

Comparative Analysis of the 2017 NSSE and 2018 FSSE



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Executive Summary

The National Survey of Student Engagement (NSSE) annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. FAMU participated in the 2017 administration of the NSSE survey. Taken as a group, there were (n=1,346) students who participated in the survey. The overall response rate was 41% for first-year students and 35% for seniors. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

The Faculty Survey of Student Engagement (FSSE) is a complementary survey to the National Survey of Student Engagement (NSSE) and can be administered to faculty whose university has participated in NSSE in the current or previous year. There were 236 faculty (n = 522) who participated in the survey. The overall response rate was 45%. The FSSE is designed to capture faculty perceptions of students' collegiate experiences to include how faculty perceive students spend their free time, what they have gained from classes and their interactions with faculty and peers. Florida A&M University administered the NSSE in 2017 and the FSSE in 2018. The FSSE was first administered at FAMU in 2011 and subsequently in 2018.

This report provides a comprehensive comparison of the survey NSSE and FSSE results. The following is a list of highlights from the report and indicative of the comparison between student and faculty perceptions.

- Faculty perceived higher levels of higher order learning; reflective and integrative learning; use of learning strategies, and quantitative reasoning within coursework than did students.
- Faculty ratings for importance of inclusion of quantitative reasoning with coursework, which is a component of FAMU's General Education Curriculum, were lower compared to all other areas. Students also indicated this area as limited within their coursework.
- Faculty perceived students to spend considerably less time preparing for class and more time in leisure activities; students conversely reported that they spent considerable time preparing for class and less time in leisure activities.
- Within Experiences with Faculty, students indicated that effective teaching practices were not utilized as effectively as possible.
- Faculty indicated that High Impact Practices were important, but conversely, other than service learning, participation by students and faculty were low.



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Introduction

The Faculty Survey of Student Engagement (FSSE) is a complementary survey to the National Survey of Student Engagement (NSSE) and can be administered to faculty whose university has participated in NSSE in the current or previous year. The FSSE is designed to capture faculty perceptions of students’ collegiate experiences to include how faculty perceive students spend their free time, what they have gained from classes and their interactions with faculty and peers. Florida A&M University administered the NSSE in 2017 and the FSSE in 2018. The FSSE was first administered at FAMU in 2011 and subsequently in 2018.

FSSE is administered to faculty who have taught an undergraduate course in the last year via a link provided by the FSSE. An initial invitation and three reminder emails are sent directly from FSSE; however, participation is voluntary and anonymous.

While universities compare results from NSSE student responses to those of peer institutions, faculty responses to FSSE are compared to the most recent NSSE. This comparison provides the institution the ability to compare students and faculty perceptions of student engagement.

FAMU provided a pool of 522 possible participants. Of those, 236 elected to participate which represents a 45% participation rate. Table 1 and 2 provide the survey completion numbers and response rate respectively.

Table 1
Survey Completions

Survey population/sample	522
Total respondents	236
Full completions	212
Partial completions	24

Table 2
Response Rate and Sampling Error

Response rate	45%
Sampling error ^a	+/- 4.7%

^aAlso called “margin of error,” sampling error is an estimate of the amount of the true score on a given item could differ from the sample estimate.

The results presented in this report highlight key findings from the 2018 administration of FSSE compared to the findings of the 2017 administration of NSSE.

Population Demographics

Because NSSE records responses from first year freshman and graduating seniors, NSSE is designed to measure faculty perceptions of those students’ experiences at FAMU. To ensure that faculty responses on the FSSE were highlighting the experiences of the same pool of students, participants who participated in the 2018 FSSE assessment were asked if they had taught an undergraduate course in the last year.

Of the 236 faculty who participated, 218 (92%) indicated that they had taught an undergraduate course. The majority of the participants primarily taught upper division courses (137, 58%), followed by those who primarily taught in lower division courses (62, 26%); 20 (5%) declined to answer. Table 3 provides the faculty response rates.

