally, 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.

Recommendations

1. Understanding the variety of ways in which students learn best and then applying pedagogies that support student learning seems essential. Many faculty need help and support to approach teaching from a learning perspective.
2. 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. Update the strategic plan to clearly articulate that student success is a priority. Currently, there is not a metric for student success beyond increasing graduation and retention rates which only assume that the student was engaged and learned something, though we don't know what.

3. 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.
4. 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.
5. 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.
6. The LD (50%) and UD (51%) faculty were in near agreement on the importance of students being involved in research projects with faculty members outside the course requirements. However, both FY students and SR students reported less involvement in these activities than the reported faculty value. Since research is one of the strengths at OSU, increasing student involvement in those activities might be a very appropriate way in which to increase student engagement.
7. Students indicated more interest in community service and volunteer work than faculty assign importance. Given that engagement in these types of activities, when they are tied to coursework, can substantially increase student learning and application of in-class experiences, capturing this student commitment and using it in classes could be very powerful.
8. Given what is known about first year students, there may be a need to rethink evaluation/feedback methods and how to provide more frequent feedback to first year students that takes a shorter time to grade or that uses technology to provide almost instantaneous feedback.
9. One 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.
10. Determine if there are any key areas upon which OSU wants to focus and follow progress year to year.
11. Repeat FSSE in 2009 to assess progress.

Further Questions

- How can this information be used along with the results of the 2005 NSSE to improve the educational experience of 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?
- Does the structure of the academic calendar make it more difficult for students to write, to discuss, 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

Faculty Use of Time in Class

Figure 1A
On average, what percent of class time is spent on lecture?

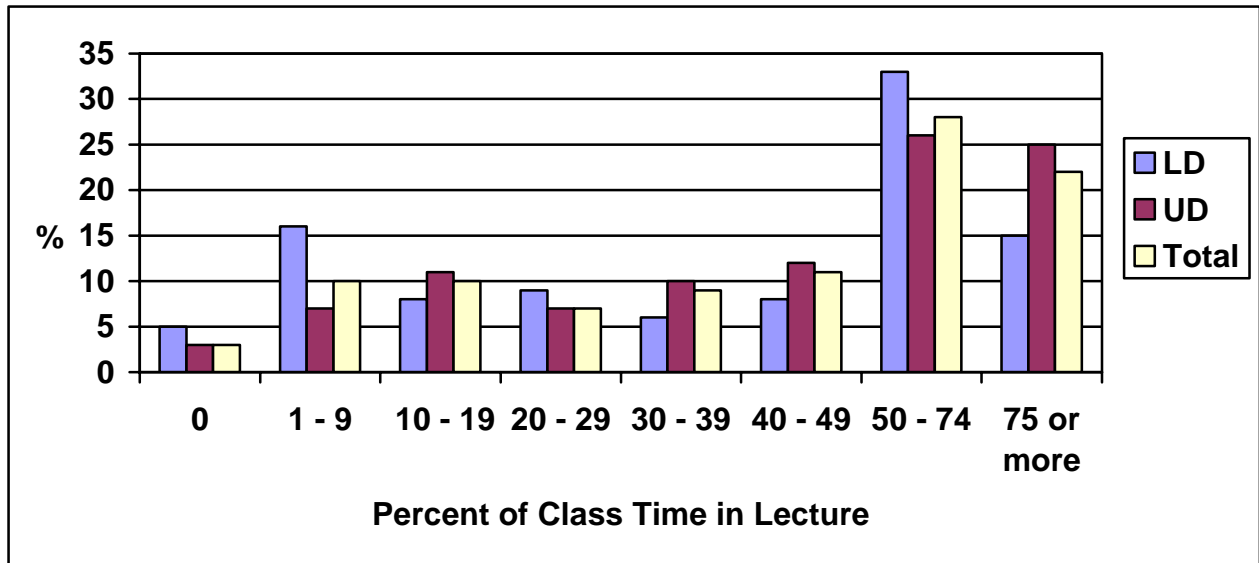


Figure 2A
On average, what percent of class time is spent on Teacher-led discussion?

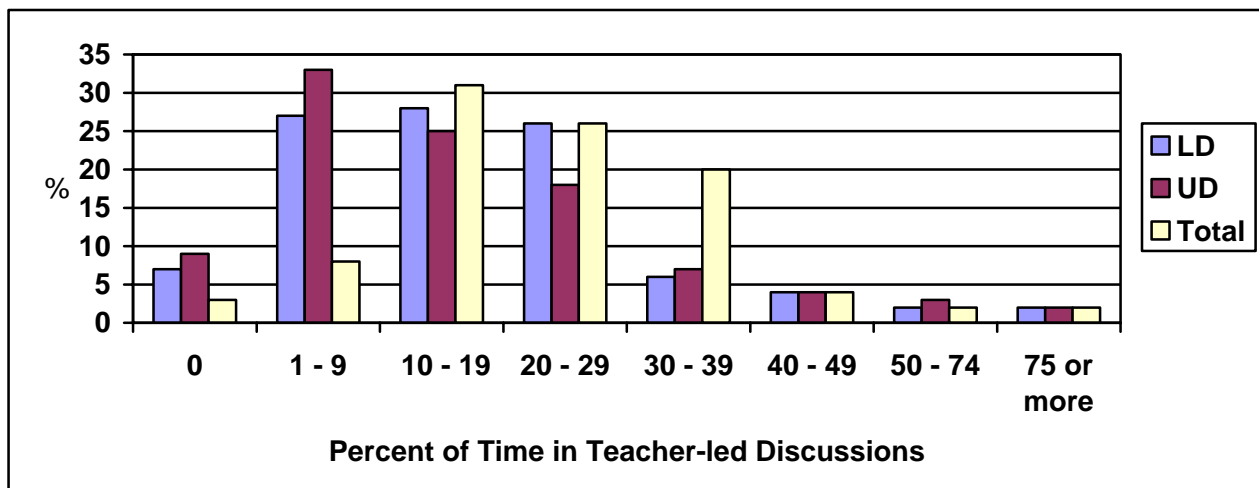


Figure 3A
On average, what percent of class time is spent on teacher-student shared responsibility?

