



Faculty Survey of Student Engagement 2009

The Faculty Survey of Student Engagement is a project coordinated by the [Center for Postsecondary Research](#) at Indiana University Bloomington.

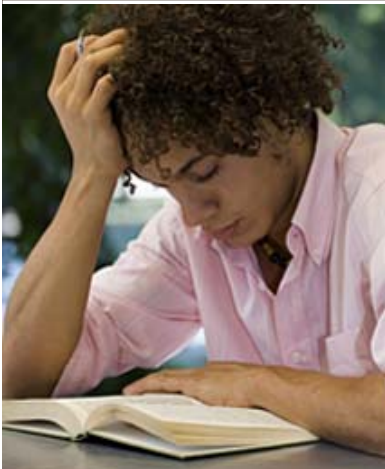
We cordially invite you to participate in the 2009 Faculty Survey of Student Engagement (FSSE). The survey takes about 15-20 minutes to complete. It is designed to measure faculty expectations regarding the extent to which students at your institution engage in educational practices empirically linked to high levels of learning and development. The information you and other faculty members on your campus provide will help identify areas of strength and improvement, as well as lead to constructive discussions related to teaching, learning, and the quality of your students' educational experience.

Your responses will be confidential and anonymous to your institution. All reporting will be done in the aggregate to protect your privacy. At the end of the survey you can provide feedback about the nature of the questions and related topics that will help us improve the instrument.

Your participation in this study is voluntary and you may refuse to participate without penalty.

If you have technical problems completing the survey, please e-mail help@fsse.org or call 1-877-295-3064. If you have questions about the study, please contact Thomas Nelson Laird by [e-mail](#) or by phone (812-856-5824).

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have not been honored during the course of this project, you may contact the office for the Human Subjects Committee, Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47405, 812-855-3067, or by e-mail at iub_hsc@indiana.edu.



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I agree, proceed

I do not wish to participate

Print this page



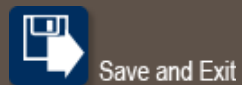
Faculty Survey of Student Engagement



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

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

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Faculty Survey of Student Engagement



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

Student relationships with **other students**:

**Unfriendly,
Unsupportive,
Sense of Alienation**

**Friendly,
Supportive,
Sense of Belonging**

▼ ▼

1 2 3 4 5 6 7

Student relationships with **faculty members**:

**Unavailable,
Unhelpful,
Unsympathetic**

**Available,
Helpful,
Sympathetic**

▼ ▼

1 2 3 4 5 6 7

Student relationships with **administrative personnel and offices**:

**Unhelpful,
Inconsiderate,
Rigid**

**Helpful,
Considerate,
Flexible**

▼ ▼

1 2 3 4 5 6 7

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

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

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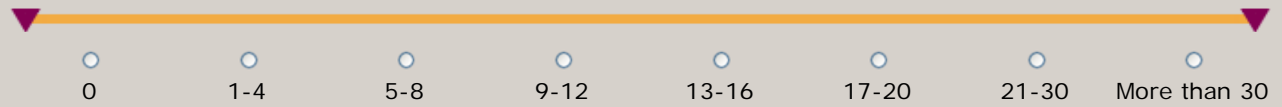


About how many hours do you spend in a *typical 7-day week* doing each of the following?

Teaching undergraduate students in class



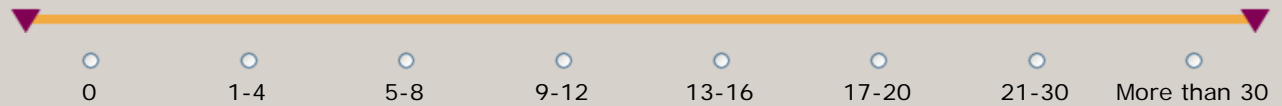
Grading papers and exams



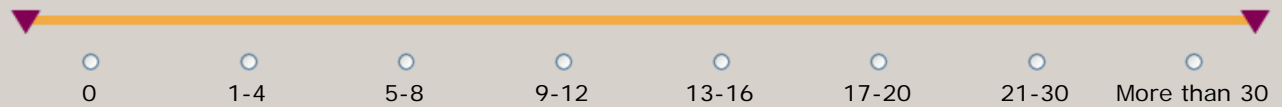
Giving other forms of written and oral feedback to students



