# FSSE 2014 Snapshot



## **Howard University**

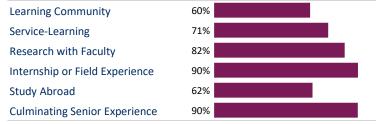
## A Summary of Faculty Results

Student engagement 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 2014 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the Frequencies and FSSE-NSSE Combined reports.

### **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 compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarizes faculty participation in three selected High-Impact Practices in a typical week.

#### Faculty Values for High-Impact Practice Participation



Note: Percentage of faculty responding "Very important" or "Important"

#### **Faculty Participation in High-Impact Practices**

Research with Faculty <sup>a</sup>	54%
Internship or Field Experience <sup>a</sup>	38%
Service-Learning <sup>b</sup>	57%

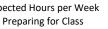
a. Percentage of faculty responding "Yes" to participation b. Percentage of faculty responding that at least "Some" of their courses include a

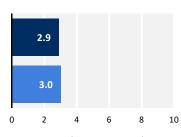
service-learning component

## **Time Spent Preparing for Class** These figures report the average weekly

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



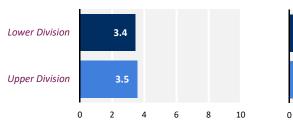


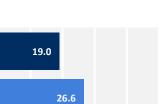


Perceived Hours per Week Preparing for Class

### **Reading and Writing**

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





10 20 30 40 50 Average Pages of Assigned

Note: The number of pages of assigned writing is an estimate

Expected Average Hours per Week

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calculated from three separate survey questions.

on Course Reading

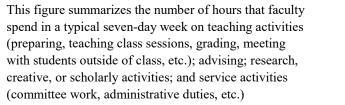
Writing

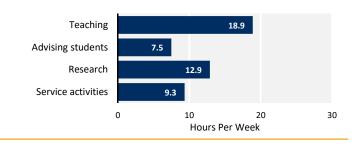
# **FSSE** faculty survey of student engagement

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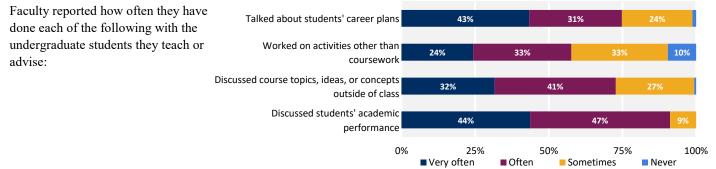
## **Howard University**

### **Time Allocation**





#### **Student-Faculty Interaction**



#### **Supportive Environment**

Faculty reported how important it was to them that your institution *increase* its emphasis on each of the following:

Faculty Values (Sorted highest to lowest)	Percentage of Faculty Responding "Very Important" or "Important"	
Providing support to help students succeed academically	98%	
Students spending significant amounts of time studying and on academic work	94%	
Students using learning support services (tutoring services, writing center, etc.)	92%	
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	88%	
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	80%	
Students attending events that address important social, economic, or political issues	79%	
Helping students manage their non-academic responsibilities (work, family, etc.)	72%	
Providing opportunities for students to be involved socially	65%	
Students attending campus activities and events (performing arts, athletic events, etc.)	61%	

## **Administration Details**

Class Level	Lower Division	Upper Division	Other	Missing
Count	61	98	11	9
Percentage	34%	55%	6%	5%

See your Administration Summary and Respondent Profile reports for more information.

## What is FSSE?

### **Additional Questions**

Your institution administered the following additional question set(s): Academic Advising

Refer to your FSSE 2014 Topical Module report(s) for results.

IPEDS: 131520

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of fouryear 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 in 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: <u>fsse.indiana.edu</u>