Faculty Perceptions of Student Engagement: A Comparative Examination Across Advising Models

Susan D. Johnson
Michael J. Schwarz
Center for Postsecondary Research
Indiana University – Bloomington
NACADA National Conference
October 20, 2006
Overview

- Student engagement defined
- Faculty Survey of Student Engagement (FSSE) – selected findings
- Questions and discussion of implications for student advisors
Defining Student Engagement - Part I

- What students do—time and effort devoted to educationally purposeful activities
The research is unequivocal: students who are actively involved in both academic and out-of-class activities gain more from the college experience than those who are not so involved.

Ernest T. Pascarella & Patrick T. Terenzini, *How College Affects Students*
Defining Student Engagement - Part II

What institutions do—using effective educational practices to induce students to do the right things
Defining Student Engagement - Part II

“(I)f faculty and administrators use principles of good practice to arrange the curriculum and other aspects of the college experience, students would… write more papers, read more books, meet with faculty and peers, and use information technology appropriately, all of which would result in greater gains in such areas as critical thinking, problem solving, effective communication, and responsible citizenship.”

George D. Kuh et al, Student Success in College
Five Indicators of Effective Educational Practice

- Supportive Campus Environment
- Enriching Educational Experiences
- Level of Academic Challenge
- Active & Collaborative Learning
- Student Faculty Interaction
Assessing Student Engagement

- National Survey of Student Engagement (NSSE)
  - Annual survey of first-year students and seniors at four-year institutions that measures students’ participation in educational experiences that prior research has connected to valued outcomes

- Faculty Survey of Student Engagement (FSSE)
  - Parallel survey designed to measure faculty expectations for student engagement in educational practices that are known to be empirically linked with high levels of learning and development

- Other surveys of student engagement
  - BCSSE, LSSE, HSSE, CCSSE
Today’s Focus: FSSE

- Institutions sought ways to include faculty in the discussion of effective educational practices
- Institutions use with NSSE results to determine strengths and to target areas of improvement
- Also measures faculty expectations and perceptions of how often their students engage in different activities
- The nature and frequency of interactions faculty have with students
- 2006 was fourth year of FSSE administration
Third party administration
(IU Center for Survey Research)

Faculty surveyed in the spring

Institutions choose faculty to be surveyed

Web version only

In 2006, over 21,000 faculty from 131 institutions responded to the survey
ADVISING MODELS

National Survey of Student Engagement
Theoretical Framework

- Organizational Structures for Advising (Pardee, 2004)
  - Based on National Survey on Academic Advising conducted by ACT
  - Asked which organizational structure was most common at various institutional types and the effectiveness of the structure
  - Asked which variables to consider in selecting the appropriate organizational structure
    - Institutional enrollment
    - Institution’s mission
    - Extent to which the faculty is interested in advising and willing to devote time to it
Research Questions

- How much time do faculty spend advising students (academic and non-academic) across advising systems and disciplines?
- Are there differences in the amount of time faculty spend on advising activities at different types of institutions?
- To what extent do institutions emphasize supporting students with academic and non-academic responsibilities across advising systems?
Method

- Requested contact list of advising members from NACADA
- Compared NACADA list to the 131 schools participating in the 2006 FSSE administration
  - Used primary FSSE contact and researched websites for schools not on the list
- Participating FSSE schools received an email asking which statement most closely described their campus advising system
- Received 92 responses (70% response rate)
Advising Models (Habley, 2004)

- **Faculty only**
  - All students are assigned to an instructional faculty member for advising. There is no advising office.

- **Supplementary**
  - All students are assigned to an instructional faculty member for advising. There is an advising office that provides general academic information, but all advising transactions must be approved by the faculty advisor.

- **Split**
  - There is an advising office that advises a specific group(s) of students (e.g. underprepared, undecided, etc.). All other students are assigned to academic units.

- **Dual**
  - Each student has two advisors. A member of the instructional faculty advises the student on matters related to the major. An advisor in an advising office advises the student on general requirements, procedures, and policies.
Advising Models

- **Total Intake**
  - Staff in an administrative unit are responsible for advising ALL students for a specific period of time and/or until specific requirements have been met. After meeting those requirements, students are assigned to a member of the instructional faculty for advising.

- **Satellite**
  - Each school, college, or division within the institution has established its own approach to advising.

- **Self-Contained**
  - Advising for all students from point of enrollment to point of departure is done by staff in a centralized advising unit.
Collapsed Advising Models

- **Centralized**
  - Where professional and faculty advisors are housed in one academic or administrative unit (Self-Contained)

- **Decentralized**
  - Where professional or faculty advisors are located in their respective academic department (Faculty Only, Satellite)

- **Shared**
  - Where some advisors meet with students in a central administrative unit (i.e., an advising center), while others advise students in the academic department of their major discipline (Supplementary, Split, Dual, Total Intake)
Respondent Characteristics: Advising Model

- Centralized
- Decentralized
- Shared

- 0.4
- 33.4
- 66.3
Respondent Characteristics: Carnegie Classification

- Doc-Ext: 23.4
- Doc-Int: 17.6
- Master's: 36.5
- Bac-LA: 6.3
- Bac-Gen: 10
- Other: 6.2
Respondent Characteristics: Affiliation

