



UNIVERSITY OF
SOUTH CAROLINA
AIKEN



The Faculty Survey of Student Engagement at USC Aiken

Preliminary Results

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Director of Institutional Effectiveness

October 21, 2004



Profile of Respondents

- 110 Respondents out of 195 invited to participate (56% response rate)
- Demographics:
 - 50% were female
 - 8% were African American or black; an additional 10% indicated another ethnicity
 - 24% were under 35 years old
 - 92% had a full-time appointment



Profile of Respondents

- Course level selected:
 - 48.5% Lower Division
 - 51.5% Upper Division

| Discipline | Lower Division | Upper Division | Total |
|--------------------|-----------------------|-----------------------|--------------|
| Arts & Humanities | 41% | 4% | 23% |
| Biological Science | 4% | 8% | 6% |
| Business | 0% | 16% | 8% |
| Education | 4% | 14% | 9% |
| Physical Science | 25% | 10% | 18% |
| Professional | 6% | 16% | 11% |
| Social Science | 16% | 12% | 15% |
| Other | 4% | 18% | 11% |



Faculty Time Usage

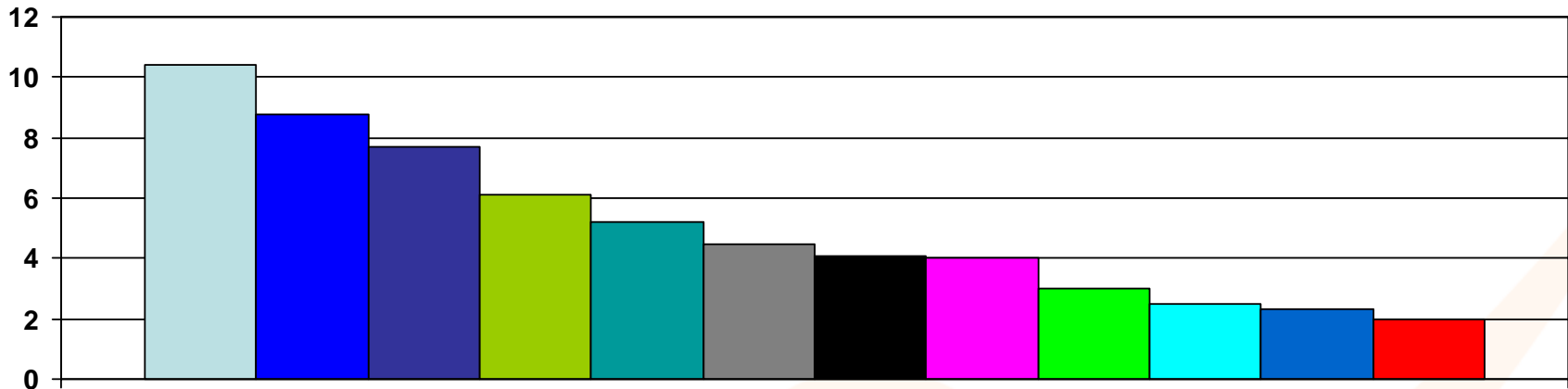
| Activity | Hours/Wk* | Pct |
|---|-------------|-----|
| Teaching undergraduate students in class | 10.4 | 17% |
| Preparing for class | 8.8 | 15% |
| Grading papers and exams | 7.7 | 13% |
| Research and scholarly activities | 6.1 | 10% |
| Giving other forms of written and oral feedback to students | 5.2 | 9% |
| Reflecting on ways to improve my teaching | 4.5 | 7% |
| Conducting service activities | 4.1 | 7% |
| Other interactions with students outside of the classroom | 4.0 | 7% |
| Advising undergraduate students | 3.0 | 5% |
| Working with students on activities other than course work | 2.5 | 4% |
| Working with undergraduates on research | 2.3 | 4% |
| Supervising internships or other field experiences | 2.0 | 3% |
| Total | 60.2 | |

* Calculated by averaging the sum product of frequencies by the mid-points of time ranges (0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30)



Faculty Time Usage

Hours Spent in a Typical 7-Day Week



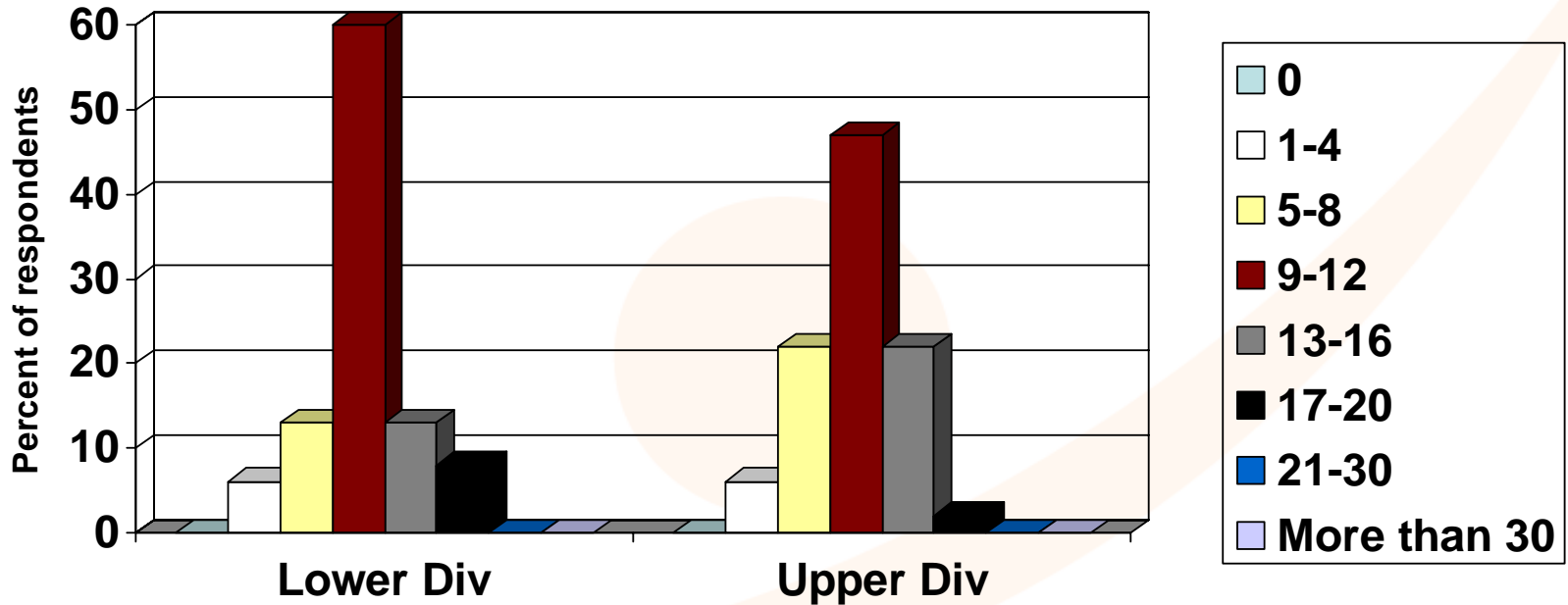
- Teaching undergraduate students in class
- Preparing for class
- Grading papers and exams
- Research and scholarly activities
- Giving other forms of written and oral feedback to students
- Reflecting on ways to improve my teaching
- Conducting service activities
- Other interactions with students outside of the classroom
- Advising undergraduate students
- Working with students on activities other than course work (committees, orgs, , etc)
- Working with undergraduates on research
- Supervising internships or other field experiences



