

Using FSSE Demographics to Look Within

Webinar will begin at 2 pm EST.

Before we begin, please review the following:

General advice:

- Ensure you are connecting to this Webinar using a high-speed connection.
- Visit https://admin.acrobat.com/common/help/en/support/meeting_test.htm for a comprehensive set of tests and troubleshooting solutions if you have issues with the Adobe Connect software.
- Get your Institutional Report binder for reference or access your materials through the institutional interface. View generic materials here: http://nsse.iub.edu/_/?cid=402.

Sound:

- Please turn up your computer speakers or plug in your headphones to listen to the Webinar. For best results, close all other applications as they may interfere with the audio feed.

What to do if you don't hear anything:

- If you cannot hear anything, click on "Meeting" in left of grey tool bar at the top of the screen and select "Audio Setup Wizard." Complete the first part of the Wizard, which ends with a speaker test, to ensure a proper webinar audio connection. If you cannot hear anything after this, please consult your technology support person.

Using the Chat feature:

- The Chat window allows participants to interact with presenters and each other

Using FSSE Demographic Data to Look Within Your Institution

FSSE Webinar
Thursday, February 23, 2017 at 2pm (Eastern)

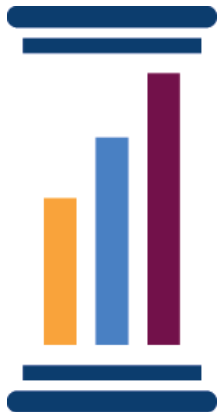


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Agenda

- FSSE overview – audiences, uses, content
- FSSE demographics and course characteristics
- Examples of looking within FSSE data
- Potential research questions included throughout
 - Don't be shy – add your own in the chat box!
- Limitations and validity concerns

Why Look Within?

- Experiences and outcomes are far more varied within an institution than they are between institutions. Educational quality is not uniform within an institution!
- Examining the practices of the average faculty member at an institution can be meaningful for large conversations but difficult to pinpoint areas of excellence and areas in need of improvement
- Looking within FSSE results may help answer questions or strengthen findings from your NSSE administration! (See our archived webinar “Adding Context to NSSE with FSSE” on January 12th—Allison’s birthday!)

FSSE Overview

- Faculty Survey of Student Engagement
 - Annual online survey of instructional staff at four-year institutions
 - Faculty, instructors, graduate students who teach, etc.
 - Recommended that participants taught at least one undergraduate course during the current school year
 - Measures faculty perceptions of, values for, and involvement in activities linked to undergraduate learning and development
 - Content coverage is parallel to content on the National Survey of Student Engagement (NSSE)
 - Recommended current or prior-year participation in NSSE

Audiences and Uses

Audiences:

- Department chairs
- Faculty developers
- Centers for teaching and learning
- Deans
- Faculty themselves
- Students!

Uses

- Professional development
- Workshops and retreats
- Assessment and improvement
- Institutional research
- Curricular reform
- Accreditation and self-studies