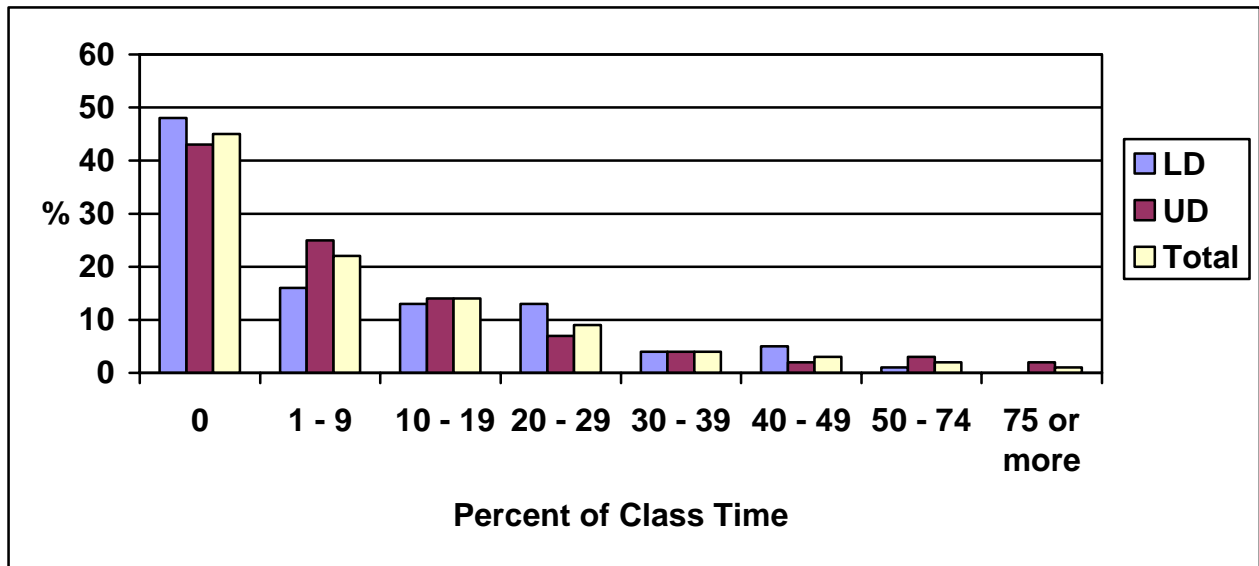


Figure 4A
On average, what percent of class time is spent on student computer use?

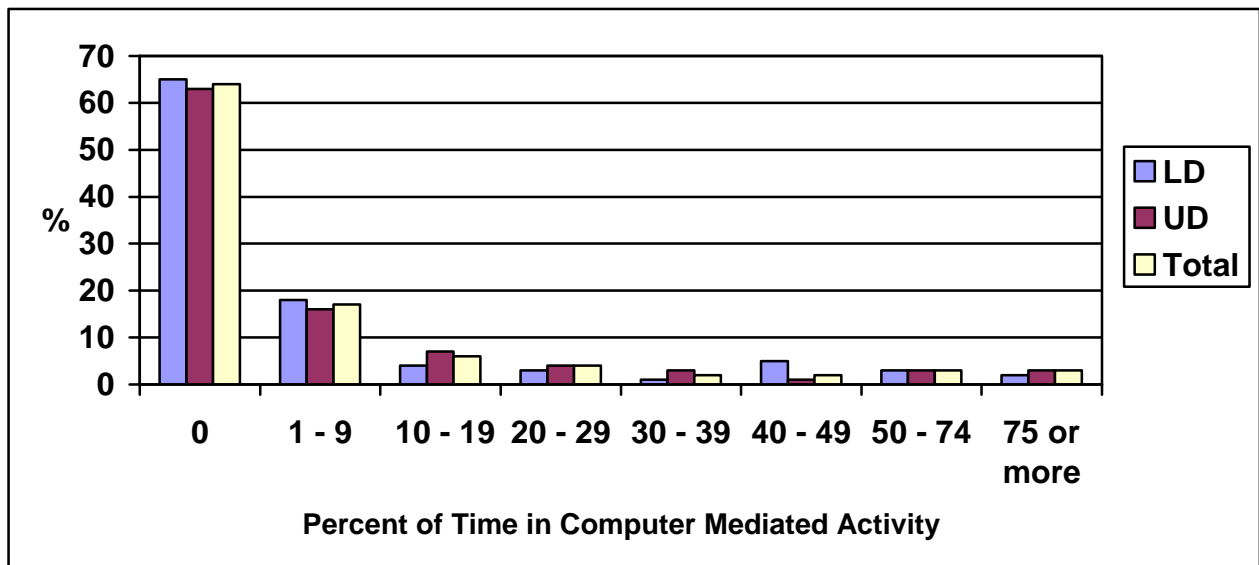


Figure 5A

On average, what percent of class time is spent on student small group activities?

