Fall 2012

What Students Expect from Faculty and What Faculty Can Expect from Students: Some Findings from the National Survey of Student Engagement (NSSE) and Student Satisfaction Inventory (SSI)

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What Students Expect from Faculty and What Faculty Can Expect From Students: Some Findings from the National Survey of Student Engagement (NSSE) and Student Satisfaction Inventory (SSI)

New Faculty Orientation: Fall 2012

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What do students expect from faculty?

Results from the 2012 Student Satisfaction Inventory (SSI) administered electronically, April-May 2012, to all undergraduate, degree-seeking students (n=1,200)
<table>
<thead>
<tr>
<th>Statement</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the courses within my major is valuable.</td>
<td>6.63</td>
</tr>
<tr>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>6.62</td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.61</td>
</tr>
<tr>
<td>The instruction in my major field is excellent.</td>
<td>6.6</td>
</tr>
<tr>
<td>I am able to experience intellectual growth here.</td>
<td>6.5</td>
</tr>
</tbody>
</table>

*Scale: 1= Not Very Important to 7=Very Important*
What's Important to Students?

- There is a good variety of courses provided on this campus.
  - Score: 6.48

- Faculty are fair and unbiased in their treatment of individual students.
  - Score: 6.44

- Faculty provide timely feedback about student progress in a course.
  - Score: 6.44

- There is a commitment to academic excellence on this campus.
  - Score: 6.4

- Faculty are usually available after class and during office hours.
  - Score: 6.34

*Scale: 1 = Not Very Important and 7 = Very Important*
Graduate teaching assistants are competent as classroom instructors. 6.29

Adjunct faculty are competent as classroom instructors. 6.28

Faculty take into consideration student differences as they teach a course. 6.14

Scale: 1 = Not Very Important and 7 = Very Important
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The content of the courses within my major is valuable.</td>
<td>6.63</td>
<td></td>
</tr>
<tr>
<td>Nearly all of the faculty are knowledgeable in their field.</td>
<td>6.62</td>
<td>5.77</td>
</tr>
<tr>
<td>The quality of instruction I receive in most of my classes is excellent.</td>
<td>6.61</td>
<td>5.37</td>
</tr>
<tr>
<td>The instruction in my major field is excellent.</td>
<td>6.6</td>
<td>5.35</td>
</tr>
<tr>
<td>I am able to experience intellectual growth here.</td>
<td>6.5</td>
<td>5.64</td>
</tr>
</tbody>
</table>

Scale: 1 = Not Very Important to 7 = Very Important and 1 = Not Very Satisfied to 7 = Very Satisfied
How Satisfied are Students?

- There is a good variety of courses provided on this campus.
  - Importance: 6.48
  - Satisfaction: 5.63

- Faculty are fair and unbiased in their treatment of individual students.
  - Importance: 6.44
  - Satisfaction: 5.34

- Faculty provide timely feedback about student progress in a course.
  - Importance: 6.44
  - Satisfaction: 5.08

- There is a commitment to academic excellence on this campus.
  - Importance: 6.4
  - Satisfaction: 5.44

- Faculty are usually available after class and during office hours.
  - Importance: 6.34
  - Satisfaction: 5.74

Scale: 1= Not Very Important to 7=Very Important and 1=Not Very Satisfied to 7=Very Satisfied
Graduate teaching assistants are competent as classroom instructors.

- 6.29
- 5.24

Adjunct faculty are competent as classroom instructors.

- 6.28
- 5.41

Faculty take into consideration student differences as they teach a course.

- 6.14
- 5.02

Scale: 1= Not Very Important to 7=Very Important and 1=Not Very Satisfied to 7=Very Satisfied
Results from the 2011 National Survey of Student Engagement conducted electronically, April 2011. A survey of first-year and senior degree-seeking students (n= 1,045)
Almost 2/3 have “Asked questions in class or contributed to class discussions”
Almost half have “Made a class presentation”
Students work almost equally “during class” and “outside of class” with other students on projects.
Students tend to write shorter papers (less than 5 pages) than longer papers (more than 20 pages)

- None: 3%
- One to four: 29% 30%
- Five to ten: 30%
- Eleven to twenty: 1% 20%
- More than twenty: 1% 17%

Legend:
- Green: More than 20 pages
- Yellow: Less than 5 pages
Half of the students used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment.
Students read more assigned books than books for enjoyment

- None: 1% assigned, 22% for enjoyment
- One to four: 23% assigned, 51% for enjoyment
- Five to ten: 38% assigned, 14% for enjoyment
- Eleven to twenty: 26% assigned, 7% for enjoyment
- More than twenty: 12% assigned, 7% for enjoyment

Chart showing the percentage of students who read assigned and for enjoyment books in different ranges.
Students spend more time preparing for class than participating in co-curriculars

<table>
<thead>
<tr>
<th>Hours per Week</th>
<th>Academics</th>
<th>Co-curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero</td>
<td>0%</td>
<td>58%</td>
</tr>
<tr>
<td>One to five</td>
<td>16%</td>
<td>21%</td>
</tr>
<tr>
<td>Six to ten</td>
<td>8%</td>
<td>23%</td>
</tr>
<tr>
<td>Eleven to fifteen</td>
<td>4%</td>
<td>21%</td>
</tr>
<tr>
<td>Sixteen to twenty</td>
<td>16%</td>
<td>4%</td>
</tr>
<tr>
<td>Twenty-one to twenty-five</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>Twenty-six</td>
<td>5%</td>
<td>1%</td>
</tr>
<tr>
<td>More than thirty</td>
<td>7%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Learning To Improve, 2010-2012

- Phase I: 543 universities (2010)
- Phase II: 64 universities (2011)
- Phase III: 8 universities site visits (2012)
Benchmark Scales

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment
Modeling and Recognizing Institutional Values

- Data-driven decision making
- Evidence of student development
- Student learning and success
Culture of Innovation

- Centers for Excellence
- Faculty feel free to experiment
- Students encouraged to be innovative
Youth of Institution

- Fosters change
- Desire to expand and grow
- Prove themselves
Unwavering Commitment to Students and Community

- Positive restlessness
- Access, Progress, Success
- Regional Summit
Collaborative Approach to Student Success

- Second Mile
- Sharing of data
- Promoting change
Peer Support

- Learning Communities
- Peer Mentors
- Engage students
“We measure not to prove, but to improve”

Thank you!

Need more data? Check out our webpage, http://www.wright.edu/administration/institutionalresearch/