



# Faculty Survey of Student Engagement 2008

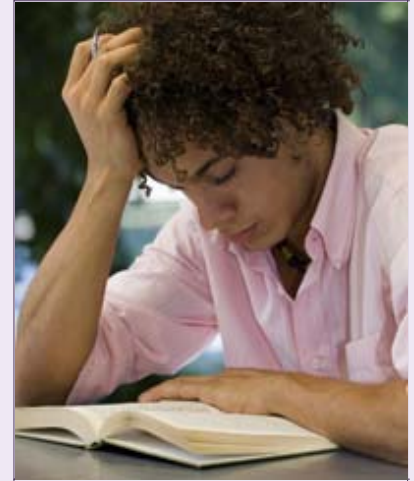
## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

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.

This survey is conducted on behalf of your institution by the Indiana University Center for Postsecondary Research; we will send your identified responses to your school for institutional assessment. Your school and the Center will keep your responses confidential and no information associated with your name will ever be released publicly. No one will use the information in any way that could cause problems for you. If you have questions at any time about the study or the procedures, you may contact the National Survey of Student Engagement at [nsse@indiana.edu](mailto:nsse@indiana.edu) or by calling 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 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](mailto: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](mailto: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](#)

[Print this Page](#)

IRB Approved  
Approval Date: October 12, 2007  
Expires: October 11, 2008



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

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"/>

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

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

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

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"/>

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)[Contact Us](#)[Frequently Asked Questions](#)[Save & Exit](#)

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"/>

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)[Contact Us](#)[Frequently Asked Questions](#)[Save & Exit](#)

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"/>

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

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

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

### 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):

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

### **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



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

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)

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

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 discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequently come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Frequently work harder than they usually do to meet your standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occasionally use e-mail to communicate with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occasionally discuss grades or assignments with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least once, talk about career plans with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At least once, discuss ideas from readings or classes with you outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

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

	Very often ▼	Often ▼	Sometimes ▼	Never ▼
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a community-based project (e.g., service learning) as part of your course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use 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"/>
Receive prompt written or oral feedback from you on their academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have serious conversations in your course with students of a different race or ethnicity than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)[Contact Us](#)[Frequently Asked Questions](#)[Save & Exit](#)

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports of <b>20 pages or more</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports <b>between 5 and 19 pages</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports of <b>fewer than 5 pages</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)[Contact Us](#)[Frequently Asked Questions](#)[Save & Exit](#)

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

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

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

### 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

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

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

	Very important ▼	Important ▼	Somewhat important ▼	Not important ▼
Prepare 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"/>
Work on a paper or project that requires integrating ideas or information from various sources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Discuss ideas from your 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"/>
Tutor or teach other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine the strengths and weaknesses of their views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try 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"/>
Learn something that changes the way they understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

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"/>

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)[Contact Us](#)[Frequently Asked Questions](#)[Save & Exit](#)

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



1

2

3

4

5

6

Very much



7

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)[Contact Us](#)[Frequently Asked Questions](#)[Save & Exit](#)

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
<b>Memorizing</b> facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Analyzing</b> 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"/>
<b>Synthesizing</b> 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"/>
<b>Making judgments</b> 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"/>
<b>Applying</b> theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

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 ▼
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 their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)[Contact Us](#)[Frequently Asked Questions](#)[Save & Exit](#)

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 ▼
Understanding themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

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

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)[Contact Us](#)[Frequently Asked Questions](#)[Save & Exit](#)

**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.**

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

**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:**

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

**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](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

### 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



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

### 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:

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

Enter your year of birth: 19

Your sex:

Male

Female

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

### 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



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

### 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



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

**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.**

[Continue](#)



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Contact Us](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

How much do you emphasize the following in your selected course section?

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
Students taking responsibility for identifying their own learning goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course topics chosen by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course activities and assignments determined by students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student-generated learning groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Team-based assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continue



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#)

[Contact Us](#)

[Frequently Asked Questions](#)

[Save & Exit](#)

## 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.



# Faculty Survey of Student Engagement 2008

## The College Student Report

[Help](#) | [Frequently Asked Questions](#) | [Save & Exit](#)

## Contact Us

### For technical questions regarding the survey:

**E-mail:** [help@fsse.org](mailto: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 NSSE issues:

**E-mail:** [fsse@indiana.edu](mailto:fsse@indiana.edu)

**Mail:** Center for Postsecondary Research  
Indiana University Bloomington  
1900 East 10th Street  
Eigenmann Hall Suite 419  
Bloomington, IN 47406-7512

**Link:** [The National Survey of Student Engagement](#)