Faculty Survey of Student Engagement

Please respond to the survey based on one particular course you are teaching this term. Mark your answers in the boxes. Examples: ☒ or ☐

1. Level of students in selected course:
   - Lower division (mostly 1st year students and sophomores)
   - Upper division (mostly juniors and seniors)
   - Other (Please describe)

2. How many students are enrolled in your selected course?
   - Fewer than 10
   - 10 to 19
   - 20 to 29
   - 30 to 49
   - 50 to 74
   - 75 to 99
   - 100 to 149
   - 150 to 199
   - 200 or more

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

4. How often do students in your selected course 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 (list-serv, chat group, Internet, 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 class with students of a different race or ethnicity than their own
   g. Make a class presentation
   h. Have serious conversations in your class with students who are very different from them in terms of their religious beliefs, political opinions, or personal values

5. About what percent of students in your selected course do the following?
   - 20% or Less
   - 21-40%
   - 41-60%
   - 61-80%
   - 81% or Higher
   a. Frequently ask questions in class or contribute to class discussions
   b. Frequently come to class without completing readings or assignments
   c. Use e-mail to communicate with you
   d. Discuss grades or assignments with you
   e. Talk about career plans with you
   f. Discuss ideas from readings or classes with you outside of class
   g. Work harder than they expect to meet your standards
   h. Work with you on activities other than coursework (committees, orientation, student life activities, etc.)
In your selected course, about how much reading and writing do your students do?

- Number of assigned textbooks, books, and/or book length packs of course readings
- Number of written papers of more than 10 pages
- Number of written papers between 5 and 10 pages
- Number of written papers of fewer than 5 pages

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

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

In a typical week, how many homework problems do you require that take students in your selected course more than 15 minutes to complete?

- 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)
- 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)

Time spent preparing for your selected course:

- 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)
- 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)

To maximize student learning in your selected course, how important to you is it that your students:

- Prepare two or more drafts of a paper or assignment before turning it in
- Work on a paper or project that required 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 or readings from class with others outside of class (other students, faculty members, coworkers, etc.)
- Tutor or teach other students (paid or voluntary)

In your selected course, how much emphasis do you place on each of these cognitive activities?

- 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
12 In your selected course, on average, what percent of class time is spent on the following?

<table>
<thead>
<tr>
<th>% of class time</th>
<th>0</th>
<th>1-10</th>
<th>11-20</th>
<th>21-30</th>
<th>31-40</th>
<th>41-50</th>
<th>51-75</th>
<th>More than 75</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Lecture</td>
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<td>b. Teacher-student shared responsibility (seminar, discussion, etc.)</td>
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<td>c. Small group activities</td>
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<td>d. Experiential (labs, field work, etc.)</td>
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<td>e. Other (please describe)</td>
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</tbody>
</table>

13 Mark the box that represents the extent to which your examinations challenge students in your selected course to do their best work?

<table>
<thead>
<tr>
<th>Very little</th>
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<th>Very much</th>
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<td>4</td>
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<td>6</td>
<td>7</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Very Much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very Little</th>
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<tbody>
<tr>
<td>▼</td>
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</table>

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

<table>
<thead>
<tr>
<th># of hours per week</th>
<th>0</th>
<th>1-4</th>
<th>5-8</th>
<th>9-12</th>
<th>13-15</th>
<th>16-20</th>
<th>More than 30</th>
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</thead>
<tbody>
<tr>
<td>a. Teaching undergraduate students in class</td>
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<td>b. Grading papers</td>
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<td>c. Giving feedback to students</td>
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<td>d. Preparing for class</td>
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<td>e. Advising undergraduate students</td>
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<td>f. Working with undergraduates on research</td>
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<td>g. Supervising internships or other field experiences</td>
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<td>h. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramural athletics, etc)</td>
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<td>i. Other interactions with students outside of the classroom</td>
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</table>

16 What importance do you place on the following educational experiences for undergraduates at your institution?

<table>
<thead>
<tr>
<th>Very Important</th>
<th>Important</th>
<th>Somewhat Important</th>
<th>Not Important</th>
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</thead>
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<tr>
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</tbody>
</table>

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. Foreign language coursework
f. Study abroad
g. Independent study
h. Self-designed major
i. Culminating senior experience
17 Mark the box that you believe best represents the quality of student relationships with people at your institution.

Relationships with:

<table>
<thead>
<tr>
<th>a. Other Students</th>
<th>b. Faculty Members</th>
<th>c. Administrative Personnel and Offices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friendly,</td>
<td>Available,</td>
<td>Helpful,</td>
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<tr>
<td>Supportive,</td>
<td>Helpful,</td>
<td>Considerate,</td>
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<tr>
<td>Sense of</td>
<td>Sympathetic,</td>
<td>Flexible</td>
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<td>Belonging</td>
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Unfriendly, Unsupportive, Sense of Alienation

18 To what extent does your institution emphasize each of the following?  

| a. Requiring student to spend significant amounts of time studying and on academic work |
| b. Providing students 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 |
| f. Attending campus events and activities (special speakers, cultural events, symposia, etc.) |
| g. Encouraging students to use computers in their academic work |

- Very much ▼
- Quite a bit ▼
- Some ▼
- Very little ▼

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

20 Which of the following best describes your academic rank, title or current position? (Mark only one)

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Graduate Teaching Assistant
- Other: Specify

21 What is your current tenure status? (Mark only one)

- Tenured
- On tenure track but not tenured
- Not on tenure track, although this institution has a tenure system
- No tenure system at this institution

22 During this term, does your institution consider you to be employed part-time or full-time? (Mark only one)

- Part-time
- Full-time

23 Write in the year that you began teaching at a college/university:  

24 Write in the year of your birth:  

25 Your sex:  

- Male  
- Female

26 Are you a foreign national?  

- Yes  
- No

27 Are you of Hispanic, Latino, or Spanish origin?  

- Yes  
- No

28 What is your racial or ethnic identification? (Mark all that apply)

- American Indian or Native American
- Asian American or Pacific Islander
- Black or African American
- White
- Other: Specify

THANK YOU FOR SHARING YOUR VIEWS!

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