

## UMKC FSSE 2016 & 2019 Survey Results Summary and Highlights

The Faculty Survey of Student Engagement (FSSE) was designed to complement the National Survey of Student Engagement (NSSE), which is administered to undergraduate students. The instructional staff version (for faculty, instructors, and graduate students who teach) focuses on:

- Instructional staff perceptions of how often students engage in different activities.
- The importance instructional staff place on various areas of learning and development.
- The nature and frequency of instructional staff-student interactions.
- How instructional staff organize their time, both in and out of the classroom.

UMKC participated in 2016 and 2019 FSSE surveys together with NSSE surveys. Full reports are available upon request. Below we have summarized the major topics.

Table 1. FSSE Response Rate

	2016	2019
<b>Response Rate</b>	40%	43%
<b>Full Completions</b>	266	226
<b>Partial Completions</b>	39	47
<b>Total Respondents</b>	305	273
<b>Total Invited</b>	766	639

### Who responded to the surveys?

The FSSE survey is administered to only faculty who have taught undergraduate classes in the fall or spring semesters during the survey administration year. FSSE survey is done anonymously so IR office cannot match the respondents and non-respondents to UMKC HR files or submitted data files. However, there are several demographic questions in FSSE survey that can help us with who responded and who did not respond in 2016 and 2019. In 2019 we invited fewer faculty members to the survey than 2016 however the response rate improved slightly to 43%. Detailed FSSE Respondent Profiles table is in Appendix A and provides some of the major faculty characteristics. In 2019, 29% of the faculty were from Arts & Humanities compared to 24% in 2016. In other academic disciplines, the change was less than two percent. More full-time faculty responded in 2019 compared to 2016 and adjunct faculty respondents declined by 5 percent. Additionally, faculty with less experience (4 or less years of college teaching) declined significantly while more experienced faculty (ten or more years) percentages increased. Full professor responses increased more than 5 percent. For the 2019 Survey, the respondents selected from a much broader list of job titles than they did for the prior year survey.

### Survey Highlights

The goal of this report is to identify areas of strength as well as opportunities for growth, and to help make classroom and campus environments more cohesive with student needs and expectations. FSSE results can be used to inform faculty workshops, faculty retreats, or committees/task forces to inform first-year experience or other curricular focused meetings.

## High Impact Practices: Student Participation & Faculty Importance

Due to their positive associations with student learning and retention, certain undergraduate experiences are designated as "high-impact." High-Impact Practices (HIP)s demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback (Kuh, 2008)<sup>1</sup>. NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience.

UMKC's 2018 Strategic Plan's first pillar is to "Provide exceptional student learning, success and experience". In order to reach this goal, one of the suggested strategy is to enhance high-impact practices such as highly interactive, feedback-rich and engaging classroom, and co-curricular activities for our students. In order to monitor the progress with this goal, two HIPs were identified in strategic plan metrics: service learning and undergraduate research participation. The table below shows the actual participation rates of HIPs from NSSE survey for first-year (FY) and senior (SR) students and the importance given by faculty members. Faculty rated internships and culminating senior experience very high importance (over 75%) for both 2016 and 2019. Faculty rated service-learning experiences as important (over 60%) in 2019. Unfortunately, student participation in these three High Impact Practices declined in participation from 2016 to 2019. The only practice that increased in participation was service-learning for both first-year and senior students.

Table 2. High Impact Practices Student Participation and Faculty Importance Comparison

Respondent Group	High-Impact Practices	Actual Faculty Importance*		Actual Student Participation**	
		2016	2019	2016	2019
First-Year Students	Learning Community	50%	52%	10%	9%
	Service-Learning	60%	63%	43%	53%
	Research with Faculty	53%	55%	4%	3%
Senior Students	Learning Community	50%	52%	25%	20%
	Service-Learning	60%	63%	59%	66%
	Research with Faculty	53%	55%	22%	16%
	Internship or Field Experience	76%	81%	46%	39%
	Study Abroad	29%	33%	10%	6%
	Culminating Senior Experience	81%	82%	47%	36%

\* % "Very Important" or "Important".

