



# Faculty Survey of Student Engagement

## 2008 Survey Questions & Items

## Course-Based Option

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

(Not important; Somewhat important; Important; Very important)

Practicum, internship, field experience, co-op experience, or clinical assignment

Community service or volunteer work

Participation in a learning community or some other formal program where groups of students take two or more classes together

Work on a research project with a faculty member outside of course or program requirements

Foreign language coursework

Study abroad

Independent study or self-designed major

Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)

### 2. Select the response that you believe best represents the quality of student relationships with people at your institution.

Student relationships with other students

(7-point scale ranging from "Unfriendly, Unsupportive, Sense of alienation" to "Friendly, Supportive, Sense of belonging")

Student relationships with faculty members

(7-point scale ranging from "Unavailable, Unhelpful, Unsympathetic" to "Available, Helpful, Sympathetic")

Student relationships with administrative personnel and offices

(7-point scale ranging from "Unhelpful, Inconsiderate, Rigid" to "Helpful, Considerate, Flexible")

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

(Very little; Some; Quite a bit; Very much)

Requiring students to spend significant amounts of time studying and on academic work

Providing students support they need to help them succeed academically

Encouraging contact among students from different economic, social, and racial or ethnic backgrounds

Helping students cope with their non-academic responsibilities (work, family, etc.)

Providing students the support they need to thrive socially

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

Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)

Encouraging students to use computers in their academic work

### 4. 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

Grading papers and exams

Giving other forms of written and oral feedback to students

Preparing for class

Reflecting on ways to improve my teaching

Research and scholarly activities

Working with undergraduates on research

Advising undergraduate students

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.

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

(Lower division [mostly first-year students and sophomores]; Upper division [mostly juniors and seniors]; Other)

**6. 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.]

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

(No; Yes)

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

(Write-in response)

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

(Write-in response)

**10. What is the general area of your selected course?**

(Write-in response)

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

(None, 1 - 24%, 25 - 49%, 50 - 74%, 75 or higher)

- Frequently ask questions in class or contribute to class discussion
- Frequently come to class without completing readings or assignments
- Frequently work harder than they usually do to meet your standards
- Occasionally use e-mail to communicate with you
- Occasionally discuss grades or assignments with you
- At least once, talk about career plans with you
- At least once, discuss ideas from readings or classes with you outside of class

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

(Never; Sometimes; Often; Very often)

- Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)
- Work with other students on projects during class
- Participate in a community-based project (e.g., service learning) as part of your course
- Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- Receive prompt written or oral feedback from you on their academic performance
- Have serious conversations in your course with students of a different race or ethnicity than their own
- 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

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

(None, 1, 2 - 3, 4 - 6, More than 6)

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

**14. 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 - 6, More than 6)

- Number of problem sets that take your students **more than** one hour to complete
- Number of problem sets that take your students **less than** one hour to complete

**15. Time students spend preparing for your selected course section:**

(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 expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- 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)

**16. In your selected course section, how *important to you* is it that your students do the following?**

(Not important; Somewhat important; Important; Very important)

- Prepare two or more drafts of a paper before turning it in
- Work on a paper or project that requires integrating ideas or information from various sources
- Work with classmates outside of class to prepare class assignments
- Put together ideas or concepts from different courses when completing assignments or during class discussions
- Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)
- Tutor or teach other students (paid or voluntary)
- Examine the strengths and weaknesses of their views on a topic or issue
- Try to better understand someone else's views by imagining how an issue looks from that person's perspective
- Learn something that changes the way they understand an issue or concept

**17. 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
- Teacher-led discussion
- Teacher-student shared responsibility (seminar, discussion, etc.)
- Student computer use
- Small group activities
- 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.)

**18. 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.**

(7-point scale ranging from "Very little" to "Very much")

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

(Very little; Some; Quite a bit; Very much)

**Memorizing** facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form

**Analyzing** the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components

**Synthesizing** and organizing ideas, information, or experiences into new, more complex interpretations and relationships

**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

**Applying** theories or concepts to practical problems or in new situations

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

(Very little; Some; Quite a bit; Very much)

- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing quantitative problems
- Using computing and information technology
- Working effectively with others
- Learning effectively on their own
- Understanding themselves
- Understanding people of other racial and ethnic backgrounds
- Solving complex real-world problems
- Developing a personal code of values and ethics

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

Developing a deepened sense of spirituality

Acquiring a broad general education

Acquiring job or work-related knowledge and skills

**21. What is the general discipline of your academic appointment?**

(Write-in response)

*NOTE: Responses to the following items are reported in the aggregate to protect faculty confidentiality*

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

(Part-time; Full-time)

**23. Total number of *undergraduate* courses you have taught or are scheduled to teach during the current academic year:**

(Write-in response)

**24. Total number of *graduate* courses you have taught or are scheduled to teach during the current academic year:**

(Write-in response)

**25. Which of the following best describes your academic rank, title, or current position?**

(Graduate Teaching Assistant; Lecturer; Instructor; Assistant Professor; Associate Professor; Professor, Other)

**26. Does your institution consider you to be an adjunct faculty member?**

(No; Yes)

**27. What is your current tenure status?**

(No tenure system at this institution; Not on tenure track, although institution has tenure system; On tenure track, but not tenured; Tenured)

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

(Write-in response)

**29. What is the highest degree you have earned?**

(Associate's degree; Bachelor's degree; Master's degree; Doctoral degree [e.g., Ph.D., Ed.D.]; First professional degree [e.g., M.D., D.D.S., J.D., D.V.M.]; Other)

**30. Enter your year of birth:**

(Write-in response)

**31. Your sex:**

(Male; Female)

**32. 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])

**33. 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)