

Faculty Survey of Student Engagement 2010

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 2010 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.

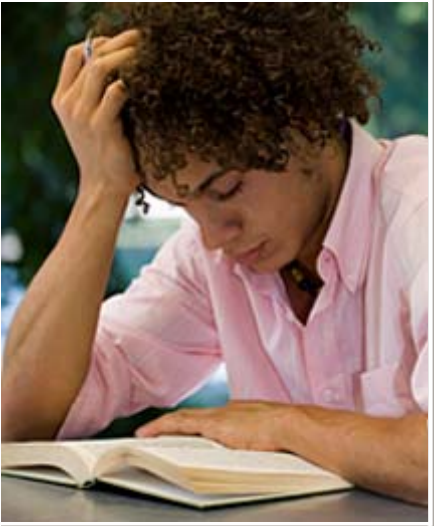
If you have technical problems completing the survey, please e-mail help@fsse.org or call 1-877-295-3064. If you have questions about the study, please contact Thomas Nelson Laird by [e-mail](#) or by phone (812-856-5824).

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.

I agree, proceed

I do not wish to participate

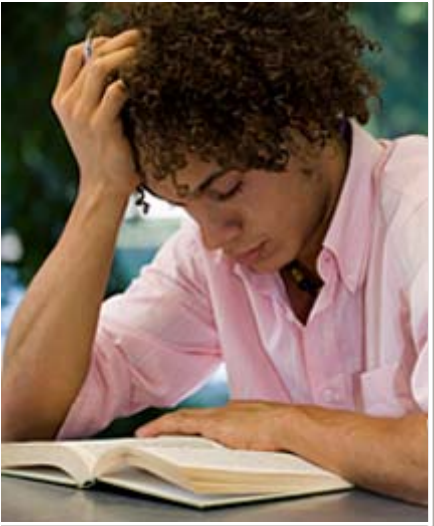
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How important is it to you that undergraduates at your institution do the following?

	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 checked="" type="radio"/>


Continue



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

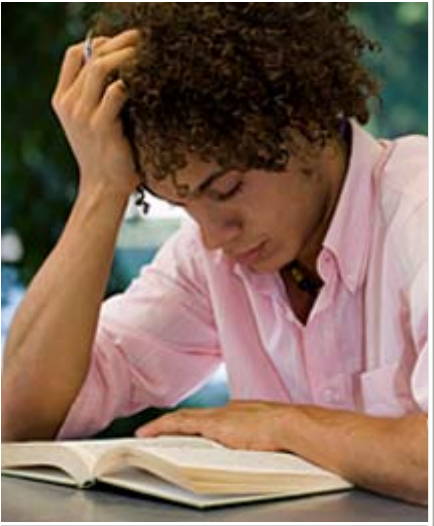
Student relationships with **administrative personnel and offices**:

**Unhelpful,
Inconsiderate,
Rigid** **Helpful,
Considerate,
Flexible**



1 2 3 4 5 6 7

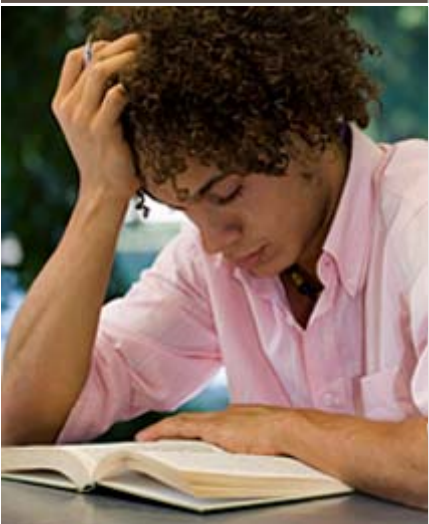
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To what extent does your institution emphasize each of the following?

	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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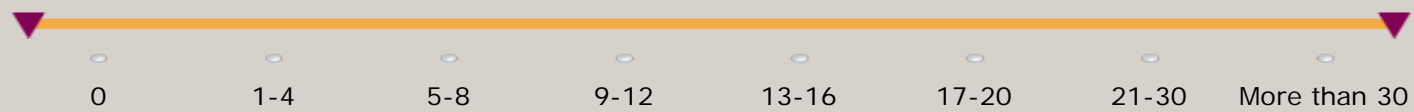


About how many hours do you spend in a *typical 7-day week* doing each of the following?

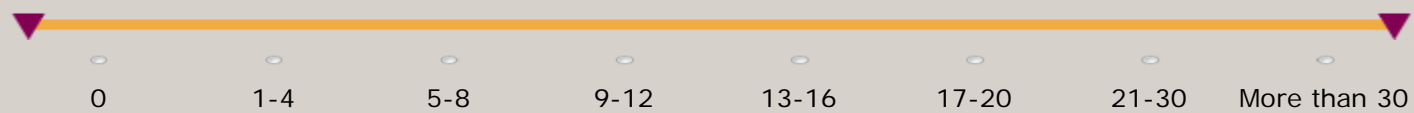
Teaching undergraduate students in class



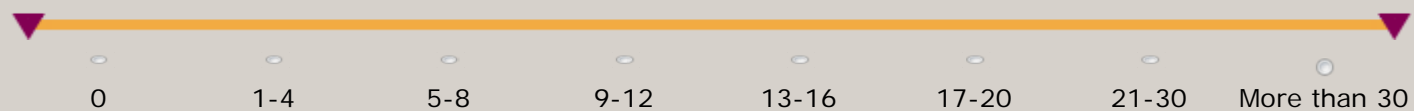
Grading papers and exams



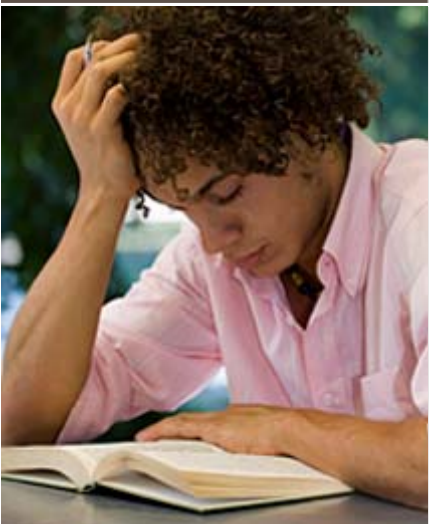
Giving other forms of written and oral feedback to students



Preparing for class

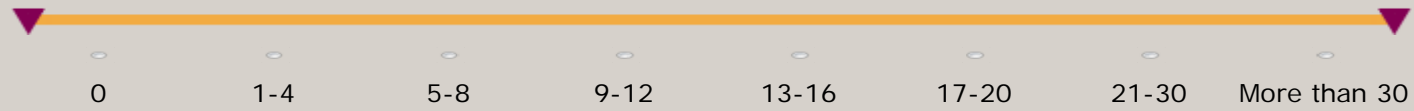


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About how many hours do you spend in a *typical 7-day week* doing each of the following?

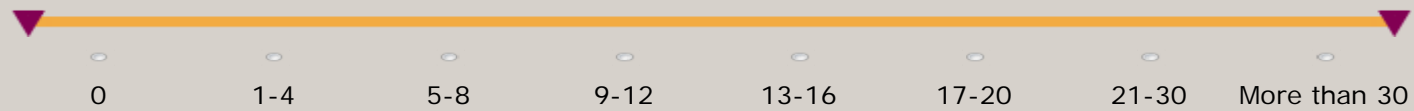
Reflecting on ways to improve my teaching



