

Faculty Survey of Student Engagement (FSSE)

Administered online in Spring 2014 to Faculty

Response Rate: 56% (102/182)

Compiled by the Office of Institutional Research and Assessment

Faculty Survey of Student Engagement (FSSE)

2014 Survey Administration Information



How important is it to you that undergraduates at your institution do the following before they graduate?

	Very important	Important	Somewhat important	Not important
Participate in an internship, co-op, field experience, student teaching, or clinical placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hold a formal leadership role in a student organization or group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate 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"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a faculty member on a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a community-based project (service-learning) as part of a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How important is it to you that your institution *increase* its emphasis on each of the following?

	Very important	Important	Somewhat important	Not important
Students spending significant amounts of time studying and on academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support to help students succeed academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students using learning support services (tutoring services, writing center, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for students to be involved socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support for students' overall well-being (recreation, health care, counseling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students manage their non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students attending campus activities and events (performing arts, athletic events, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students attending events that address important social, economic, or political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your perception of the quality of student interactions with the following people at your institution.

	Poor 1	2	3	4	5	6	Excellent 7
Other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student services staff (career services, student activities, housing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administrative staff and offices (registrar, financial aid, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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In a typical 7-day week, about how many hours do you spend on each of the following?

	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30 hours
Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, 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"/>
Advising 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"/>
Research, creative, or 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"/>
Service activities (committee work, administrative duties, 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"/>

In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

	0	1-4	5-8	9-12	13-16	17-20	More than 20 hours
Preparing class sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching class sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading assignments and exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course administration (emailing students, maintaining course Web site, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In a typical 7-day week, do you participate in the following activities?

	Yes	No
Working with undergraduates on research	<input type="radio"/>	<input type="radio"/>
Supervising undergraduate internships or other field experiences	<input type="radio"/>	<input type="radio"/>

During the current school year, have you taught an undergraduate course?

- Yes
 No

During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

	Very often	Often	Sometimes	Never
Talked about their career plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on activities other than coursework (committees, student groups, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed course topics, ideas, or concepts outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed their academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?

- All
 Most
 Some
 None

In your undergraduate courses, to what extent do you do the following?

Very much Quite a bit Some Very little

	very much	quite a bit	some	very little
Clearly explain course goals and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach course sessions in an organized way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use examples or illustrations to explain difficult points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide feedback to students on a draft or work in progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide prompt and detailed feedback on tests or completed assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What is the general academic discipline of your appointment?

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We're sorry, but we weren't able to identify the general academic discipline of your appointment you entered. Please select the response below that most closely matches your discipline. Select from a general area below to view a list of specific disciplines.

► [Agriculture and Natural Resources](#)

- Agriculture
- Botany
- Earth science (including geology)
- Environmental science/studies
- Marine science
- Natural resources and conservation
- Natural science
- Parks, recreation, leisure studies, sports management
- Veterinary science
- Other agriculture and natural resources

► [Biological Sciences](#)

- Biology (general)
- Biochemistry or biophysics
- Bioengineering
- Biomedical engineering
- Biomedical science
- Botany
- Cell and molecular biology
- Environmental sciences/studies
- Marine science
- Microbiology or bacteriology
- Neuroscience
- Physiology and developmental biology
- Zoology
- Other biological sciences

► [Business](#)

- Accounting
- Business administration
- Business education
- Economics
- Entrepreneurial studies
- Family and consumer studies
- Finance
- Hospitality and tourism
- International business
- Management
- Management information systems
- Marketing
- Organizational leadership or behavior
- Public relations and advertising
- Supply chain and operations management
- Other business

► [Communications, Media, & Public Relations](#)

- Communications (general)
- Broadcast communications
- Journalism
- Mass communications and media studies
- Public relations and advertising
- Speech
- Telecommunications
- Other communications

► [Computer Science and Technology](#)

- Computer science
- Computer engineering and technology
- Computer information systems
- Information systems
- Information technology
- Management information systems
- Network security and systems
- Software engineering
- Other computer science and technology

▶ [Education](#)

- Education (general)
- Business education
- Early childhood education
- Elementary/middle school education
- Mathematics education
- Music or art education
- Physical education
- Secondary education
- Social studies education
- Special education
- Other education

▶ [Engineering](#)

- Engineering (general)
- Aero-/aeronautical engineering
- Bioengineering
- Biomedical engineering
- Chemical engineering
- Civil engineering
- Computer engineering and technology
- Electrical or electronic engineering
- Industrial engineering
- Materials engineering
- Mechanical engineering
- Petroleum engineering
- Software engineering
- Other engineering

▶ [Fine and Performing Arts](#)

- Arts, fine and applied
- Art history
- Music
- Music or art education
- Theater or drama
- Other fine and performing arts

▶ [Health Professions](#)

- Allied health
- Biomedical science
- Dentistry
- Health science
- Health technology (medical, dental, laboratory)
- Healthcare administration and policy
- Kinesiology
- Medicine
- Nursing
- Nutrition and dietetics
- Occupational safety and health
- Occupational therapy
- Parks, recreation, leisure studies, sports management
- Pharmacy
- Physical education
- Physical therapy
- Rehabilitation sciences
- Speech therapy
- Veterinary science
- Other health professions

▶ [Humanities](#)

- Humanities (general)
- Art history
- Communications
- English (language and literature)
- French (language and literature)
- Spanish (language and literature)
- Other language and literature
- Ethnic studies
- Gender studies
- History
- Philosophy
- Religion
- Speech
- Theological studies/ministry
- Other humanities

▶ [Liberal Arts, General Studies, and Multi/Interdisciplinary Studies](#)

- General studies
- Liberal arts and sciences

- Multi/Interdisciplinary studies

▶ Mathematics and Statistics

- Mathematics
 Mathematics education
 Statistics

▶ Physical Sciences

- Physical sciences (general)
 Astronomy
 Atmospheric science (including meteorology)
 Biochemistry or biophysics
 Chemical engineering
 Chemistry
 Earth science (including geology)
 Environmental sciences/studies
 Natural science
 Physics
 Other physical sciences

▶ Social Sciences

- Social sciences (general)
 Anthropology
 Economics
 Ethnic studies
 Family and consumer studies
 Gender studies
 Geography
 History
 International relations
 Political science
 Psychology
 Social studies education
 Social work
 Sociology
 Other social sciences

▶ Other Fields

- Architecture
 Criminal justice
 Criminology
 Family and consumer studies
 Forensics
 Hospitality and tourism
 Justice administration
 Law
 Military science
 Multi/Interdisciplinary studies
 Parks, recreation, leisure studies, sports management
 Professional studies (general)
 Public administration/policy
 Public safety and emergency management
 Social work
 Technical/vocational studies
 Theological studies/ministry
 Urban planning
 Other/not listed

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Please answer the following questions based on *one particular* undergraduate course section you are teaching or have taught during the current school year.

Is your selected course section in the same academic discipline as your appointment?

- Yes
 No

What is the general academic discipline of your selected course section?

What is the class level of most students in your selected course section?

- Lower division (mostly first-year students or sophomores)
 Upper division (mostly juniors or seniors)
 Other, please describe:

Estimate the total number of students in your selected course section.

- 20 or fewer
 21-30
 31-40
 41-50
 51-100
 More than 100

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

- Yes
 No

In what format do you teach your selected course section?

- Classroom instruction on-campus
 Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)
 Distance education (Internet, live or pre-recorded video or audio, correspondence, etc.)
 Combination of classroom instruction and distance education

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- Speech therapy
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- Gender studies
- History
- Philosophy
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- Speech
- Theological studies/ministry
- Other humanities

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- Liberal arts and sciences

- Multi/Interdisciplinary studies

▶ Mathematics and Statistics

- Mathematics
 Mathematics education
 Statistics

▶ Physical Sciences

- Physical sciences (general)
 Astronomy
 Atmospheric science (including meteorology)
 Biochemistry or biophysics
 Chemical engineering
 Chemistry
 Earth science (including geology)
 Environmental sciences/studies
 Natural science
 Physics
 Other physical sciences

▶ Social Sciences

- Social sciences (general)
 Anthropology
 Economics
 Ethnic studies
 Family and consumer studies
 Gender studies
 Geography
 History
 International relations
 Political science
 Psychology
 Social studies education
 Social work
 Sociology
 Other social sciences

▶ Other Fields

- Architecture
 Criminal justice
 Criminology
 Family and consumer studies
 Forensics
 Hospitality and tourism
 Justice administration
 Law
 Military science
 Multi/Interdisciplinary studies
 Parks, recreation, leisure studies, sports management
 Professional studies (general)
 Public administration/policy
 Public safety and emergency management
 Social work
 Technical/vocational studies
 Theological studies/ministry
 Urban planning
 Other/not listed

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In an average 7-day week, about how many hours do you *expect* the typical student to spend preparing for your selected course section (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
- More than 10 hours

In an average 7-day week, about how many hours do you think the typical student *actually* spends preparing for your selected course section (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
- More than 10 hours

In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect students to spend on assigned reading?

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

About how much of the assigned reading in your selected course section do you think the typical student completes?

- All
- Most
- Some
- None

In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30 hours
Participating 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for pay on campus	<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 for pay off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing community service or volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, 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"/>
Providing care for dependents (children, parents, 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"/>
Commuting to campus (driving, walking, 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"/>

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In your selected course section, how much do students put forth their best work?

- Very much
 Quite a bit
 Some
 Very little

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

	Very important	Important	Somewhat important	Not important
Ask questions or contribute to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Come to class having completed readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate what others have concluded from numerical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Very important	Important	Somewhat important	Not important
Combine ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect his or her learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examine the strengths and weaknesses of his or her own 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 his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn something that changes the way he or she understands an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connect ideas from your course to his or her prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your selected course section, about 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"/>
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"/>
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 or performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independent student work (writing, painting, designing, 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"/>
Movies, videos, music, or other performances not involving or produced by 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"/>
Assessing student learning (tests, evaluations, surveys, polls, 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"/>
Experiential activities (labs, field work, clinical or field placements, 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"/>

In your selected course section, how much do you encourage students to do the following?

	Very much	Quite a bit	Some	Very little
Ask other students for help understanding course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Explain course material to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify key information from reading assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review notes after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarize what has been learned from class or from course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?

	Very much	Quite a bit	Some	Very little
People of a race or ethnicity other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from an economic background other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with religious beliefs other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with political views other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with a sexual orientation other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your selected course section, how much does the coursework emphasize the following?

	Very much	Quite a bit	Some	Very little
Memorizing course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying facts, theories, or methods to practical problems or new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating a point of view, decision, or information source	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forming a new idea or understanding from various pieces of information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your selected course section include assigned papers, reports, or other writing tasks?

- Yes
- No

About how many papers, reports, or other writing tasks of the following lengths do you assign?

	0	1	2	3	4	5	6	7	8	9	10	More than 10 papers, etc.
Up to 5 pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From 6 to 10 pages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 pages or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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 numerical and statistical information	<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"/>
Working effectively with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing or clarifying a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	<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"/>
Being an informed and active citizen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Prior to the current school year, about how many times have you taught your selected course?

- 0
- 1-2
- 3-4
- 5-9
- 10 or more times

Continue

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To protect your confidentiality, responses to the following questions will only be reported in the aggregate. Individual responses to these items will not be returned to your institution.

Estimate the total number of *undergraduate* students you have taught during the current school year.

- 0
- 1-25
- 26-50
- 51-75
- 76-100
- 101-125
- 126-150
- 151-200
- 201-300
- More than 300 students

Enter the total number of *undergraduate* courses you have taught or are scheduled to teach during the current school year.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9 or more courses

Enter the total number of *graduate* courses you have taught or are scheduled to teach during the current school year.

- 0
- 1
- 2
- 3
- 4 or more courses

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

- Full-time
- Part-time

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

- Yes
- No

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

- Professor

- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Graduate Teaching Assistant
- Other, please specify:

What is your current tenure status?

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

Enter the year that you began teaching at any college or university:

What is the highest degree you have earned?

- Doctoral degree (Ph.D., Ed.D., etc.)
- Professional degree (J.D., M.D., D.D.S., D.V.M., etc.)
- Master's degree (M.A., M.S., M.F.A., M.B.A., M.S.W., etc.)
- Bachelor's degree
- Associate's degree
- Other, please specify:

Enter your year of birth (e.g., 1965):

What is your gender?

- Female
- Male

Are you a U.S. citizen or permanent resident?

- Yes
- No

What is your racial or ethnic identification? (Select all that apply.)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic or Latino
- Native Hawaiian or Other Pacific Islander
- White
- Other
- I prefer not to respond

Which of the following best describes your sexual orientation?

- Heterosexual

- Gay
- Lesbian
- Bisexual
- Questioning or unsure
- I prefer not to respond

Continue

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Faculty Survey of Student Engagement (FSSE)

2014 Report Materials

What is the general academic discipline of your appointment?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
Arts and Humanities	10	22.2%	11	33.3%	21	26.9%
Biological Sciences, Agriculture, and Natural Resources	6	13.3%	2	6.1%	8	10.3%
Physical Sciences, Mathematics, and Computer Sciences	10	22.2%	4	12.1%	14	17.9%
Social Sciences	9	20.0%	2	6.1%	11	14.1%
Business	1	2.2%	2	6.1%	3	3.8%
Communications, Media, and Public Relations	1	2.2%	0	0.0%	1	1.3%
Education	3	6.7%	4	12.1%	7	9.0%
Engineering	1	2.2%	0	0.0%	1	1.3%
Health Professions	1	2.2%	5	15.2%	6	7.7%
Social Service Professions	0	0.0%	0	0.0%	0	0.0%
Other disciplines	3	6.7%	3	9.1%	6	7.7%
TOTAL	45	100.0%	33	100.0%	78	100.0%

Is your selected course section in the same academic discipline as your appointment?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
No	1	2.1%	2	5.9%	3	3.7%
Yes	46	97.9%	32	94.1%	78	96.3%
TOTAL	47	100.0%	34	100.0%	81	100.0%

If #12a is No: What is the general academic discipline of your selected course section?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
Arts and Humanities	0	0.0%	1	100.0%	1	50.0%
Biological Sciences, Agriculture, and Natural Resources	0	0.0%	0	0.0%	0	0.0%
Physical Sciences, Mathematics, and Computer Sciences	0	0.0%	0	0.0%	0	0.0%
Social Sciences	0	0.0%	0	0.0%	0	0.0%
Business	0	0.0%	0	0.0%	0	0.0%
Communications, Media, and Public Relations	0	0.0%	0	0.0%	0	0.0%
Education	0	0.0%	0	0.0%	0	0.0%
Engineering	0	0.0%	0	0.0%	0	0.0%
Health Professions	0	0.0%	0	0.0%	0	0.0%
Social Service Professions	0	0.0%	0	0.0%	0	0.0%
Other disciplines	1	100.0%	0	0.0%	1	50.0%
TOTAL	1	100.0%	1	100.0%	2	100.0%

Estimate the total number of *undergraduate* students you have taught during the current school year.

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
0	0	0.0%	0	0.0%	0	0.0%
1-25	2	4.4%	4	12.1%	6	7.7%
26-50	4	8.9%	5	15.2%	9	11.5%
51-75	12	26.7%	8	24.2%	20	25.6%
76-100	18	40.0%	9	27.3%	27	34.6%
101-125	1	2.2%	5	15.2%	6	7.7%
126-150	5	11.1%	1	3.0%	6	7.7%
151-200	2	4.4%	0	0.0%	2	2.6%
201-300	1	2.2%	1	3.0%	2	2.6%
More than 300 students	0	0.0%	0	0.0%	0	0.0%
TOTAL	45	100.0%	33	100.0%	78	100.0%

Enter the total number of *undergraduate* courses you have taught or are scheduled to teach during the current school year.

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
0	0	0.0%	0	0.0%	0	0.0%
1	0	0.0%	0	0.0%	0	0.0%
2	2	4.5%	3	9.1%	5	6.5%
3	3	6.8%	3	9.1%	6	7.8%
4	9	20.5%	4	12.1%	13	16.9%
5	7	15.9%	4	12.1%	11	14.3%
6	21	47.7%	13	39.4%	34	44.2%
7	0	0.0%	2	6.1%	2	2.6%
8	1	2.3%	1	3.0%	2	2.6%
9 or more courses	1	2.3%	3	9.1%	4	5.2%
TOTAL	44	100.0%	33	100.0%	77	100.0%

Enter the total number of *graduate* courses you have taught or are scheduled to teach during the current school year.

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
0	44	97.8%	33	100.0%	77	98.7%
1	0	0.0%	0	0.0%	0	0.0%
2	0	0.0%	0	0.0%	0	0.0%
3	0	0.0%	0	0.0%	0	0.0%
4 or more courses	1	2.2%	0	0.0%	1	1.3%
TOTAL	45	100.0%	33	100.0%	78	100.0%

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

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
Part-time	6	13.3%	0	0.0%	6	7.7%
Full-time	39	86.7%	33	100.0%	72	92.3%
TOTAL	45	100.0%	33	100.0%	78	100.0%

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

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
No	38	84.4%	32	97.0%	70	89.7%
Yes	7	15.6%	1	3.0%	8	10.3%
TOTAL	45	100.0%	33	100.0%	78	100.0%

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

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
Professor	6	13.3%	10	30.3%	16	20.5%
Associate Professor	17	37.8%	15	45.5%	32	41.0%
Assistant Professor	13	28.9%	7	21.2%	20	25.6%
Instructor	5	11.1%	1	3.0%	6	7.7%
Lecturer	2	4.4%	0	0.0%	2	2.6%
Graduate Teaching Assistant	0	0.0%	0	0.0%	0	0.0%
Other	2	4.4%	0	0.0%	2	2.6%
TOTAL	45	100.0%	33	100.0%	78	100.0%

What is your current tenure status?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
No tenure system at this institution	0	0.0%	0	0.0%	0	0.0%
Not on tenure track, but this institution has a tenure system	18	40.0%	8	24.2%	26	33.3%
On tenure track but not tenured	7	15.6%	6	18.2%	13	16.7%
Tenure	20	44.4%	1 9	57.6%	39	50.0%
TOTAL	45	100.0%	3 3	100.0%	78	100.0 %

Number of years teaching at *any* college or university?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
4 or less	6	13.6%	1	3.3%	7	9.5%
5-9	10	22.7%	5	16.7%	15	20.3%
10-19	16	36.4%	10	33.3%	26	35.1%
20-29	7	15.9%	7	23.3%	14	18.9%
30 or more	5	11.4%	7	23.3%	12	16.2%
TOTAL	44	100.0%	30	100.0%	74	100.0%

What is the highest degree you have earned?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
Doctoral degree (Ph.D., Ed.D., etc.)	35	77.8%	28	84.8%	63	80.8%
Professional degree (J.D., M.D., D.D.S., D.V.M., etc.)	0	0.0%	0	0.0%	0	0.0%
Master's degree (M.A., M.S., M.F.A., M.B.A., etc.)	10	22.2%	5	15.2%	15	19.2%
Bachelor's degree	0	0.0%	0	0.0%	0	0.0%
Associate's degree	0	0.0%	0	0.0%	0	0.0%
Other	0	0.0%	0	0.0%	0	0.0%
TOTAL	45	100.0%	33	100.0%	78	100.0%

Age

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
34 or younger	7	17.9%	1	3.3%	8	11.6%
35-44	10	25.6%	4	13.3%	14	20.3%
45-54	14	35.9%	11	36.7%	25	36.2%
55-64	7	17.9%	11	36.7%	18	26.1%
65 or older	1	2.6%	3	10.0%	4	5.8%
TOTAL	39	100.0%	30	100.0%	69	100.0%

What is your gender identity?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
Man	16	36.4%	15	46.9%	31	40.8%
Woman	23	52.3%	16	50.0%	39	51.3%
Another gender identity	0	0.0%	0	0.0%	0	0.0%
I prefer not to respond	5	11.4%	1	3.1%	6	7.9%
TOTAL	44	100.0%	32	100.0%	76	100.0%

Are you a U.S. citizen or permanent resident?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
No	2	4.7%	1	3.1%	3	4.0%
Yes	41	95.3%	31	96.9%	72	96.0%
TOTAL	43	100.0%	32	100.0%	75	100.0%

What is your racial or ethnic identification? (Select all that apply.)

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
American Indian or Alaska Native	0	0.0%	1	2.9%	1	1.0%
Asian	0	0.0%	1	2.9%	1	1.0%
Black or African American	4	8.5%	5	14.7%	9	8.8%
Hispanic or Latino	1	2.1%	0	0.0%	1	1.0%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%
White	33	70.2%	24	70.6%	57	55.9%
Other	3	6.4%	1	2.9%	4	3.9%
I prefer not to respond	4	8.5%	1	2.9%	5	4.9%

Racial/ethnic identification based on selections above where each faculty member is represented only once.

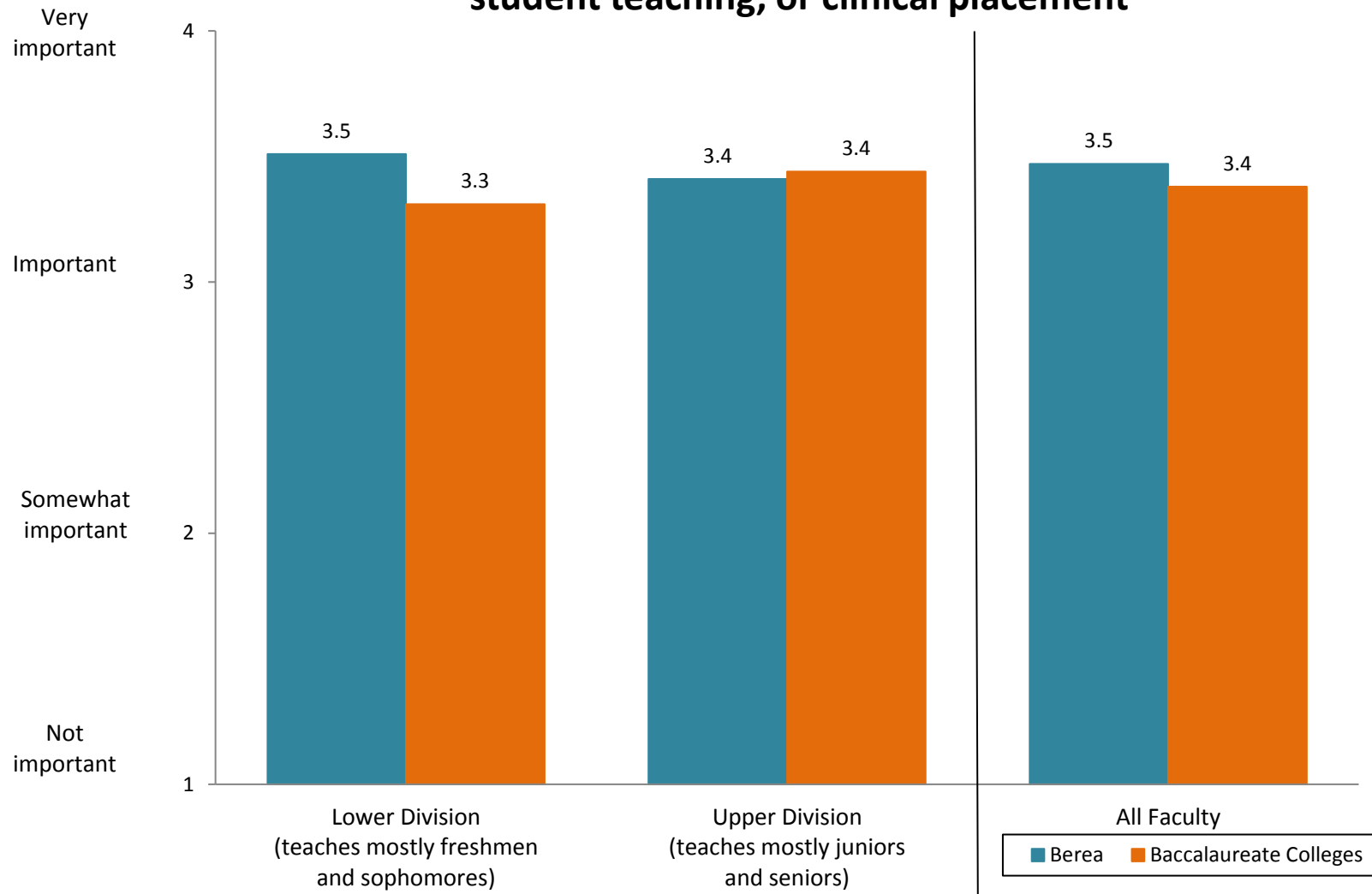
	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
American Indian or Alaska Native	0	0.0%	1	3.1%	1	1.3%
Asian	0	0.0%	1	3.1%	1	1.3%
Black or African American	4	9.1%	5	15.6%	9	11.8%
Hispanic or Latino	0	0.0%	0	0.0%	0	0.0%
Native Hawaiian or Other Pacific Islander	0	0.0%	0	0.0%	0	0.0%
White	32	72.7%	23	71.9%	55	72.4%
Other	3	6.8%	0	0.0%	3	3.9%
Multicultural	1	2.3%	1	3.1%	2	2.6%
I prefer not to respond	4	9.1%	1	3.1%	5	6.6%
TOTAL	44	100.0%	32	100.0%	76	100.0%

Which of the following best describes your sexual orientation?

	Lower Division (teaches mostly freshmen and sophomores)		Upper Division (teaches mostly junior and seniors)		All Faculty	
	N	(%)	N	(%)	N	(%)
Heterosexual	38	86.4%	27	84.4%	65	85.5%
Gay	0	0.0%	1	3.1%	1	1.3%
Lesbian	1	2.3%	1	3.1%	2	2.6%
Bisexual	0	0.0%	0	0.0%	0	0.0%
Another sexual orientation	0	0.0%	0	0.0%	0	0.0%
Questioning or unsure	0	0.0%	0	0.0%	0	0.0%
I prefer not to respond	5	11.4%	3	9.4%	8	10.5%
TOTAL	44	100.0%	32	100.0%	76	100.0%

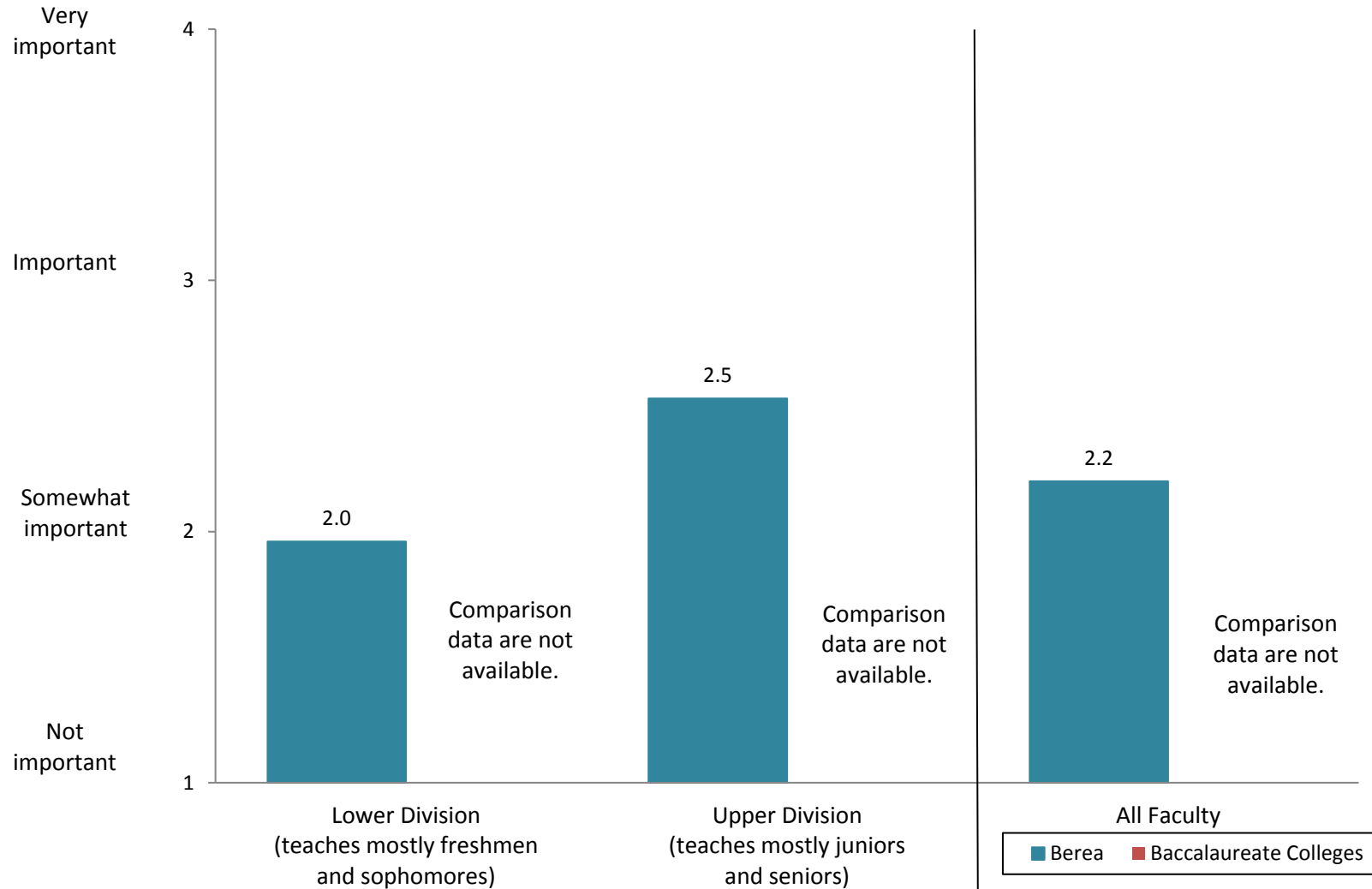
How important is it to you that undergraduates at your institution do the following before they graduate?

Participate in an internship, co-op, field experience, student teaching, or clinical placement



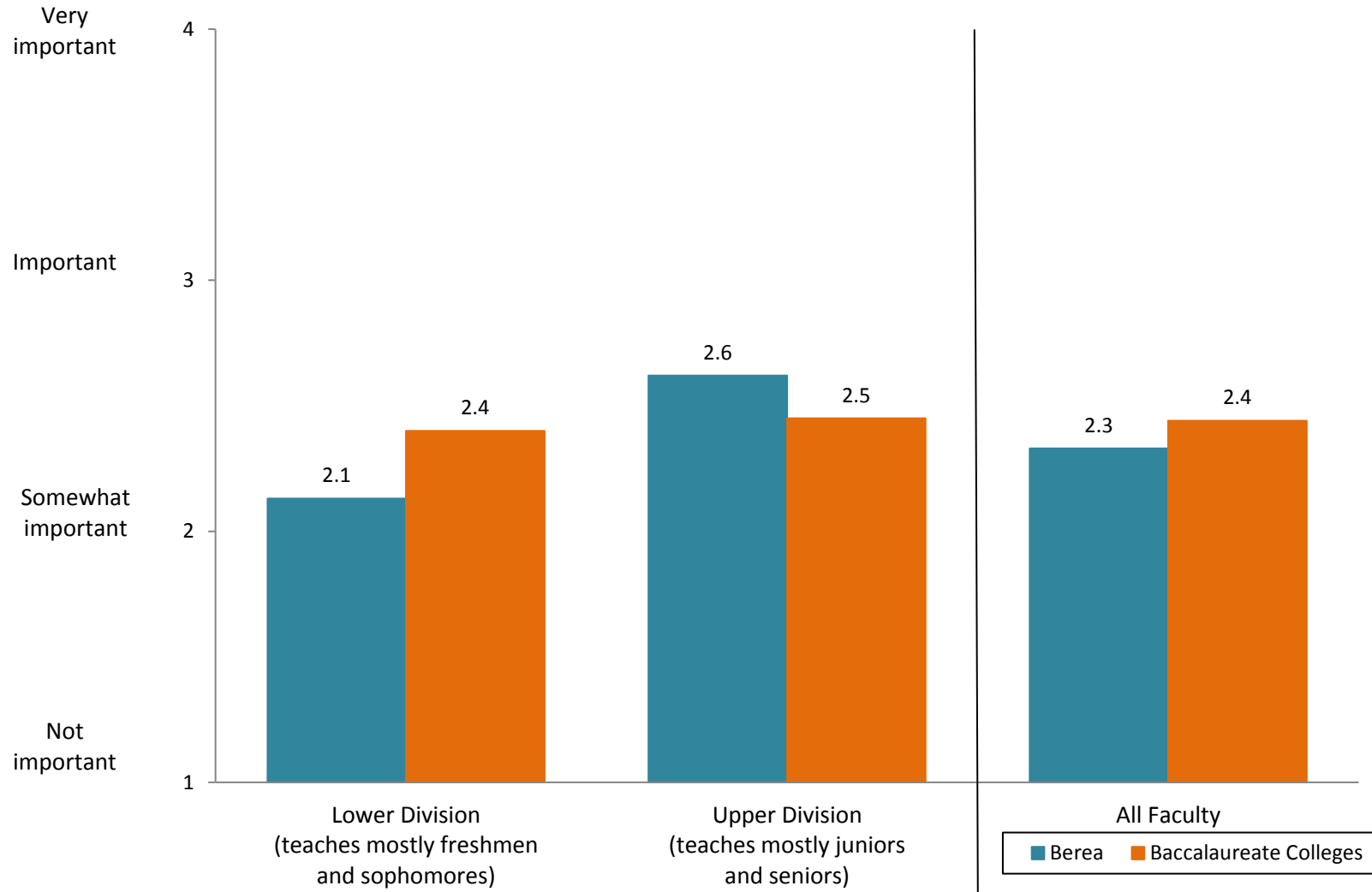
How important is it to you that undergraduates at your institution do the following before they graduate?

