



**Updated**  
**FSSE-NSSE**  
**Comparison Report**

# FSSE-NSSE Updated

## Introduction

The Faculty Survey of Student Engagement (FSSE) complements NSSE and measures faculty members' expectations of undergraduate student engagement both in and out of the classroom. The data from both the NSSE and FSSE are critical to determining where students' and faculty members' perceptions on engagement align and differ. This report is intended to be a catalyst for productive discussions related to teaching, learning, and the quality of our undergraduates' educational experience.



## Methodology

The FSSE sample required identifying faculty who taught at least one undergraduate course during the fall semester prior to the administration of the survey. Institutions had the option to choose whether some of the questions on FSSE were either "course-based" or "typical student" questions. UofL submitted the names and email address of the approximately 800 faculty to be surveyed in spring 2011. Graduate teaching assistants were excluded from the sample. All other aspects of the survey administration were handled by FSSE. Faculty responses to the survey remain anonymous to the university. UofL chose the course-based survey option to help align the responses from first-year students to lower division faculty perceptions and senior responses to those of upper level faculty. The university had a 36% response rate, which placed UofL at the national average for FSSE participating institutions (from 2007-2011) in our Carnegie classification.

## The Report

FSSE provided UofL with an institutional report identifying items from both the FSSE and NSSE aligning faculty and students responses. From this, the following report has been produced to guide discussions in four themed areas:

- **Perceptions of Classroom Practices,**
- **Levels of Cognitive Activities in Coursework,**
- **Perceptions of Institutional Support and Engagement, and**
- **Perceptions of High Impact Areas of Engagement**

The tables align responses between corresponding faculty (lower and upper division) and students (first-year students and seniors). The left side of each table outlines the faculty questions and their wording and the right side provides the corresponding student questions and wording. An additional column has been added to provided comparison responses from 2009 and 2012 NSSE results.

Combined response percentages are provided for each level of faculty and students. A center comparison column has been provided to illustrate differences in percentage points between the two group responses, 2011 FSSE and 2012 NSSE. The differences between percentage points are derived from the faculty perspective. Thus a negative difference between responses indicates the faculty had a lower perceptual response than their student counterparts. Conversely, a positive difference would indicate the faculty had a higher perceptual response percentage than their corresponding student group. The 2009 results are displayed to the right of the 2012 responses, with the difference between 2009 NSSE and 2011 FSSE in parenthesis.

# 2011 FSSE Respondent Characteristics<sup>1</sup>

	FSSE Respondents (n=287)	FSSE Population File <sup>3</sup> (n=804)		FSSE Respondents (n=287)	FSSE Population File <sup>3</sup> (n=804)
<b>Course-Based<sup>2</sup></b>			<b>Unit</b>		
Lower Division	34%	52%	College of Arts & Sciences	57%	59%
Upper Division	56%	48%	College of Business	7%	9%
Other <sup>4</sup>	10%	0%	School of Dentistry	2%	1%
			College of Education	13%	12%
<b>Gender</b>			School of Music	6%	8%
Female	53%	44%	School of Nursing	4%	3%
Male	47%	56%	Speed School of Engineering	8%	6%
			Kent School of Social Work	3%	2%
<b>Full-time/Part-time</b>					
Full-time	77%	65%	<b>Race/Ethnicity<sup>5</sup></b>		
Part-time	23%	35%	Am. Indian/Native	0%	*
			Asian/Asian Am./Pacific Isl.	4%	*
<b>Rank</b>			Black/African American	9%	*
Professor	22%	20%	White (non-Hispanic)	74%	*
Associate Professor	21%	17%	Mexican/Mexican American	0%	*
Assistant Professor	25%	22%	Puerto Rican	1%	*
Instructor	19%	8%	Other Hispanic or Latino	1%	*
Lecturer	11%	33%	Multiracial	1%	*
Graduate Assistant	0%	0%	Other	1%	*
Other	2%	0%	I prefer not to respond	9%	*
<b>Tenure Status</b>					
Tenured	41%	36%			
On tenure track, but not tenured	19%	16%			
Not on tenure track	37%	49%			
No tenure system <sup>4</sup>	2%	0%			

56% of faculty reported teaching or were scheduled to teach between 4 to 6 courses, undergraduate or graduate, during the 2010-2011 academic year. 51% of our faculty respondents reported teaching 15 or more years, while only 9% reported being 34 years of age or younger. 68% of UofL faculty indicated spending 4 hours or less a week reflecting on ways to improve their teaching.