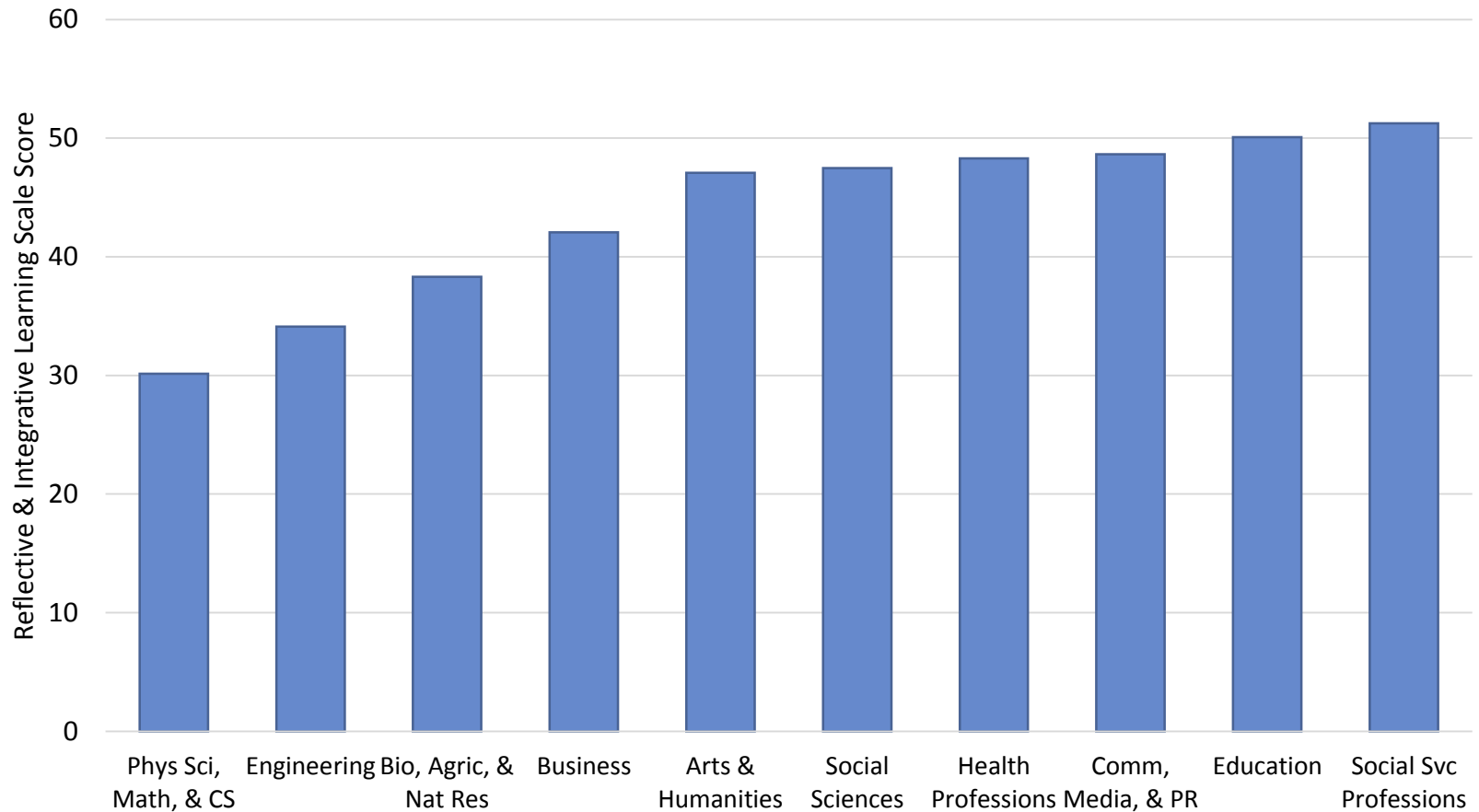
FSSE Content

- Emphasis on
 - *Higher-Order Learning*
- Value for
 - *Reflective & Integrative Learning*
 - *Quantitative Reasoning*
 - High-impact practice participation
 - *Increasing Supportive Environment*
- Opportunity for
 - *Discussions with Diverse Others*
- Perceptions of student
 - *Quality of Interactions*
- Encouragement of
 - *Learning Strategies*
 - *Collaborative Learning*
- Participation in
 - *Student-Faculty Interaction*
 - *Effective Teaching Practices*
 - High-impact practice implementation
- Assigned reading and writing
- Course goals for student learning and development

