



# **Faculty Survey of Student Engagement (2005)**

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# Faculty Survey of Student Engagement

## *How Can it be Useful to UMBC?*

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- Describe faculty engagement of students in experiences that promote learning and developmental outcomes.
- Compare UMBC responses to those of other Doctoral Research Extensive Universities (DREU).
- Identify gaps between faculty's academic expectations and students' reported behaviors.
- Promote discussion about pedagogy, student learning, and engagement in academic and co-curricular experiences.



# Faculty Survey of Student Engagement

## *Methodology*

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- Faculty who taught at least one course AY2005 and had a viable e-mail address were eligible.
- An initial communication and three follow-ups were sent to faculty to solicit participation with an incentive.
- To assure anonymity, all faculty members had the same login and password to complete the web-based survey.
- Participation rate
  - UMBC: 47% (43% full completions)
  - Average institutional participation rate: 54%



# Faculty Survey of Student Engagement

## *Methodology*

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- Faculty answered questions based on one course. From this, FSSE categorized faculty as:
  - **Lower Division (LD)**—teaching mainly freshmen and sophomores
  - **Upper Division (UD)**—teaching mainly juniors and seniors
  - **Other**



# **Faculty Survey of Student Engagement**

## ***Presentation of Results***

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- FSSE Respondent Demographics
- Listing of Participating DREU
- Comparison of UMBC Faculty to DREU Faculty
- Comparison of NSSE (2005) to FSSE (2005)

# Figure 1. Comparison of UMBC Respondents to the Population

	UMBC Sample <sup>a</sup> (n = 345)	UMBC Population <sup>b</sup> (n = 794)
% Female	47%	40%
% Minority	9% <sup>c</sup>	21%
% Full-time	67%	60%
% Tenured/On Tenure Track	55%	40%
Discipline Area of Academic Appointment		
Arts & Humanities	25%	27%
Social Sciences <sup>d</sup>	37%	25%
Math & Natural Sciences	14%	18%
Engineering & Computer Science	14%	14%
Professional	2%	1%
Education	5%	7%
Other	3%	7%

<sup>a</sup> All percentages are based on full completions only. There are missing cases across these variables.

<sup>b</sup> Nine cases could not be identified in the population.

<sup>c</sup> 18% of cases did not indicate race.

<sup>d</sup> Social Sciences includes Business.



# **Listing of FSSE-participating DREU (2005)**

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## **Public DREU**

Indiana University—Bloomington

Iowa State University

Oregon State University <sup>F</sup>

University of Alabama

The University of Tennessee

The University of Texas at Austin

University of Vermont

University of Wyoming <sup>P, F</sup>

Wayne State University

## **Private DREU**

University of Denver

P = Institutional Peer

F = Funding Peer

**Figure 2. Comparison of Respondents:  
UMBC, DREUs, and all FSSE-participating Institutions**

	UMBC <sup>a</sup> (n = 345)	DREU <sup>a</sup> (n = 4,968 )	FSSE <sup>a</sup> (n = 17,380)	National <sup>d</sup>
% Female	47%	39%	44%	38%
% Minority	9% <sup>b</sup>	14%	15%	18%
% Full-time	67%	84%	83%	66%
% Tenured/On Tenure Track	55%	68%	64%	---
Discipline Area of Academic Appointment				
Arts & Humanities	25%	25%	27%	---
Social Sciences <sup>c</sup>	37%	22%	23%	---
Math & Natural Sciences	14%	17%	16%	---
Engineering & Computer Science	14%	11%	7%	---
Professional	2%	8%	8%	---
Education	5%	6%	8%	---
Other	3%	8%	7%	---

<sup>a</sup> All percentages are based on full completions only. There are missing cases across these variables.

<sup>b</sup> 18% (UMBC), 10% (DREU), and 10% (FSSE) did not indicate race.

<sup>c</sup> Social Sciences includes Business.

<sup>d</sup> National percentages are from the 2004 National Study of Postsecondary Faculty. These percentages are based on faculty at U.S. public and private 4-year schools (FSSE Institutional Report, 2005)



**Figure 3. Use of Class Time:  
A Comparison of UMBC and DREU Faculty <sup>a</sup>**

	UMBC		DREU	
	n	median	n	median
<b>Lecture</b>	<b>329</b>	<b>40 – 49%</b>	<b>4,224</b>	<b>40 – 49%</b>
<b>Teacher-led discussion</b>	<b>322</b>	<b>14.5 – 24.5%</b>	<b>4,040</b>	<b>10 – 19%</b>
Teacher-student shared responsibility	312	1 – 9%	4,002	1 – 9%
Small group activities	325	1 – 9%	4,186	1 – 9%
Student presentations	325	1 – 9%	4,177	1 – 9%
Testing & evaluation	329	1 – 9%	4,207	1 – 9%
Student computer use	321	none	4,125	none
In-class writing	324	none	4,153	none
Performances in applied & fine arts	322	none	4,083	none
Experiential (lab, field work, exhibits)	325	none	4,138	none

<sup>a</sup> In your selected course section, on average, what percent of class time is spent on the following?: 1 = none; 2 = 1 – 9%; 3 = 10 – 19%; 4 = 20 – 29%; 5 = 30 – 39%; 6 = 40 – 49%; 7 = 50 – 74%; 8 = ≥75%.