Table 3
NSSE Faculty Response Rates

Faculty Responses		#	%
During the current school year, have you taught an undergraduate course?	Yes	218	92
	No	6	3
	Missing	12	5
What is the class level of most students in your selected course section?	Lower division	62	26
	Upper division	137	58
	Other	17	7
	Missing	20	8

In order to determine if the sample was representative of FAMU faculty, faculty status (full-time vs. part-time) was compared to the overall demographics of faculty at FAMU (2017). Full-time faculty made up roughly three-quarters of both groups; however, part-time faculty statistics indicated that part-time faculty may not have participated, with only 8% (20) indicating that they were part-time faculty to the 18% (132) in the overall FAMU faculty status demographics. As 45 individuals (19%) of the NSSE respondents did not respond to this question or chose “Other,” it is unclear how many may have been part-time or full-time faculty. Table 4 contains the status of FSSE respondents and overall FAMU faculty status information.

Table 4
Comparison of NSSE Respondent Status to FAMU Faculty Status

Faculty Status	FSSE		FAMU	
	#	%	#	%
Full-time	171	72%	542	74%
Part-time	20	8%	132	18%
Missing/Other	45	19%	56	8%

Engagement Indicators (EIS) provide a useful summary of the detailed information contained in faculty FSSE responses. The FSSE instrument is comprised 138 items encapsulated in 47 questions and divided into 6 broad themes:

- Academic Challenge
- Learning with Peers
- Experiences with Faculty
- Campus Environment
- Additional Engagement Items
- High-Impact Practices

Table 5 contains the Engagement Indicators which comprise each theme.

*Table 5
Alignment of Themes and Engagement Indicators*

Theme	Engagement Indicator (EI)
Academic Challenge	Higher Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning Additional Academic Challenge Items
Learning with Peers	Collaborative Learning Discussion with Diverse Others
Experiences with Faculty	Student-Faculty Interactions Effective Teaching Practices
Campus Environment	Quality of Interactions Supportive Environment
Additional Engagement Items	Faculty Course Goals and Student-Perceived Gains Course Engagement Student Leadership Memorization Time Spent By Students
High-Impact Practices	Learning Community Service-Learning Research with Faculty Internship/Field Experience Study Abroad Senior Culminating Experience

This summary is a brief synopsis of the data provided in each area. *Academic Challenge* was provided in whole; however, only items which showed a significant difference within the other 5 components are provided within the *Selected Items* section.

Academic Challenge

FAMU Strategic Alignment:

FAMU Rising Strategic Priority 1 (Exceptional Student Experience)

FAMU Rising Strategic Priority 2 (Excellence and Renowned Faculty)

The *Academic Challenge* theme contains four engagement indicators as well as several additional academic challenge items. A brief analysis and the results presented in Tables 1-5 help illuminate FAMU's faculty and first-year and senior students' perceived inclusion of:

- Higher-order learning;
- Reflective and integrative learning;
- Use of learning strategies;
- Inclusion of quantitative reasoning;
- General questions related to institutional and student effectiveness.

Higher Order Learning

Faculty Question (FSSE): *In your selected course section, how much does the coursework emphasize the following?*

Student Question (NSSE): *During the current school year, how much has your coursework emphasized the following?*

The students who responded indicated that a majority of the coursework at FAMU contains Higher Order Learning (72-82%). Faculty concurred and rated all items between 73% - 91%, with the lowest rating coming from the lower division faculty in Item 4 (*Forming a new idea or understanding from various pieces of information*).

A discrepancy appears to exist between lower division faculty and first-year students, particularly on Item 2 (*Analyzing an idea, experience, or line of reasoning in depth by examining its parts*). Faculty indicated that 90% of their course contained the described item; however, first-year students indicated that only 72% of their courses contained the same.

Upper Division faculty and Senior students have the largest discrepancy for Item 4 (*Forming a new idea or understanding from various pieces of information*). Faculty indicated that 90% of their coursework contained the indicated item; however, senior students indicated that only 78% of their coursework contained the same.

Table 6 contains the percentages associated with each response group for *Higher-Order Learning*.