Hold a formal leadership role in a student organization or group



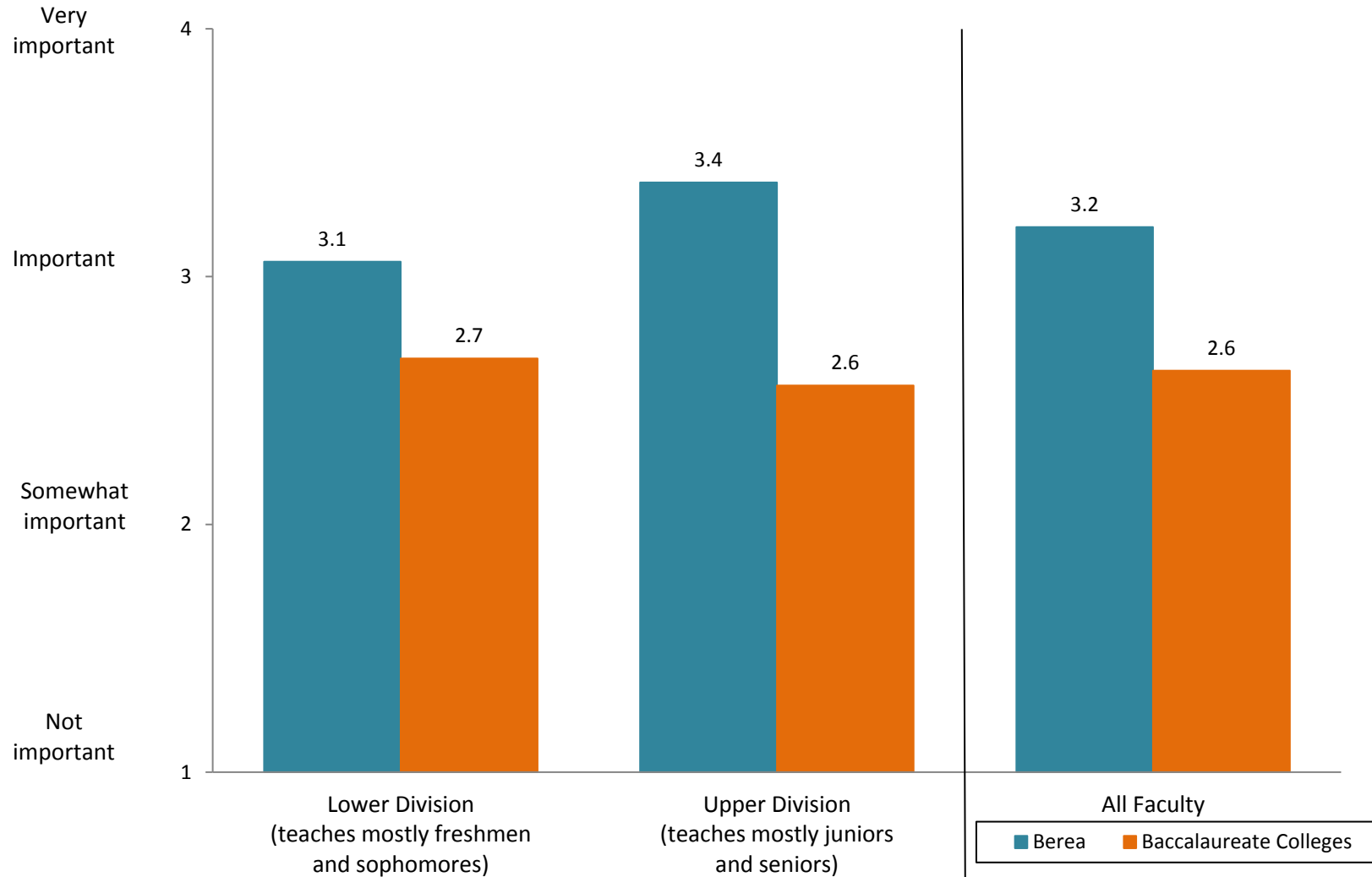
How important is it to you that undergraduates at your institution do the following before they graduate?

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



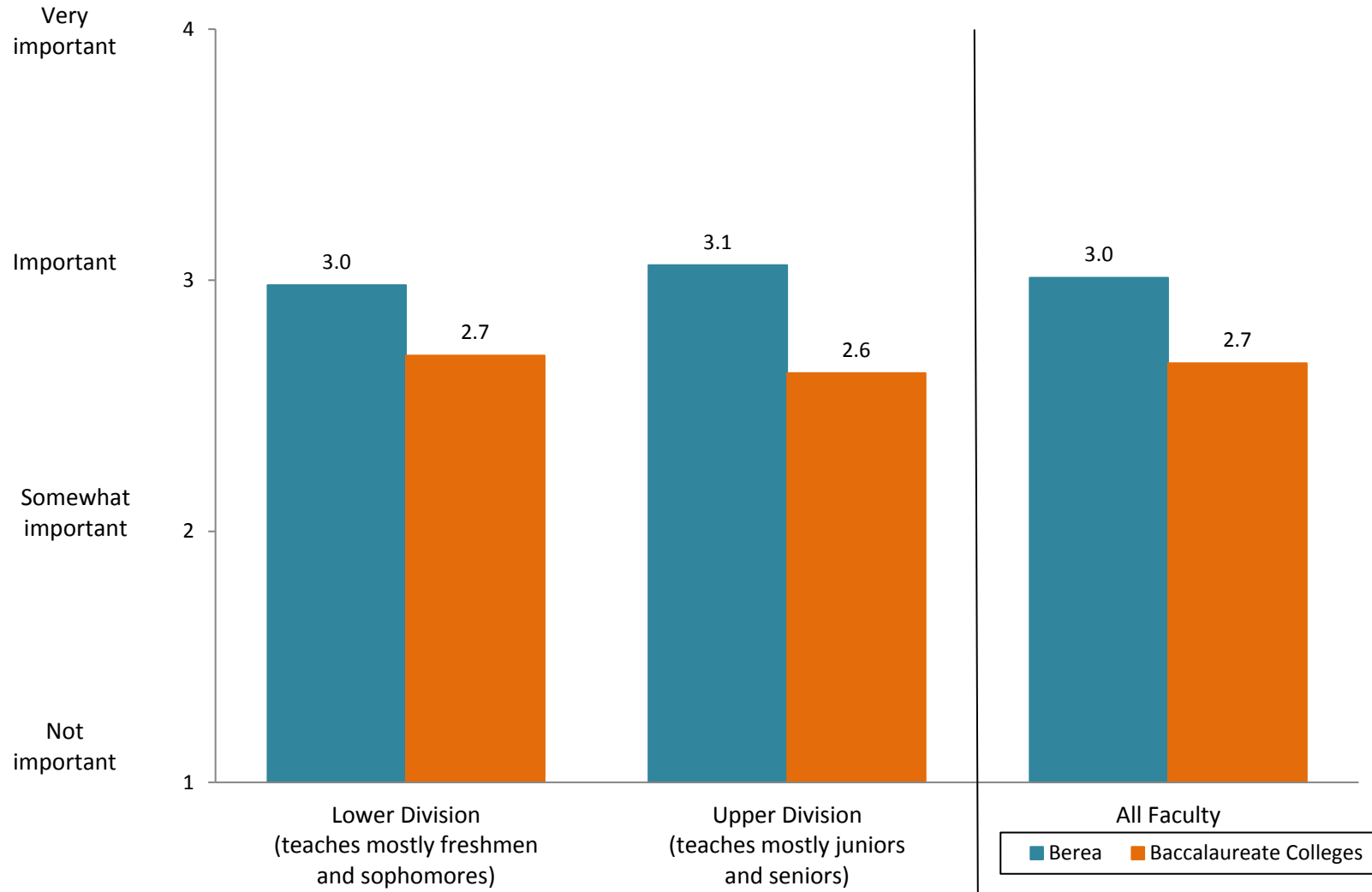
How important is it to you that undergraduates at your institution do the following before they graduate?

Participate in study abroad program



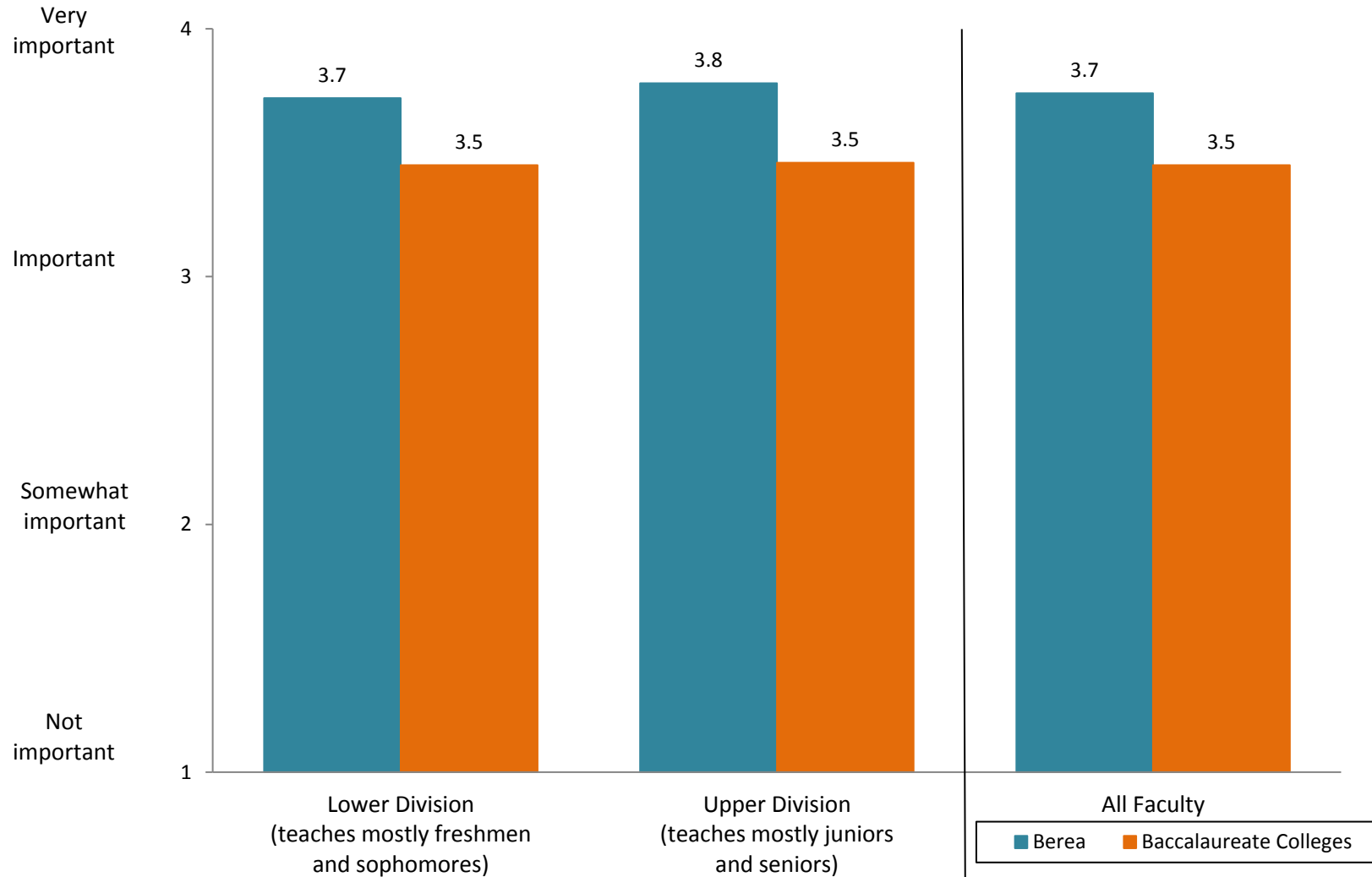
How important is it to you that undergraduates at your institution do the following before they graduate?

Work with faculty member on a research project



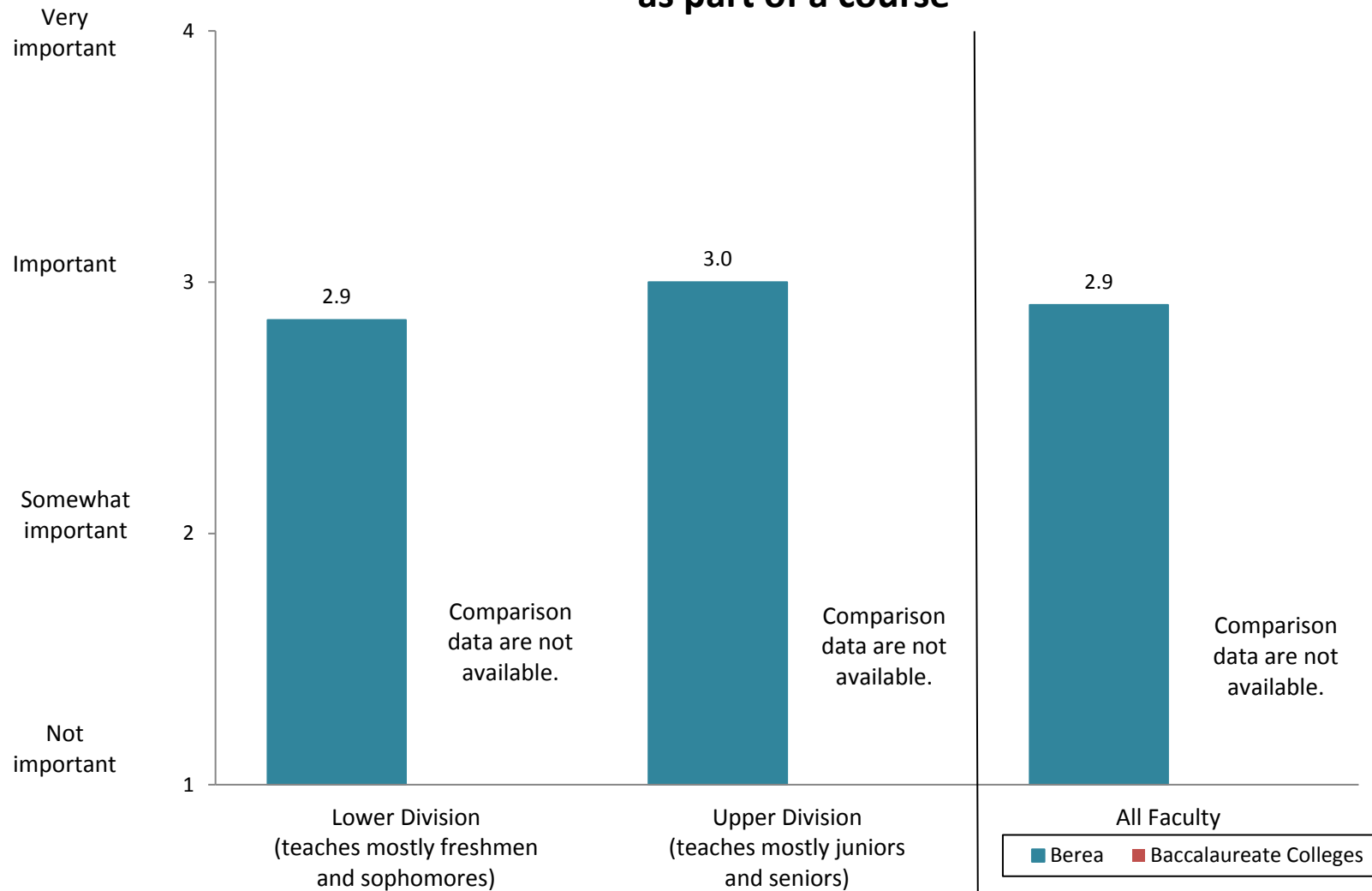
How important is it to you that undergraduates at your institution do the following before they graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)



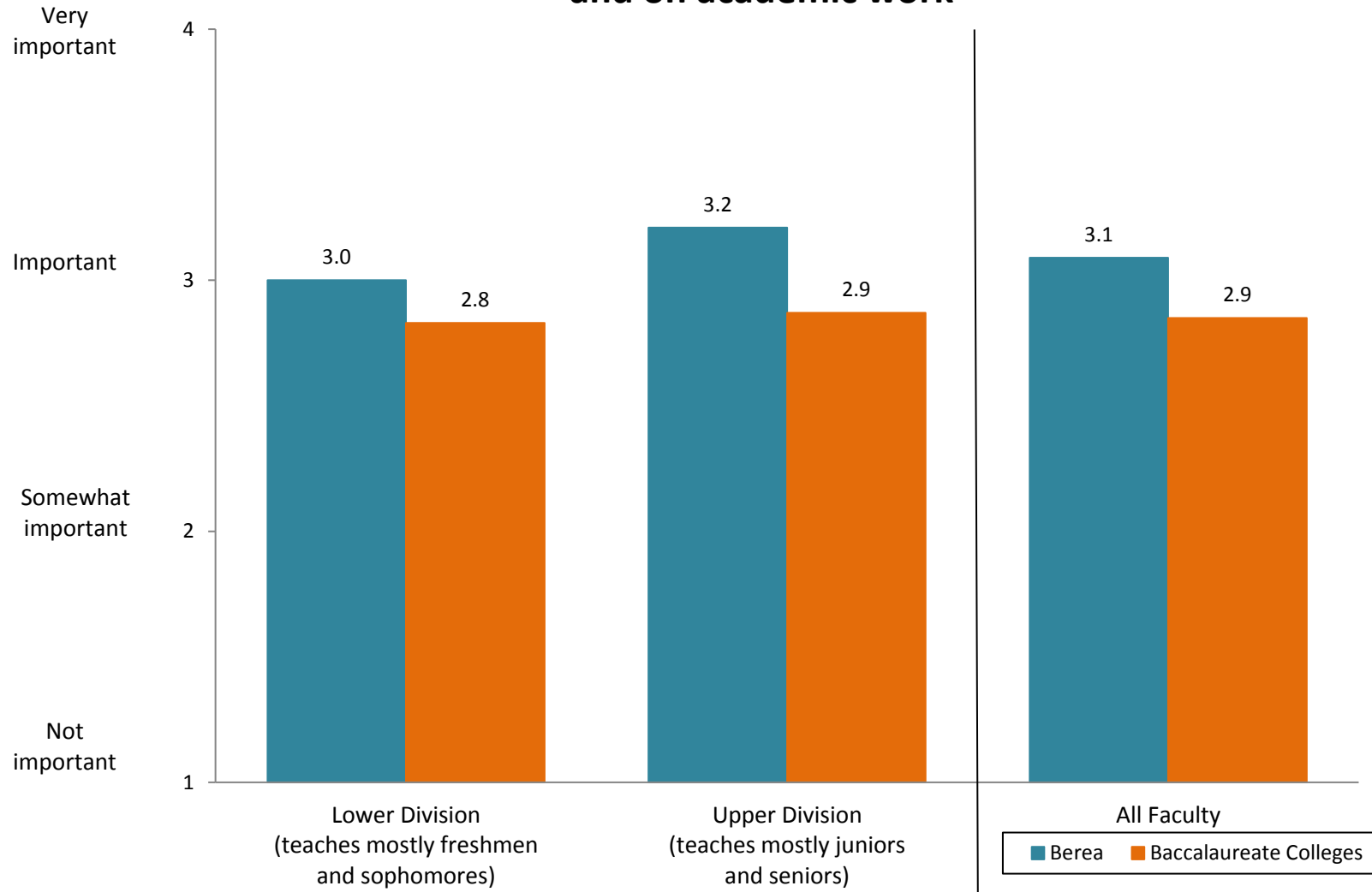
How important is it to you that undergraduates at your institution do the following before they graduate?

Participate in a community-based project (service-learning) as part of a course

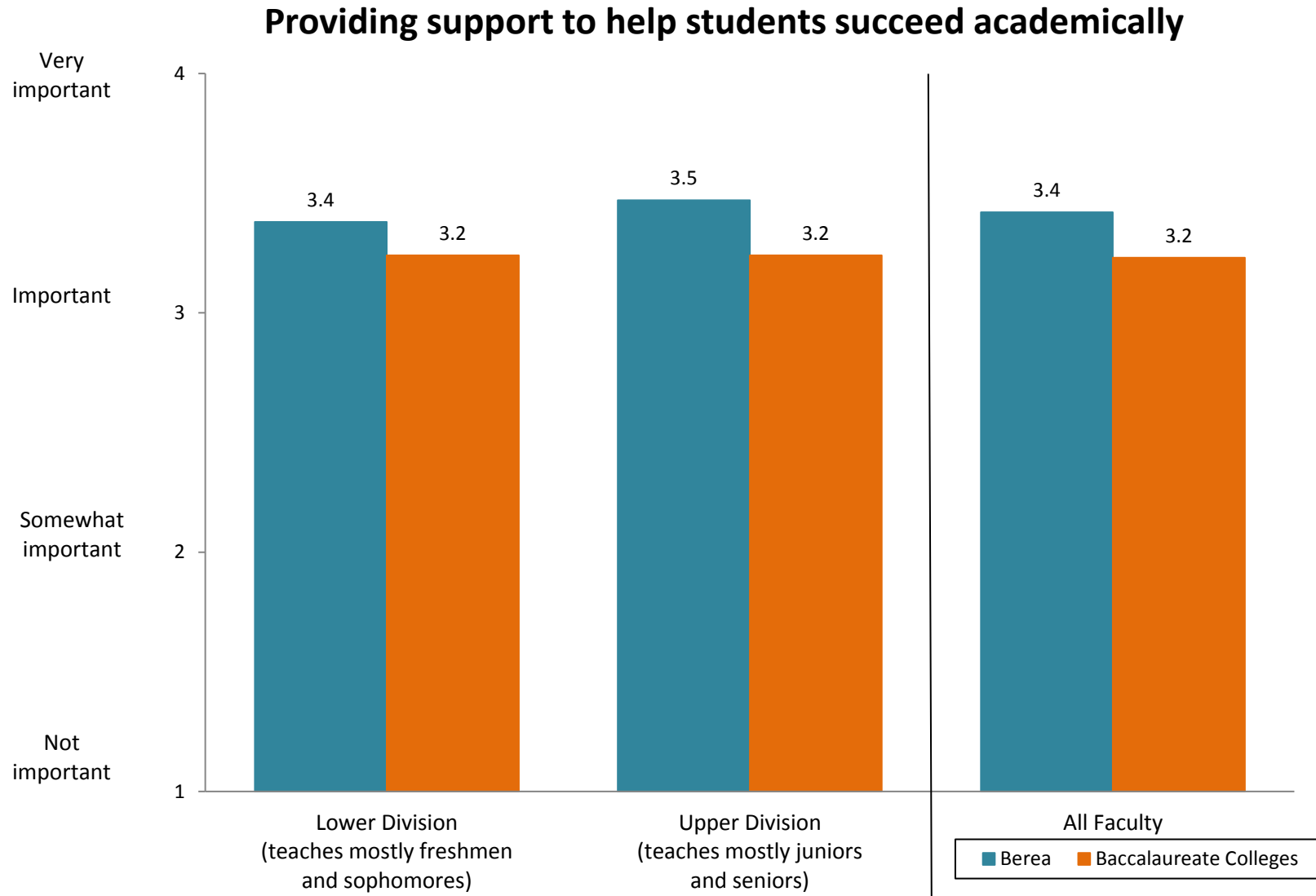


How important is it to you that your institution increase its emphasis on each of the following?

Students spending significant amounts of time studying and on academic work

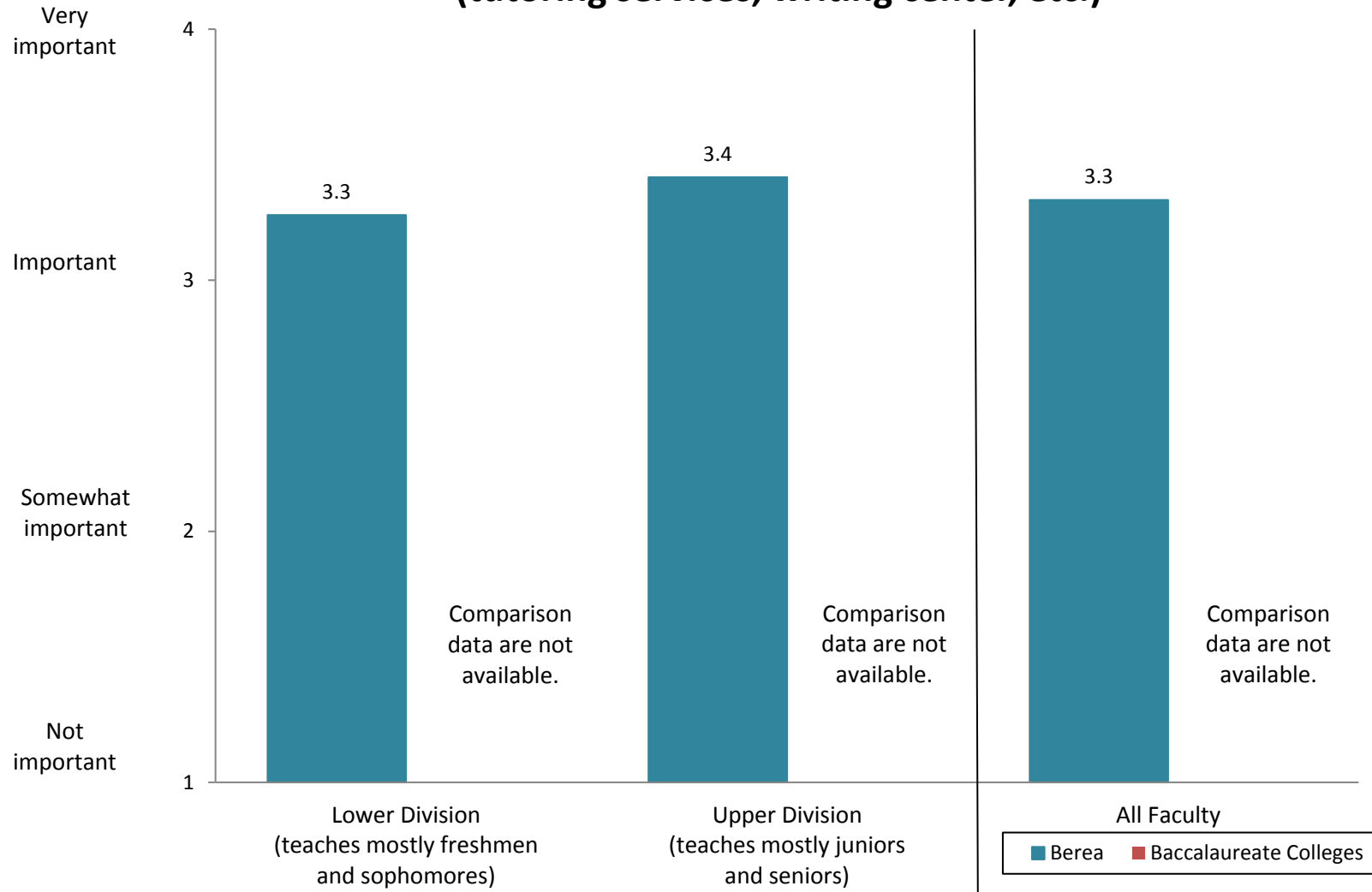


How important is it to you that your institution increase its emphasis on each of the following?



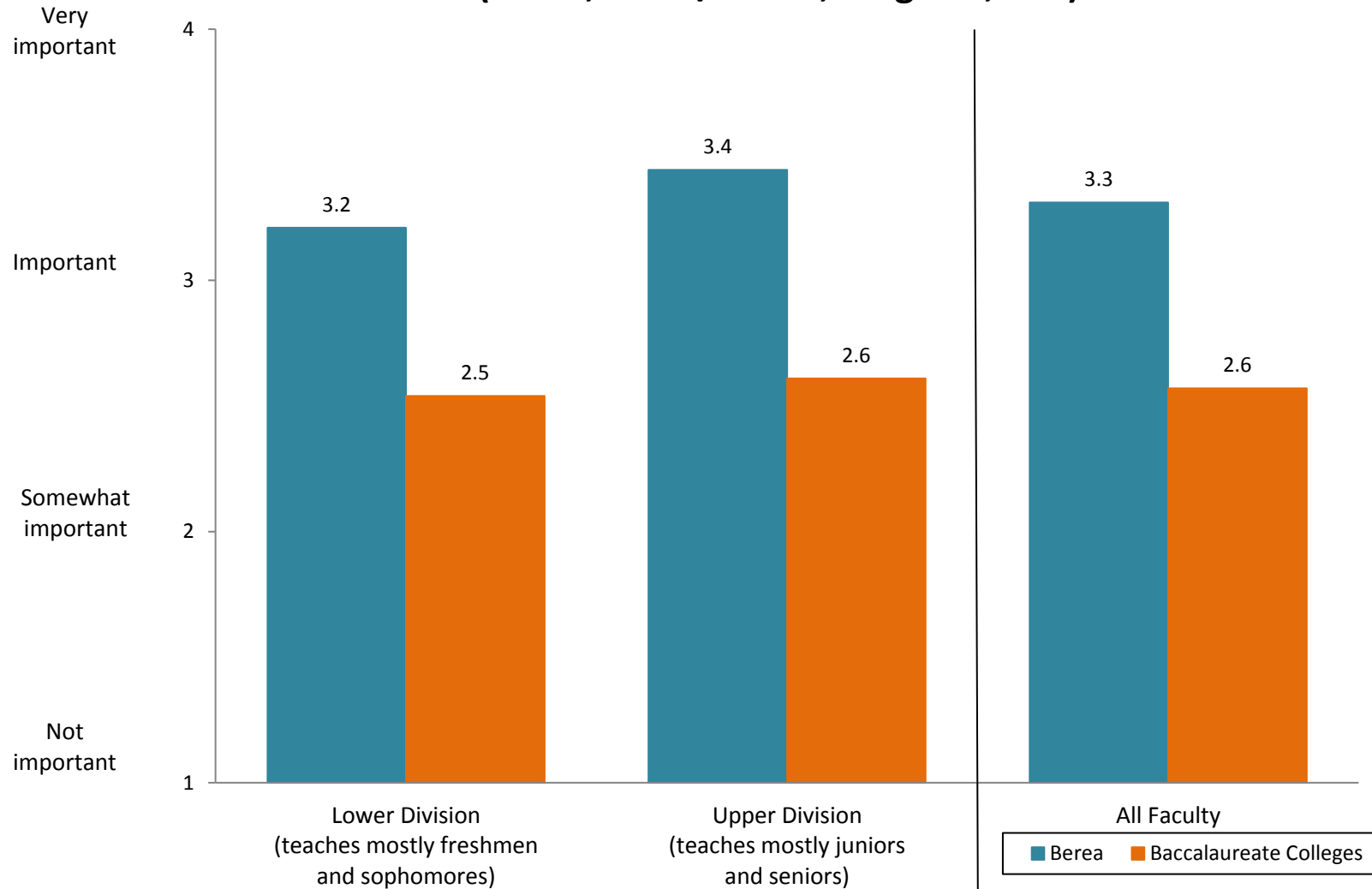
How important is it to you that your institution increase its emphasis on each of the following?