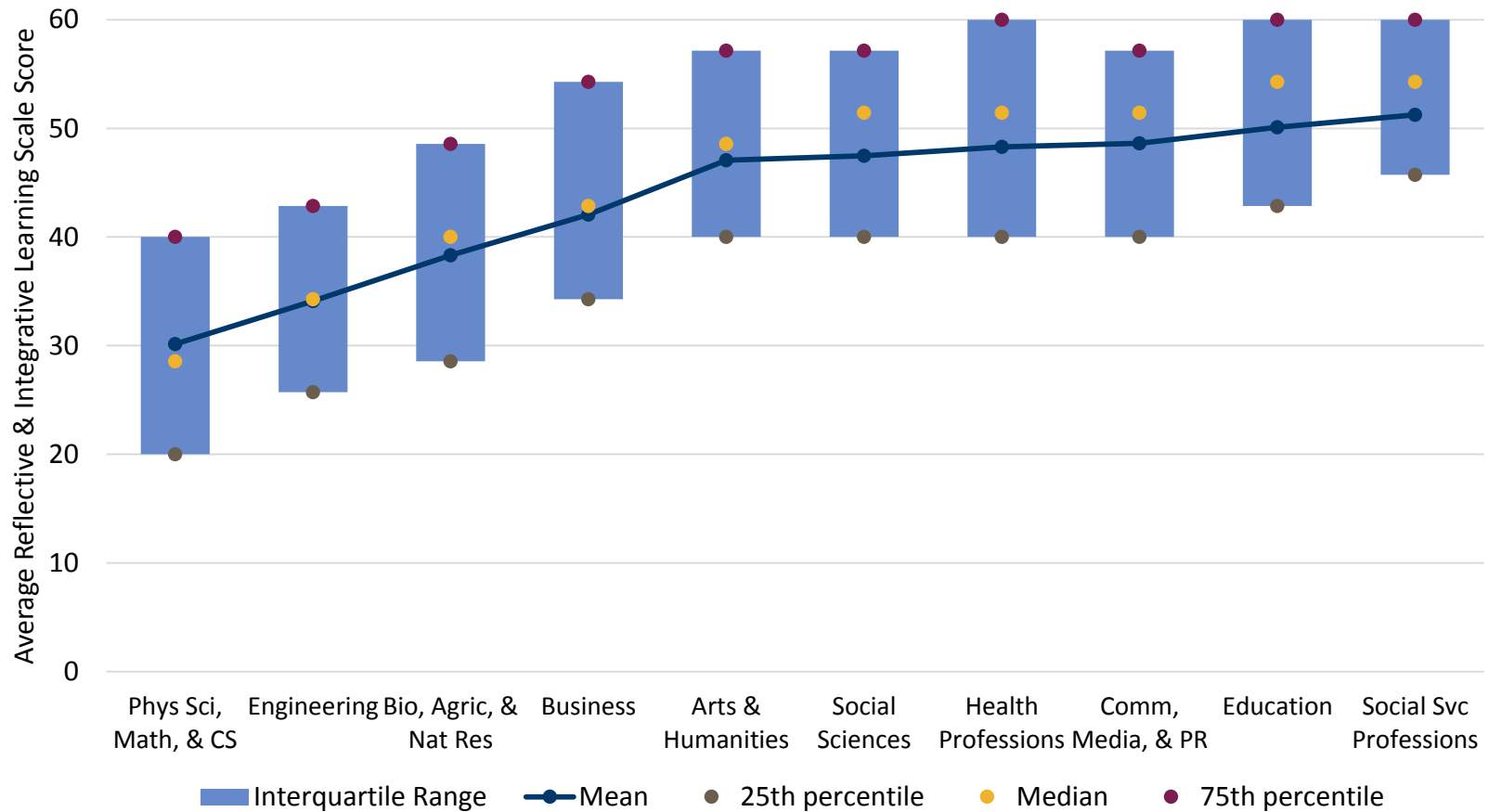
Example Questions

- How much are faculty emphasizing higher-order learning skills?
- How important is it to faculty that students participate in high-impact practices?
- How much opportunity are students given to have discussions with diverse others?
- How much do faculty encourage students to work collaboratively?
- How often do faculty interact with students outside of class?

