



**Faculty Survey
of Student Engagement**

Faculty Survey of Student Engagement
2007 Codebook (Course-based)
Updated 10.30.07

Please note the following for the FSSE dataset and codebook: Invalid and nonresponses are coded as missing “.”



Variable	Description	Response Values
IPEDS	Institutional IPEDS Number	

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

FINTERN	Practicum, internship, field experience, co-op experience, or clinical assignment	1=Not important 2=Somewhat important 3=Important 4=Very important
FVOLUNTR	Community service or volunteer work	
FLERNCOM	Participation in a learning community or some other formal program where groups of students take two or more classes together	
FIMPR05	Work on a research project with a faculty member outside of course or program	
FFORLANG	Foreign language coursework	
FSTUDYAB	Study abroad	
FINDST06	Independent study or self-designed major	
FSENIOR	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.

FENVSTU	Student relationships with other students	1=Unfriendly, unsupportive, sense of alienation 2= 3= 4= 5= 6= 7=Friendly, supportive, sense of belonging
FENVFAC	Student relationships with faculty members	1=Unavailable, unhelpful, unsympathetic 2= 3= 4= 5= 6= 7=Available, helpful, sympathetic
FENVADM	Student relationships with administrative personnel and offices	1=Unhelpful, inconsiderate, rigid 2= 3= 4= 5= 6= 7=Helpful, considerate, flexible

Variable	Description	Response Values
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To what extent does your institution emphasize each of the following?

FENVSCHO	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
FENVSUPR	Providing students support they need to help them succeed academically	
FENVDIVR	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	
FENVNACA	Helping students cope with their non-academic responsibilities (work, family, etc.)	
FENVSOCA	Providing students the support they need to thrive socially	
FENVACT	Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	
FENVEVEN	Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	
FENVCOMP	Encouraging students to use computers in their academic work	

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

UGTEACH	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
GRADEPAP	Grading papers and exams	
GRADEBCK	Giving other forms of written and oral feedback to students	
CLASSPRP	Preparing for class	
REFLECT	Reflecting on ways to improve my teaching	
SCHOLAR	Research and scholarly activities	
FRESEARC	Working with undergraduates on research	
ADVISE	Advising undergraduate students	
FIELDEXP	Supervising internships or other field experiences	
FFACOTHR	Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	
FINTERAC	Other interactions with students outside of the classroom	
SERVICE	Conducting service activities	



Variable	Description	Response Values
Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.		
CRSLEVEL	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) _____
TEACFORM	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.)
GENEDREQ	Does your selected course section fulfill a general education requirement on your campus?	1=No 2=Yes
CS05 - Created by recoding	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
CT05 - Created by recoding	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



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

CSDISCOL - Created by recoding	<p>1=Arts and Humanities Art, fine and applied English (language and literature) History Journalism Language and literature (except English) Music Philosophy Speech Theater or drama Theology or religion Other arts & humanities</p> <p>2=Biological Sciences Biology (general) Biochemistry or biophysics Botany Environmental science Marine (life) science Microbiology or bacteriology Zoology Other biological science</p> <p>3=Business Accounting Business administration (general) Finance International business Marketing Management Other business</p> <p>4=Education Business education Elementary/middle school education Music or art education</p>	<p>Physical education or recreation Secondary education Special education Other education</p> <p>5=Engineering Aero-/aeronautical engineering Civil engineering Chemical engineering Electrical or electronic engineering Industrial engineering Materials engineering Mechanical engineering General/other engineering</p> <p>6=Physical Science Astronomy Atmospheric science (including meteorology) Chemistry Earth science (including geology) Mathematics Physics Statistics Other physical science</p> <p>7=Professional Architecture Urban planning Health technology (medical, dental, laboratory) Law Library/archival science Medicine Dentistry Veterinarian</p>	<p>Nursing Pharmacy Allied health/other medical Therapy (occupational, physical, speech) Other professional</p> <p>8=Social Science Anthropology Economics Ethnic studies Geography Political science (including government, international relations) Psychology Social work Sociology Gender studies Other social science</p> <p>9=Other Agriculture Communications Computer science Family Studies Natural resources and conservation Kinesiology Criminal justice Military science Parks, recreation, leisure studies, sports management Public administration Other field Technical/vocational</p>
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About what *percent* of students in your selected course section do the following?

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

Variable	Description	Response Values
How often do students in your selected course section engage in the following?		
FDIVCLAS	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
FCLASSGR	Work with other students on projects during class	
FCOMMPRO	Participate in a community-based project (e.g., service learning) as part of your course	
FITICADE	Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	
FFEED	Receive prompt written or oral feedback from you on their academic performance	
FDIVRSTU	Have serious conversations in your course with students of a different race or ethnicity than their own	
FDIFFSTU	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?		
FREADASG	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
FWRTMR05	Number of written papers or reports of 20 pages or more	
FWRTMD05	Number of written papers or reports between 5 and 19 pages	
FWRITSML	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?		
FPROBSTA	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
FPROBSTB	Number of problem sets that take your students less than one hour to complete	
Time students spend preparing for your selected course section:		
FEXPREP	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
FACTPREP	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)	



Variable	Description	Response Values
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In your selected course section, how *important* to you is it that your students do the following?