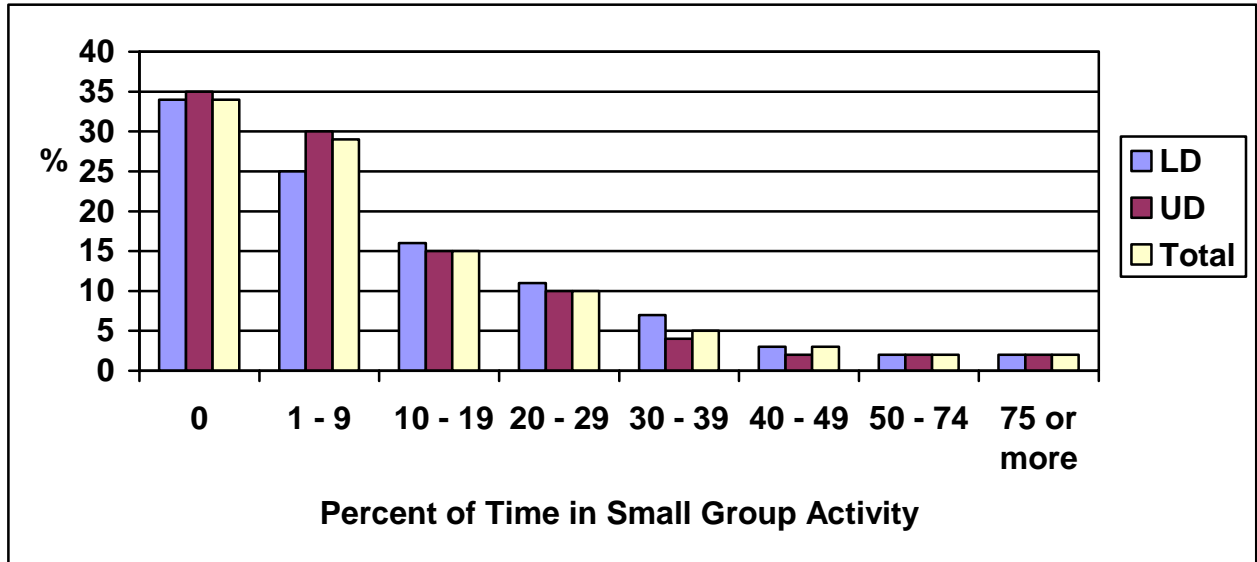


Figure 6A

On average, what percent of class time is spent on student presentations?

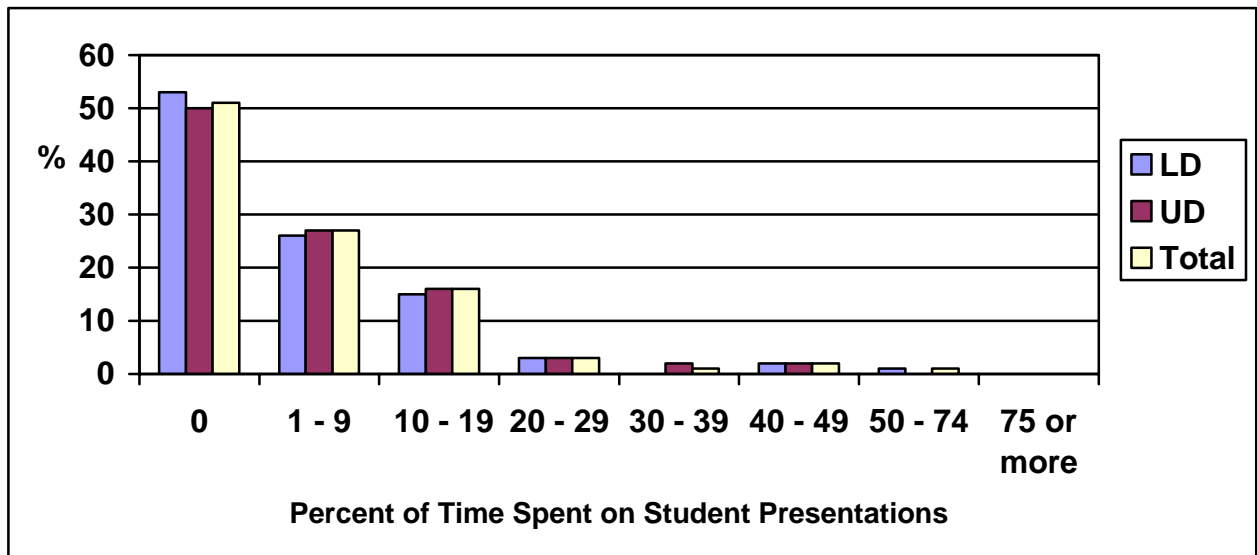


Figure 7A
On average, what percent of class time is spent on in-class writing?

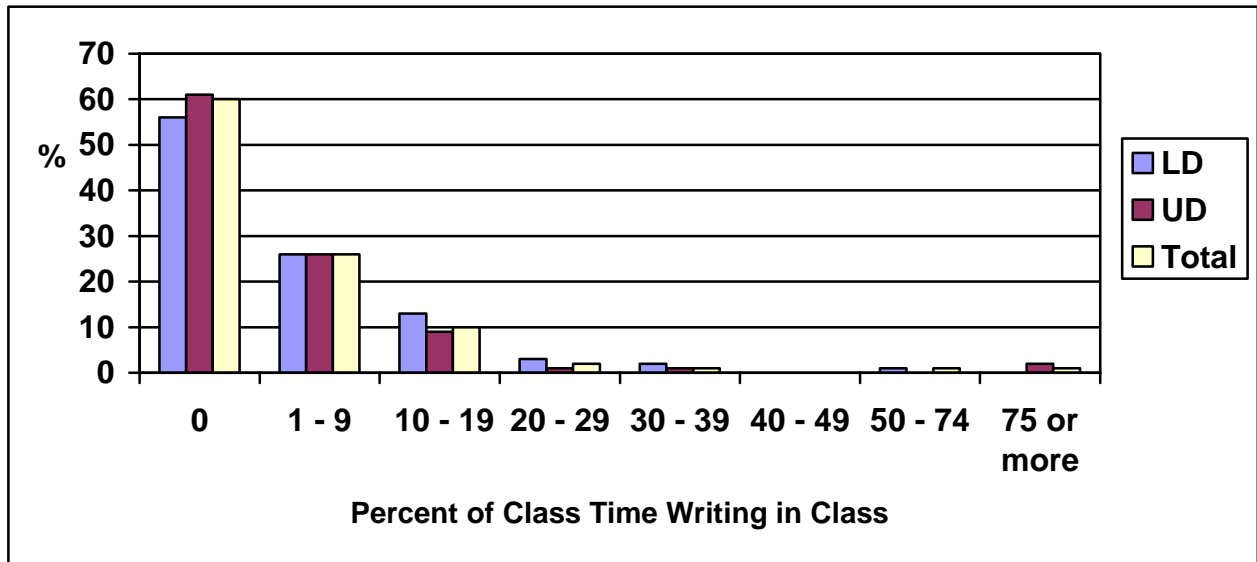


Figure 8A
On average, what percent of class time is spent on student performances in applied and fine arts (e.g., dance drama, music)?

