

Evergreen Faculty and Student Responses to Surveys of Student Engagement: Lower-division Comparison

In Spring 2005, Evergreen's first-year and senior students participated in the annual National Survey of Student Engagement (NSSE). That same spring, all Evergreen faculty teaching undergraduates during 2004/05 were asked to participate in the NSSE's companion survey, the Faculty Survey of Student Engagement (FSSE).

The results of the two surveys provide an opportunity to explore faculty and student perceptions of Evergreen. Faculty self-identified on the survey as to whether they primarily taught lower-division, upper-division, or other students. The results which follow provide a comparison of the 21 self-identified lower division faculty members to the results for first-year students.

The overall response rate for FSSE was 36% of faculty members who were teaching undergraduates. The FSSE preserves anonymity such that Evergreen is not provided any identifying characteristics of respondents, so there is no way to know which 21 faculty identified as lower-division for this survey. As a point of reference, there were 31 faculty who taught in Core or Lower-division programs during 2004-05. Many of them are likely included here, as well as other faculty who described themselves as teaching primarily lower-division students during academic year 2004-05. The response rate for the random sample of first-year students was 28%, which represented 18% of all first-year students in Fall 2004.

The questions of the FSSE and the NSSE are similar, but they are not always framed in exactly the same way. As you review the results, you'll notice that the "Comments" column gives a rough sense of the relationship of the student response to each question and the faculty response to the companion survey item. The difference between faculty ratings and student ratings is most relevant for sections of the two surveys that provided very similar questions.

Below is a sampling of results that have sparked interesting dialogue as various audiences have reflected on the data. There may be some aspect of the data from these surveys that speaks to your interests. The Office of Institutional Research and Assessment welcomes your insights and thoughts.

- ❖ There was remarkable similarity between faculty and student perceptions of how much coursework demanded mental activities such as analysis, memorization, synthesis, and making judgments. Faculty and students had more divergent perceptions of emphasis on application of learning. 95% of faculty reported that they emphasize "applying theories or concepts to practical problems or in new situations" *very much* or *quite a bit* in their courses, whereas 77% of students felt that their coursework had that level of emphasis.

- ❖ 100% of Evergreen’s lower-division faculty in 2004-05 structured their programs/courses so that students would learn and develop *very much* or *quite a bit* in “thinking critically and analytically,” and 91% of first-years felt their Evergreen experiences had contributed very much or quite a bit to their critical and analytical thinking.
- ❖ Students and faculty have some differences in how they perceive the frequency of classmate collaboration. 95% of faculty thought their students worked with other students on projects during class *very often* or *often*; but only 66% of the students felt they did this *very often* or *often*. 86% of faculty believe it is *very important* or *important* that students work with classmates outside of class to prepare assignments; whereas only 60% of first-years reported doing this *very often* or *often*.
- ❖ 52% of faculty believe Evergreen emphasizes “encouraging contact among students from different economic, social and racial or ethnic backgrounds” compared to 73% of first-year students who perceive that level of institutional emphasis. 60% of the students reported that their college experience had contributed *very much* or *quite a bit* to their development in “understanding people of other racial and ethnic backgrounds”, yet only 45% of faculty structure their programs/courses *quite a bit* or *very much* so that students learn and develop in this area. 76% of faculty report that students from their programs *very often* or *often* “have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)” and an even higher percentage of first-year students (82%) reported including such perspectives *very often* or *often*.
- ❖ Faculty teaching lower-division students estimate that 25% of their students *very often* or *often* “use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment; yet 51% of first-year report doing so *very often* or *often*. 81% of faculty and 71% of first-years feel Evergreen emphasizes using computers in academic work *very much* or *quite a bit*.
- ❖ We gained some insight into the level of importance faculty place on various enriching educational experiences compared to how many first-year students plan to do them before they graduate. For example, 86% of the faculty felt it was *very important* or *important* for students at Evergreen to do a practicum, internship, field experience, co-op experience, or clinical assignment; and 84% of first-year students report they plan to have this experience prior to graduation. Only 55% of faculty think that community service or volunteer work is *very important* or *important*, whereas 79% of first-years have already done or plan to participate in community service. 76% of faculty believe that a culminating senior experience is *very important* or *important* for students; just 46% of first-year students expect to have such an experience; and only 27% of the seniors in Spring 2005 reported having a culminating senior experience.

Faculty Survey of Student Engagement (Spring 2005) compared to National Survey of Student Engagement (Spring 2005)

Following is a subset of results comparing the responses of faculty who self-identified that their primary teaching assignment in AY 04-05 was in a lower-division offering to the responses of first-year students on the NSSE.

