



Faculty Survey of Student Engagement 2008

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Study # 02-7833

What it's about—

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 2008 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.

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in this research have not been respected, you may contact the office for the Human Subjects Committee, Indiana University, Carmichael Center L03, 530 E. Kirkwood Ave., Bloomington, IN 47408, 812-855-3067, by e-mail at iub_hsc@indiana.edu.

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).

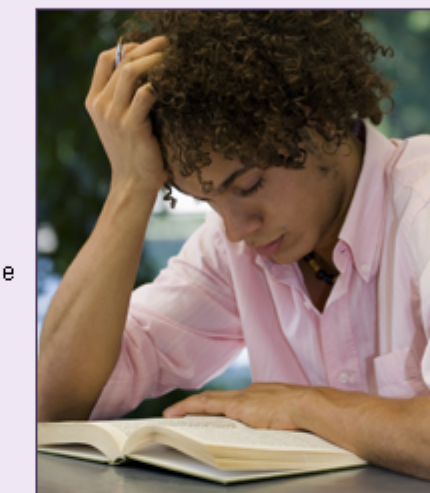
On to the survey—

If you have read this form and agree to take part in this survey, click the "Proceed to the survey" button.

[Proceed to the survey](#)

[I do not wish to participate](#)

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IRB Approved
Approval Date: October 12, 2007
Expires: October 11, 2008



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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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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

1

2

3

4

5

6

7

Friendly,
Supportive,
Sense of
Belonging

Student relationships with faculty members:

Unavailable,
Unhelpful,
Unsympathetic

1

2

3

4

5

6

7

Available,
Helpful,
Sympathetic

Student relationships with administrative personnel and offices:

Unhelpful,
Inconsiderate,
Rigid

1

2

3

4

5

6

7

Helpful,
Considerate,
Flexible

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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?

	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30
Teaching undergraduate students in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading papers and exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving other forms of written and oral feedback to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting on ways to improve my teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and scholarly activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with undergraduates on research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising undergraduate students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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?

	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30
Supervising internships or other field experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other interactions with students outside of the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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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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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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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)

0

1-2

3-4

5-6

7-8

9-10

11-12

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)

0

1-2

3-4

5-6

7-8

9-10

11-12

More
than 12

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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?

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

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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



1



2



3



4



5



6



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?

	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.)

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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

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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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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

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

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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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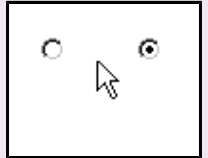
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Common Problems

[Submit Button Doesn't Respond](#)

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Using Radio Buttons



To select a radio button, move your mouse pointer over the radio button you wish to select and click once. If you want to change your answer, just click another radio button under the same question and your previous mark will be deleted.

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Using Checkboxes



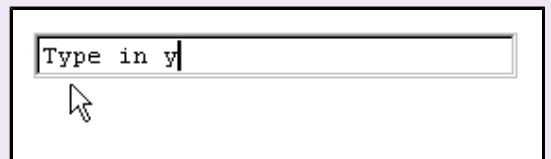
Selecting a checkbox is almost exactly like selecting a radio button. Move your mouse cursor over the checkbox you wish to select and click once. Checkboxes work a bit differently when it comes to deselecting compared to radio buttons. With checkboxes one must actually relick the selection again for the check mark to go away because more than one checkbox can be selected under a single question.

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Using Textboxes

To put your answer into a textbox move your mouse pointer over



any part of the textbox and click once. Then just type in your answer using the keyboard. To delete an answer double-click in the box (the text should now be highlighted) and then press either the "Backspace" or "Delete" key. When you have the correct answer in the textbox, proceed to the next question or submit button.

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Submit Button Doesn't Respond

"I keep clicking the submit/next page/continue button, but nothing happens." -

Repeatedly clicking a submit button does not make any page on the web load faster. When you click a submit button, the process of sending your information and moving onto the next page begins. If the button is clicked again, then the progress so far is abandoned, and the process starts over again from the beginning.

If it takes a long time for anything to occur after you press a submit button, it is probably because of a slow network connection, heavy network traffic, or other similar problems. In any case, the fastest procedure is to click the submit button once and wait for the network to transfer your information and load the next page. Repeatedly clicking the button will only slow the process down.

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Faculty Survey of Student Engagement 2008

Help | Save & Exit

Contact Us

For technical questions regarding the survey:

E-mail: help@fsse.org

Phone: 1-877-295-3064

Mail: Center for Survey Research
Indiana University
Eigenmann Hall 2 South
1900 E. 10th Street
Bloomington, IN 47406-7512
USA

Link: [Center for Survey Research Home Page](#)

For general NSSE issues:

E-mail: fsse@indiana.edu

Mail: Center for Postsecondary Research
Indiana University Bloomington
1900 East 10th Street
Eigenmann Hall Suite 419
Bloomington, IN 47406-7512

Link: [The National Survey of Student Engagement](#)



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Save & Exit

Your responses to the survey are saved each time you submit a page. To save your most recent responses, return to the survey and select the "Continue" button.

You can return later to the survey site:

`https://www.fsse.org/resume.cfm?surveyid=&password=`

When you return later, you will be able to start where you left off, or start from the beginning to review your previous answers.

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