

The Faculty Survey of Student Engagement (FSSE) complements the National Survey of Student Engagement (NSSE). FSSE (pronounced “fessie”) measures faculty members’ expectations of student engagement in educational practices that are empirically linked with high levels of learning and development. The survey also collects information about how faculty members spend their time on professorial activities, such as teaching and scholarship, and what kinds of learning experiences their institutions emphasize.

FSSE results can be used to identify areas of institutional strength, as well as aspects of the undergraduate experience that may warrant attention. The information can be a catalyst for productive discussions related to teaching, learning, and the quality of students’ experiences.

This overview provides general information about the institutions and faculty members that participated in this year’s FSSE administration, and highlights ways institutions can use their results. In the first section, we compare the characteristics of FSSE-participating institutions to those of NSSE-participating institutions and the U.S. profile of bachelor’s-granting institutions. We also compare the characteristics of FSSE respondents to those of faculty members at U.S. bachelor’s-granting institutions and provide general information about response rates. In the second section, we provide guidelines for using and interpreting FSSE results, and highlight resources for analyzing and presenting FSSE findings. Resources intended to help with the use of FSSE data are also on the FSSE website. fsse.indiana.edu

FSSE 2022 Institutions and Respondents

In the 2022 administration of FSSE, 7,805 faculty members responded from 90 bachelor’s-granting colleges and universities in the United States. All participating institutions select their own faculty samples. Faculty members were sent email invitations asking them to respond to the online survey.

Nearly all FSSE institutions (87) also administered NSSE to their students in 2022; the remainder administered NSSE in previous years. Having recent data from NSSE allows participating institutions to examine how faculty members and students respond to similar questions.

Institutions could choose to add Topical Modules and consortium items to the end of the core FSSE instrument. The module Inclusiveness and Engagement with Cultural Diversity was appended by 36 institutions, Academic Advising by 34 institutions, and Development of Transferable Skills by 23 institutions. Fewer institutions appended Experiences with Writing (6), Teaching Professional Development (16), Scholarship of Teaching and Learning (13), Civic Engagement (4) or consortium questions (4). Institutions could append up to two modules or a module and a set of consortium questions.

Tables 1 through 3 on the following pages provide more information about the participating institutions and faculty members who responded to the survey in the US.

Profile of FSSE 2022 Institutions

FSSE 2022 institutions were similar in many ways to the profile of U.S. bachelor’s-granting colleges and universities, while differing in a few respects (Table 1). Although slight differences exist between these profiles, the distribution of institutions reflects a wide range of U.S. institutions, which helps ensure that FSSE results represent a broad cross-section of U.S. faculty members.



Cal State Polytechnic University Pomona

Table 1**Profile of FSSE and NSSE 2022 U.S. Institutions and All U.S. Bachelor's-Granting Institutions**

Institution Characteristics	FSSE 2022 (%)	NSSE 2022 (%)	U.S. (%)
Carnegie Basic Classification			
Doctoral Universities (Very high research activity)	5	6	8
Doctoral Universities (High research activity)	13	8	8
Doctoral/Professional Universities	13	11	9
Master's Colleges and Universities (Larger programs)	26	27	22
Master's Colleges and Universities (Medium programs)	15	13	12
Master's Colleges and Universities (Smaller programs)	8	8	8
Baccalaureate Colleges—Arts & Sciences Focus	5	13	15
Baccalaureate Colleges—Diverse Fields	15	12	18
Control			
Public	54	40	35
Private	46	60	65
Undergraduate Enrollment			
Fewer than 1,000	6	11	22
1,000–2,499	27	34	32
2,500–4,999	32	24	17
5,000–9,999	18	17	15
10,000–19,999	9	7	8
20,000 or more	7	7	7
Region			
New England	7	7	8
Mid East	15	19	18
Great Lakes	12	12	15
Plains	14	11	10
Southeast	31	28	26
Southwest	8	10	8
Rocky Mountains	4	4	3
Far West	7	7	10
Outlying Areas	2	1	3
Locale			
City	46	46	47
Suburban	25	25	25
Town	25	25	22
Rural	5	5	6

Notes: Percentages are based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of the eight Carnegie classifications in the table. Percentages may not sum to 100 due to rounding. U.S. percentages are based on the 2020 IPEDS Institutional Characteristics data. For information on Basic Carnegie Classification, see <https://carnegieclassifications.acenet.edu>.

Profile of FSSE 2022 Respondents

Tables 2 and 3 show selected characteristics of the U.S. faculty who completed FSSE 2022 alongside those of the faculty population at all U.S. bachelor's-granting institutions. Percentages for the U.S. bachelor's-granting population are based on the most recent data from the National Center for Education Statistics and the U.S. Bureau of Labor Statistics.