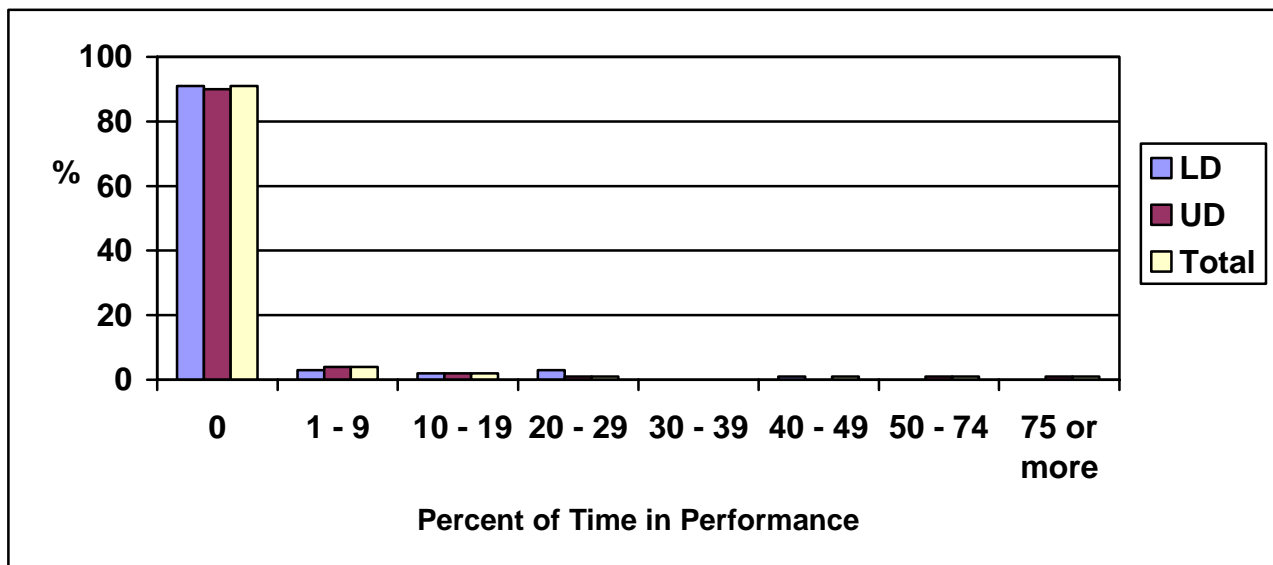


Figure 9A
On average, what percent of class time is spent on experiential activities?
(labs, field work, art exhibits, etc.)

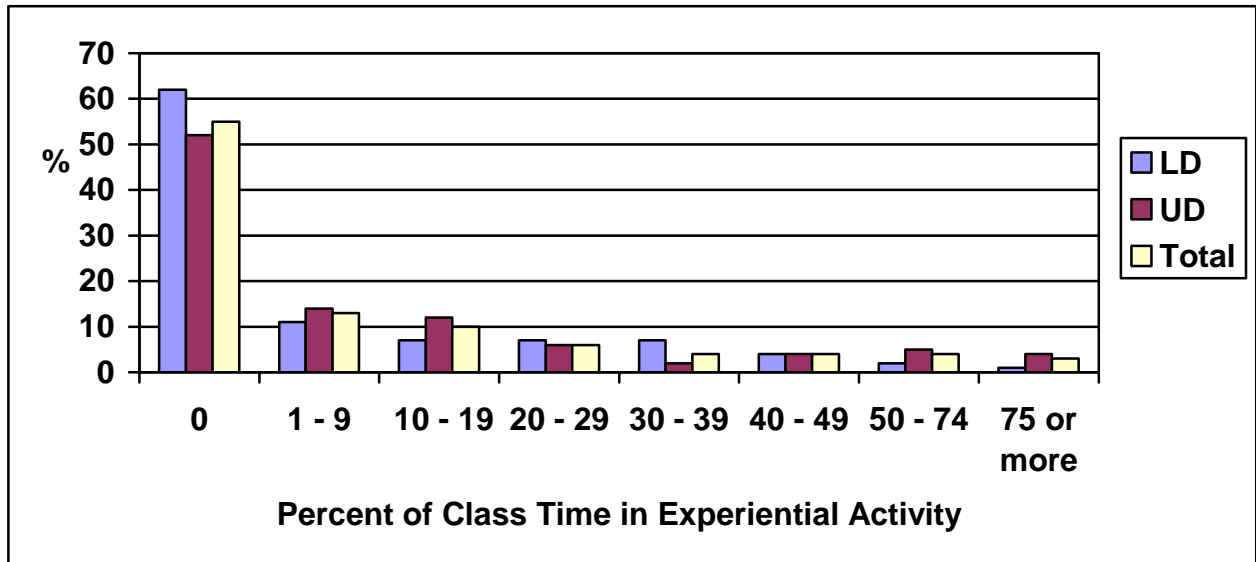
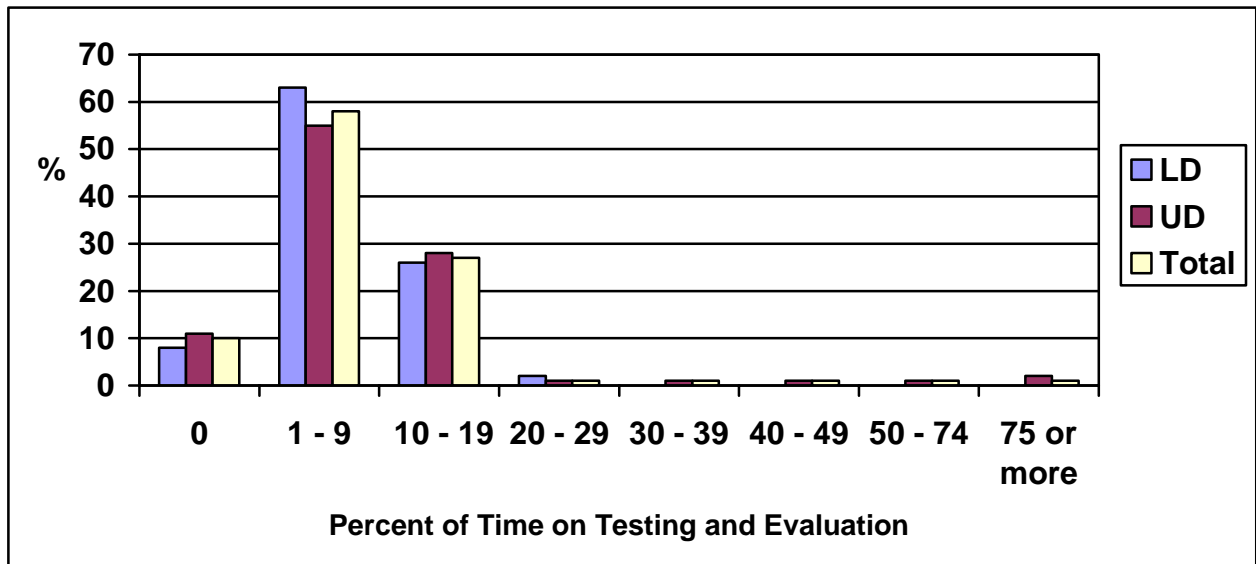