Table 6
 Academic Challenge Engagement Indicator: Higher-Order Learning

Higher-Order Learning	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
How much does course work emphasize				
1. Applying facts, theories, or methods to practical problems or new situations	84	89	74	82
2. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	90	91	72	81
3. Evaluating a point of view, decision, or information source	79	86	74	78
4. Forming a new idea or understanding from various pieces of information	73	90	74	78

Faculty % indicates *Very Much* and *Quite a bit*; student % indicates *Very Often* and *Often*
 Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Reflective & Integrative Learning

Faculty Question (FSSE): In your selected course section, how important is it to you that the typical student do the following?

Student Question (NSSE): During the current school year, about how often have you done the following?

Faculty in both the lower and upper division felt that every aspect mentioned were important (76-93%); however, the percentages of students indicating they had experienced these in classrooms was markedly different.

Between first year students and lower division faculty, the largest variance in scores existed in the first four items. Similar findings were evident between seniors and upper division faculty, where the most significant differences were found in Items 1, 2, and 4.

Item 1 related to combining ideas from different courses. It might be expected that students experiencing a general education curriculum in their first year of college might find it difficult to integrate knowledge from seemingly disparate courses, one would expect marked improvement by the senior year experience. While some improvement was noted both (33% difference for freshman/lower division faculty compared to 15% senior/upper division faculty), a large discrepancy between what faculty believe is important and what students feel they are receiving remains. Inclusion of related assignments, curriculum mapping, and use of a portfolio system may alleviate some of these concerns.

Item 2 related to connecting to learning to real world problems. The largest divergence between faculty and students was with lower division and first year students (30% difference); however, there was a marked difference between upper division faculty and senior student (22% difference). Strategies to improve this metric may be to tie assignments to service learning projects early in a student’s experience, use of case studies in coursework, use of current events, and the use of a portfolio system to allow students to synthesize learning.

Both lower division and upper division faculty felt that including diverse perspectives (Item 3) was not as important as the other items within the Reflective & Integrative Learning section (83% and 76% respectively), which was reflected in the scores of both Freshman and Senior scores (58% and 63% respectively); however, a significant difference between the importance lower division faculty place on this skill and the perception of participation for freshman was still inconsistent (25% difference). Use of case studies, inclusion of diversity within service learning experiences, and partnerships with other schools may enrich students' experiences and narrow the margin in this area.

Challenging one's own viewpoints (Item 4) was the fourth area where a large discrepancy existed between what faculty value and what students report experiencing. All faculty indicated that this reflective skill was important (90% for both lower and upper division faculty); however, only 69% of first-year students and 73% of seniors indicated that coursework provided this experience. Use of case studies and the use of a portfolio system to allow students to journal thoughts and experiences might assist in narrowing the margin.

Table 7 contains the percentages associated with each response group for *Reflective and Integrative Learning*.

Table 7

Academic Challenge Engagement Indicator: Reflective & Integrative Learning

Reflective & Integrative Learning	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
In coursework, how important is that students are able to do and how often have the students done the following:				
Combine ideas from different courses when completing assignments	91	93	58	78
Connect learning to societal problems or issues	88	90	58	68
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignment	83	76	58	63
Examine the strengths and weaknesses of one's own views on a topic or issue	90	90	69	73
Try to better understand someone else's views by imagining how an issue looks from their perspective	83	90	75	79
Learn something that changes the way one understand an issue or concept	84	95	76	82
Connect ideas from one's course to prior experiences and knowledge	93	98	83	87

Faculty % indicates *Very Much* and *Quite a bit*; student % indicates *Very Often* and *Often*

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Learning Strategies

Faculty Question (FSSE): *In your selected course section, how much do you encourage students to do the following?*

Student Question (NSSE): *During the current school year, about how often have you done the following?*

Within *Learning Strategies*, the largest inconsistencies existed within faculty responses; feedback from both first-year and senior students indicated that learning strategies were used in similar ways across the university experience. Items 2 and 3 offered the most interesting analysis.