\*\* Percentage of students who report "done or in progress"

## Engagement Indicators: Faculty and Student Comparisons

FSSE has ten scales that mirror NSSE's Engagement indicators. In this section, we will compare the areas that reported as strong by our students compared to our peers as well as areas that need improvement compared to peers.

<sup>1</sup> Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.

### Areas of Strengths:

Based on 2019 NSSE comparisons, first-year students' Academic Challenge areas especially Higher-Order Learning and Reflective & Integrative Learning scales were higher than peers. The table below lists the items that were significantly higher for UMKC students compared to the peers. These results are compared with faculty responses.

Table 3. First-year Students Academic Challenge Items Compared with Faculty Responses (2019 NSSE & FSSE)

Item	Faculty Response	Student Response
<b>Higher Order Learning</b>	<i>In your selected course section, how much does the coursework emphasize the following? (Very much + Quite a bit %)</i>	<i>During the current school year, how much has your coursework emphasized the following? (Very much + Quite a bit %)</i>
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71%	72%
Evaluating a point of view, decision, or information source	59%	71%
<b>Reflective &amp; Integrative Learning</b>	<i>In your selected course section, how important is it to you that the typical student do the following? Very important + Important %</i>	<i>During the current school year, about how often have you done the following? (Very often + Often %)</i>
Connect their learning to societal problems or issues	65%	56%
Try to better understand someone else's views by imagining how an issue looks from their perspective	74%	77%
Learn something that changes the way they understand an issue or concept	89%	69%
Connect ideas from your course to their prior experiences and knowledge	94%	78%

Out of selected six items from these two scales, only two items were very close in terms of faculty responses and student response: analyzing item and trying to understand other's perspective. In reviewing FSSE national results, for most items that compare student and faculty responses, faculty expectations are higher than what students report.

Other area of strength from NSSE comparisons with peers was senior students reporting much higher diverse interactions. Based on below table, UMKC students have more diverse interactions outside of class compared to the opportunities in their classes. As an institution with diversity in its values and mission, it shows that UMKC is creating an environment to bolster its values.

Table 4. Senior Students Discussions with Diverse Others Items Compared with Faculty Responses (2019 NSSE & FSSE)

Item	Faculty Response	Student Response
	<i>In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups? (Very much + Quite a bit %)</i>	<i>During the current school year, about how often have you had discussions with people from the following groups? (Very often + Often %)</i>
People of a race or ethnicity other than their own	59%	80%
People from an economic background other than their own	55%	81%
People with religious beliefs other than their own	46%	76%

#### Areas for Improvement:

Based on both 2016 and 2019 NSSE results, both first-year and senior students reported lower student-faculty interaction compared to UMKC peer groups. The table below summarizes FSSE and NSSE 2019 comparative results with student-faculty interaction items. In each of the four items, faculty members reported significantly higher amounts of experiences than what students reported. The gap range is from 18% to 40%. The lowest gap item is about working on activities other than coursework. While about 41% of faculty reported doing this activity, only 17% of first-year students reported doing this frequently. The highest gap item is discussing course topics, ideas, or concepts outside of class with first-year students. About 61% faculty reported doing this frequently compared to only 21% of first-year students. These results show a disconnect between what the faculty are doing and what the students are actually experiencing.

Table 5. Student-Faculty Interaction Items Compared with Faculty Responses (2019 NSSE & FSSE)

Item	Faculty Response	Student Response
	<i>During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?? (Very often + Often %)</i>	<i>During the current school year, about how often you have done the following? (Very often + Often %)</i>
Talked about their career plans	71%	FY: 33% SR: 38%
Worked on activities other than coursework (committees, student groups, etc.)	41%	FY: 17% SR: 23%
Discussed course topics, ideas, or concepts outside of class	61%	FY: 21% SR: 28%
Discussed their academic performance	65%	FY: 26% SR: 30%

FY refers first-year students and SR refers to senior students.

