FSSE Snapshot

Indiana State University

Student engagenet 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 administration. We hope this information stimulates dicussions about the undergraduate experience.

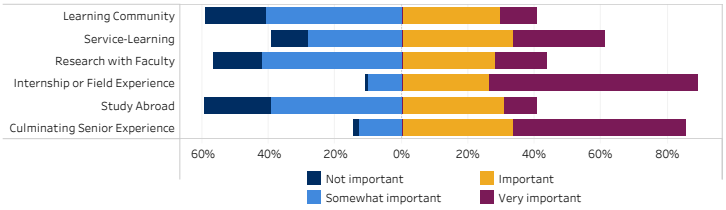
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

High-Impact Practices

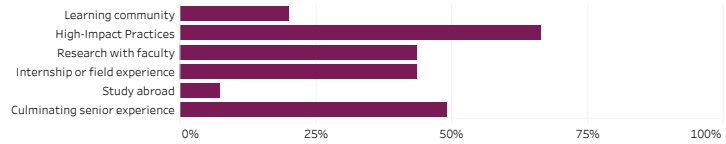
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right displays how important faculty believe that it is for undergraduates at their institution to participate in select High-Impact Practices before they graduate.

Faculty Importance for High-Impact Practice Participation



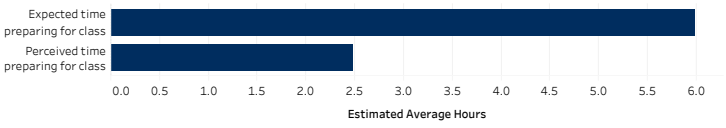
The second figure summarizes faculty participation in these selected High-Impact Practices in a typical week. For service-learning the percentage represents faculty responding that at least "Some" of their courses include a service-learning component.

Faculty Participation in High-Impact Practices



Time Spent Preparing for Class

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

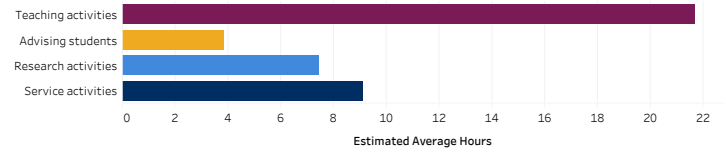


Reading and Writing

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

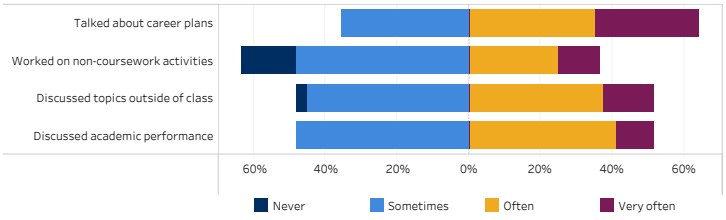
Time Allocation

This figure summarizes the number of hours that faculty spent 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.)



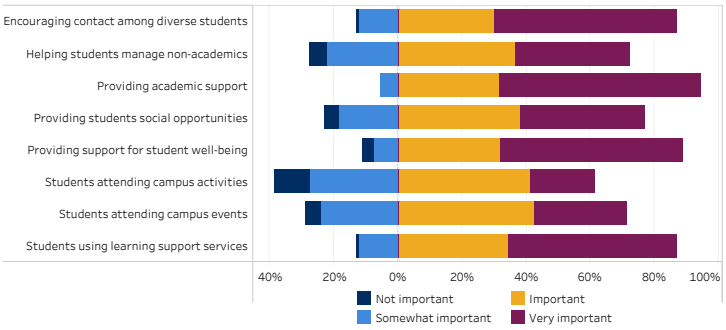
Student-Faculty Interaction

Faculty reported how often they had 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.



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: https://fsse.indiana.edu

FSSE faculty survey of student engagement

Academic Challenge:
Higher-Order Learning, Reflective & Integrative Learning

Indiana State University

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by calling on students to engage in complex cognitive tasks requiring more than mere memorization of facts. This content area captures how much students' coursework emphasizes challenging cognitive tasks such as application, analysis, judgment, and synthesis. Personally connecting with course material requires students to relate their understanding and experiences to the content at hand. Instructors emphasizing reflective and integrative learning motivate students to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others' perspectives. These visuals display results for #25 and #29b-e.

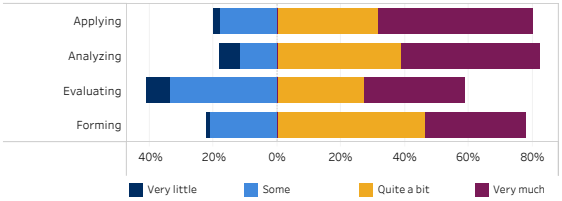
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

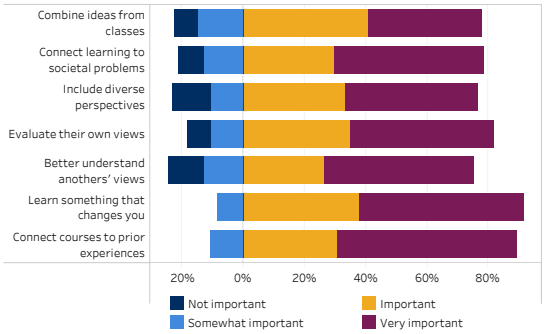
Higher-Order Learning

	Very little	Some	Quite a bit	Very much
Applying	2.1% 2	17.9% 17	31.6% 30	48.4% 46
Analyzing	6.3% 6	11.6% 11	38.9% 37	43.2% 41
Evaluating	7.4% 7	33.7% 32	27.4% 26	31.6% 30
Forming	1.1% 1	21.1% 20	46.3% 44	31.6% 30



Reflective & Integrative Learning

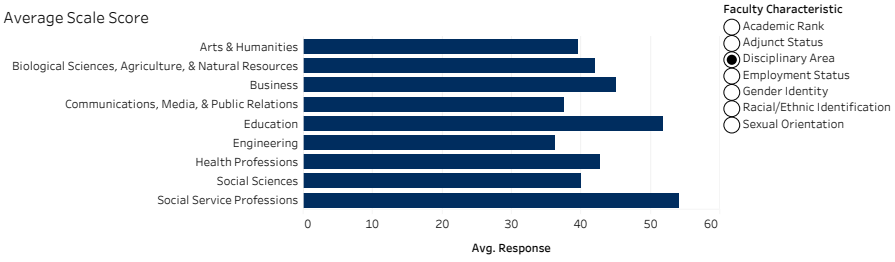
	Not important	Somewhat important	Important	Very important
Combine ideas from classes	7.4% 7	14.7% 14	41.1% 39	36.8% 35
Connect learning to societal problems	8.5% 8	12.8% 12	29.8% 28	48.9% 46
Include diverse perspectives	12.6% 12	10.5% 10	33.7% 32	43.2% 41
Evaluate their own views	7.4% 7	10.6% 10	35.1% 33	46.8% 44
Better understand anothers' views	11.7% 11	12.8% 12	26.6% 25	48.9% 46
Learn something that changes you		8.4% 8	37.9% 36	53.7% 51
Connect courses to prior experiences		10.6% 10	30.9% 29	58.5% 55



Comparing Faculty Experiences

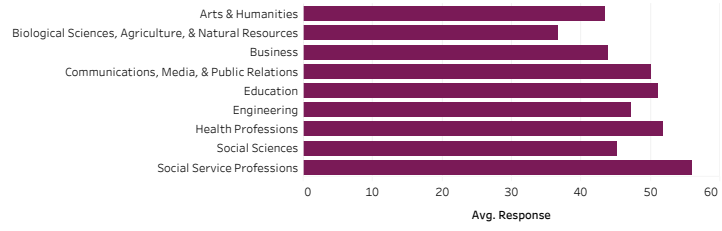
Higher-Order Learning

Average Scale Score



Reflective & Integrative Learning

Average Scale Score



FSSE faculty survey of student engagement

Academic Challenge:
Learning Strategies, Quantitative Reasoning

Indiana State University

College students enhance their learning and retention by actively engaging with and analyzing course material rather than approaching learning as absorption. Examples of effective learning strategies include identifying key information in readings, reviewing notes after class, and summarizing course material. Instructors emphasizing these learning strategies in their courses help students encode key information to build long-term memory and retention. Quantitative literacy—the ability to use and understand numerical and statistical information in everyday life— is an increasingly important outcome of higher education. All students, regardless of major, should have ample opportunities to develop their ability to reason quantitatively—to evaluate, support, and critique arguments using numerical and statistical information. These visuals display results for #24b-d and #27e-g.

