

# Faculty Survey of Student Engagement 2004

National Survey of Student Engagement

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Demo version: responses will not be recorded.

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

	Very Important ▼	Important ▼	Somewhat Important ▼	Not Important ▼
a. Practicum, internship, field experience, co-op experience				
b. Community service or volunteer work				
c. Participation in a learning community or some other formal program where groups of students take two or more classes together				
d. Work on a research project with you outside of course program requirements				
e. Study a foreign language				

**1. (continued) How important is it to you that undergraduates at your institution do the following?**

	Very Important ▼	Important ▼	Somewhat Important ▼	Not Important ▼
f. Study abroad				
g. Independent study				
h. Self-designed major				
i. Culminating senior experience				

**2. Select the box that you believe best represents the quality of student relationships with *other students*.**

Unfriendly,  
Unsupportive,

Sense of  
Alienation  
▼

Friendly,  
Supportive,  
Sense of  
Belonging  
▼

1                      2                      3                      4                      5                      6                      7

**3. Select the box that you believe best represents the quality of student**

**relationships with *faculty members*.**

Unavailable,  
Unhelpful,  
Unsympathetic

Available,  
Helpful,  
Sympathetic

1                      2                      3                      4                      5                      6                      7

**4. Select the box that you believe best represents the quality of student relationships with *administrative personnel*.**

Unhelpful,  
Inconsiderate,  
Rigid

Helpful,  
Considerate,  
Flexible

1                      2                      3                      4                      5                      6                      7

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Requiring students to spend significant amounts of time studying and on academic work				
b. Providing students the support they need to help them succeed academically				
c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds				
d. Helping students cope with their non-academic responsibilities (work, family, etc.)				
e. Providing students the support they need to thrive socially				

**5. (continued) To what extent does your institution emphasize each of the following?**

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)				
g. Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)				
h. Encouraging students to use computers in their academic work				

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

# of hours per week	0 ▼	1-4 ▼	5-8 ▼	9-12 ▼	13-16 ▼	17-20 ▼	21-30 ▼	More than 30 ▼
a. Teaching undergraduate students in class								
b. Grading papers and exams								
c. Giving other forms of written and oral feedback to students								
d. Preparing for class								
e. Reflecting on ways to improve my teaching								

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

# of hours per week	0 ▼	1-4 ▼	5-8 ▼	9-12 ▼	13-16 ▼	17-20 ▼	21-30 ▼	More than 30 ▼
f. Research and scholarly activities								
g. Working with undergraduates on research								
h. Advising undergraduate students								
i. Supervising internships or other field experiences								
j. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)								

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

# of hours per week	0 ▼	1-4 ▼	5-8 ▼	9-12 ▼	13-16 ▼	17-20 ▼	21-30 ▼	More than 30 ▼
k. Other interactions with students outside of the classroom								
l. Conducting service activities								

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

**7. Level of students in your selected course section:**

Lower division (mostly 1st year students and sophomores)

Upper division (mostly juniors and seniors)

Other (Please describe)

**8. Is your selected course a distance education course (correspondence course, Internet course, telecourse, etc.)?**

Yes

No

**9. How many students are enrolled in your selected course section?**

Fewer than 10

30 to 49

100 to 149

10 to 19

50 to 74

150 to 199

20 to 29

75 to 99

200 or more

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

None

1 to 3

4 to 6

7 to 9

10 to 15

16 to 20

More than 20

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

**12. About what percent of students in your selected course section do the following?**

	None ▼	1-24% ▼	25-49% ▼	50-74% ▼	75% or Higher ▼
a. Frequently ask questions in class or contribute to class discussions					
b. Frequently come to class without completing readings or assignments					
c. Frequently work harder than they usually do to meet your standards					
d. Occasionally use e-mail to communicate with you					
e. Occasionally discuss grades or assignments with you					
f. At least once, talk about career plans with you					
g. At least once, discuss ideas from readings or classes with you outside of class					

