



*Office of Institutional Research and Effectiveness*

**Faculty Survey of Student Engagement (FSSE)  
2013 Executive Summary**

**Introduction:** During the spring 2013 semester, faculty who teach undergraduate students at Mississippi State University (MSU) were asked to participate in the Faculty Survey of Student Engagement (FSSE). The FSSE survey was created to be a complementary survey to the National Survey of Student Engagement (NSSE). The FSSE survey findings provide the perceptions of how often MSU students engage in different activities, the importance faculty place on various areas of learning and development, the nature and frequency of faculty student interactions, and how faculty members organize their time in and out of the classroom. The FSSE survey findings also provide comparative of MSU's colleges including Meridian faculty respondents. The FSSE survey results do not provide a national comparison of mean scores due to a variation of sample populations from participating institutions.

**Methodology:** Survey participants were determined as being faculty who taught at least one undergraduate course in fall 2012; eliminating credentialed non-faculty who taught during the same semester. The eligible participant population resulted in 873 faculty. Of those, 368 responded which was an overall response rate of 42%; compared to the same response rate as the previous year. Survey results were based on the number of faculty who responded "yes" to the survey question, "*During the current school year, have you taught an undergraduate course?*" narrowing the number of respondents to 331. Previous survey results excluded the College of Veterinary Medicine due to low participation. However, the 2013 FSSE results are inclusive of all 331 respondents with colleges being identified as the following: College of Arts & Sciences; College of Business; College of Arch. Art, & Design; College of Education; Div. of Ag, Forestry, & Vet Med (includes College of Agriculture & Life Sciences, Forest Resources, and Veterinary Medicine); and Meridian campus.

The survey was deployed electronically by email invitation on four separate occasions. The initial invitation was sent on April 1, 2013, with two reminders following on April 10 and 17; and a final reminder on April 23, 2013. The initial invitation resulted in the largest percentage of participants at 21%. FSSE survey data collection concluded on June 1, with an overall 42% response rate.

Starting with FSSE 2013, a redesigned survey instrument was used to collect data. Forty-seven questions have been grouped within ten *Engagement Indicators*. The indicators are organized within four *Engagement Themes* adapted from the former Benchmarks of Effective Educational Practice. Six additional questions entitled *High Impact Practices* are also included. These High Impact Practices' questions were the former Benchmarks of Effective Educational Practice within Enriching Educational Experiences (four questions), Active and Collaborative Learning (one question), and Student Faculty Interaction (one question). The redesigned FSSE survey was launched to compliment the also redesigned NSSE survey which was administered in spring 2013.

Results are divided into the following four Engagement Themes and arranged by the appropriate Engagement Indicator, with High Impact Practices reported separately:

- Academic Challenge (FSSE Benchmark 2012 and prior: Level of Academic Challenge)
  - Higher Order Learning
  - Reflective and Integrative Learning
  - Learning Strategies
  - Quantitative Reasoning
  
- Learning with Peers (FSSE Benchmark 2012 and prior: Active and Collaborative Learning)
  - Collaborative Learning
  - Discussions with Diverse Others
  
- Experiences with Faculty (FSSE Benchmark 2012 and prior: Student-Faculty Interaction)
  - Student-Faculty Interactions
  - Effective Teaching Practices
  
- Campus Environment (FSSE Benchmark 2012 and prior: Supportive Campus Environment)
  - Quality of Interactions
  - Supportive Environment.

The summary table of comparison provides results by college and MSU Overall for the forty-seven Engagement indicator questions and the High Impact Practices questions. Five of the six High Impact practices are reported in percentages rather than mean score because they are not considered ordinal or scale, but rather they are nominal. The mean scores reported are on a 1 to 4 scale except when noted. The gray area of the summary table compares statistical responses by college. For each question, the college with the highest mean or frequency response is indicated in **maroon bold**. Overall results are also provided in the data table for 2013, 2012, and 2011. Please note, mean score comparisons of the 2013 MSU FSSE Overall vary greatly from those reported in previous years. The FSSE 2013 survey questions were modified ranging from no change/minimal change to major change. Results reported for 2013 that did not have a comparable survey question in previous years, are noted with “N/A” in the 2012 and 2011 response year.

Although the 2013 FSSE survey results are not provided with a national comparison, an overview of FSSE participants can be found at: [http://nsse.iub.edu/2013\\_Institutional\\_Report/pdf/FSSE\\_2013\\_Overview.pdf](http://nsse.iub.edu/2013_Institutional_Report/pdf/FSSE_2013_Overview.pdf).