Caution: The questions asked of faculty and their response options were similar but not always identical to the questions asked of students. The question prompts for each survey section are provided for reference. Some sections are more directly comparable between faculty and students than others. The comments column notes when the student responses were higher, lower, or relatively equal to the faculty responses (**if the difference between student and faculty responses is 5 percentage points or less, the responses are considered to be equal; if the difference is 6-15% they are classified as higher or lower; responses with a difference greater than 15% are deemed to be markedly higher or markedly lower**). The difference is *most relevant* for sections of the two surveys that provided very similar questions to faculty and students.

Faculty Responses			Student Responses			Comments
Percentage of faculty who reported that students from their courses do the following often or very often			Student responses to how often they did the following at their institution during the current school year			Relationship of student response to faculty response
FSSE Item	Class	Very Often or Often	NSSE Item	Class	Very Often or Often	Difference students - faculty
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	LD	76%	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	FY	82%	6% Higher
Work with other students on projects during class	LD	95%	Worked with other students on projects during class	FY	66%	-29% Markedly lower
Participate in a community-based project (e.g., service learning) as part of your course	LD	19%	Participated in a community-based project (e.g., service learning) as part of a regular course	FY	18%	-1% Equal
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	LD	25%	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	FY	51%	26% Markedly higher

Faculty Responses			Student Responses			Comments	
Percentage of faculty who reported that students from their courses do the following often or very often			Student responses to how often they did the following at their institution during the current school year			Relationship of student response to faculty response	
FSSE Item	Class	Very Often or Often	NSSE Item	Class	Very Often or Often	Difference students - faculty	
Receive prompt feedback (written or oral) from you on their academic performance	LD	95%	Received prompt feedback from faculty on your academic performance (written or oral)	FY	71%	-24%	Markedly lower
Have serious conversations in your course with students of a different race or ethnicity than their own	LD	52%	Had serious conversations with students of a different race or ethnicity than your own	FY	62%	10%	Higher
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	LD	67%	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	FY	64%	-3%	Equal

Faculty Responses			Student Responses			Comments	
Percentage of faculty who reported that more than half of students from their courses do the following			Student responses to how often they did the following at their institution during the current school year			Relationship of student response to faculty response	
<i>FSSE Item</i>	<i>Class</i>	<i>Percent of faculty who think 50% or more of their students do the following</i>	<i>NSSE Item</i>	<i>Class</i>	<i>Very Often or Often</i>	<i>Difference students - faculty</i>	
Frequently ask questions in class or contribute to class discussions	LD	71%	Asked questions in class or contributed to class discussions	FY	79%	8%	Higher
Frequently come to class without completing readings or assignments	LD	5%	Come to class without completing assignments	FY	14%	9%	Higher
Frequently work harder than they usually do to meet your standards	LD	50%	Worked harder than you thought you could to meet an instructor's standards or expectations	FY	60%	10%	Higher
<i>FSSE Item</i>	<i>Class</i>	<i>Percent of faculty who think 50% or more of their students do the following</i>	<i>NSSE Item</i>	<i>Class</i>	<i>Sometimes</i>		
Occasionally use e-mail to communicate with you	LD	14%	Used e-mail to communicate with an instructor	FY	42%	28%	Markedly higher
Occasionally discuss grades or assignments with you	LD	33%	Discussed grades or assignments with an instructor	FY	47%	14%	Higher
<i>FSSE Item</i>	<i>Class</i>	<i>Percent of faculty who think 50% or more of their students do the following</i>	<i>NSSE Item</i>	<i>Class</i>	<i>Very Often, Often or Sometimes</i>		
At least once, talk about career plans with you	LD	33%	Talked about career plans with a faculty member or advisor	FY	76%	43%	Markedly higher
At least once, discuss ideas from readings or classes with you outside of class	LD	24%	Discussed ideas from your readings or classes with faculty members outside of class	FY	76%	52%	Markedly higher

Faculty Responses			Student Responses			Comments	
Percentage of faculty who reported that it is important or very important that their students do the following			Student responses to how often they did the following at their institution during the current school year			Relationship of student response to faculty response	
<i>FSSE Item</i>	<i>Class</i>	<i>Very Important or Important</i>	<i>NSSE Item</i>	<i>Class</i>	<i>Very Often or Often</i>	<i>Difference students - faculty</i>	
Prepare two or more drafts of a paper or assignment before turning it in	LD	76%	Prepared two or more drafts of a paper or assignment before turning it in	FY	65%	-11%	Lower
Work on a paper or project that requires integrating ideas or information from various sources	LD	95%	Worked on a paper or project that required integrating ideas or information from various sources	FY	90%	-5%	Equal
Work with classmates outside of class to prepare class assignments	LD	86%	Worked with classmates outside of class to prepare class assignments	FY	60%	-26%	Markedly lower
Put together ideas or concepts from different courses when completing assignments or during class discussions	LD	76%	Put together ideas or concepts from different courses when completing assignments or during class discussions	FY	57%	-19%	Markedly lower
Discuss ideas or readings from class with others outside of class (other students, family members, coworkers, etc.)	LD	81%	Discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)	FY	77%	-4%	Equal
Examine the strengths and weaknesses of their views on a topic or issue	LD	100%	Examined the strengths and weaknesses of your own views on a topic or issue	FY	76%	-24%	Markedly lower