Students using learning support services (tutoring services, writing center, etc.)



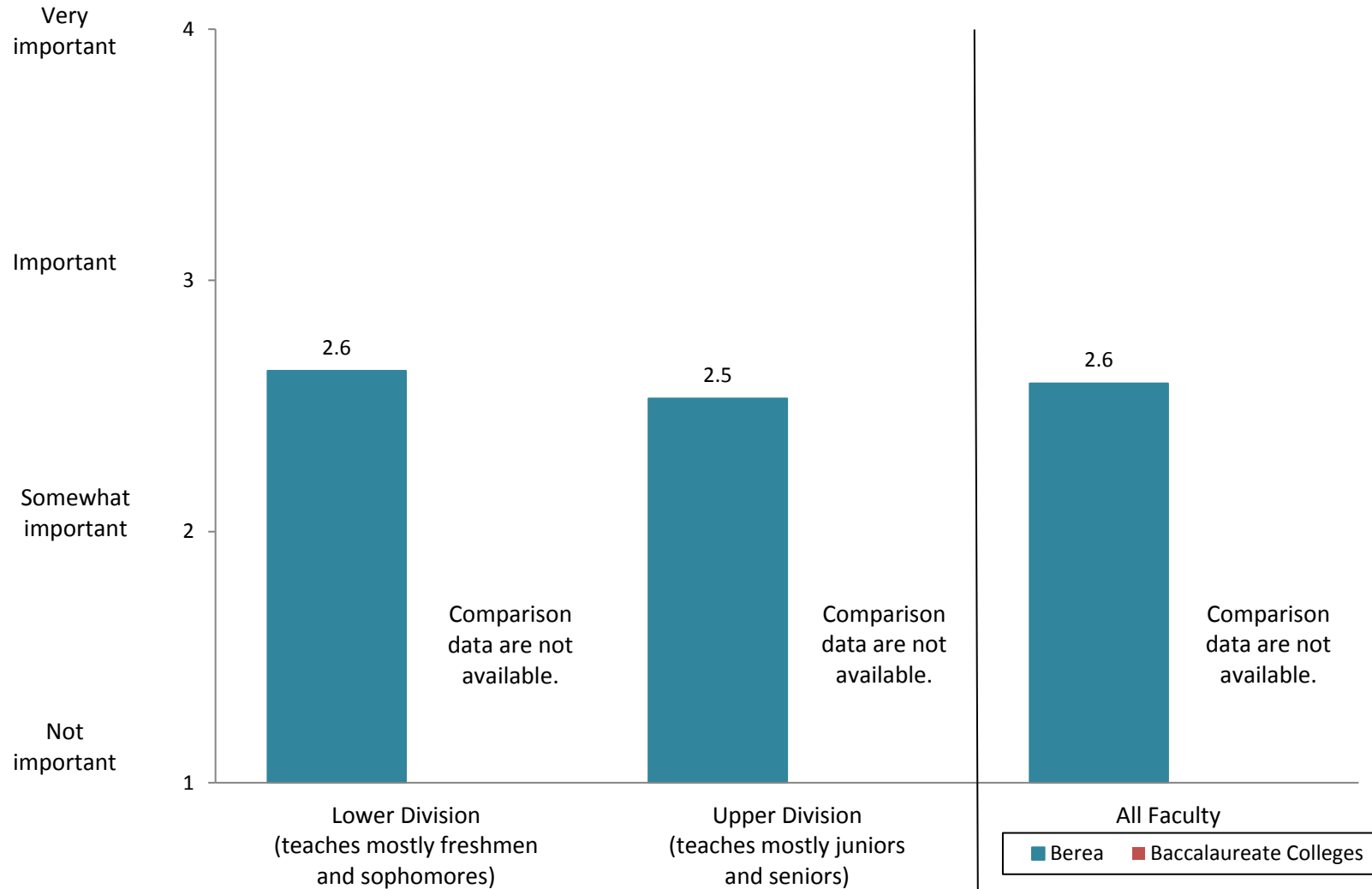
How important is it to you that your institution increase its emphasis on each of the following?

Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)

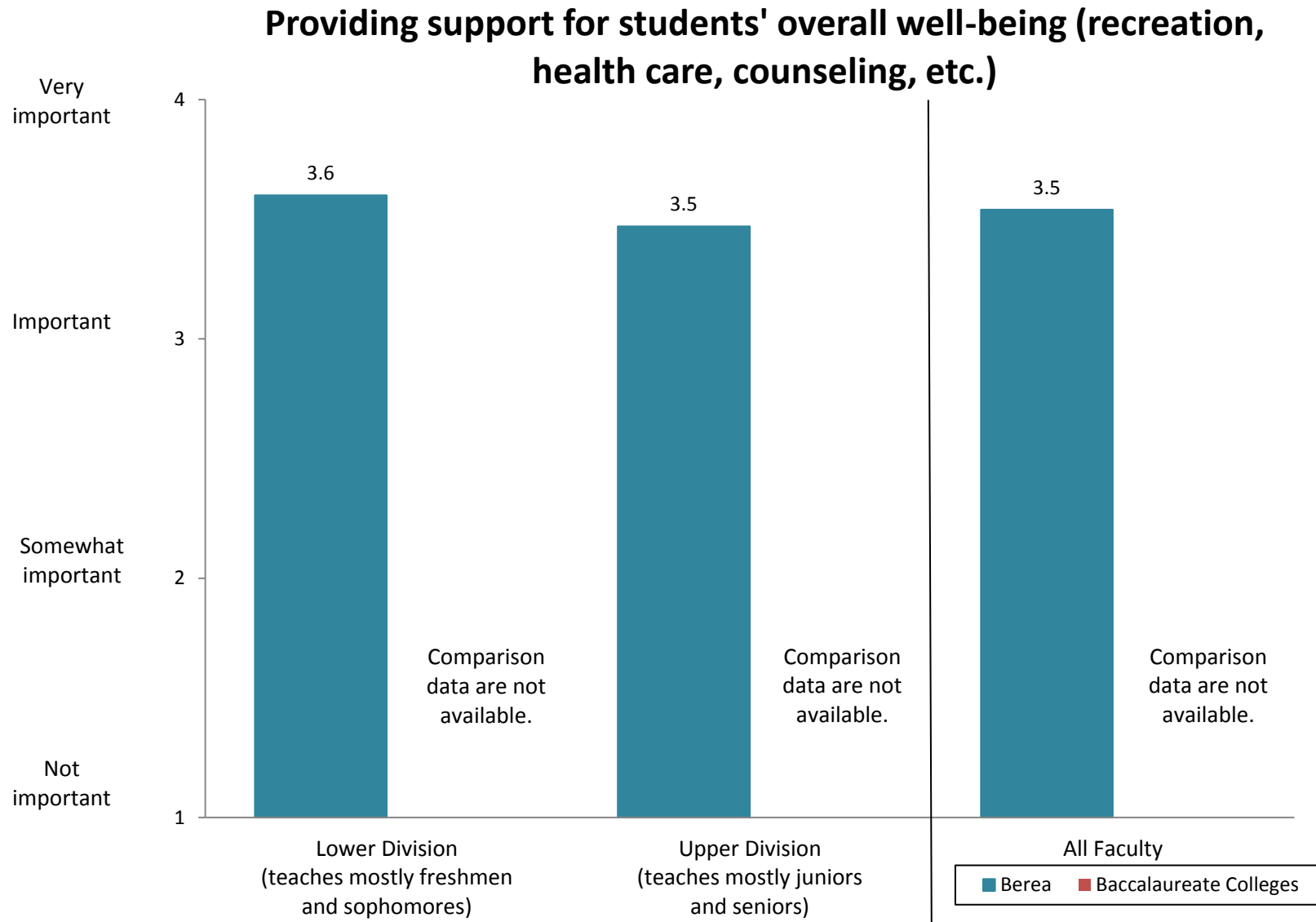


How important is it to you that your institution increase its emphasis on each of the following?

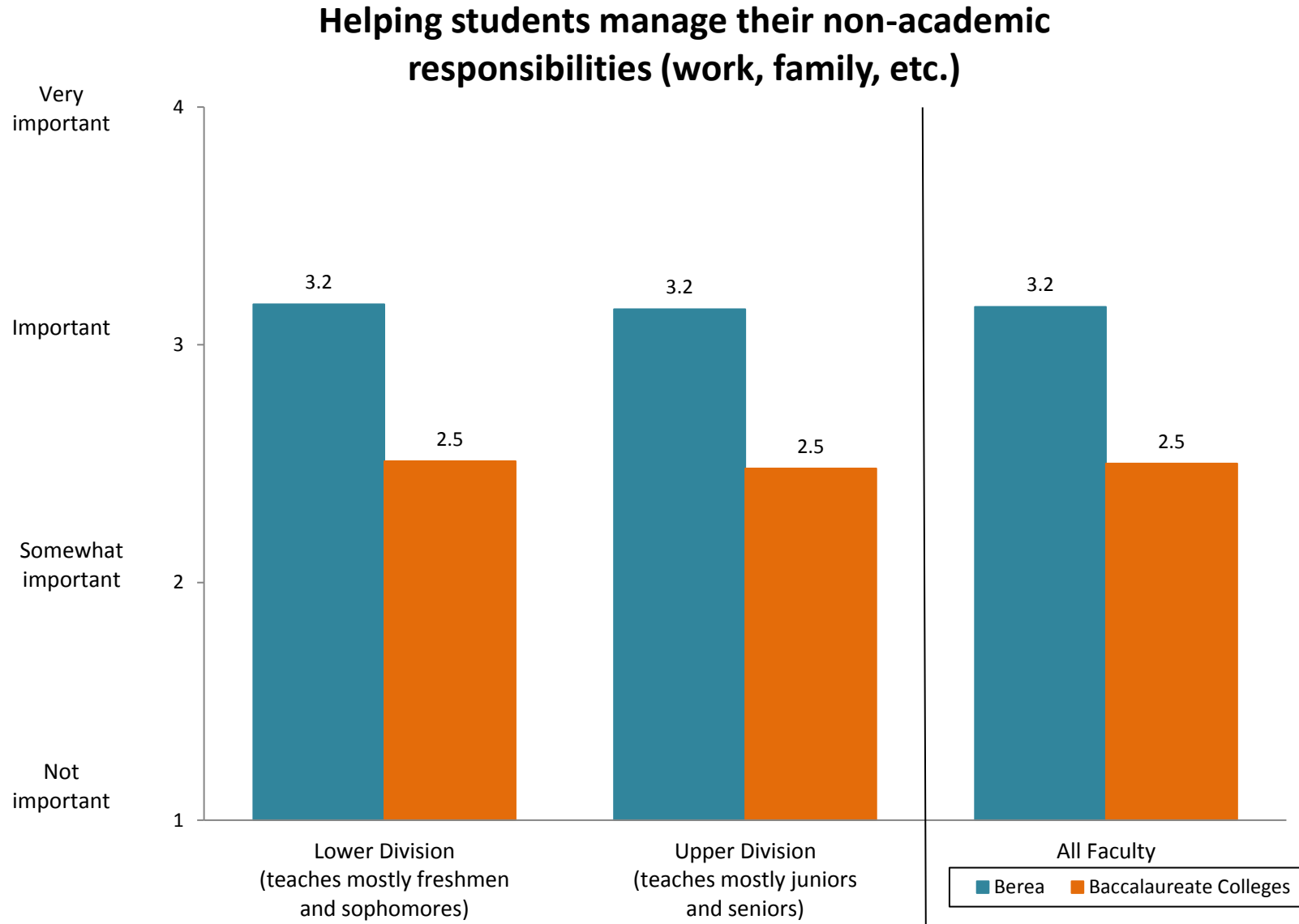
Providing opportunities for students to be involved socially



How important is it to you that your institution increase its emphasis on each of the following?

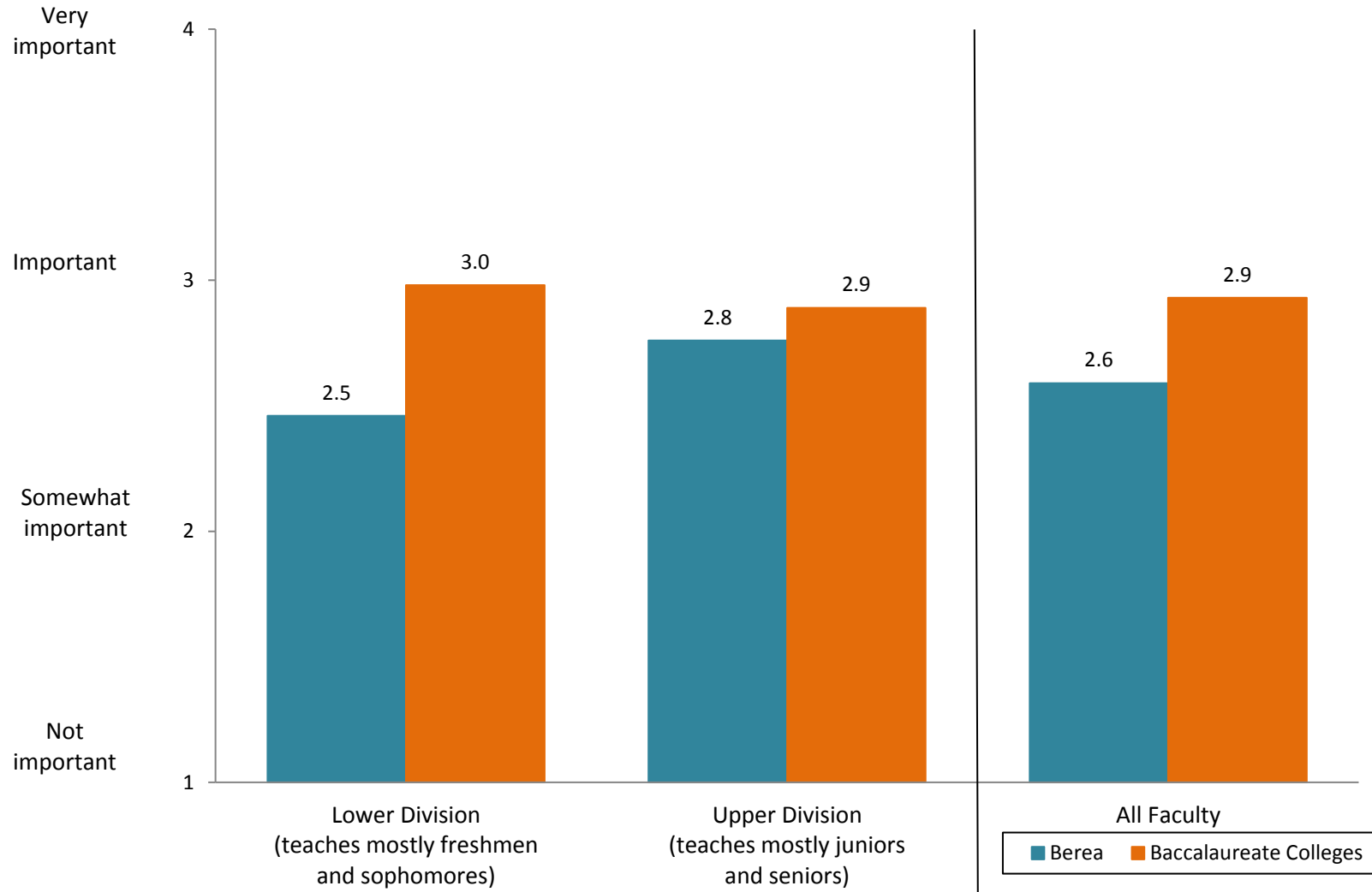


How important is it to you that your institution increase its emphasis on each of the following?



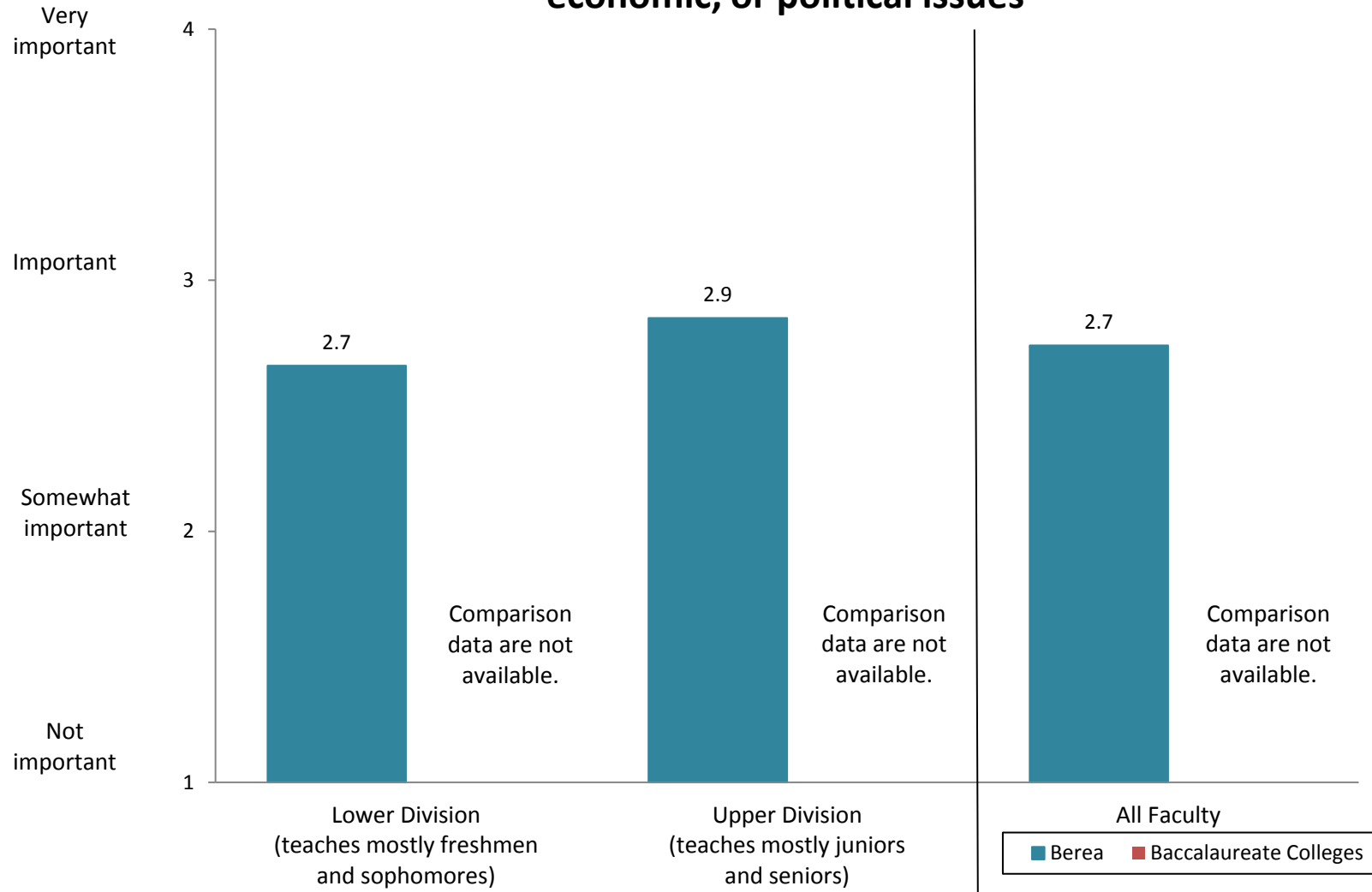
How important is it to you that your institution increase its emphasis on each of the following?

Students attending campus activities and events



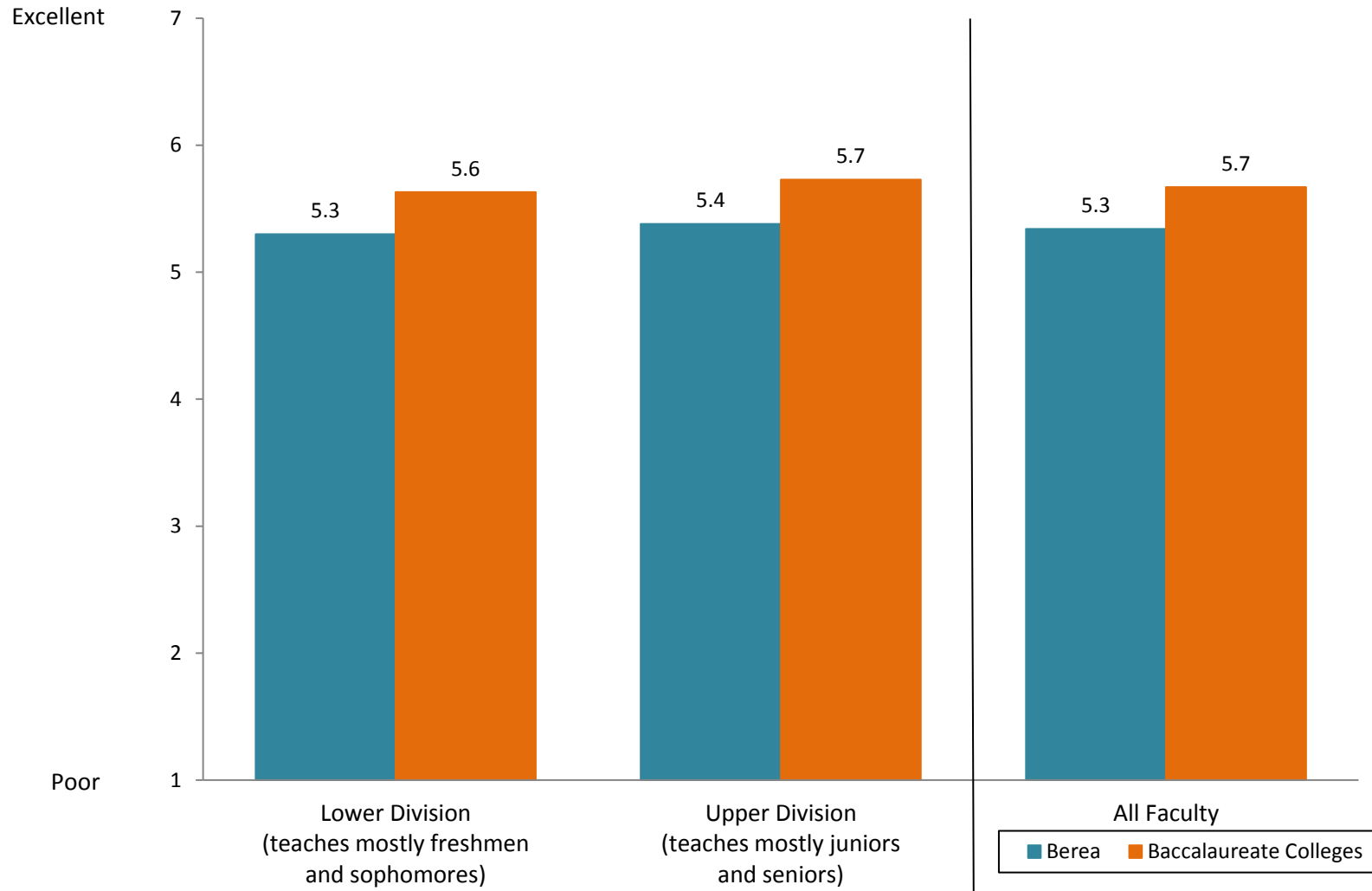
How important is it to you that your institution increase its emphasis on each of the following?

Students attending events that address important social, economic, or political issues



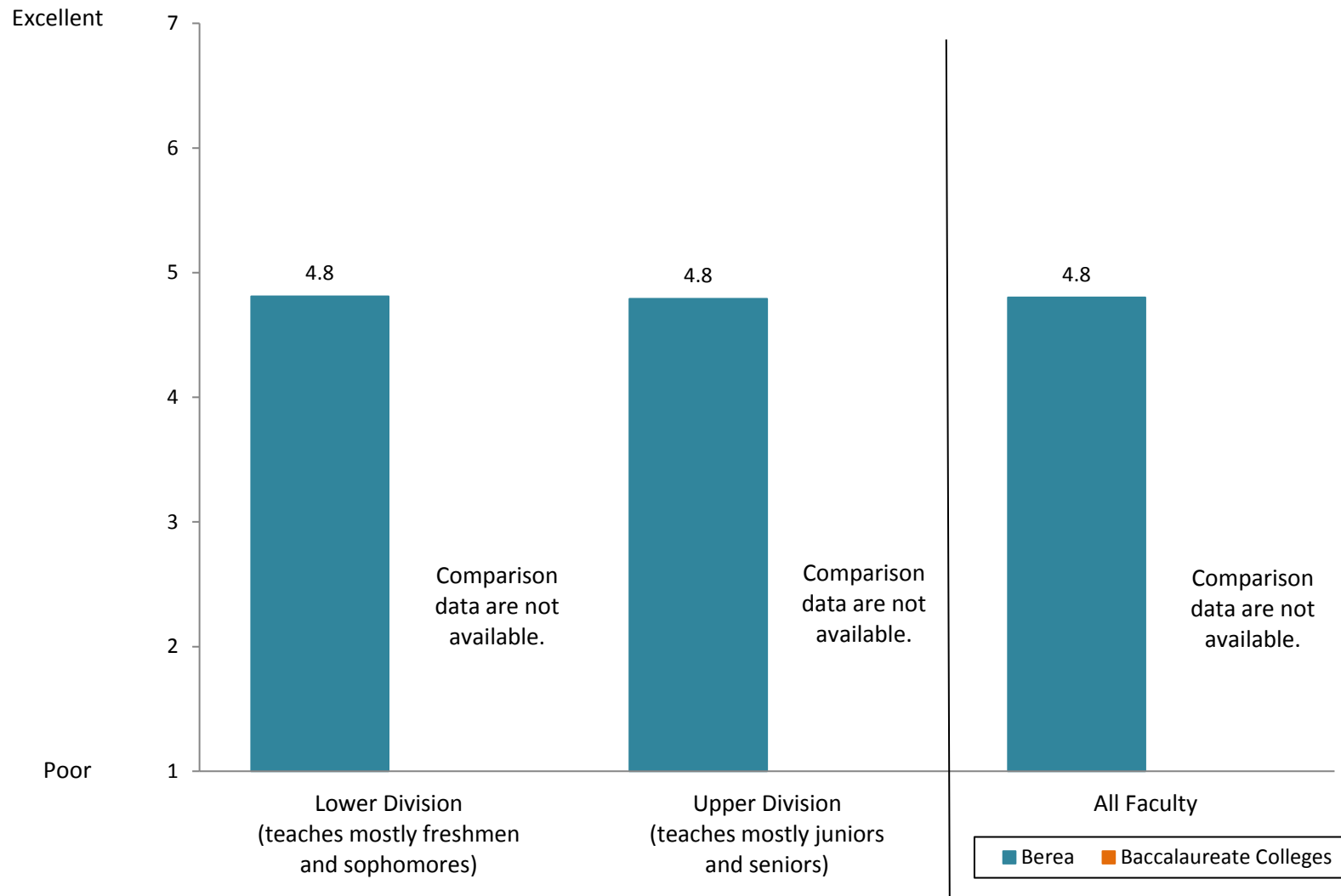
Indicate your perception of the quality of student interactions with the following people at your institution.

Other Students

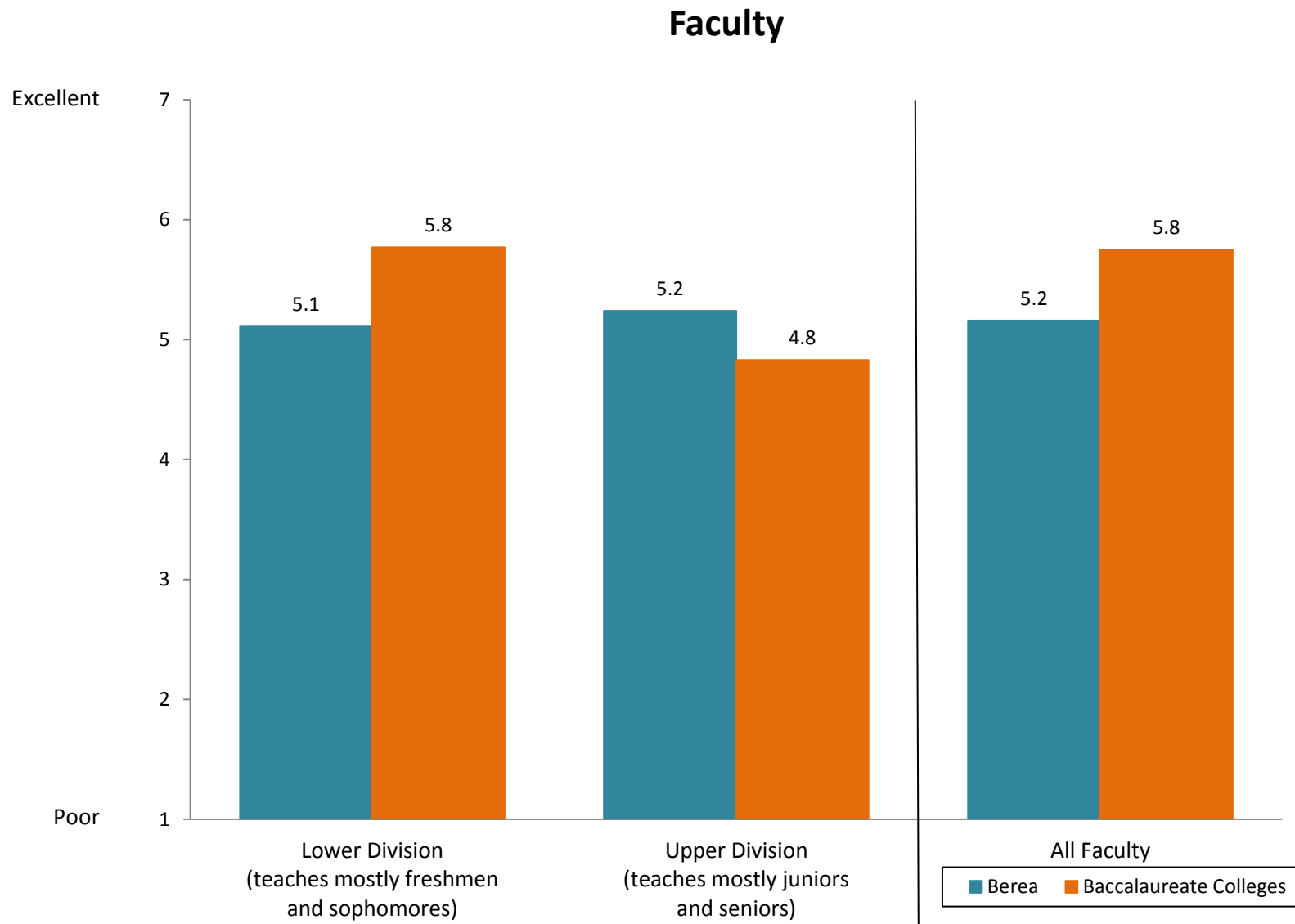


Indicate your perception of the quality of student interactions with the following people at your institution.