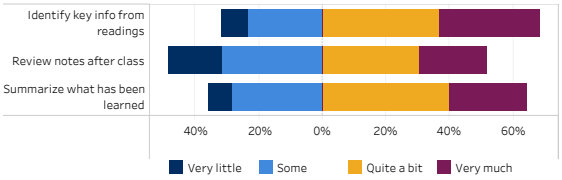
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

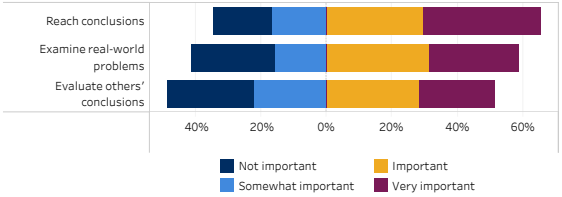
Learning Strategies

	Very little	Some	Quite a bit	Very much
Identify key info from readings	8.4% 8	23.2% 22	36.8% 35	31.6% 30
Review notes after class	16.8% 16	31.6% 30	30.5% 29	21.1% 20
Summarize what has been learned	7.4% 7	28.4% 27	40.0% 38	24.2% 23



Quantitative Reasoning

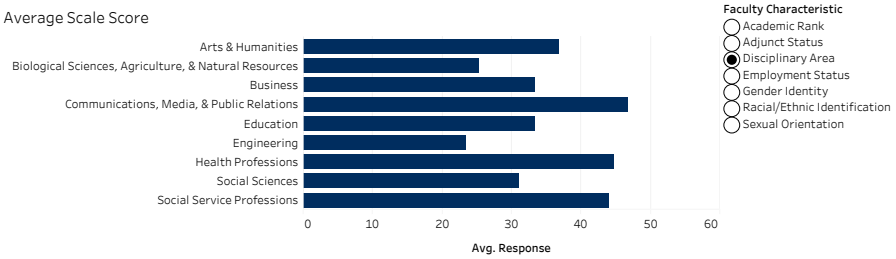
	Not important	Somewhat important	Important	Very important
Reach conclusions	17.9% 17	16.8% 16	29.5% 28	35.8% 34
Examine real-world problems	25.3% 24	15.8% 15	31.6% 30	27.4% 26
Evaluate others' conclusions	26.3% 25	22.1% 21	28.4% 27	23.2% 22



Comparing Faculty Experiences

Learning Strategies

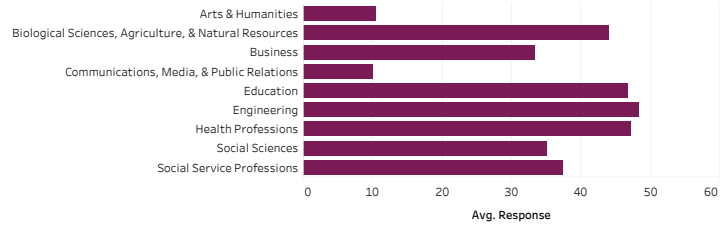
Average Scale Score



Faculty Characteristic
- Academic Rank
- Adjunct Status
- Disciplinary Area
- Employment Status
- Gender Identity
- Racial/Ethnic Identification
- Sexual Orientation

Quantitative Reasoning

Average Scale Score



Additional Components of Academic Challenge

Indiana State University

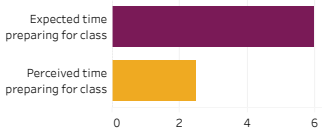
Theses visuals display results for additional components of academic challenge including expectations for and perceptions of time spent preparing for class (#19 and #20), expectations and perceptions of reading (#21), perceptions of students doing their best work (#23), and amount of assigned writing (#30).

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

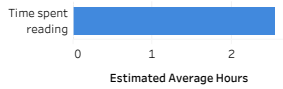
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

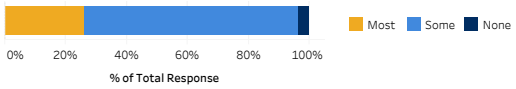
	0	1	2	3	4	5	6	7	8	9	10	More than 10 hours
Expected time preparing for class			5.3% 5	10.5% 10	15.8% 15	17.9% 17	17.9% 17	2.1% 2	9.5% 9	9.5% 9	7.4% 7	4.2% 4
Perceived time preparing for class	4.2% 4	34.7% 33	25.3% 24	13.7% 13	7.4% 7	9.5% 9	1.1% 1		2.1% 2		1.1% 1	1.1% 1



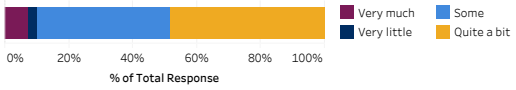
	0	1	2	3	4	5	6	7	10
Time spent reading	7.4% 7	17.9% 17	32.6% 31	21.1% 20	6.3% 6	9.5% 9	3.2% 3	1.1% 1	1.1% 1



	Most	Some	None
Completed reading	18.2% 16	69.3% 61	12.5% 11



	Very much	Quite a bit	Some	Very little
Doing their best work	3.2% 3	41.1% 39	48.4% 46	7.4% 7

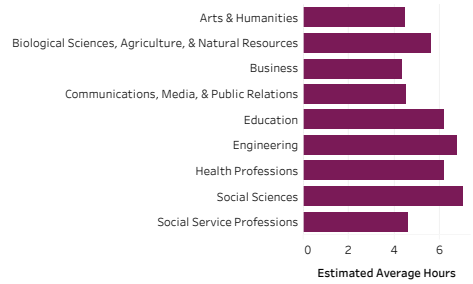


	0	1	2	3	4	5	6	8	10	More than 10 papers, etc.
Up to 5 pages	11.8% 9	19.7% 15	15.8% 12	14.5% 11	5.3% 4	11.8% 9	3.9% 3	1.3% 1	5.3% 4	10.5% 8
From 6 to 10 pages	47.2% 34	33.3% 24	13.9% 10		2.8% 2	1.4% 1		1.4% 1		
11 pages or more	71.8% 51	22.5% 16	4.2% 3	1.4% 1						

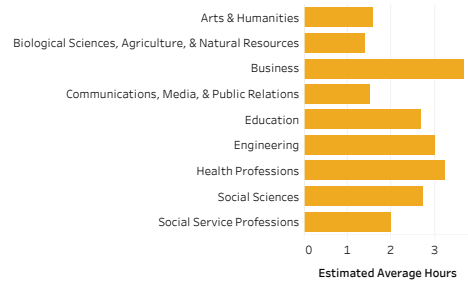
Looking Between Faculty Experiences

Faculty Characteristic
Disciplinary Area

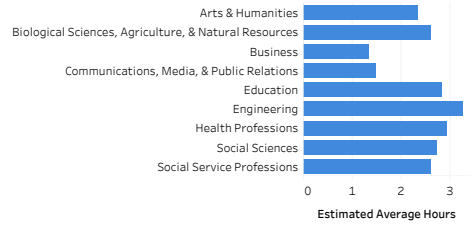
Estimated Expected Time for Students to Prepare for Class



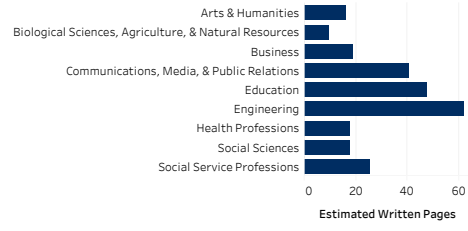
Estimated Perceived Actual Time Students Prepare for Class



Estimated Expected Time for Students to Spend Reading



Estimated Total Number of Pages Assigned



FSSE faculty survey of student engagement

Learning with Peers:
Collaborative Learning, Discussions with Diverse Others

Indiana State University

Learning is collaborative work. Collaborative learning requires students to mutually raise questions, seek understandings, and search for solutions in interactive group settings. Instructors emphasizing collaborative learning motivate students to learn from each other through peer teaching and knowledge exchange. Colleges and universities afford students new opportunities to interact with and learn from others with different backgrounds and life experiences. Interactions across difference, both inside and outside the classroom, confer educational benefits and prepare students for personal and civic participation in a diverse and interdependent world. These visuals display results for #27a-c and #28.