Item 2 dealt with how often faculty encouraged students to review their course notes. While use of this learning strategy remained constant at 74% for the first-year and senior students, lower division and upper division faculty responded significantly different. Of the lower division faculty, 81% expected students to review their course notes, while only 67% of upper division faculty expected or encouraged the students to utilize this learning skill. The difference between what faculty expected and students remained a difference of 7%.

A similar response was recorded on Item 2, which asked about faculty expectation and student need to summarize what had been learned in class. First year and senior students showed no significant difference in their responses (71% and 74% respectively); however, there was a significant difference between what lower and upper division faculty encouraged. Lower division faculty reported encouraging the use of this skill at a much higher rate (85%) than did their upper division counterparts (76%). In addition, a larger gap between first-year students use and lower division faculty expectation was significant with a 14% difference.

Table 8

Academic Challenge Engagement Indicator: Learning Strategies

Learning Strategies	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
How much are students encouraged or done the following:				
Identify key information from reading assignments	81	80	78	82
Review notes after class	81	67	74	74
Summarize what has been learned from class or from course materials	85	76	71	74

Faculty % indicates *Very Much* and *Quite a bit*; student % indicates *Very Often* and *Often*

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Quantitative Reasoning

FAMU Strategic Alignment: FAMU General Education Curriculum

Faculty Question (FSSE): *In your selected course section, how important is it to you that the typical student do the following?*

Student Question (NSSE): *During the current school year, about how often have you done the following?*

All three components within Quantitative Reasoning had disparities between what faculty perceived as important and what students feel they have experienced at FAMU. As Quantitative Reasoning is a component of the General Education Curriculum, it is also important to discuss in relation to this required component.

Item 1 related to reaching conclusions based on an analysis of numerical information. Only slightly over half of the students felt this component was present in their courses (58% of first-year and 59% of seniors). While faculty rated this item higher, only three-quarters (74%) of lower division and 81% of upper division faculty indicated that it was an important component.

Item 2 (*Using numerical information to examine a real-world problem or issue*) showed an even greater disparity in faculty importance and student experience. Less than half (43%) of first-year students and slightly over half (51%) of seniors indicated the component was present in their coursework. Again, faculty indicated that this item was important; however, only 67% of lower division and 74% of upper division faculty indicated this was an important component.

The final item (Item 3 – *Evaluate what others have concluded from numerical information*) had the largest discrepancy of scores. Less than half of both first-year and senior students (40% and 47%, respectively) indicated that they had experienced this component within their coursework in the most recent school year. Faculty rated this item similar to Item 2 – with only 64% of lower division and 73% of upper division faculty rating this item as important for their students.

As a component, the General Education Committee may want to ensure that the importance of this academic indicator is communicated further with faculty.

Table 9

Academic Challenge Engagement Indicator: Quantitative Reasoning

Quantitative Reasoning	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
How important is it to faculty that students have done the following and how often do students feel they do the following:				
Reach conclusions based on an analysis of numerical information (numbers, graphs, statistics, etc.)	74	81	58	59
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	67	74	43	51
Evaluate what others have concluded from numerical information	64	73	40	47

Faculty % indicates *Very Much* and *Quite a bit*; student % indicates *Very Often* and *Often*

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Additional Academic Challenge Items

Faculty Question (FSSE): What extent do students do best work?

Student Question (NSSE): What extent does coursework challenge you to do your best work?

Within *Additional Academic Challenge Items*, two components were measured: **Time Spent Studying** and **Best Work**; however, the largest discrepancy between faculty and student perceptions existed in **Best Work**.

While lower division faculty numbers appear to reflect that faculty perceive that students are not reaching their full potential by doing their best work (lower division, 29%; upper division, 44%), only a bit over half (first-year, 51%; senior, 55%) of the students disagreed with the faculty.