Another significant area that was lacking based on NSSE results was “Supportive Environment”. The four items listed in the table below were significantly behind our peer groups. Again, in comparing faculty responses with both first-year and senior student responses, some gaps were found between faculty’s given importance and experiences by the students. The gap ranges from 13% to 37%. Most of these institutional activities are not directly organized by faculty, however all these activities are seen as very important or important by faculty.

Table 6. Supportive Environment Items Compared with Faculty Responses (2019 NSSE & FSSE)

Item	Faculty Response	Student Response
	<i>How important is it to you that your institution increase its emphasis on each of the following? (Very important + Important %)</i>	<i>How much does your institution emphasize the following? (Very much + Quite a bit %)</i>
Providing opportunities for students to be involved socially	76%	FY: 63% SR: 53%
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	88%	FY: 65% SR: 51%
Students attending campus activities and events (performing arts, athletic events, etc.)	62%	FY: 48% SR: 37%
Students attending events that address important social, economic, or political issues	67%	FY: 41% SR: 37%

FY refers first-year students and SR refers to senior students.

## Disciplinary Engagement Comparisons

FSSE has ten scales based on the NSSE scales. This section compares how different disciplines are compared with the average of all UMKC faculty responses. Those that are above the UMKC average have plus signs and those below the average have negative signs. More detailed summary is in Appendix B with average and number of respondents for each scale. Note that each scale is constructed with certain number of items. When some faculty do not respond several items in that scale, the number of respondents for that scale change. Additionally, we had partial completions of the survey which impacts the total respondents for different scales. That's why when you add the totals in each of the disciplines, there will be variation and it will be lower than total respondents.

The mergers of Chemistry and Theatre happened in Fall 2019. NSSE and FSSE surveys were completed in Spring 2019 before the merges happened. Since these results were going to be shared with the merged units, we combined these disciplines for NSSE and FSSE reports. Chemistry is together with Biology and Theatre is together with the Conservatory faculty in NSSE and FSSE disciplinary reports. Health professions include all health disciplines. This table can guide unit faculty development processes as well as new faculty orientations in units.

Health professions faculty scored higher than UMKC average in 9 scales out of 10 scales. Arts & Humanities faculty scored higher than UMKC average in 8 of the measures. While Biology and Chemistry faculty scored higher than average in two scales, Engineering and Physical and Mathematical Science faculty scored higher than the average in three measures. These items could be analyzed deeper by each unit whether some of the items in these measures are not frequently used in their disciplines. There could be some strategies used more frequently in some disciplines than others. For more in depth analyses by units, NSSE-FSSE comparisons at the discipline level could be used to guide faculty professional development opportunities. FSSE provides sample workshop guidance materials on their website: <https://nsse.indiana.edu/fsse/working-with-fsse-data/index.html>.

Table 7. Disciplinary Engagement Comparisons

FSSE Scale	Arts & Humanities	Bio & Chem	Phys Sci, Math	Social Sciences	Business	Conservatory	Education	Engineering	Health Professions
<b>Academic Challenge</b>									
Higher-Order Learning	+	-	-	-	+	+	-	-	+
Reflective & Integrative Learning	+	-	-	+	-	-	+	-	+
Learning Strategies	+	+	+	-	+	-	+	+	+
Quantitative Reasoning	-	+	+	+	+	-	-	+	+
<b>Learning with Peers</b>									
Collaborative Learning	+	-	+	-	+	-	-	-	-
Discussions with Diverse Others	+	-	-	+	+	-	+	-	+
<b>Experiences with Faculty</b>									
Student-Faculty Interaction	+	-	-	-	-	+	-	-	+
Effective Teaching Practices	+	-	-	-	-	-	+	-	+
<b>Campus Environment</b>									
Quality of Interactions	-	-	-	-	-	+	+	+	+
Supportive Environment	+	-	-	+	+	+	+	-	+

