Faculty Survey of Student Engagement

FSSE 2007 and NSSE 2007 Frequencies
Saint Mary’s College of California

Faculty Perceptions of typical students and student responses:
Asked questions in class or contributed to class discussions

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>First-Year Faculty</th>
<th>Senior Students</th>
<th>Senior Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>41%</td>
<td>91%</td>
<td>92%</td>
</tr>
</tbody>
</table>

Made a class presentation

<table>
<thead>
<tr>
<th>First-Year Students</th>
<th>First-Year Faculty</th>
<th>Senior Students</th>
<th>Senior Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>22%</td>
<td>36%</td>
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<td>75%</td>
<td>44%</td>
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</tbody>
</table>
In your experience at your institution during the current school year, about how often have you...

1=never, 2=sometimes, 3=often, 4=very often

- **Asked questions in class** or contributed to class discussions
- **Made a class presentation**

**Saint Mary's (CA)**

![Chart](chart1.png)

**NSSE 2007**

![Chart](chart2.png)
Often worked on a paper or project that required integrating ideas or information from various sources

NEVER worked on a paper or project that required integrating ideas or information from various sources

Included diverse perspectives (different races, religions, genders, political beliefs etc.) in class discussions or assignments

Put together ideas or concepts from different courses when completing assignments or during class discussions
In your experience at your institution during the current school year, about how often have you...

1 = never, 2 = sometimes, 3 = often, 4 = very often

- Worked on a paper or project that required integrating ideas or information from various sources

- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
Worked with other students on projects during class:

- First-Time Students: 42%
- First-Time Faculty: 35%
- Senior Students: 44%
- Senior Faculty: 48%

Worked with classmates outside of class to prepare class assignments:

- First-Time Students: 50%
- First-Time Faculty: 24%
- Senior Students: 69%
- Senior Faculty: 64%
In your experience at your institution during the current school year, about how often have you...

1 = never, 2 = sometimes, 3 = often, 4 = very often

- Worked with classmates outside of class to prepare class assignments
  - OCCGRP ACL FY
- Worked with classmates outside of class to prepare class assignments
  - OCCGRP ACL SR
Participated in a community-based project (e.g. service learning) as part of a regular course

- First-Year Students: 15%
- First-Year Faculty: 9%
- Senior Students: 27%
- Senior Faculty: 25%
In your experience at your institution during the current school year, about how often have you...?

1 = never, 2 = sometimes, 3 = often, 4 = very often

Discussed grades or assignments with an instructor

First-Year Students
First-Year Faculty
Senior Students
Senior Faculty

Saint Mary's (CA)
NSSE 2007
Talked about career goals with a faculty member or advisor

First-Year Students: 38%
First-Year Faculty: 18%
Senior Students: 55%
Senior Faculty: 63%

Worked with faculty Member on activities

First-Year Students: 22%
First-Year Faculty: 3%
Senior Students: 13%
Senior Faculty: 10%
Discussed ideas from his or her readings or classes with faculty members outside of class:

- First-Year Students: 23%
- First-Year Faculty: 26%
- Senior Students: 51%
- Senior Faculty: 38%

Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers etc.):

- First-Year Students: 70%
- First-Year Faculty: 19%
- Senior Students: 64%
- Senior Faculty: 50%
Had serious conversation with students of a different race or ethnicity than his or her own

Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values
Examined the strengths and weaknesses of his or her views on a topic or issue

Tried to better understand someone else's views by imagining how an issue looks from that person's perspective

Learned something that changed the way he or she understood an issue or concept
Number of assigned textbooks, books, or book-length packs of course readings

- First-Year Students
- First-Year Faculty
- Senior Students
- Senior Faculty

Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment

- First-Year Students
- First-Year Faculty
- Senior Students
- Senior Faculty
<table>
<thead>
<tr>
<th>Number of Written Papers or Reports of 20 Pages or More</th>
<th>First-Year Students</th>
<th>First-Year Faculty</th>
<th>Senior Students</th>
<th>Senior Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
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</tr>
<tr>
<td>1-4</td>
<td>19%</td>
<td>35%</td>
<td>41%</td>
<td>34%</td>
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<td>5-10</td>
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<td>39%</td>
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<td>11-20</td>
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<tr>
<td>21+</td>
<td>19%</td>
<td>33%</td>
<td>33%</td>
<td>32%</td>
</tr>
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<table>
<thead>
<tr>
<th>Number of Written Papers or Reports of 5-19 Pages</th>
<th>First-Year Students</th>
<th>First-Year Faculty</th>
<th>Senior Students</th>
<th>Senior Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
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<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1-4</td>
<td>19%</td>
<td>35%</td>
<td>41%</td>
<td>34%</td>
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<tr>
<td>5-10</td>
<td>19%</td>
<td>41%</td>
<td>39%</td>
<td>32%</td>
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<td>11-20</td>
<td>19%</td>
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<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>21+</td>
<td>19%</td>
<td>33%</td>
<td>33%</td>
<td>32%</td>
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</table>

<table>
<thead>
<tr>
<th>Number of Written Papers or Reports of Fewer than 5 Pages</th>
<th>First-Year Students</th>
<th>First-Year Faculty</th>
<th>Senior Students</th>
<th>Senior Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>1-4</td>
<td>19%</td>
<td>35%</td>
<td>41%</td>
<td>34%</td>
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<td>5-10</td>
<td>19%</td>
<td>41%</td>
<td>39%</td>
<td>32%</td>
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<tr>
<td>11-20</td>
<td>19%</td>
<td>39%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>21+</td>
<td>19%</td>
<td>33%</td>
<td>33%</td>
<td>32%</td>
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</tbody>
</table>
In a typical week, number or problem sets that take more than one hour to complete