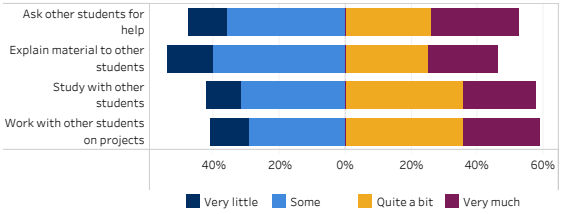
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

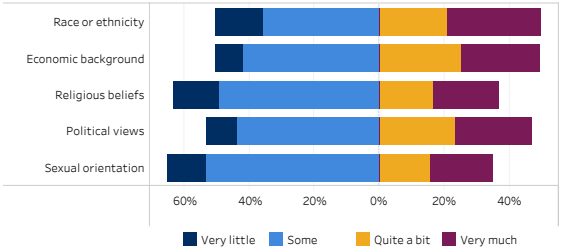
Collaborative Learning

	Very little	Some	Quite a bit	Very much
Ask other students for help	11.6% 11	35.8% 34	26.3% 25	26.3% 25
Explain material to other students	13.7% 13	40.0% 38	25.3% 24	21.1% 20
Study with other students	10.5% 10	31.6% 30	35.8% 34	22.1% 21
Work with other students on projec..	11.6% 11	29.5% 28	35.8% 34	23.2% 22



Discussions with Diverse Others

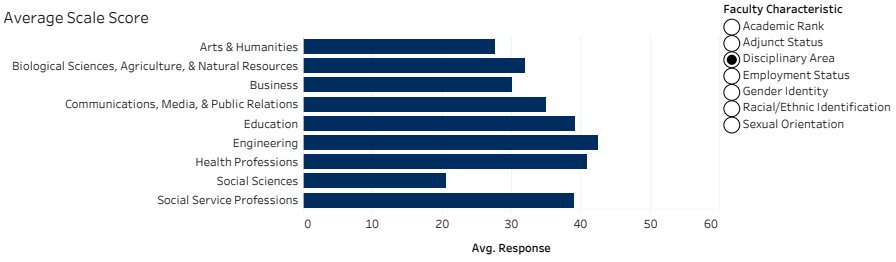
	Very little	Some	Quite a bit	Very much
Race or ethnicity	14.7% 14	35.8% 34	21.1% 20	28.4% 27
Economic background	8.4% 8	42.1% 40	25.3% 24	24.2% 23
Religious beliefs	13.7% 13	49.5% 47	16.8% 16	20.0% 19
Political views	9.6% 9	43.6% 41	23.4% 22	23.4% 22
Sexual orientation	11.7% 11	53.2% 50	16.0% 15	19.1% 18



Comparing Faculty Experiences

Collaborative Learning

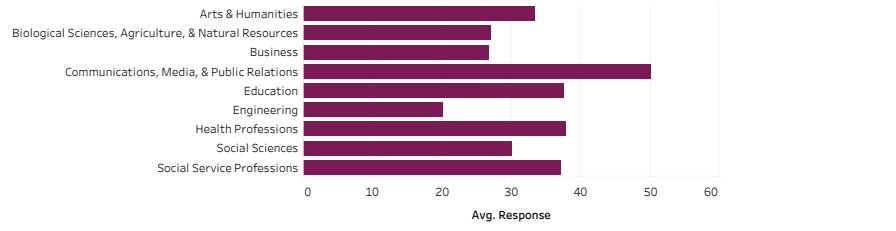
Average Scale Score



Faculty Characteristic
- Academic Rank
- Adjunct Status
- Disciplinary Area
- Employment Status
- Gender Identity
- Racial/Ethnic Identification
- Sexual Orientation

Discussions with Diverse Others

Average Scale Score



FSSE faculty survey of student engagement

Experiences with Faculty: Student-Faculty Interaction, Effective Teaching Practices

Indiana State University

Interactions with faculty can positively influence the cognitive growth, development, and persistence of college students. Through their formal and informal roles as teachers, advisors, and mentors, faculty members model intellectual work, promote mastery of knowledge and skills, and help students make connections between their studies and their future plans. Student learning is heavily dependent on effective teaching. Organized instruction, clear explanations, illustrative examples, and effective feedback on student work all represent aspects of teaching effectiveness that promote student comprehension and learning. These visuals display results for #10 and #12.

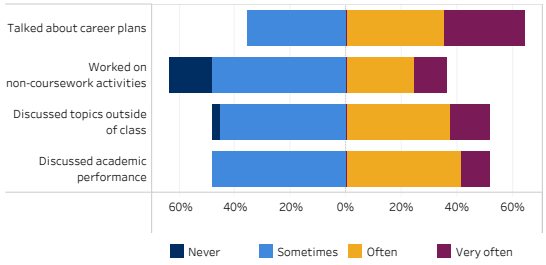
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

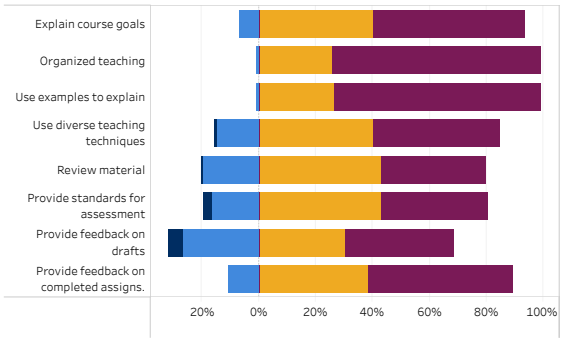
Student-Faculty Interaction

	Never	Sometimes	Often	Very often
Talked about career plans		35.6% 37	35.6% 37	28.8% 30
Worked on non-coursework activities	15.4% 16	48.1% 50	25.0% 26	11.5% 12
Discussed topics outside of class	2.9% 3	45.2% 47	37.5% 39	14.4% 15
Discussed academic performance		48.1% 50	41.3% 43	10.6% 11



Effective Teaching Practices

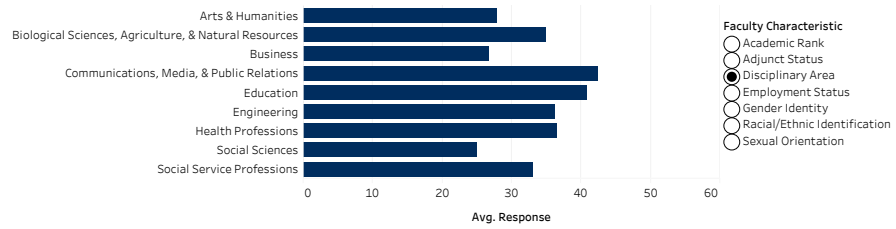
	Very little	Some	Quite a bit	Very much
Explain course goals		6.7% 7	40.4% 42	52.9% 55
Organized teaching		1.0% 1	26.0% 27	73.1% 76
Use examples to explain		1.0% 1	26.9% 28	72.1% 75
Use diverse teaching techniques	1.0% 1	14.4% 15	40.4% 42	44.2% 46
Review material	1.0% 1	19.2% 20	43.3% 45	36.5% 38
Provide standards for assessment	2.9% 3	16.3% 17	43.3% 45	37.5% 39
Provide feedback on drafts	4.9% 5	26.5% 27	30.4% 31	38.2% 39
Provide feedback on completed assigns.		10.6% 11	38.5% 40	51.0% 53



Comparing Faculty Experiences

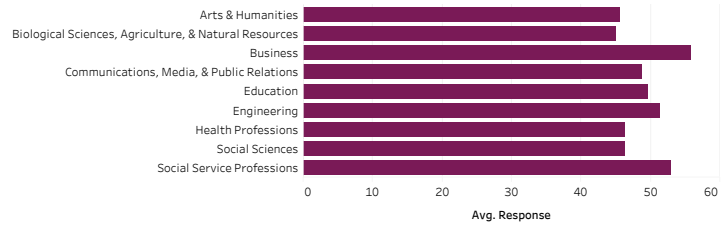
Student-Faculty Interaction

Average Scale Score



Effective Teaching Practices

Average Scale Score



FSSE faculty survey of student engagement

Campus Environment:
Quality of Interactions, Supportive Environment

Indiana State University

College environments characterized by positive interpersonal relations promote student learning and success. Students who enjoy supportive relationships with peers, advisors, faculty, and staff are better able to find assistance when needed, and to learn from and with those around them. Institutions that are committed to student success provide support and involvement across a variety of domains, including the cognitive, social, and physical. These commitments foster higher levels of student performance and satisfaction. These visuals display results for #2b-g and #4.