**Figure 4. Correlations between  
Use of Class Time and Class Size at UMBC <sup>a</sup>**

	<b>Number of students enrolled in selected course section <sup>b</sup></b>
<b>What % of class time is spent on the following? <sup>c</sup></b>	
Lecture	.334**
Testing & evaluation	.143*
Experiential (labs, field work, art exhibits, etc.)	-.055
In-class writing	-.059
Student computer use	-.169**
Teacher-led discussion	-.187**
Small group activities	-.211**
Performance in applied & fine arts (e.g., dance, drama, music)	-.248**
Teacher-student shared responsibility (seminar, discussion, etc.)	-.280**
Student presentations	-.448**

<sup>a</sup> Spearman rho coefficient was used given that both variables are rank-ordered.

<sup>b</sup> How many students are enrolled in your selected course section?: 9 or less, 10 – 19, 20 – 29; 30 – 49; 50 – 99; 100 or more

<sup>c</sup> In your selected course section, on average, what percent of class time is spent on the following?: none, 1 – 9%, 10 – 19%, 20 – 29%, 30 – 39%, 40 – 49%, 50 – 74%, ≥75%.

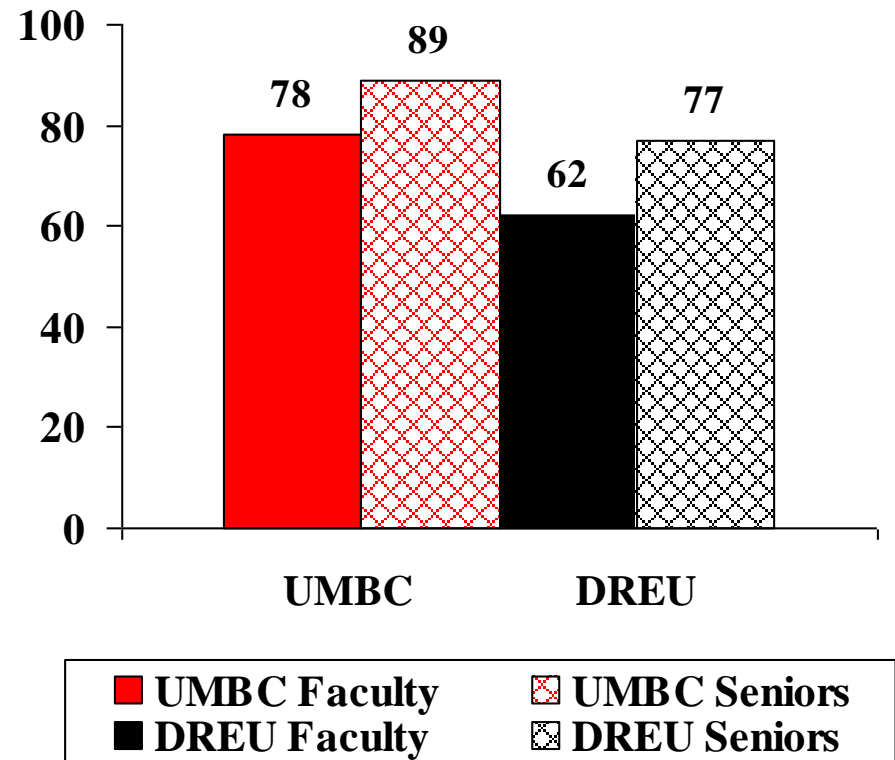
\*\* p < .05; \* p < .01 level (2-tailed)

## Figure 5. Comparison of Faculty & Students *Institutional Culture of Academic Rigor*

○ Comparisons illustrate an academically rigorous culture at UMBC.

- UMBC seniors and faculty perceived greater institutional emphasis on academics than DREU students and faculty, respectively.
- UMBC seniors report greater institutional emphasis on academics than faculty.