**Mississippi State University  
2013 Statistical Comparisons by College and MSU Overall**

	College of Arts & Sciences	College of Business	College of Arch., Art, & Design	College of Education	College of Engineering	Div. Ag, Forestry, & Vet Med	Meridian Campus	2013 MSU FSSE Overall	2012 MSU FSSE Overall	2011 MSU FSSE Overall
<b>Engagement Indicators</b>										
<i>Theme: Academic Challenge (FSSE Benchmark 2012 and prior: Level of Academic Challenge)</i>										
<b>HIGHER-ORDER LEARNING</b>										
	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
<b>In your selected course section, how much does the coursework emphasize the following?</b>										
Applying facts, theories, or methods to practical problems or new situations	3.20	<b>3.62</b>	3.60	3.52	3.49	3.15	3.50	3.34	2.56	2.52
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3.30	3.20	3.60	3.33	3.05	2.95	<b>3.64</b>	3.24	2.64	2.73
Evaluating a point of view, decision, or information source	2.91	2.79	2.86	2.90	2.18	2.45	<b>3.57</b>	2.77	2.41	2.37
Forming a new idea or understanding from various pieces of information	3.16	3.05	3.50	3.20	2.67	2.69	<b>3.57</b>	3.06	2.46	2.54
<b>REFLECTIVE AND INTEGRATIVE LEARNING</b>										
<b>In your selected course section, how important is it to you that the typical student do the following?</b>										
Combine ideas from different courses when completing assignments	2.97	3.10	<b>3.60</b>	3.29	3.10	3.22	3.59	3.14	2.34	2.32
Connect his or her learning to societal problems or issues	2.93	2.38	2.87	3.13	2.46	3.10	<b>3.65</b>	2.91	N/A	N/A
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	2.82	2.00	2.73	3.06	1.63	2.56	<b>3.59</b>	2.63	2.07	2.04
Examine the strengths and weaknesses of his or her own views on a topic or issue	3.17	2.65	3.50	3.47	2.36	2.95	<b>3.59</b>	3.06	2.16	2.16
Try to better understand someone else's views by imagining how an issue looks from his or her perspective	3.06	2.47	3.21	3.37	1.92	2.67	<b>3.59</b>	2.88	2.15	2.18
Learn something that changes the way he or she understands an issue or concept	3.47	3.25	3.64	3.50	2.92	3.28	<b>3.71</b>	3.38	2.48	2.51
Connect ideas from your course to his or her prior experiences and knowledge	3.40	3.20	3.71	3.72	3.41	3.48	<b>3.82</b>	3.47	N/A	N/A

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<u>LEARNING STRATEGIES</u>	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
<b>In your selected course section, how much do you encourage students to do the following?</b>										
Identify key information from reading assignments	2.95	2.90	2.79	3.10	2.39	2.80	<b>3.36</b>	2.88	N/A	N/A
Review notes after class	2.86	<b>3.19</b>	2.21	2.80	2.68	3.05	3.07	2.86	N/A	N/A
Summarize what has been learned from class or from course materials	2.91	2.83	2.57	2.94	2.57	3.07	<b>3.46</b>	2.90	N/A	N/A
<u>QUANTITATIVE REASONING</u>										
<b>In your selected course section, how important is it to you that the typical student do the following?</b>										
Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	2.53	2.95	2.36	2.81	<b>3.33</b>	2.84	3.19	2.78	N/A	N/A
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	2.25	2.81	2.36	2.78	<b>2.97</b>	2.81	2.82	2.57	N/A	N/A
Evaluate what others have concluded from numerical information	2.29	2.67	2.40	2.66	2.69	2.66	<b>2.71</b>	2.50	N/A	N/A
<i>Theme: Learning with Peers (FSSE Benchmark 2012 and prior: Active and Collaborative Learning)</i>										
<u>COLLABORATIVE LEARNING</u>										
<b>In your selected course section, how much do you encourage students to do the following?</b>										
Ask other students for help understanding course material	2.75	2.52	<b>3.21</b>	2.77	2.74	2.88	2.50	2.76	N/A	N/A
Explain course material to other students	2.68	2.43	<b>3.07</b>	2.94	2.47	2.78	2.57	2.69	1.77	1.78
Prepare for exams by discussing or working through course material with other students	2.78	2.56	2.50	<b>2.87</b>	2.55	2.85	2.71	2.74	N/A	N/A
Work with other students on course projects or assignments*	2.48	2.90	2.43	<b>3.16</b>	2.75	2.61	2.57	2.65	2.42 & 2.57	2.31 & 2.49
<u>DISCUSSIONS WITH DIVERSE OTHERS</u>										
<b>In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?</b>										
People of a race or ethnicity other than their own	2.74	2.43	2.43	2.97	2.13	2.15	<b>3.36</b>	2.59	2.26	2.27
People from an economic background other than their own**	2.72	2.48	2.43	2.81	2.08	2.26	<b>3.36</b>	2.58	2.13	2.09
People with religious beliefs other than their own**	2.17	2.10	1.93	2.33	1.84	1.82	<b>2.93</b>	2.11	2.13	2.09
People with political views other than their own**	2.43	2.14	2.00	2.60	1.92	2.00	<b>3.07</b>	2.31	2.13	2.09