Academic Advisors

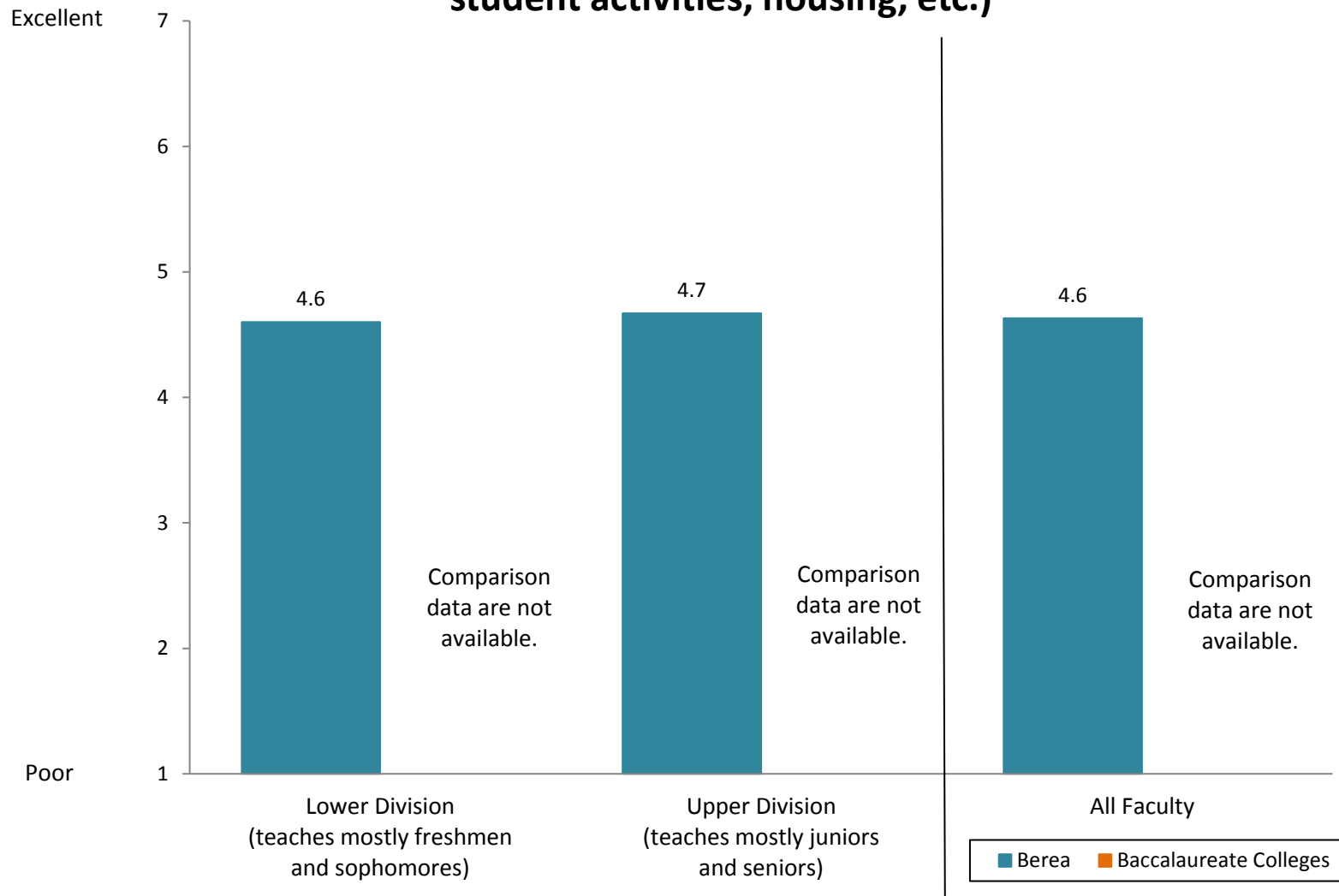


Indicate your perception of the quality of student interactions with the following people at your institution.



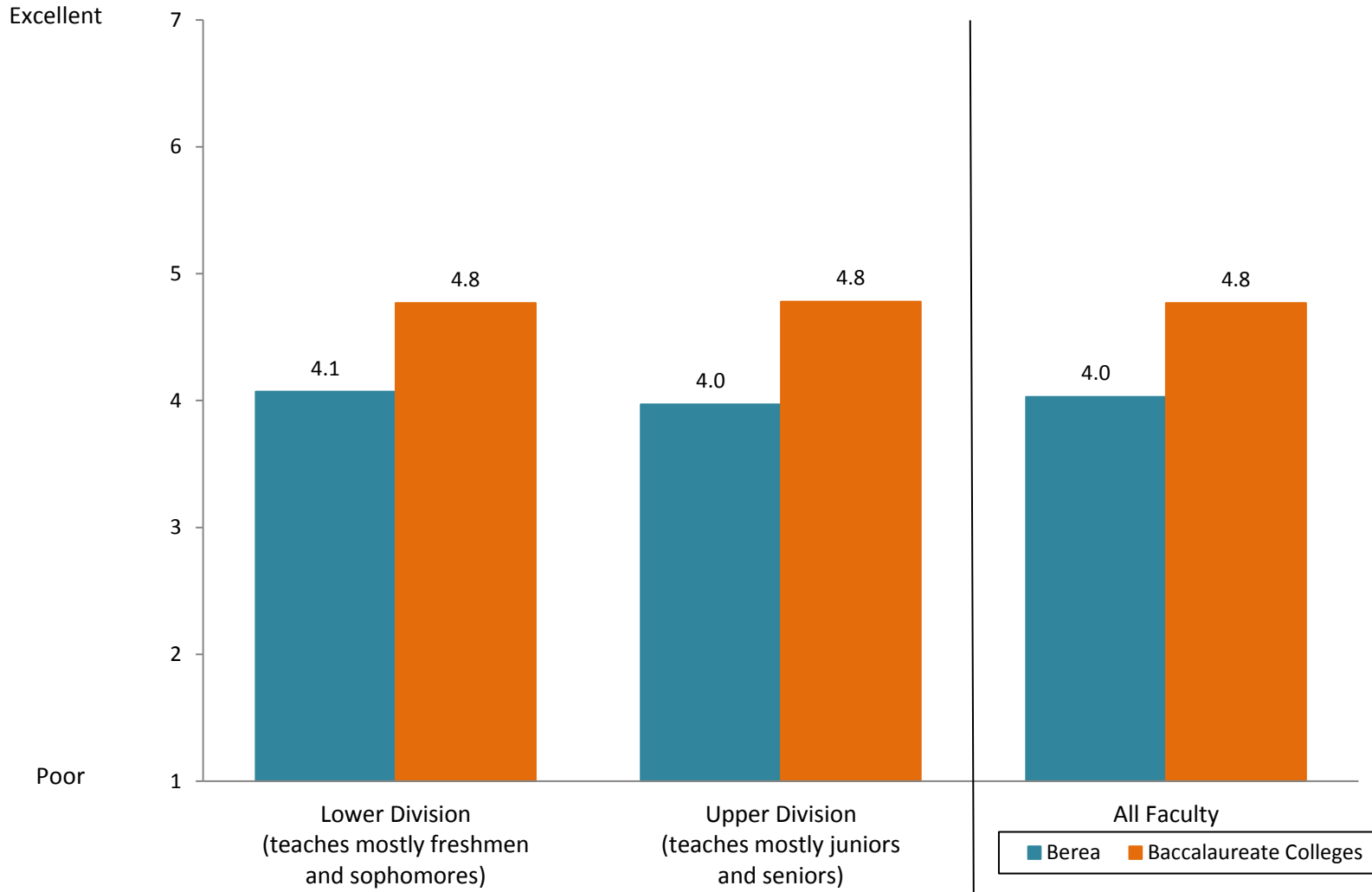
Indicate your perception of the quality of student interactions with the following people at your institution.

Student services staff (career services, student activities, housing, etc.)



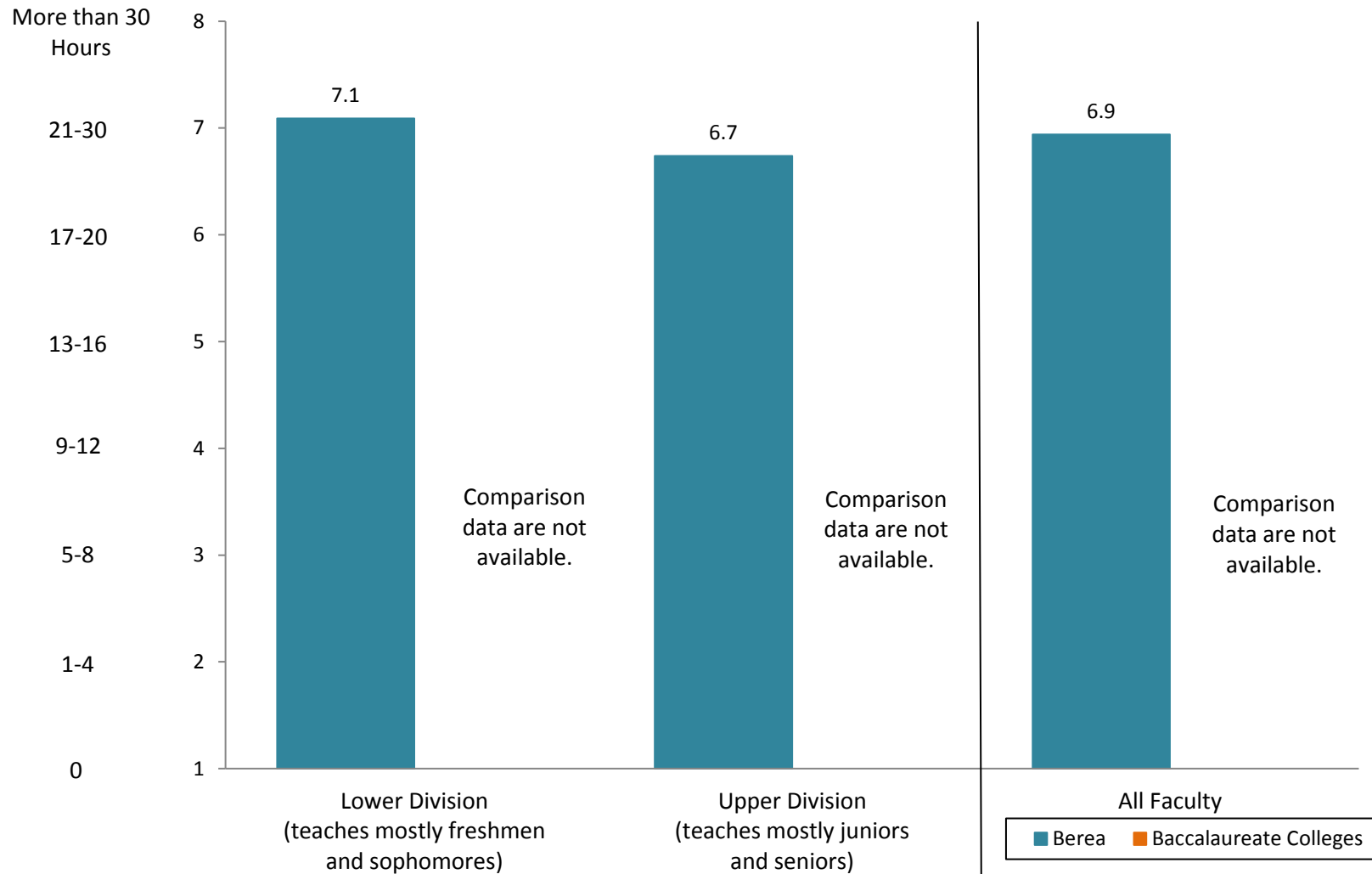
Indicate your perception of the quality of student interactions with the following people at your institution.

Other administrative staff and offices (registrar, financial aid, etc.)



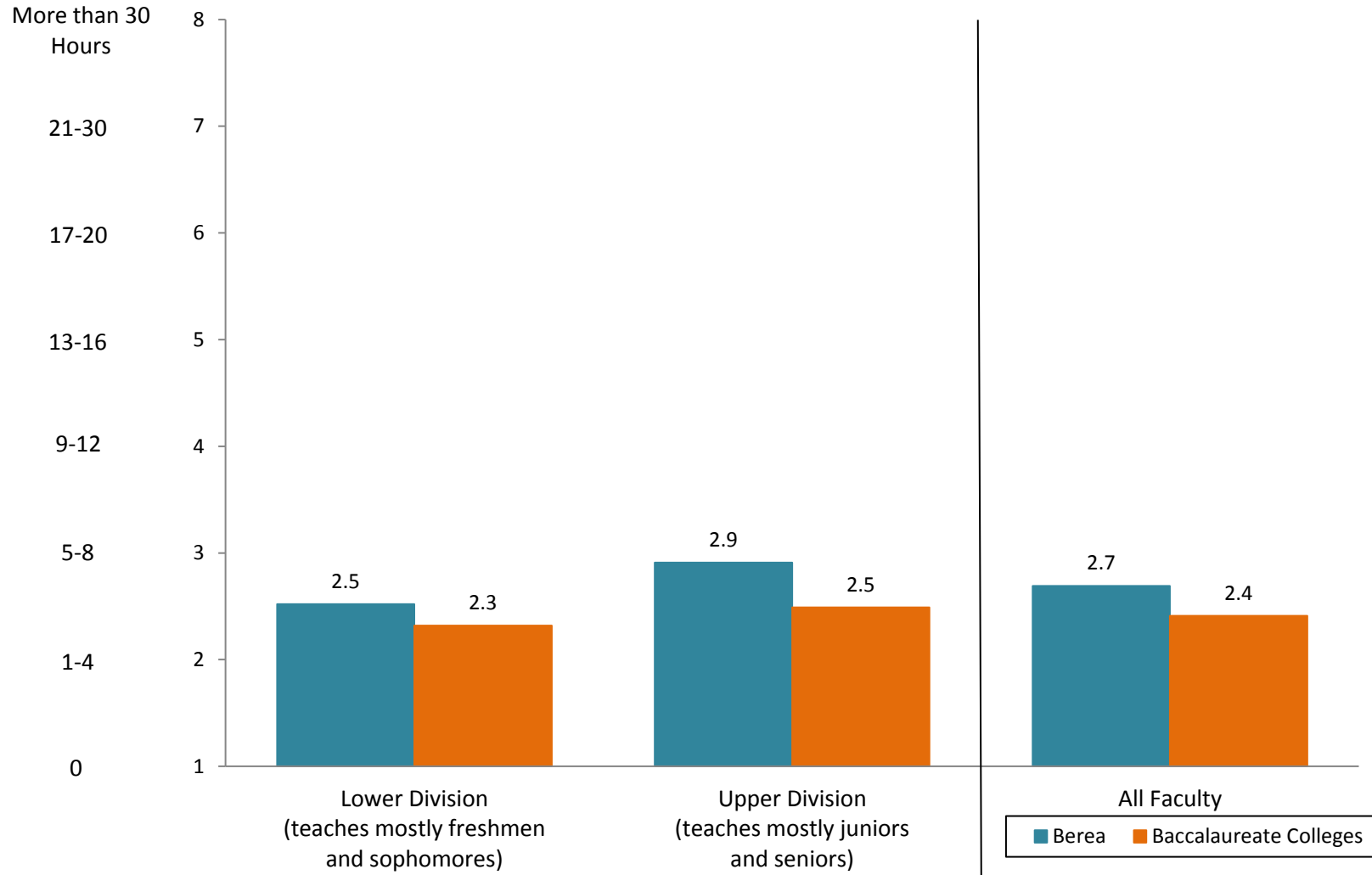
In a typical 7-day week, about how many hours do you spend on each of the following?

Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)



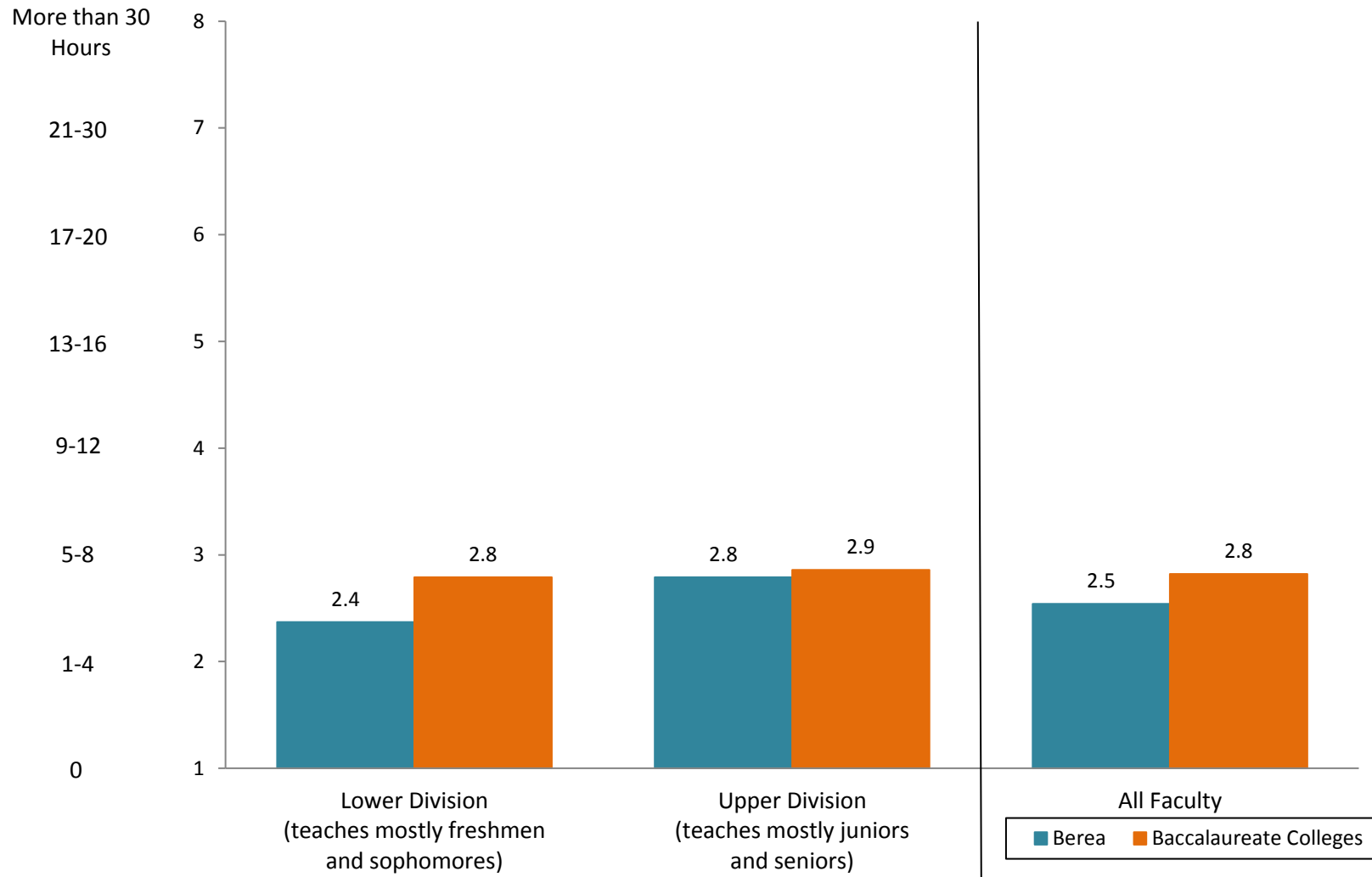
In a typical 7-day week, about how many hours do you spend on each of the following?

Advising Students



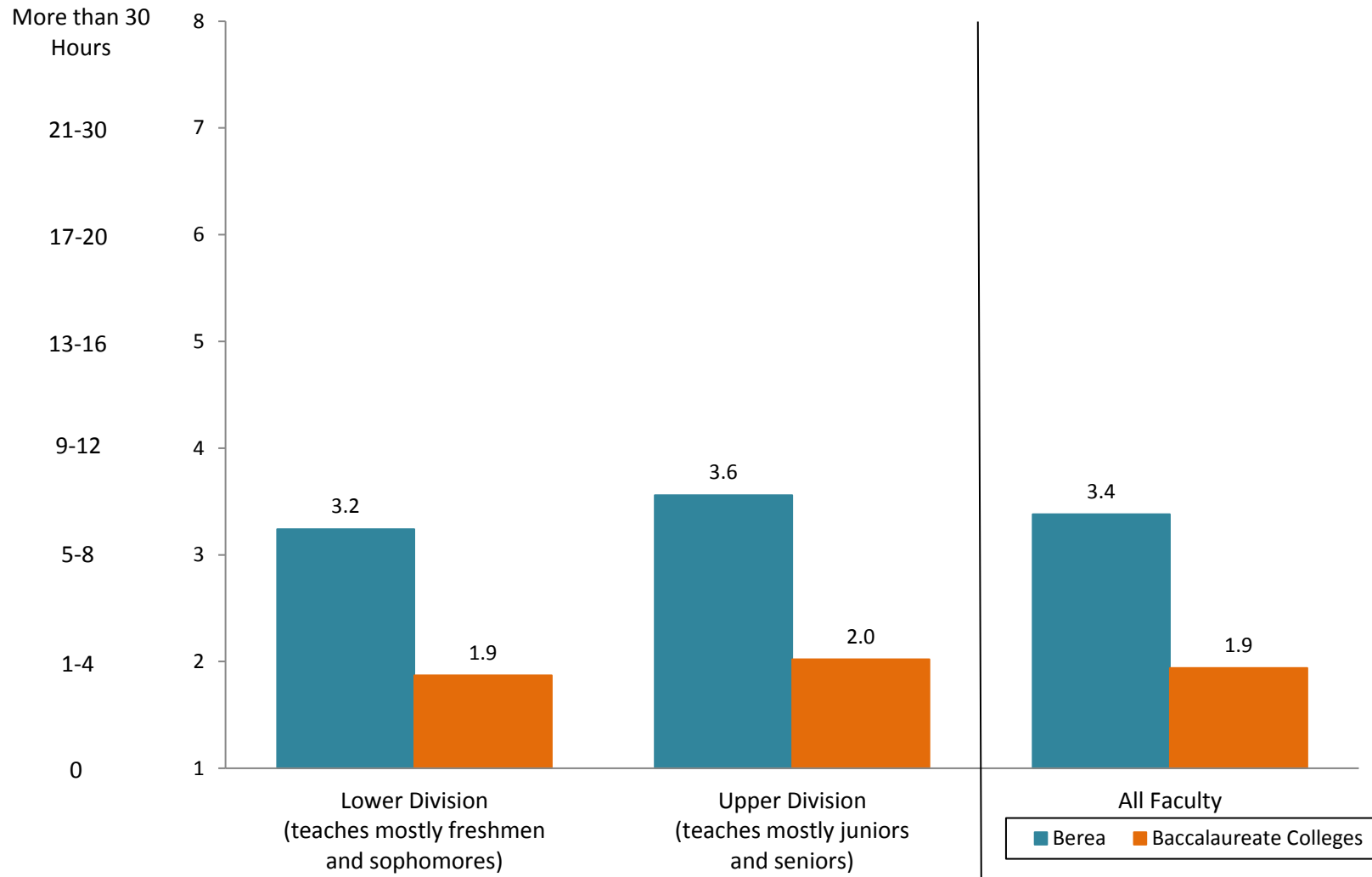
In a typical 7-day week, about how many hours do you spend on each of the following?

Research, creative, or scholarly activities



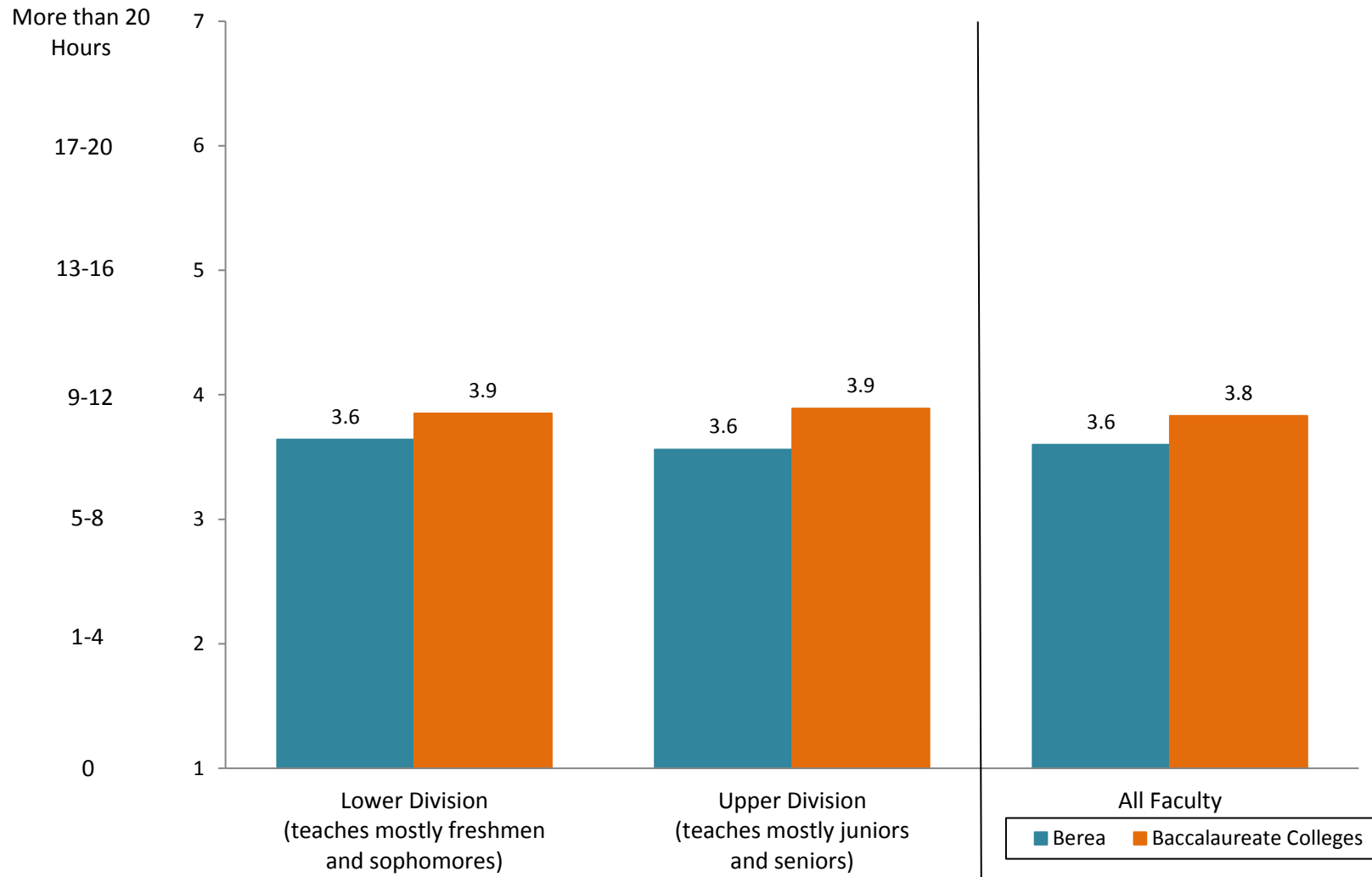
In a typical 7-day week, about how many hours do you spend on each of the following?

Service activities (committee work, administrative duties, etc.)



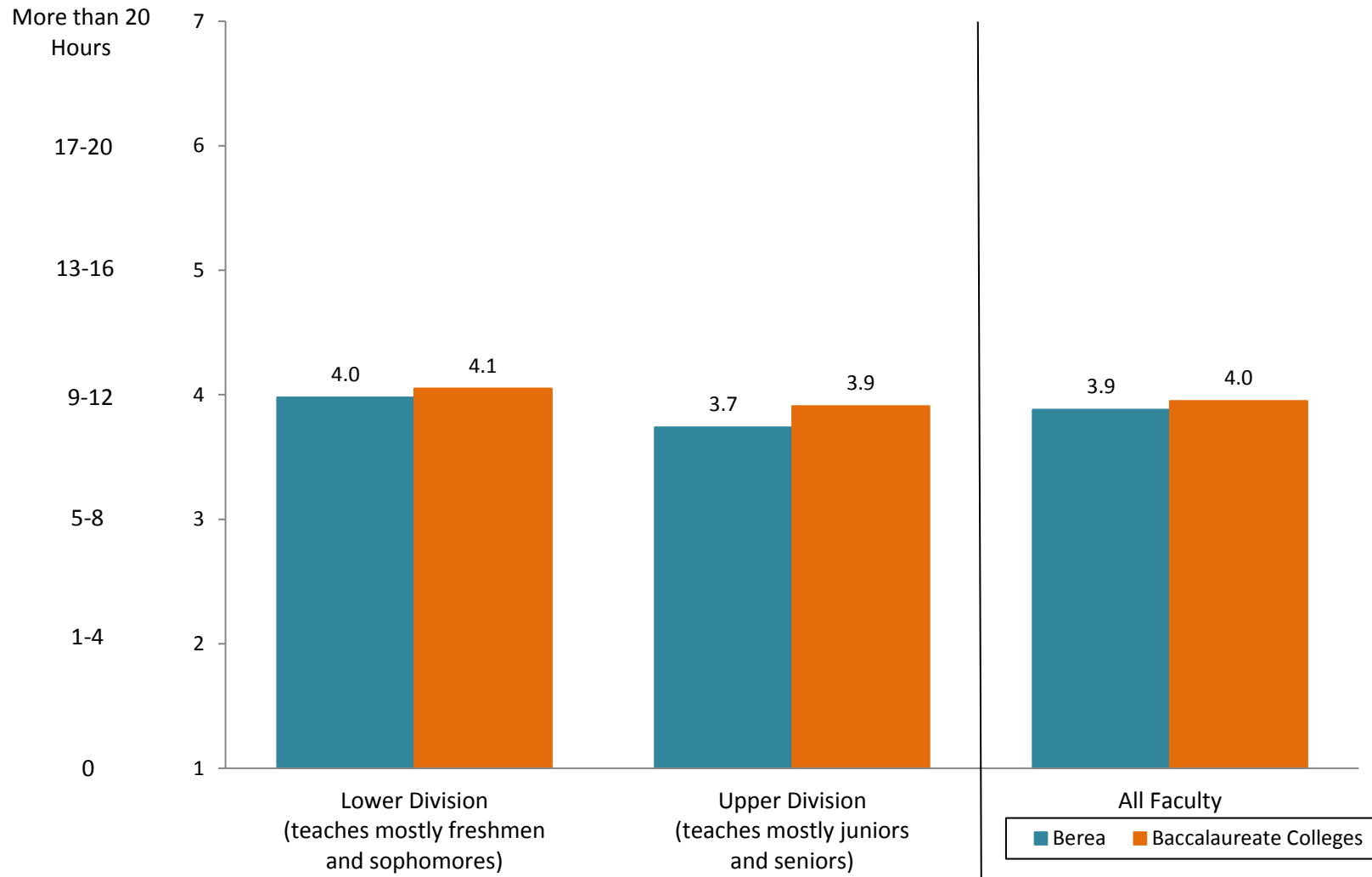
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Preparing class sessions



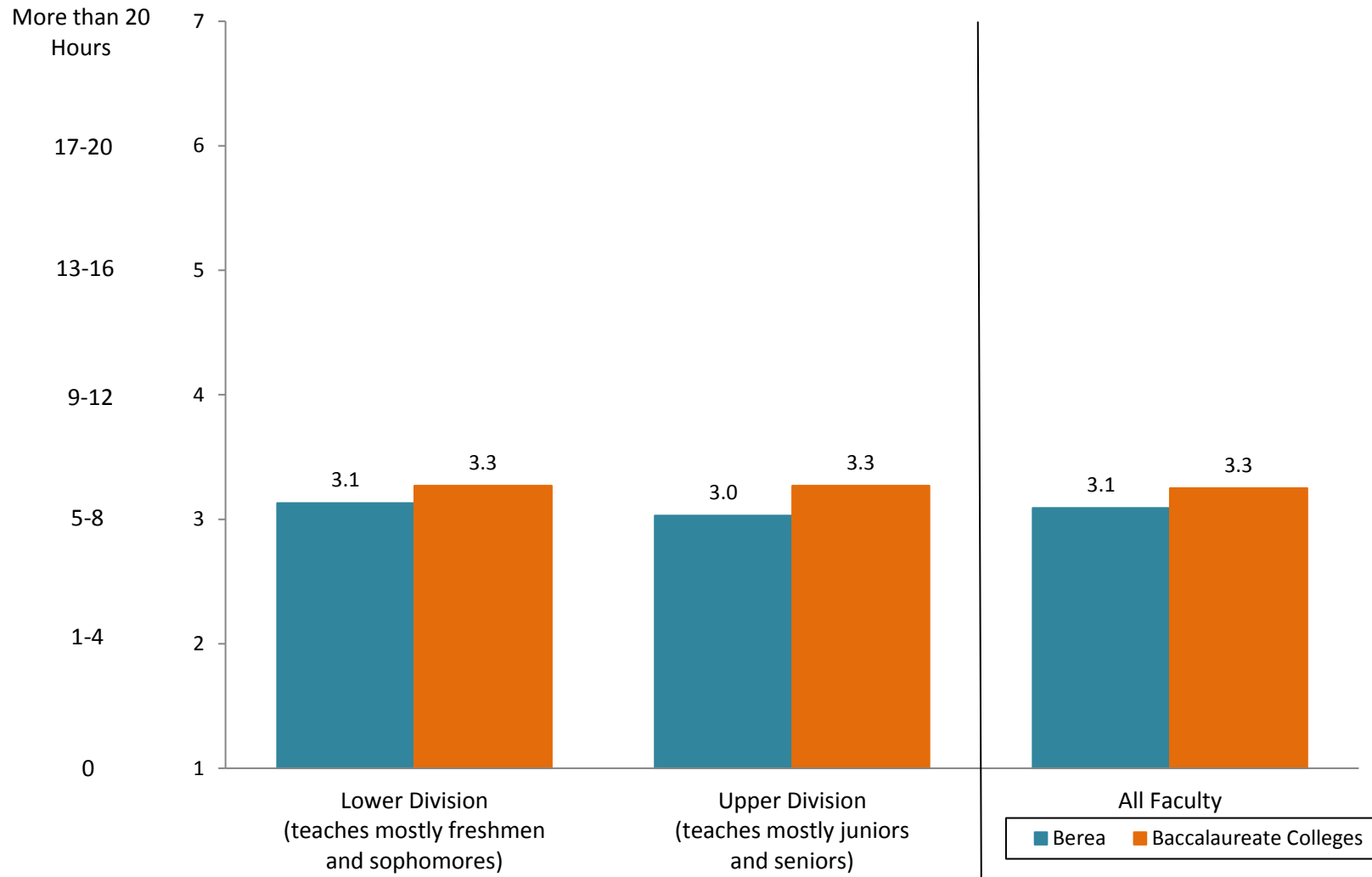
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Teaching class sessions