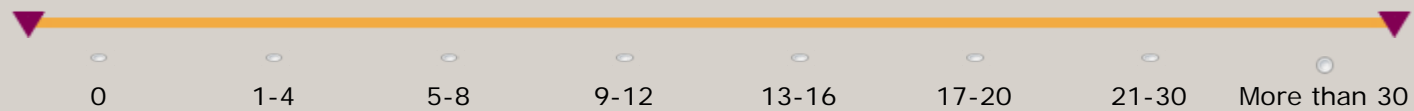
Research and scholarly activities



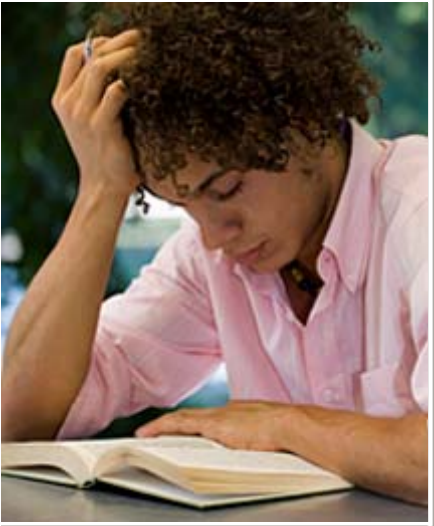
Working with undergraduates on research



Advising undergraduate students

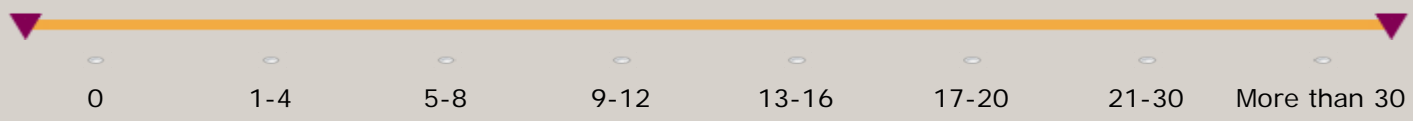


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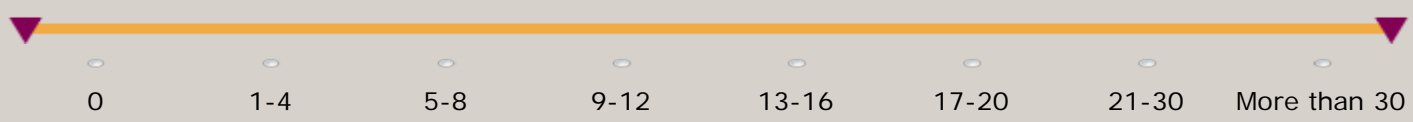


About how many hours do you spend in a *typical 7-day week* doing each of the following?

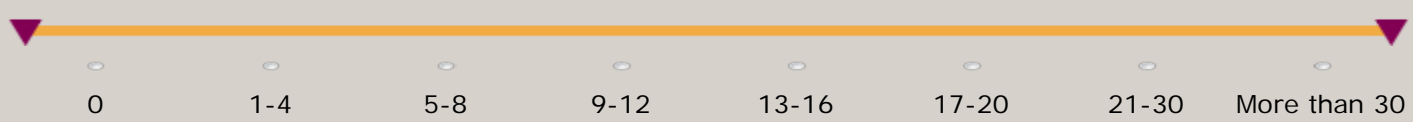
Supervising internships or other field experiences



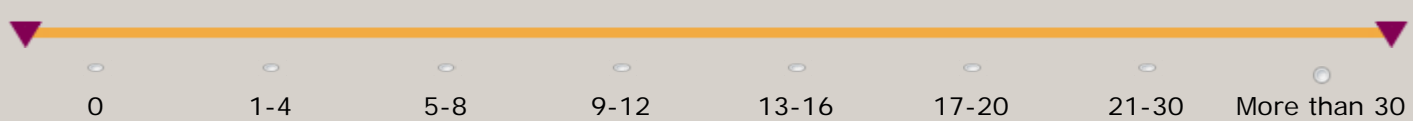
Working with students on activities other than coursework (committees, orientation, student life activities, etc.)



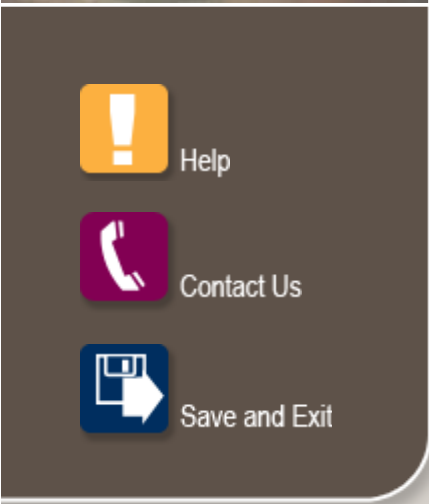
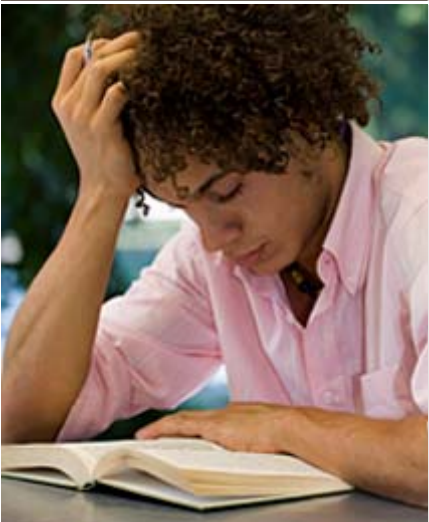
Other interactions with students outside of the classroom



Conducting service activities



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In what format do you most often teach?

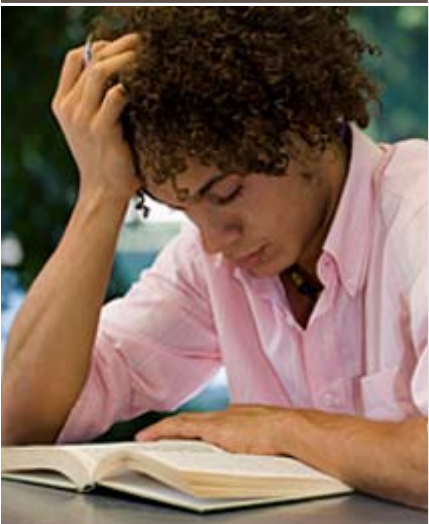
- Classroom instruction, on-campus
- Classroom instruction, at an auxiliary location (e.g., satellite campus, rented facility)
- Distance education (live or pre-recorded video/audio, Internet, CD-ROM, correspondence, etc.)

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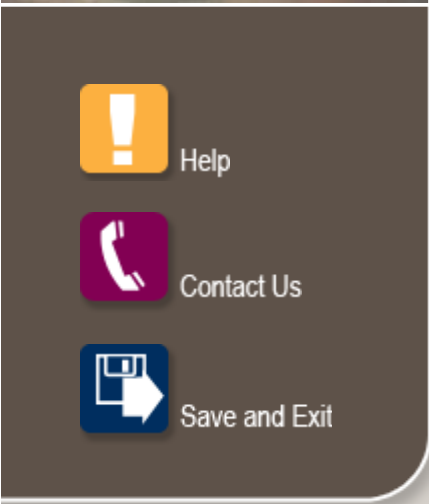


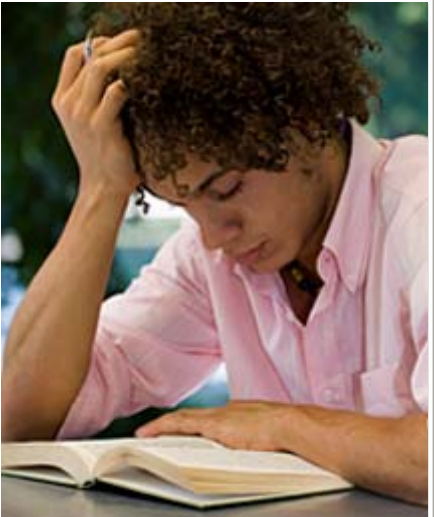
Please respond to the following two questions based on one particular undergraduate course section you are teaching or have taught during this academic year.