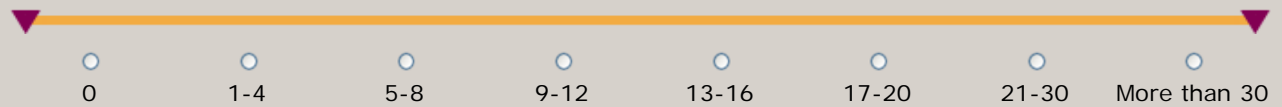
Preparing for class



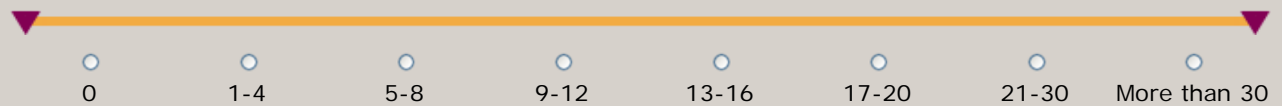
Reflecting on ways to improve my teaching



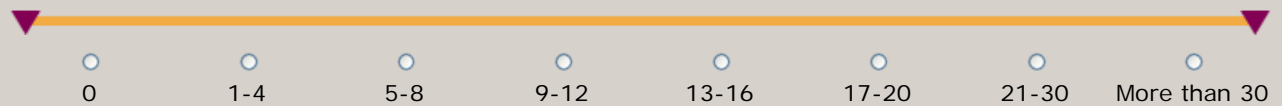
Research and scholarly activities



Working with undergraduates on research



Advising undergraduate students



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

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



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

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Level of students in your selected course section:


- Lower division (mostly first-year students and sophomores)
- Upper division (mostly juniors and seniors)
- Other (please describe):

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In what format do you teach your selected course section?

- Classroom instruction, on-campus
- Classroom instruction, at an auxiliary location (e.g., satellite campus, rented facility)
- 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?

- Yes
- No

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Student Engagement



How many students are enrolled in your selected course section?

Prior to this semester, how many times have you taught your selected course?

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

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About what *percent* of students in your selected course section do the following?

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

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

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



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

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

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

	None	1-2	3-4	5-6	More than 6
Number of problem sets that take your students more than one hour to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of problem sets that take your students less than one hour to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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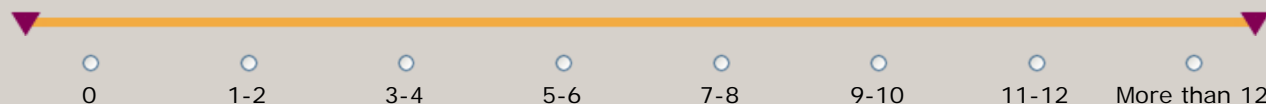


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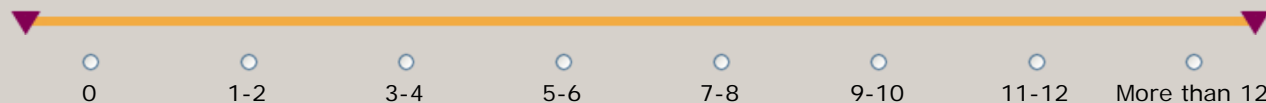


Time students spend preparing for your selected course section:

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)



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)



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

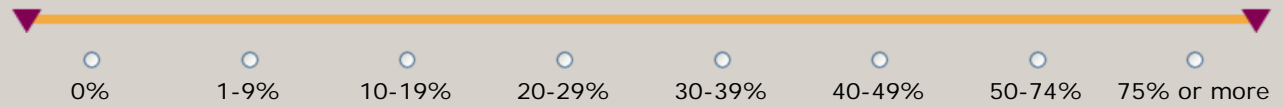
	Very important	Important	Somewhat important	Not important
Prepare two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a paper or project that requires integrating ideas or information from various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

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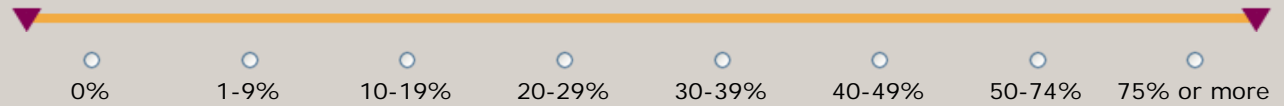


In your selected course section, on average, what percent of class time is spent on the following?

