

NSSE Faculty and Student Survey Results Compared
Executive Summary
Office of Institutional Research

In spring 2002, random samples of Ohio University Athens campus freshmen and seniors were given the National Survey of Student Engagement (NSSE). This instrument asks students to report, on continuous scales, the frequency in which they engage in activities in the classroom, with faculty, and with other students.

In fall 2002, instructors of undergraduate sections were given the Ohio University NSSE Faculty survey. This was a locally-developed instrument designed to complement the NSSE student instrument. It asks faculty to report, on continuous scales, the frequency in which they provide opportunities for students to engage in activities in the classroom, with faculty, and with students. The questionnaire also asks faculty to report, on continuous scales, the importance they place on each of these areas.

Results from the NSSE student survey and the NSSE faculty survey were compared to identify similarities and differences in engagement practices. The attached tables and charts present these comparisons. Bar graphs and scatter plots are presented.

The scatter plots show the freshman NSSE results compared with the faculty frequency results. Correlation coefficients are presented. The correlation between freshman and faculty frequency of engagement in “classroom activities” questions was 0.61. The correlation between freshman and faculty “engagement with faculty” questions was 0.88. The correlation for “engagement with students” questions was 0.90. The correlation for “mental activities questions” was -0.42. These results suggest agreement between the freshman and faculty; i.e., they were similar in rating items in greater and lesser frequency. However, in the mental activities questions, “memorizing” was the one item that produced the negative correlation. Freshmen indicated that this mental activity was emphasized more than faculty did.

The bar graphs show freshman and senior responses and faculty importance and frequency responses together. In nearly all items, faculty placed greater importance on engagement activities than they provided opportunities for students. In nearly all items, seniors indicated that they engaged in these activities more frequently than freshmen did.

The bar graphs also provide an opportunity to compare frequency with which faculty provided opportunities for student engagement and the frequency with which freshmen reported they participate in student engagement. In nearly all items, faculty reported that they provided opportunities for engagement than the freshmen themselves did. The exception to this is “engagement with students” items, in which freshmen (and seniors) reported greater frequency than faculty provided. Also, in the “mental activities” items, freshmen reported greater frequency of “memorizing” in their coursework than faculty reported requiring in their undergraduate courses.

Comparing senior frequency with faculty frequency reveals mixed results. In many items, seniors reported greater frequency in engagement activities than faculty reported providing opportunities. For example, seniors reported preparing multiple drafts of papers and using electronic media to complete assignments more frequently than faculty reported that they provided opportunities for these activities.