Table 10

Academic Challenge Engagement Indicator: Additional Academic Challenge Items

Additional Academic Challenge Items	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
Best Work				
Student does best work	29	44	51	55

Faculty % indicates *Very Much* and *Quite a bit*; student % indicates *Very Often* and *Often*

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Select Item Comparisons

Overview

FSSE and NSSE comparisons contain a great deal of information; therefore, rather than analyzing all items, key indicators of areas of growth or improvement as reported from both faculty and students were provided below. This document is not intended to be a comprehensive analysis of all data provided by NSSE/FSSE.

Learning with Peers

Faculty Question (FSSE): *In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?*

Student Question (NSSE): *During the current school year, about how often have you had discussions with people from the following groups?*

Within the *Learning with Peers* section, two components were measured: **Collaborative Learning** and **Discussions with Diverse Others**; however, the largest discrepancy between faculty and student perceptions existed in **Discussion with Diverse Others**. Faculty overwhelmingly indicated that few diverse experiences were provided in their courses. Indications from lower division faculty (race/ethnicity, 38%; economic background, 36%; religious beliefs, 36%; and political views, 29%) indicated that they do not intentionally provide these opportunities to students. The percentage of first-year students who felt these were present within coursework were higher, but only half to two-thirds felt each was present (race/ethnicity, 57%; economic background, 66%; religious beliefs, 54%; and political views, 50%).

Upper division faculty had similar ratings with only two-fifths to just over half indicating that coursework intentionally contained diverse content (race/ethnicity, 49%; economic background, 55%; religious beliefs, 38%; and political views, 39%). Similar to first-year students, seniors indicated in higher numbers than the faculty did that diversity was present in their courses. In relation to the other groups, seniors indicated that they had discussions with diverse individuals (race/ethnicity, 61%; economic background, 70%; religious beliefs, 63%; political views, 55%).

Indicators appear to suggest that faculty are not consistently providing experiences that relate to diversity; however, students indicate that they are participating in diverse experiences, which may indicate that the perception is that the experiences are unintentionally provided in coursework, or students are electively seeking these experiences outside the classroom.

Table 11

Selected Items Comparison: Learning with Peers/Discussions with Diverse Others

Learning with Peers	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
Discussions with Diverse Others				
1. People of a race or ethnicity other than their own	38	49	57	61
2. People from an economic background other than their own	36	55	66	70
3. People with religious beliefs other than their own	36	38	54	63
4. People with political views other than their own	29	39	50	55

Faculty % indicates *Very Much* and *Quite a bit*; student % indicates *Very Often* and *Often*

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Experiences with Faculty

Within the *Experiences with Faculty* section, two components were measured: **Student – Faculty Interactions** and **Effective Teaching Practices**. While Student-Faculty Interactions provided some detail, Effective Teaching Practices provided a wealth of information regarding how students and faculty perceive the teaching practices provided at FAMU.

Effective Teaching Practices

Faculty Question (FSSE): *In your undergraduate courses, to what extent to you do the following?*

Student Question (NSSE): *During the current school year, to what extent have your instructors done the following?*

Over half of all students indicated that each strategy was utilized in their coursework; however, providing feedback appears to be the largest area of concern. First year and senior student responses rated feedback on tests and assignments (Item 5) as the least frequently present (first-year, 51%; senior, 54%). Lower and upper division faculty indicated that feedback on multiple drafts (Item 5) were least present (77% and 79%, respectively).

The largest discrepancy between faculty and student perceptions existed on Item 2 (*Teach courses in an organized way*). While faculty overwhelmingly perceive it exists within each course (lower division, 98%; upper division, 99%), students indicated that this might be an area of development with only 59% of first-year students and 64% of upper division students indicating that they felt their classes were taught in an organized way.

Table 12

Selected Items Comparison: Experiences with Faculty/Effective Teaching Practices

Experiences with Faculty Effective Teaching Practices	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
1. Clearly explain course goals and requirements	97	99	68	69
2. Teach courses in an organized way	98	99	59	64
3. Use examples or illustrations to explain difficult points	98	99	63	70
4. Provide feedback to students on drafts or works in progress	77	79	55	56
5. Provide prompt and detailed feedback on tests or completed assignments	85	87	51	54

Faculty % indicates *Very Much* and *Quite a bit*; student % indicates *Very Often* and *Often*

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Campus Environment

FAMU Strategic Alignment:

FAMU Rising Strategic Performance 6 (Outstanding Customer Service)

Within the *Experiences with Faculty* section, two components were measured: **Quality of Interactions** and **Supportive Environment**. While both sections provide valuable information, the largest areas of divergence existed in the **Quality of Interactions** section.