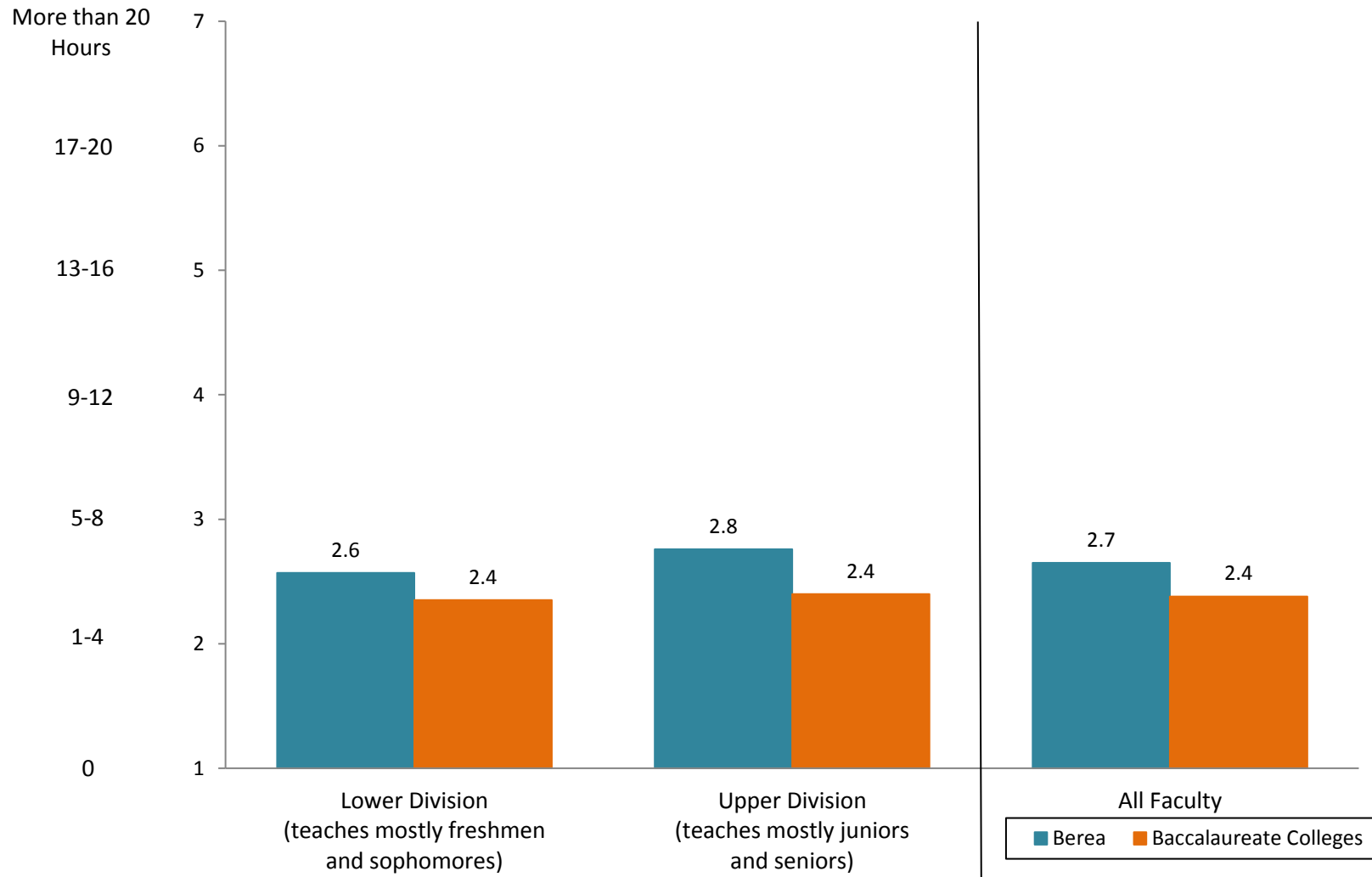
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Grading assignments and exams



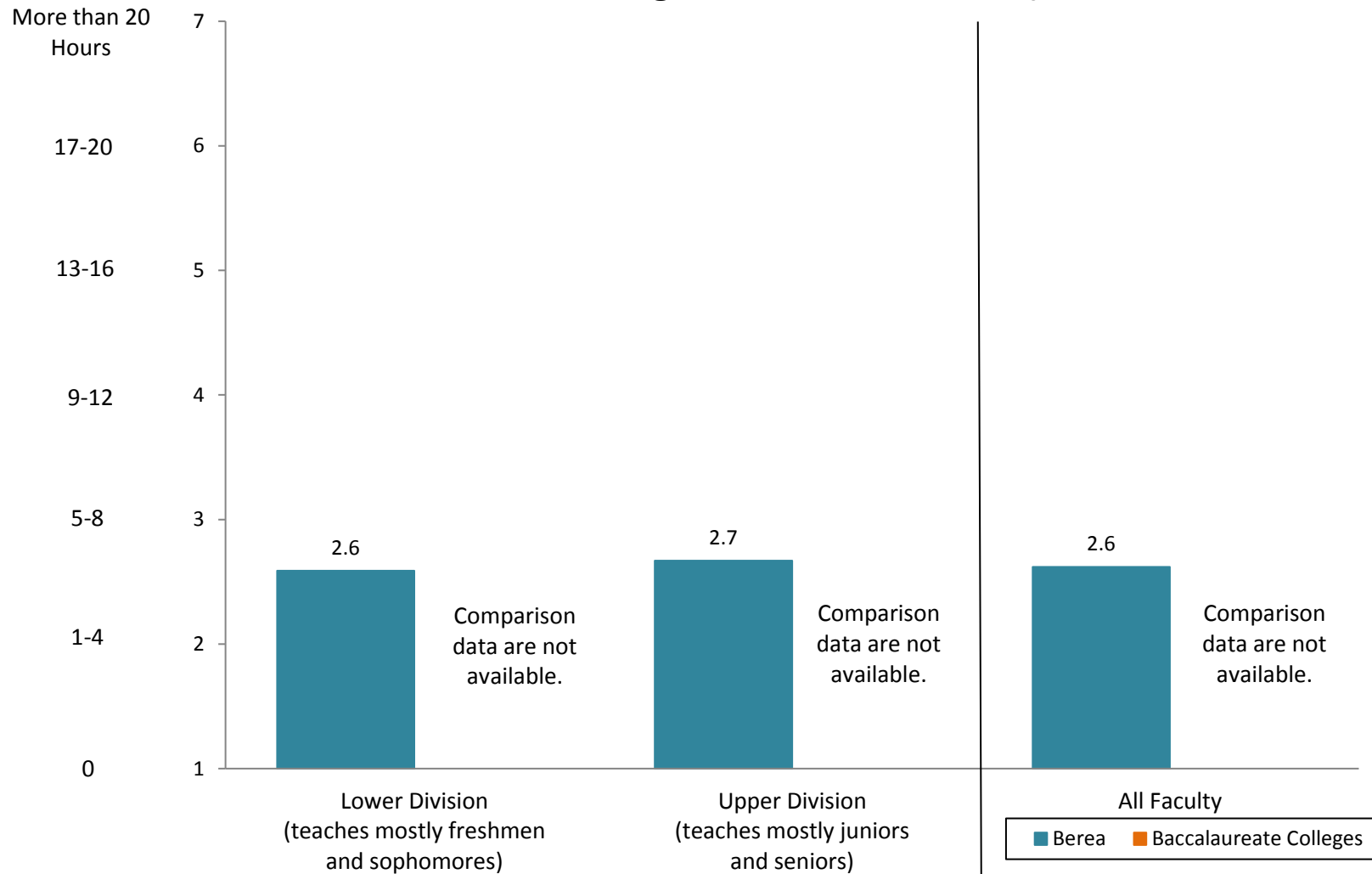
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Meeting with students outside of class



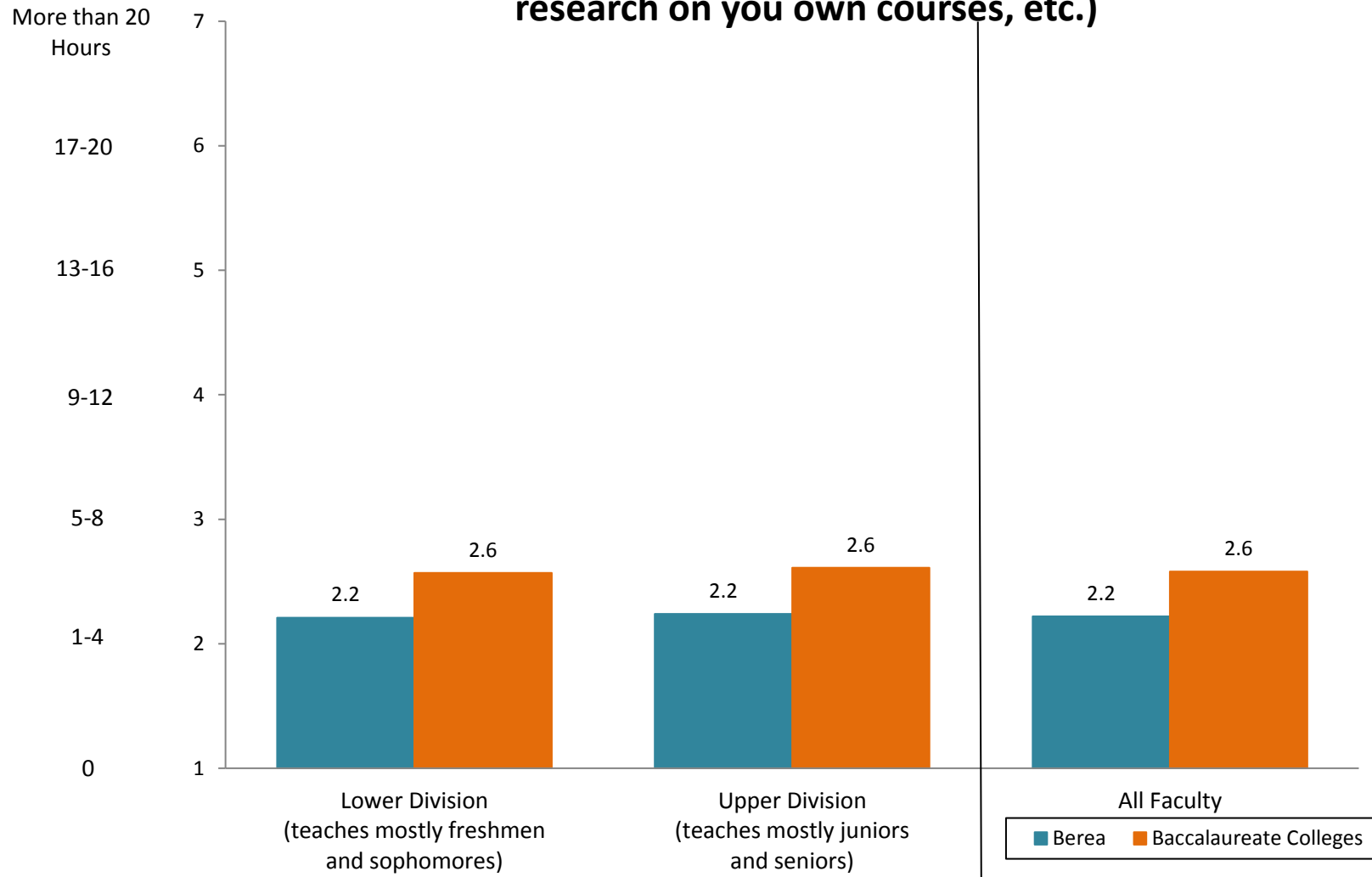
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Course administration (emailing students, maintaining course Web site, etc.)



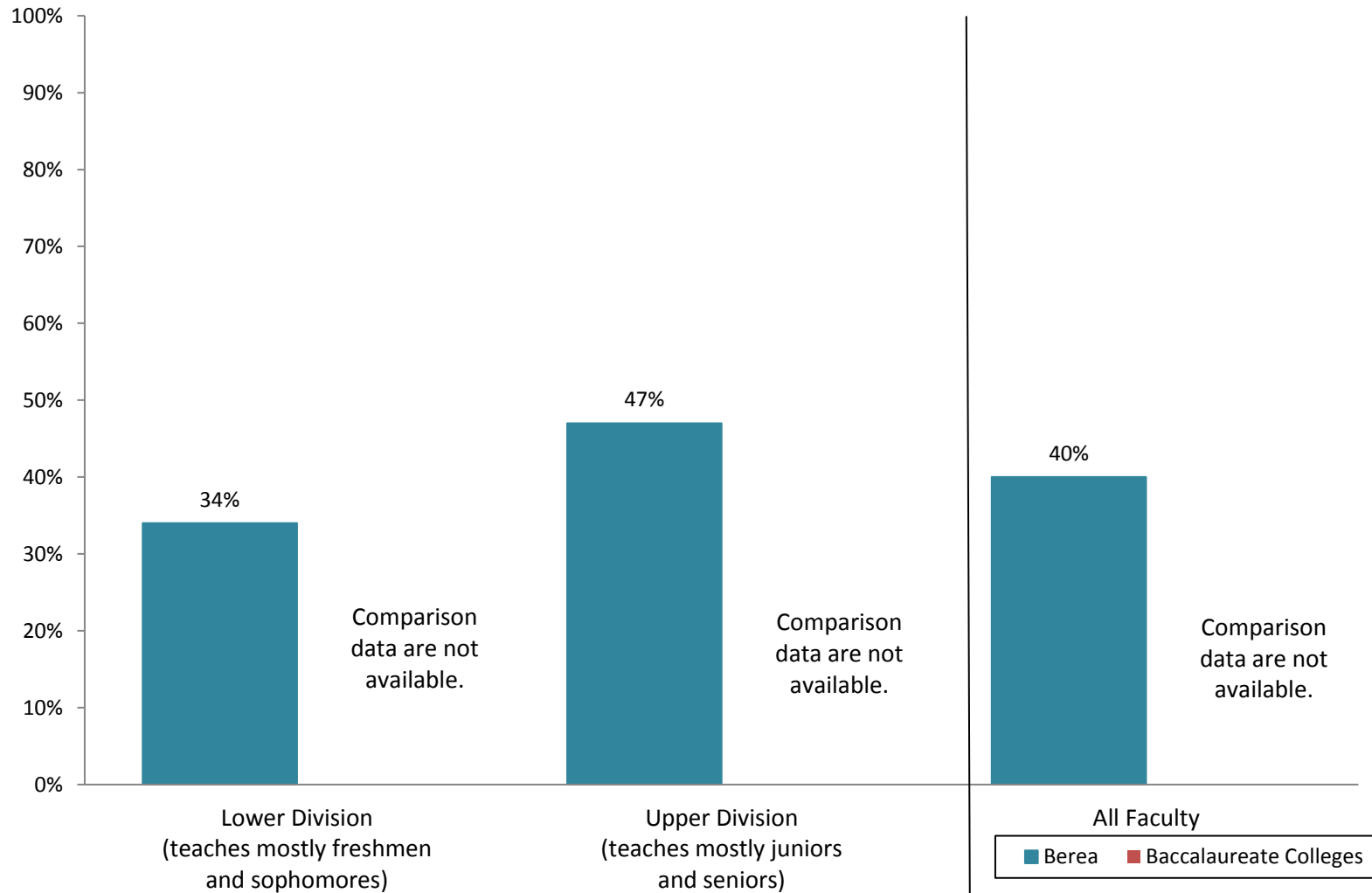
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on you own courses, etc.)



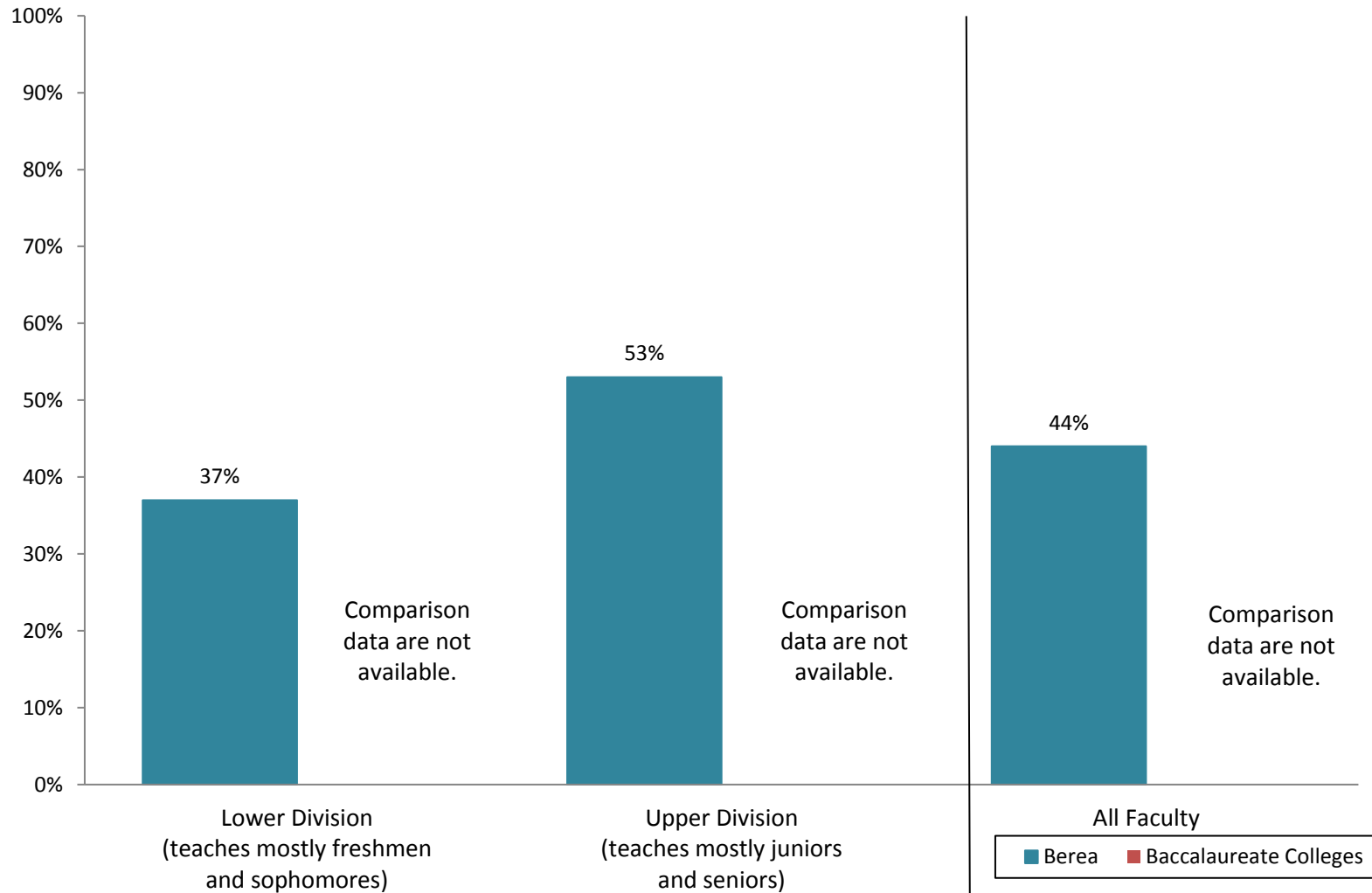
In a typical 7-day week, do you participate in the following activities? (Percent who responded Yes)

Working with undergraduates on research

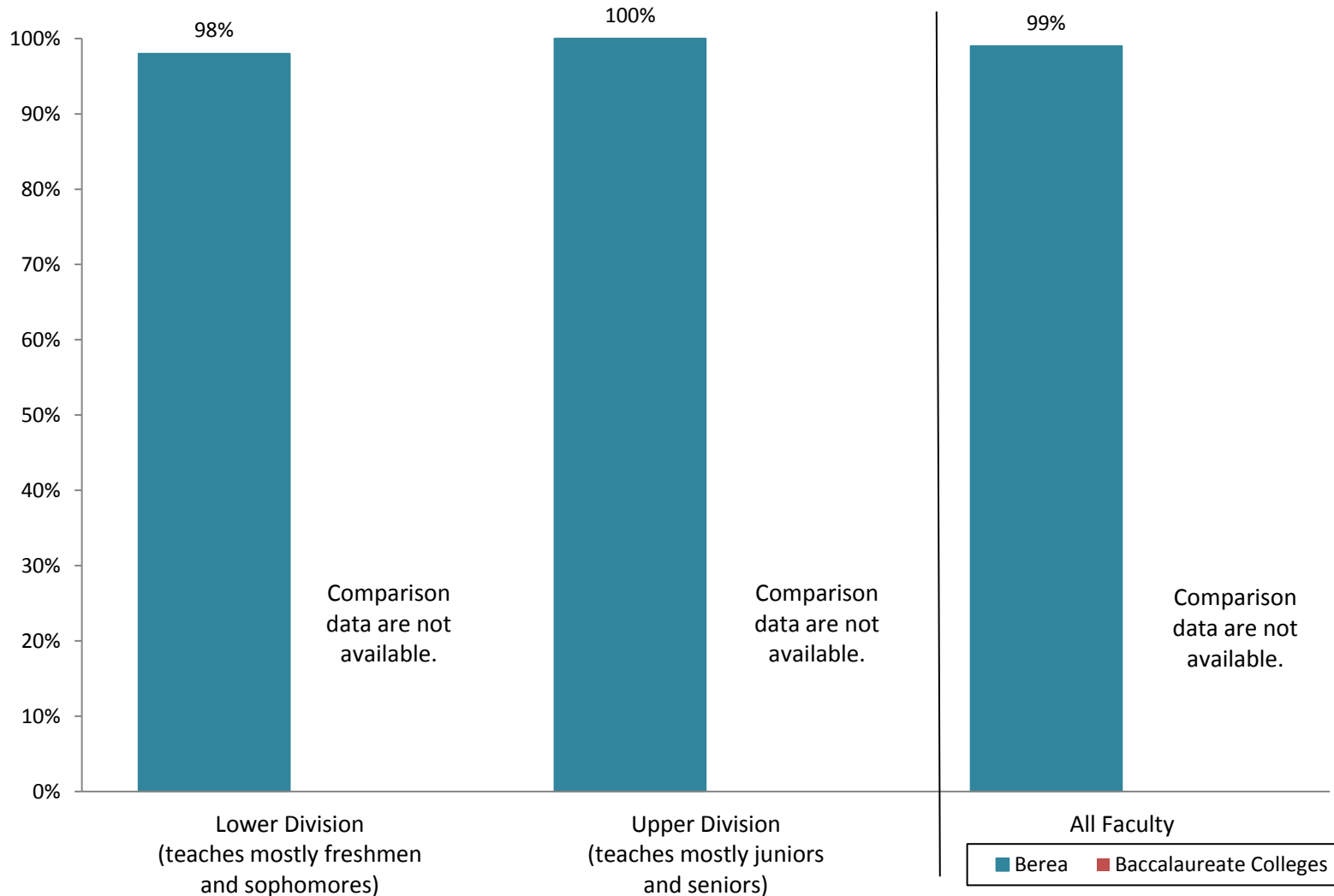


In a typical 7-day week, do you participate in the following activities? (Percent who responded Yes)

Supervising undergraduate internships or other field experiences

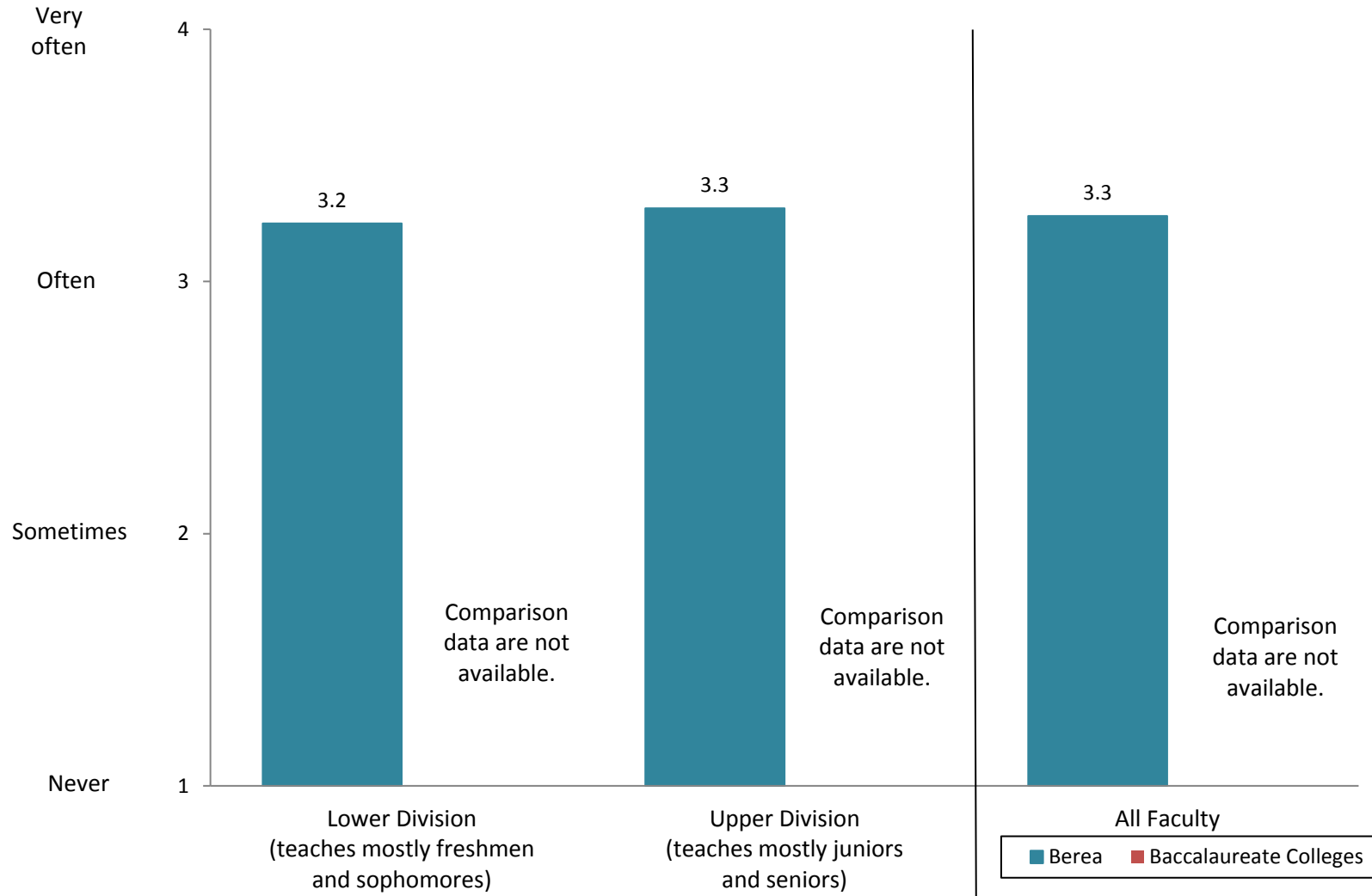


During the current school year, have you taught an undergraduate course? (Percent who responded Yes)



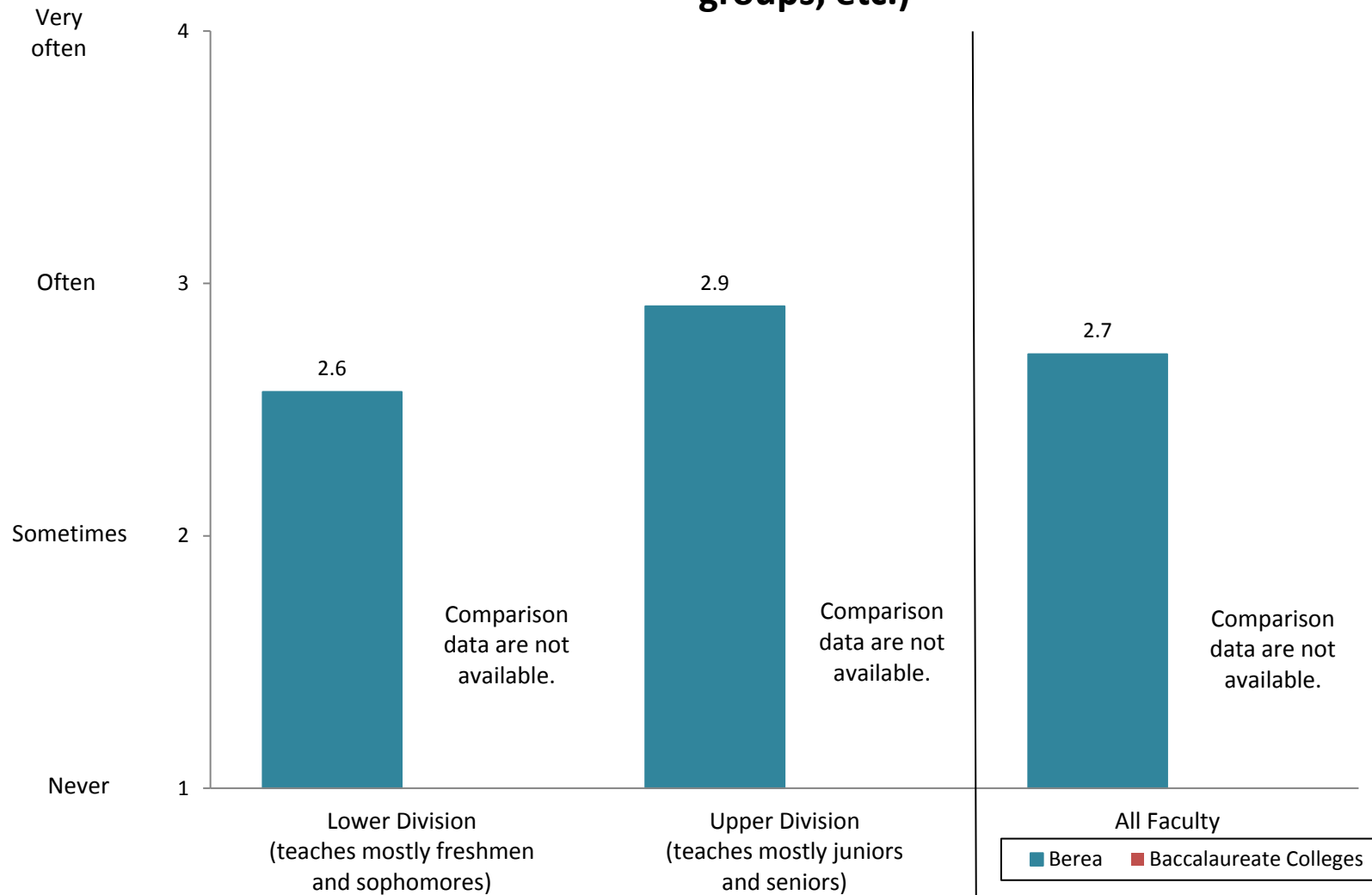
About how often have you done each of the following with the undergraduate students you teach or advise?