**% Very Much or Quite a Bit:  
Institution Emphasizes Spending  
Significant Amounts of Time on  
Academics**



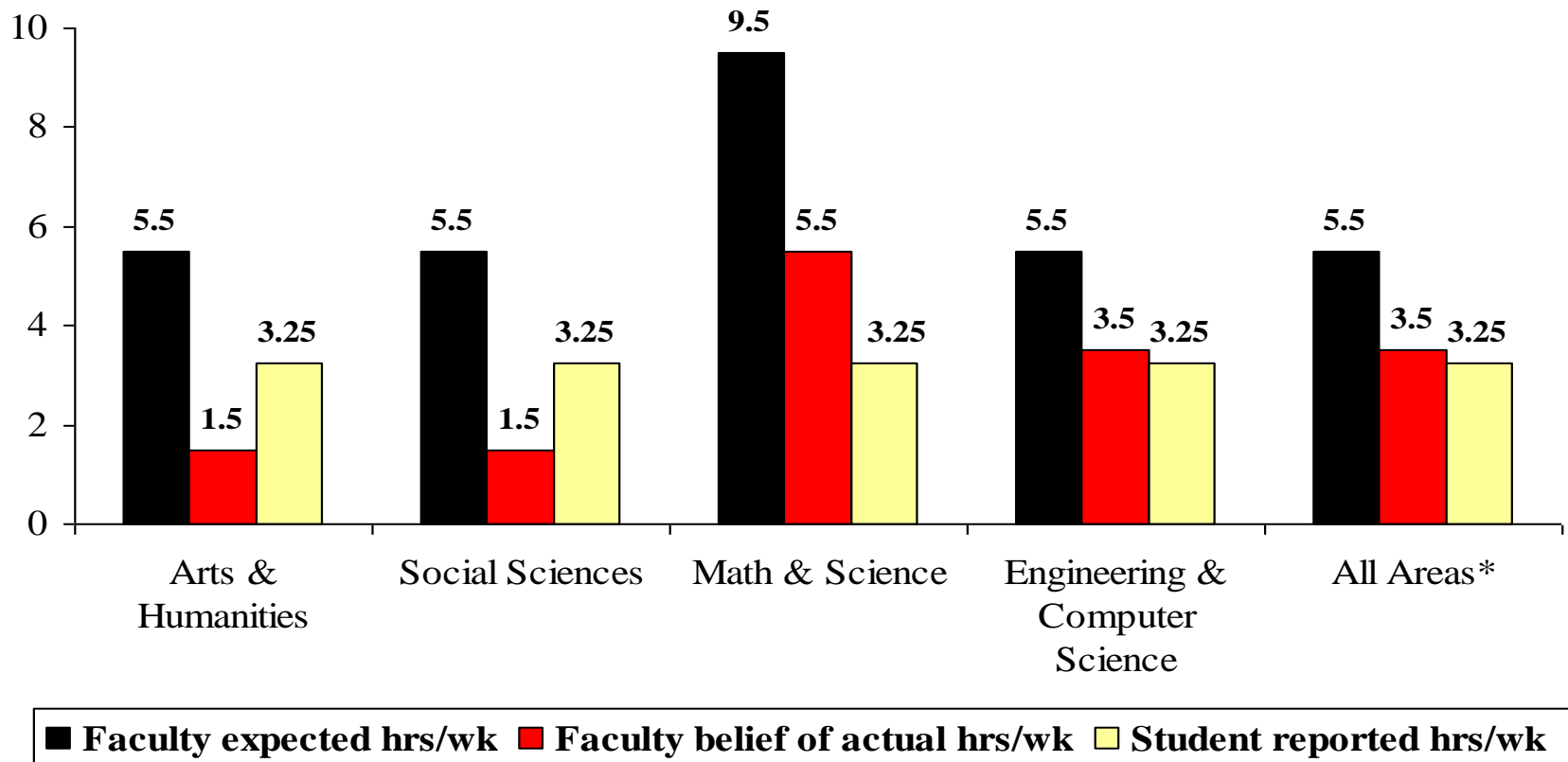
## Figure 6. Time Spent by Students Preparing for Class (Per Class Per Week)

	<i>Faculty expectation of hours/week<sup>a</sup></i>		<i>Faculty belief of actual hours/week<sup>a</sup></i>		<i>Student reported hours/week from NSSE</i>	
	<i>Lower Division (n = 100)</i>	<i>Upper Division (n = 198)</i>	<i>Lower Division (n = 99)</i>	<i>Upper Division (n = 197)</i>	<i>First-year Student (n = 405)</i>	<i>Senior-level Student (n = 352)</i>
<i>Disciplinary Area</i>						
Arts & Humanities	5.5 (31)	5.5 (43)	1.5 (30)	3.5 (42)	3.25 (45)	4.5 (61)
Social Sciences	5.5 (38)	5.5 (85)	1.5 (38)	1.5 (85)	3.25 (59)	3.25 (126)
Natural Sciences & Mathematics	9.5 (15)	7.5 (23)	5.5 (15)	3.5 (23)	3.25 (73)	4.5 (49)
Engineering & Computer Science	5.5 (11)	7.5 (35)	3.5 (11)	5.5 (35)	3.25 (95)	3.25 (99)
Professional	---	4.5 (4)	---	2.5 (4)	4.5 (35)	3.25 (5)
Other	7.5 (5)	3.5 (8)	3.5 (5)	1.5 (8)	3.25 (98)	2.0 (12)
<b>All Areas</b>	<b>5.5</b>	<b>5.5</b>	<b>3.5</b>	<b>3.5</b>	<b>3.25</b>	<b>3.25</b>

Adopted from The FSSE Institutional Report (2005).

Notes: (1) Faculty associated with “Business” courses are included in the Social Sciences; (2) N’s are quite small for some cells. N’s are included in the parentheses.; (3) For students “Other” represents undeclared and interdisciplinary students.”