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<i>Theme: Experiences with Faculty (FSSE Benchmark 2012 and prior: Student-Faculty Interaction)</i>										
<b>STUDENT-FACULTY INTERACTION</b>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?										
Talked about their career plans	2.77	3.05	<b>3.38</b>	3.18	2.81	3.09	3.29	2.95	2.51	2.46
Worked on activities other than coursework (committees, student groups, etc.)	2.11	1.95	2.69	2.30	2.26	<b>2.79</b>	2.41	2.29	1.90	1.84
Discussed course topics, ideas, or concepts outside of class	2.55	2.64	2.94	2.76	2.69	2.81	<b>3.00</b>	2.68	2.11	2.11
Discussed their academic performance	2.87	2.86	3.00	<b>3.30</b>	2.51	2.81	3.06	2.88	N/A	N/A
<b>EFFECTIVE TEACHING PRACTICES</b>										
In your undergraduate courses, to what extent do you do the following?										
Clearly explain course goals and requirements	3.59	3.59	3.27	3.70	3.45	3.51	<b>3.71</b>	3.56	N/A	N/A
Teach course sessions in an organized way	3.78	3.77	3.20	<b>3.85</b>	3.67	3.51	3.59	3.69	N/A	N/A
Use examples or illustrations to explain difficult points	3.78	<b>3.82</b>	3.60	3.73	3.57	3.60	3.76	3.71	N/A	N/A
Provide feedback to students on a draft or work in progress	2.90	2.59	<b>3.73</b>	3.27	2.44	2.88	3.65	2.94	N/A	N/A
Provide prompt and detailed feedback on tests or completed assignments	3.54	<b>3.81</b>	2.87	3.55	3.21	3.33	3.71	3.46	3.23	3.18

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<i>Theme: Campus Environment (FSSE Benchmark 2012 and prior: Supportive Campus Environment)</i>										
<b>QUALITY OF INTERACTIONS</b>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
Indicate your perception of the quality of student interactions with the following people at your institution.										
Other students	5.05	5.48	5.38	5.48	5.37	4.93	<b>5.53</b>	5.20	5.66	5.63
Academic advisors	4.28	4.41	4.31	4.27	4.37	4.64	<b>5.44</b>	4.42	N/A	N/A
Faculty	4.36	4.27	4.94	4.67	4.88	4.70	<b>5.88</b>	4.63	5.28	5.32
Student services staff (career services, student activities, housing, etc.)	4.06	4.43	4.00	4.36	4.08	4.43	<b>5.24</b>	4.24	N/A	N/A
Other administrative staff and offices (registrar, financial aid, etc.)	3.91	4.24	3.94	4.00	4.08	4.19	<b>5.06</b>	4.08	4.66	4.66
<b>SUPPORTIVE ENVIRONMENT</b>										
How important is it to you that your institution increase its emphasis on each of the following?										
Providing support to help students succeed academically	<b>3.45</b>	3.32	3.19	3.44	3.17	3.42	3.29	3.37	2.88	2.95
Students using learning support services (tutoring services, writing center, etc.)	3.30	2.95	3.06	<b>3.36</b>	2.90	3.12	3.25	3.18	N/A	N/A
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	3.19	2.73	<b>3.31</b>	3.15	2.67	2.98	<b>3.31</b>	3.06	2.46	2.51
Providing opportunities for students to be involved socially	2.36	2.18	2.31	2.64	2.31	2.63	<b>3.00</b>	2.44	2.46	2.41
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	3.10	2.68	2.88	3.09	2.76	2.95	<b>3.25</b>	3.00	N/A	N/A
Helping students manage their non-academic responsibilities (work, family, etc.)	2.62	2.45	2.69	2.85	2.29	2.67	<b>3.00</b>	2.62	2.23	2.20
Students attending campus activities and events (performing arts, athletic events, etc.)	2.38	2.45	2.63	2.48	2.21	2.50	<b>2.65</b>	2.42	2.87	2.80
Students attending events that address important social, economic, or political issues	2.79	2.67	<b>3.00</b>	2.79	2.29	2.79	2.76	2.72	N/A	N/A

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<b>High Impact Practices</b>	%	%	%	%	%	%	%	%	%	%
<b>Internship: Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>										
Participate in an internship, co-op, field experience, student teaching, or clinical placement	62.70	86.36	93.75	90.63	76.19	97.67	<b>100.00</b>	78.18	80.97	79.61
<b>Learning Community: Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>										
Participate in a learning community or some other formal program where groups of students take two or more classes together	33.60	31.82	46.66	<b>53.13</b>	38.09	42.86	52.94	39.32	41.03	38.49
<b>Study Abroad: Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>										
Participate in a study abroad program	36.00	36.37	<b>68.75</b>	15.63	30.95	37.21	17.65	34.01	38.18	35.86
<b>Undergraduate Research: Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>										
Work with a faculty member on a research project	60.80	42.85	37.50	32.25	66.66	48.84	<b>70.59</b>	54.92	57.45	58.55
<b>Culminating Seniore Experience: Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:</b>										
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	78.05	81.82	87.50	84.38	<b>97.62</b>	83.72	88.24	83.73	82.32	82.57
<b>Service-Learning:</b>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>	<i>Mean</i>
About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	1.35	1.29	1.75	<b>1.97</b>	1.43	1.67	1.94	1.53	1.67	1.59

\* The 2013 survey question was previously two survey questions in 2012 and prior.

\*\* The 2013 survey questions were previously listed as one question in 2012 and prior.