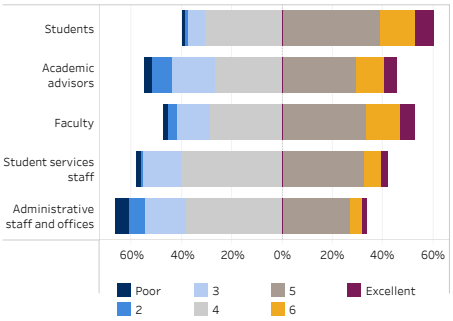
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

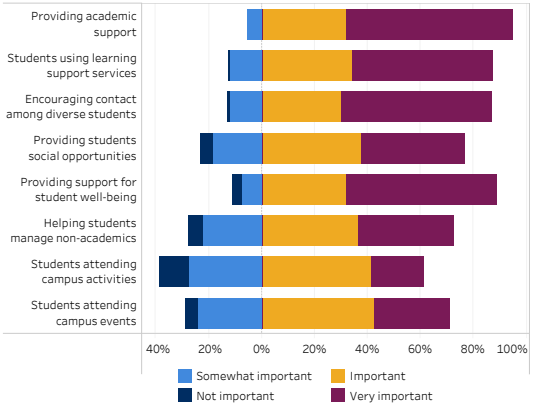
Quality of Interactions

	Poor	2	3	4	5	6	Excellent
Students	0.9% 1	1.9% 2	6.5% 7	30.6% 33	38.9% 42	13.9% 15	7.4% 8
Academic advisors	2.8% 3	8.3% 9	16.7% 18	26.9% 29	29.6% 32	11.1% 12	4.6% 5
Faculty	1.9% 2	3.7% 4	13.0% 14	28.7% 31	33.3% 36	13.9% 15	5.6% 6
Student services staff	1.9% 2	0.9% 1	15.0% 16	40.2% 43	32.7% 35	6.5% 7	2.8% 3
Administrative staff and offices	5.6% 6	6.5% 7	15.9% 17	38.3% 41	27.1% 29	4.7% 5	1.9% 2



Supportive Environment

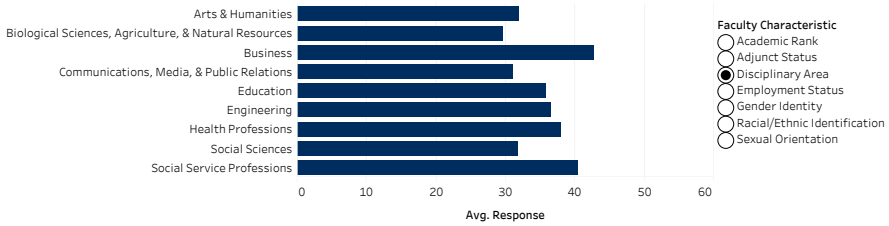
	Not important	Somewhat important	Important	Very important
Providing academic support		5.5% 6	31.8% 35	62.7% 69
Students using learning support services	0.9% 1	11.8% 13	34.5% 38	52.7% 58
Encouraging contact among diverse students	0.9% 1	11.9% 13	30.3% 33	56.9% 62
Providing students social opportunities	4.6% 5	18.5% 20	38.0% 41	38.9% 42
Providing support for student well-being	3.7% 4	7.3% 8	32.1% 35	56.9% 62
Helping students manage non-academics	5.5% 6	22.0% 24	36.7% 40	35.8% 39
Students attending campus activities	11.0% 12	27.5% 30	41.3% 45	20.2% 22
Students attending campus events	4.6% 5	24.1% 26	42.6% 46	28.7% 31



Comparing Faculty Experiences

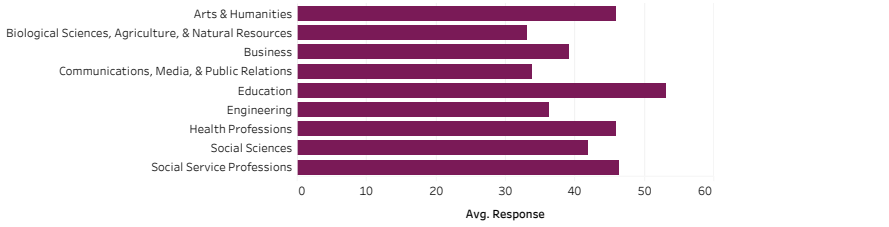
Quality of Interactions

Average Scale Score



Supportive Environment

Average Scale Score



Sense of Belonging & Teaching Environment

Indiana State University

Faculty are increasingly asked to learn how to be more responsive to diverse student needs under rapidly changing circumstances. Institutions can support faculty to do so by creating networks and community amongst colleagues and a teaching environment that promotes a healthy atmosphere supportive of improvement and innovation. Understanding faculty sense of belonging and perceptions of teaching environment at their institution can be useful to starting conversations to improve these aspects of support for faculty work. These visuals display results for #3 and #5.

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All	All	All	2022

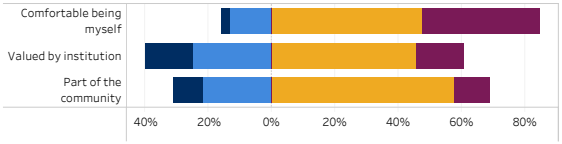
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

Sense of Belonging

Frequency of Agreement

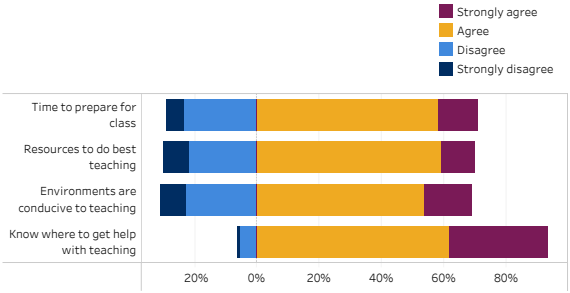
	Strongly disagree	Disagree	Agree	Strongly agree
Comfortable being myself	2.8% 3	12.8% 14	47.7% 52	36.7% 40
Valued by institution	14.7% 16	24.8% 27	45.9% 50	14.7% 16
Part of the community	9.3% 10	21.5% 23	57.9% 62	11.2% 12



Teaching Environment

Frequency of Agreement

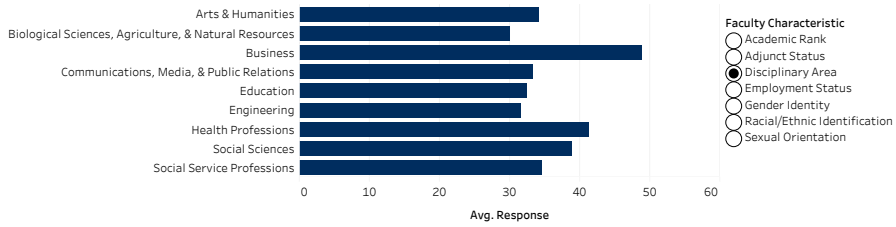
	Strongly disagree	Disagree	Agree	Strongly agree
Time to prepare for class	5.5% 6	23.6% 26	58.2% 64	12.7% 14
Resources to do best teaching	8.2% 9	21.8% 24	59.1% 65	10.9% 12
Environments are conducive to teaching	8.2% 9	22.7% 25	53.6% 59	15.5% 17
Know where to get help with teaching	0.9% 1	5.5% 6	61.8% 68	31.8% 35



Comparing Faculty Experiences

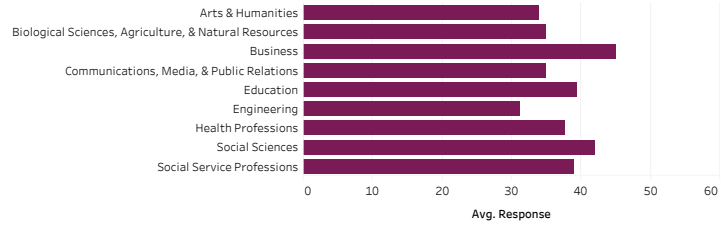
Sense of Belonging

Average Scale Score



Teaching Environment

Average Scale Score



FSSE faculty survey of student engagement

High-Impact Practices

Indiana State University

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) 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. Participation can be life-changing. Faculty values for and participation in creating and facilitating these engaging activies are critical to their success. These visuals display results for #1, #8, and #11.