**Figure 6a. Hours Spent Preparing for Class (Per Class Per Week)**  
*A Comparison of Lower Division Faculty Expectations & Beliefs  
 and First-year Students' Reported Behaviors*

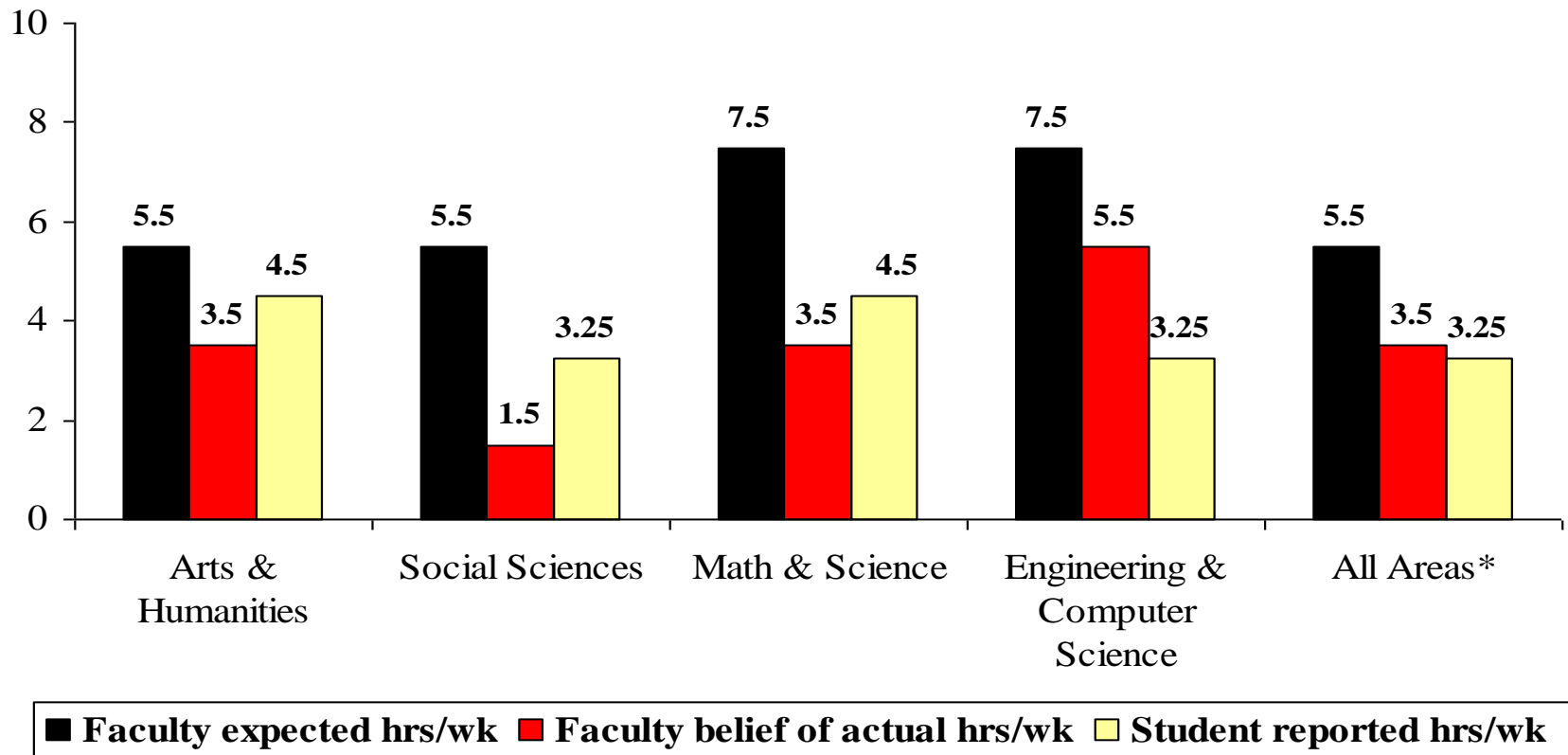


Note: Some bars represent less than 30 cases and should be interpreted with caution.

\* Includes “professional” and “other.”

