



Academic & Institutional Projects

A RESEARCH BRIEF FOR FACULTY, STAFF, AND STUDENTS PREPARED BY THE
ACADEMIC & INSTITUTIONAL PROJECTS (AIP) OFFICE.

2009 Faculty Survey of Student Engagement

The National Survey of Faculty Engagement (FSSE) measures faculty members' expectations of student engagement in educational practices that are empirically linked with high levels of learning and development. The survey is web based and is offered on a biannual basis. Participation in the FSSE is mandated and funded by the North Dakota University System to provide MSU and NDUS with valuable data to aid in institutional improvement, accountability and related purposes. The FSSE collects information about how faculty members spend their time on professional activities, such as teaching and scholarship, and the types of learning experiences their institutions emphasize. The information is intended to provoke discussions on teaching, learning and the quality of education offered. The outcomes from the FSSE survey have been proven to be consistent and valid through various validity and reliability measures. To access validity and reliability information regarding the FSSE survey: nsse.iub.edu/html/researchers.cfm

SAMPLE AND METHODOLOGY

To obtain a sample for the FSSE, AIP contacted the MSU director of human resources to gather a list of all full-time faculty and staff, which was then uploaded to the NSSE interface. NSSE allowed MSU to identify participating universities across the nation as comparison groups. AIP identified MSU's aspirational peers for a comparison group, www.minotstateu.edu/instplan/peers.shtml. The population consisted of N=201 faculty and staff. Of the 201 employees identified and sampled, 98 (49%) responded.

RESPONDENT DEMOGRAPHICS

The respondent demographics were dispersed across departments, with 19 percent from the arts and humanities department. When respondents were asked to indicate their current rank, 20 percent were professors, 25 percent were associate professors, 27 percent were assistant professors and 23 percent currently held the rank of instructor. A majority of the respondents were tenured (59%), while 19 percent were on tenure track. Just over half (52%) held a doctoral degree and 40 percent held a master's degree. Most respondents (81%) were employed full time and female (60%). Respondents were asked to indicate how many undergraduate and graduate courses they taught/scheduled; half (50%) indicated teaching 7 or more during 2008-2009. Nearly half, (48%) had 15 or more years of teaching experience.

FREQUENCY DISTRIBUTIONS

Faculty/staff were asked to indicate to what extent they emphasize certain notions to their students. A majority (N=48) encourage "very much" that their students use computers while doing coursework. Faculty spend quite a bit of emphasis on providing students support to help them succeed (N=37). Faculty indicated spending some emphasis on encouraging their students to establish contact with those of diverse or ethnic backgrounds (N=40) (see chart 1).

When respondents were asked to indicate how many hours they spend in a typical seven-day week, 36 percent spent 9-12 hours teaching, and 37 percent spent 5-8 hours grading papers and exams. Most respondents (59%) spend no more than 8 hours a week preparing for class. Majorities (74%) spend between 1 and 8 hours conducting research and participating in scholarly activities (see chart 2).

OFFICE OF ACADEMIC & INSTITUTIONAL PROJECTS

The Office of Academic and Institutional Projects serves as a resource to Minot State University by evaluating and disseminating a wide range of data and conducting institutional research to support and foster efficient campus planning and administration. The use of this information will help improve the quality of education at Minot State.

AIP has the responsibility for coordinating and integrating data and planning analytical support for the Office of the Vice President of Academic Affairs and the university as a whole.

AIP develops and maintains a campus data warehouse that serves as the source of official MSU data. It is responsible for developing systems to ensure that campus-analytical and planning-data requirements are met, as well as providing the necessary information to support executive-level decision making.

Institutional data such as the annual Factbook and College Portrait data derived from the Voluntary System of Accountability is available on the AIP Web site.