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



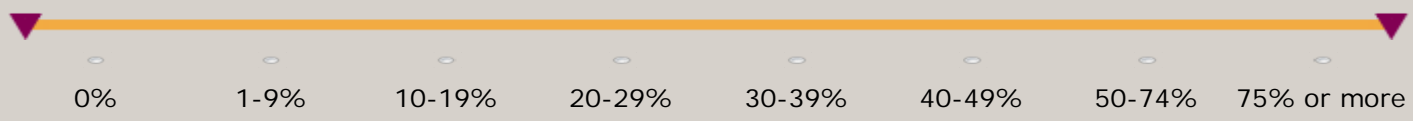
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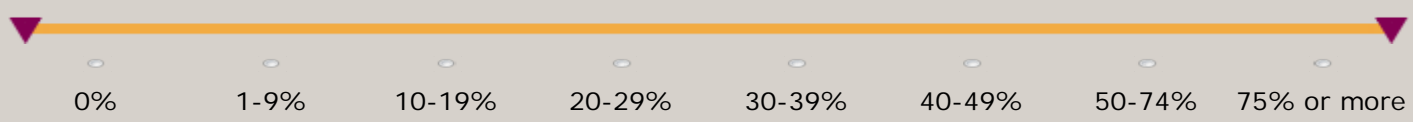


In your selected course section, on average, what *percent of class time* is spent on the following?

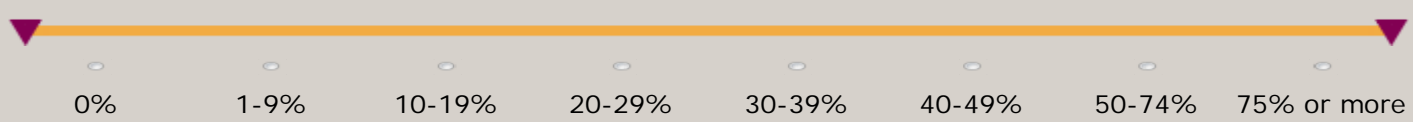
Lecture



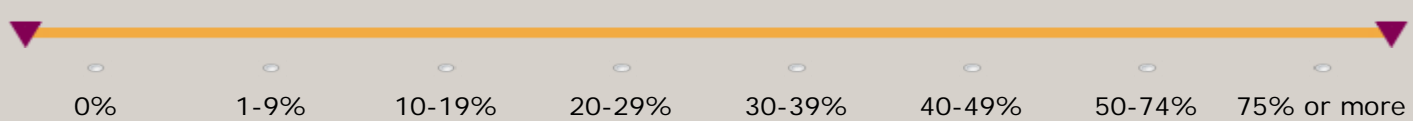
Teacher-led discussion



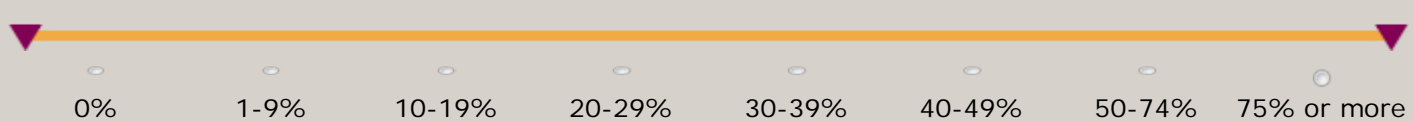
Teacher-student shared responsibility (seminar, discussion, etc.)



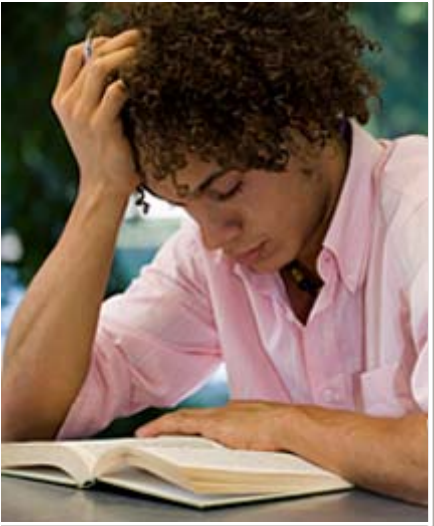
Student computer use



Small group activities

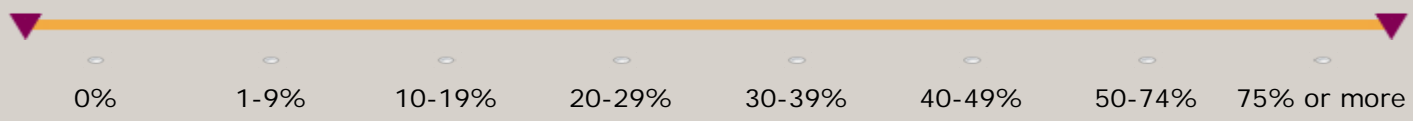


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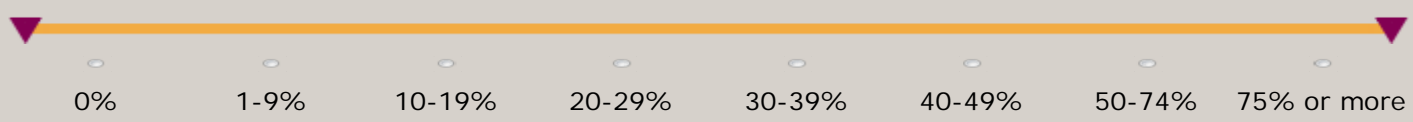


In your selected course section, on average, what *percent of class time* is spent on the following?

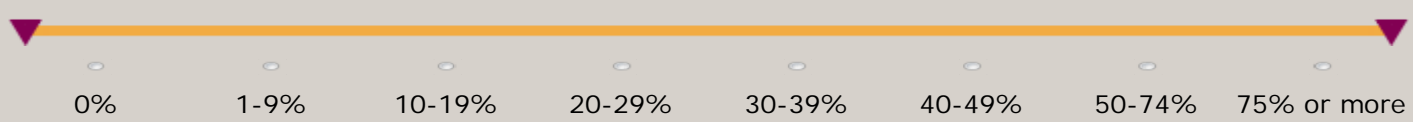
Student presentations



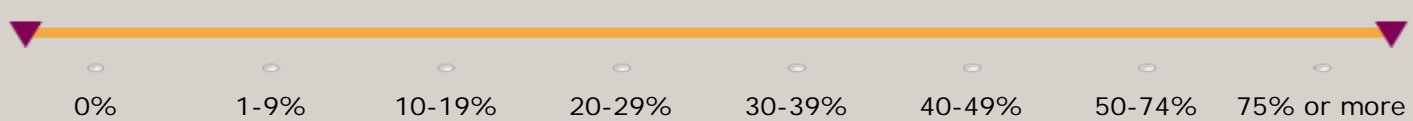
In-class writing



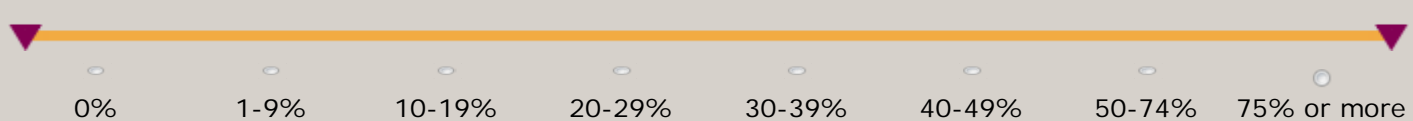
Testing and evaluation



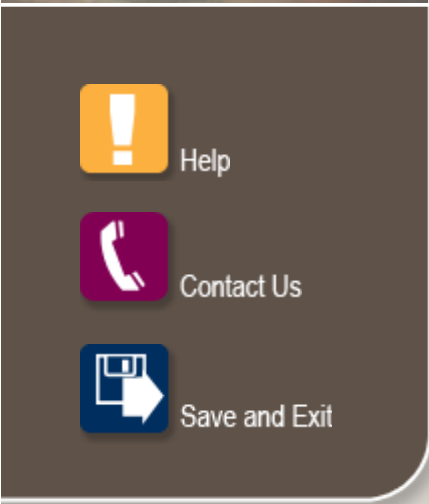
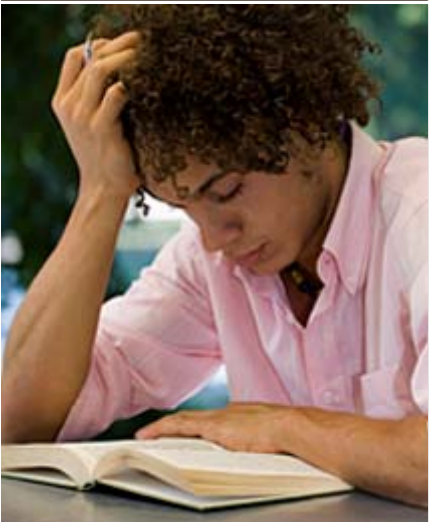
Performances in applied and fine arts (e.g., dance, drama, music)



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



Continue



During the current academic year, have you had more first-year students or seniors in your classes?