Quality of Interactions

Faculty Question (FSSE): *Indicate your perception of the quality of student interactions with the following people at your institution.*

Student Question (NSSE): *Indicate the quality of your interactions with the following people at your institution.*

Students rated most areas very low (between 22% and 56%), with other administrative staff being the lowest (first-year, 26%; senior, 22%) and interactions between students being the highest (first-year 55%; seniors, 56%). Faculty, however, rated each area even lower than the students. The lowest rating of quality interactions for upper division faculty was with student services and other administrative staff (both at 10%). And the lowest rating for lower division faculty was academic advisors (13%).

Table 13

Selected Items Comparison: Campus Environment/Quality of Interactions

Campus Environment	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
Quality of Interactions				
1. Other Students	28	40	55	56
2. Academic Advisors	13	18	40	36
3. Faculty	23	19	36	37
4. Student Services Staff (career services, student activities, housing, etc.)	15	10	31	27
5. Other Administrative Staff and Offices (registrar, financial aid, etc.)	17	10	26	22

Faculty and Student ratings indicates *High ratings* %.

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Additional Engagement Items

Within *Additional Engagement Items*, two items showed the greatest discrepancy of scores: **Memorization** and **Time Spent by Students**. A brief analysis of each is provided below.

Memorization

Faculty Question (FSSE): *In your selected course section, how much does the coursework emphasize the following?*

Student Question (NSSE): *During the current school year, about how much as your coursework emphasized the following?*

Within Additional Engagement, faculty and students diverged on the use of memorization in coursework. While 32% of both the lower and upper division faculty reported using memorization as a learning technique, 78% of first-year and 79% of seniors indicated that it was present in their courses.

Table 14

Selected Items Comparison: Additional Engagement Items/Memorization

Additional Engagement Items	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
Memorization	32	32	78	79

Memorization: Faculty % indicates *Very Much* and *Quite a bit*; student % indicates *Very Often* and *Often*.

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

Time Spent by Students

Faculty Question (FSSE): *In an average 7-day week, about how many hours do you think in your selected course section spends doing each of the following?*

Student Question (NSSE): *About how many hours do you spend in a typical 7-day week doing the following?*

Another stark contrast within *Additional Engagement Items*, was the perception of how students spend their time. Faculty reported a perception that students only spend 2-3 hours per week preparing for class and 42-62 hours (upper division and lower division, respectively) in leisure activities. However, students indicated that they spent between 37 and 39 hours preparing for class each week and only 27-29 hours participating in leisure activities.

Table 15

Selected Items Comparison: Additional Engagement Items/Time Spent by Students

Additional Engagement Items	Faculty		Student	
	Lower Division	Upper Division	First-year	Senior
Time Spent by Students				
Preparing for Class (hours/week)	2	3	37	39
Relaxing and Socializing (hours/week)	62	42	27	29

Time Spent by Students: # of hours spent in a typical 7-day week.

Green highlighting indicates an attribute discussed more in depth due to significant differences in overall perceptions in between faculty and students.

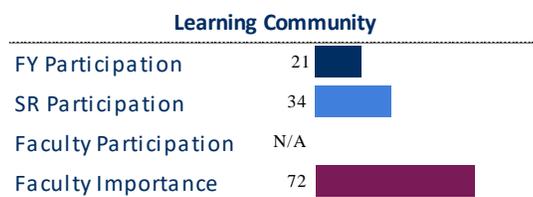
High Impact Practices

FAMU Strategic Alignment: FAMU Rising Strategic Priority 1 (Goal 3)

Overwhelmingly, faculty value high impact practices within the university experience, with all experiences receiving a rating between 56% (Study Abroad) and 92% (Internship/Field Experience). Service Learning appears to be the strongest strategy being used with 78% of faculty feeling that this experience was valuable, 56% of faculty actively participating, and strong student participation (first-year, 63%; senior, 72%).

