

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](#)

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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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?

| | 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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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.

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

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Please respond to the following questions based on the typical [student](#) you have taught during this academic year.

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About how often has the typical [student](#) done each of the following?

| | Very often ▼ | Often ▼ | Sometimes ▼ | 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 type="radio"/> |

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About how often has the typical [student](#) done each of the following?

| | Very often ▼ | Often ▼ | Sometimes ▼ | 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 type="radio"/> |

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About how often has the typical [student](#) done each of the following?

| | Very often ▼ | Often ▼ | Sometimes ▼ | 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 [student](#) **more than** one hour to complete

Number of problem sets that take the typical [student](#) **less than** one hour to complete

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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?

| | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic 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 for pay on campus | <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 for pay off campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participating 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"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relaxing and socializing (watching TV, partying, 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"/> |
| Providing care for dependents living with him or her (parents, children, spouse, 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"/> |
| Commuting to class (driving, walking, 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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About how many hours do you think the typical student *actually* spends in a *typical 7-day week* doing each of the following?

| | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic 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 for pay on campus | <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 for pay off campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participating 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"/> | <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 *actually* spends in a *typical 7-day week* doing each of the following?

| | 0 | 1-5 | 6-10 | 11-15 | 16-20 | 21-25 | 26-30 | More than 30 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Relaxing and socializing (watching TV, partying, 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"/> |
| Providing care for dependents living with him or her (parents, children, spouse, 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"/> |
| Commuting to class (driving, walking, 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 the typical student's examinations have challenged that student to do his or her best work.

Very little



1



2



3



4



5



6



7

Very much

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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"/> |

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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 type="radio"/> |

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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 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:

Enter your year of birth: 19

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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)

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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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This concludes the core survey.

Please take 2-3 minutes to answer a few more questions about your experiences in the classroom. Your responses will be confidential and anonymous to your institution.

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How much of a problem do you think each of the following is at your institution?

| | Very much ▼ | Quite a bit ▼ | Some ▼ | Very little ▼ |
|---|---------------------------|-----------------------------|-----------------------|-----------------------------|
| Students representing the work of others as their own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students using the work of others without proper citation or acknowledgment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students using unauthorized assistance for academic work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students using another person as a substitute to take an examination or quiz | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students gaining access to an exam prior to its official administration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students submitting substantial portions of the same academic work for more than one assignment or requirement without permission | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students falsifying or inventing any information or data for an academic assignment or requirement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students intentionally helping or attempting to help another student to commit an act of academic misconduct | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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How much do you think each of the following has occurred in the courses you've taught during the academic year?

| | Very much ▼ | Quite a bit ▼ | Some ▼ | Very little ▼ |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| Students representing the work of others as their own | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students using the work of others without proper citation or acknowledgment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students using unauthorized assistance for academic work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students using another person as a substitute to take an examination or quiz | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students gaining access to an exam prior to its official administration | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students submitting substantial portions of the same academic work for more than one assignment or requirement without permission | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students falsifying or inventing any information or data for an academic assignment or requirement | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students intentionally helping or attempting to help another student to commit an act of academic misconduct | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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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.