Faculty Time Usage

Teaching Undergraduate Students in Class

Hours spent in a typical 7-day week

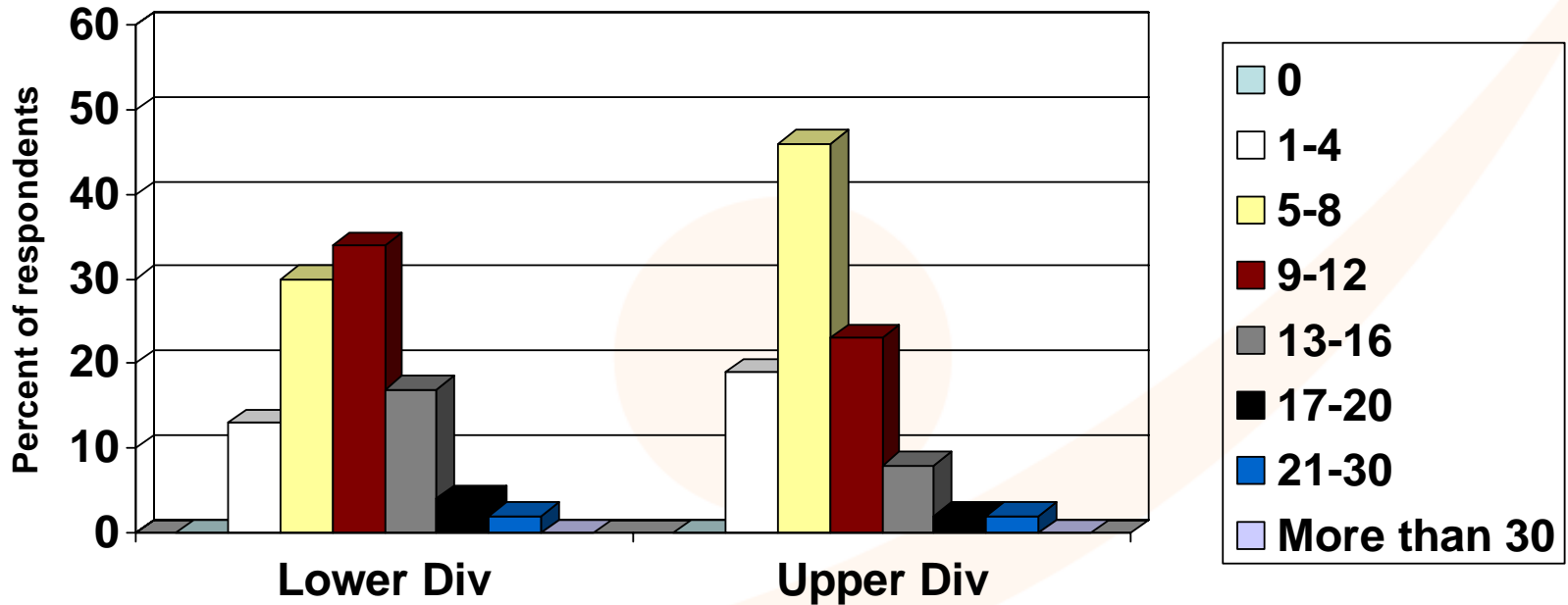




Faculty Time Usage

Preparing for Class

Hours spent in a typical 7-day week

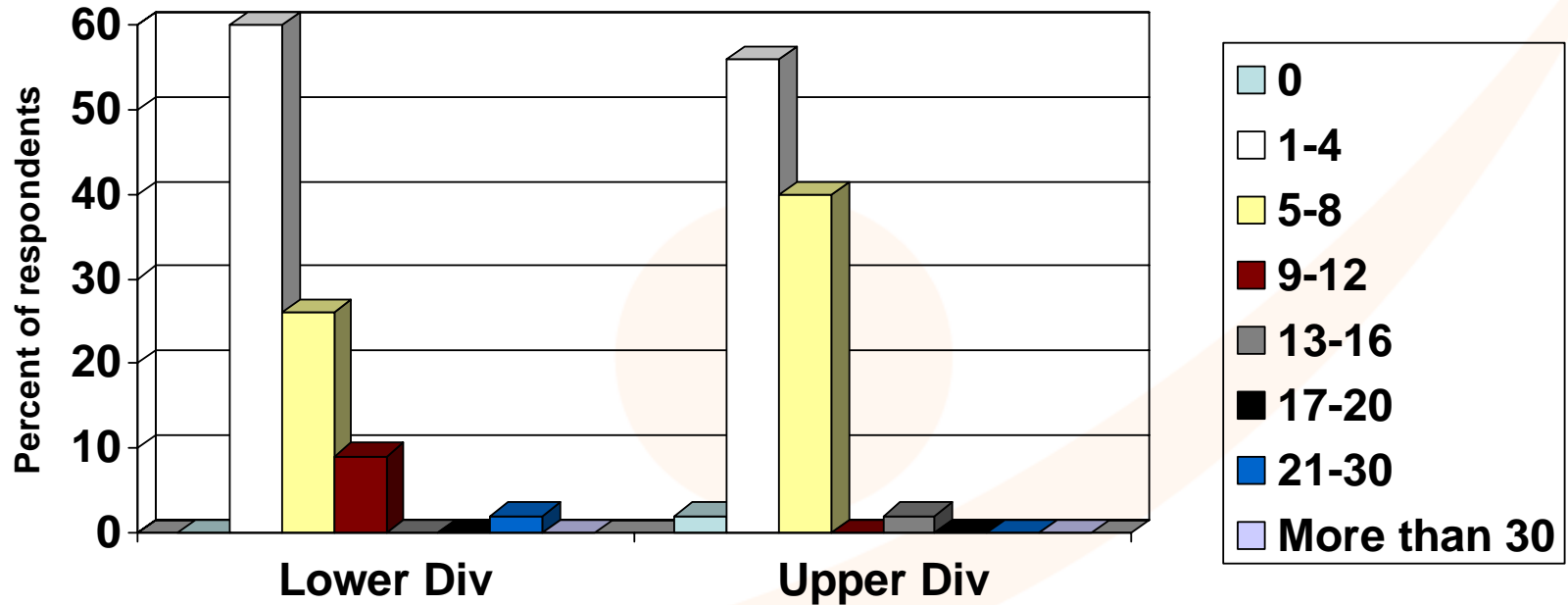




Faculty Time Usage

Grading Papers or Exams

Hours spent in a typical 7-day week

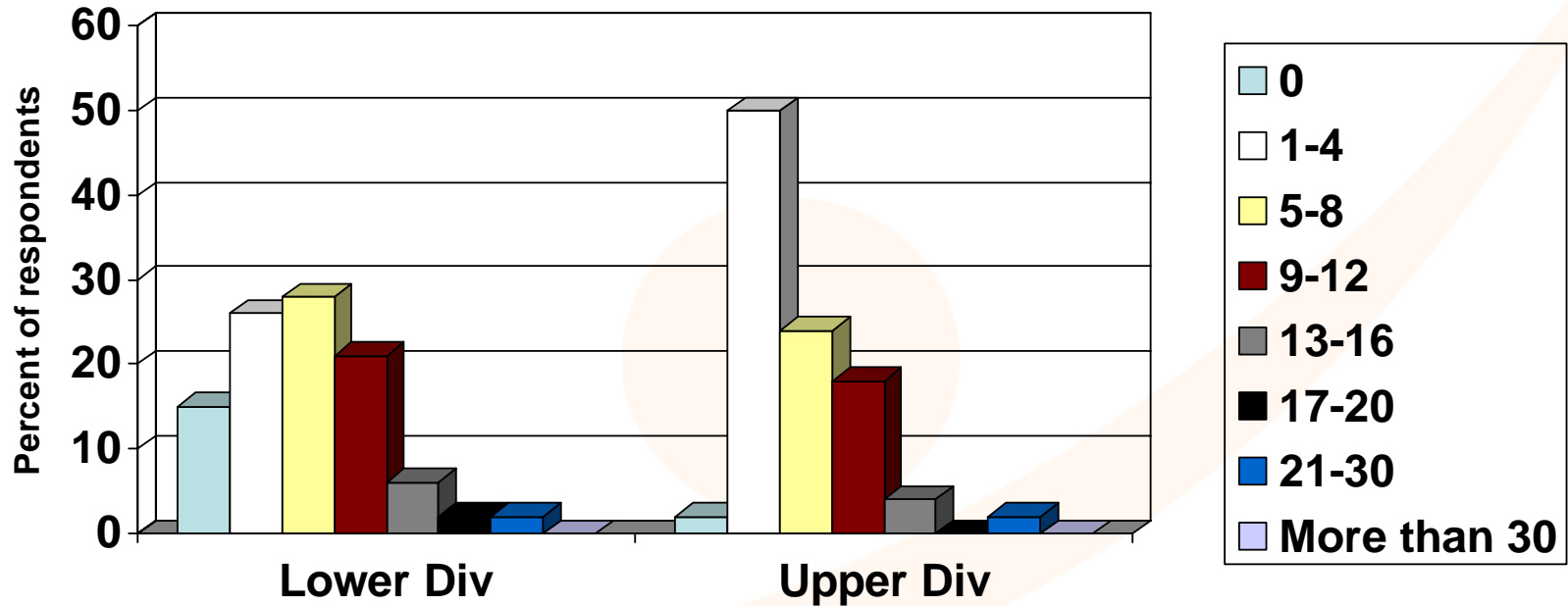




Faculty Time Usage

Research or Scholarly Activities

Hours spent in a typical 7-day week

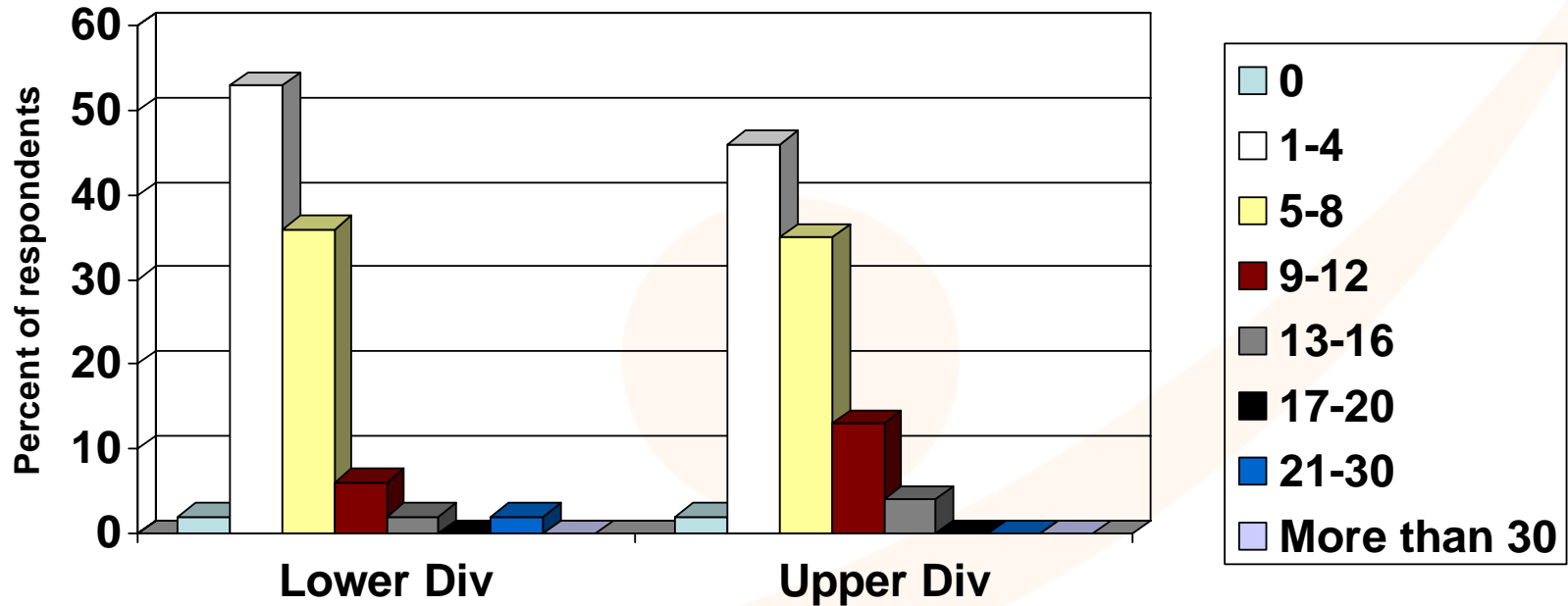




Faculty Time Usage

Giving Other Forms of Written or Oral Feedback to Students (Other than Grading)