Talked about their career plans



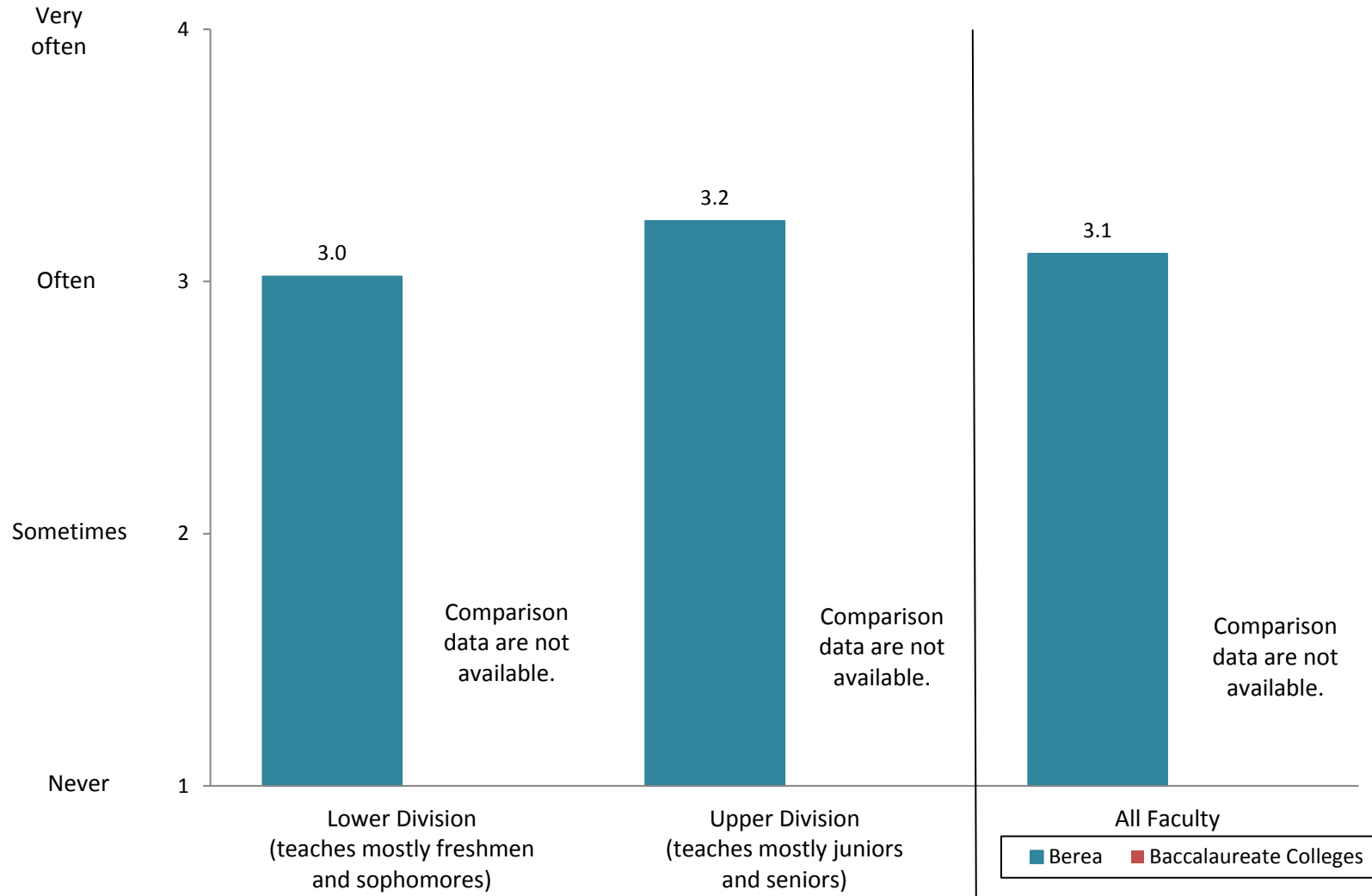
About how often have you done each of the following with the undergraduate students you teach or advise?

Worked on activities other than coursework (committees, student groups, etc.)



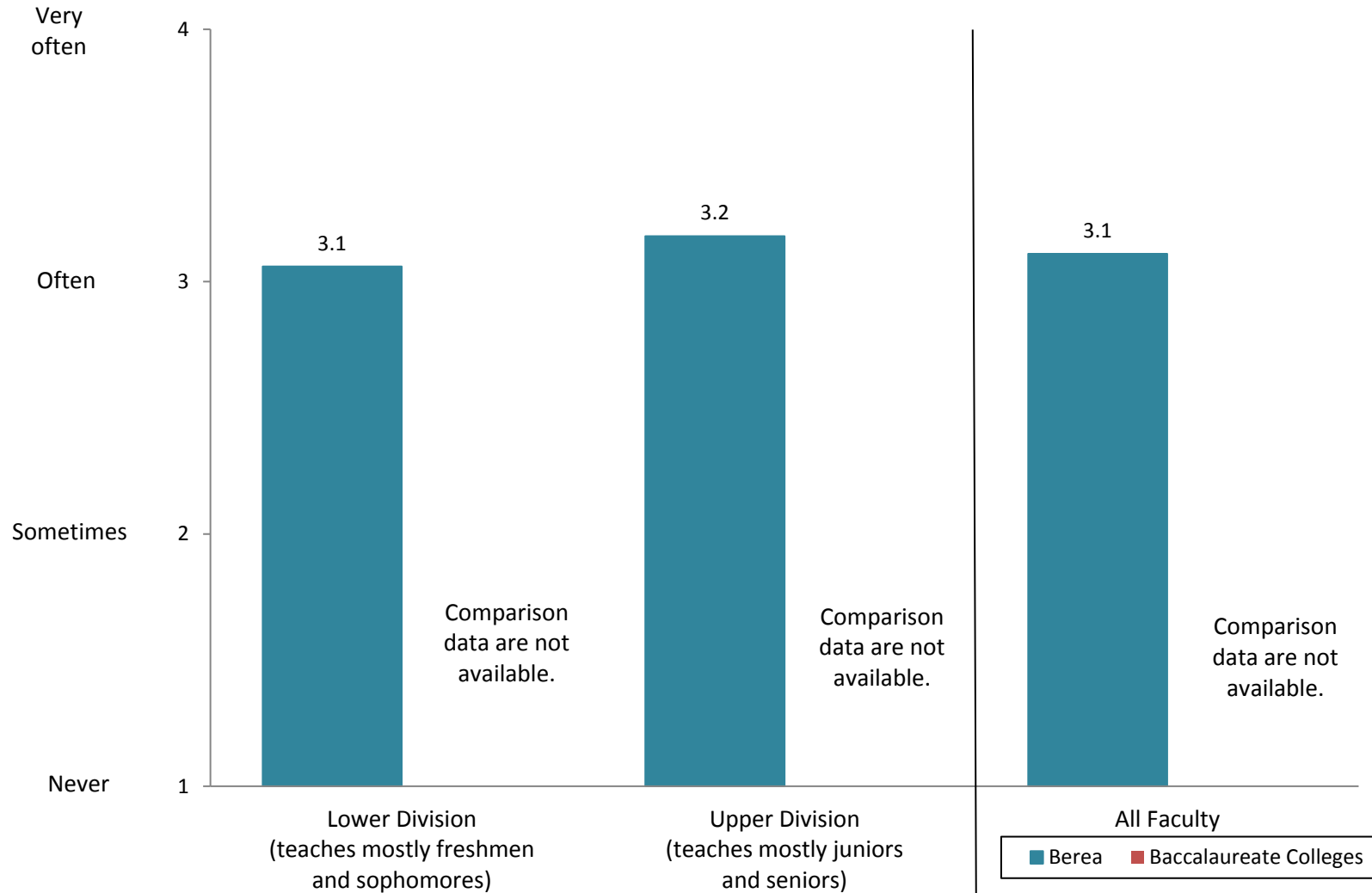
About how often have you done each of the following with the undergraduate students you teach or advise?

Discussed course topics, ideas, or concepts outside of class

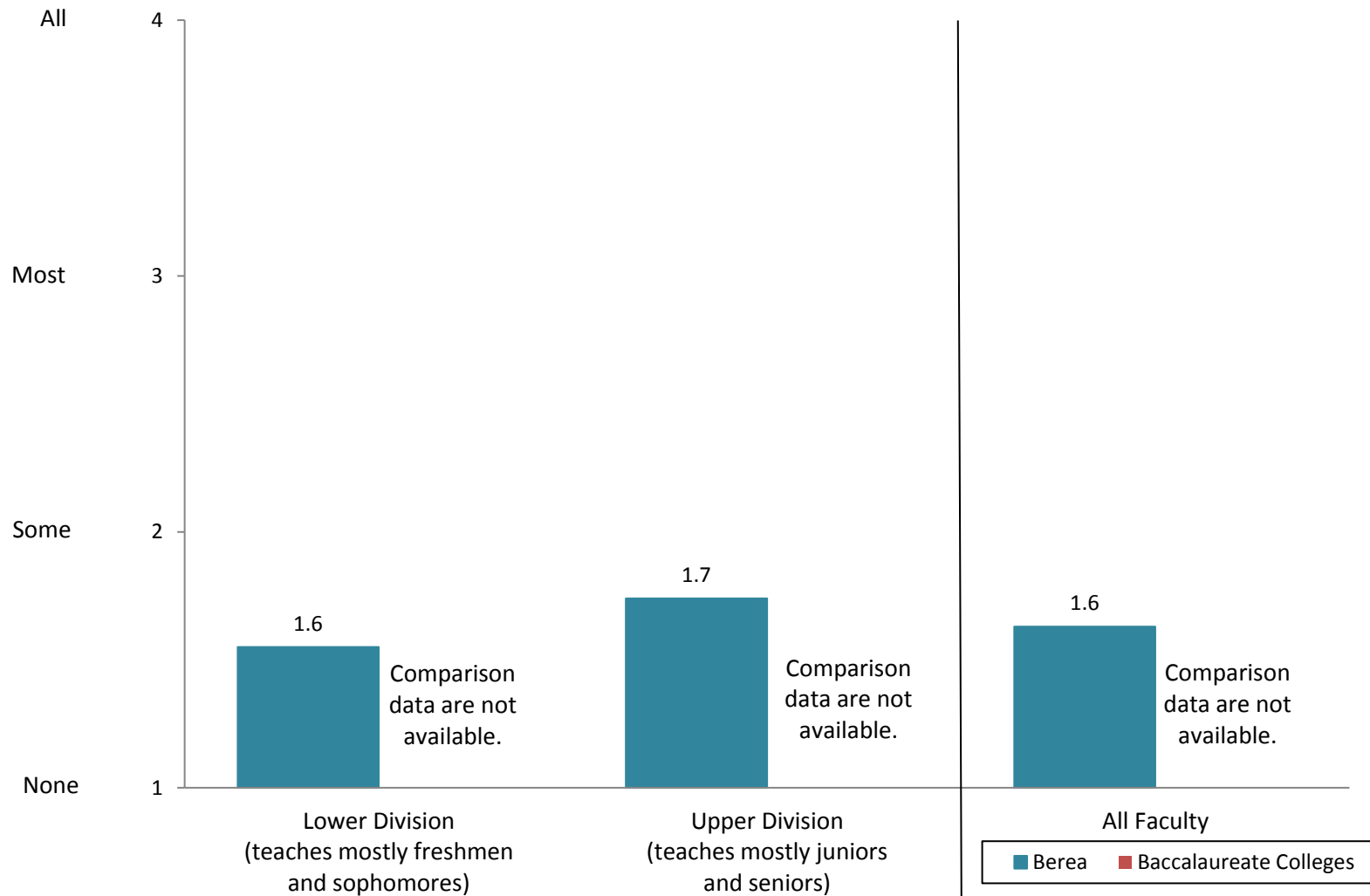


About how often have you done each of the following with the undergraduate students you teach or advise?

Discussed their academic performance

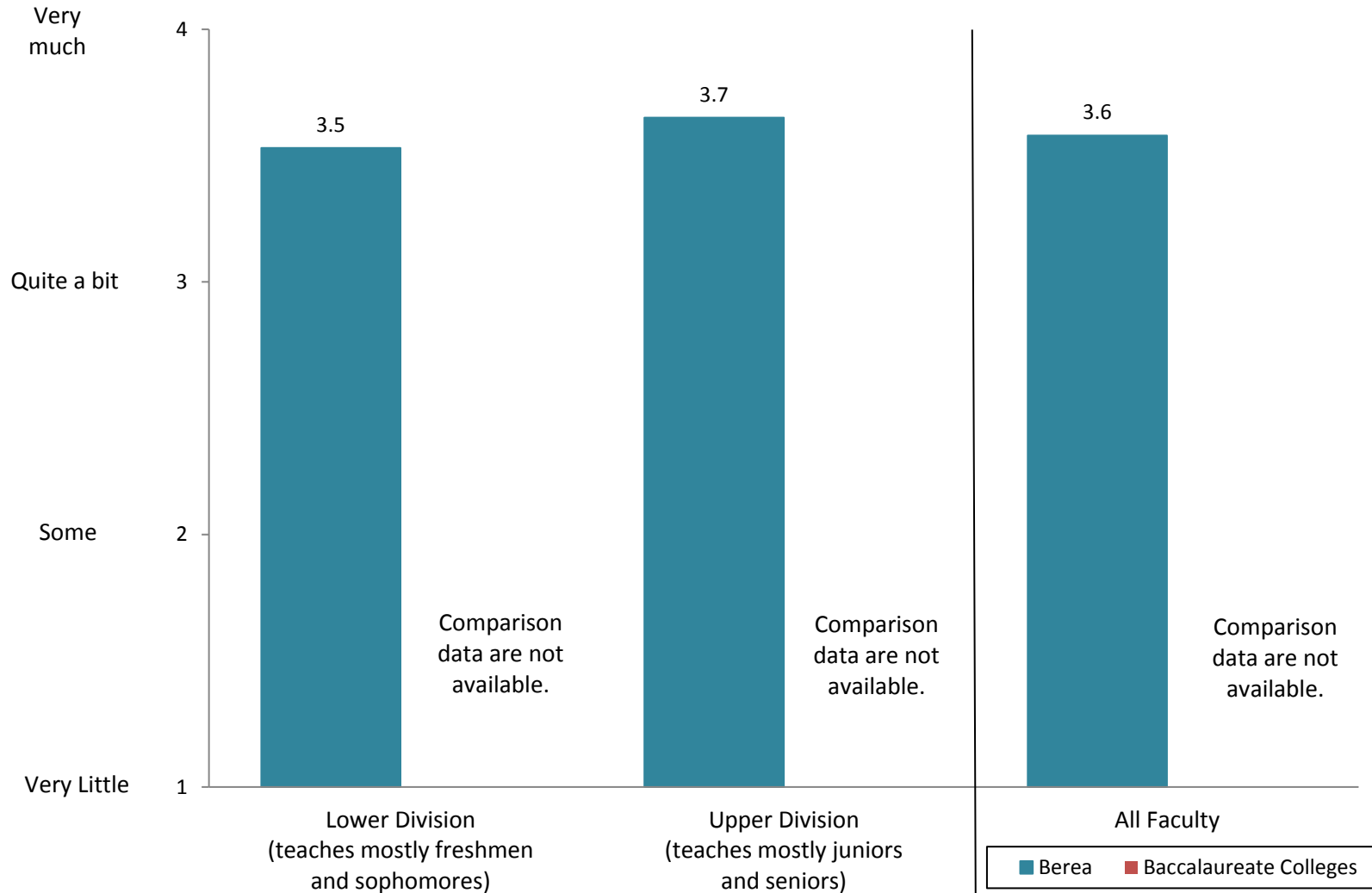


About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?



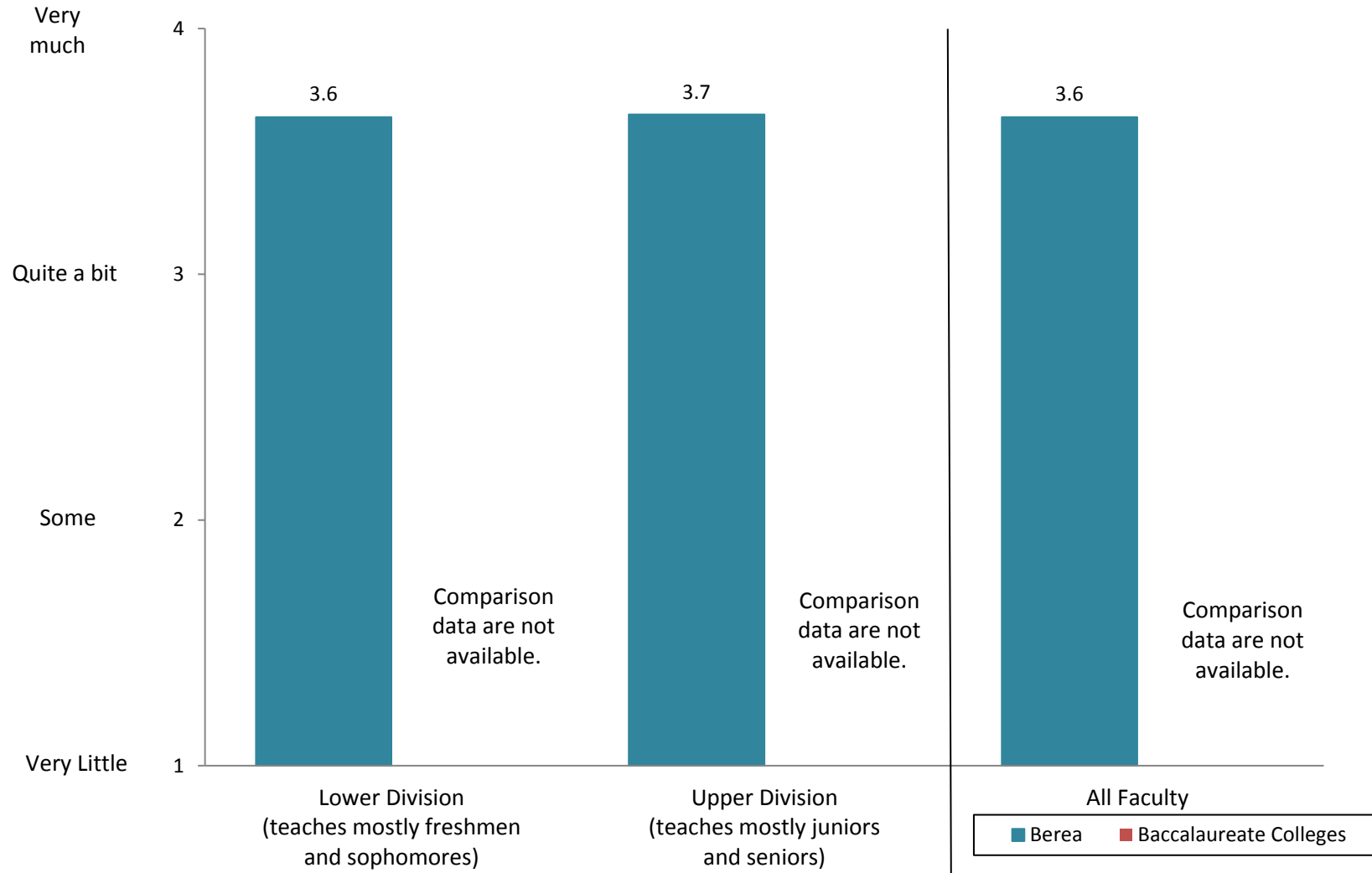
In your undergraduate courses, to what extent do you do the following?

Clearly explain course goals and requirements



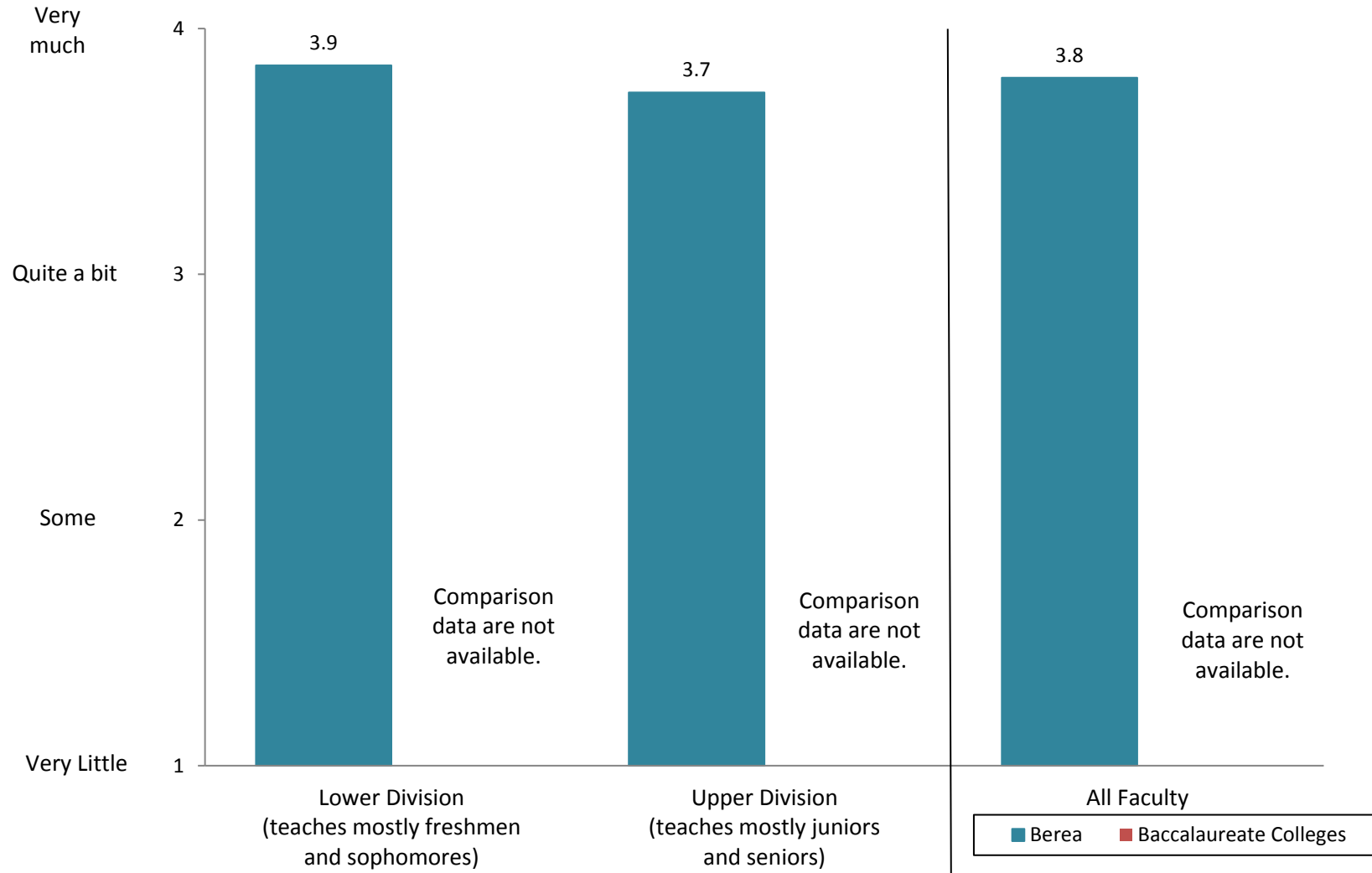
In your undergraduate courses, to what extent do you do the following?

Teach course sessions in an organized way



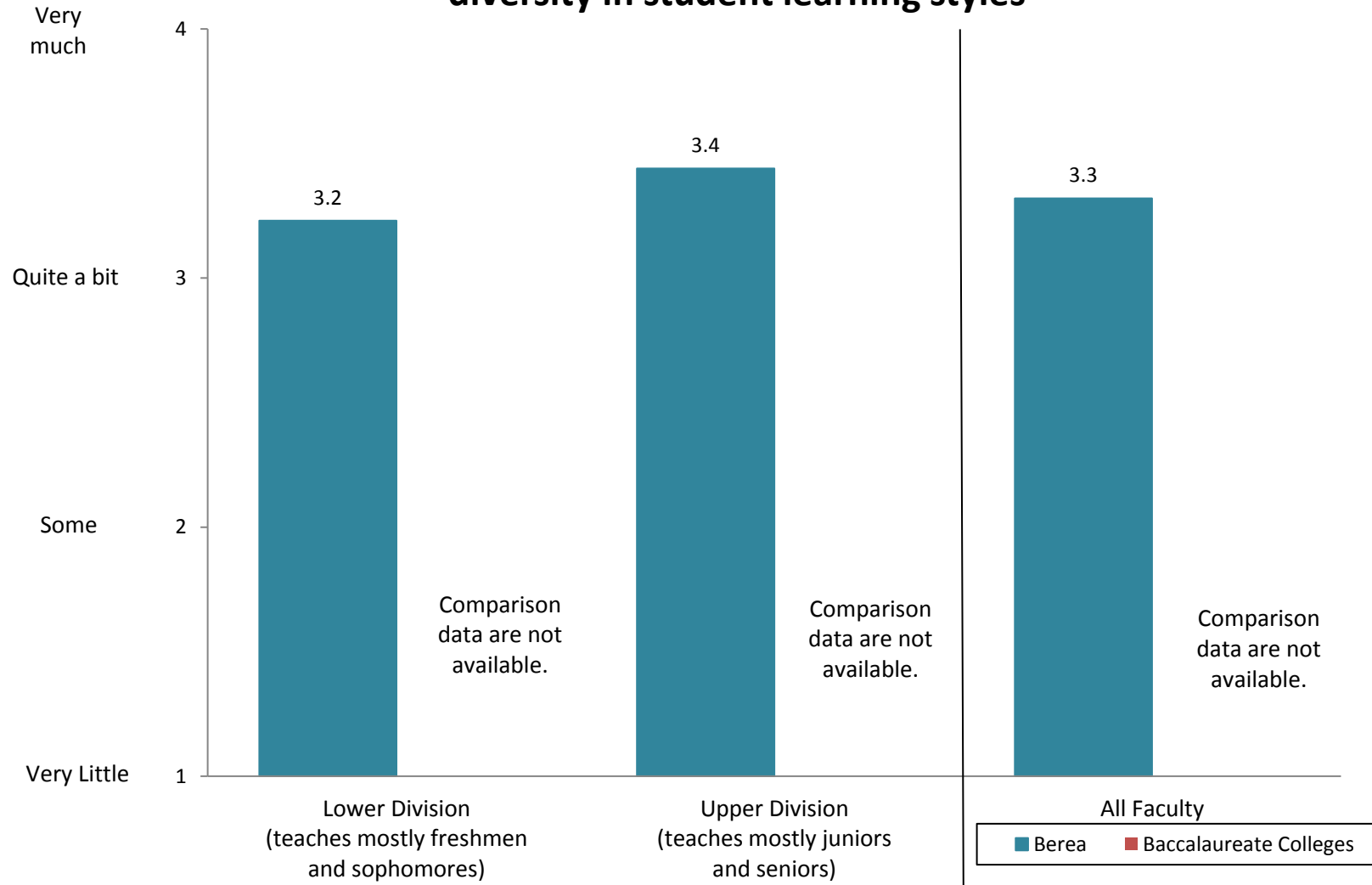
In your undergraduate courses, to what extent do you do the following?

Use examples or illustrations to explain difficult points



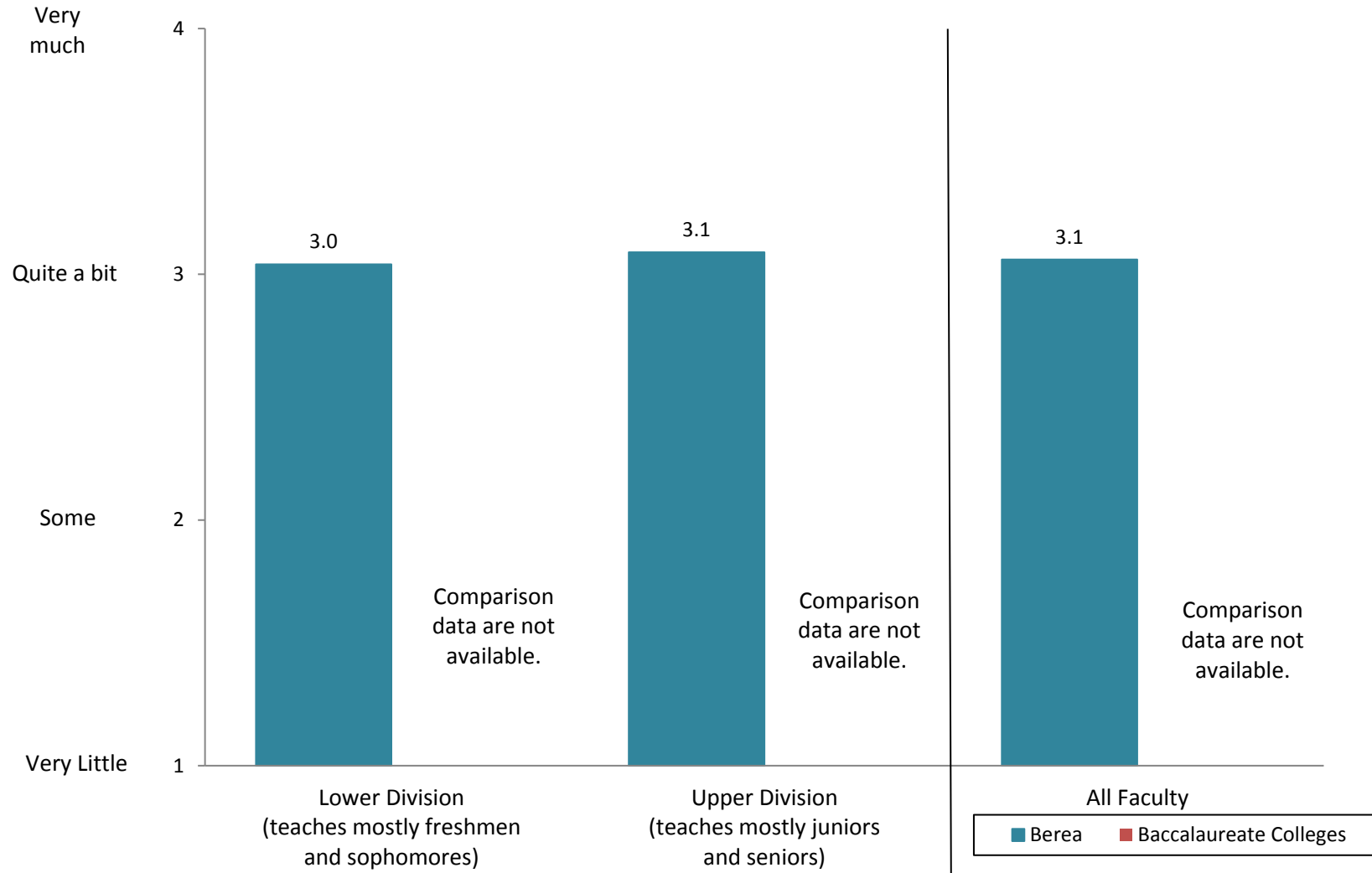
In your undergraduate courses, to what extent do you do the following?