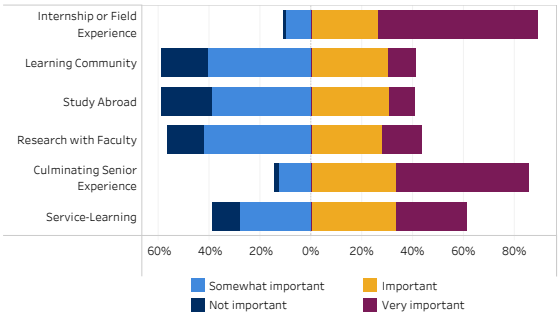
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

Importance for Participation

	Not important	Somewhat important	Important	Very important
Internship or Field Experience	0.9% 1	10.0% 11	26.4% 29	62.7% 69
Learning Community	18.2% 20	40.9% 45	30.0% 33	10.9% 12
Study Abroad	20.0% 22	39.1% 43	30.9% 34	10.0% 11
Research with Faculty	14.5% 16	41.8% 46	28.2% 31	15.5% 17
Culminating Senior Experience	1.8% 2	12.7% 14	33.6% 37	51.8% 57
Service-Learning	10.9% 12	28.2% 31	33.6% 37	27.3% 30

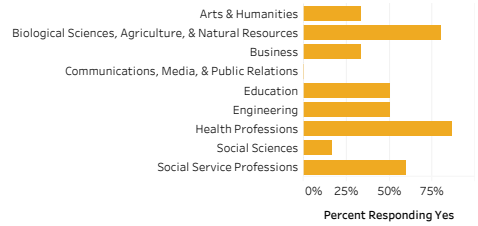


Looking Between Faculty Experiences

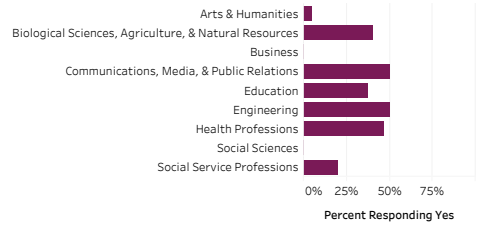
Faculty Mentoring or Supervision

Faculty Characteristic
Disciplinary Area

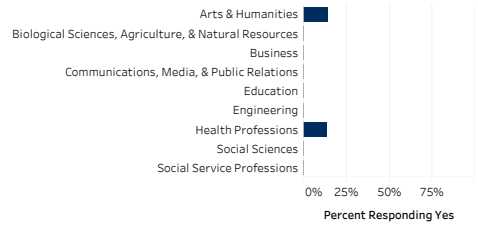
Internship Supervision



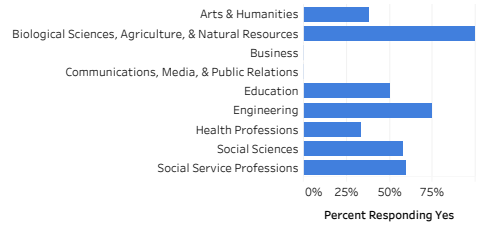
Learning Community Supervision



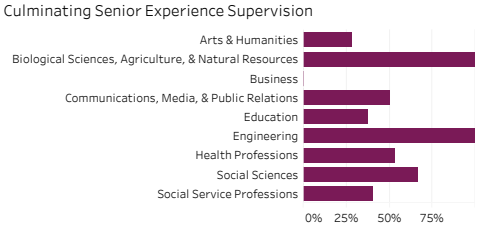
Study Abroad Supervision



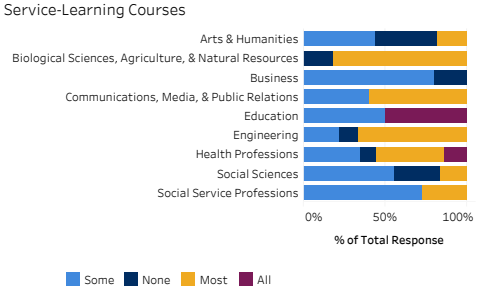
Undergraduate Research Supervision



Culminating Senior Experience Supervision



Service-Learning Courses



Time on Scholarly Activities

Indiana State University

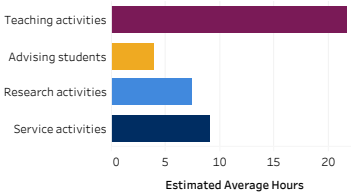
These visuals display results for the approximate time faculty spend on various scholarly activities (#6).

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

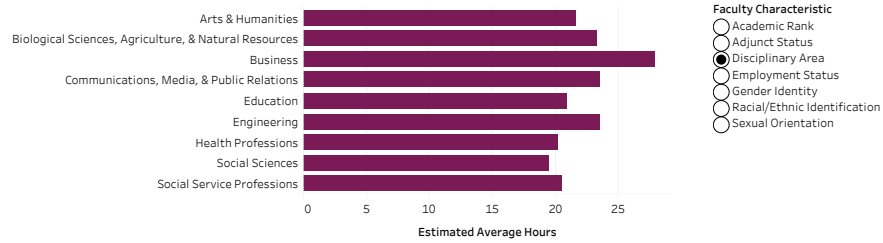
Looking Within Faculty Experiences

	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30 hours
Teaching activities		1.8% 2	4.5% 5	10.9% 12	8.2% 9	21.8% 24	30.9% 34	21.8% 24
Advising students	20.9% 23	47.3% 52	20.9% 23	8.2% 9	0.9% 1	1.8% 2		
Research activities	8.2% 9	35.5% 39	24.5% 27	16.4% 18	4.5% 5	5.5% 6	2.7% 3	2.7% 3
Service activities	4.6% 5	26.6% 29	30.3% 33	13.8% 15	9.2% 10	6.4% 7	6.4% 7	2.8% 3

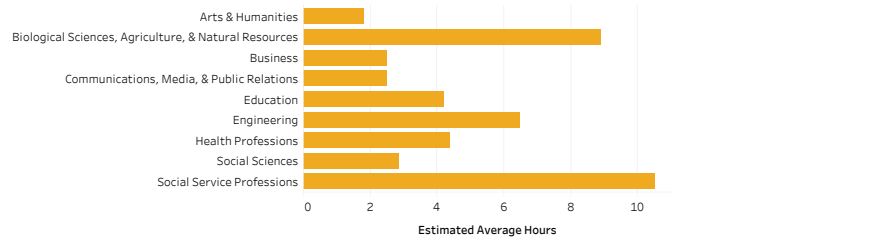


Looking Between Faculty Experiences

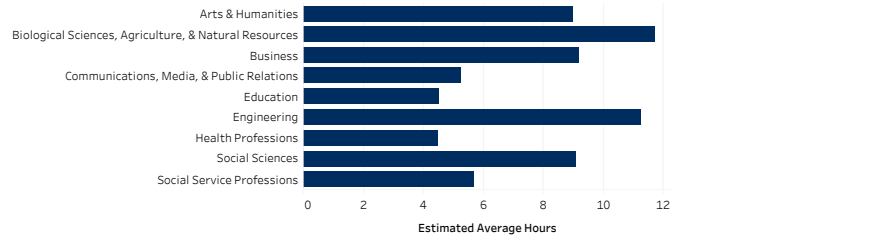
Teaching Activities



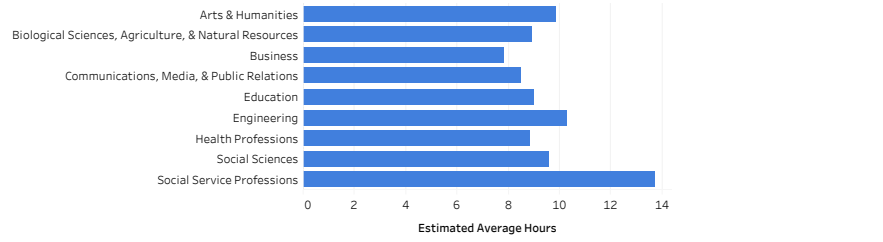
Advising Students



Research Activities



Service Activities



Time on Teaching Activities

Indiana State University

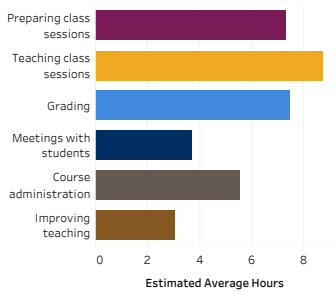
These visuals display results for the approximate amount of time that faculty spend on teaching-related activities (#7)