Hours spent in a typical 7-day week

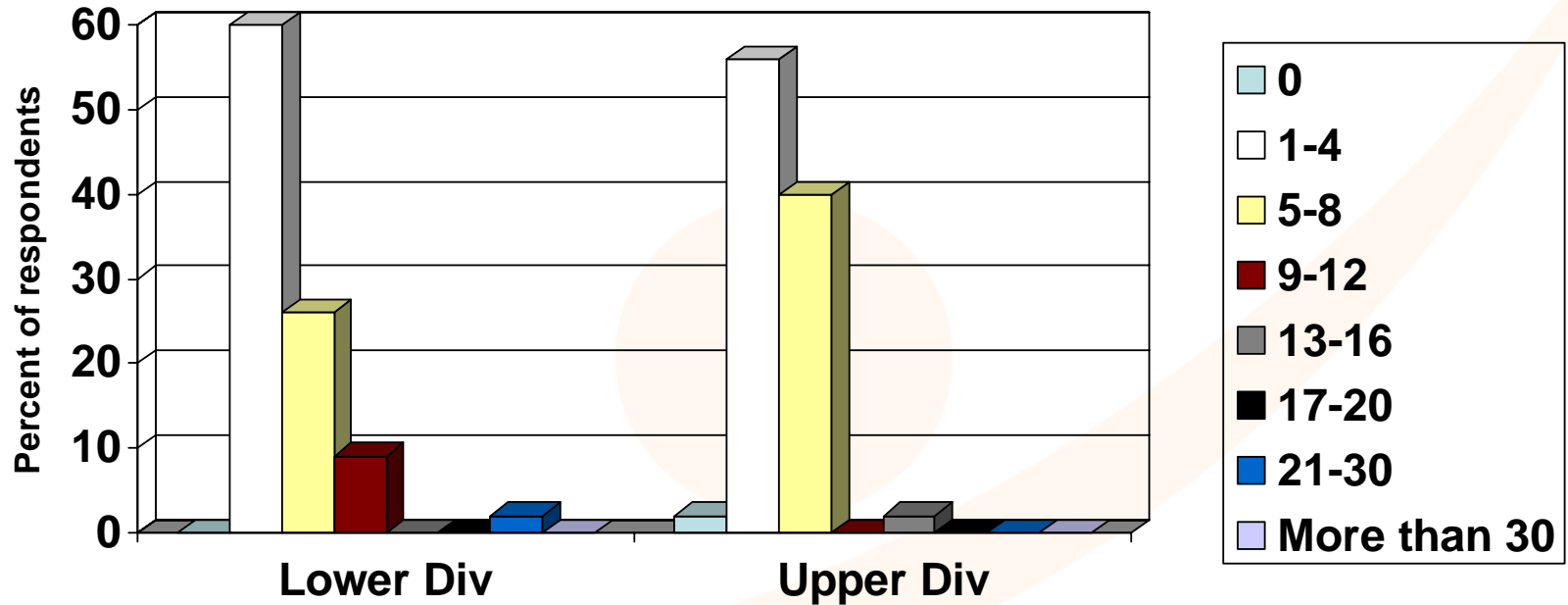




Faculty Time Usage

Reflecting on Ways to Improve One's Teaching

Hours spent in a typical 7-day week

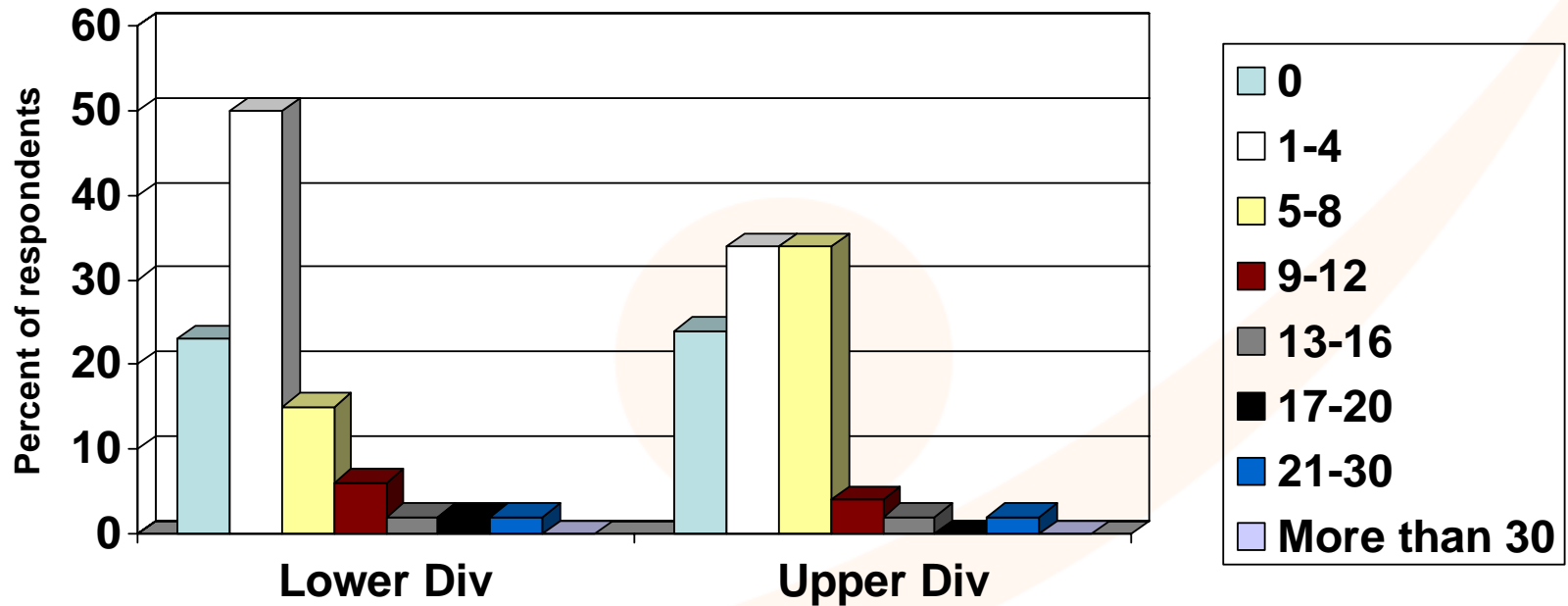




Faculty Time Usage

Conducting Service Activities

Hours spent in a typical 7-day week

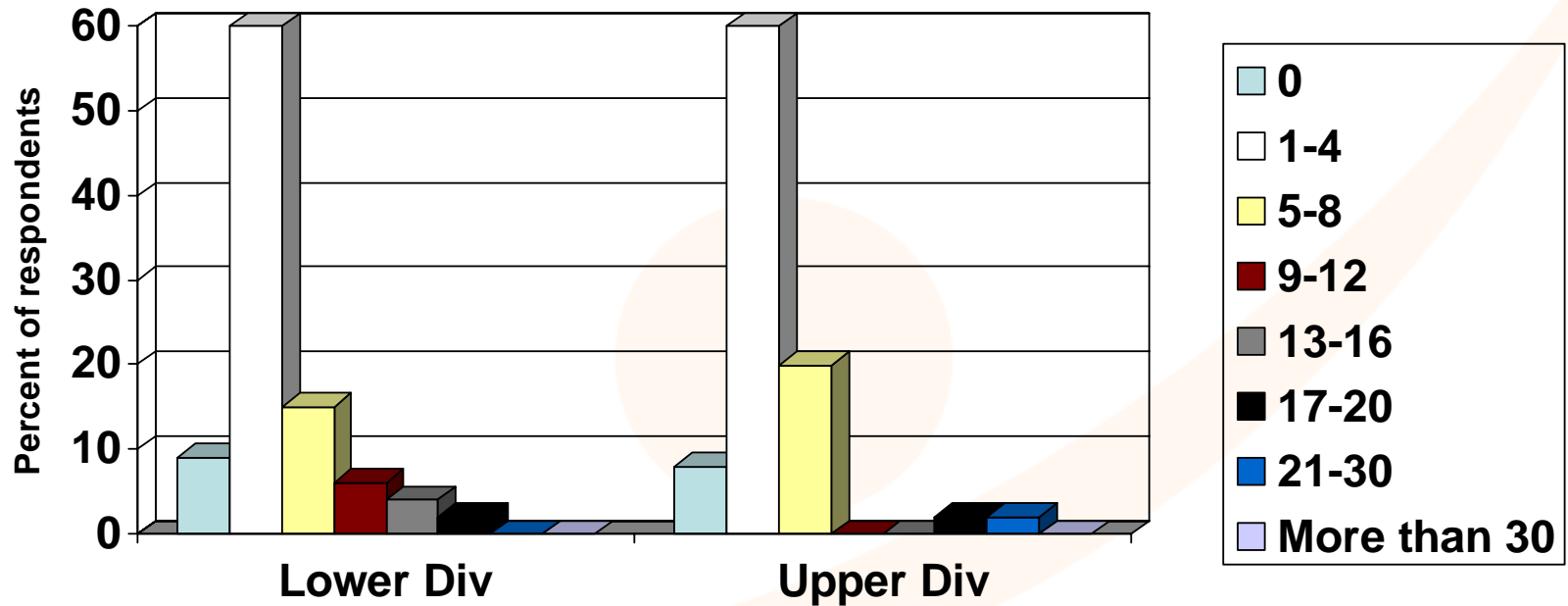




Faculty Time Usage

Other Interactions with Students Outside of the Classroom

Hours spent in a typical 7-day week

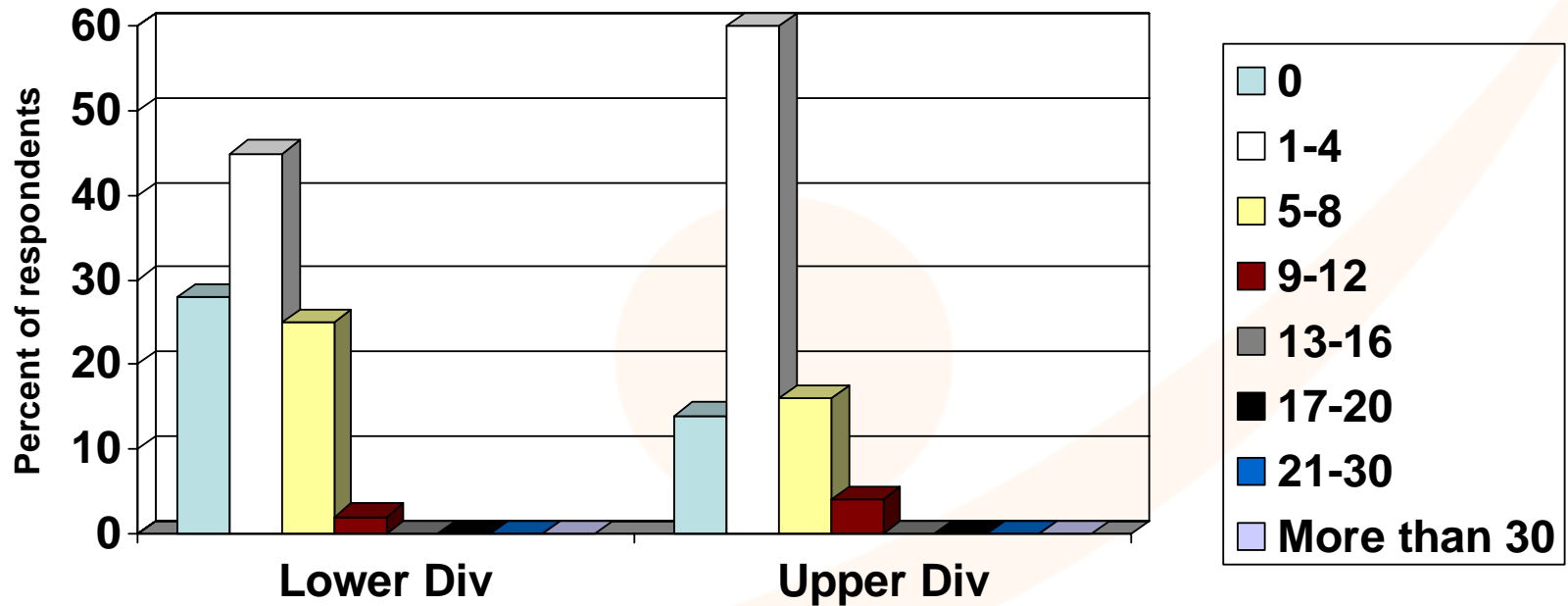




Faculty Time Usage

Advising Undergraduate Students

Hours spent in a typical 7-day week

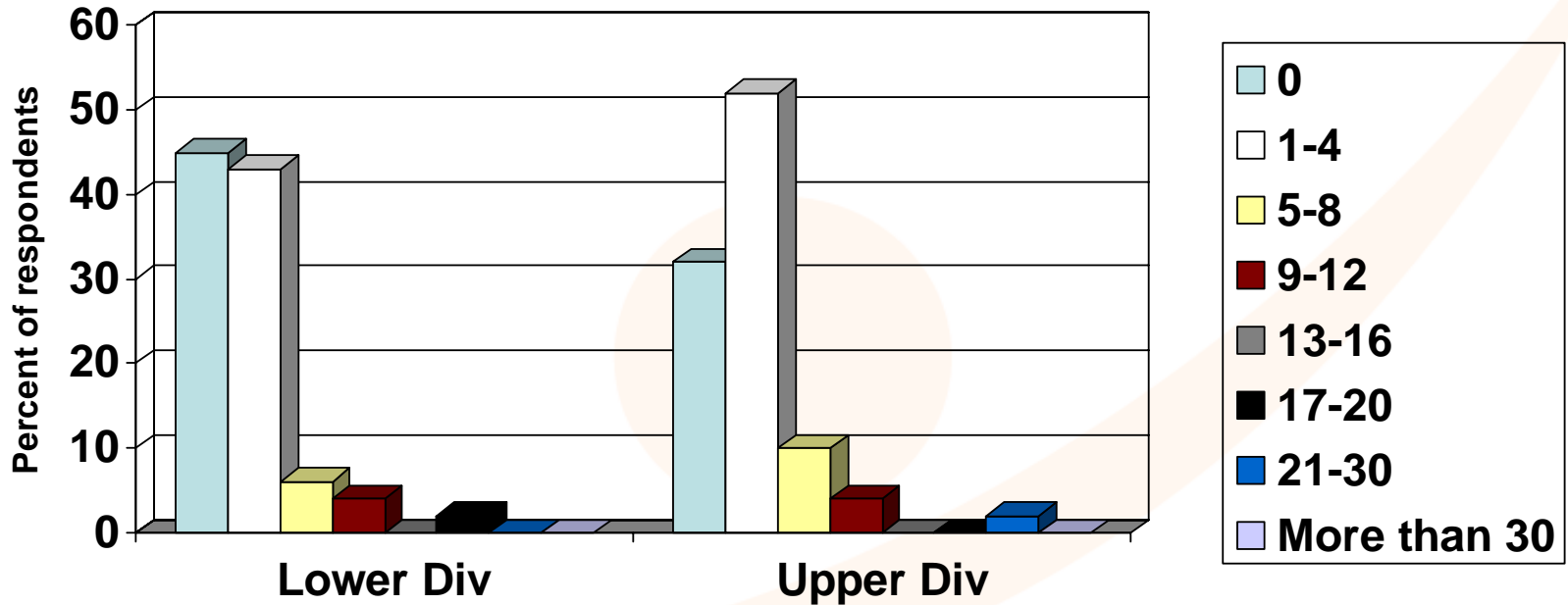