- Public: 70
- Private: 30
Respondent Characteristics: Discipline Area

- Arts & Humanities: 27.8%
- Biological science: 5.6%
- Business: 8.3%
- Education: 7.4%
- Engineering: 10.9%
- Physical science: 8.5%
- Professional: 14.4%
- Social science: 13.6%
- Other: 0%

Note: The percentages add up to more than 100% due to rounding.
FSSE RESULTS: Faculty Perceptions of Student Engagement
Advising: Hours per Week by Model

<table>
<thead>
<tr>
<th>Advising Model</th>
<th>Hours / Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>CENTRALIZED</td>
<td>3.86</td>
</tr>
<tr>
<td>DECENTRALIZED</td>
<td>3.43</td>
</tr>
<tr>
<td>SHARED</td>
<td>3.60</td>
</tr>
<tr>
<td>Total</td>
<td>3.54</td>
</tr>
</tbody>
</table>
Other Activities: Hours per Week by Model

- CENTRALIZED: 0.55 hours
- DECENTRALIZED: 2.25 hours
- SHARED: 2.22 hours
- Total: 2.22 hours
Advising: Hours per Week by Model and Carnegie

<table>
<thead>
<tr>
<th></th>
<th>Doc-Ext</th>
<th>Doc-Int</th>
<th>Master's</th>
<th>Bac-LA</th>
<th>Bac-Gen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours</td>
<td>3.2</td>
<td>3.3</td>
<td>3.5</td>
<td>3.8</td>
<td>3.9</td>
</tr>
<tr>
<td>Hours</td>
<td>3.0</td>
<td>3.3</td>
<td>3.7</td>
<td>3.9</td>
<td>4.3</td>
</tr>
<tr>
<td>Hours</td>
<td>3.1</td>
<td>3.3</td>
<td>3.7</td>
<td>3.9</td>
<td>4.2</td>
</tr>
</tbody>
</table>

- **Doc-Ext**
- **Doc-Int**
- **Master's**
- **Bac-LA**
- **Bac-Gen**

Legend:
- Decentralized
- Shared
- Total
Other Activities: Hours per Week by Model and Carnegie

- Doc-Ext: 2.0, 1.9, 2.0
- Doc-Int: 2.3, 2.1, 2.1
- Master's: 2.2, 2.4, 2.3
- Bac-LA: 2.6, 2.2, 2.4
- Bac-Gen: 3.2, 2.5, 2.7

Legend:
- Blue: Decentralized
- Orange: Shared
- Red: Total
Advising: Hours per Week by Model and Affiliation

**Public**
- Decentralized: 3.3
- Shared: 3.6
- Total: 3.5

**Private**
- Decentralized: 3.7
- Shared: 3.6
- Total: 3.6
Other Activities: Hours per Week by Model and Affiliation

<table>
<thead>
<tr>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decentralized</td>
<td>Shared</td>
</tr>
<tr>
<td>2.1</td>
<td>2.2</td>
</tr>
<tr>
<td>2.6</td>
<td>2.3</td>
</tr>
</tbody>
</table>
Advising: Hours per Week by Model and Discipline

- Arts & Humanities
- Biological science
- Business
- Education
- Engineering
- Physical science
- Professional
- Social science

DECENTRALIZED
- 3.3
- 3.4
- 3.5
- 3.6
- 3.4
- 3.5
- 3.6
- 3.8
- 2.5

SHARED
- 3.5
- 3.6
- 3.7
- 3.8
- 2.9
- 3.8
- 3.6
- 3.6

Hours / Week
Other Activities: Hours per Week by Model and Discipline

- Arts & Humanities
  - Decentralized: 2.2
  - Shared: 2.1

- Biological science
  - Decentralized: 1.9
  - Shared: 1.9

- Business
  - Decentralized: 2.0
  - Shared: 2.0

- Education
  - Decentralized: 2.9
  - Shared: 2.6

- Engineering
  - Decentralized: 2.5
  - Shared: 2.2

- Physical science
  - Decentralized: 1.6
  - Shared: 1.6

- Professional
  - Decentralized: 2.2
  - Shared: 2.2

- Social science
  - Decentralized: 2.2
  - Shared: 2.3
Perceived Emphasis: Student Support (Academic)

Percentage of Faculty Respondents

<table>
<thead>
<tr>
<th>Emphasis</th>
<th>Decentralized</th>
<th>Shared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very little</td>
<td>2.8</td>
<td>2.2</td>
</tr>
<tr>
<td>Some</td>
<td>22.6</td>
<td>19.7</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>45.1</td>
<td>46.2</td>
</tr>
<tr>
<td>Very much</td>
<td>29.5</td>
<td>31.9</td>
</tr>
</tbody>
</table>
Perceived Emphasis: Student Support (Non-Academic)
Future Research

- Create more comprehensive descriptions of advising systems
  - “The [university] does not use, in entirety, any of the models you offer below. Any answer I choose from the list below would be a misrepresentation of our advising system.”

- Compare faculty responses to student responses on NSSE across advising models
Questions and Discussion

How can this information be useful for you as advisors of undergraduate students?
For More Information

- Email: sudjohns@indiana.edu or mijschwa@indiana.edu
- FSSE website: http://www.fsse.iub.edu

Copies of papers and presentations as well as other annual reports and other information are available through the website

National Survey of Student Engagement