Figure 10A
On average, what percent of class time is spent on testing and evaluation?



APPENDIX B

Faculty Use of Time

About how many hours do you spend in a typical 7-day week doing each of the following?

Figure 1B
Teaching undergraduate students in class

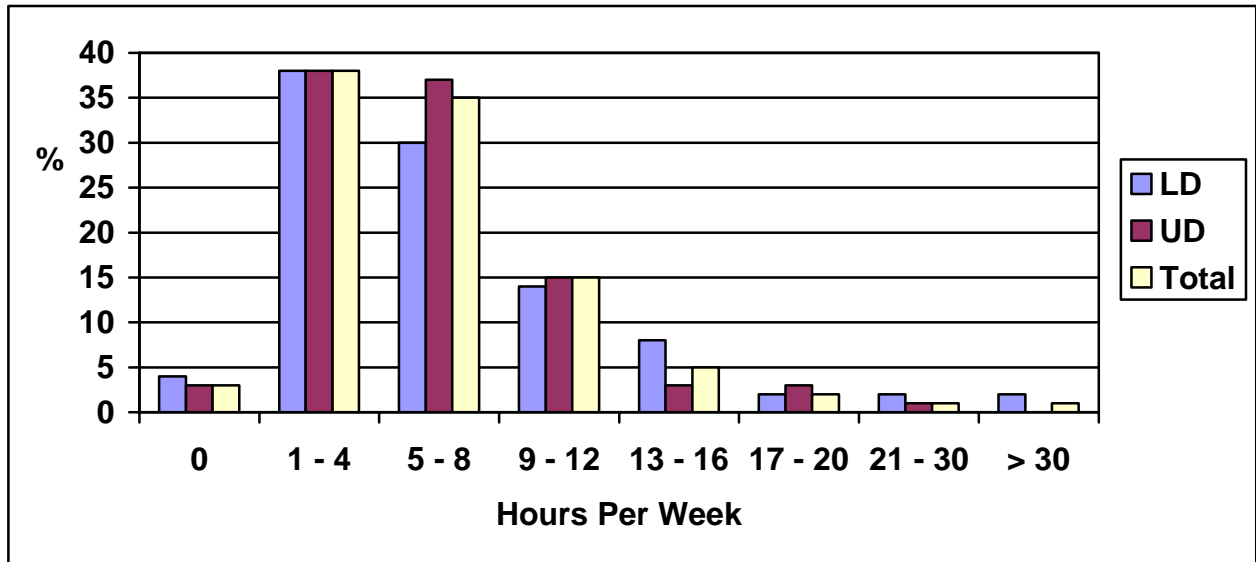
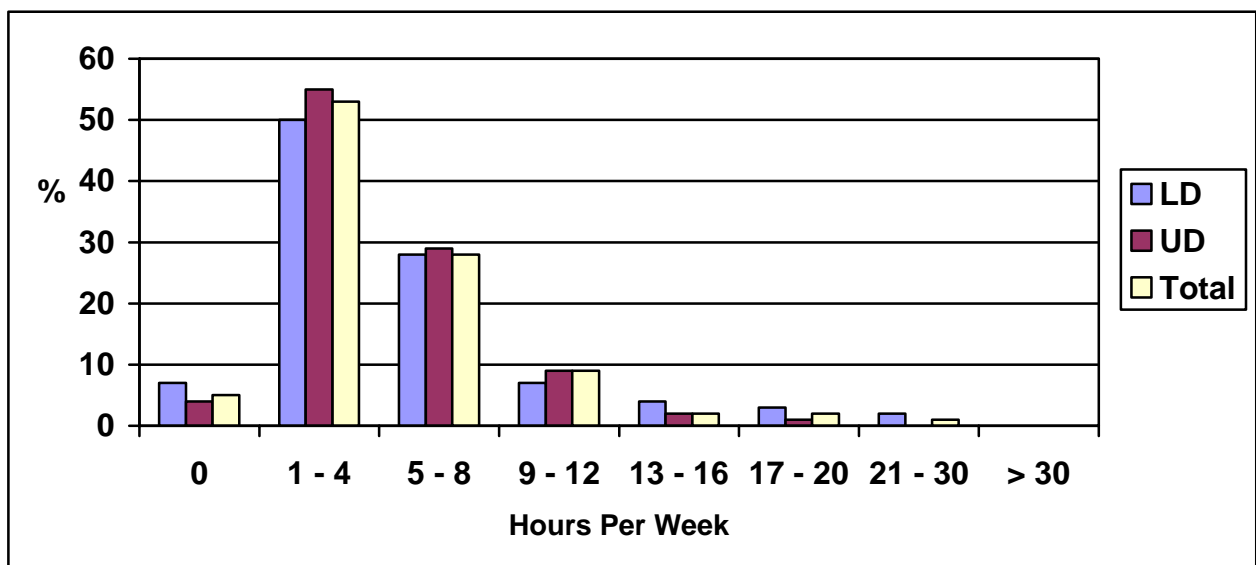


Figure 2B
Grading Papers and Exams



About how many hours do you spend in a typical 7-day week doing each of the following?