**+** Faculty in this disciplinary area scored higher than the institution's average on the given FSSE scale.

**-** Faculty in this disciplinary area scored lower than the institution's average on the given FSSE scale.

## Appendix: Summary Tables

- Appendix A: FSSE Respondent Profiles: 2016-2019
- Appendix B: 2019 FSSE Disciplinary Areas Comparison



## Appendix A: FSSE 2016 & 2019 Respondent Profiles

		2016		2019	
		Count	%	Count	%
What is the general academic discipline of your appointment?	Response Options				
	Arts & Humanities	60	24	62	29
	Biological Sciences, Agriculture, & Natural Resources	17	7	17	8
	Physical Sciences, Mathematics, & Computer Sciences	25	10	21	10
	Social Sciences	23	9	21	10
	Business	25	10	19	9
	Communications, Media, & Public Relations	7	3	8	4
	Education	23	9	16	7
	Engineering	19	8	15	7
	Health Professions	29	12	24	11
	Social Service Professions	10	4	8	4
Other disciplines	7	3	3	1	
Total	245	100	214	100	
Estimate the total number of <i>undergraduate</i> students you have taught during the current school year.	0	1	0	0	0
	1-25	32	14	28	14
	26-50	49	21	37	19
	51-75	38	17	26	13
	76-100	28	12	29	15
	101-125	17	7	17	9
	126-150	14	6	13	7
	151-200	17	7	17	9
	201-300	15	7	14	7
	More than 300 students	18	8	13	7
	Total	229	100	194	100
Enter the total number of <i>undergraduate</i> courses you have taught or are scheduled to teach during the current school year.	0	1	0	1	1
	1	35	15	23	12
	2	54	24	52	27
	3	43	19	30	15
	4	52	23	34	18
	5	17	7	21	11
	6	12	5	9	5
	7	2	1	6	3
	8	6	3	8	4
	9 or more courses	6	3	10	5
	Total	228	100	194	100
Enter the total number of <i>graduate</i> courses you have taught or are scheduled to teach during the current school year.	0	94	41	83	43
	1	55	24	44	23
	2	31	14	30	16
	3	22	10	14	7
	4 or more courses	25	11	21	11
	Total	227	100	192	100
During this academic term, does your institution consider you to be	Part-time	53	23	28	15
	Full-time	175	77	165	85
	Total	228	100	193	100
Does your institution consider you to be an adjunct faculty member?	No	174	77	160	82
	Yes	51	23	34	18
	Total	225	100	194	100
What is your current tenure status?	No tenure system at this institution*	5	2	5	3
	Not on tenure track, but this institution has a tenure system	104	46	79	42
	On tenure track but not tenured	29	13	20	11
	Tenured	89	39	85	45
	Total	227	100	189	100