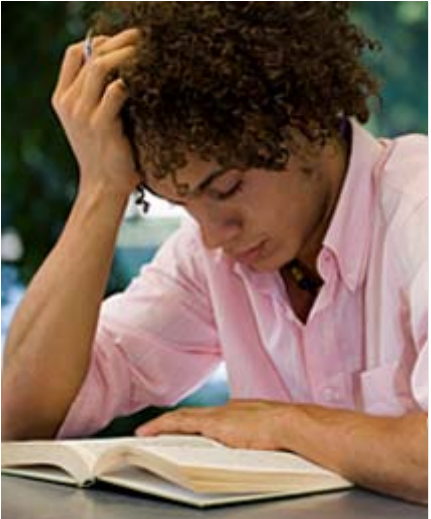
- More first-year students than seniors
- More seniors than first-year students
- I have taught neither first-year students nor seniors this academic year.

Continue



Estimate the total number of students you have taught during this current academic year.

Continue



Help



Contact Us

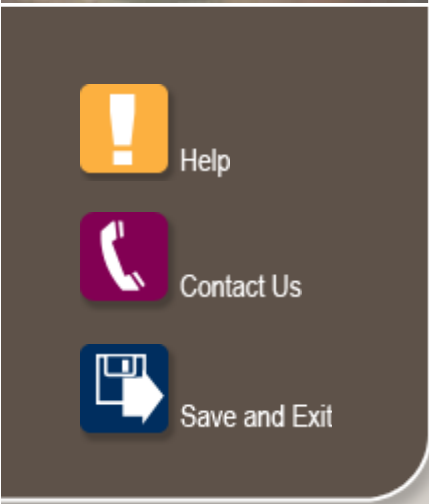
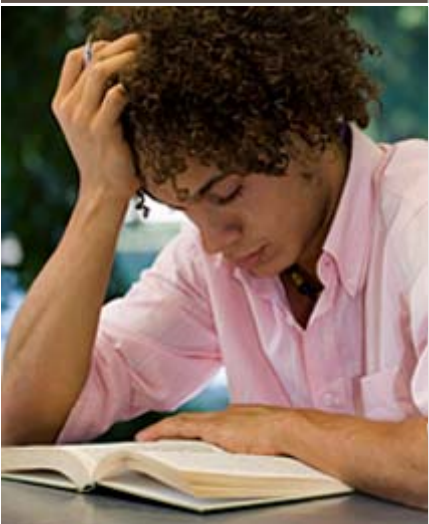


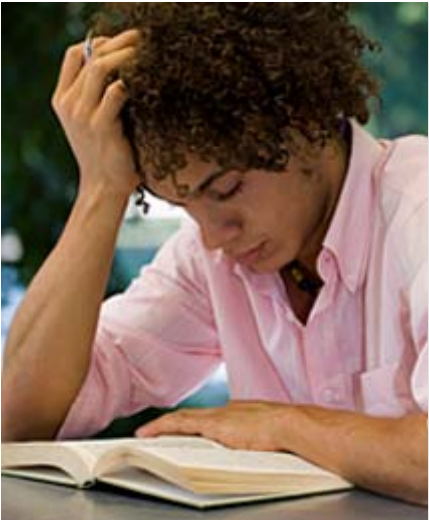
Save and Exit



Please respond to the following questions based on the typical student you have taught during this academic year.

Continue

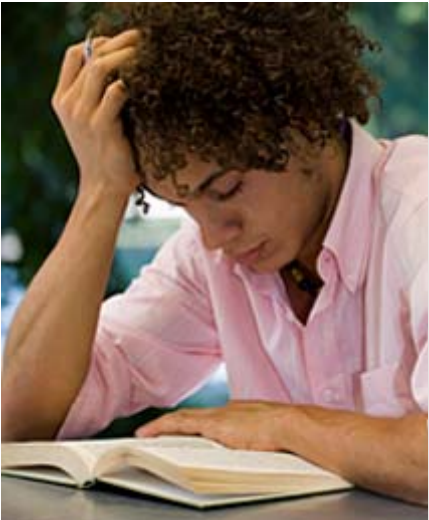




About how often has the typical student done each of the following?

	Very often	Often	Some-times	Never
Asked questions in class or contributed to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made a class presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared 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"/>
Worked on a paper or project that required integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

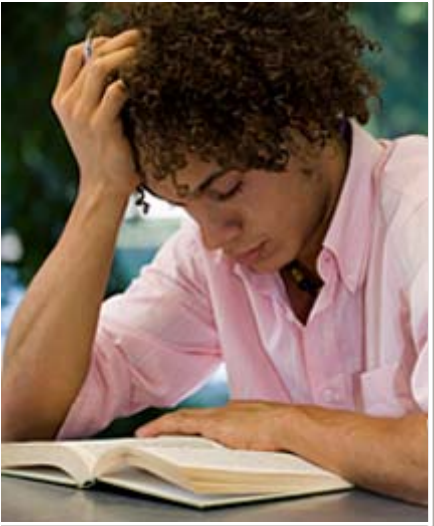
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About how often has the typical student done each of the following?

	Very often	Often	Some-times	Never
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"/>
Tutored or taught other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used 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"/>
Used e-mail to communicate with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed grades or assignments with an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talked about career plans with a faculty member or advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from his or her readings or classes with faculty members outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

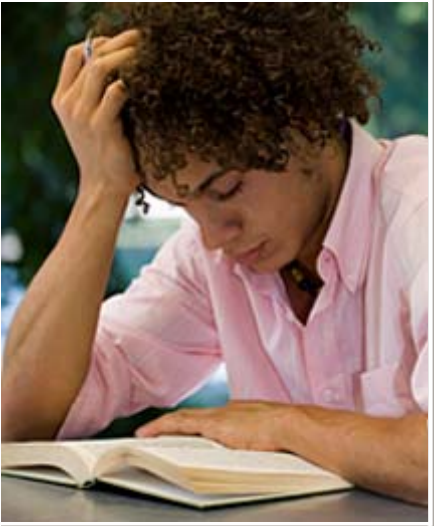
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About how often has the typical student done each of the following?

	Very often	Often	Some-times	Never
Received prompt written or oral feedback from faculty on his or her academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked harder than usual to meet an instructor's standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed ideas from his or her 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"/>
Had serious conversations with students of a different race or ethnicity than his or her own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of his or her views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried 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"/>
Learned something that changed the way he or she understood an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

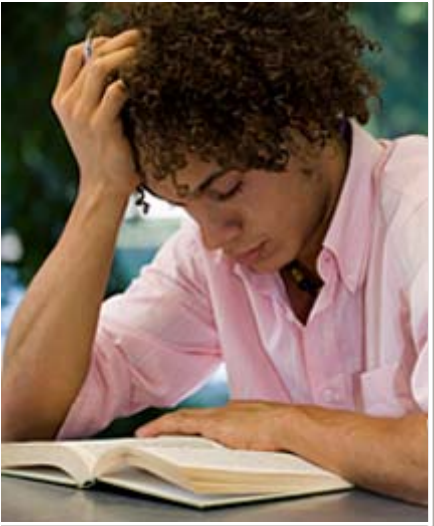
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During the current school year, about how much reading and writing do you estimate the typical student has done?

	None	Between 1 and 4	Between 5 and 10	Between 11 and 20	More than 20
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 books read on his or her own (not assigned) for personal enjoyment or academic enrichment	<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"/>

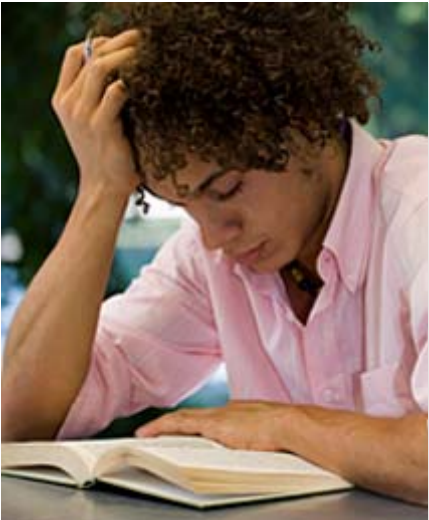
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In a *typical week*, how many homework problem sets does the typical student complete?