<sup>1</sup> FSSE respondent characteristics, except for unit information, were self reported and provided to the UofL in aggregated form to protect faculty anonymity.

<sup>2</sup> UofL participated in the course-based FSSE assessment asking faculty to self selected either a lower (100-200 level courses) or upper (300-400 level courses) division course.

<sup>3</sup> FSSE population file was reduced down to 795 faculty who were extended invitations. Institutional data were used to create the population file characteristics.

<sup>4</sup> Responses such as "Other" and "No tenure system" were provided as options on the FSSE and thus, are being reported out.

<sup>5</sup> Faculty self-reported race/ethnicity data on the survey. No race/ethnicity reporting provided for the population file due to the changes in institutional (IPEDS) race/ethnicity reporting requirements beginning in the fall of 2010.

# Perceptions of High Impact Areas of Engagement

## Faculty

were asked:

“How important is it to you that undergraduates at your institution do the following?”

FSSE Response Values and Labels  
1=Not important, 2=Somewhat important, 3=Important, 4=Very Important

Percentages provided below reflect combined responses of “Very Important” and “Important”

## Students

were asked:

“Which of the following have you done or do you plan to do before you graduated from your institution?”

NSSE Response Values and Labels  
1=Have not decided, 2=Do not plan to do, 3=Plan to do, 4=Done

Percentages provided below reflect combined responses of “Done” and “Plan to do”

2011 FSSE		FSSE 2011-NSSE 2012		2012 NSSE	2009 NSSE
<b>75% LD</b>	Practicum, internship, field experience, co-op experience, or clinical assignment	<b>-8</b>	Practicum, internship, field experience, co-op experience, or clinical assignment	<b>FY 83%</b>	83% (-8)
<b>80% UD</b>		<b>0</b>		<b>SR 80%</b>	74% (+6)
<b>58% LD</b>	Community service or volunteer work	<b>-25</b>	Community service or volunteer work	<b>FY 83%</b>	70% (-12)
<b>58% UD</b>		<b>-24</b>		<b>SR 82%</b>	75% (-17)
<b>45% LD</b>	Participate in a learning community or some other formal program where groups of students take two or more classes together	<b>+3</b>	Participate in a learning community or some other formal program where groups of students take two or more classes together	<b>FY 42%</b>	34% (+11)
<b>50% UD</b>		<b>+15</b>		<b>SR 35%</b>	33% (+17)
<b>53% LD</b>	Work on a research project with a faculty member outside of course or program requirements	<b>+15</b>	Work on a research project with a faculty member outside of course or program requirements	<b>FY 38%</b>	31% (+22)
<b>54% UD</b>		<b>+21</b>		<b>SR 33%</b>	33% (+21)
<b>46% LD</b>	Study abroad	<b>+6</b>	Study abroad	<b>FY 40%</b>	35% (+11)
<b>41% UD</b>		<b>+17</b>		<b>SR 24%</b>	21% (+20)
<b>83% LD</b>	Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	<b>+41</b>	Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	<b>FY 42%</b>	42% (+41)
<b>88% UD</b>		<b>+21</b>		<b>SR 67%</b>	63% (+25)

Percentage point differences are generated from the faculty perspective. Negative differences indicate values lower than the corresponding student group; Positive differences indicate faculty values higher than their corresponding student group.



### Abbreviations

**LD** = Lower division faculty (taught 100-200 level courses)  
**UD** = Upper division faculty (taught 300-400 level courses)

**FY** = First-year students (0 to 29 credit hours)  
**SR** = Seniors (90 hours or more)

# Perceptions of Classroom Practices

## Faculty

were asked:

“How often do students in your selected course section engage in the following?”

## Students

were asked:

“In your experience at your institution during the current school year, about how often have you done each of the following?”

FSSE and NSSE Response Values and Labels  
1=Never, 2=Sometimes, 3=Often, 4=Very Often

Percentages provided below reflect combined responses of “Very Often” and “Often”