Faculty Time Usage

Working with Students on Activities Other than Coursework

Hours spent in a typical 7-day week

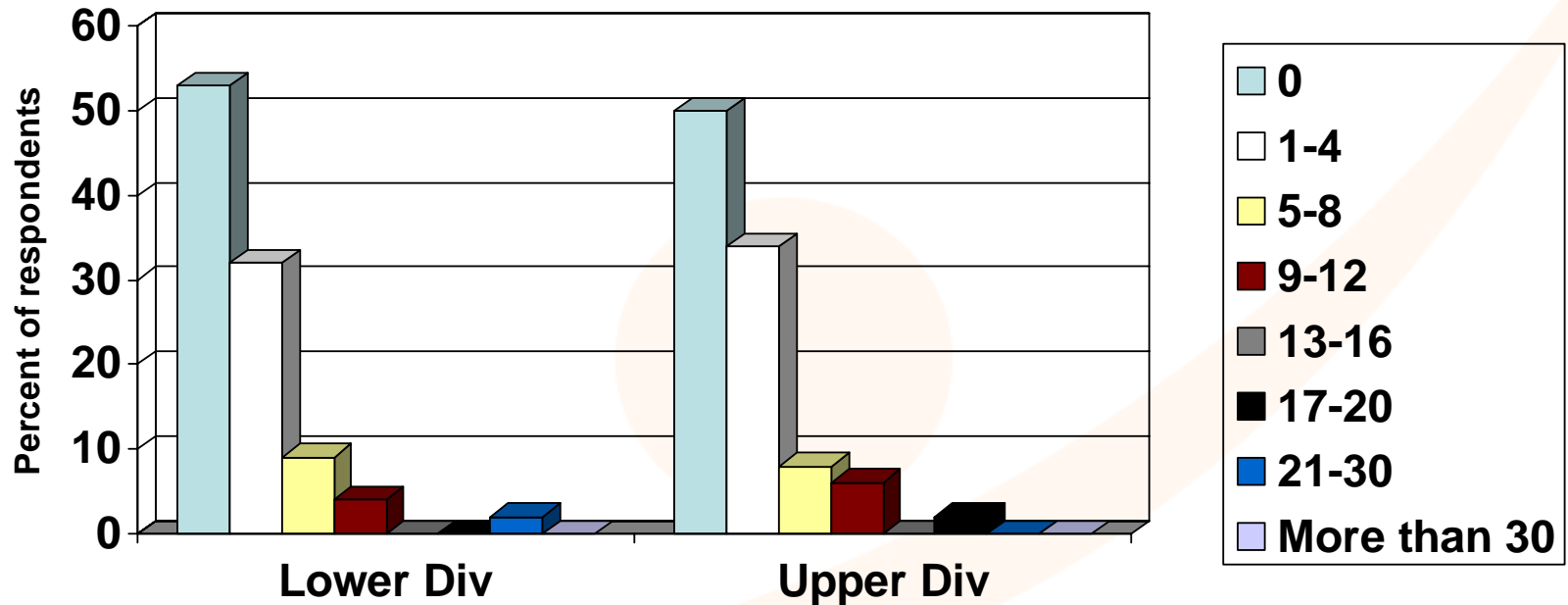




Faculty Time Usage

Working with Undergraduates on Research

Hours spent in a typical 7-day week

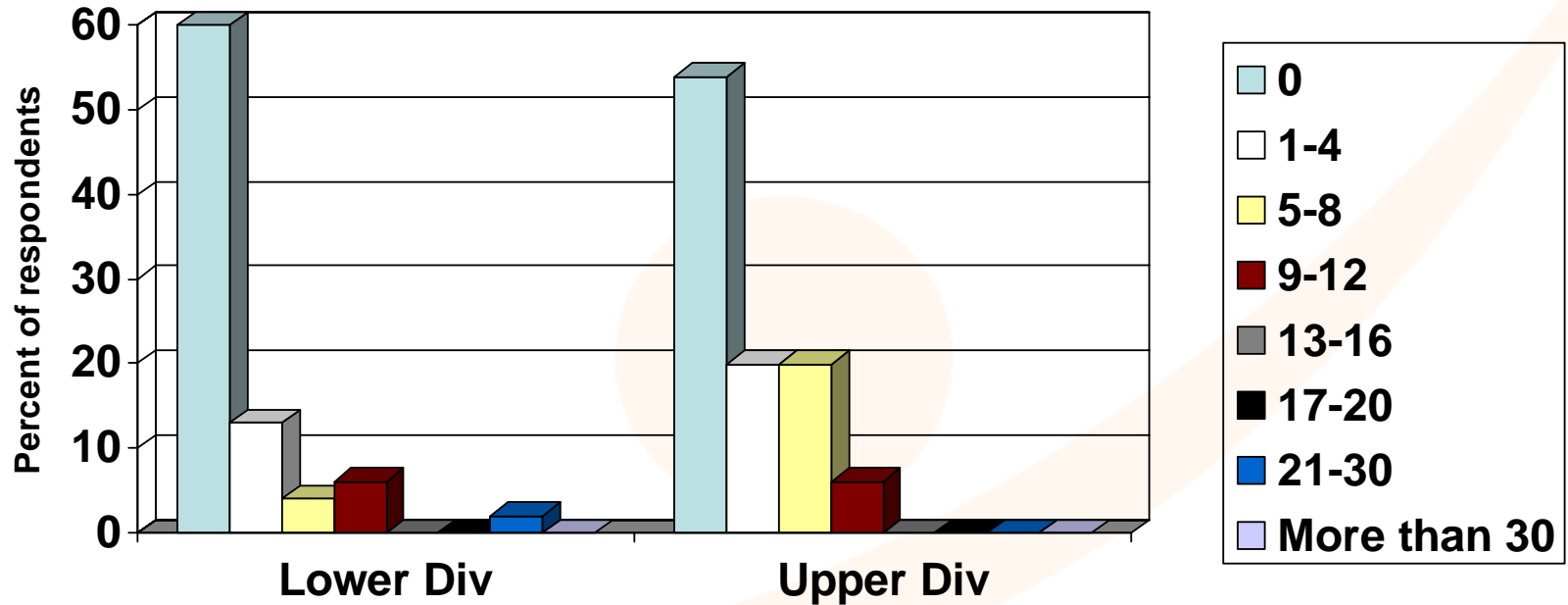




Faculty Time Usage

Supervising Internships or Field Experiences

Hours spent in a typical 7-day week





Enriching Educational Activities

In general, more faculty placed importance on undergrads doing research, independent study, study abroad, and a culminating senior experience than students had done or planned to do.

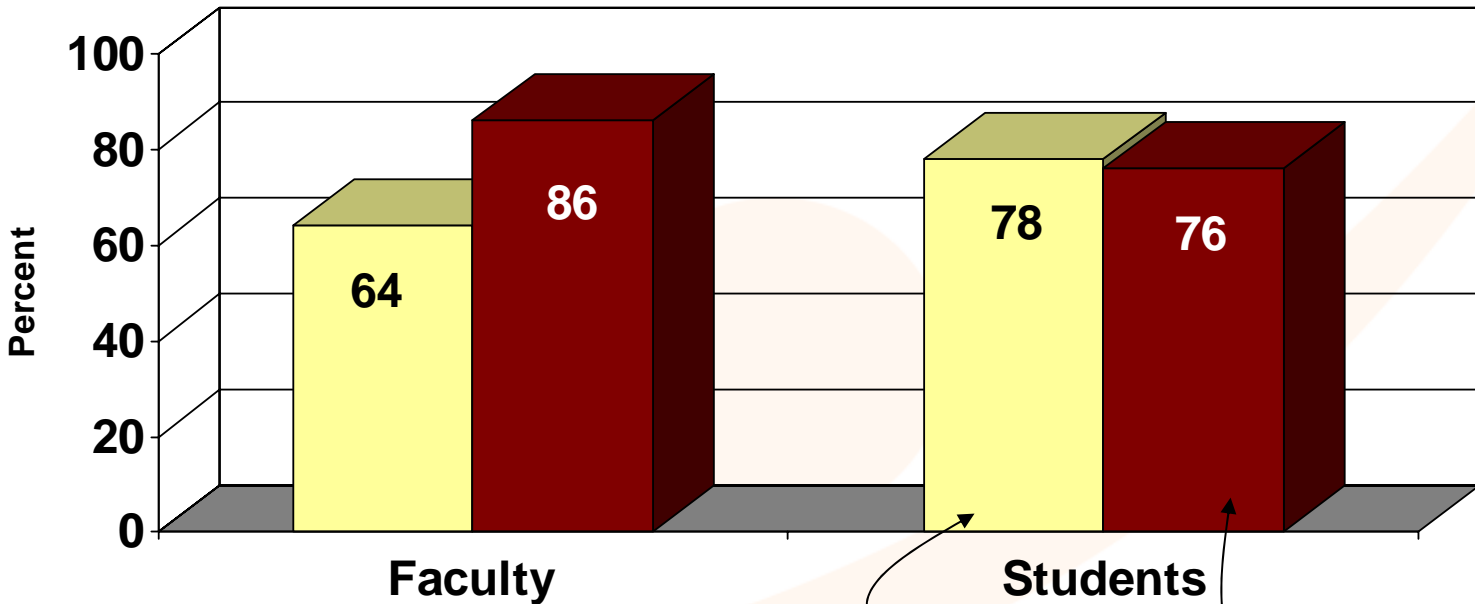