Faculty Responses

Percentage of faculty who reported that it is important or very important that their students do the following

<i>FSSE Item</i>	<i>Class</i>	<i>Very Important or Important</i>
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	LD	100%
Learn something that changes the way they understand an issue or concept	LD	100%
Tutor or teach other students (paid or voluntary)	LD	43%

Student Responses

Student responses to how often they did the following at their institution during the current school year

<i>NSSE Item</i>	<i>Class</i>	<i>Very Often or Often</i>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	FY	89%
Learned something that changed the way you understand an issue or concept	FY	82%
Tutored or taught other students (paid or voluntary)	FY	41%

Comments

Relationship of student response to faculty response

<i>Difference students - faculty</i>	<i>Relationship</i>
-11%	Lower
-18%	Markedly lower
-2%	Equal

Faculty Responses

Percentage of faculty who reported that their evaluations of student performance are quite challenging for students

<i>FSSE Item</i>	<i>Class</i>	<i>Quite Challenging</i>
Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work	LD	90%

Student Responses

Student responses to how much their examinations during the current school year challenged them to do their best work

<i>NSSE Item</i>	<i>Class</i>	<i>Quite Challenging</i>
Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work	FY	75%

Comments

Relationship of student response to faculty response

<i>Difference students - faculty</i>	<i>Relationship</i>
-15%	Lower

Note: Faculty responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging.

Note: Students responded to this item on a 7-point scale (1 = Very little to 7 = Very much). Responses of 5, 6, or 7 are coded as quite challenging and responses of 1, 2, 3, and 4 are coded as not as challenging.

Faculty Responses			Student Responses			Comments	
Percentage of faculty who reported that they place quite a bit or very much emphasis on the following in their courses			Student responses to how much their coursework during the current school year emphasized the following			Relationship of student response to faculty response	
<i>FSSE Item</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>	<i>NSSE Item</i>	<i>Class</i>	<i>Very Much or Quite a Bit</i>	<i>Difference students - faculty</i>	
Memorizing facts, ideas, or methods from your course and readings	LD	14%	Memorizing facts, ideas or methods from your course and readings	FY	18%	4%	Equal
Analyzing the basic elements of an idea, experience or theory	LD	90%	Analyzing the basic elements of an idea, experience or theory	FY	90%	0%	Equal
Synthesizing and organizing ideas, information, or experiences	LD	100%	Synthesizing and organizing ideas, information, or experiences	FY	90%	-10%	Lower
Making judgments about the value of information, arguments or methods	LD	81%	Making judgments about the value of information, arguments, or methods	FY	70%	-11%	Lower
Applying theories or concepts to practical problems or in new situations	LD	95%	Applying theories or concepts to practical problems or in new situations	FY	77%	-18%	Markedly lower

Faculty Responses			Student Responses			Comments	
Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas			Student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas			Relationship of student response to faculty response	
FSSE Item	Class	Very Much or Quite a Bit	NSSE Item	Class	Very Much or Quite a Bit	Difference students - faculty	
Writing clearly and effectively	LD	76%	Writing clearly and effectively	FY	81%	5%	Equal
Speaking clearly and effectively	LD	76%	Speaking clearly and effectively	FY	68%	-8%	Lower
Thinking critically and analytically	LD	100%	Thinking critically and analytically	FY	91%	-9%	Lower
Analyzing quantitative problems	LD	57%	Analyzing quantitative problems	FY	46%	-11%	Lower
Using computing and information technology	LD	52%	Using computing and information technology	FY	43%	-9%	Lower
Working effectively with others	LD	100%	Working effectively with others	FY	80%	-20%	Markedly lower
Learning effectively on their own	LD	90%	Learning effectively on your own	FY	81%	-9%	Lower