# Figure 6b. Hours Spent Preparing for Class (Per Class Per Week)

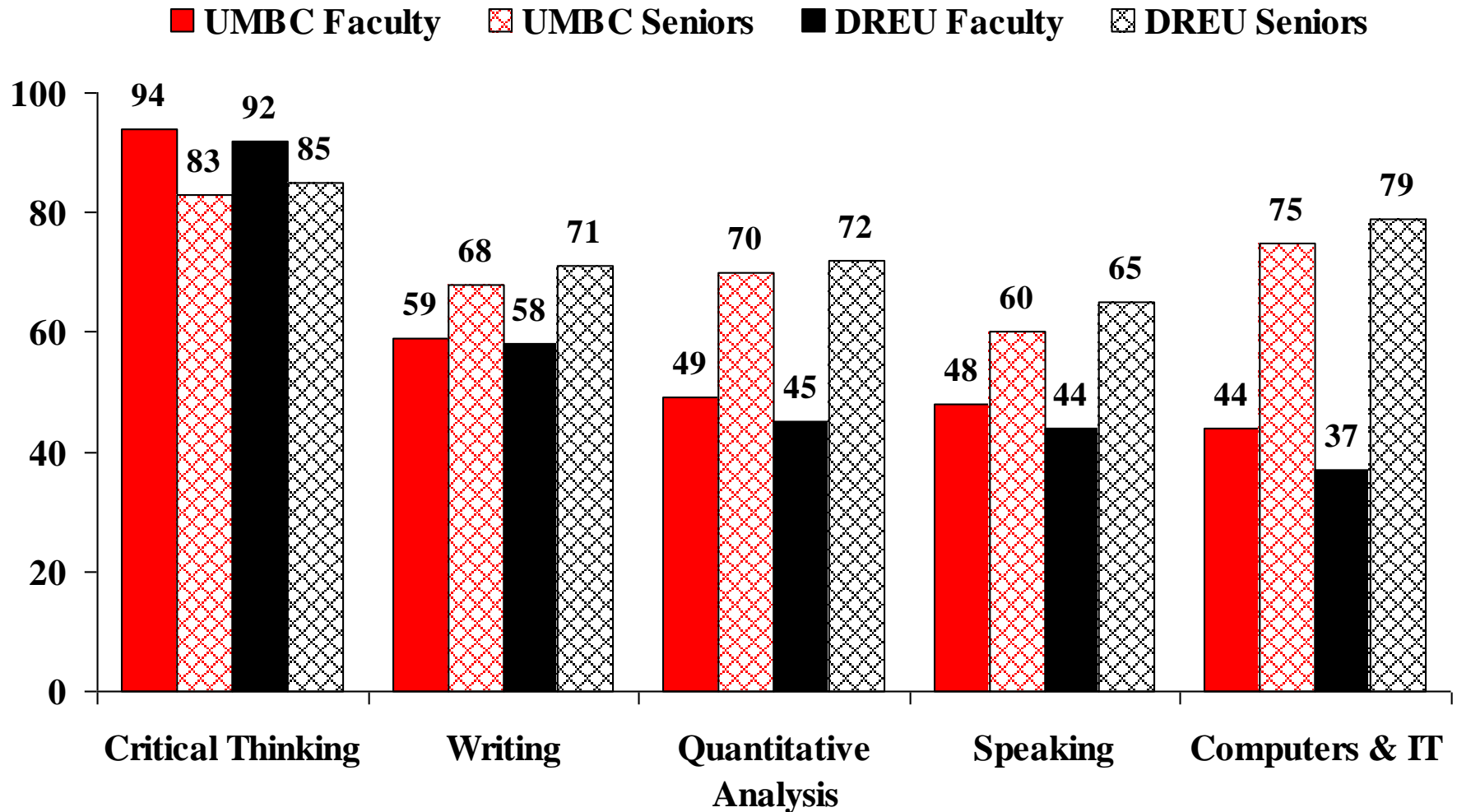
## *A Comparison of Upper Division Faculty Expectations & Beliefs and Senior-level Students' Reported Behaviors*



Note: Some bars represent less than 30 cases and should be interpreted with caution.

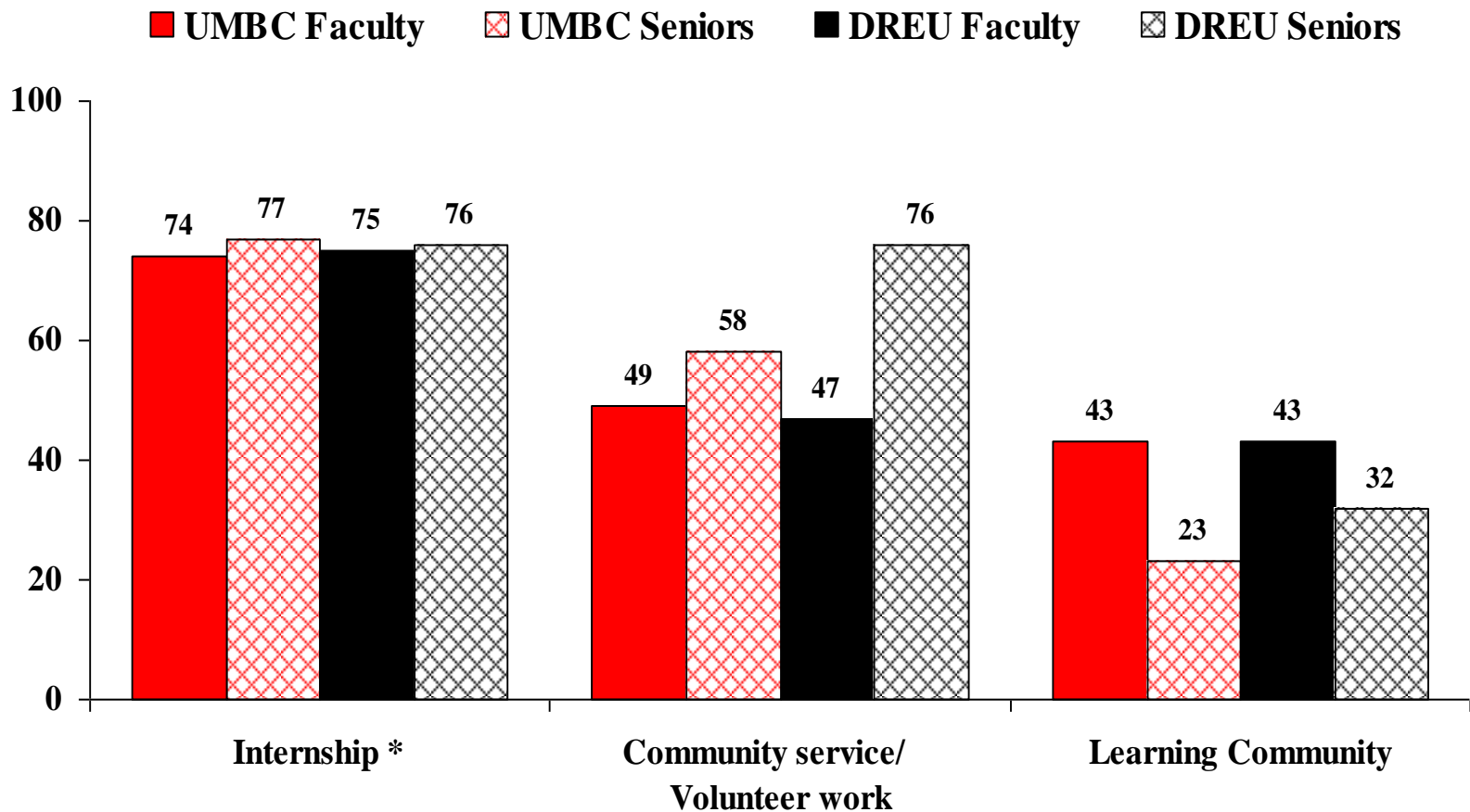
\* Includes “professional” and “other.”