More students had done or planned to do community service than the proportion of faculty who deemed it important or very important.



Enriching Educational Activities

Practicum, Internship, Field Experience, Co-op Experience

Faculty responding activity is "important" or "very important"
Students indicating "done" or "plan to do" activity



Lower Div/ First Year Upper Div/ Seniors

Done = 1 percent

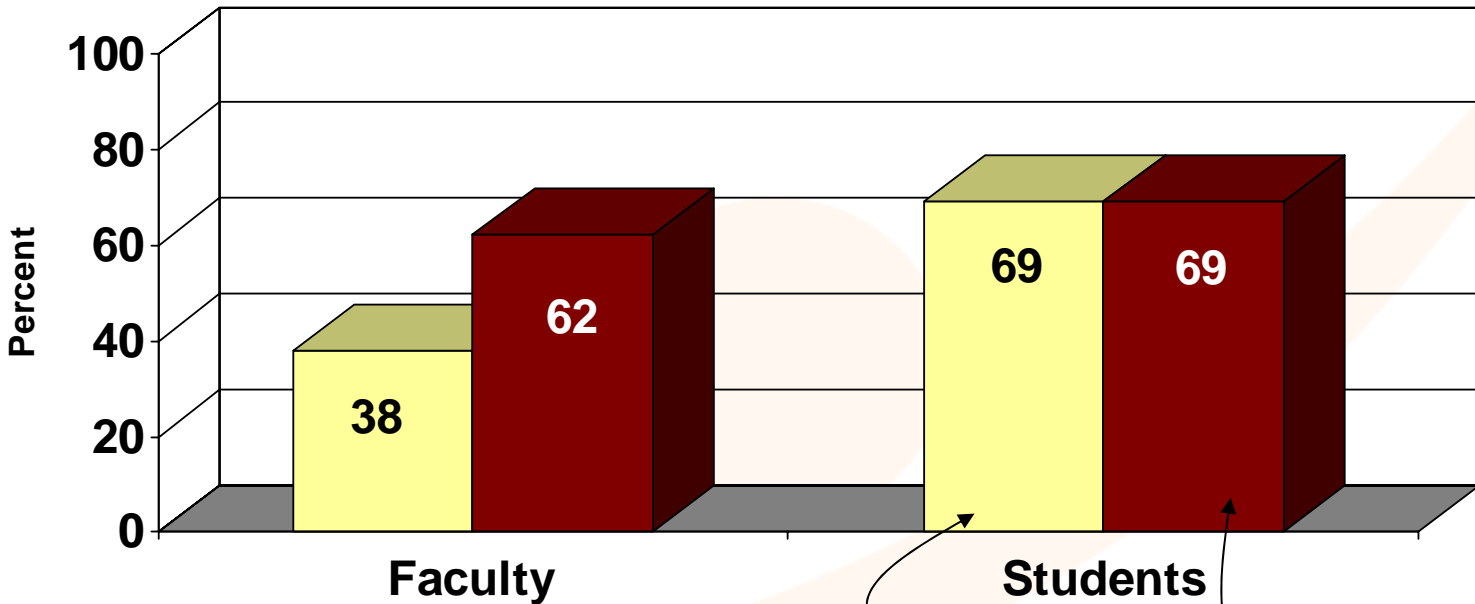
Done = 38 percent



Enriching Educational Activities

Community Service or Volunteer Work

Faculty responding activity is "important" or "very important"
Students indicating "done" or "plan to do" activity