Reflective & Integrative Learning



Looking Within Reflective & Integrative Learning



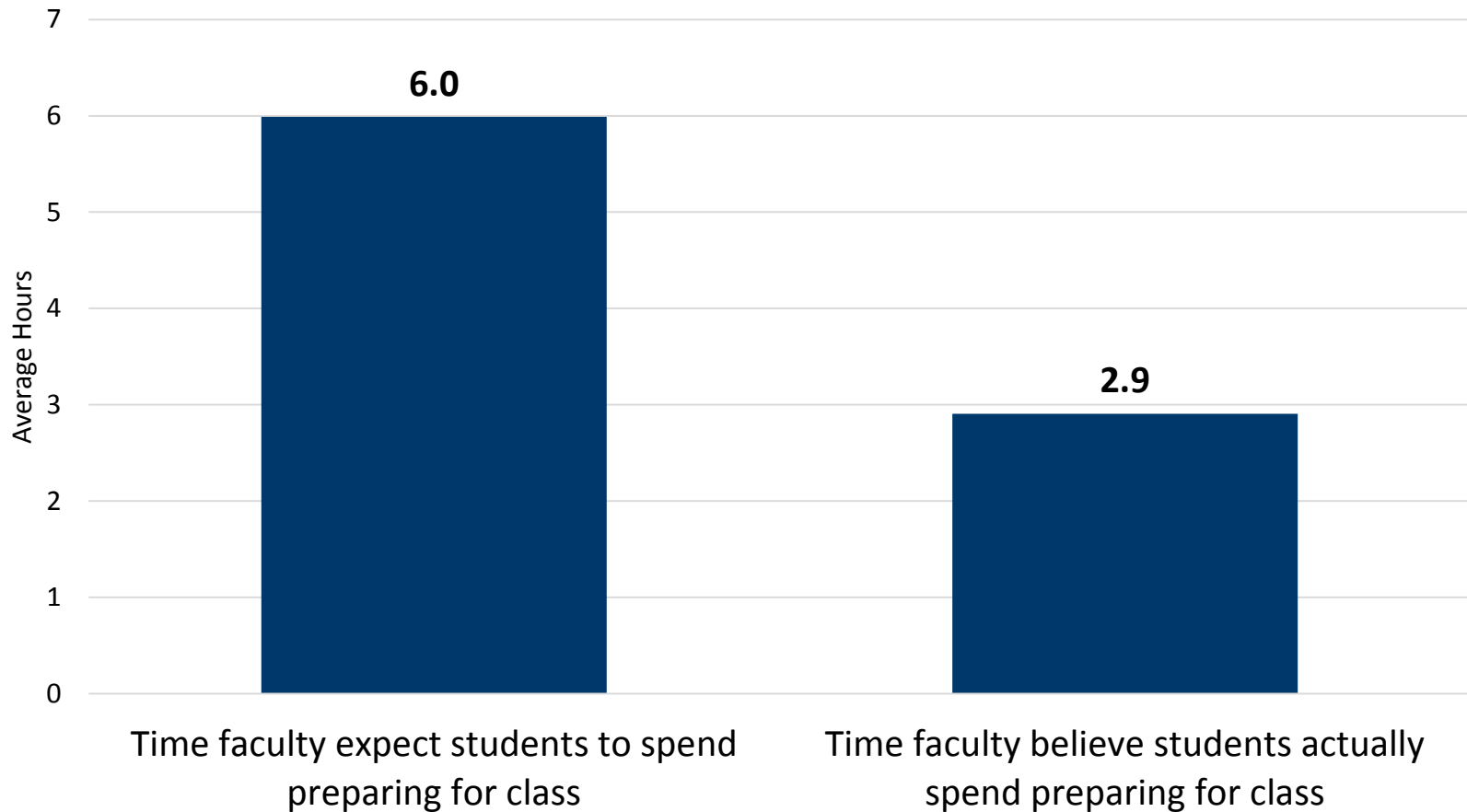
FSSE Content

- Faculty perceptions of students' time spent on
 - Preparing for class
 - Co-curriculars
 - Working
 - Community service
 - Relaxing
 - Caring for dependents
 - Commuting
- Faculty perceptions of students doing their best work
- Faculty expectations for students' time spent preparing for class
- Faculty time spent on
 - Advising
 - Research
 - Service
 - A wide variety of teaching activities
 - Preparing, teaching, grading, meeting with students, course administration, working to improve teaching