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

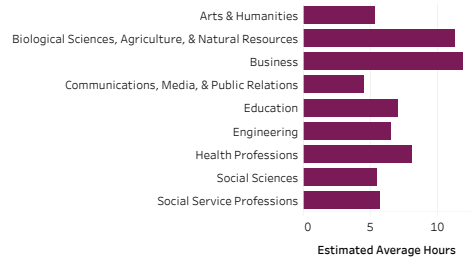
	0	1-4	5-8	9-12	13-16	17-20	More than 20 hours
Course administration		48.2% 53	39.1% 43	6.4% 7	1.8% 2	3.6% 4	0.9% 1
Grading		30.3% 33	35.8% 39	20.2% 22	9.2% 10	1.8% 2	2.8% 3
Improving teaching	16.7% 18	68.5% 74	10.2% 11	2.8% 3		0.9% 1	0.9% 1
Meetings with students	2.8% 3	72.5% 79	19.3% 21	4.6% 5		0.9% 1	
Preparing class sessions		27.3% 30	42.7% 47	19.1% 21	5.5% 6	4.5% 5	0.9% 1
Teaching class sessions	0.9% 1	12.7% 14	37.3% 41	33.6% 37	10.9% 12	3.6% 4	0.9% 1



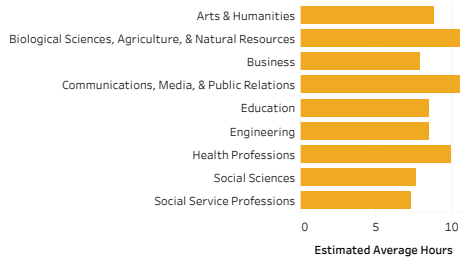
Looking Between Faculty Experiences

Faculty Characteristic
Disciplinary Area

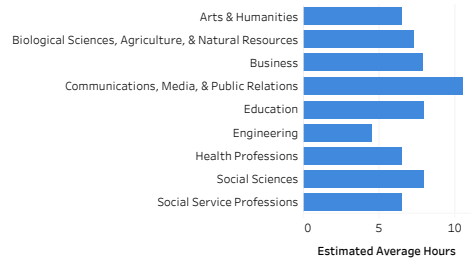
Preparing Class Sessions



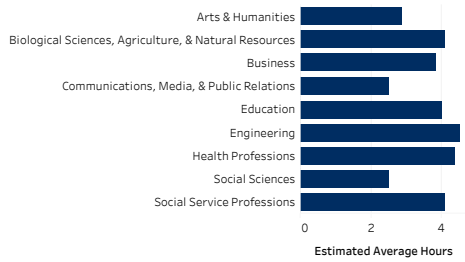
Teaching Class Sessions



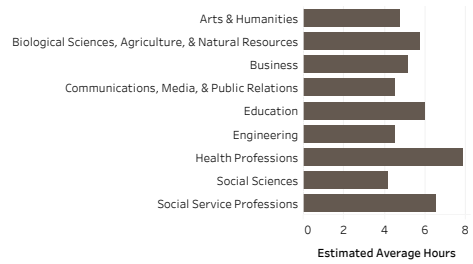
Grading Assignments and Exams



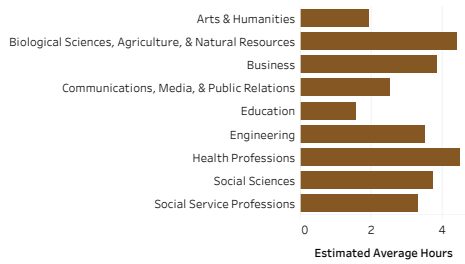
Meeting with Students Outside of Class



Course Administration



Working to Improve Your Teaching



FSSE faculty survey of student engagement

Course Time on Task and Course Goals

Indiana State University

These visuals display results for the percent of class time spent on various activities (#26) and faculty course goals for student learning and development (#31).

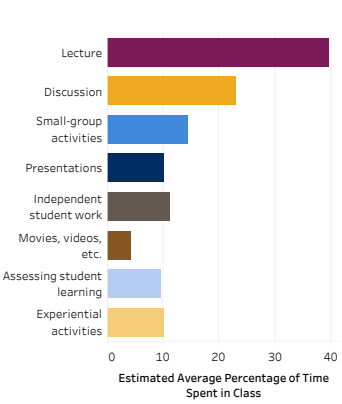
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Looking Within Faculty Experiences

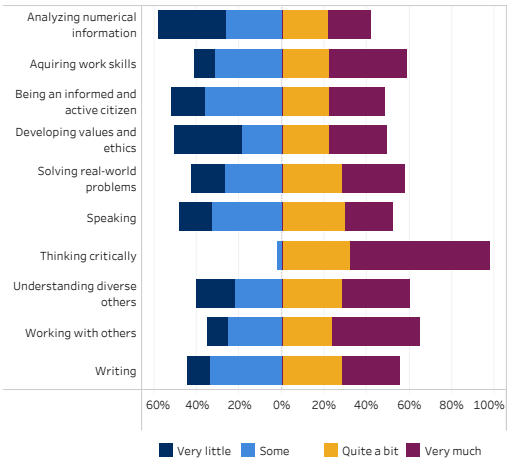
Course Time on Task

	0%	1-9%	10-19%	20-29%	30-39%	40-49%	50-74%	75% or more
Lecture	4.2% 4	9.5% 9	8.4% 8	16.8% 16	13.7% 13	14.7% 14	23.2% 22	9.5% 9
Discussion	2.1% 2	13.7% 13	31.6% 30	27.4% 26	15.8% 15	4.2% 4	3.2% 3	2.1% 2
Small-group activities	18.1% 17	25.5% 24	26.6% 25	19.1% 18	5.3% 5	3.2% 3	2.1% 2	
Presentations	27.7% 26	37.2% 35	21.3% 20	6.4% 6	2.1% 2	4.3% 4		1.1% 1
Independent student work	28.7% 27	33.0% 31	22.3% 21	6.4% 6	4.3% 4	2.1% 2	2.1% 2	1.1% 1
Movies, videos, etc.	46.8% 44	42.6% 40	7.4% 7	1.1% 1	2.1% 2			
Assessing student learning	9.6% 9	59.6% 56	22.3% 21	4.3% 4	2.1% 2		1.1% 1	1.1% 1
Experiential activities	50.0% 47	13.8% 13	18.1% 17	6.4% 6	5.3% 5	3.2% 3	3.2% 3	



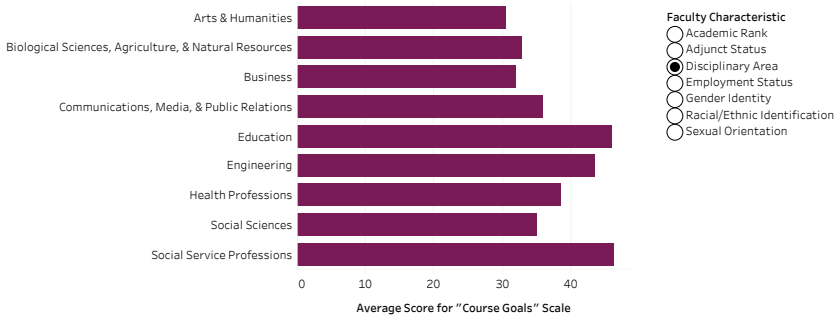
Course Goals

	Very much	Quite a bit	Some	Very little
Writing	27.4% 26	28.4% 27	33.7% 32	10.5% 10
Speaking	22.3% 21	29.8% 28	33.0% 31	14.9% 14
Thinking critically	65.3% 62	32.6% 31	2.1% 2	
Analyzing numerical information	20.0% 19	22.1% 21	26.3% 25	31.6% 30
Aquiring work skills	36.8% 35	22.1% 21	31.6% 30	9.5% 9
Working with others	41.1% 39	24.2% 23	25.3% 24	9.5% 9
Developing values and ethics	27.4% 26	22.1% 21	18.9% 18	31.6% 30
Understanding diverse others	31.6% 30	28.4% 27	22.1% 21	17.9% 17
Solving real-world problems	29.5% 28	28.4% 27	26.3% 25	15.8% 15
Being an informed and active citizen	26.3% 25	22.1% 21	35.8% 34	15.8% 15



Comparing Faculty Experiences

Course Goals



Faculty Characteristic
- Academic Rank
- Adjunct Status
- Disciplinary Area
- Employment Status
- Gender Identity
- Racial/Ethnic Identification
- Sexual Orientation

FSSE faculty survey of student engagement

Identity Demographics and Employment Characteristics

Indiana State University

These visuals display results for respondent identity demographics (#47-#51) and academic characteristics (#13, #38-#46).