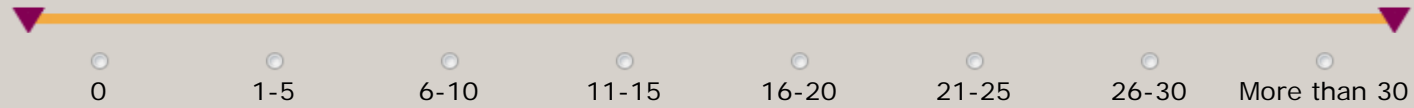
	None	1-2	3-4	5-6	More than 6
Number of problem sets that take the typical <u>student</u> more than one hour to complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of problem sets that take the typical <u>student</u> less than one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

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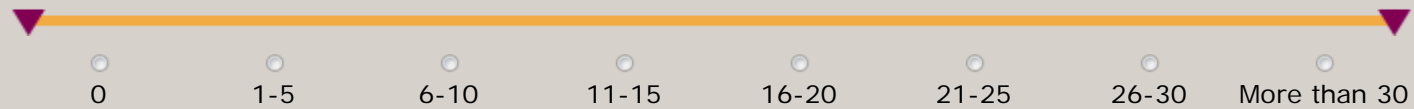


About how many hours do you think the typical student *should* spend in a *typical 7-day week* doing each of the following?

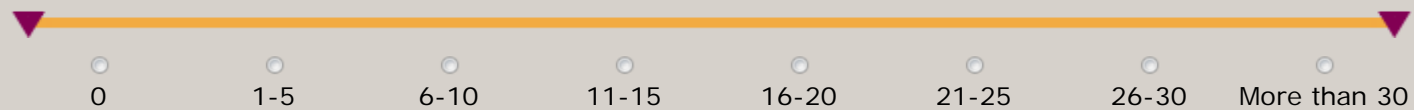
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)



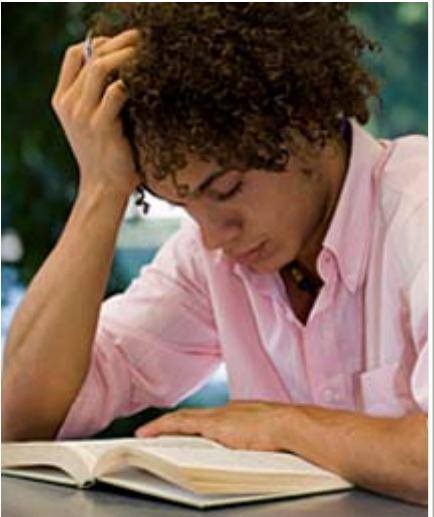
Working for pay **on campus**



Working for pay **off campus**

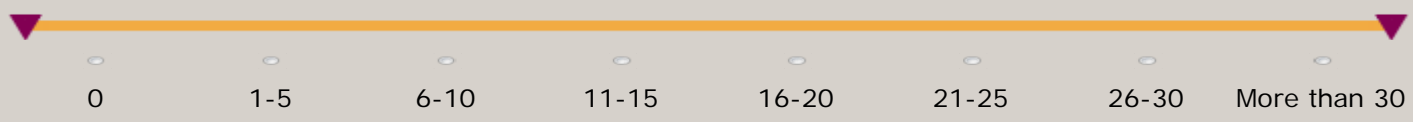


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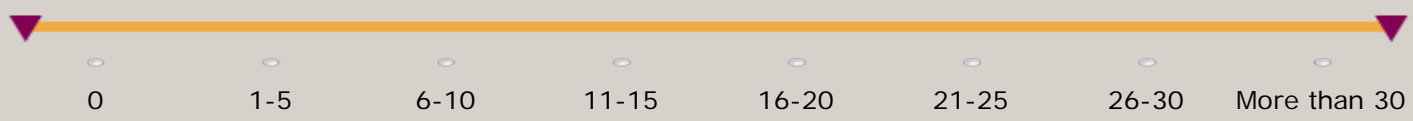


About how many hours do you think the typical student *should* spend in a *typical 7-day week* doing each of the following?

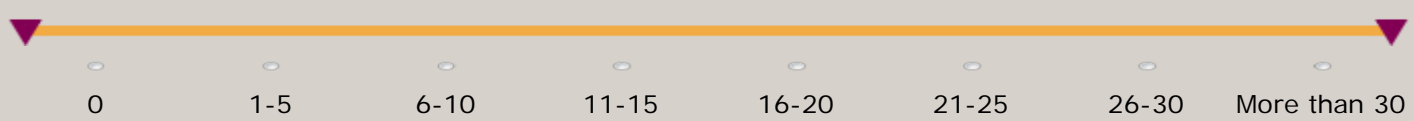
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)



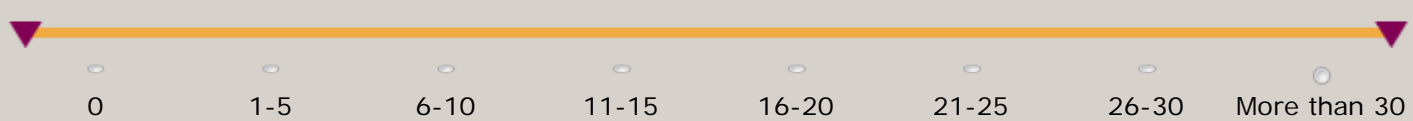
Relaxing and socializing (watching TV, partying, etc.)



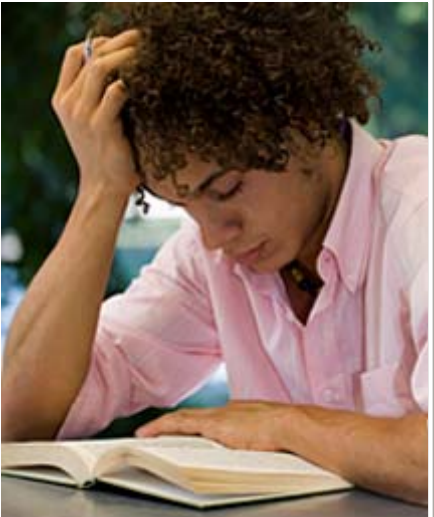
Providing care for dependents living with him or her (parents, children, spouse, etc.)



Commuting to class (driving, walking, etc.)

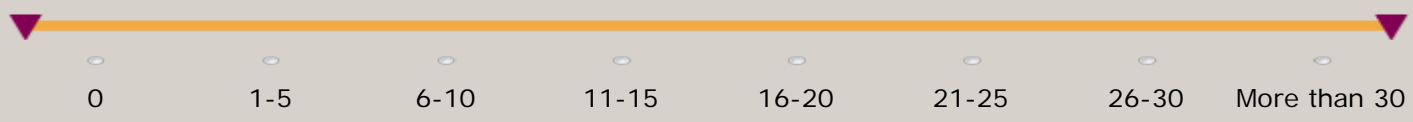


Continue

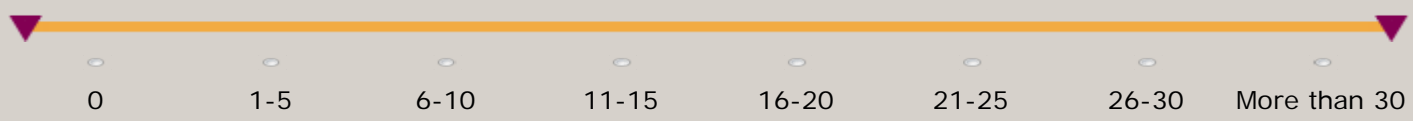


About how many hours do you think the typical student *actually* spends in a *typical 7-day week* doing each of the following?