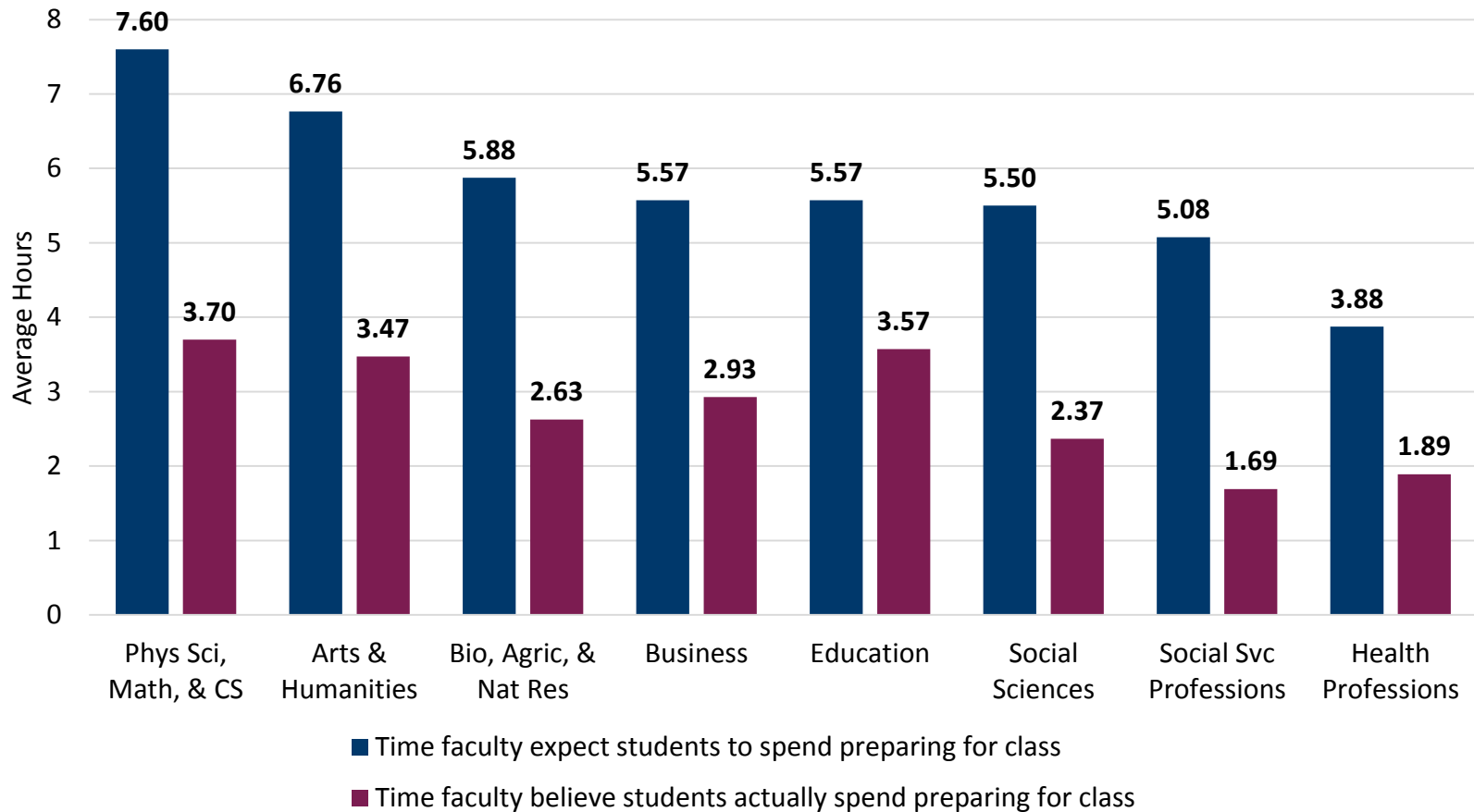
Example Questions

- How much do faculty think that students are doing their best work?
- How do faculty expectations for students' time spent preparing for class compare to their perceptions of students' actual time spent preparing for class?
- How much time are faculty spending on teaching, research, service, and advising?
- How much time are faculty spending on working to improve their teaching?

Expectations Versus Beliefs



Expectations Versus Beliefs by Discipline



FSSE Demographics

- Age
- Gender identity
- Citizenship status
- Racial/ethnic identification
- Sexual orientation
- Disciplinary appointment
- FT/PT employment
- Adjunct status
- Academic rank
- Tenure status
- Years of teaching experience
- Highest degree earned
- Number of undergraduate students, courses, or graduate courses taught in a year
- Group variable***

Group Variable

Typical uses

- Academic rank
- College/department
- Primary campus
- In-class/online format
- Part-time/adjunct status