Two practices showed a dramatic discrepancy between faculty importance and participation (Internship/Field Experience and Research with Faculty). Within Internship/Field Experience, 92% of faculty indicated that it was an important university experience; however, only 32% reported being actively engaged in this practice. Research with Faculty yielded a similar response rate, with 73% of faculty indicating that this was an important component, and only 46% reporting being actively engaged in research with undergraduate students.

Learning Community

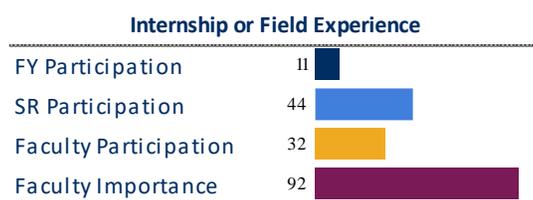


FY/SR Participation: Students % responding "Done or in Progress"

Faculty Participation: Faculty % responding who participated in 3 selected High Impact Practices in a typical week.

Faculty Importance: Faculty % responding "Very Important" or "Important."

Internship or Field Experience



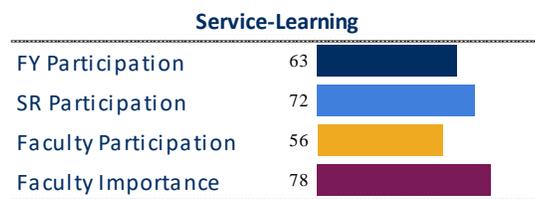
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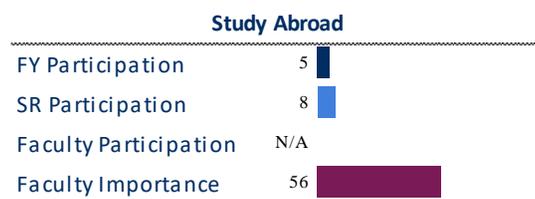


Service-Learning



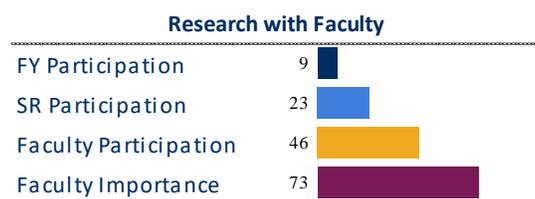
FY/SR Participation: Students % responding “Some” courses included a community-based project.
 Faculty Participation: Faculty % responding who participated in 3 selected High Impact Practices in a typical week.
 Faculty Importance: Faculty % responding “Some” of their courses include a service-learning component

Study Abroad



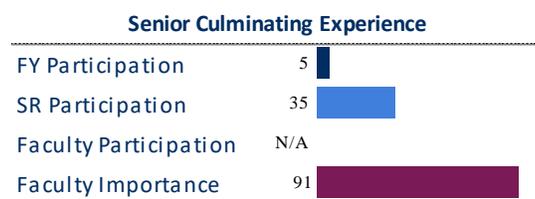
FY/SR Participation: Students % responding “Done or in Progress”
 Faculty Participation: Faculty % responding who participated in 3 selected High Impact Practices in a typical week.
 Faculty Importance: Faculty % responding “Very Important” or “Important.”

Research with Faculty



FY/SR Participation: Students % responding “Done or in Progress”
 Faculty Participation: Faculty % responding “Yes” to working with or supervising undergraduate students
 Faculty Importance: Faculty % responding “Very Important” or “Important.”

Senior Culminating Experience



FY/SR Participation: Students % responding “Done or in Progress”
 Faculty Participation: Faculty % responding who participated in 3 selected High Impact Practices in a typical week.
 Faculty Importance: Faculty % responding “Very Important” or “Important.”