■ Lower Div/ First Year ■ Upper Div/ Seniors

Done = 26 percent

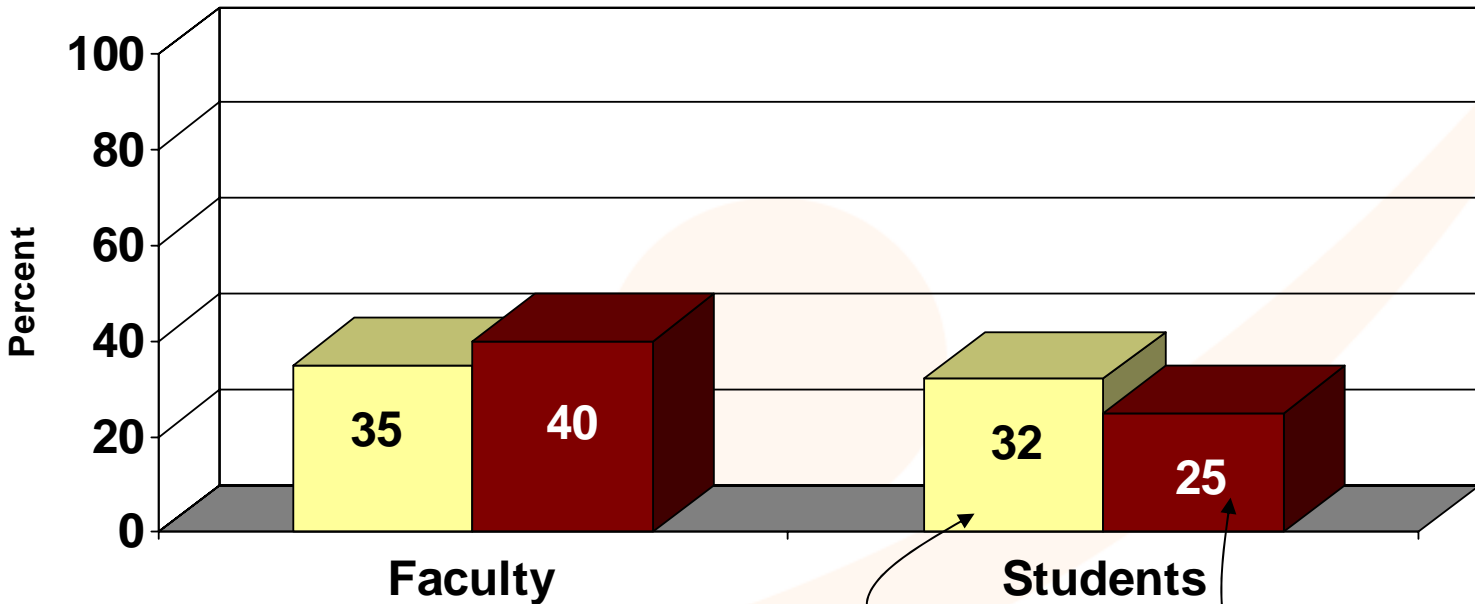
Done = 45 percent



Enriching Educational Activities

Participate in a Learning Community or Formal Group Taking 2 or More Classes Together

Faculty responding activity is "important" or "very important"
Students indicating "done" or "plan to do" activity



■ Lower Div/ First Year ■ Upper Div/ Seniors

Done = 7 percent

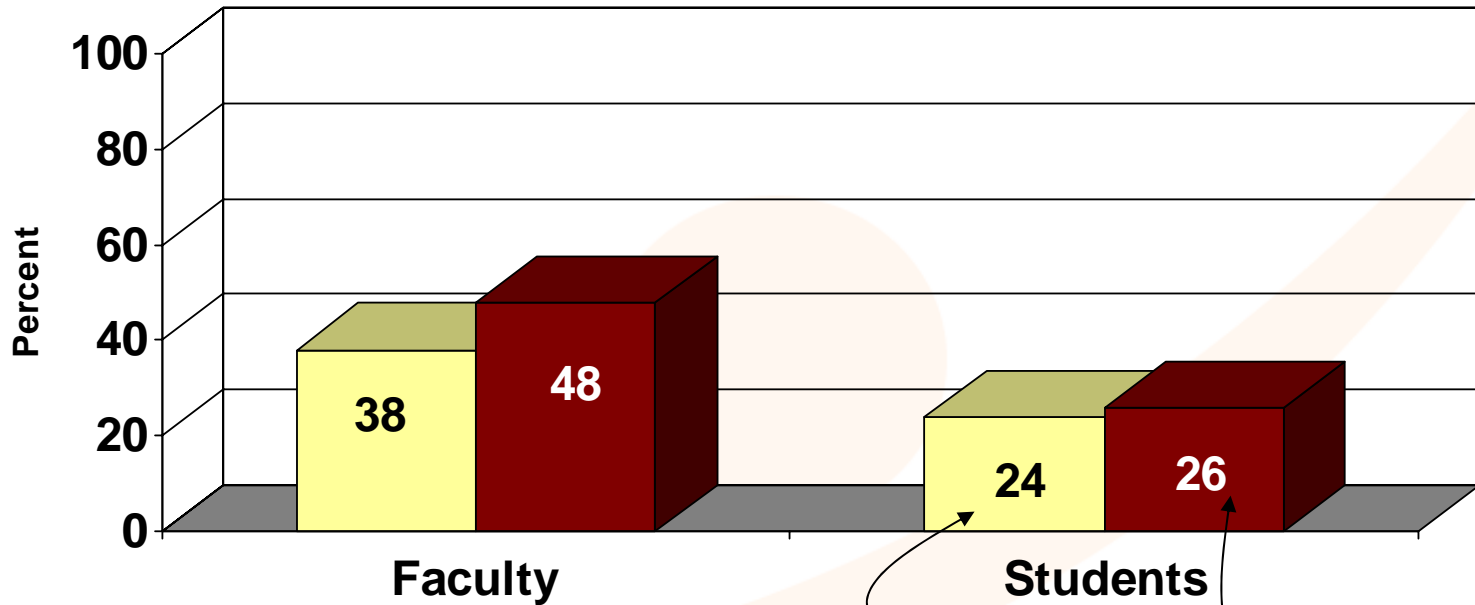
Done = 14 percent



Enriching Educational Activities

Work on research Project with Faculty Member Outside of Course or Program Requirements

Faculty responding activity is "important" or "very important"
Students indicating "done" or "plan to do" activity



■ Lower Div/ First Year ■ Upper Div/ Seniors

Done = 5 percent

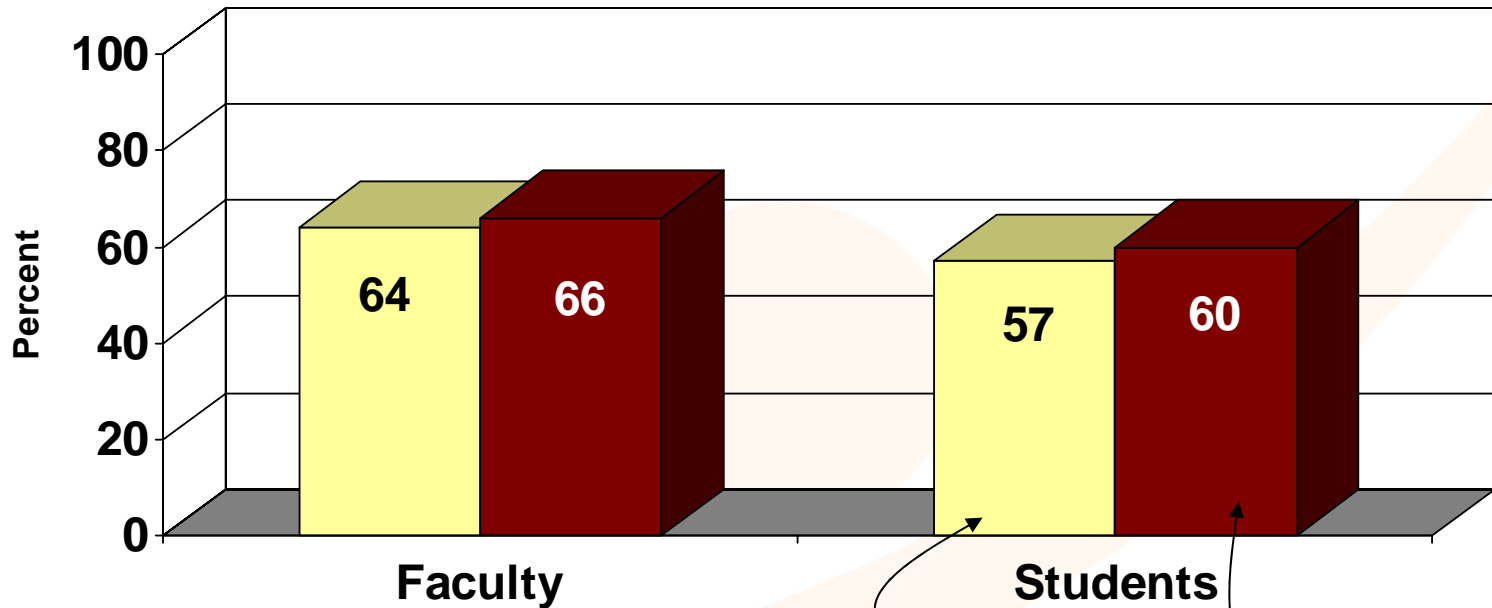
Done = 14 percent



Enriching Educational Activities

Foreign Language Coursework

Faculty responding activity is "important" or "very important"
Students indicating "done" or "plan to do" activity