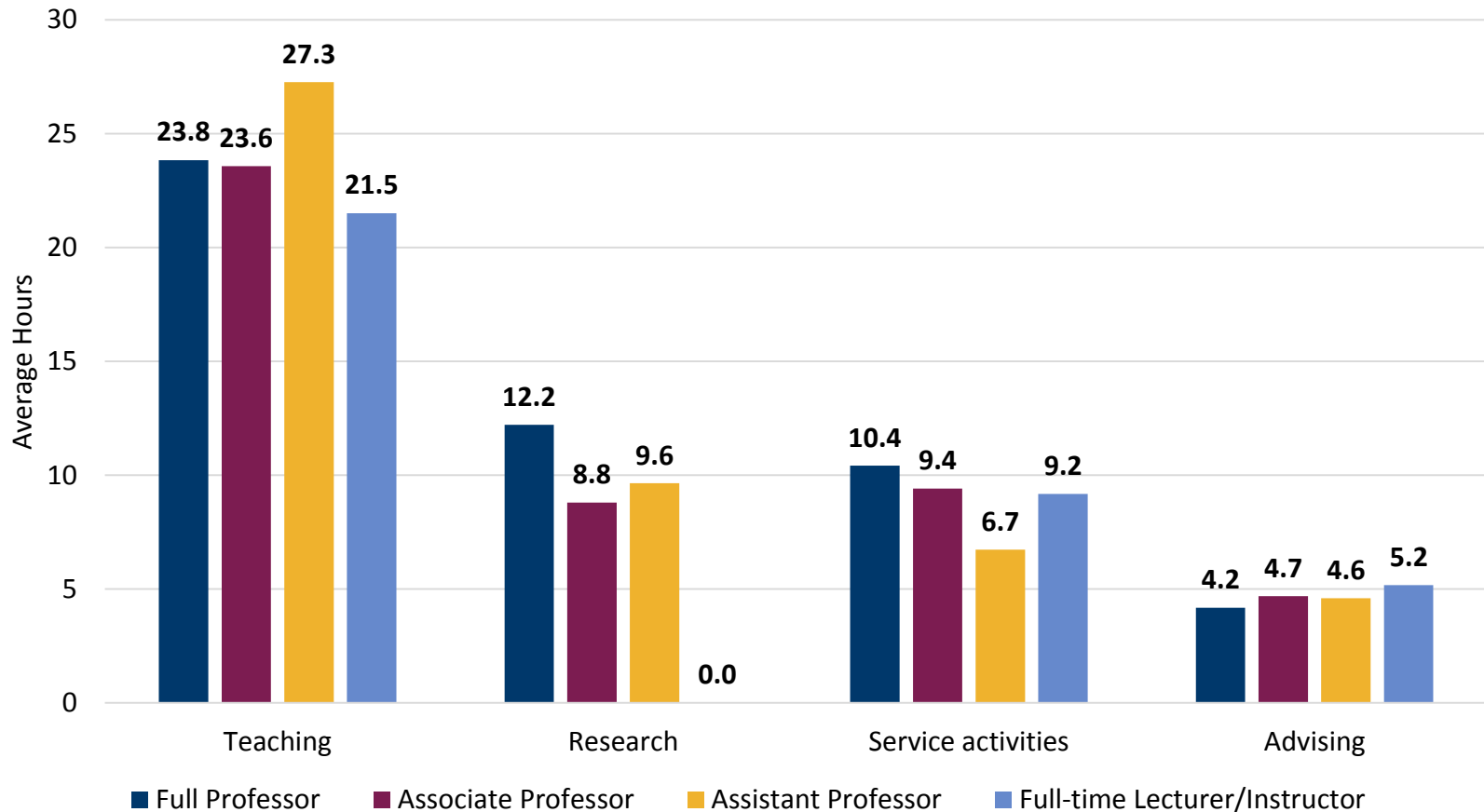
Other possible uses

- Participated in professional development workshops
- Received a teaching award
- In a faculty learning community

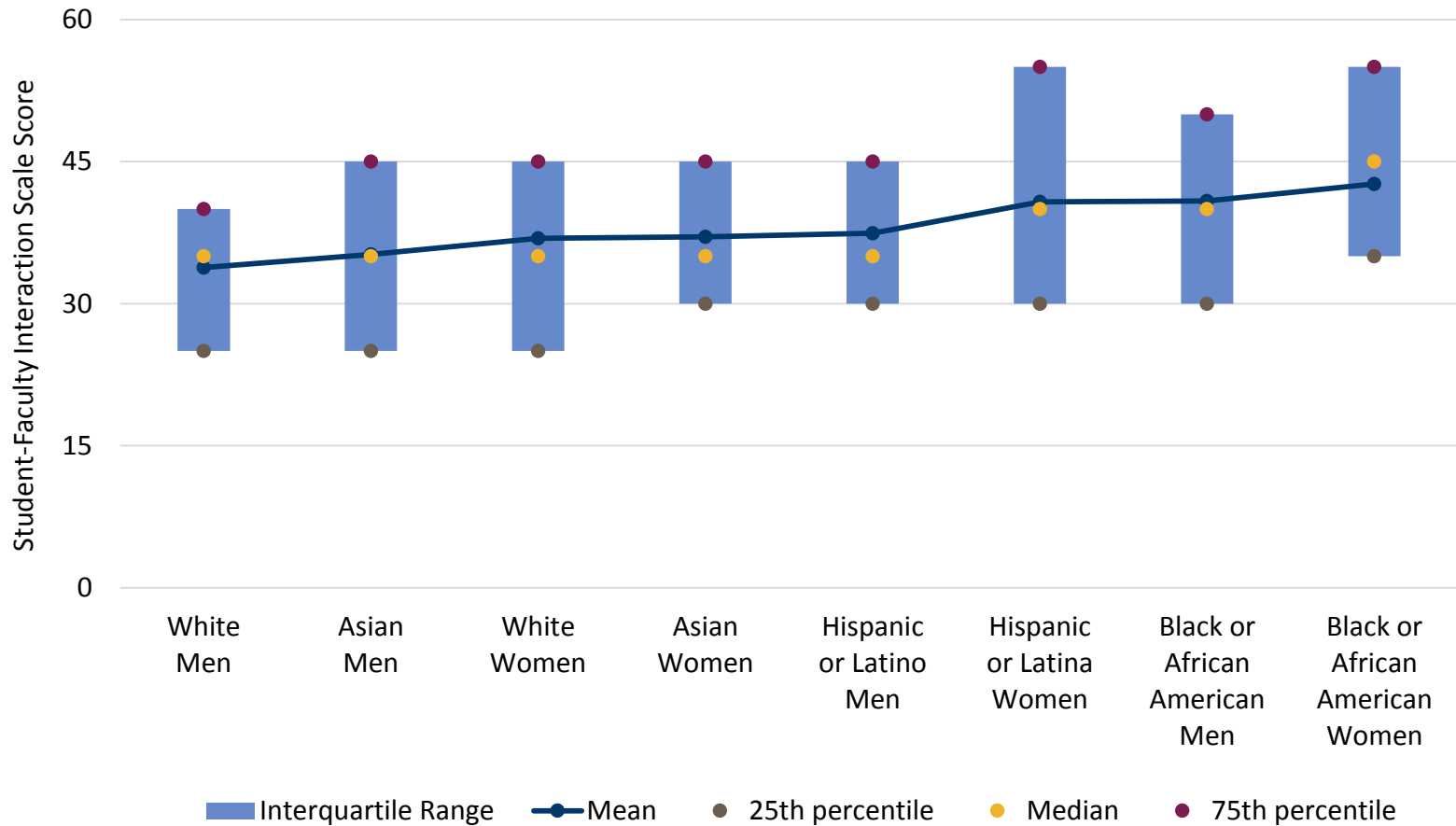
Example Questions

- How does faculty use of engaging teaching practices vary by gender identity and racial/ethnic identification?
- How do faculty values vary by disciplinary area?
- How does the use of effective teaching practices vary by employment status?
- How does time spent on scholarly activities vary by tenure status?
- How do faculty course goals vary by years of teaching experience?

