



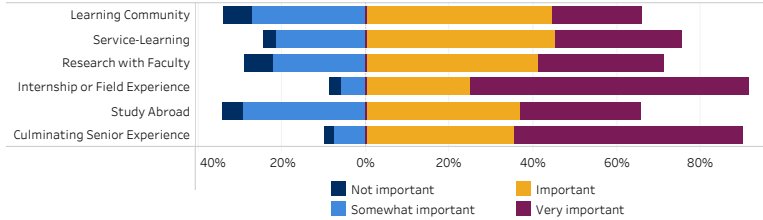
Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student 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 administration. We hope this information stimulates discussions about the undergraduate experience.

<b>Disciplinary Area</b> All	<b>Racial/Ethnic Identity</b> All	<b>Employment Status</b> All	<b>Sexual Orientation</b> All	<b>Course Format</b> All	<b>Administration Year</b> 2021
<b>Gender Identity</b> All	<b>Adjunct Status</b> All	<b>Academic Rank</b> All	<b>Course Division</b> All	<b>General Education Course</b> All	

### High-Impact Practices

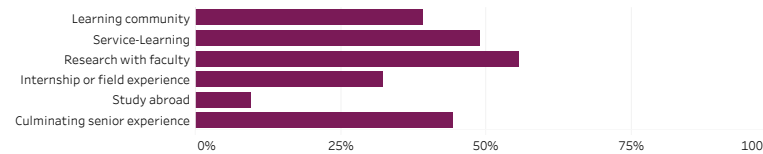
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right displays how important faculty believe that it is for undergraduates at their institution to participate in select High-Impact Practices before they graduate.

Faculty Importance for High-Impact Practice Participation



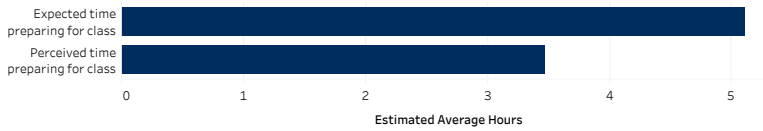
The second figure summarizes faculty participation in these selected High-Impact Practices in a typical week. For service-learning the percentage represents faculty responding that at least "Some" of their courses include a service-learning component.

Faculty Participation in High-Impact Practices



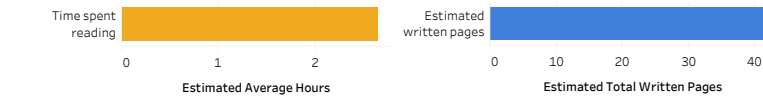
### Time Spent Preparing for Class

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



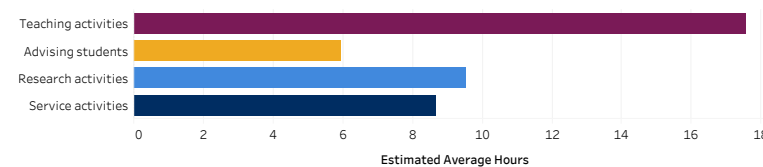
### Reading and Writing

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



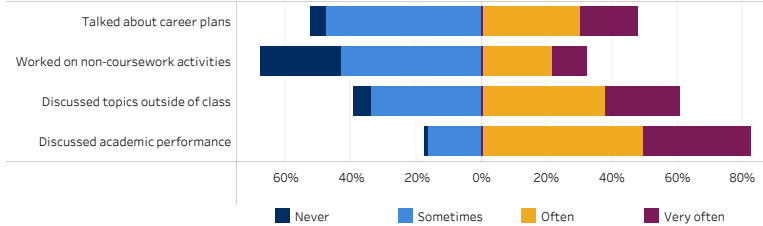
### Time Allocation

This figure summarizes the number of hours that faculty spent in a typical seven-day week on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.); advising; research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)



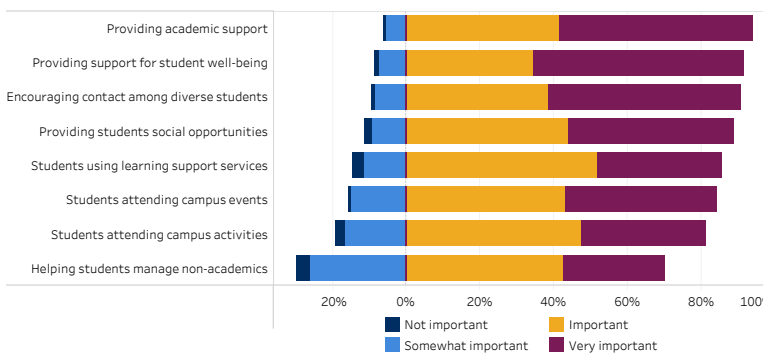
### Student-Faculty Interaction

Faculty reported how often they had done each of the following with the undergraduate students they teach or advise.



### Supportive Environment

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



### What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of four-year 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 and 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: <https://fsse.indiana.edu>