<i>Response Options</i>		2016		2019	
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
Number of years teaching at any college or university	4 or less	39	17	16	8
	5-9	44	19	31	16
	10-19	56	25	55	29
	20-29	52	23	57	30
	30 or more	36	16	32	17
	Total	227	100	191	100
Age	34 or younger	28	13	18	10
	35-44	49	23	37	20
	45-54	56	26	57	31
	55-64	59	27	43	23
	65 or older	23	11	29	16
	Total	215	100	184	100
What is your gender identity?	Man	103	45	85	44
	Woman	114	50	98	51
	Another gender identity	0	0	0	0
	I prefer not to respond	10	4	10	5
	Total	227	100	193	100
What is your racial or ethnic identification? (Select all that apply.)	American Indian or Alaska Native	6	3	0	0
	Asian	19	8	15	8
	Black or African American	5	2	5	3
	Hispanic or Latino	11	5	4	2
	Middle Eastern or North African	NOT ASKED		2	1
	Native Hawaiian or Other Pacific Islander	0	0	0	0
	White	174	77	154	81
	Other	4	2	2	1
Which of the following best describes your sexual orientation?	I prefer not to respond	14	6	11	6
	Heterosexual	190	84	149	77
	Bisexual	4	2	5	3
	Gay	7	3	7	4
	Lesbian	1	0	7	4
	Queer	NOT ASKED		2	1
	Another sexual orientation	0	0	0	1
	Questioning or unsure	0	0	2	0
Total	226	100	193	100	
Which of the following best describes your academic rank or title?	I prefer not to respond	24	11	21	11
	Total	226	100	193	100
	Professor	50	22	52	27
	Associate Professor	55	24	47	24
	Assistant Professor	47	21	33	17
	Instructor	46	20	24	13
	Senior or Master Lecturer	NOT ASKED		0	0
	Lecturer	13	6	6	3
	Clinical Professor	NOT ASKED		0	0
	Clinical Associate Professor	NOT ASKED		2	1
	Clinical Assistant Professor	NOT ASKED		9	5
	Clinical Instructor	NOT ASKED		1	1
	Clinical Lecturer	NOT ASKED		0	0
	Senior Research Professor or Scientist	NOT ASKED		0	0
	Associate Research Professor or Scientist	NOT ASKED		2	1
	Assistant Research Professor or Scientist	NOT ASKED		0	0
	Research Instructor	NOT ASKED		0	0
	Professor of Practice, Professional Practice, or Artist in Residence	NOT ASKED		1	1
	Emeritus faculty	NOT ASKED		1	1
	Visiting faculty	NOT ASKED		1	1
Graduate Teaching Assistant	0	0	0	0	
Other	18	8	13	7	
Total	229	100	192	100	

\* This is a FSSE question and option. Several UMKC faculty chose this option in 2016 and 2019 even though UMKC has a tenure system.

## Appendix B: FSSE 2019 Disciplinary Area Detailed Report

FSSE Scale	Mean										N							
	Arts & Humanities	Bio & Chem	Phys Sci, Math	Social Sciences	Business	Conservatory	Education	Engineering	Health Professions	Arts & Humanities	Bio & Chem	Phys Sci, Math	Social Sciences	Business	Conservatory	Education	Engineering	Health Professions
<b>Academic Challenge</b>																		
Higher-Order Learning	47.3	38.2	37.7	43.2	44.7	44.1	43.1	38.0	47.2	41	19	15	28	18	29	16	15	27
Reflective & Int. Learning	47.7	32.9	31.7	51.3	41.6	43.3	48.8	28.8	50.4	43	20	15	28	18	29	16	16	27
Learning Strategies	38.7	39.7	37.8	36.9	41.1	28.6	38.8	37.8	42.1	42	20	15	28	19	28	16	15	28
Quantitative Reasoning	21.4	36.1	44.4	36.9	43.5	15.6	23.6	39.6	41.7	42	19	15	28	19	27	15	16	27
<b>Learning with Peers</b>																		
Collaborative Learning	35.1	35.0	43.7	33.7	38.9	33.2	30.0	34.3	33.9	42	20	15	27	19	28	16	14	28
Discussions with Div. Others	39.4	24.5	25.0	33.9	39.2	28.4	34.3	23.2	39.6	42	19	14	27	18	29	15	14	27
<b>Experiences with Faculty</b>																		
Student-Faculty Interaction	37.5	33.1	33.4	33.4	33.9	37.3	30.0	35.3	37.5	48	21	16	29	19	31	15	18	30
Effective Teaching Practices	53.6	43.6	46.4	48.9	47.2	49.0	50.0	46.1	51.9	49	21	16	29	20	31	17	18	30
<b>Campus Environment</b>																		
Quality of Interactions	31.7	33.3	31.9	31.5	31.9	36.9	38.5	33.9	35.0	49	23	15	33	19	32	15	21	32
Supportive Environment	45.2	41.3	36.3	43.5	43.6	44.5	45.9	38.5	44.7	51	23	16	34	20	33	17	22	33