

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 2024 Institutions and Respondents

In the 2024 administration of FSSE, 5,226 faculty members responded from 54 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 (48) also administered NSSE to their students in 2024; the remainder administered NSSE in previous years (2023). 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 Development of Transferable Skills was appended by 20 institutions, Academic Advising by 19 institutions, and Inclusiveness and Engagement with Cultural Diversity by 15 institutions. Fewer institutions appended Teaching Professional Development (10), Scholarship of Teaching and Learning (9), Experiences with Writing (3), Civic Engagement (3) or consortium questions (2). 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 2024 Institutions

FSSE 2024 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.



Table 1**Profile of FSSE and NSSE 2024 U.S. Institutions and All U.S. Bachelor's-Granting Institutions**

Institution Characteristics	FSSE 2024 (%)	NSSE 2024 (%)	U.S. (%)
Carnegie Basic Classification			
Doctoral Universities (Very high research activity)	6	9	9
Doctoral Universities (High research activity)	24	11	8
Doctoral/Professional Universities	14	13	11
Master's Colleges and Universities (Larger programs)	24	23	20
Master's Colleges and Universities (Medium programs)	10	11	11
Master's Colleges and Universities (Smaller programs)	8	9	9
Baccalaureate Colleges—Arts & Sciences Focus	2	13	14
Baccalaureate Colleges—Diverse Fields	12	12	18
Control			
Public	62	43	34
Private	38	57	66
Undergraduate Enrollment			
Fewer than 1,000	4	7	26
1,000–2,499	22	34	31
2,500–4,999	30	23	16
5,000–9,999	22	14	13
10,000–19,999	16	13	8
20,000 or more	6	9	6
Region			
New England	4	7	8
Mid East	24	14	17
Great Lakes	6	16	15
Plains	12	9	10
Southeast	34	28	26
Southwest	10	10	8
Rocky Mountains	2	4	3
Far West	6	10	11
Outlying Areas	1	1	3
Locale			
City	60	48	49
Suburban	16	25	25
Town	24	22	22
Rural	--	5	5

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 2022 IPEDS Institutional Characteristics data. For information on Basic Carnegie Classification, see <https://carnegieclassifications.acenet.edu>.

Profile of FSSE 2024 Respondents

Tables 2 and 3 show selected characteristics of the U.S. faculty who completed FSSE 2024 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 2024 Respondents and Faculty Population at All U.S. Bachelor's-Granting Institutions**

Respondent Characteristics	FSSE 2024 Respondents (%)	U.S. Bachelor's-Granting Population (%)
Racial/Ethnic Identification		
Asian	5	9
Black or African American	10	7
Hispanic, Latina/o, Latine, or Latinx	4	7
Indigenous, American Indian, Native American, or Alaska Native	1	<1
Middle Eastern or North African	1	--
Native Hawaiian or Pacific Islander	<1	<1
White	66	69
Another race or ethnicity	1	--
Multiracial	4	1
Preferred not to respond	9	6
Employment Status		
Full-time	78	57
Part-time	22	43
Rank of Full-Time Faculty		
Professor	28	28
Associate Professor	25	24
Assistant Professor	24	26
Instructor or Lecturer	15	16
Other	7	5

Note: Percentages may not sum to 100 due to rounding. U.S. percentages are from the 2023 IPEDS Human Resources Survey component and are based on instructional staff at U.S. postsecondary institutions that award bachelor's degrees. The "Middle Eastern or North African" and "Other" categories did not exist in the 2023 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).

New in 2023, the FSSE survey asked an expansive gender identity question, which permitted faculty to select all gender identities that applied. Of the available gender identities, 53% of faculty selected woman and 40% selected man. Smaller proportions of faculty (less than 4% each) identified as agender or gender neutral, demigender, genderqueer or genderfluid, non-binary, or gender non-conforming, two-spirit, cis/cisgender, trans/transgender, questioning or unsure, or another gender identity.

Faculty were also asked an expansive sexual identity question, which permitted them to select all sexual identities that applied. Of the available sexual identities, 64% of faculty selected straight or heterosexual. Smaller proportions of faculty (less than 3% each) identified as bisexual, lesbian, gay, queer, pansexual or polysexual, ace, gray, or asexual, demisexual, questioning or unsure, and another sexual orientation.



LaGrange College

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 2024, 20% of invited faculty responded to the survey. The response rate of individual institutions ranged from 6% to 52%, while the average was 24%.

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,

Table 3

Percentage of Faculty by Disciplinary Area

Disciplinary Area	FSSE (%)	U.S. (%)
Arts and Humanities	24	18
Biological Sciences, Agriculture, and Natural Resources	7	5
Physical Sciences, Mathematics, and Computer Science	12	9
Social Sciences	13	10
Business	11	7
Communications, Media, and Public Relations	4	2
Education	8	8
Engineering	4	3
Health Professions	9	23
Social Service Professions	2	3
Other disciplines (not categorized)	5	11

Note: Percentages may not sum to 100 due to rounding. FSSE distributions based on 4,390 U.S. respondents from these disciplinary areas. U.S. percentages are from the 2023 U.S. Bureau of Labor Statistics Occupational Employment Statistics and are based on faculty at U.S. postsecondary institutions that award bachelor’s degrees.

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%.



Susquehanna 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.