Faculty Responses			Student Responses			Comments	
Percentage of faculty who structured their courses quite a bit or very much so that students learn and develop in the following areas			Student responses to the extent that their college experience contributed to their knowledge, skills, and personal development in the following areas			Relationship of student response to faculty response	
FSSE Item	Class	Very Much or Quite a Bit	NSSE Item	Class	Very Much or Quite a Bit	Difference students - faculty	
Understanding themselves	LD	65%	Understanding yourself	FY	67%	2%	Equal
Understanding people of other racial and ethnic backgrounds	LD	45%	Understanding people of other racial and ethnic backgrounds	FY	60%	15%	Higher
Solving complex real-world problems	LD	57%	Solving complex real-world problems	FY	58%	1%	Equal
Developing a personal code of values and ethics	LD	52%	Developing a personal code of values and ethics	FY	55%	3%	Equal
Developing a deepened sense of spirituality	LD	10%	Developing a deepened sense of spirituality	FY	28%	18%	Markedly higher
Acquiring a broad general education	LD	86%	Acquiring a broad general education	FY	74%	-12%	Lower
Acquiring job or work-related knowledge and skills	LD	33%	Acquiring job or work-related knowledge and skills	FY	38%	5%	Equal

The following section includes responses given by seniors in spring 2005 to compare faculty and first year students' expectations to seniors' reported experiences

Faculty Responses			Student Responses			Comments	
Percentage of faculty who reported that it is important or very important that students at their institution do the following			Student responses to whether they had done or plan to do the following before graduating			Relationship of student response to faculty response	
FSSE Item	Class	Very Important or Important	NSSE Item	Class	FY Done/ Plan to Do SR Have Done	Difference students - faculty	
Practicum, internship, field experience, co-op experience, or clinical assignment	LD	86%	Practicum, internship, field experience, co-op experience, or clinical assignment	FY SR	84% 61%	-2%	Equal
Community service or volunteer work	LD	55%	Community service or volunteer work	FY SR	79% 65%	24%	Markedly higher
Participation in a learning community or some other formal program where groups of students take two or more classes together	LD	95%	Participate in a learning community or some other formal program where groups of students take two or more classes together	FY SR	44% 49%	-51%	Markedly lower
Work on a research project with a faculty member outside of course or program requirements	LD	35%	Work on a research project with a faculty member outside of course or program requirements	FY SR	43% 23%	8%	Higher
Study a foreign language	LD	75%	Foreign language coursework	FY SR	67% 44%	-8%	Lower
Study abroad	LD	40%	Study abroad	FY SR	68% 27%	28%	Markedly higher
Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	LD	76%	Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	FY SR	46% 22%	-30%	Markedly lower

Faculty Responses			Student Responses			Comments	
Percentage of faculty who reported that their institution emphasizes each of the following quite a bit or very much			Student responses to the extent that their institution emphasizes each of the following			Relationship of student response to faculty response	
FSSE Item	Class	Very Much or Quite a Bit	NSSE Item	Class	Very Much or Quite a Bit	Difference students - faculty	
Requiring students to spend significant amounts of time studying and on academic work	LD	86%	Spending significant amounts of time studying and on academic work	FY	71%	-15%	Lower
Providing students the support they need to help them succeed academically	LD	81%	Providing the support you need to help you succeed academically	FY	80%	-1%	Equal
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	LD	52%	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	FY	73%	21%	Markedly higher
Helping students cope with their non-academic responsibilities (work, family, etc.)	LD	38%	Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	41%	3%	Equal
Providing students the support they need to thrive socially	LD	24%	Providing the support you need to thrive socially	FY	43%	19%	Markedly higher
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	LD	48%	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	FY	64%	16%	Markedly higher
Encouraging students to use computers in their academic work	LD	81%	Using computers in academic work	FY	71%	-10%	Lower

Faculty Responses			Student Responses			Comments	
Percentage of faculty who reported that students at their institution have positive relationships with the following groups			Student ratings of the quality of their relationships with the following groups			Relationship of student response to faculty response	
<i>FSSE Item</i>	<i>Class</i>	<i>Positive Quality</i>	<i>NSSE Item</i>	<i>Class</i>	<i>Positive Quality</i>	<i>Difference students - faculty</i>	
With other students	LD	95%	With other students	FY	83%	-12%	Lower
With faculty members	LD	90%	With faculty members	FY	86%	-4%	Equal
With administrative personnel	LD	55%	With administrative personnel and offices	FY	62%	7%	Higher

Note: Faculty responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as "positive quality."

Note: Students responded to the items above on 7-point scales (e.g., 1 = Unfriendly, Unsupportive, Sense of Alienation to 7 = Friendly, Supportive, Sense of Belonging). Responses of 5, 6, or 7 are coded as "positive quality" and responses of 1, 2, 3, and 4 are coded as neutral or negative.