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
Print this page
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>

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

F r i e n d l y , Supportive, Sense of Belonging

Student relationships with **faculty members**:

Unavailable, Unhelpful, Unsympathetic

A v a i l a b l e , Helpful, Sympathetic

Student relationships with administrative personnel and offices:

Unhelpful, Inconsiderate, Rigid

H e l p f u l , Considerate, Flexible

Continue

Faculty Survey of Student Engagement 2010

https://surveytest.indiana.edu/sise/survey/2010/test/Main_Course/2/view.cfm?uuid=&sectionList=consent,Main_Course,closing&...
<table>
<thead>
<tr>
<th>To what extent does your institution emphasize each of the following?</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>
<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>
<tr>
<td>Providing students the support they need to thrive socially</td>
<td></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>
<td></td>
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</tr>
<tr>
<td>Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging students to use computers in their academic work</td>
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<td></td>
</tr>
</tbody>
</table>
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

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
Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.
Level of students in your selected course section:

- Lower division (mostly first-year students and sophomores)
- Upper division (mostly juniors and seniors)
- Other (please describe):
In what format do you teach your selected course section?

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

Does your selected course section fulfill a general education requirement on your campus?

- Yes
- No

Continue
How many students are enrolled in your selected course section?

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

What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)
About what percent of students in your selected course section do the following?

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

Continue
How often do students in your selected course section engage in 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>Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)</td>
<td></td>
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</tr>
<tr>
<td>Work with other students on projects during class</td>
<td></td>
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<tr>
<td>Participate in a community-based project (e.g., service learning) as part of your course</td>
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<tr>
<td>Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</td>
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</tr>
<tr>
<td>Receive prompt written or oral feedback from you on their academic performance</td>
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<tr>
<td>Have serious conversations in your course with students of a different race or ethnicity than their own</td>
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<tr>
<td>Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values</td>
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<tr>
<td></td>
<td>None</td>
<td>1</td>
<td>2-3</td>
<td>4-6</td>
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<tr>
<td>--------------------------------</td>
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<tr>
<td>Number of assigned textbooks, books or book-length packs of course readings</td>
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<tr>
<td>Number of written papers or reports of <strong>20 pages or more</strong></td>
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<td></td>
</tr>
<tr>
<td>Number of written papers or reports <strong>between 5 and 19 pages</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of written papers or reports of <strong>fewer than 5 pages</strong></td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Number of problem sets that take your students more than one hour to complete</th>
<th>None</th>
<th>1-2</th>
<th>3-4</th>
<th>5-6</th>
<th>More than 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of problem sets that take your students less than one hour to complete</td>
<td></td>
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</tbody>
</table>

Continue
Time students spend preparing for your selected course section:

In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

- 0
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11-12
- More than 12

In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

- 0
- 1-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11-12
- More than 12
In your selected course section, how important to you is it that your students 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>Prepare two or more drafts of a paper or assignment before turning it in</td>
<td></td>
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</tr>
<tr>
<td>Work on a paper or project that requires integrating ideas or information from various sources</td>
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</tr>
<tr>
<td>Work with classmates outside of class to prepare class assignments</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
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<td></td>
</tr>
<tr>
<td>Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)</td>
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</tr>
<tr>
<td>Tutor or teach other students (paid or voluntary)</td>
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</tr>
<tr>
<td>Examine the strengths and weaknesses of their views on a topic or issue</td>
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<tr>
<td>Try 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>Learn something that changes the way they understand an issue or concept</td>
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<td></td>
</tr>
</tbody>
</table>
In your selected course section, on average, what percent of class time is spent on the following?

**Lecture**

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

**Teacher-led discussion**

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

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

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

**Student computer use**

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

**Small group activities**

- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more
In your selected course section, on average, what percent of class time is spent on the following?

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

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

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

**Performances in applied and fine arts (e.g., dance, drama, music)**
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more

**Experiential (labs, field work, art exhibits, etc.)**
- 0%
- 1-9%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-74%
- 75% or more
Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work.

- Very little
- Very much

1 2 3 4 5 6 7

Continue
In your selected course section, how much emphasis do you place on engaging students in each of these 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 your course and readings so students can repeat them in pretty much the same form</td>
<td></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>
<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>
<tr>
<td>Applying theories or concepts to practical problems or in new situations</td>
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</tr>
</tbody>
</table>
To what extent do you structure your selected course section so that students learn and develop 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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td></td>
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<td></td>
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<tr>
<td>Thinking critically and analytically</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyzing quantitative problems</td>
<td></td>
<td></td>
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<tr>
<td>Using computing and information technology</td>
<td></td>
<td></td>
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<tr>
<td>Working effectively with others</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Learning effectively on their own</td>
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<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Understanding themselves</th>
<th>Very much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Solving complex real-world problems</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
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</tr>
<tr>
<td>Developing a personal code of values and ethics</td>
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<td>( )</td>
<td>( )</td>
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</tr>
<tr>
<td>Developing a deepened sense of spirituality</td>
<td>( )</td>
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</tr>
<tr>
<td>Acquiring a broad general education</td>
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<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
<tr>
<td>Acquiring job or work-related knowledge and skills</td>
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<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

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

Continue
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.
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

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: [Text Input Field]
Enter your year of birth:
19  

Your sex:
- Male
- Female

Continue
What is your citizenship status?

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

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