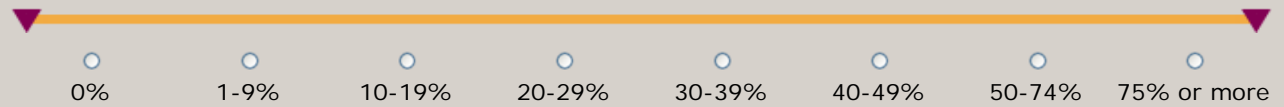
Lecture



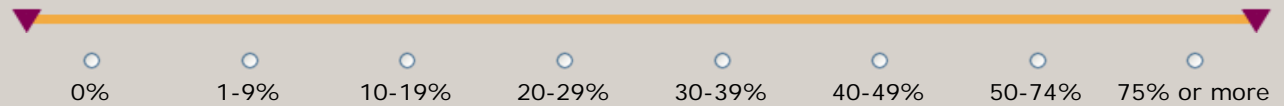
Teacher-led discussion



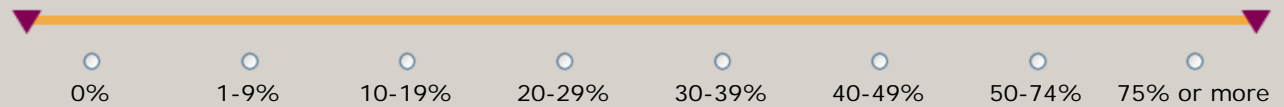
Teacher-student shared responsibility (seminar, discussion, etc.)



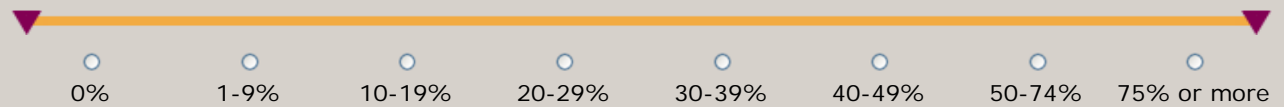
Student computer use



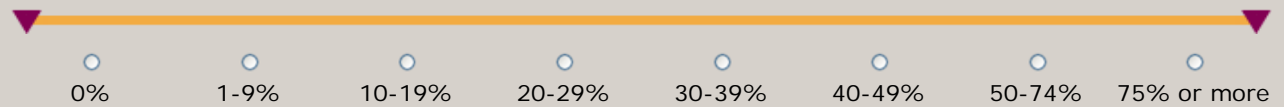
Small group activities



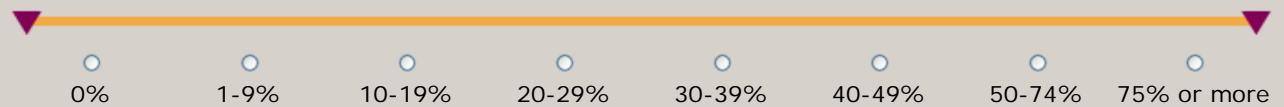
Student presentations



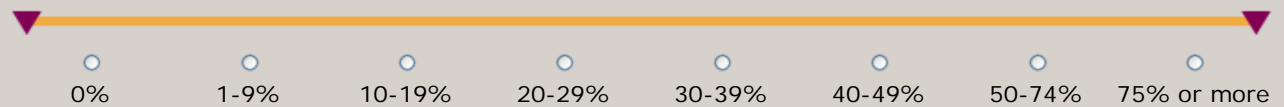
In-class writing



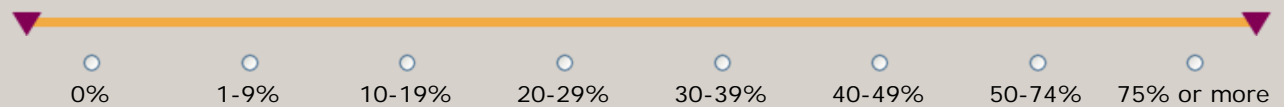
Testing and evaluation



Performances in applied and fine arts (e.g., dance, drama, music)



