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 2012 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 IU Human Subjects Office at 317-278-3458 (for Indianapolis) or 812-856-4242 (for Bloomington) or 800-696-2949.
How important is it to you that undergraduates at your institution do the following?

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

Faculty Survey of Student Engagement 2012

https://www.fsse.org/45635/Main_Student/1/edit.cfm?uuid=F0979324-CB91-51DF-C...
Select the response that you believe best represents the quality of student relationships:

**Student relationships with other students:**
- Unfriendly
- Unsupportive
- Sense of Alienation
- Friendly
- Supportive
- Sense of Belonging

**Student relationships with faculty members:**
- Unavailable
- Unhelpful
- Unsympathetic
- Available
- Helpful
- Sympathetic

**Student relationships with administrative personnel and offices:**
- Unhelpful
- Inconsiderate
- Rigid
- Helpful
- Considerate
- Flexible
To what extent does your institution emphasize each of the following?

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

Faculty Survey of Student Engagement 2012

https://www.fsse.org/45635/Main_Student/3/edit.cfm?uuid=F0979324-CB91-51DF-C...
About how many hours do you spend in a typical 7-day week doing each of the following?

- Teaching undergraduate students in class
  - 0
  - 1-4
  - 5-8
  - 9-12
  - 13-16
  - 17-20
  - 21-30
  - More than 30

- Grading papers and exams
  - 0
  - 1-4
  - 5-8
  - 9-12
  - 13-16
  - 17-20
  - 21-30
  - More than 30

- Giving other forms of written and oral feedback to students
  - 0
  - 1-4
  - 5-8
  - 9-12
  - 13-16
  - 17-20
  - 21-30
  - More than 30

- Preparing for class
  - 0
  - 1-4
  - 5-8
  - 9-12
  - 13-16
  - 17-20
  - 21-30
  - More than 30
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
0 1-4 5-8 9-12 13-16 17-20 21-30 More than 30

Research and scholarly activities
0 1-4 5-8 9-12 13-16 17-20 21-30 More than 30

Working with undergraduates on research
0 1-4 5-8 9-12 13-16 17-20 21-30 More than 30

Advising undergraduate students
0 1-4 5-8 9-12 13-16 17-20 21-30 More than 30

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

Supervising internships or other field experiences
0 1-4 5-8 9-12 13-16 17-20 21-30 More than 30

Working with students on activities other than coursework (committees, orientation, student life)
0 1-4 5-8 9-12 13-16 17-20 21-30 More than 30

Other interactions with students outside of the classroom
0 1-4 5-8 9-12 13-16 17-20 21-30 More than 30

Conducting service activities
0 1-4 5-8 9-12 13-16 17-20 21-30 More than 30

Continue
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.)
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)
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

Continue

Faculty Survey of Student Engagement 2012
https://www.fsse.org/45635/Main_Student/9/edit.cfm?uuid=F0979324-CB91-51DF-C...
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.)

Please select the appropriate percentage range:

- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75%
- or more

Faculty Survey of Student Engagement 2012
https://www.fsse.org/45635/Main_Student/10/edit.cfm?uuid=F0979324-CB91-51DF-...
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.
Estimate the total number of students you have taught during this current academic year.
Please respond to the following questions based on the typical student you have taught during this academic year.
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
- Made a class presentation
- Prepared two or more drafts of a paper or assignment before turning it in
- Worked on a paper or project that required integrating ideas or information from various sources
- Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- Come to class without completing readings or assignments
- Worked with other students on projects during class
- Worked with classmates outside of class to prepare class assignments

Faculty Survey of Student Engagement 2012
https://www.fsse.org/45635/Main_Student/14/edit.cfm?uuid=F0979324-CB91-51DF-...
About how often has the typical student done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
<td></td>
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<tr>
<td>Tutored or taught other students (paid or voluntary)</td>
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<tr>
<td>Participated in a community-based project (e.g., service learning) as part of a regular course</td>
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<tr>
<td>Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</td>
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<tr>
<td>Used e-mail to communicate with an instructor</td>
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<tr>
<td>Discussed grades or assignments with an instructor</td>
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<tr>
<td>Talked about career plans with a faculty member or advisor</td>
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<tr>
<td>Discussed ideas from his or her readings or classes with faculty members outside of class</td>
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</tbody>
</table>
About how often has the typical student done each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Often</th>
<th>Often</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received prompt written or oral feedback from faculty on his or her</td>
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<tr>
<td>academic performance</td>
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<tr>
<td>Worked harder than usual to meet an instructor's standards or expectations</td>
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<tr>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
<td></td>
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</tr>
<tr>
<td>Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)</td>
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<tr>
<td>Had serious conversations with students of a different race or ethnicity than his or her own</td>
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</tr>
<tr>
<td>Had serious conversations with students who are very different from him or her in terms of their religious beliefs, political opinions, or personal values</td>
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</tr>
<tr>
<td>Examined the strengths and weaknesses of his or her views on a topic or issue</td>
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<td></td>
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</tr>
<tr>
<td>Tried to better understand someone else's views by imagining how an issue looks from that person's perspective</td>
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</tr>
<tr>
<td>Learned something that changed the way he or she understood an issue or concept</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

Faculty Survey of Student Engagement 2012

https://www.fsse.org/45635/Main_Student/16/edit.cfm?uuid=F0979324-CB91-51DF-...
During the current school year, about how much reading and writing do you estimate the typical student has done?