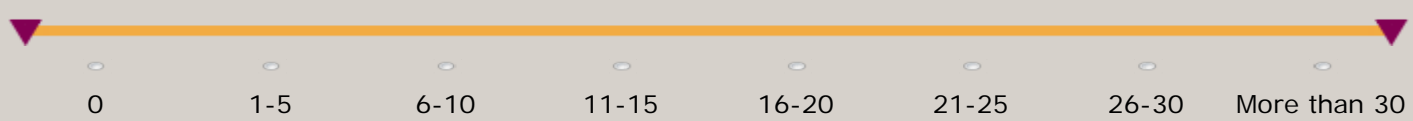
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)



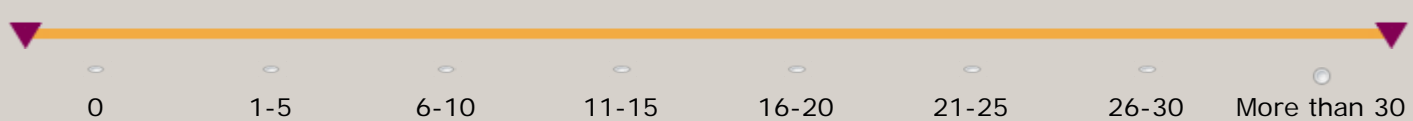
Working for pay **on campus**



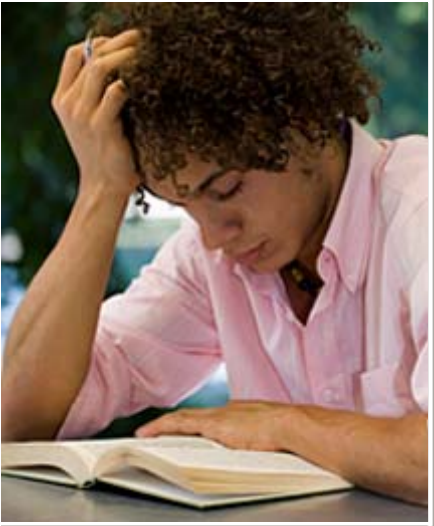
Working for pay **off campus**



Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

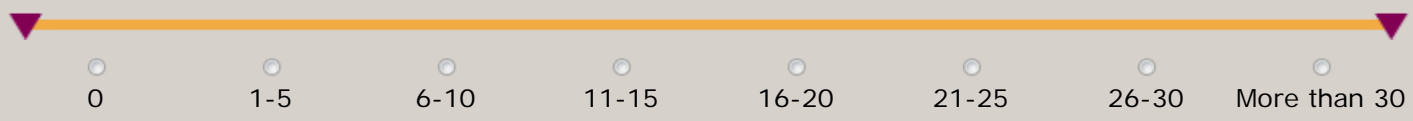


Continue

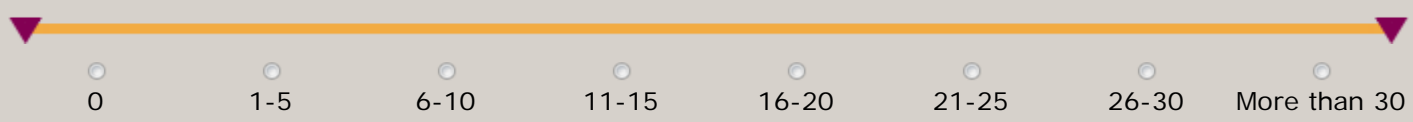


About how many hours do you think the typical student *actually* spends in a *typical 7-day week* doing each of the following?

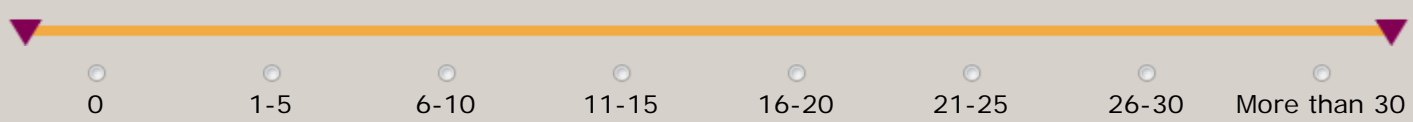
Relaxing and socializing (watching TV, partying, etc.)



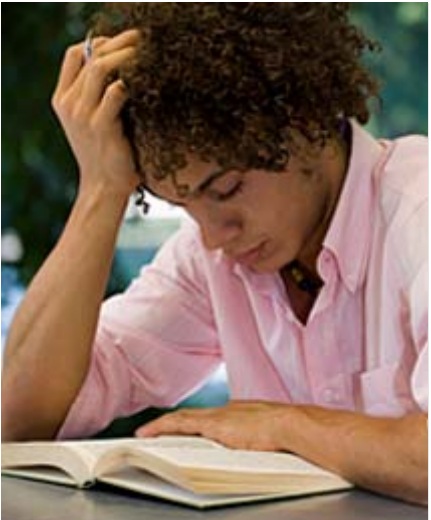
Providing care for dependents living with him or her (parents, children, spouse, etc.)



Commuting to class (driving, walking, etc.)

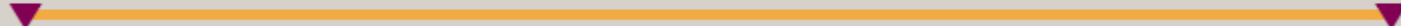


Continue



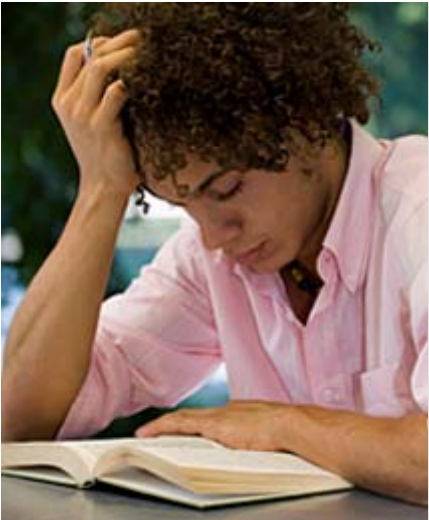
Select the response that represents the extent to which the typical student's examinations have challenged that student to do his or her best work.

Very little **Very much**



1 2 3 4 5 6 7

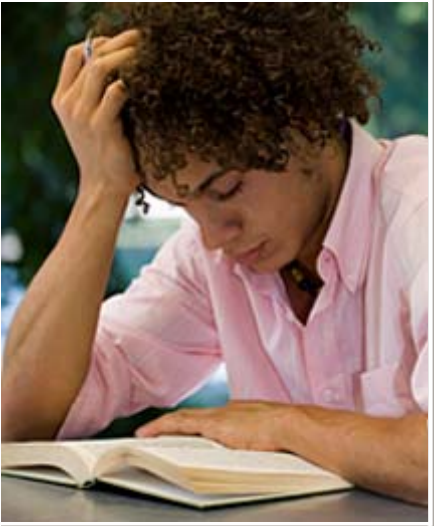
Continue



During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
Memorizing facts, ideas, or methods from his or her courses and readings so he or she 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"/>

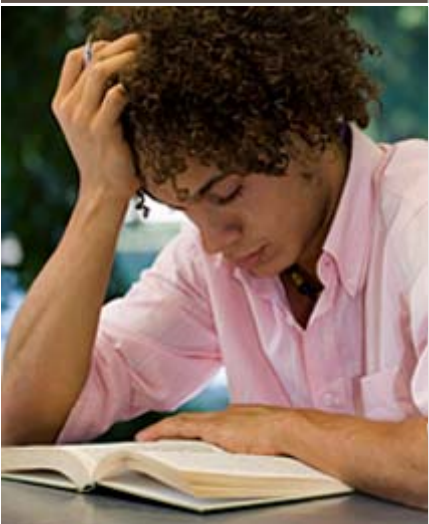
Continue



To what extent has the typical student's experience at this Institution contributed to his or her knowledge, skills, and personal development 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 his or her own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding himself or herself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

[Continue](#)



To what extent has the typical student's experience at this Institution contributed to his or her knowledge, skills, and personal development in the following areas?