2011 FSSE		FSSE 2011-NSSE 2012		2012 NSSE	2009 NSSE
51% LD	Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	-12	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY 63%	63% (-12)
51% UD		-13		SR 63%	62% (-11)
42% LD	Work with other students on projects during class	-4	Worked with other students on projects during class	FY 46%	42% (0)
51% UD		+5		SR 46%	49% (+2)
9% LD	Participate in a community-based project (e.g., service learning) as part of your course	-5	Participated in a community-based project (e.g., service learning) as part of a regular course	FY 14%	7% (+2)
15% UD		-2		SR 17%	15% (0)
53% LD	Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	-2	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY 55%	56% (-3)
47% UD		-20		SR 67%	62% (-15)
90% LD	Receive prompt written or oral feedback from you on their academic performance	+26	Received prompt written or oral feedback from faculty on your academic performance	FY 64%	59% (+31)
94% UD		+27		SR 67%	67% (+27)
45% LD	Have serious conversations in your course with students of a different race or ethnicity than their own	-11	Had serious conversations with students of a different race or ethnicity than your own	FY 56%	53% (-8)
37% UD		-23		SR 60%	57% (-20)
40% LD	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	-20	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY 60%	59% (-19)
39% UD		-23		SR 62%	57% (-18)

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# Levels of Cognitive Activities in Coursework

## Faculty

were asked:

“In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?”

## Students

were asked:

“During the current school year, how much has your coursework emphasized the following mental activities?”

FSSE and NSSE Response Values and Labels  
1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Percentages provided below reflect combined responses of “Very Much” and “Quite a Bit”

2011 FSSE		FSSE 2011-NSSE 2012		2012 NSSE	2009 NSSE
<b>41% LD</b>	Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	<b>-36</b>		<b>FY 77%</b>	75% (-34)
<b>14% UD</b>				<b>SR 64%</b>	65% (-51)
<b>91% LD</b>	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	<b>+3</b>		<b>FY 88%</b>	85% (+6)
<b>94% UD</b>				<b>SR 89%</b>	87% (+7)
<b>83% LD</b>	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<b>+7</b>		<b>FY 76%</b>	69% (+14)
<b>94% UD</b>				<b>SR 78%</b>	75% (+19)
<b>70% LD</b>	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 conclusion	<b>-5</b>		<b>FY 75%</b>	70% (0)
<b>75% UD</b>				<b>SR 77%</b>	72% (+3)
<b>78% LD</b>	Applying theories or concepts to practical problems or in new situations	<b>-3</b>		<b>FY 81%</b>	78% (0)
<b>86% UD</b>				<b>SR 82%</b>	81% (-5)

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# Perceptions of Institutional Support and Engagement

## Faculty

were asked:

“To what extent does your institution emphasize the following?”

## Students

were asked:

“To what extent does your institution emphasize the following?”

FSSE and NSSE Response Values and Labels  
1=Very Little, 2=Some, 3=Quite a Bit, 4=Very Much

Percentages provided below reflect combined responses of “Very Much” and “Quite a Bit”

2011 FSSE		FSSE 2011-NSSE 2012		2012 NSSE	2009 NSSE
<b>57% LD</b>	Requiring students to spend significant amounts of time studying and on academic work	<b>-30</b>	Spending significant amounts of time studying and on academic work	<b>FY 87%</b>	83% (-26)
<b>59% UD</b>		<b>-23</b>		<b>SR 82%</b>	80% (-21)
<b>75% LD</b>	Providing students the support they need to help them succeed academically	<b>-11</b>	Providing the support you need to help you succeed academically	<b>FY 86%</b>	68% (+7)
<b>75% UD</b>		<b>+2</b>		<b>SR 73%</b>	69% (+6)
<b>56% LD</b>	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	<b>-11</b>	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	<b>FY 67%</b>	69% (-13)
<b>54% UD</b>		<b>-1</b>		<b>SR 55%</b>	53% (+1)
<b>32% LD</b>	Helping students cope with their non-academic responsibilities (work, family, etc.)	<b>-10</b>	Helping you cope with your non-academic responsibilities (work, family, etc.)	<b>FY 42%</b>	40% (-8)
<b>39% UD</b>		<b>+16</b>		<b>SR 23%</b>	21% (+18)
<b>39% LD</b>	Providing students the support they need to thrive socially	<b>-16</b>	Providing the support you need to thrive socially	<b>FY 55%</b>	52% (-13)
<b>31% UD</b>		<b>-7</b>		<b>SR 38%</b>	33% (-2)
<b>59% LD</b>	Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	<b>-11</b>	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<b>FY 70%</b>	67% (-8)
<b>53% UD</b>		<b>-5</b>		<b>SR 58%</b>	47% (+6)
<b>83% LD</b>	Encouraging students to use computers in their academic work	<b>-1</b>	Using computers in academic work	<b>FY 82%</b>	86% (-3)
<b>90% UD</b>		<b>+5</b>		<b>SR 85%</b>	86% (+4)

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