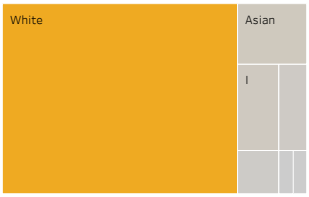
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Identity Demographics

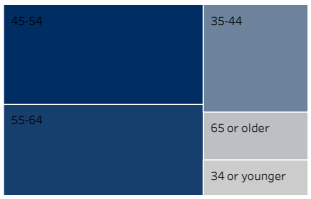
Gender identity

Race/Ethnicity



U.S. citizen

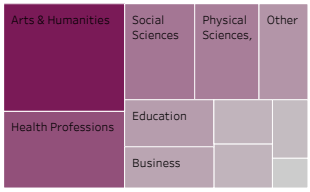
Approximate age



Sexual orientation

Employment Characteristics

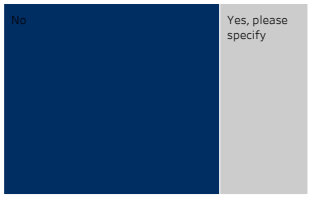
Academic discipline



Employment status

Adjunct status

Administrative position

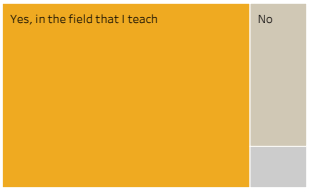


Academic rank

Tenure status

Years of teaching experience

Hold a terminal degree



Currently working towards a degree

Highest degree earned

FSSE faculty survey of student engagement

Course Characteristics and Teaching Load

Indiana State University

For most items on FSSE, faculty are asked to respond based on one particular undergraduate course section they are teaching or have taught during the current school year. These visuals display results for characteristics of respondents' selected course section (#14-#18, #34). Additional displays provide information about teaching load (#9, #35-#37) and respondents' perceptions of how much time students spend on various activities (#22).

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All	All	All	2022

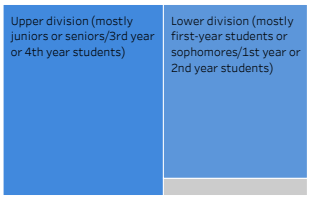
Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

Selected Course Characteristics

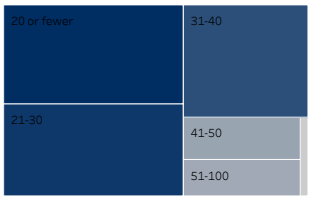
Course same as academic discipline

Course discipline, if different

Course division



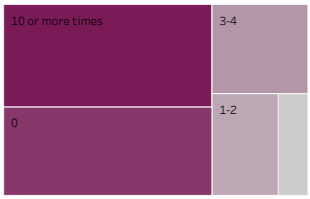
Estimated course size



Fulfills a general education requirement

Course format

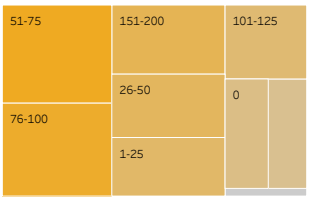
Number of times taught course



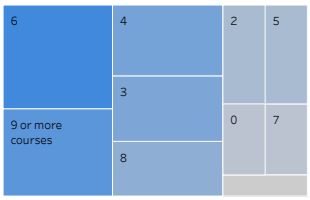
Teaching Load During the Current School Year

Taught an undergraduate course

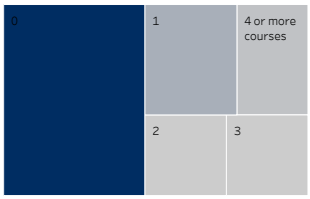
Undergraduates taught



Undergraduates courses taught



Graduate courses taught



FSSE faculty survey of student engagement

Student Time on Task and Additional FSSE Items

Indiana State University

These visuals display results for faculty perceptions of students' time spent on various activites (#22) and additional FSSE items (#1b, #2a, #24a, #29a, #32, #33).

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Administration Year
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

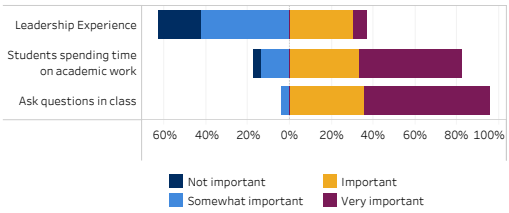
Looking Within Faculty Experiences

Perceived Student Time on Task

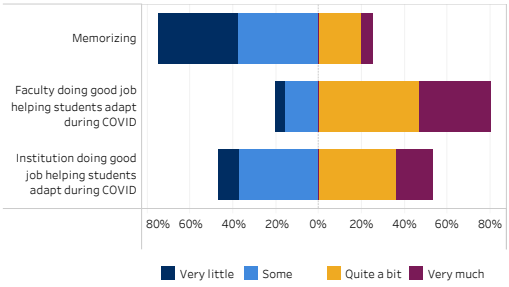
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30 hours
Preparing for class	5.3% 5	60.0% 57	21.1% 20	4.2% 4	6.3% 6	2.1% 2	1.1% 1	
Participating in co-curriculars	3.2% 3	50.5% 47	29.0% 27	8.6% 8	4.3% 4	3.2% 3		1.1% 1
Working on campus	3.2% 3	10.6% 10	14.9% 14	20.2% 19	29.8% 28	10.6% 10	6.4% 6	4.3% 4
Working off campus	8.6% 8	25.8% 24	25.8% 24	22.6% 21	15.1% 14	1.1% 1		1.1% 1
Community service	17.2% 16	76.3% 71	6.5% 6					
Relaxing and socializing		3.2% 3	26.9% 25	25.8% 24	17.2% 16	8.6% 8	6.5% 6	11.8% 11
Caring for dependents	18.3% 17	47.3% 44	18.3% 17	3.2% 3	5.4% 5		2.2% 2	5.4% 5
Communting to campus	8.6% 8	77.4% 72	9.7% 9	2.2% 2	1.1% 1		1.1% 1	

Additional FSSE Items

	Not important	Somewhat important	Important	Very important
Leadership Experience	20.0% 22	42.7% 47	30.9% 34	6.4% 7
Students spending time on academic..	3.6% 4	13.6% 15	33.6% 37	49.1% 54
Ask questions in class		4.2% 4	35.8% 34	60.0% 57



	Very little	Some	Quite a bit	Very much
Memorizing	36.8% 35	37.9% 36	20.0% 19	5.3% 5
Faculty doing good job helping students adapt during COVID	4.3% 4	16.0% 15	46.8% 44	33.0% 31
Institution doing good job helping students adapt during COVID	9.6% 9	37.2% 35	36.2% 34	17.0% 16



FSSE faculty survey of student engagement

Topical Modules

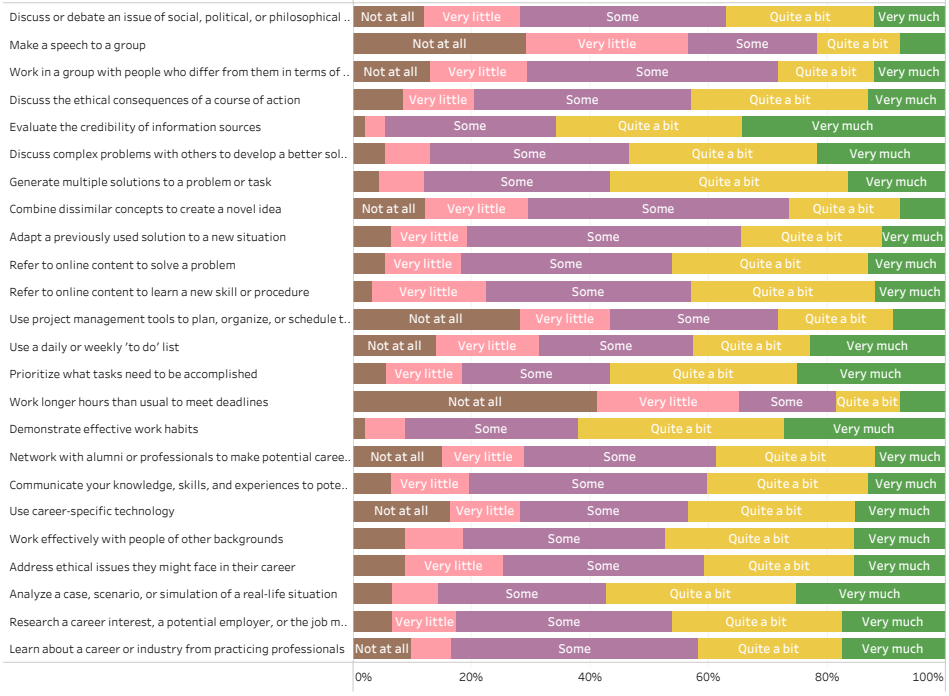
Indiana State University

Select Your Topical Module:
Transferable Skills, Career, and Workforce Development