ACADEMIC & INSTITUTIONAL PROJECTS

<http://www.minotstateu.edu/instplan/>

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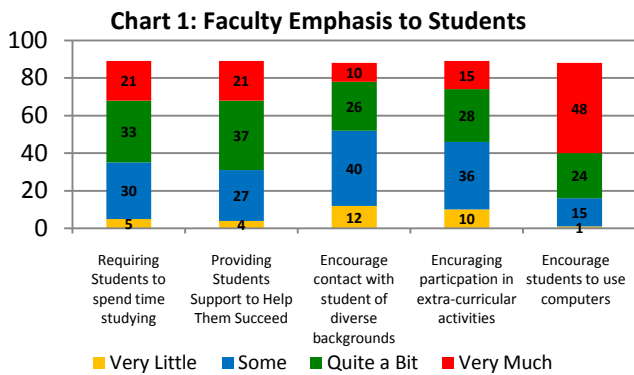
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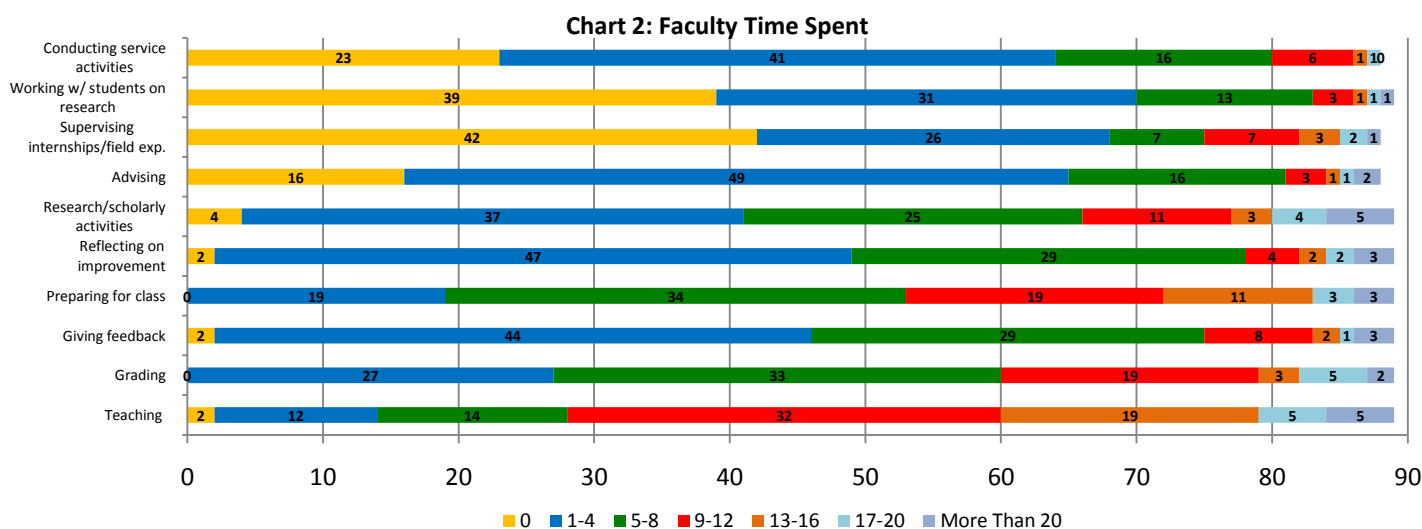
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The least amount of time spent by faculty surveyed is on supervising internships and field experiences (N=42; 48%).

When faculty were asked to elaborate on a specific undergraduate course that they currently teach, most (89%) indicated that they teach on campus within a classroom. On average faculty indicated having approximately 20 students per class. Half (51%) of the faculty surveyed had taught the selected class at least 10 times prior to that semester. Faculty members were then asked to what extent their institution emphasized that student spend significant amounts of time studying on academic work, a majority (61%) of faculty surveyed thought their institution emphasized this quite a bit or very much. A majority (42% quite a bit; 24% very much) of faculty believe that MSU emphasizes in providing students the support they need to help them succeed academically. A mere (32%) of faculty thought MSU provided students with the support they need to survive socially.



NSSE-FSSE COMBINED DATA

When examining data comparing faculty practices and student responses, most responses indicated by faculty were similar to those of students. Specifically, when faculty were asked to indicate the importance that students put together ideas and concepts from different courses when completing assignments during their course, 69 percent of faculty responded that it was very important or important that first-year student do that. The first-year student were asked a similar question, how often do they put together ideas or concepts from different courses when completing assignments? The first-year student respondents indicated that they do this very often (12%), often (32%) and sometimes (44%). When faculty were asked to indicate to what extent their evaluations of student performance challenge students to do their best work, 88 percent of faculty surveyed thought that they challenged their first-year students quite a bit. When first-year students were asked the same question, 81 percent responded that examinations during the school year were quite challenging.

Areas in which faculty and students compared distantly were noticed when faculty were asked how often they emphasize applying theories or concepts to practical problems. Faculty responded that they emphasize this often for first-year students. The first-year students' response was lower with 68 percent of first-year students indicating that they apply theories or concepts to practical problems often (26%) or quite a bit (42%). Similar differences were evident among senior respondents, 35 percent of senior respondents applied theory or concepts to practical problems very much (35%) or quite a bit (44%). A majority (94% lower division; 96% upper division) of faculty responded that they structured their courses to develop thinking critically. Student respondents indicated that their college experience has contributed to growth in the area of thinking critically and analytically very much (35% first year; 43% seniors).

ACADEMIC & INSTITUTIONAL PROJECTS WEBSITE

The Office of Academic & Institutional Projects serves as a resource to Minot State University by evaluating and disseminating a wide range of data, as well as conducting institutional support to foster efficient campus planning and administration. Access to the specific data collected by AIP is found at www.minotstateu.edu/instplan/.