**13. How often do students in your selected course section engage in the following?**

	Very often ▼	Often ▼	Sometimes ▼	Never ▼
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)				
b. Work with other students on projects during class				
c. Participate in a community-based project as part of your course				
d. Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment				
e. Receive prompt feedback (written or oral) from you on their academic performance				
f. Have serious conversations in your course with students of a different race or ethnicity than their own				
g. 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				

**14. In your selected course section, about how much reading and writing do you assign students?**

	None ▼	1 ▼	2 - 3 ▼	4 - 6 ▼	More than 6 ▼
a. Number of assigned textbooks, books and/or book length packs of course readings					
b. Number of written papers or reports of more than 10 pages					
c. Number of written papers or reports between 5 and 10 pages					
d. Number of written papers or reports of fewer than 5 pages					

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

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

	None ▼	1-2 ▼	3-4 ▼	5-6 ▼	More than 6 ▼
a. Number of problem sets that take your students more than one hour to complete					
b. Number of problem sets that take your students less than one hour to complete					

**16.** Time students spent preparing for your selected course section:

# of hours per week	0 ▼	1-2 ▼	3-4 ▼	5-6 ▼	7-8 ▼	9-10 ▼	11-12 ▼	More than 12 ▼
a. In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)								
b. In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)								

**17.** In your selected course section, how *important* to you is it that your students:

	Very Important ▼	Important ▼	Somewhat Important ▼	Not Important ▼
a. Prepare two or more drafts of a paper or assignment before turning it in				
b. Work on a paper or project that requires				

integrating ideas or information from various sources					
c. Work with classmates outside of class to prepare class assignments					
d. Put together ideas or concepts from different courses when completing assignments or during class discussions					
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)					
f. Tutor or teach other students (paid or voluntary)					

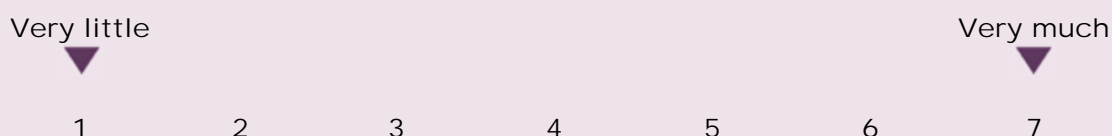
**18. In your selected course section, on average, what percent of class time is spent on the following?**

Percent of class time	0	1-9	10-19	20-29	30-39	40-49	50-74	75 or more
a. Lecture								
b. Teacher-led discussion								
c. Teacher-student shared responsibility (seminar, discussion, etc.)								
d. Student computer use								
e. Small group activities								

**18. (continued) In your selected course section, on average, what percent of class time is spent on the following?**

Percent of class time	0	1-9	10-19	20-29	30-39	40-49	50-74	75 or more
f. Student presentations								
g. In-class writing								
h. Testing and evaluation								
i. Performances in applied and fine arts (e.g., dance, drama, music)								
j. Experiential (labs, field work, art exhibits, etc.)								

**19. Select the box 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?**





**20.** In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form				
b. Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components				
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships				
d. 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				
e. Applying theories or concepts to practical problems or in new situations				

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

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
a. Writing clearly and effectively				
b. Speaking clearly and effectively				
c. Thinking critically and analytically				
d. Analyzing quantitative problems				
e. Using computing and information technology				

**21.** (continued) To what extent do you structure your selected course section so that students learn and develop in the following areas?

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
f. Working effectively with others				
g. Learning effectively on their own				
h. Understanding themselves				
i. Understanding people of other racial and ethnic backgrounds				
j. Solving complex real-world problems				

**21.** (continued) To what extent do you structure your selected course section so that students learn and develop in the following areas?

	Very Much ▼	Quite a bit ▼	Some ▼	Very Little ▼
k. Developing a personal code of values and ethics				
l. Developing a deepened sense of spirituality				
m. Acquiring a broad general education				
n. Acquiring job or work-related knowledge and skills				

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

Part-time

Full-time

**23.** Enter the *total* number of courses (undergraduate, graduate) you have taught or are scheduled to teach during the *current* academic year: