FSSE faculty survey of student engagement

FSSE 2018 Snapshot

Loyola University Maryland

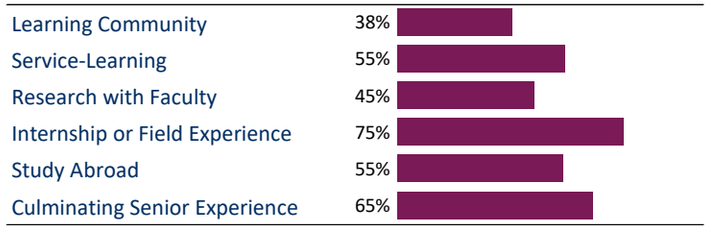
A Summary of Faculty Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's FSSE 2018 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *FSSE-NSSE Combined* reports.

High-Impact Practices

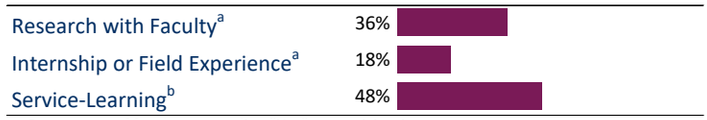
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.

Faculty Importance for High-Impact Practice Participation



Note: Percentage of faculty responding "Very important" or "Important"

Faculty Participation in High-Impact Practices

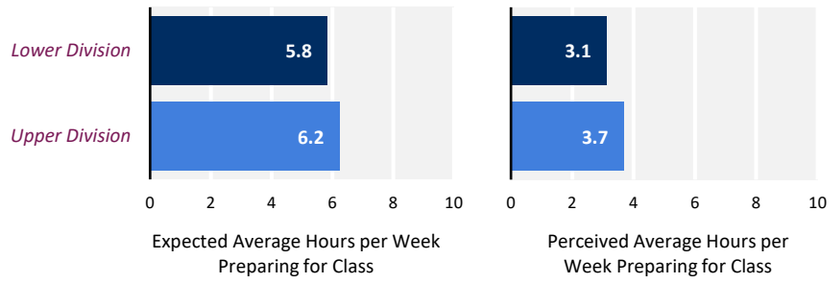


a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

Time Spent Preparing for Class

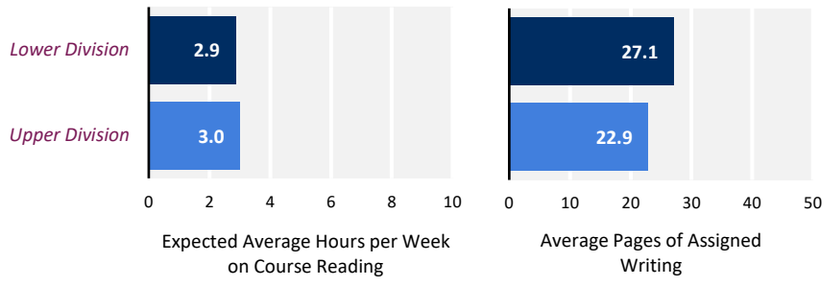
These figures report the average weekly class preparation time your faculty *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the faculty's selected course sections.



Reading and Writing

These figures summarize the number of hours your faculty expected students to spend reading, and the average number of pages of assigned writing, for the faculty's selected course sections.

Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.



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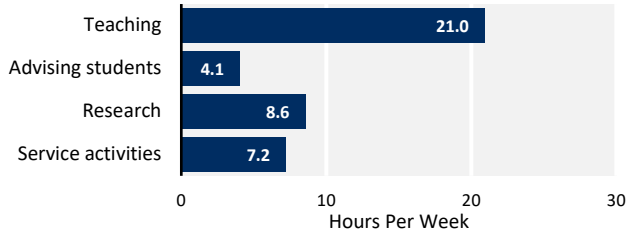
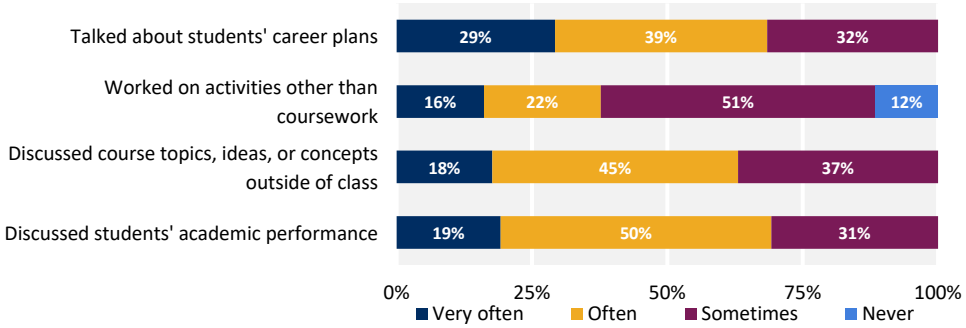
Time Allocation

This figure summarizes the number of hours that faculty spend in a typical seven-day week on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.); advising; research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)



Student-Faculty Interaction

Faculty reported how often they have done each of the following with the undergraduate students they teach or advise:



Supportive Environment

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:

Faculty Values (Sorted highest to lowest)	Percentage of Faculty Responding "Very Important" or "Important"
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	90%
Providing support to help students succeed academically	86%
Students attending events that address important social, economic, or political issues	81%
Students spending significant amounts of time studying and on academic work	79%
Students using learning support services (tutoring services, writing center, etc.)	78%
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	78%
Students attending campus activities and events (performing arts, athletic events, etc.)	68%
Providing opportunities for students to be involved socially	64%
Helping students manage their non-academic responsibilities (work, family, etc.)	60%

Administration Details

Class Level

	Lower Division	Upper Division	Other	Missing
Count	75	55	10	6
Percentage	51%	38%	7%	4%

See your *Administration Summary* and *Respondent Profile* reports for more information. Only faculty who reported teaching lower- or upper-division courses were included in this report.

Additional Questions

Your institution administered the following additional question set:

Catholic Colleges & Universities

Refer to your *FSSE 2018 Consortium* report for results. In the future, you may also participate in a topical module.

What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice. For more information, visit our website: **fsse.indiana.edu**.

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