



Faculty Survey of Student Engagement

Survey items descriptions and response sets:

Course Based 2007

How important is it to you that undergraduates at your institution do the following?

Practicum, internship, field experience, co-op experience, or clinical assignment	1=Not important 2=Somewhat important 3=Important 4=Very important
Community service or volunteer work	
Participate in a learning community or some other formal program where groups of students take two or more classes together	
Work on a research project with a faculty member outside of course or program requirements	
Foreign language coursework	
Study abroad	
Independent study or self-designed major	
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	

Select the response that you believe best represents the quality of student relationships with people at your institution.

Student relationships with other students	1=Unfriendly, unsupportive, sense of alienation 7=Friendly, supportive, sense of belonging
Student relationships with faculty members	
Student relationships with administrative personnel and offices	

To what extent does your institution emphasize each of the following?

Requiring students to spend significant amounts of time studying and on academic work	1=Very little 2=Some 3=Quite a bit 4=Very much
Providing students support they need to help them succeed academically	
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	
Helping students cope with their non-academic responsibilities (work, family, etc.)	
Providing students the support they need to thrive socially	
Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	
Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	
Encouraging students to use computers in their academic work	

About how many hours do you spend in atypical 7-day week doing each of the following?

Teaching undergraduate students in class	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
Grading papers and exams	
Giving other forms of written and oral feedback to students	
Preparing for class	
Reflecting on ways to improve my teaching	
Research and scholarly activities	
Working with undergraduates on research	
Advising undergraduate students	
Supervising internships or other field experiences	
Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	
Other interactions with students outside of the classroom	
Conducting service activities	

Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

Level of students in your selected course section:	1=Lower division (mostly first-year students and sophomores) 2=Upper division (mostly juniors and seniors) 3=Other (please describe) _____
In what format do you teach your selected course section?	1=Classroom instruction, on-campus 2=Classroom instruction, at an auxiliary location (e.g., satellite campus, rented facility) 3=Distance education (live or pre-recorded video/audio, Internet, CD-ROM, correspondence, etc.)
Does your selected course section fulfill a general education requirement on your campus?	1=No 2=Yes
How many students are enrolled in your selected course section?	1=9 or less 2=10 - 19 3=20 - 29 4=30 - 49 5=50 - 99 6=100 or more
Prior to this semester, how many times have you taught your selected course?	0=0 1=1 - 2 2=3 - 9 3=10 - 19 4=20 or more

What is the general area of your selected course? (Please specify an academic discipline, e.g. Chemistry, Psychology, Theater)

Faculty responses are recoded to maintain anonymity (See FSSE codebook for specific recode assignments)	1=Arts & Humanities 2=Biological Sciences 3=Business 4=Education 5=Engineering 6=Physical Sciences 7=Professional 8=Social Sciences 9=Other
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About what percent of students in your selected course section do the following?

Frequently ask questions in class or contribute to class discussion	1=None 2=1 - 24% 3=25 - 49% 4=50 - 74% 5=75% or higher
Frequently come to class without completing readings or assignments	
Frequently work harder than they usually do to meet your standards	
Occasionally use e-mail to communicate with you	
Occasionally discuss grades or assignments with you	
At least once, talk about career plans with you	
At least once, discuss ideas from readings or classes with you outside of class	

How often do students in your selected course section engage in the following?

Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	1=Never 2=Sometimes 3=Often 4=Very often
Work with other students on projects during class	
Participate in a community-based project (e.g., service learning) as part of your course	
Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	
Receive prompt written or oral feedback from you on their academic performance	
Have serious conversations in your course with students of a different race or ethnicity than their own	
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	

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

Number of assigned textbooks, books, or book length packs of course readings	1=None 2=1 3=2 - 3 4=4 - 6 5=More than 6
Number of written papers or reports of 20 pages or more	
Number of written papers or reports between 5 and 19 pages	
Number of written papers or reports of fewer than 5 pages	

In a typical week , how many homework problem sets do you require students in your selected course section to complete?

Number of problem sets that take your students more than one hour to complete	1=None 2=1 - 2 3=3 - 4 4=5 - 6 5=More than 6
Number of problem sets that take your students less than one hour to complete	

Time students spend preparing for your selected course section:

In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1=0 2=1 - 2 3=3 - 4 4=5 - 6 5=7 - 8 6=9 - 10 7=11 - 12 8=More than 12
In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	

In your selected course section, how important to you is it that your students do the following?

Prepare two or more drafts of a paper before turning it in	1=Not important 2=Somewhat important 3=Important 4=Very important
Work on a paper or project that requires integrating ideas or information from various sources	
Work with classmates outside of class to prepare class assignments	
Put together ideas or concepts from different courses when completing assignments or during class discussions	
Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	
Tutor or teach other students (paid or voluntary)	
Examine the strengths and weaknesses of their views on a topic or issue	
Try to better understand someone else's views by imagining how an issue looks from that person's perspective	
Learn something that changes the way they understand an issue or concept	

In your selected course section, on average, what percent of class time is spent on the following?

Lecture	1=0% 2=1-9% 3=10-19% 4=20-29% 5=30-39% 6=40-49% 7=50-74% 8=75% or more
Teacher-led discussion	
Teacher-student shared responsibility (seminar, discussion, etc.)	
Student computer use	
Small group activities	
Student presentations	
In-class writing	
Testing and evaluation	
Performances in applied and fine arts (e.g., dance, drama, music)	
Experiential (labs, field work, art exhibits, etc.)	

Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?	1=Very little 7=Very much
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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	1=Very little 2=Some 3=Quite a bit 4=Very Much
Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	
Making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	
Applying theories or concepts to practical problems or in new situations	

To what extent do you structure your selected course section so that students learn and develop in the following areas?

Writing clearly and effectively	1=Very little 2=Some 3=Quite a bit 4=Very much
Speaking clearly and effectively	
Thinking critically and analytically	
Analyzing quantitative problems	
Using computing and information technology	
Working effectively with others	
Learning effectively on their own	
Understanding themselves	
Understanding people of other racial and ethnic backgrounds	
Solving complex real-world problems	
Developing a personal code of values and ethics	
Developing a deepened sense of spirituality	
Acquiring a broad general education	
Acquiring job or work-related knowledge and skills	

What is the general discipline of your academic appointment? (Please specify an academic discipline)

Faculty responses are recoded to maintain anonymity (See FSSE codebook for specific recode assignments)	1=Arts & Humanities	6=Physical Sciences
	2=Biological Sciences	7=Professional
	3=Business	8=Social Sciences
	4=Education	9=Other
	5=Engineering	