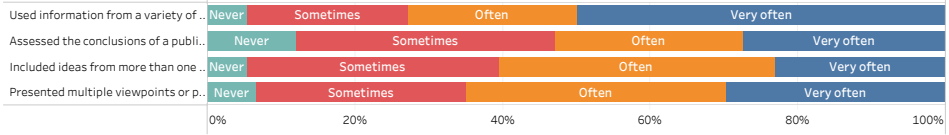
Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All

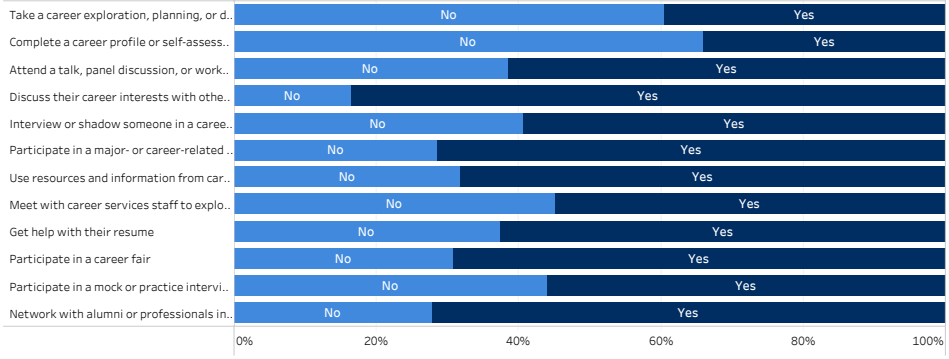
During the current school year, whether course-related or not, to what extent have you encouraged students you teach or advise to do the following?



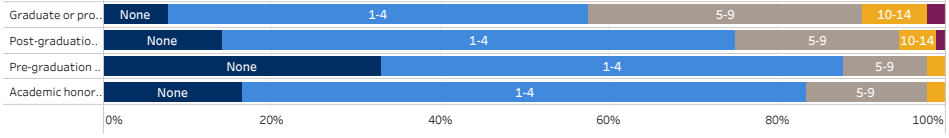
During the current school year, whether course-related or not, about how often have students you teach or advise written something (paper, report, article, etc.) that:



During the current school year, whether course-related or not, have you encouraged students you teach or advise to do the following?



During a typical school year, how many letters of recommendation of the following types do you write for undergraduate students?

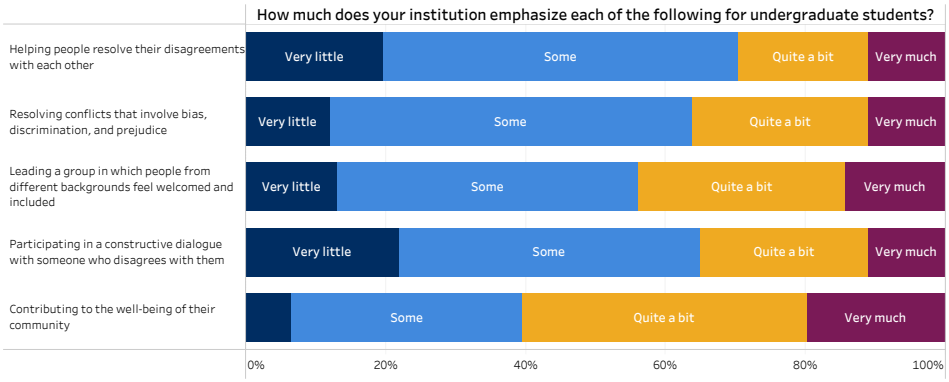
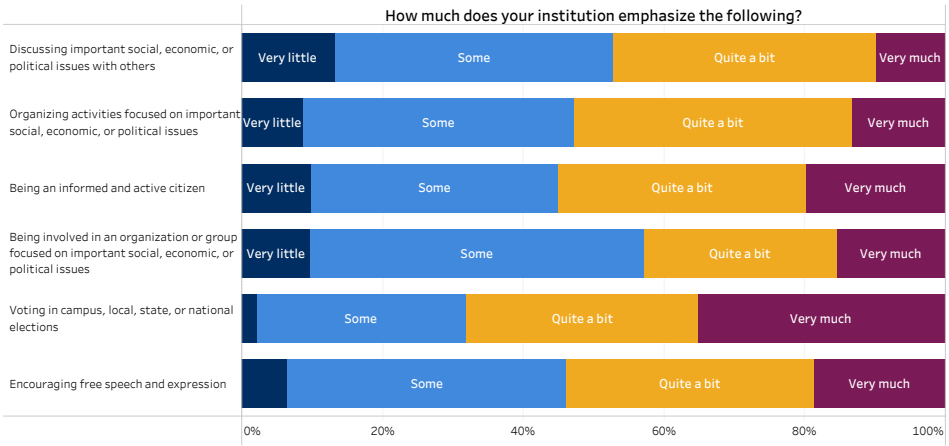
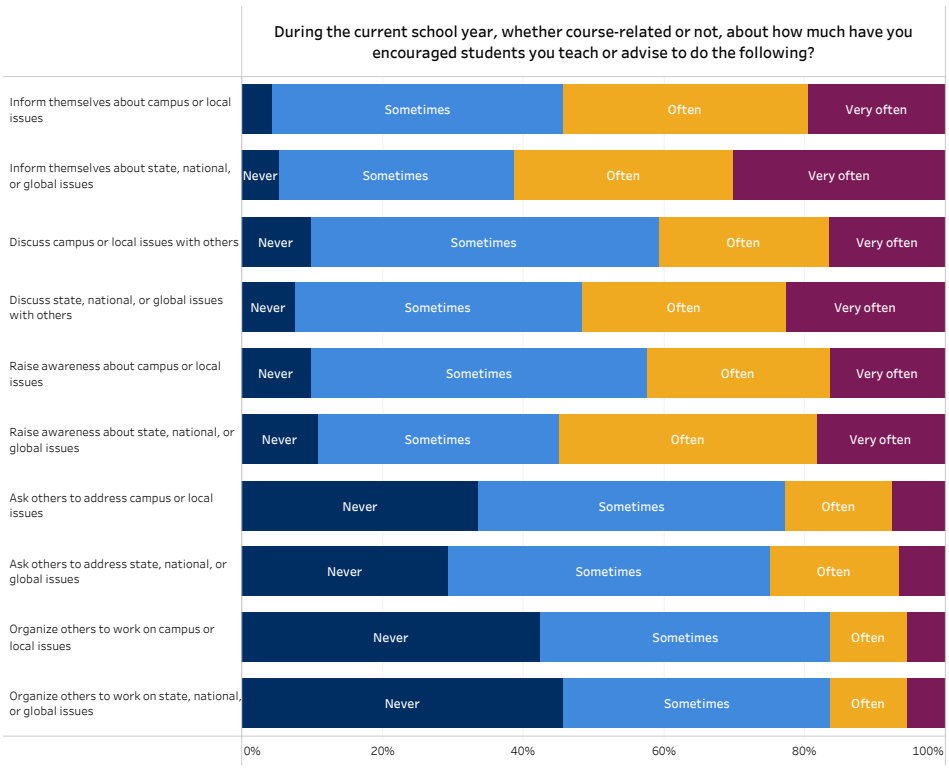


FSSE faculty survey of student engagement

Topical Modules

Indiana State University

Select Your Topical Module:
Civic Engagement

Disciplinary Area	Racial/Ethnic Identity	Employment Status	Sexual Orientation	Format MY	Adminyear
All	All	All	All	All	2022

Gender Identity	Adjunct Status	Academic Rank	Course Division	General Education Course
All	All	All	All	All