Use a variety of teaching techniques to accommodate diversity in student learning styles



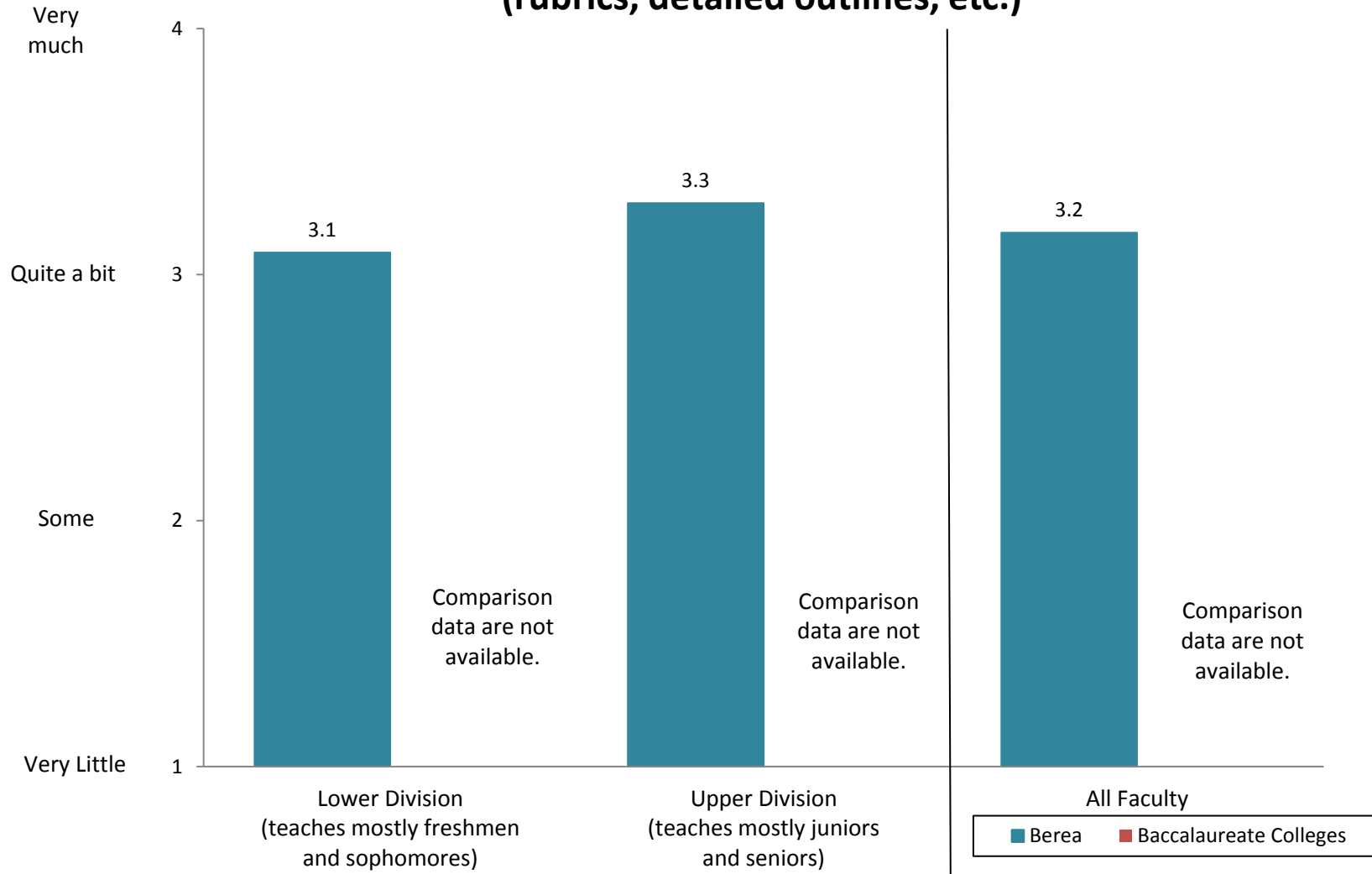
In your undergraduate courses, to what extent do you do the following?

Review and summarize material for students



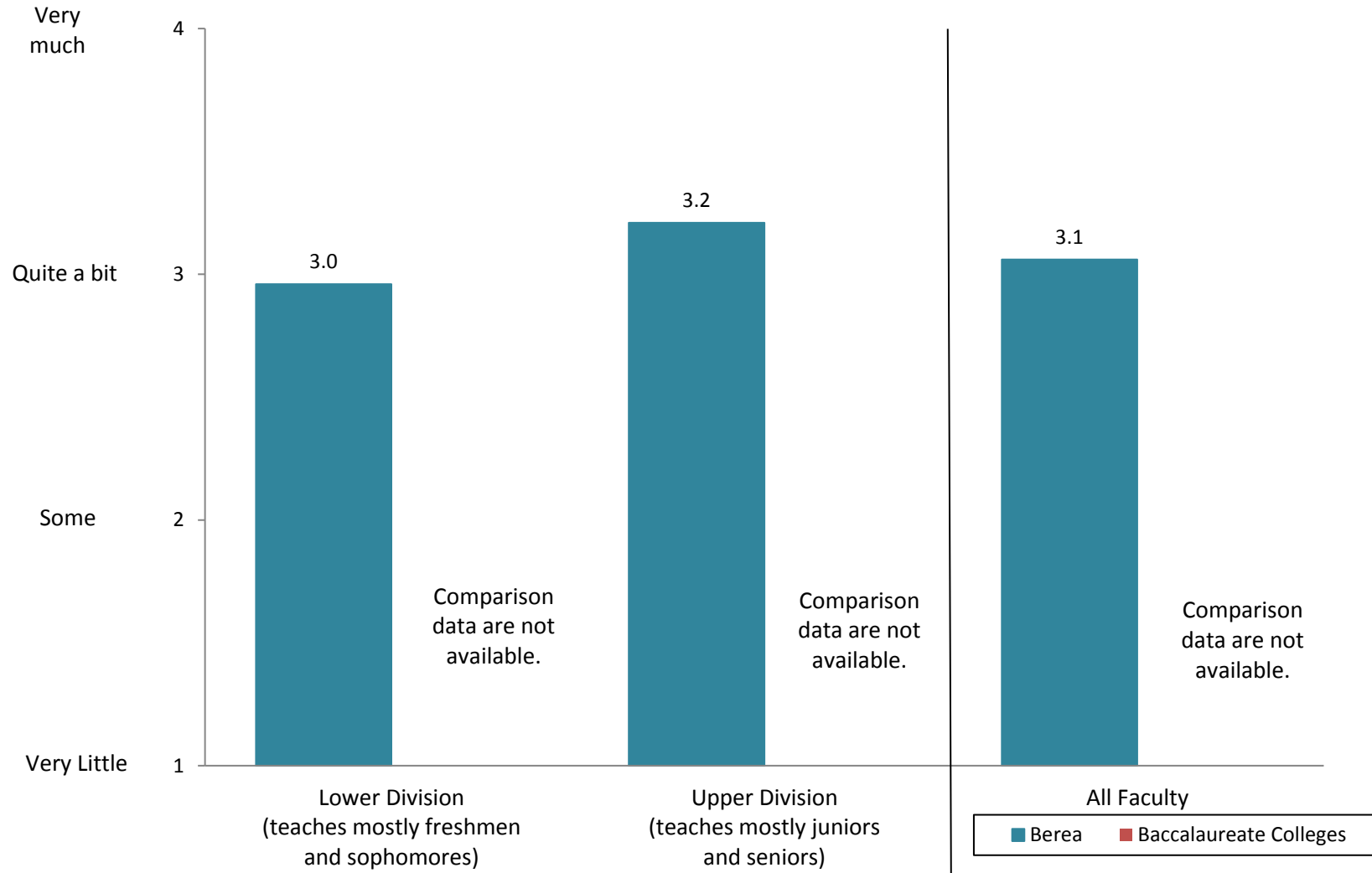
In your undergraduate courses, to what extent do you do the following?

**Provide standards for satisfactory completion of assignments
(rubrics, detailed outlines, etc.)**



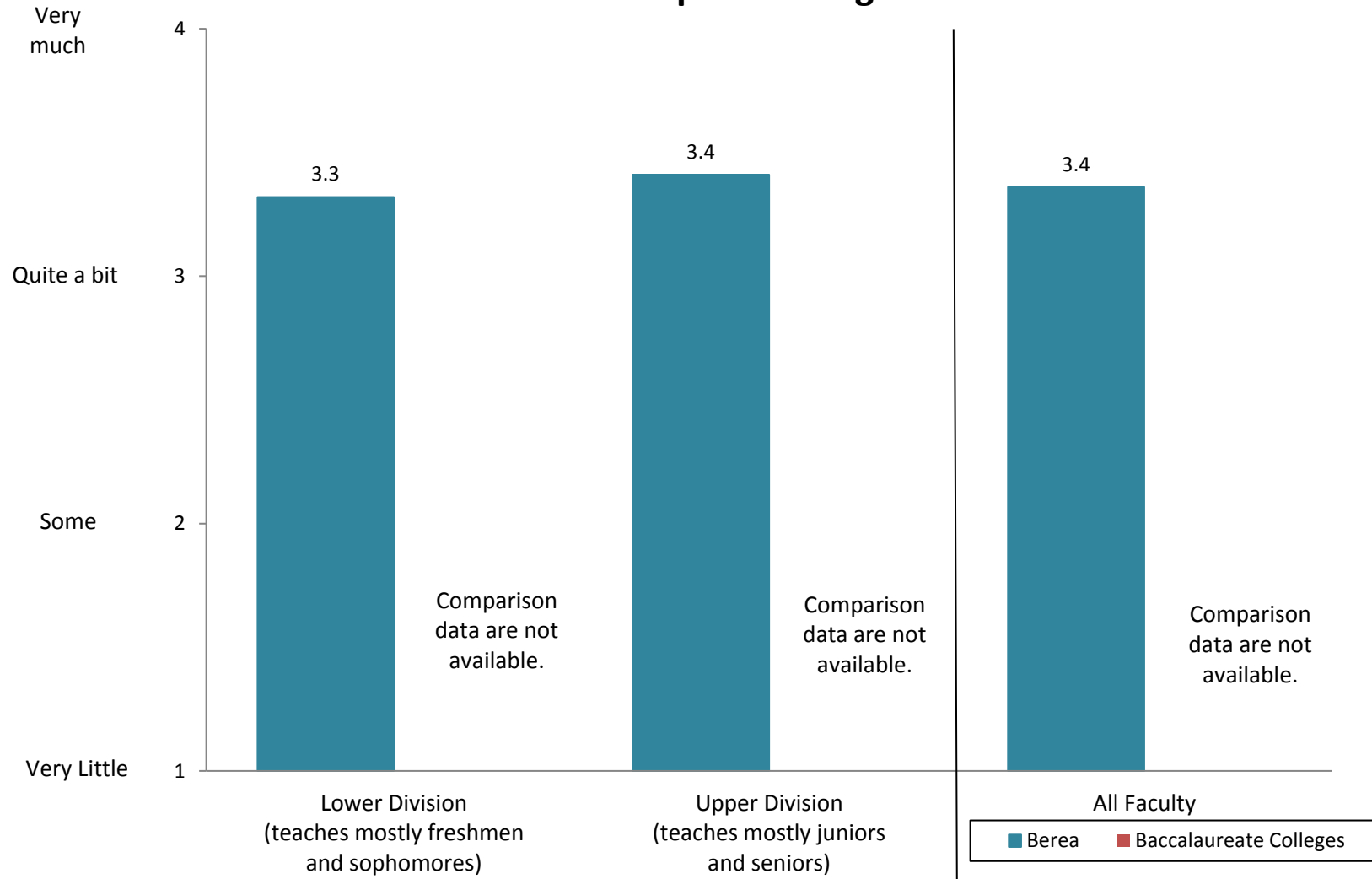
In your undergraduate courses, to what extent do you do the following?

Provide feedback to students on drafts or works in progress

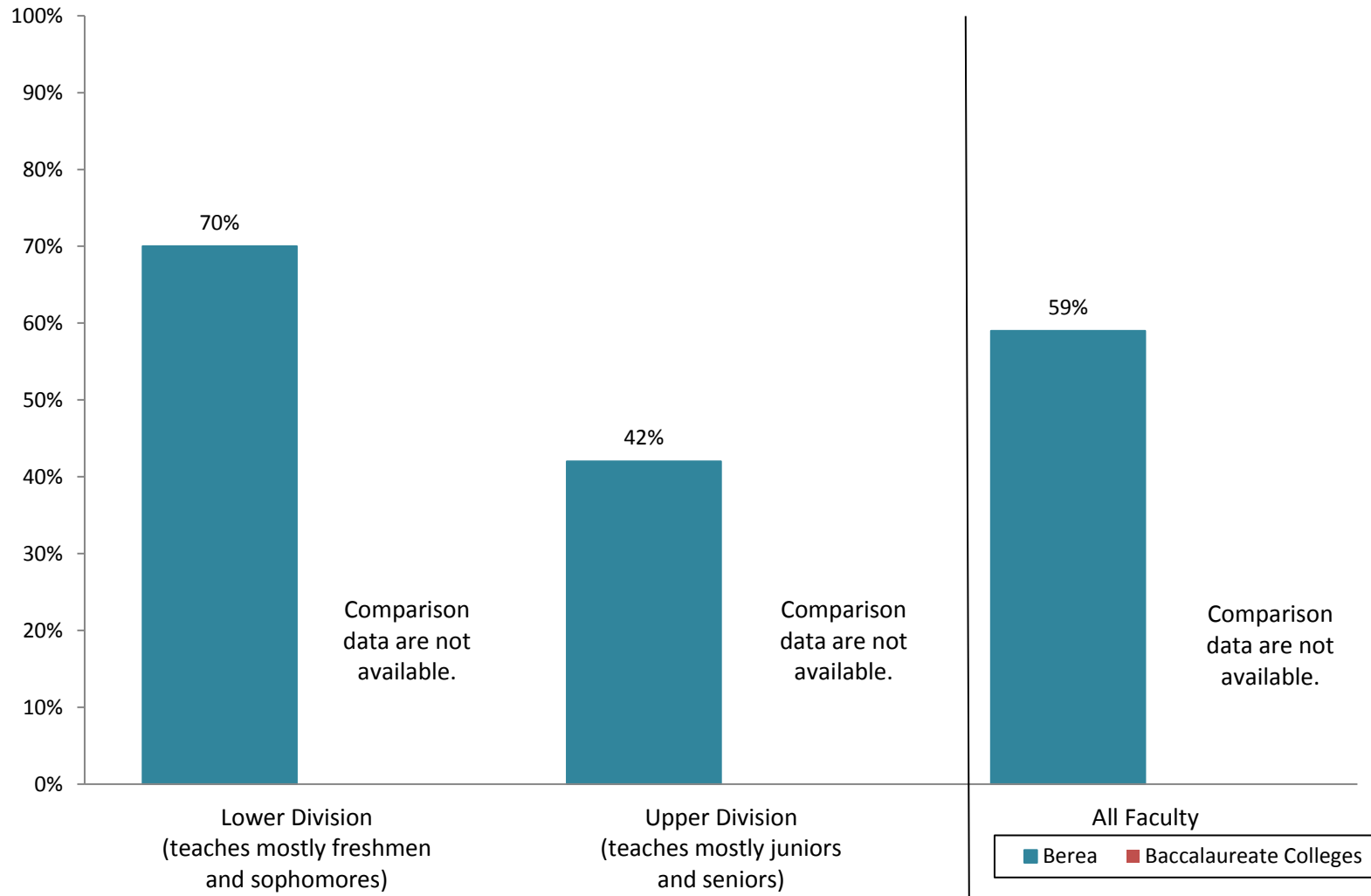


In your undergraduate courses, to what extent do you do the following?

Provide prompt and detailed feedback on tests or completed assignments

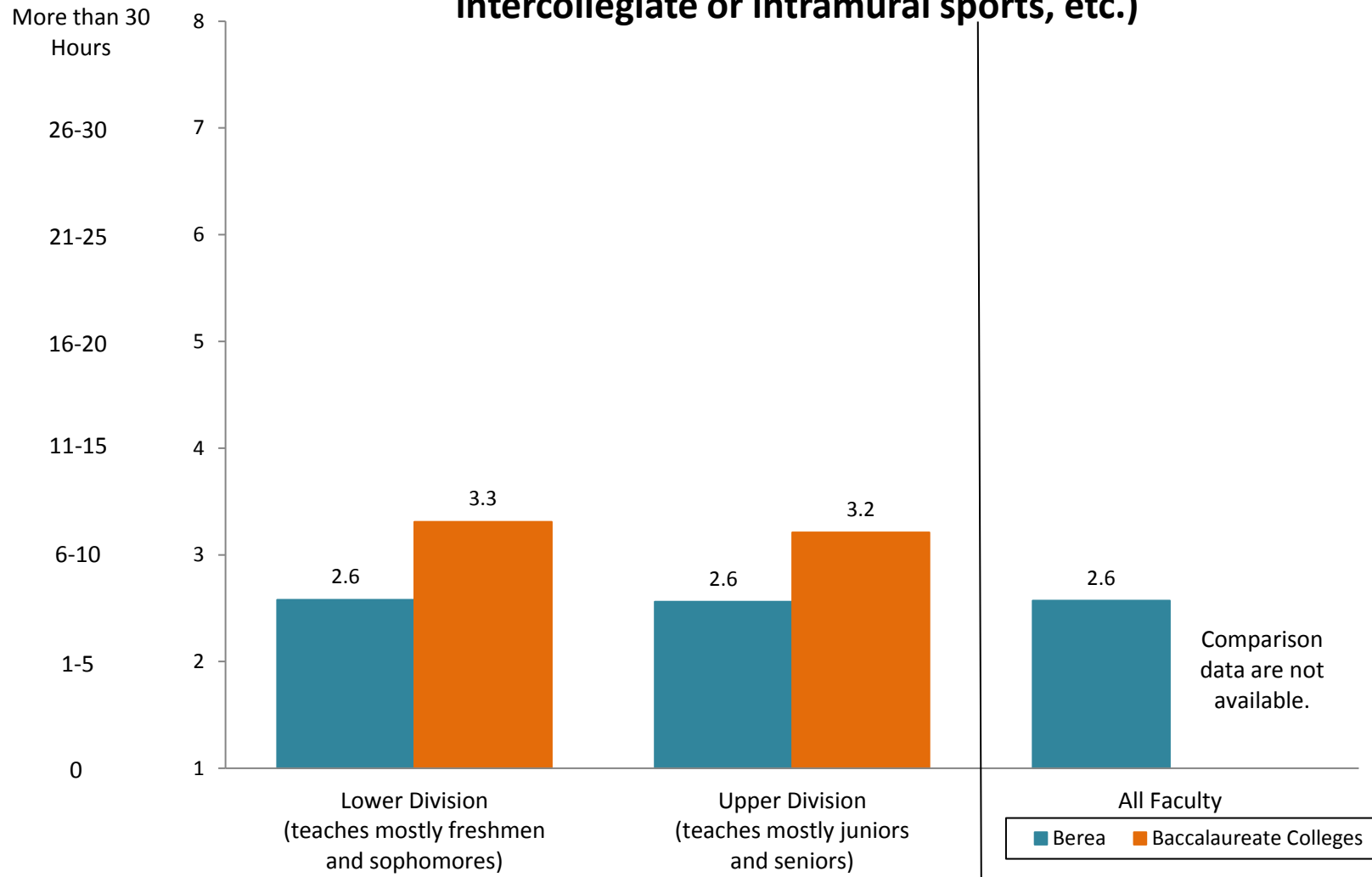


Does your selected course section fulfill a general education requirement on your campus? (Percent who answered Yes)



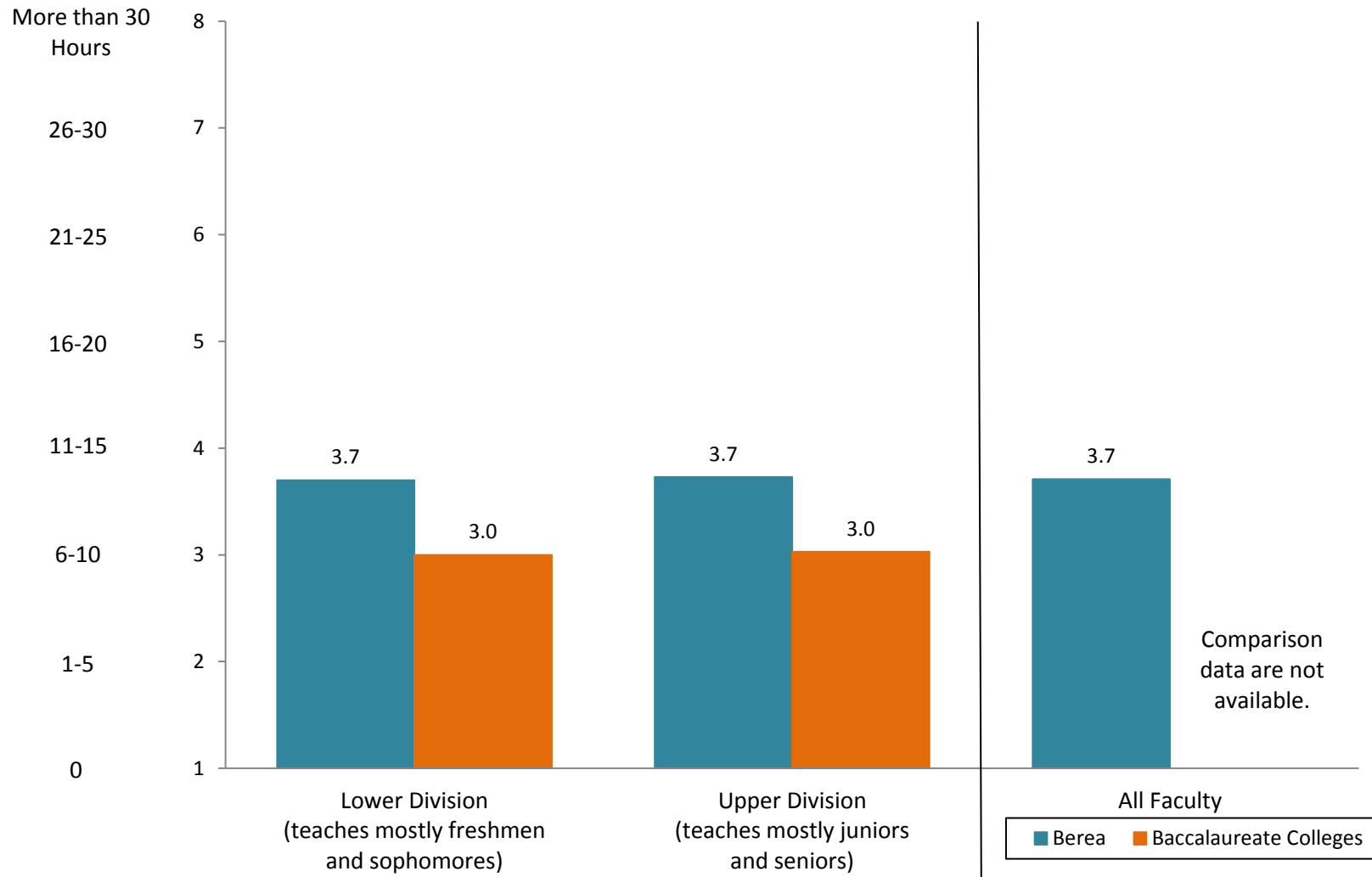
About how many hours do you think the typical student in your selected course section spends doing each of the following?

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



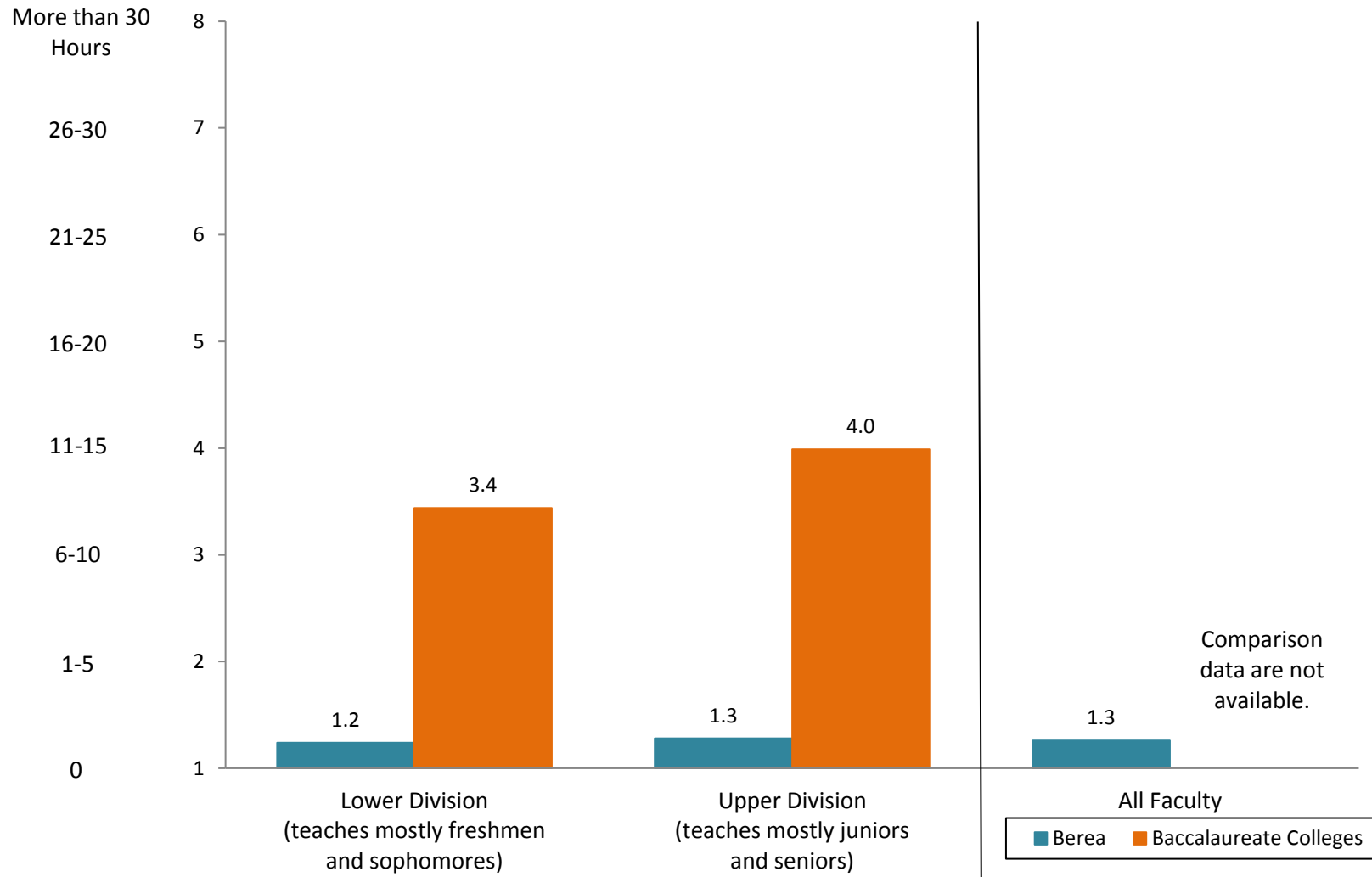
About how many hours do you think the typical student in your selected course section spends doing each of the following?

Working for pay on campus



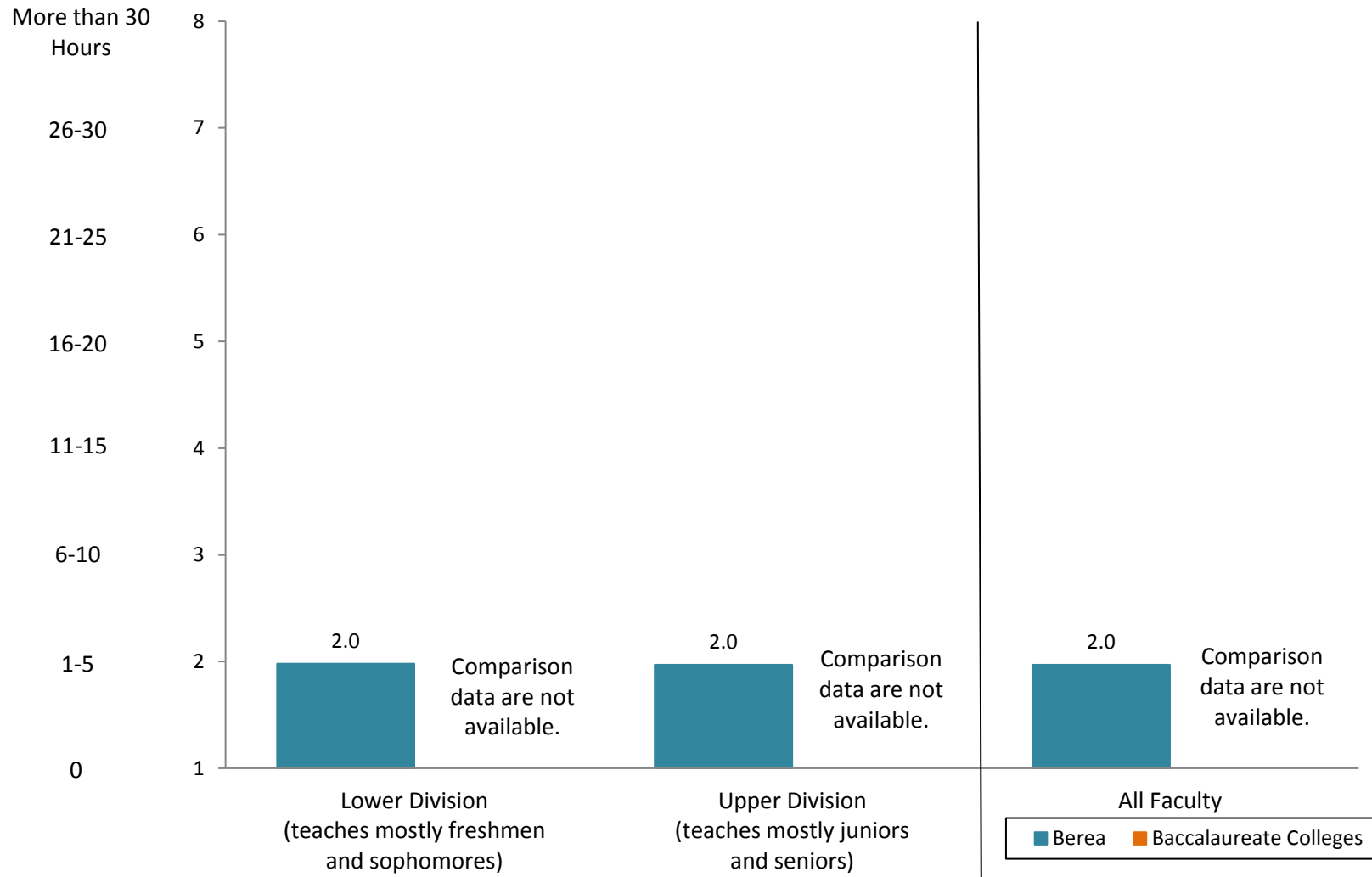
About how many hours do you think the typical student in your selected course section spends doing each of the following?

Working for pay off campus



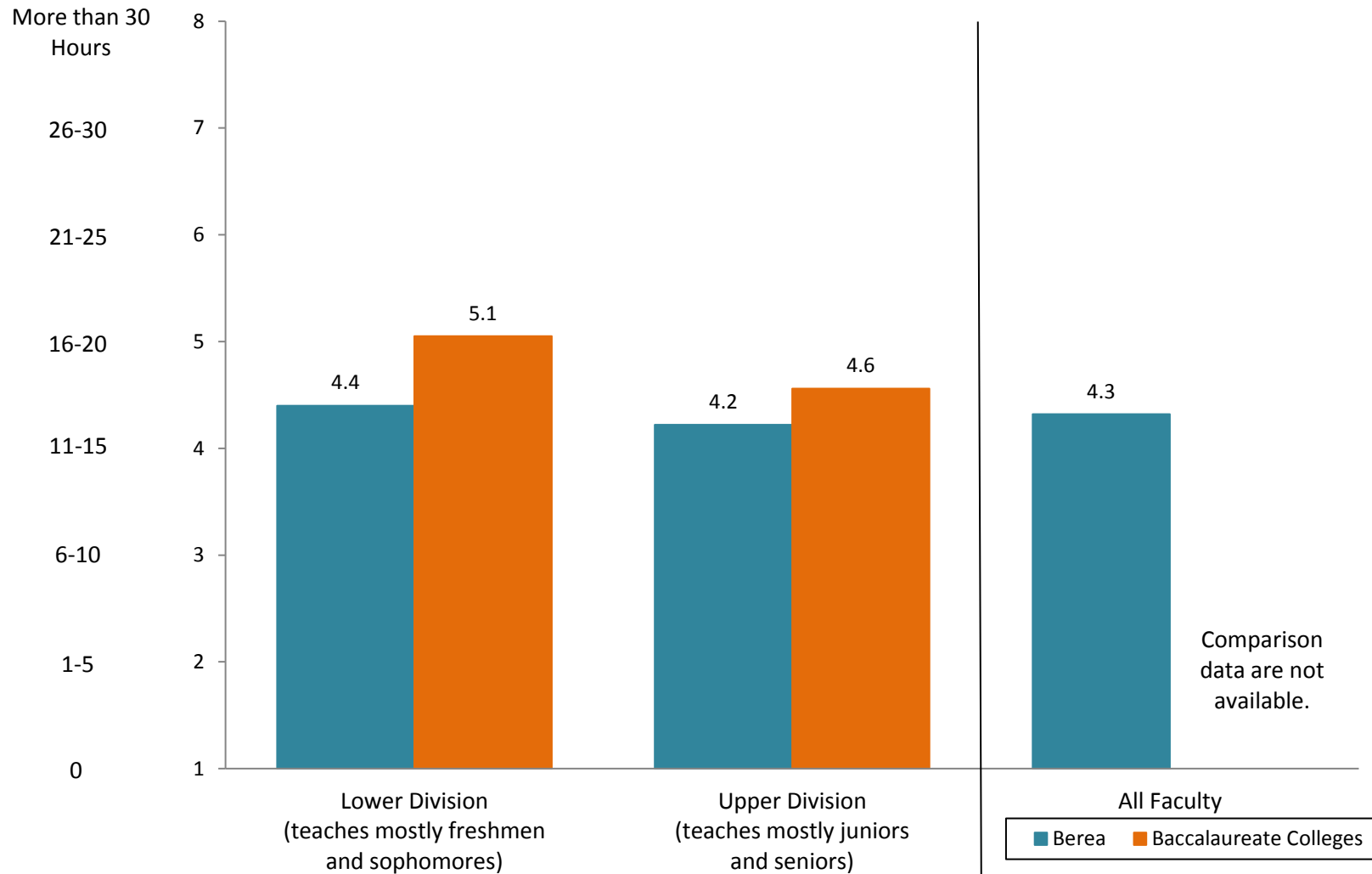
About how many hours do you think the typical student in your selected course section spends doing each of the following?