Weekly Time Spent on Scholarly Activities by Academic Rank



Frequency of Student-Faculty Interaction by Racial/Ethnic Identification and Gender Identity



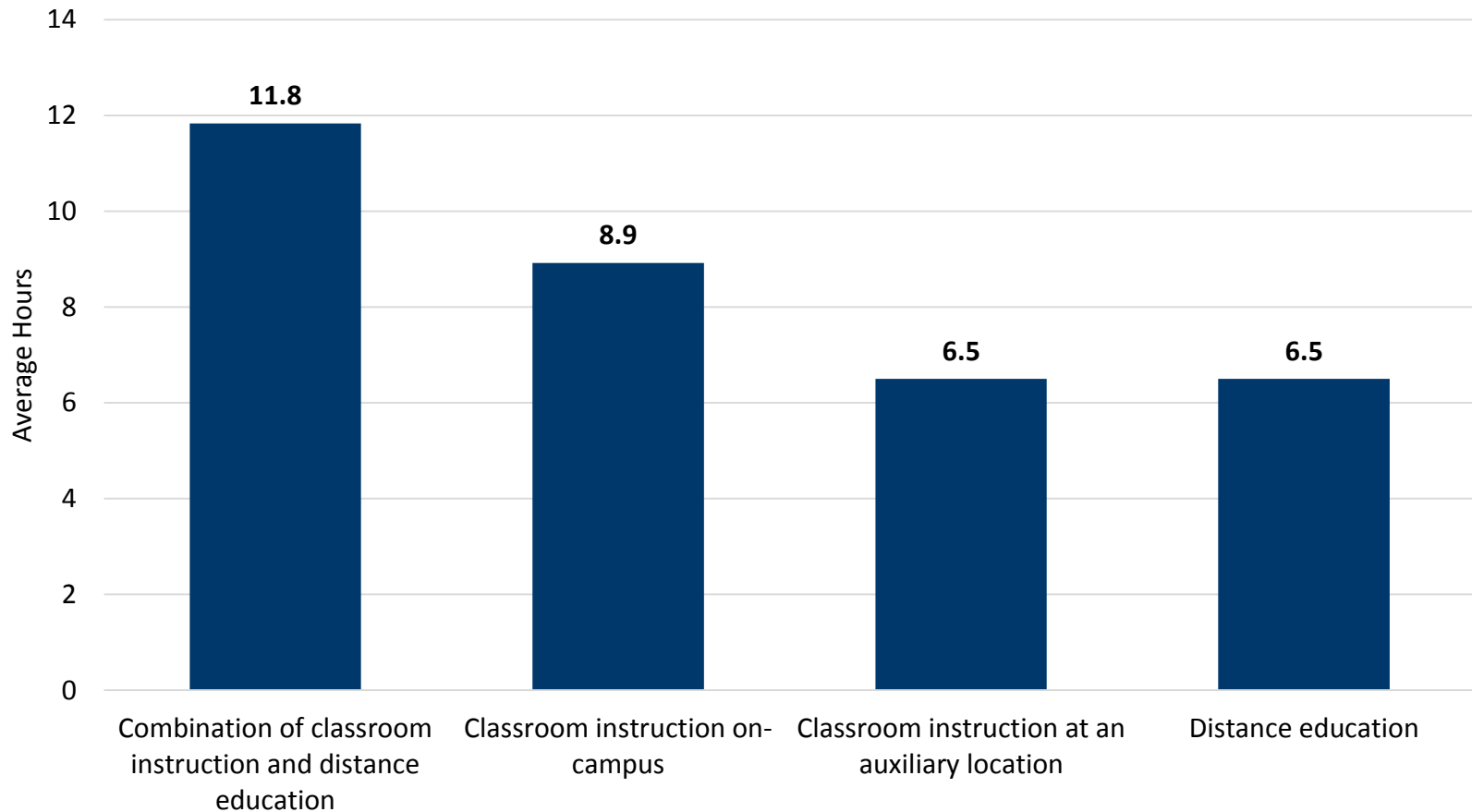
Course Characteristics

- Upper/lower division
- Course size
- General education requirement
- Format (traditional classroom, online, hybrid, etc.)
- How course time is spent (lecture, discussion, small-group activities, etc.)
- How many times faculty have taught the course before