Figure 3B
Giving Feedback to Students

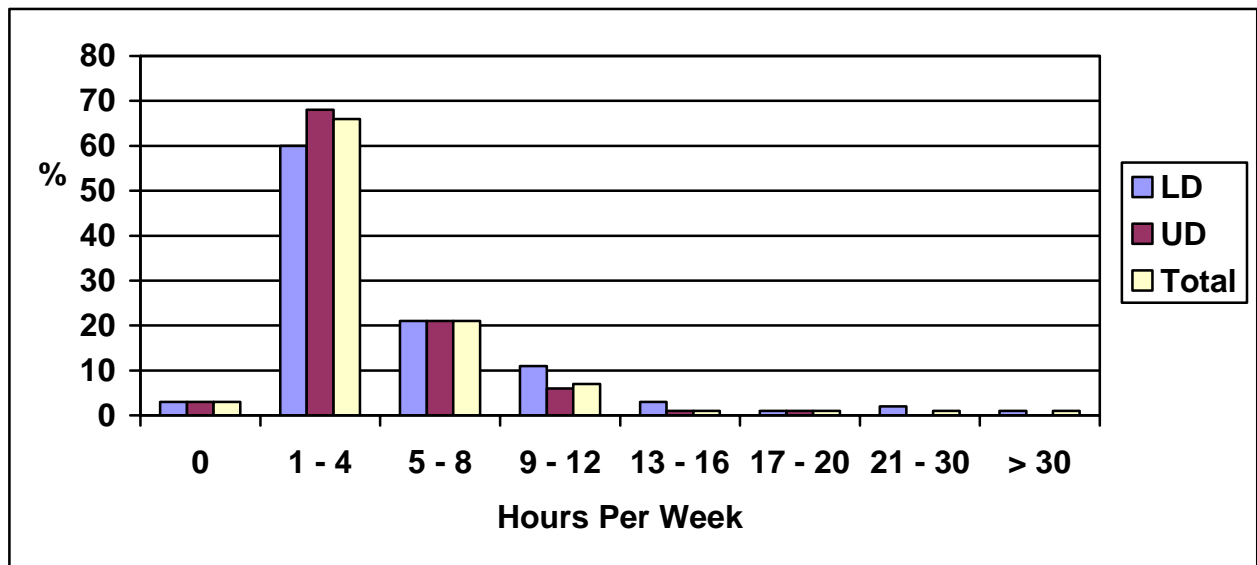
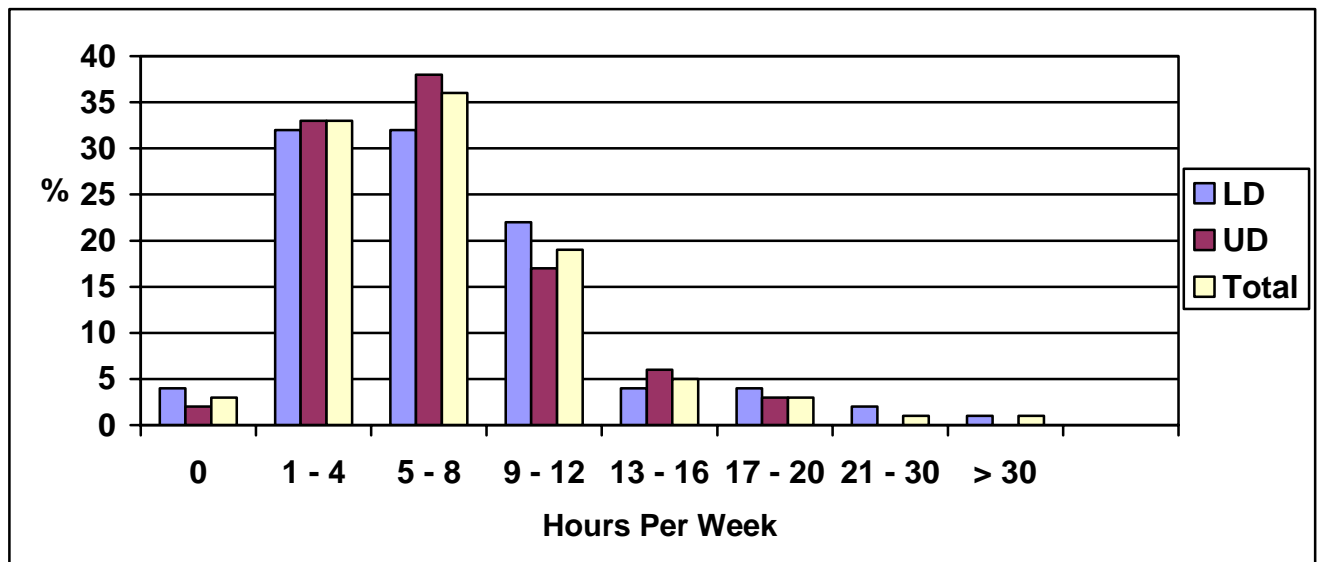


Figure 4B
Preparing for Class



About how many hours do you spend in a typical 7-day week doing each of the following?