# of Problem Sets taking MORE than one hour

First-Year Students
First-Year Faculty
Senior Students
Senior Faculty

In a typical week, number or problem sets that take less than one hour to complete

# of Problem Sets taking LESS than one hour

First-Year Students
First-Year Faculty
Senior Students
Senior Faculty
# of hours spent working for pay ON CAMPUS

<table>
<thead>
<tr>
<th># of hours spent working for pay ON CAMPUS</th>
<th>First-Year Students</th>
<th>First-Year Faculty</th>
<th>Senior Students</th>
<th>Senior Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hrs/wk</td>
<td>71%</td>
<td>10%</td>
<td>11%</td>
<td>1%</td>
</tr>
<tr>
<td>1-5 hrs/wk</td>
<td>65%</td>
<td>11%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>6-10 hrs/wk</td>
<td>4%</td>
<td>7%</td>
<td>12%</td>
<td>9%</td>
</tr>
<tr>
<td>11-15 hrs/wk</td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>10%</td>
</tr>
<tr>
<td>16-20 hrs/wk</td>
<td>30%</td>
<td>12%</td>
<td>30%</td>
<td>32%</td>
</tr>
<tr>
<td>21+ hrs/wk</td>
<td>3%</td>
<td>1%</td>
<td>13%</td>
<td>16%</td>
</tr>
</tbody>
</table>

# of hours spent working for pay OFF CAMPUS

<table>
<thead>
<tr>
<th># of hours spent working for pay OFF CAMPUS</th>
<th>First-Year Students</th>
<th>First-Year Faculty</th>
<th>Senior Students</th>
<th>Senior Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 hrs/wk</td>
<td>33%</td>
<td>7%</td>
<td>4%</td>
<td>9%</td>
</tr>
<tr>
<td>1-5 hrs/wk</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>7%</td>
</tr>
<tr>
<td>6-10 hrs/wk</td>
<td>13%</td>
<td>8%</td>
<td>7%</td>
<td>9%</td>
</tr>
<tr>
<td>11-15 hrs/wk</td>
<td>23%</td>
<td>9%</td>
<td>9%</td>
<td>16%</td>
</tr>
<tr>
<td>16-20 hrs/wk</td>
<td>20%</td>
<td>16%</td>
<td>20%</td>
<td>37%</td>
</tr>
<tr>
<td>21+ hrs/wk</td>
<td>8%</td>
<td>5%</td>
<td>5%</td>
<td>35%</td>
</tr>
</tbody>
</table>
In a typical 7-day week, time spent participating in co-curricular activities (organizations, campus publications, student government, etc.)

- None
- 1-5 hrs/wk
- 6-10 hrs/wk
- 11-15 hrs/wk
- 16-20 hrs/wk
- 21+ hrs/wk

First-Year Students
First-Year Faculty
Senior Students
Senior Faculty
Received prompt written oral feedback from faculty
- First-Year Students: 94%
- First-Year Faculty: 79%
- Senior Students: 67%
- Senior Faculty: 56%

Worked harder than usual to meet an instructor’s standards or expectations
- First-Year Students: 51%
- First-Year Faculty: 33%
- Senior Students: 67%
- Senior Faculty: 56%
Writing clearly and effectively: 83% (First-Year Students), 88% (First-Year Faculty), 77% (Senior Students), 53% (Senior Faculty)

Speaking clearly and effectively: 78% (First-Year Students), 86% (First-Year Faculty), 77% (Senior Students), 53% (Senior Faculty)

Thinking critically and analytically: 92% (First-Year Students), 98% (First-Year Faculty), 86% (Senior Students), 53% (Senior Faculty)
Perceived Student Gains

Analyzing quantitative problems
- First-Year Students: 79%
- Senior Students: 73%
- Senior Faculty: 50%

Using computer and information technology
- First-Year Students: 57%
- First-Year Faculty: 31%
- Senior Students: 73%
- Senior Faculty: 54%
Learning effectively on one’s own
Understanding oneself
Developing a personal code of values and ethics
Developing a deepened sense of spirituality

Perceived Student Gains

First-Year Students
First-Year Faculty
Senior Students
Senior Faculty
Perceived Student Gains

- Working effectively with others
  - First-Year Students: 72%
  - First-Year Faculty: 56%
  - Senior Students: 92%
  - Senior Faculty: 78%

- Understanding people of other racial and ethnic backgrounds
  - First-Year Students: 58%
  - First-Year Faculty: 20%
  - Senior Students: 48%
  - Senior Faculty: 62%

- Solving complex real-world problems
  - First-Year Students: 56%
  - First-Year Faculty: 13%
  - Senior Students: 62%
  - Senior Faculty: 33%
Perceived Student Gains

- Acquiring a broad general education
  - First-Year Students: 90%
  - First-Year Faculty: 95%
  - Senior Students: 65%
  - Senior Faculty: 76%

- Acquiring job- or work-related knowledge and skills
  - First-Year Students: 53%
  - First-Year Faculty: 16%
  - Senior Students: 68%
  - Senior Faculty: 65%

- Voting in local, state or national elections
  - First-Year Students: 18%
  - First-Year Faculty: 30%
  - Senior Students: 0%
  - Senior Faculty: 5%

- Contributing to the welfare of one’s community
  - First-Year Students: 65%
  - First-Year Faculty: 19%
  - Senior Students: 69%
  - Senior Faculty: 38%
Used an electronic medium (listserv, chat group, Internet, instant-messaging, etc.) to discuss or complete an assignment

- First-Year Students: 44%
- First-Year Faculty: 36%
- Senior Students: 53%
- Senior Faculty: 33%

Used email to communicate with an instructor

- First-Year Students: 81%
- First-Year Faculty: 61%
- Senior Students: 90%
- Senior Faculty: 83%