■ Lower Div/ First Year ■ Upper Div/ Seniors

Done = 16 percent

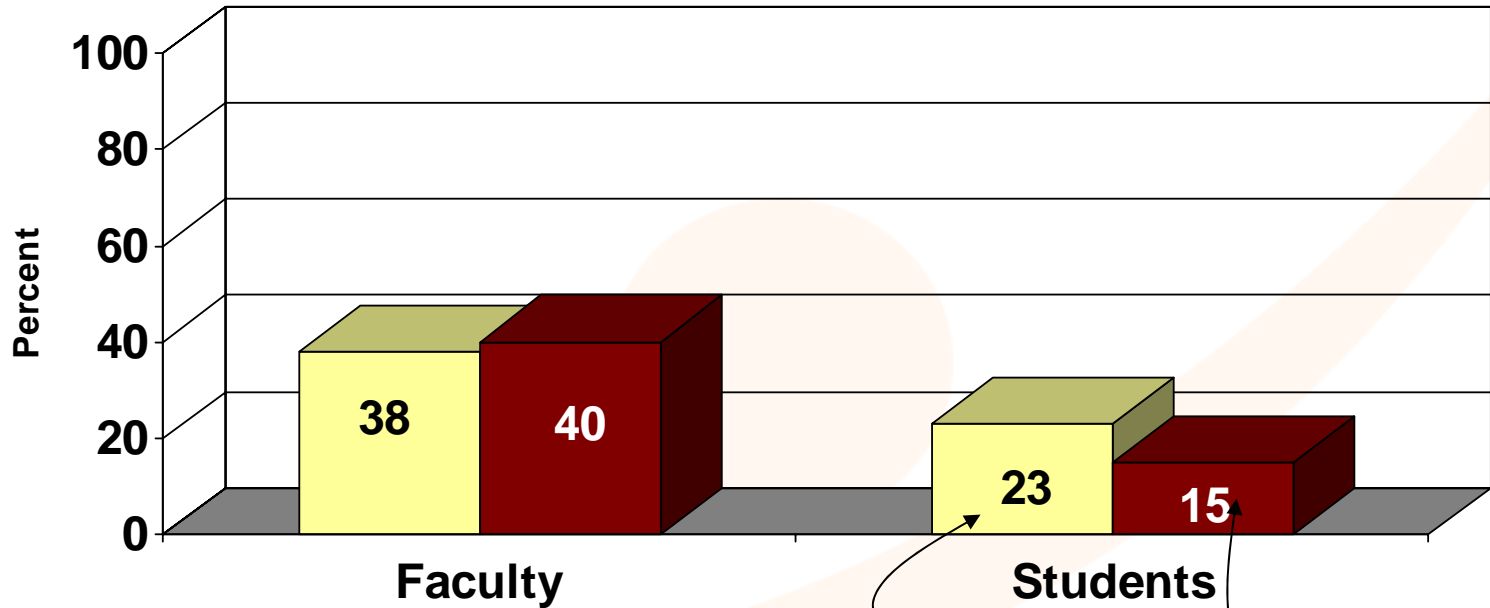
Done = 54 percent



Enriching Educational Activities

Study Abroad

Faculty responding activity is "important" or "very important"
Students indicating "done" or "plan to do" activity



■ Lower Div/ First Year ■ Upper Div/ Seniors

Done = 1 percent

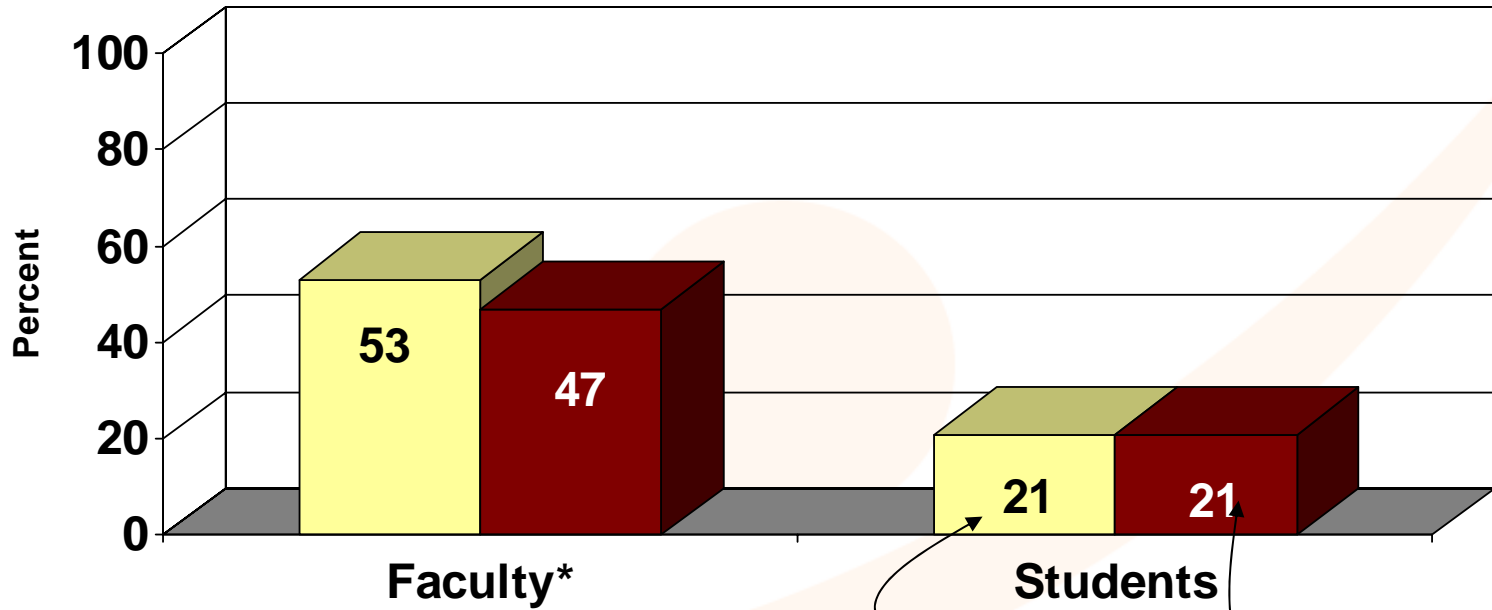
Done = 6 percent



Enriching Educational Activities

Independent Study or Self-Designed Major*

Faculty responding activity is "important" or "very important"
 Students indicating "done" or "plan to do" activity



Lower Div/ First Year Upper Div/ Seniors

Done = 2 percent

Done = 8 percent

*Faculty question divided these: chart shows Independent Study only; importance of Self-Designed Major was 21% LD and 14% UD

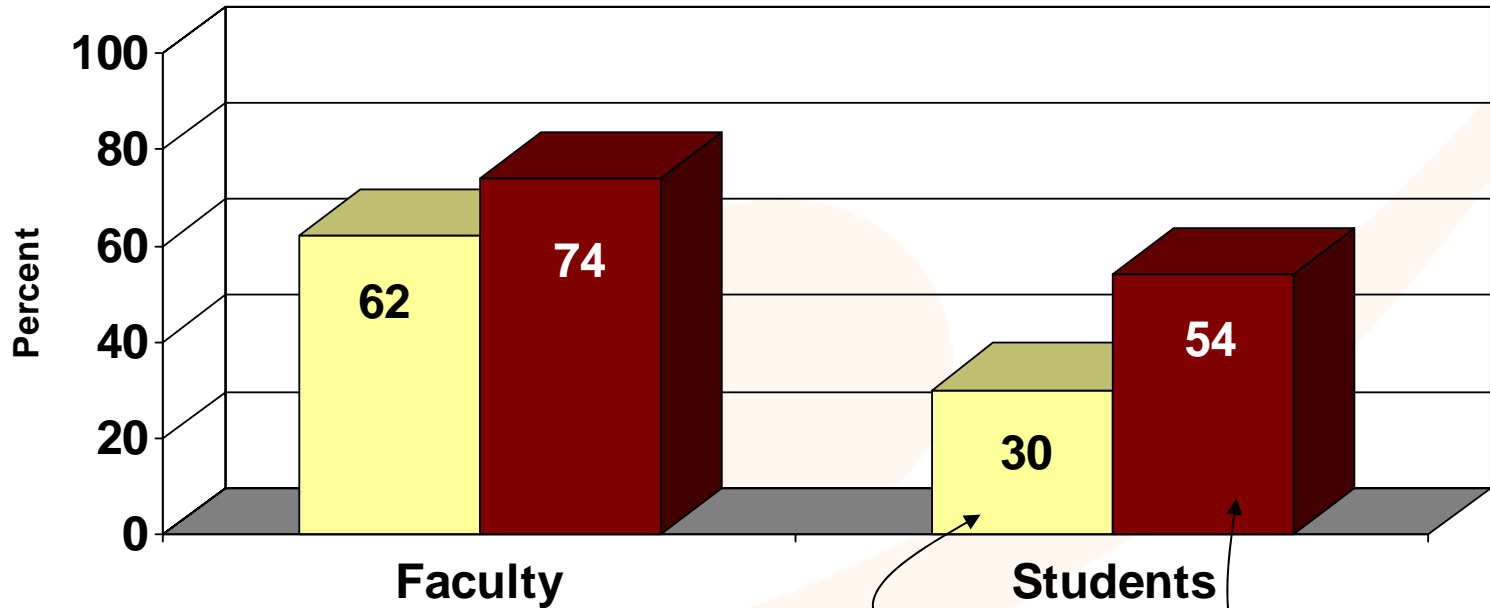


Enriching Educational Activities

Culminating Senior Experience (Comprehensive Exam, Capstone Course, Thesis, Project, Etc.)