Figure 5B
Reflecting on Ways to Improve My Teaching

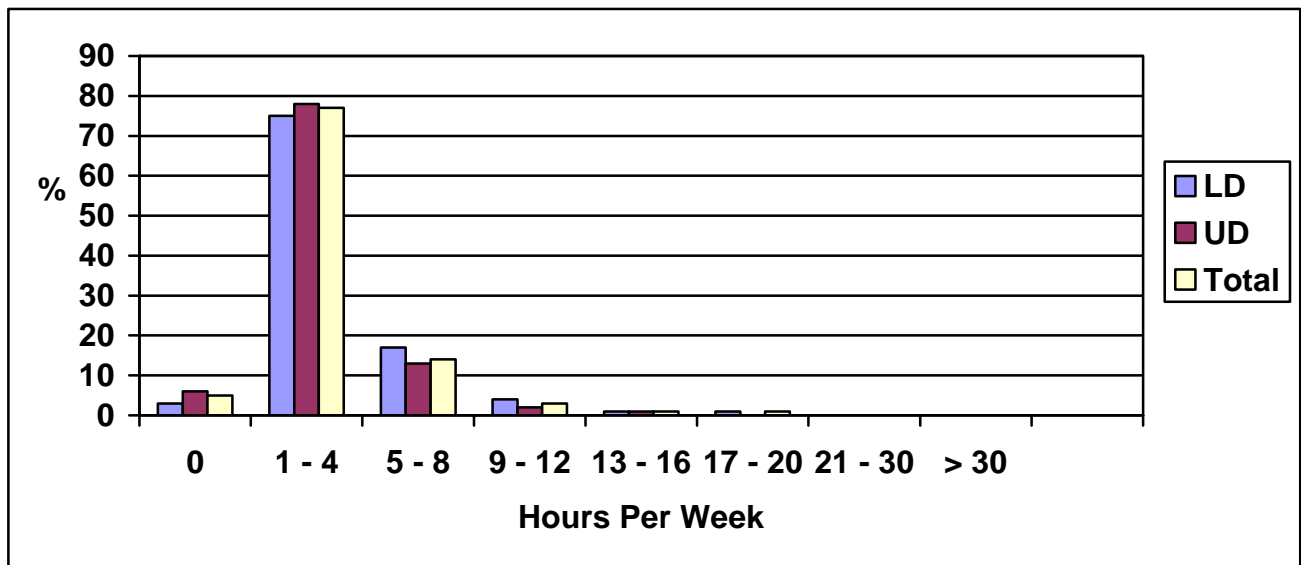
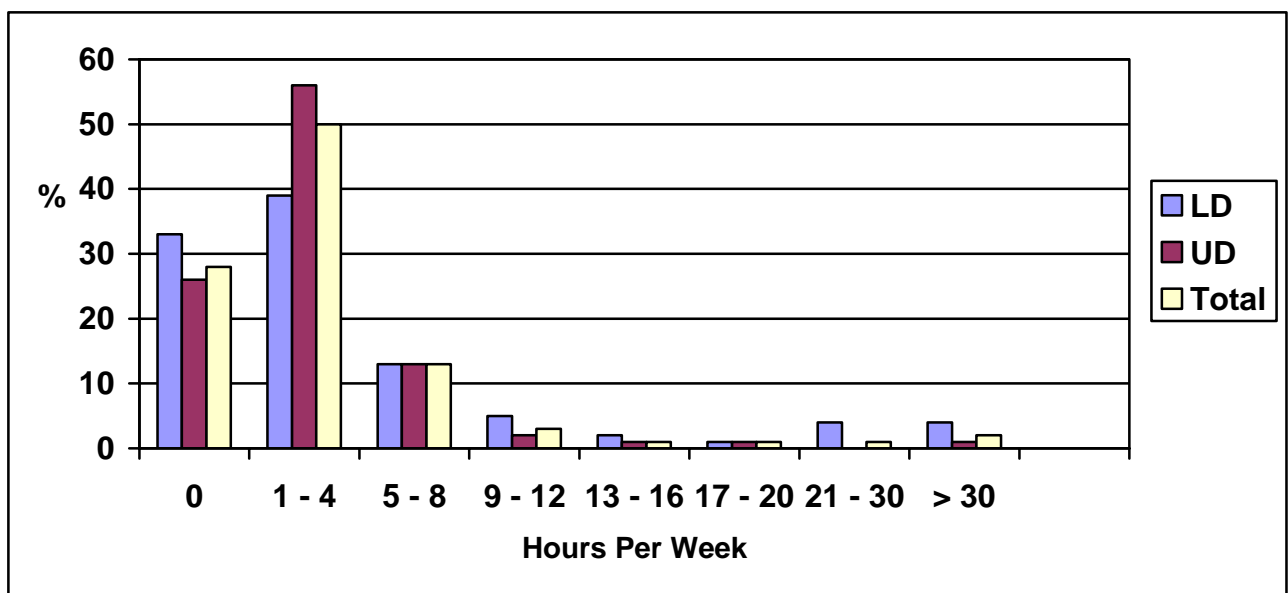


Figure 6B
Advising Undergraduate Students



About how many hours do you spend in a typical 7-day week doing each of the following?