FREWROPA	Prepare two or more drafts of a paper before turning it in	1=Not important 2=Somewhat important 3=Important 4=Very important
FINTEGRA	Work on a paper or project that requires integrating ideas or information from various sources	
FOCCGRP	Work with classmates outside of class to prepare class assignments	
FINTIDEA	Put together ideas or concepts from different courses when completing assignments or during class discussions	
FOOCID05	Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	
FTUTOR	Tutor or teach other students (paid or voluntary)	
FOWNVIEW	Examine the strengths and weaknesses of their views on a topic or issue	
FOTHRVW	Try to better understand someone else's views by imagining how an issue looks from that person's perspective	
FCHNGVW	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	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
TEACHLED	Teacher-led discussion	
TEACHSTU	Teacher-student shared responsibility (seminar, discussion, etc.)	
COMPMED	Student computer use	
GROUPSML	Small group activities	
STUPRES	Student presentations	
CLSWRITE	In-class writing	
TESTEVAL	Testing and evaluation	
PERFORM	Performances in applied and fine arts (e.g., dance, drama, music)	
EXPERIEN	Experiential (labs, field work, art exhibits, etc.)	
FEXAMS	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 2= 3= 4= 5= 6= 7=Very much



Variable	Description	Response Values
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In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?

FMEMORIZ	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
FANALYZE	Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	
FSYNTHES	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	
FEVALUAT	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	
FAPPLYIN	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?

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



Variable	Description	Response Values
	What is the general discipline of your academic appointment? (Please specify an academic discipline)	
APDISCOL - Created by recoding	<p>1=Arts and Humanities Art, fine and applied English (language and literature) History Journalism Language and literature (except English) Music Philosophy Speech Theater or drama Theology or religion Other arts & humanities</p> <p>2=Biological Sciences Biology (general) Biochemistry or biophysics Botany Environmental science Marine (life) science Microbiology or bacteriology Zoology Other biological science</p> <p>3=Business Accounting Business administration (general) Finance International business Marketing Management Other business</p> <p>4=Education Business education Elementary/middle school education Music or art education</p>	<p>Physical education or recreation Secondary education Special education Other education</p> <p>5=Engineering Aero-/aeronautical engineering Civil engineering Chemical engineering Electrical or electronic engineering Industrial engineering Materials engineering Mechanical engineering General/other engineering</p> <p>6=Physical Science Astronomy Atmospheric science (including meteorology) Chemistry Earth science (including geology) Mathematics Physics Statistics Other physical science</p> <p>7=Professional Architecture Urban planning Health technology (medical, dental, laboratory) Law Library/archival science Medicine Dentistry Veterinarian</p> <p>Nursing Pharmacy Allied health/other medical Therapy (occupational, physical, speech) Other professional</p> <p>8=Social Science Anthropology Economics Ethnic studies Geography Political science (including government, international relations) Psychology Social work Sociology Gender studies Other social science</p> <p>9=Other Agriculture Communications Computer science Family Studies Natural resources and conservation Kinesiology Criminal justice Military science Parks, recreation, leisure studies, sports management Public administration Other field Technical/vocational</p>
SURSUB	Amount of survey submitted	1=Ended submission on a page prior to demographics (empstat) 2=Submitted all pages prior to demographics

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2007 FSSE Experimental items

Earlier, you answered some questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

Thinking again about that course, please indicate how much the following happen.

EXP0701A	Students should gain an understanding of how course topics connect to societal problems or issues	1=Very little 2=Some 3=Quite a bit 4=Very much
EXP0701B	Students should develop skills necessary to work effectively with people from various cultural backgrounds	
EXP0701C	The course content emphasizes contributions to the field by people from multiple cultures	
EXP0701D	The course covers topics from multiple theoretical perspectives	
EXP0701E	You try to learn about student characteristics in order to improve class instruction	
EXP0701F	You explore your own cultural and intellectual limitations as part of class preparation	
EXP0701G	You address your potential biases about course-related issues during class	
EXP0701H	You vary my teaching methods to encourage the active participation of all students	
EXP0701I	You work on creating a classroom atmosphere that is conducive to student learning	
EXP0701J	You try to empower students through their class participation	
EXP0701K	You evaluate student learning using multiple techniques	
EXP0701L	You adjust aspects of the course (e.g., pace, content, or assignments) based on student learning needs	

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2007 FSSE Experimental items

EXP0702	Considering all of its aspects (e.g., purpose, content, teaching methods, assignments students), how inclusive of diversity is your selected course section?	1=Not at all inclusive 2= 3= 4= 5= 6= 7=Totally inclusive
EXP0703	How inclusive of diversity is your institution's undergraduate curriculum?	1=Not at all inclusive 2= 3= 4= 5= 6= 7=Totally inclusive
EXP0704A	Does your selected course section fulfill a "diversity" requirement?	1=No 2=Yes
<i>(The following question is for EXP0704B and EXP0704C. NOTE: Only respondents who answered "yes" to EXP0704A received EXP0704B and EXP0704C)</i>		
Indicate which type of requirement it fulfills. Mark one or both.		
EXP0704B	A program or department requirement (Created by recode if checked "a program or department or requirement")	1=Checked
EXP0704C	A school, college, or campus-wide requirement (Created by recode if checked "a school, college, or campus-wide requirement")	1=Checked
EXP0705	Is your selected course section required for students in a major?	1=No 2=Yes