**Figure 7. Comparison of Faculty & Students Contributions to Educational & Personal Development**  
*(% Responding “Quite a Bit” or “Very Much”)*



## Figure 8a. Comparison of Faculty & Students Engaging in Applied Learning Experiences

(% Faculty Responding “Important” or “Very Important;”  
% Seniors Responding “Have Done” or “Planned to Do”)

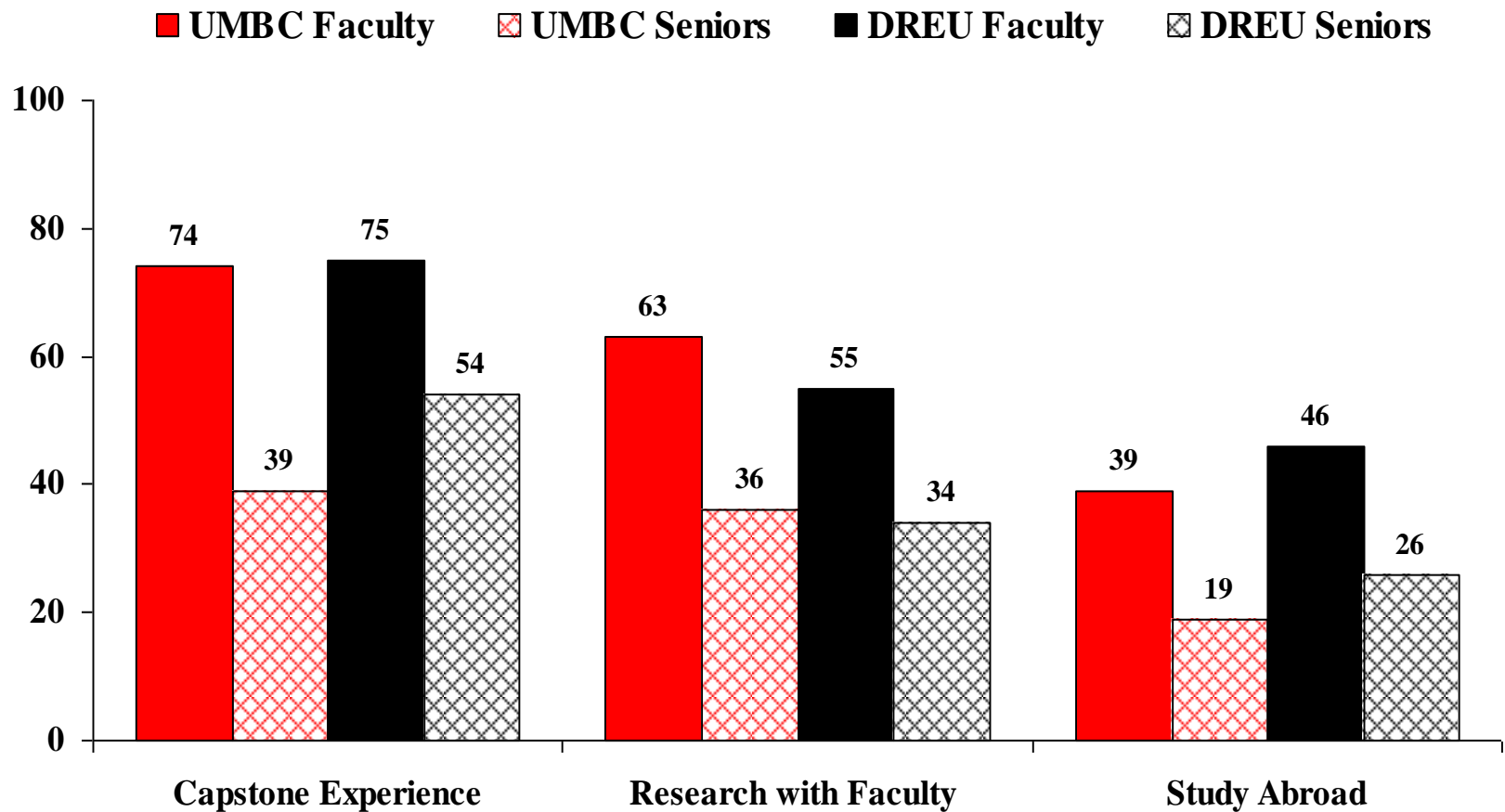


\* Includes practicum, field experience, internship, co-op experience, or clinical assignment

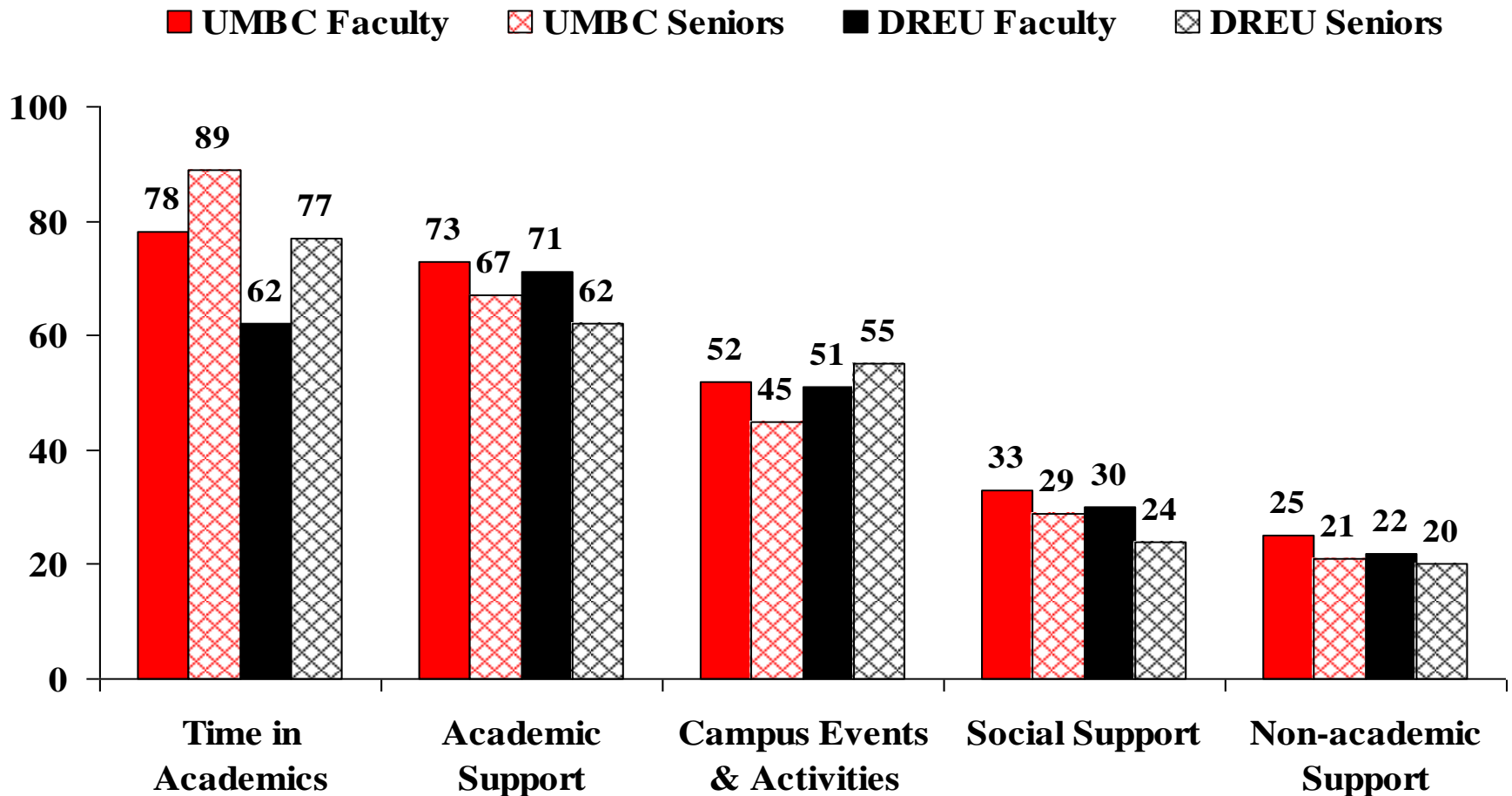


## Figure 8b. Comparison of Faculty & Students Engaging in Applied Learning Experiences

(% Faculty Responding “Important” or “Very Important;”  
% Seniors Responding “Have Done” or “Planned to Do”)