Figure 7B
Working With Undergraduates on Research

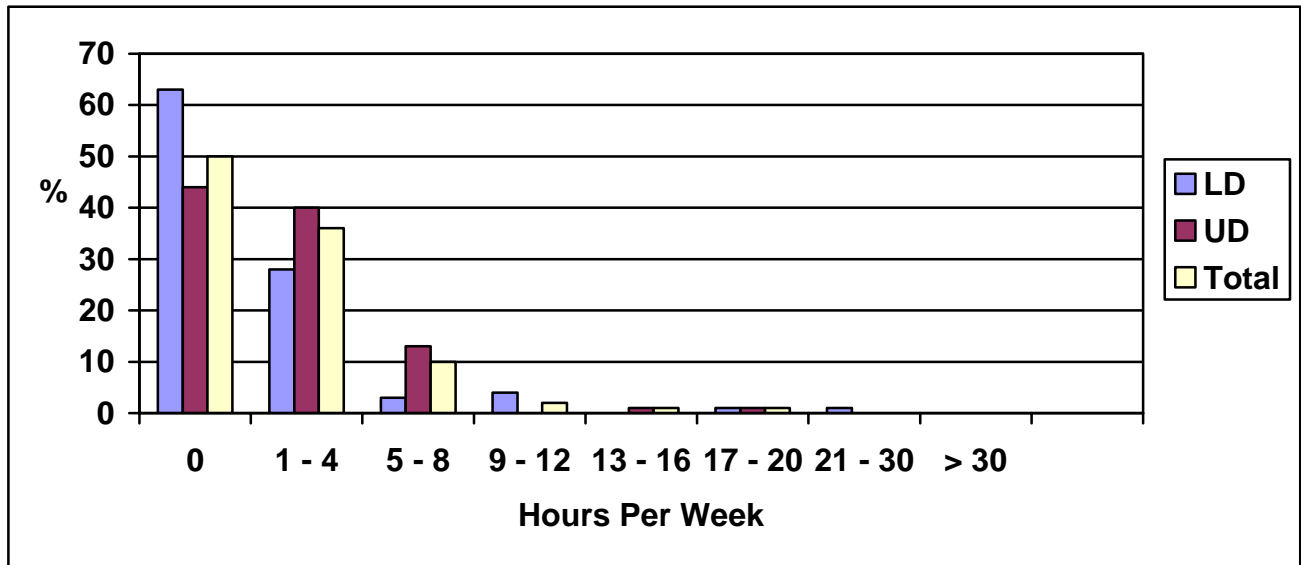
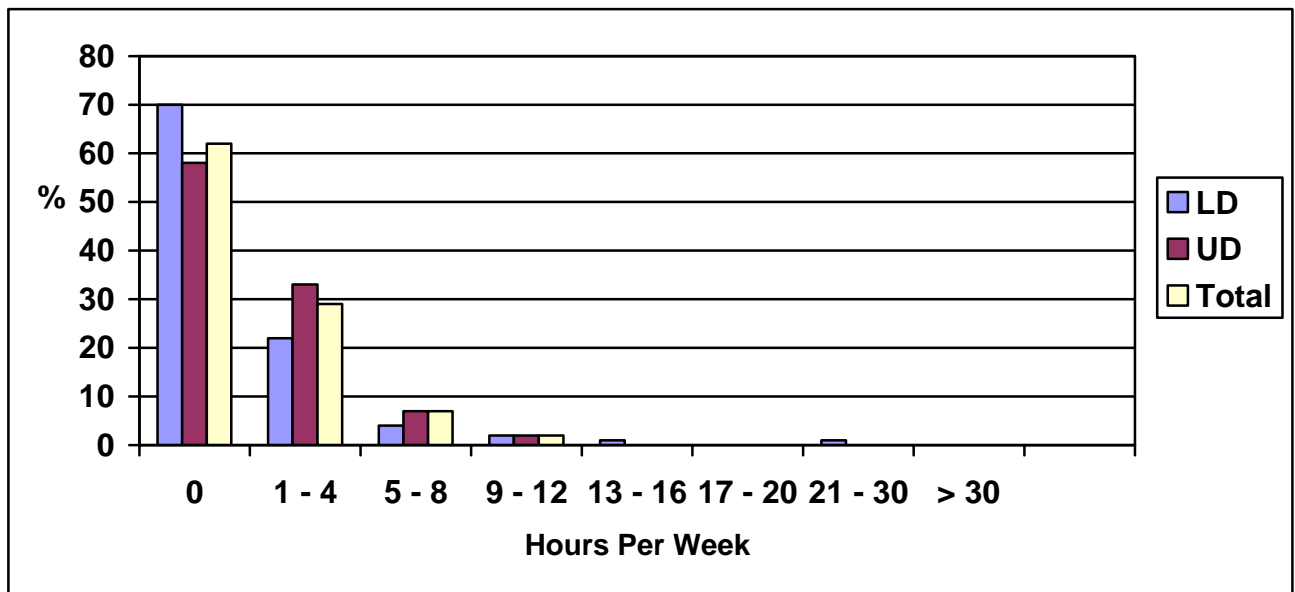


Figure 8B
Supervising Internships or Other Field Experiences



About how many hours do you spend in a typical 7-day week doing each of the following?

Figure 9B
Working with Students on Activities Other Than Course Work

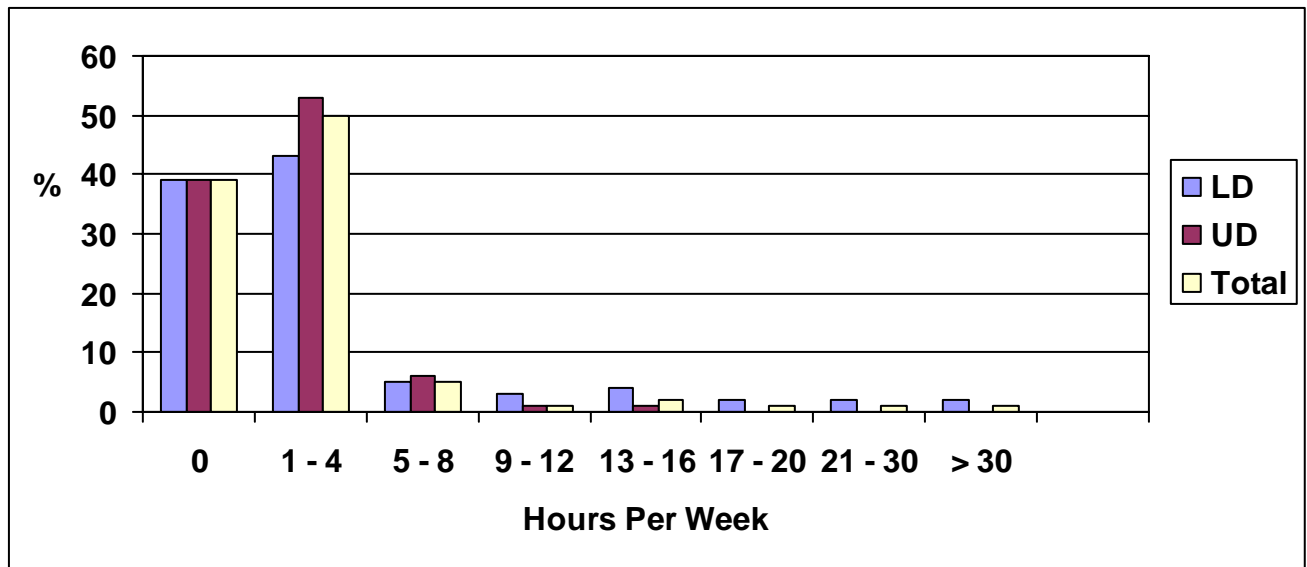


Figure 10B
Other Interactions with Students Outside of the Classroom