Table 2**Characteristics of FSSE 2022 Respondents and Faculty Population at All U.S. Bachelor's-Granting Institutions**

Respondent Characteristics	FSSE 2022 Respondents (%)	U.S. Bachelor's-Granting Population (%)
Gender Identity		
Man	41	50
Woman	53	50
Racial/Ethnic Identification		
American Indian or Alaska Native	0	<1
Asian	5	8
Black or African American	7	7
Hispanic or Latino	4	6
Native Hawaiian/other Pac. Isl.	0	<1
White	72	69
Multiracial	4	1
Other	3	--
Preferred not to respond	7	5
Employment Status		
Full-time	79	56
Part-time	21	42
Rank of Full-Time Faculty		
Professor	28	28
Associate Professor	26	24
Assistant Professor	23	26
Instructor or Lecturer	17	16
Other	6	5

Note: Percentages may not sum to 100 due to rounding. U.S. percentages are from the 2020 IPEDS Human Resources Survey component and are based on instructional staff at U.S. postsecondary institutions that award bachelor's degrees. FSSE respondents were also able to select "I prefer not to respond" or "Another gender identity" as response options. The "Other" category did not exist in the 2020 IPEDS Human Resources Survey component. U.S. percentage for "Preferred not to respond" is for faculty whose race was unknown. Includes instructors with alternate appointment types (e.g., administrators and researchers).

Table 3**Percentage of Faculty by Disciplinary Area**

Disciplinary Area	FSSE (%)	U.S. (%)
Arts and Humanities	25	21
Biological Sciences, Agriculture, and Natural Resources	7	6
Physical Sciences, Mathematics, and Computer Science	13	11
Social Sciences	14	11
Business	10	8
Communications, Media, and Public Relations	4	3
Education	8	7
Engineering	5	4
Health Professions	12	26
Social Service Professions	3	4

FSSE distributions based on 6,549 U.S. respondents from these disciplinary areas.

U.S. percentages are from the 2021 U.S. Bureau of Labor Statistics Occupational Employment Statistics and are based on faculty at U.S. postsecondary institutions that award bachelor's degrees.



College of the Holy Cross

Response Rates

A response rate is the number of respondents divided by the number of faculty members contacted, adjusted for sample members who could not be reached (usually because of incorrect email addresses). In 2022, 20% of invited faculty responded to the survey. The response rate of individual institutions ranged from 7% to 72%, while the average was 25%.

Using FSSE Results

Before sharing FSSE results on campus, users should become familiar with the nature of the data, the reports, and the “story line” of their institution’s performance.

Becoming Familiar with FSSE Reports and Resources

Each institution receives several reports and a data file that help them better understand their FSSE results. Reports are delivered electronically on the NSSE and FSSE websites through the Institution Interface, which can be accessed by up to three campus representatives using their own unique username and password. The data file, this overview, and other supporting materials are also available via the Institution Interface. Institution-specific resources include:

- A summary of key FSSE findings, descriptive statistics for each survey item, and a summary of demographic information from faculty respondents are available in the *FSSE Interactive Tableau Dashboard Reports*. These reports, which can be viewed back to administrations from 2014, were recently introduced in 2021.
- A *FSSE-NSSE Combined Report* presenting faculty results side by side with student results, allowing institutions to identify areas of correspondence.
- A *FSSE Administration Summary* highlighting important administration details about the sample, response rates, survey customization choices, and recruitment message schedule.
- A data file allowing for additional analyses and a codebook with details about each survey question, including variable names and response options.

In addition, the FSSE website (fsse.indiana.edu) includes several important documents and resources:

- Facsimiles of the [core FSSE questionnaire](#) and [Topical Modules](#).
- An [interactive tool for visualizations](#) of aggregate FSSE data.
- A [FSSE Data User’s Guide](#) to assist in presentations of FSSE findings to campus audiences.
- A [psychometric portfolio](#) presenting evidence of validity, reliability, and other indicators of data quality.

Checking Data Quality

An essential early step in reviewing a campus's results is comparing the *FSSE Respondent Profile* with institutional data on faculty. The more closely the characteristics match, the more confidence an institution can have that respondents represent the faculty surveyed.

Another way to gauge data quality is through sampling error, an estimate of the margin by which the "true" score for an institution on a given item could differ from the reported score for one or more reasons, such as differences in important characteristics between respondents and the population. For example, if 60% reply "Very often" to a particular item and the sampling error is +/- 4%, there is a 95% chance that the true value is between 56% and 64%.



Ashland University

Communicating FSSE Results

We offer the following suggestions for communicating FSSE results to interested parties:

- Examine representativeness as described previously.
- Check the respondent count and sampling error since questions often arise as to whether a small number of respondents adequately represents the population from which it is drawn.
- Use student and faculty matched items to stimulate discussion about student engagement, its relationship to learning, and which engagement activities to emphasize on campus. Faculty and student responses can differ for many reasons. For example, questions for students and faculty may be framed differently (e.g., over an academic year or in a particular course), or FSSE and NSSE response options for a specific item may not match exactly. A strong understanding of the instruments as well as one's institutional context should help in interpreting differences.
- Meet with those responsible for faculty development and undergraduate improvement initiatives to begin sharing results and discussing ways in which FSSE data can be used to enhance teaching and learning. Use the worksheets in the [FSSE Data User's Guide](#) to help focus these discussions (see the FSSE website).
- Consult [Using FSSE Data](#) for examples of how other institutions use FSSE in professional development and assessment initiatives.
- Contact the FSSE team (fsse@indiana.edu) or the NSSE Institute for Effective Educational Practice (nsse.indiana.edu/support-resources/nsse-institute) for additional ideas about making the best use of FSSE and NSSE results.