Faculty responding activity is "important" or "very important"

Students indicating "done" or "plan to do" activity



Lower Div/ First Year Upper Div/ Seniors

Done = 1 percent

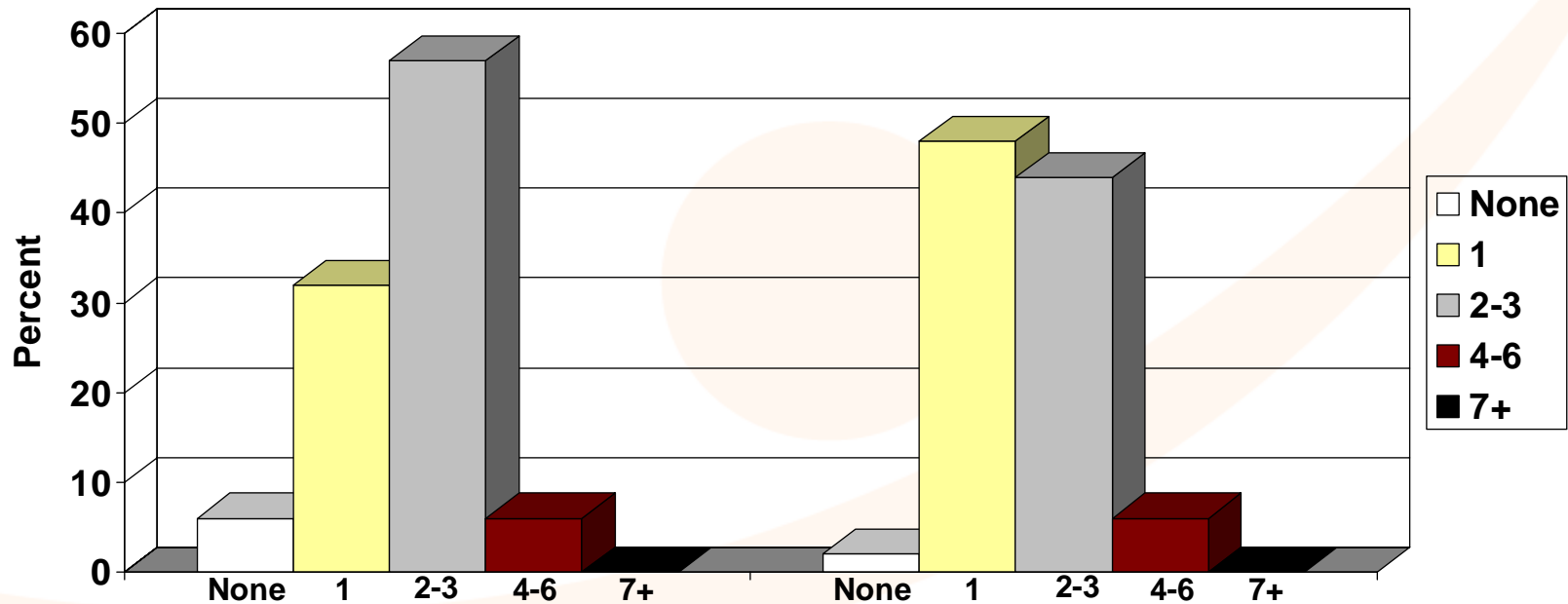
Done = 15 percent



Course Work

Number of Assigned Textbooks, Books, and/or book length packs of course readings

In your selected course section, about how much reading and writing do your students do?

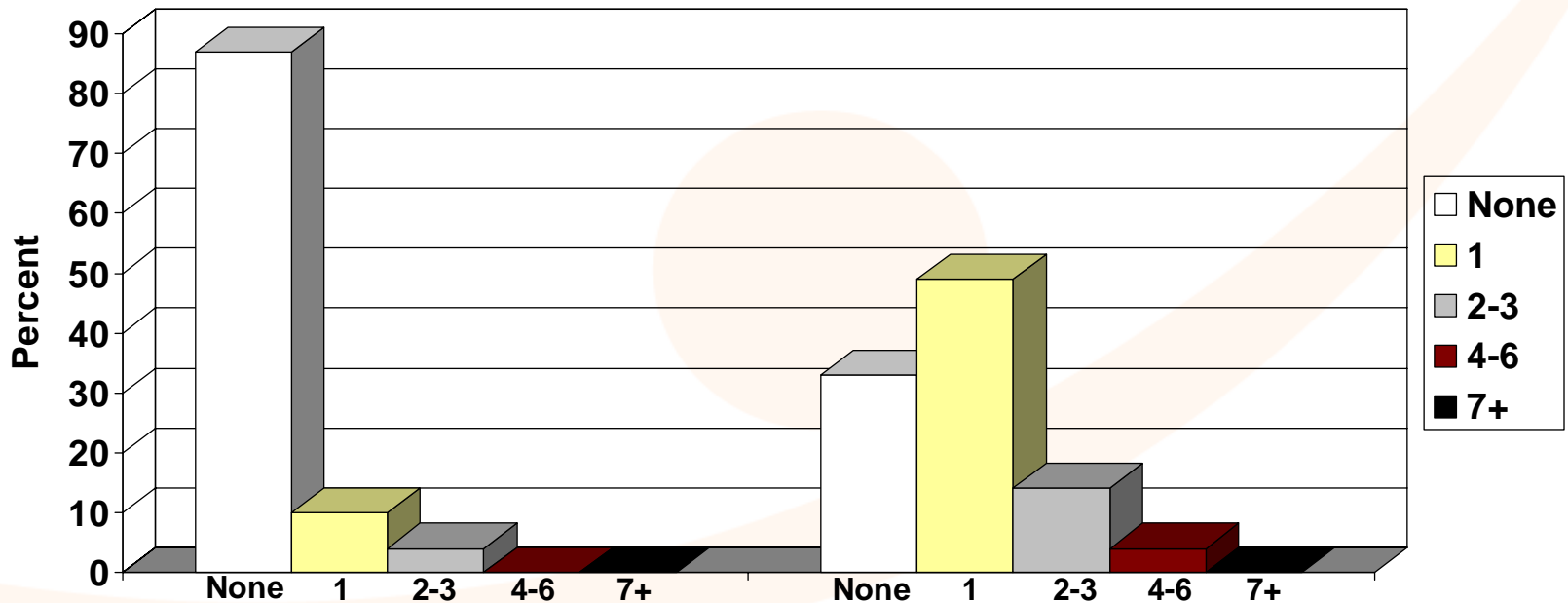




Course Work

Number of Written Papers or Reports of More Than 10pp.

In your selected course section, about how much reading and writing do your students do?

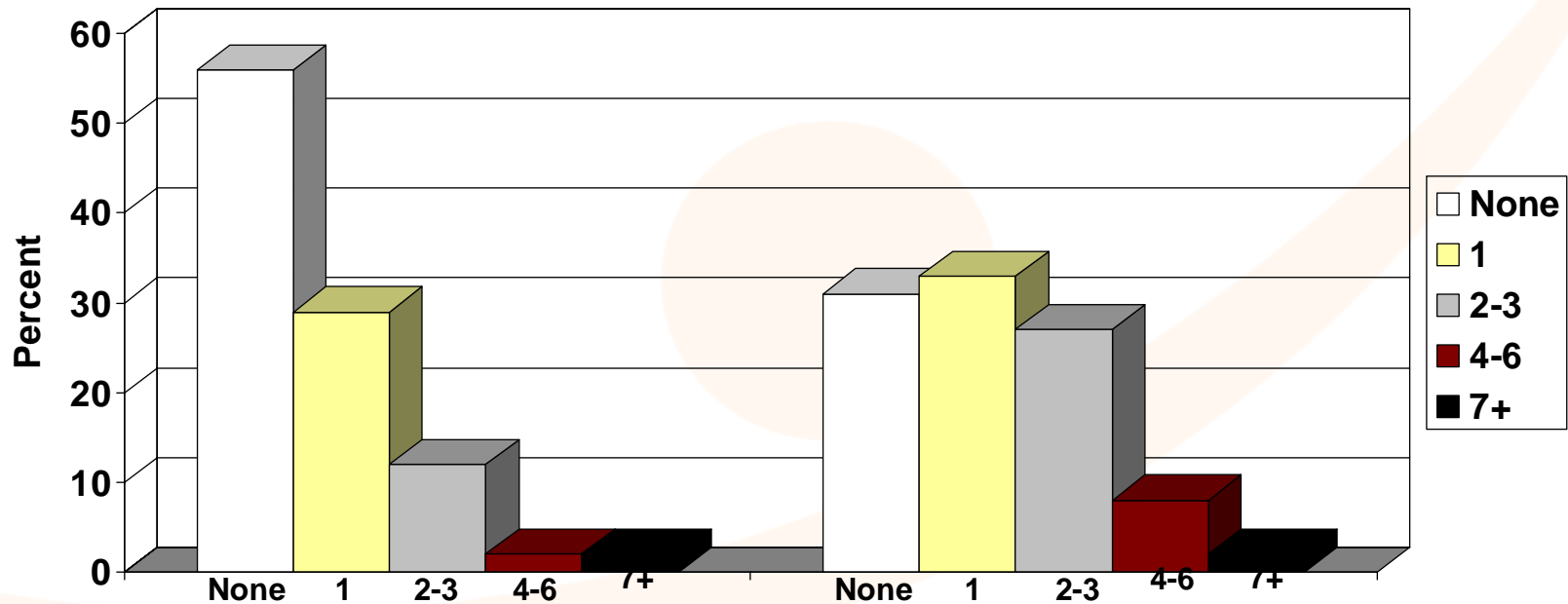




Course Work

Number of Written Papers or Reports of 5-10pp.

In your selected course section, about how much reading and writing do your students do?





Course Work

Number of Written Papers or Reports Under 5pp.

In your selected course section, about how much reading and writing do your students do?