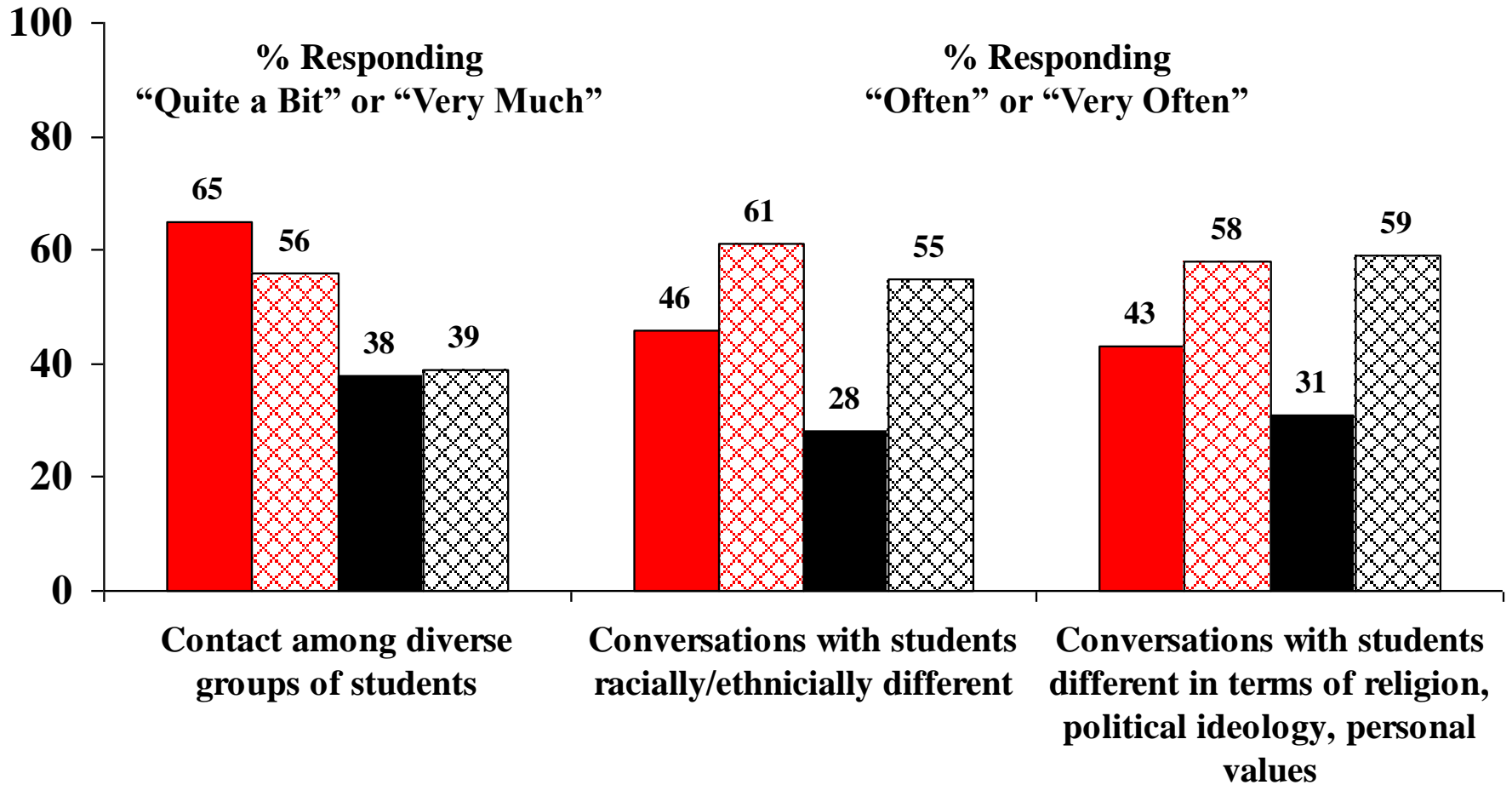


**Figure 9. Comparison of Faculty & Students**  
*Institutional Emphasis on Academic Life vs. Student Life*  
 (% Responding “Quite a Bit” or “Very Much”)



**Figure 10. Comparison of Faculty & Students**  
*Culture of Diversity*

■ **UMBC Faculty**    ▨ **UMBC Seniors**    ■ **DREU Faculty**    ▨ **DREU Seniors**





# Faculty Survey of Student Engagement

## *Conclusions*

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- UMBC values a culture of academic rigor and a culture of diversity.
- Similar to DREU, UMBC faculty and students perceive less institutional support for students' social integration.
- Faculty's use of active learning techniques in the classroom is limited, especially in larger classes.
- Faculty believe students need additional applied learning experiences.



# Faculty Survey of Student Engagement

## *Limitations*

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- Data limit the extent to which more robust analyses could be conducted.
- Comparison of NSSE and FSSE could be more meaningful if:
  - The context within which the questions were asked were similarly situated for faculty and students
  - Response sets were congruent for similar questions