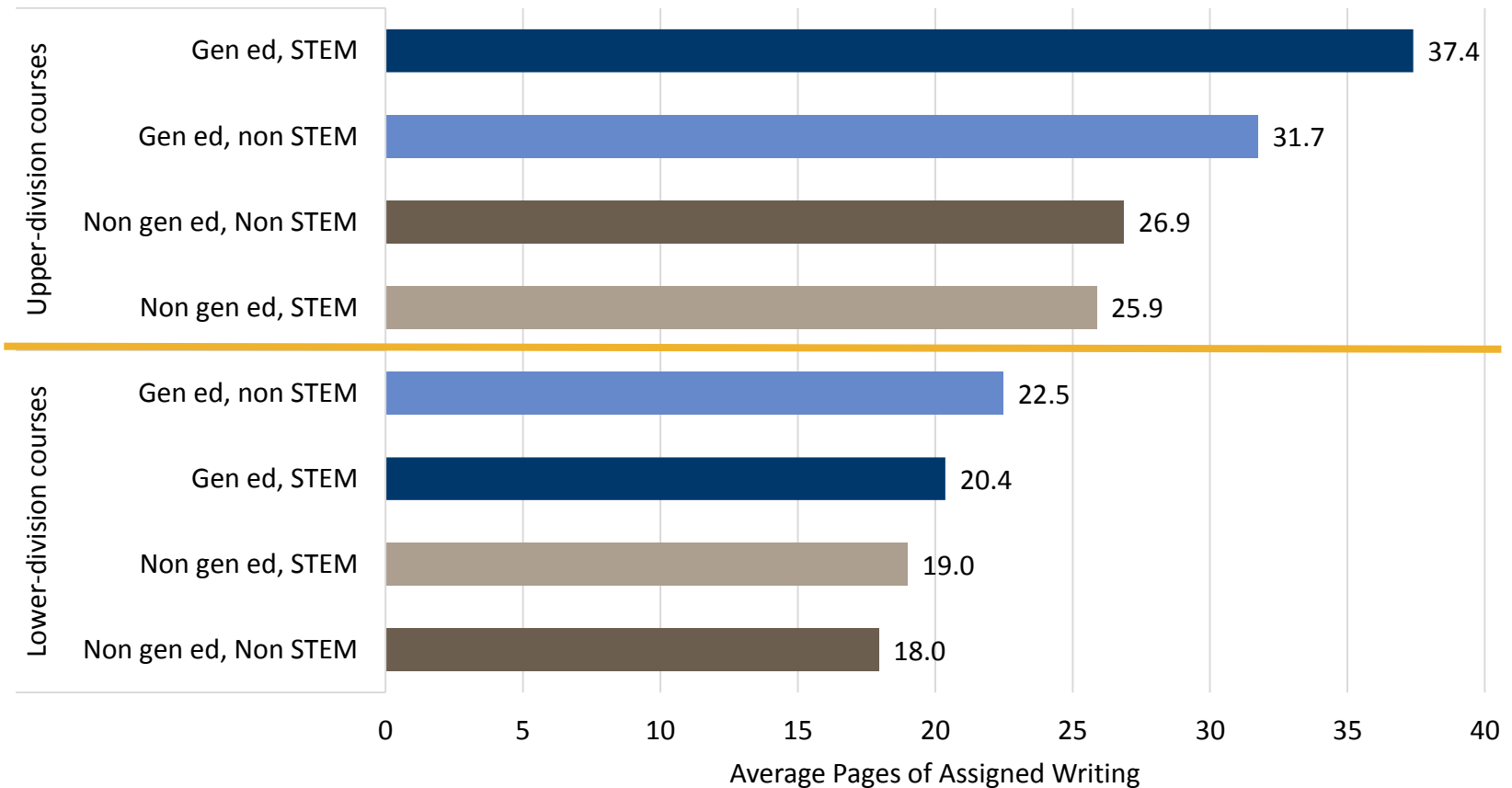
Example Questions

- How does faculty emphasis on higher-order learning activities vary by general education requirement?
- How does faculty encouragement of collaborative learning vary by course format?
- How does student-faculty interaction vary by course size?
- How do opportunities for discussion with diverse others vary by how course time is used?

Weekly Time Spent Preparing for Class by Course Format



Average Pages of Assigned Writing by Gen Ed and STEM



Limitations & Validity Concerns

- Faculty are mostly talking about one of the courses they are teaching/have taught during the current school year
- Faculty may get defensive! Both during survey administration and in reporting of results. Don't forget the positives!
- Self-reported data—see FSSE's psychometric portfolio with studies of FSSE's validity, reliability, and other aspects of data quality
- Small counts—see Allison's work (including a webinar next month) on small populations!!

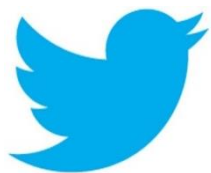
Final thoughts and questions?

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