<table>
<thead>
<tr>
<th>None</th>
<th>Between 1 and 4</th>
<th>Between 5 and 10</th>
<th>Between 11 and 20</th>
<th>More than 20</th>
</tr>
</thead>
</table>

Number of assigned textbooks, books, or book-length packs of course readings

Number of books read on his or her own (not assigned) for personal enjoyment or academic enrichment

Number of written papers or reports of 20 pages or more

Number of written papers or reports between 5 and 19 pages

Number of written papers or reports of fewer than 5 pages

Continue
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
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)

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Working for pay on campus

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

Working for pay off campus

- 0
- 1-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

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Faculty Survey of Student Engagement 2012

https://www.fsse.org/45635/Main_Student/19/edit.cfm?uuid=F0979324-CB91-51DF-...
<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participating in co-curricular activities</td>
<td>0-30</td>
</tr>
<tr>
<td>Relaxing and socializing</td>
<td>0-30</td>
</tr>
<tr>
<td>Providing care for dependents</td>
<td>0-30</td>
</tr>
<tr>
<td>Commuting to class</td>
<td>0-30</td>
</tr>
</tbody>
</table>
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)
  - 0
  - 1-5
  - 6-10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - More than 30

- Working for pay on campus
  - 0
  - 1-5
  - 6-10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - More than 30

- Working for pay off campus
  - 0
  - 1-5
  - 6-10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - More than 30

- Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
  - 0
  - 1-5
  - 6-10
  - 11-15
  - 16-20
  - 21-25
  - 26-30
  - More than 30

Faculty Survey of Student Engagement 2012
https://www.fsse.org/45635/Main_Student/21/edit.cfm?uuid=F0979324-CB91-51DF-...
About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?

<table>
<thead>
<tr>
<th>Activity</th>
<th>0</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-20</th>
<th>21-25</th>
<th>26-30</th>
<th>More than 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relaxing and socializing (watching TV, partying, etc.)</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
<td>21-25</td>
<td>26-30</td>
<td>More than 30</td>
</tr>
<tr>
<td>Providing care for dependents living with him or her (parents, children, spouse, etc.)</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
<td>21-25</td>
<td>26-30</td>
<td>More than 30</td>
</tr>
<tr>
<td>Commuting to class (driving, walking, etc.)</td>
<td>0</td>
<td>1-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
<td>21-25</td>
<td>26-30</td>
<td>More than 30</td>
</tr>
</tbody>
</table>

Continue

Faculty Survey of Student Engagement 2012
https://www.fsse.org/45635/Main_Student/22/edit.cfm?uuid=F0979324-CB91-51DF-...
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

Continue

Faculty Survey of Student Engagement 2012

https://www.fsse.org/45635/Main_Student/23/edit.cfm?uuid=F0979324-CB91-51DF-...
During the current school year, how much do you believe the typical student's coursework has emphasized the following mental activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Much</th>
<th>Quite a Bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
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</tr>
<tr>
<td>Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</td>
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</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
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<tr>
<td>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</td>
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<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
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</tbody>
</table>
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?

<table>
<thead>
<tr>
<th>Area</th>
<th>Very Much</th>
<th>Quite a Bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing clearly and effectively</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Thinking critically and analytically</td>
<td></td>
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<tr>
<td>Analyzing quantitative problems</td>
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<tr>
<td>Using computing and information technology</td>
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<tr>
<td>Working effectively with others</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Learning effectively on his or her own</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Understanding himself or herself</td>
<td></td>
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</tbody>
</table>

Faculty Survey of Student Engagement 2012

[Link to survey](https://www.fsse.org/45635/Main_Student/25/edit.cfm?uuid=F0979324-CB91-51DF-...)

4/9/2012 1:11 PM
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?

- Understanding people of other racial and ethnic backgrounds
- Solving complex real-world problems
- Developing a personal code of values and ethics
- Developing a deepened sense of spirituality
- Acquiring a broad general education
- Acquiring job or work-related knowledge and skills
- Voting in local, state, or national elections
- Contributing to the welfare of his or her community
What is the general discipline of your academic appointment? (Please specify an academic discipline)
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.

Faculty Survey of Student Engagement 2012
https://www.fsse.org/45635/Main_Student/28/edit.cfm?uuid=F0979324-CB91-51DF-...
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:
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
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.
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:
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.
This concludes the core survey.

Your institution requests that you please take 3-5 minutes to answer a few additional questions. Your responses will be confidential and anonymous to your institution.

Continue