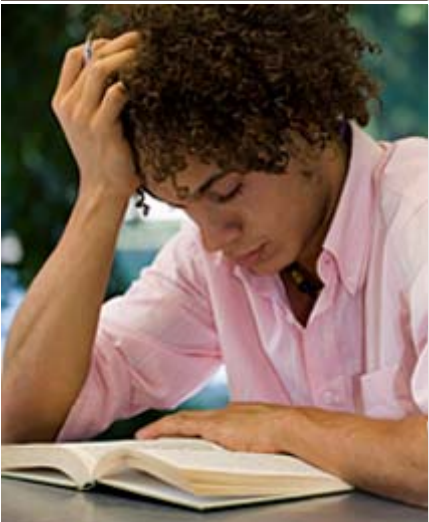
	Very much	Quite a bit	Some	Very little
Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving complex real-world problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Voting in local, state, or national elections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the welfare of his or her community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

Continue



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

Continue



Help



Contact Us

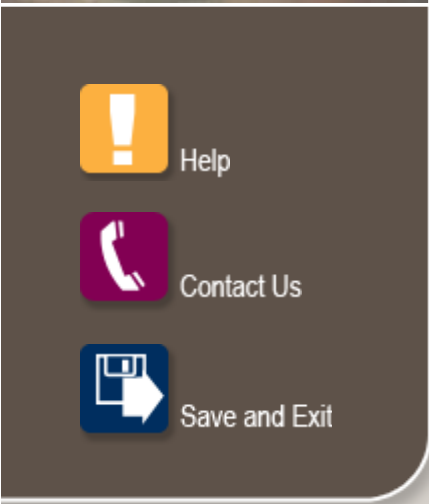
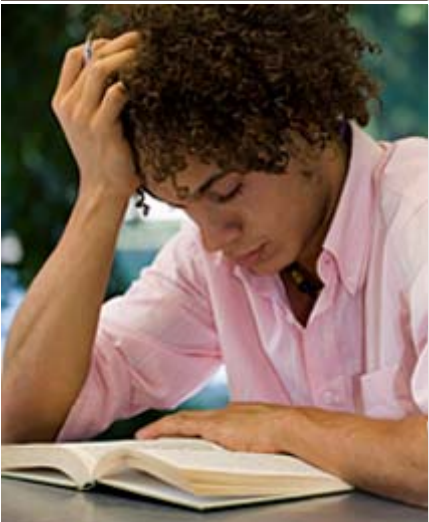


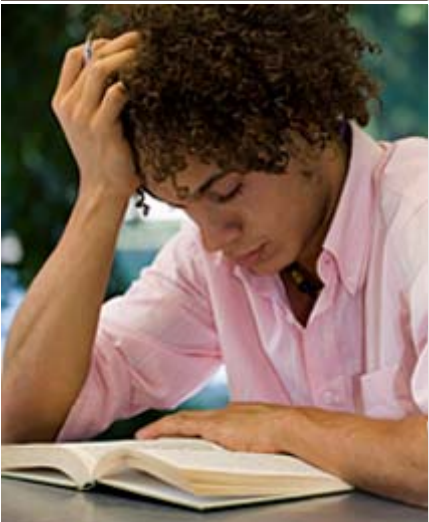
Save and Exit





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.


Continue





 Help

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 Save and Exit

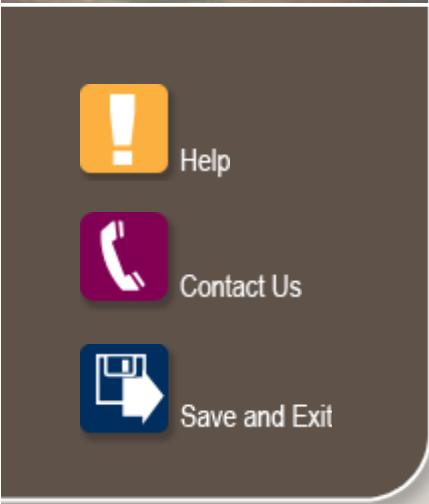
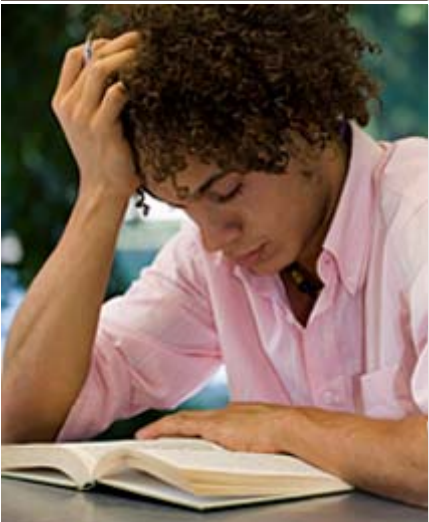
During this term, does your institution consider you to be employed part-time or full-time?

- 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:

Continue



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

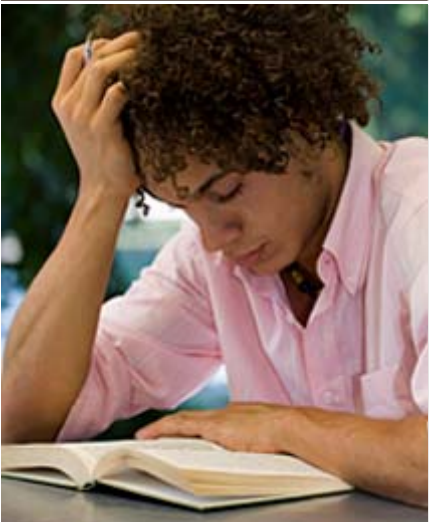
Continue



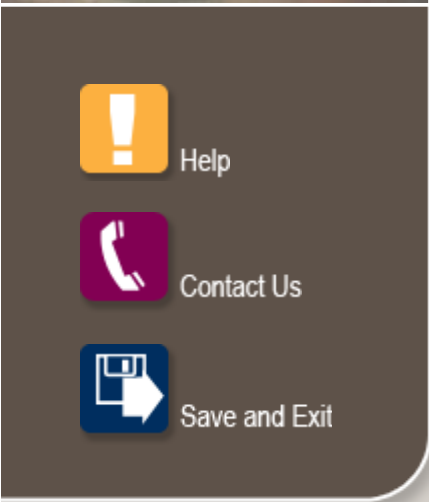
What is your current tenure status?

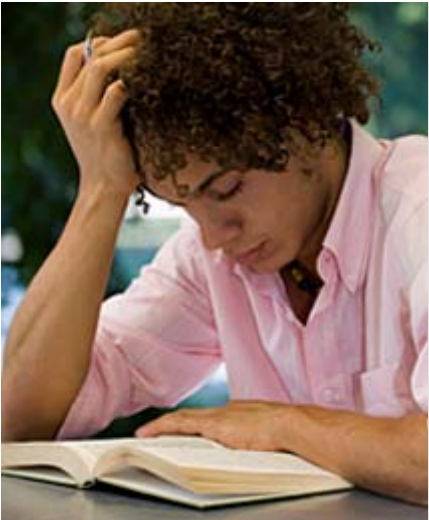
- Tenured
- On tenure track but not tenured
- Not on tenure track, although this institution has a tenure system
- No tenure system at this institution

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



Continue





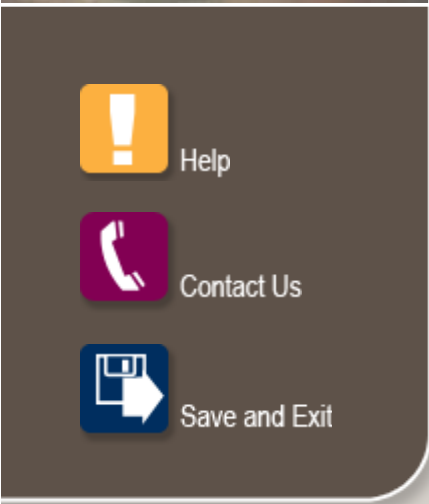
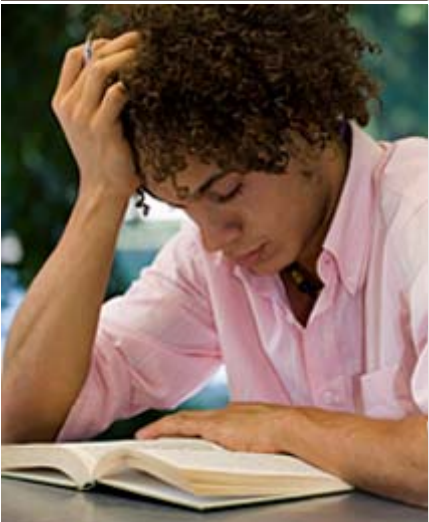
What is the highest degree you have earned?