Experiential (labs, field work, art exhibits, etc.)



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Select the response 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.

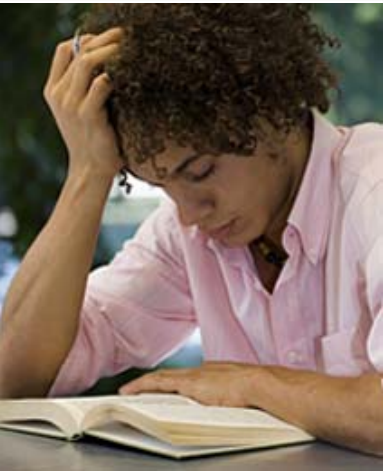
Very little **Very much**

1 2 3 4 5 6 7



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


	Very much	Quite a bit	Some	Very little
Memorizing facts, ideas, or methods from your course and readings so students can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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


	Very much	Quite a bit	Some	Very little
Writing clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking clearly and effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing quantitative problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning effectively on their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very much	Quite a bit	Some	Very little
Understanding themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a deepened sense of spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring a broad general education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring job or work-related knowledge and skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

Continue



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Responses to the following demographic items will only be reported in the aggregate. Individual responses to these items will not be returned to your institution to protect the confidentiality of your participation.

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During this term, does your institution consider you to be employed part-time or full-time?


- Part-time
- Full-time


Enter the total number of *undergraduate* courses you have taught or are scheduled to teach during the current academic year:


Enter the total number of *graduate* courses you have taught or are scheduled to teach during the current academic year:

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Which of the following best describes your academic rank, title, or current position?


- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Graduate Teaching Assistant
- Other, specify:


Does your institution consider you to be an adjunct faculty member?


- Yes
- No

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What is your current tenure status?


- Tenured
- On tenure track but not tenured
- Not on tenure track, although this institution has a tenure system
- No tenure system at this institution


Enter the year that you began teaching at *any* college/university:

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What is the highest degree you have earned?


- First professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)
- Doctoral degree (e.g., Ph.D., Ed.D.)
- Master's degree
- Bachelor's degree
- Associate's degree
- Other, specify:

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Enter your year of birth:

19

Your sex:

- Male
- Female

Continue



What is your citizenship status?

- United States citizen, native
- United States citizen, naturalized
- Permanent resident of the United States (immigrant visa)
- Temporary resident of the United States (non-immigrant visa)

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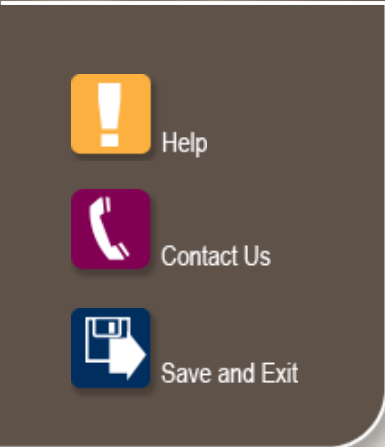
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What is your racial or ethnic identification? (Select only one.)

- American Indian or other Native American
- Asian, Asian American or Pacific Islander
- Black or African American
- White (non-Hispanic)
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- Other
- I prefer not to respond

Continue



If you have any additional comments you would like to make, please type them below.

Continue



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THANKS FOR SHARING YOUR RESPONSES!

Your responses to the survey were successfully submitted.

Questions or comments? [Contact us](#).

For security purposes, please close your browser window to exit the survey.



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