- 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:

Enter your year of birth:

19

Continue



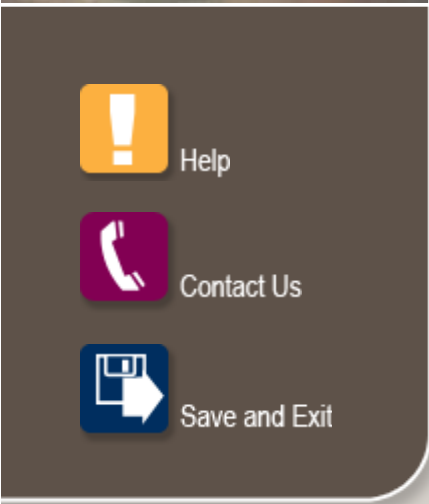
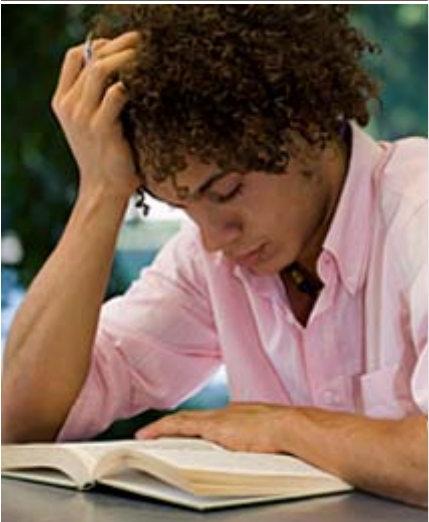
Your sex:

- Male
- Female

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)

Continue



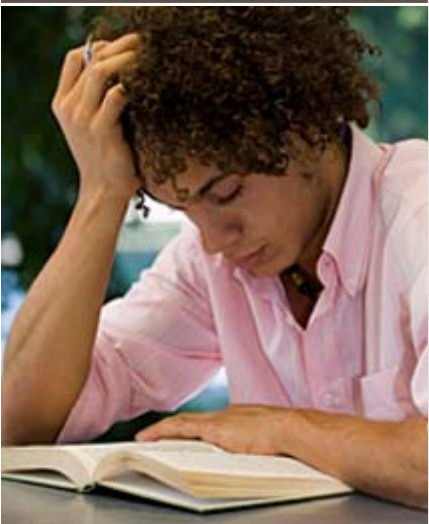
What is your racial or ethnic identification? (Select only one.)

- 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

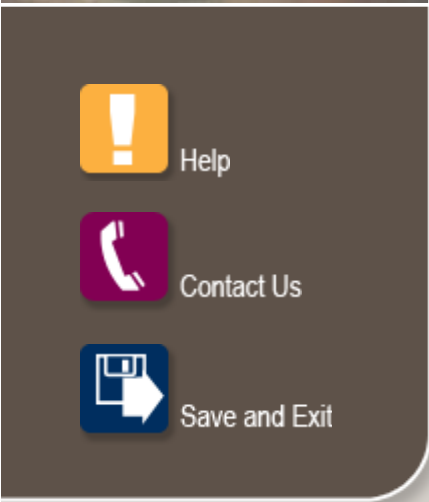
Continue



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



Continue



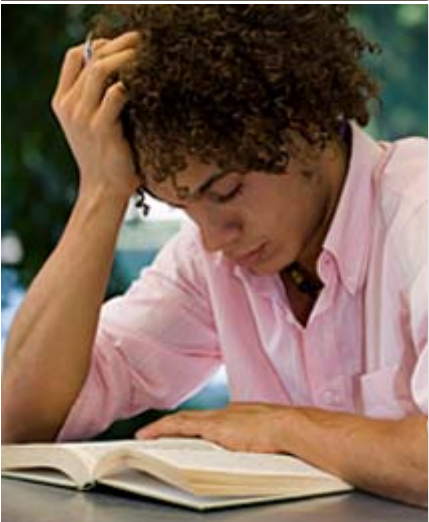


THANKS FOR SHARING YOUR RESPONSES!

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.



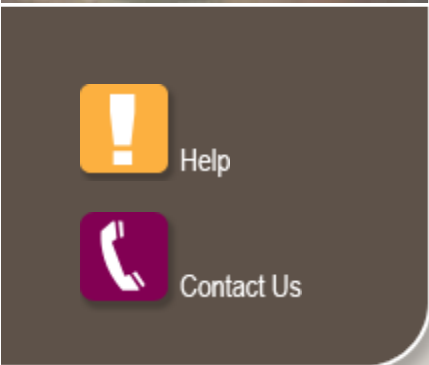
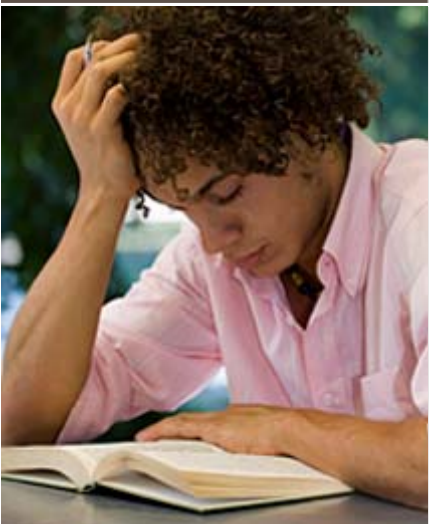
Help



Contact Us



Save and 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

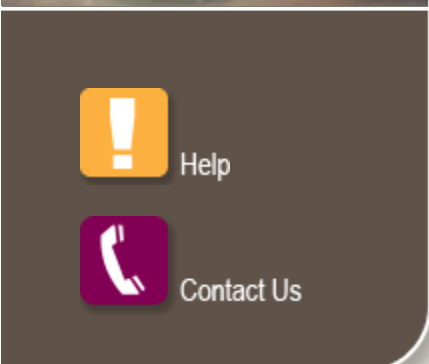
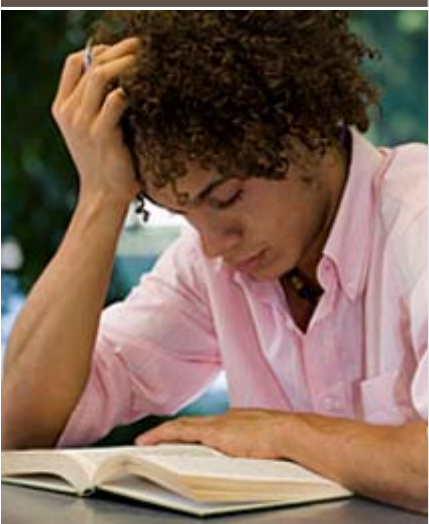
Link: [Center for Survey Research Home Page](#)

For general survey issues:

E-mail: fsse@indiana.edu

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

Link: [Faculty Survey of Student Engagement](#)



Help

How to Complete the Survey

- [Returning to a Previous Page](#)
- [Using Radio Buttons](#)
- [Using Checkboxes](#)
- [Using Textboxes](#)

Common Problems

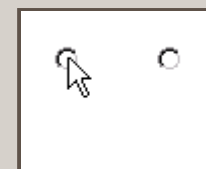
- [Submit Button Doesn't Respond](#)

Returning to a Previous Page

Use your browser's back button to return to a previous page in the survey. After you finish reviewing the previous page or changing answers, select the "Continue" button to return.

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.



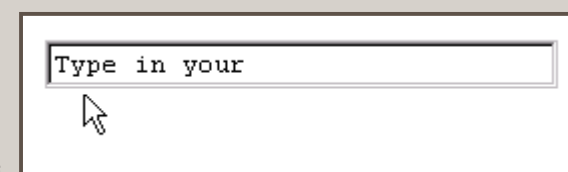
Using Checkboxes

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.



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.



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.