Doing community service or volunteer work



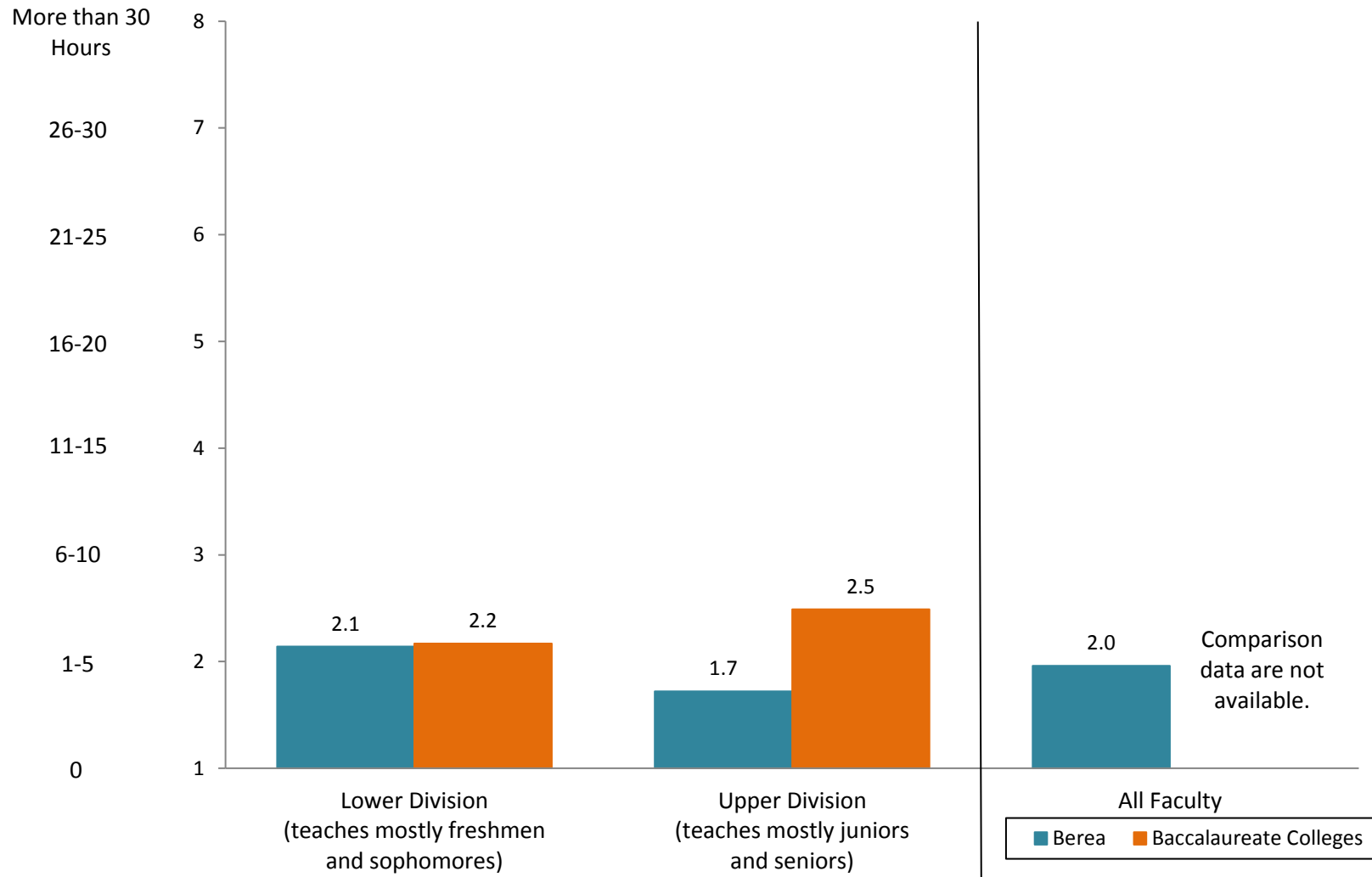
About how many hours do you think the typical student in your selected course section spends doing each of the following?

Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)



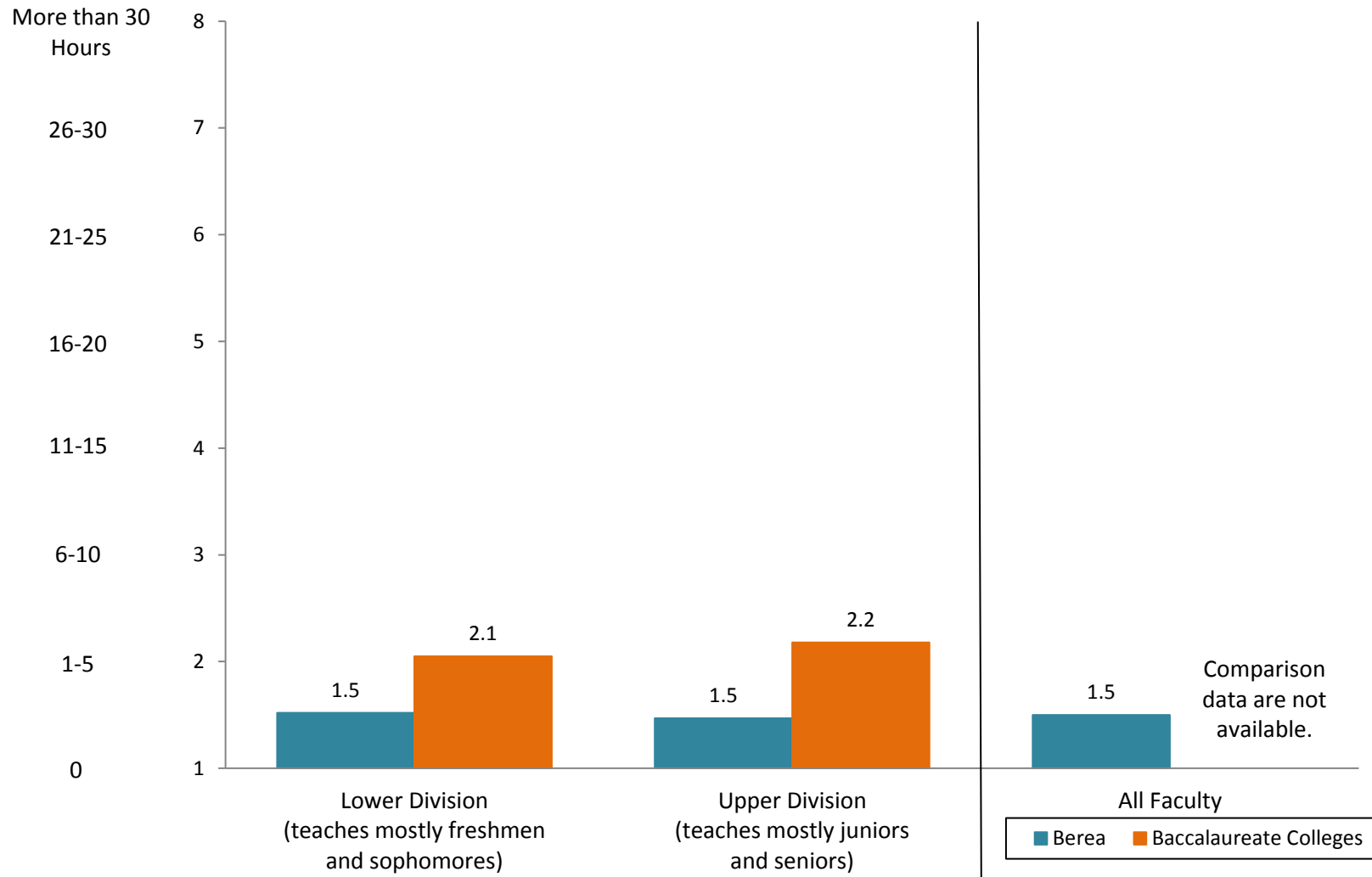
About how many hours do you think the typical student in your selected course section spends doing each of the following?

Providing care for dependents (children, parents, etc.)

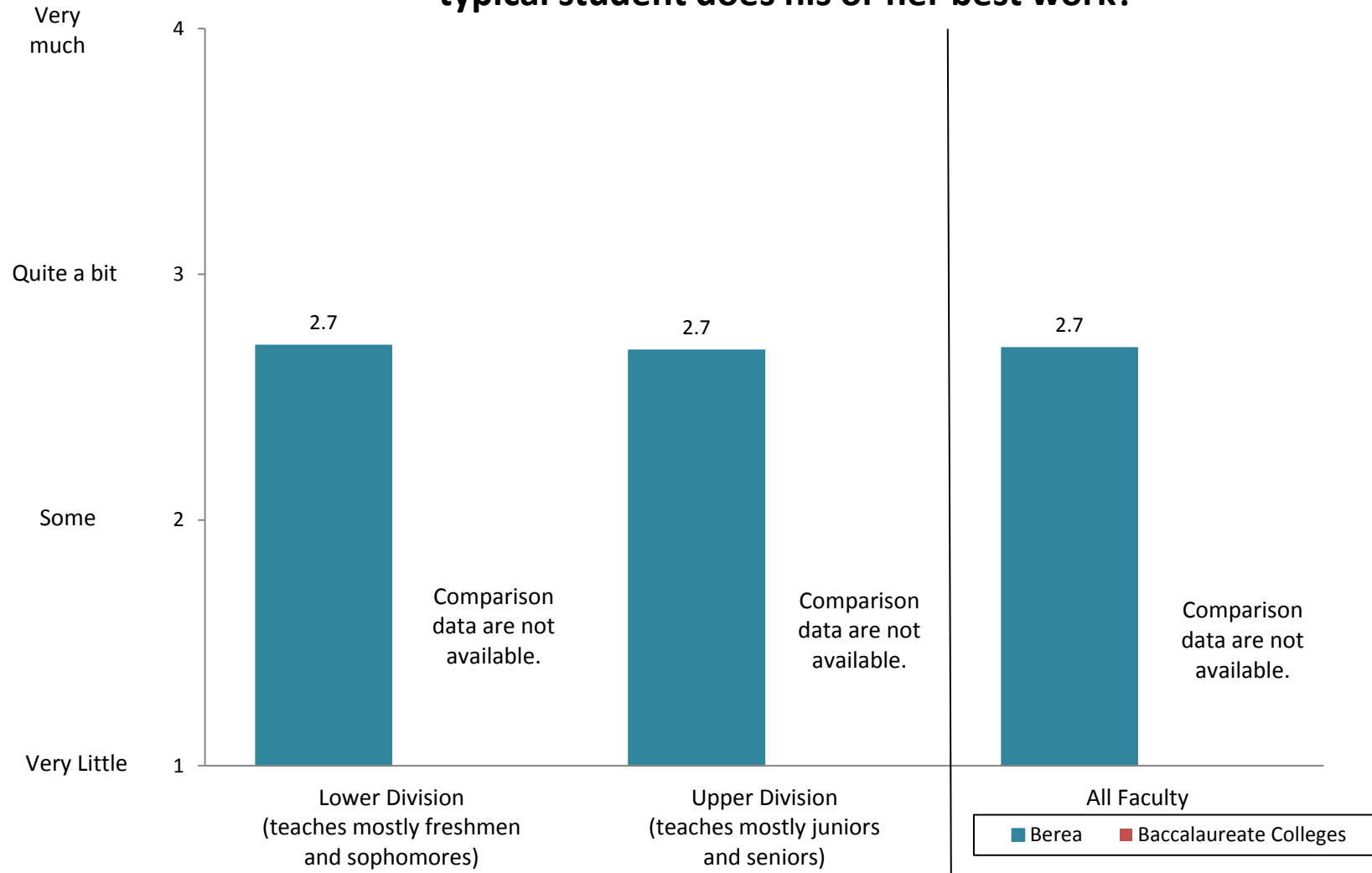


About how many hours do you think the typical student in your selected course section spends doing each of the following?

Commuting to campus (driving, walking, etc.)

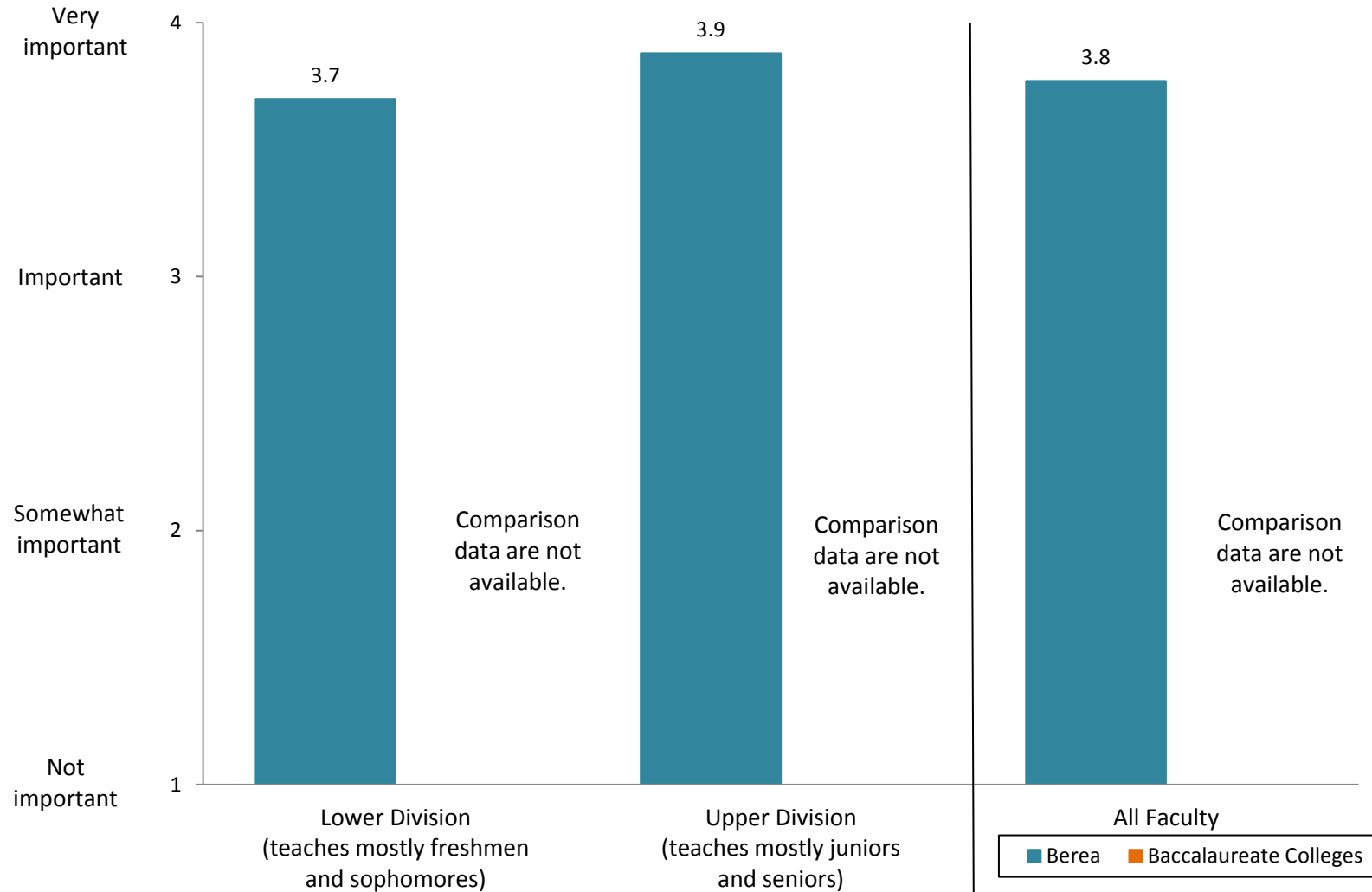


In your selected course section, to what extent do you think the typical student does his or her best work?



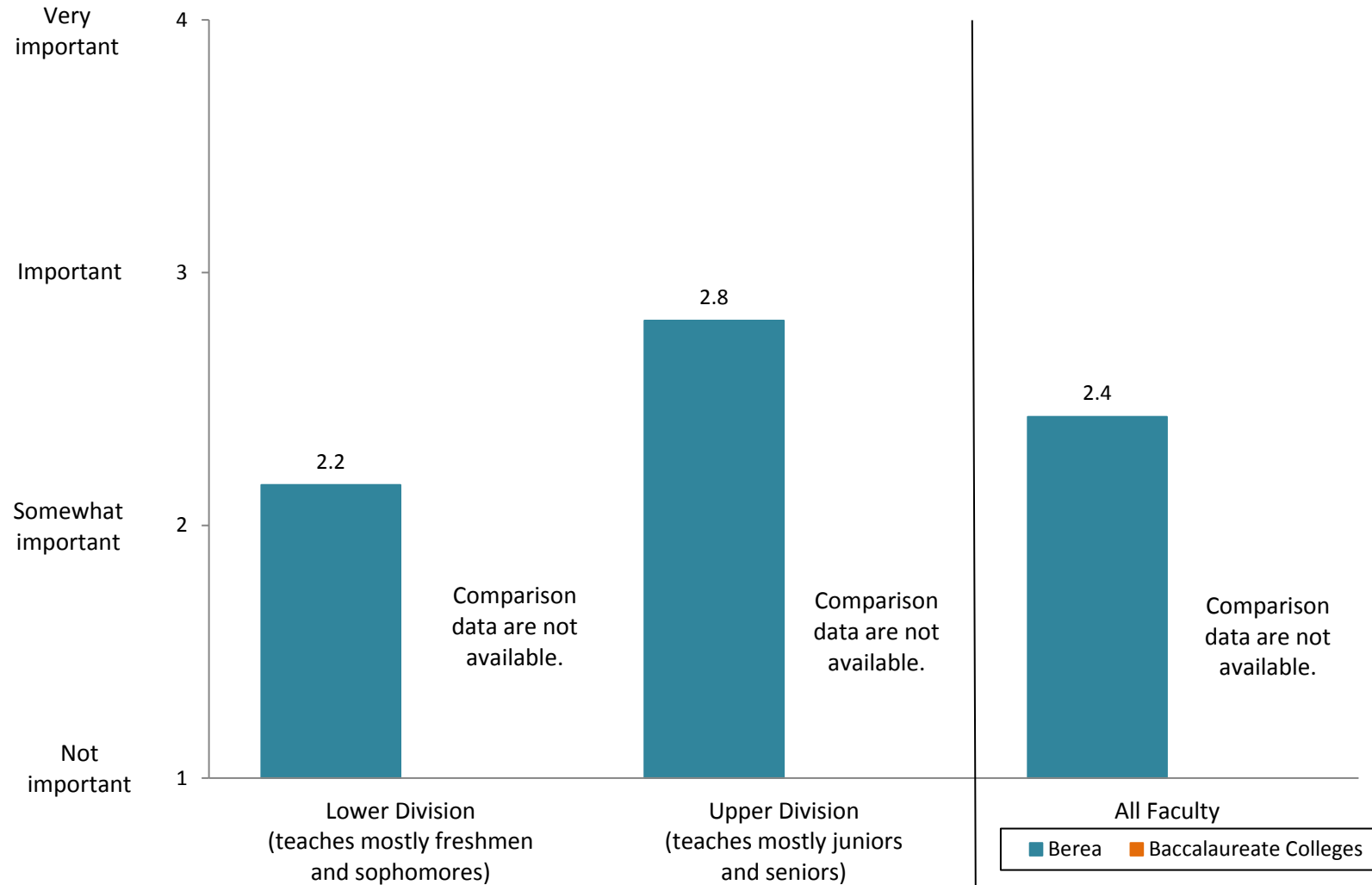
In your selected course section, how important is it to you that the typical student do the following?

Ask questions or contribute to course discussions in other ways



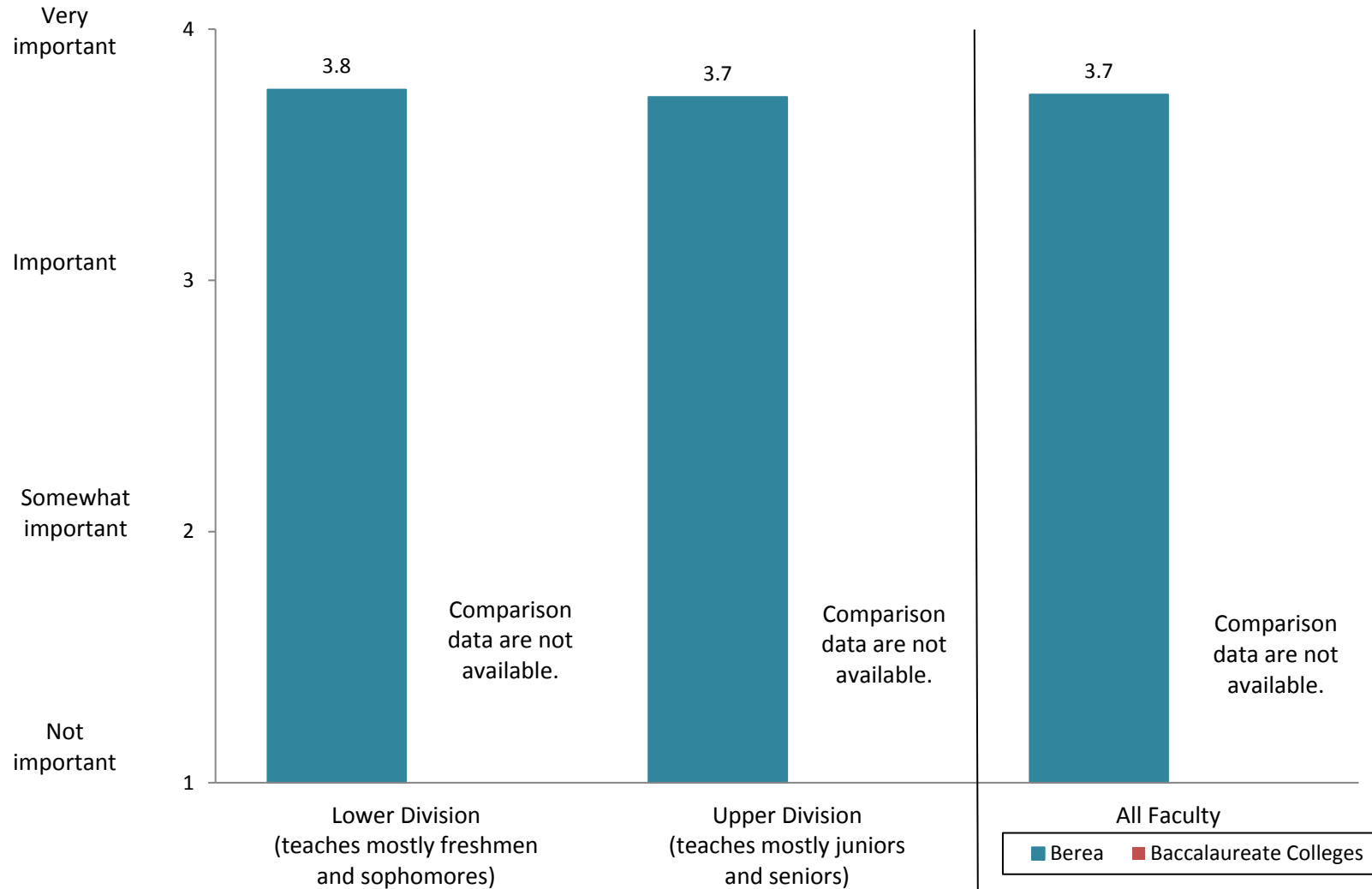
In your selected course section, how important is it to you that the typical student do the following?

Prepare two or more drafts of a paper or assignment before turning it in



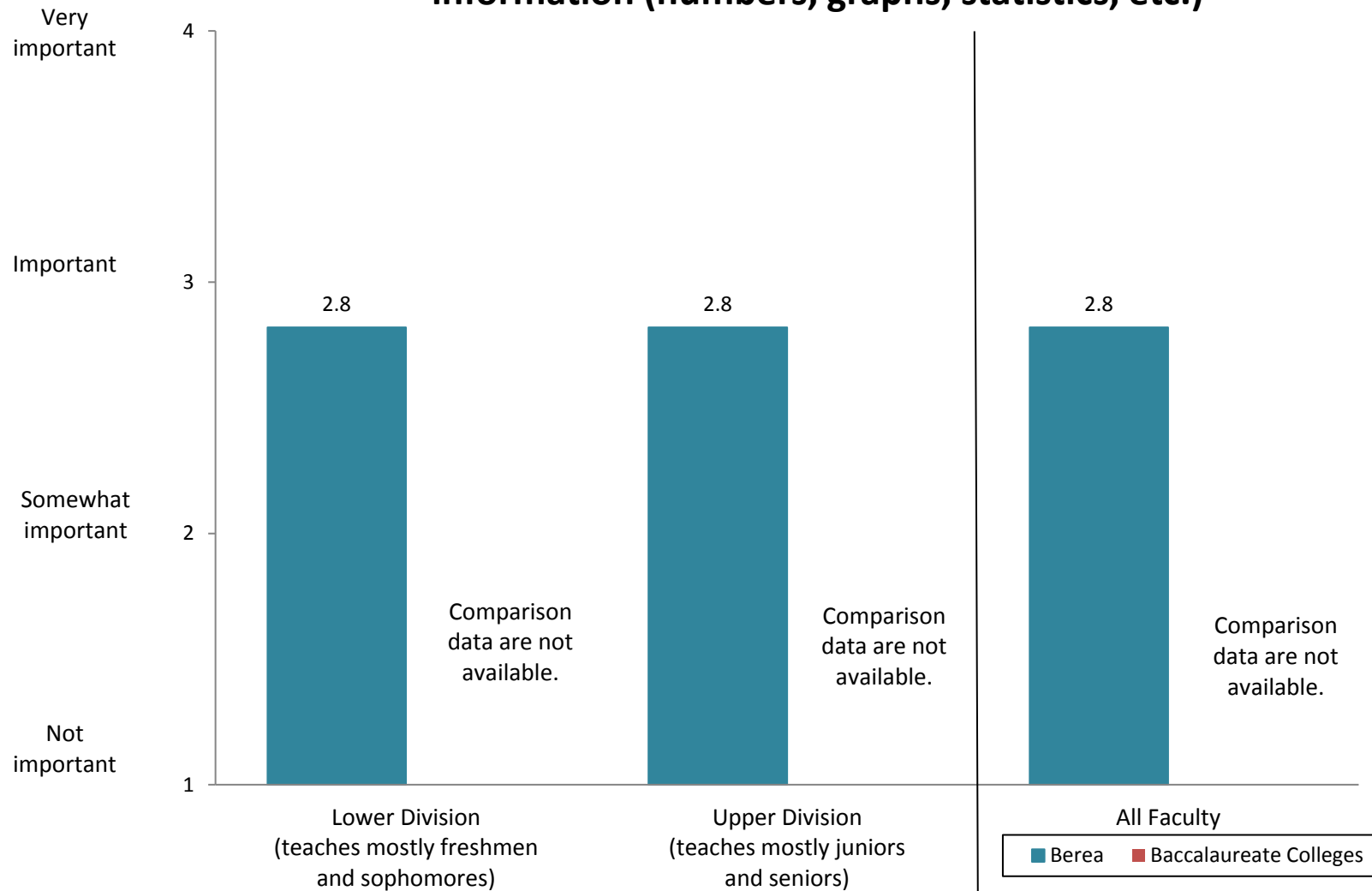
In your selected course section, how important is it to you that the typical student do the following?

Come to class having completed reading or assignments



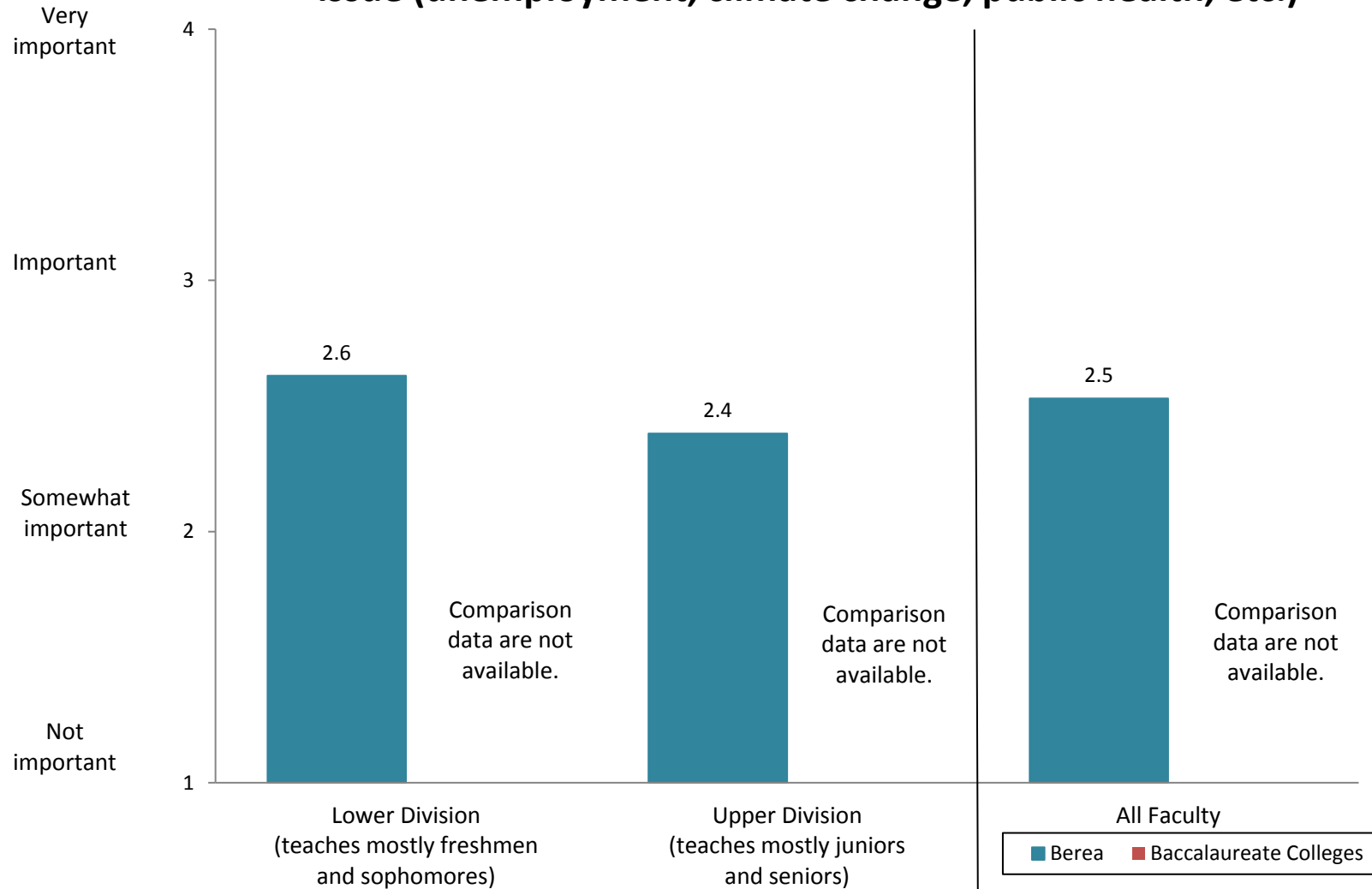
In your selected course section, how important is it to you that the typical student do the following?

Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)



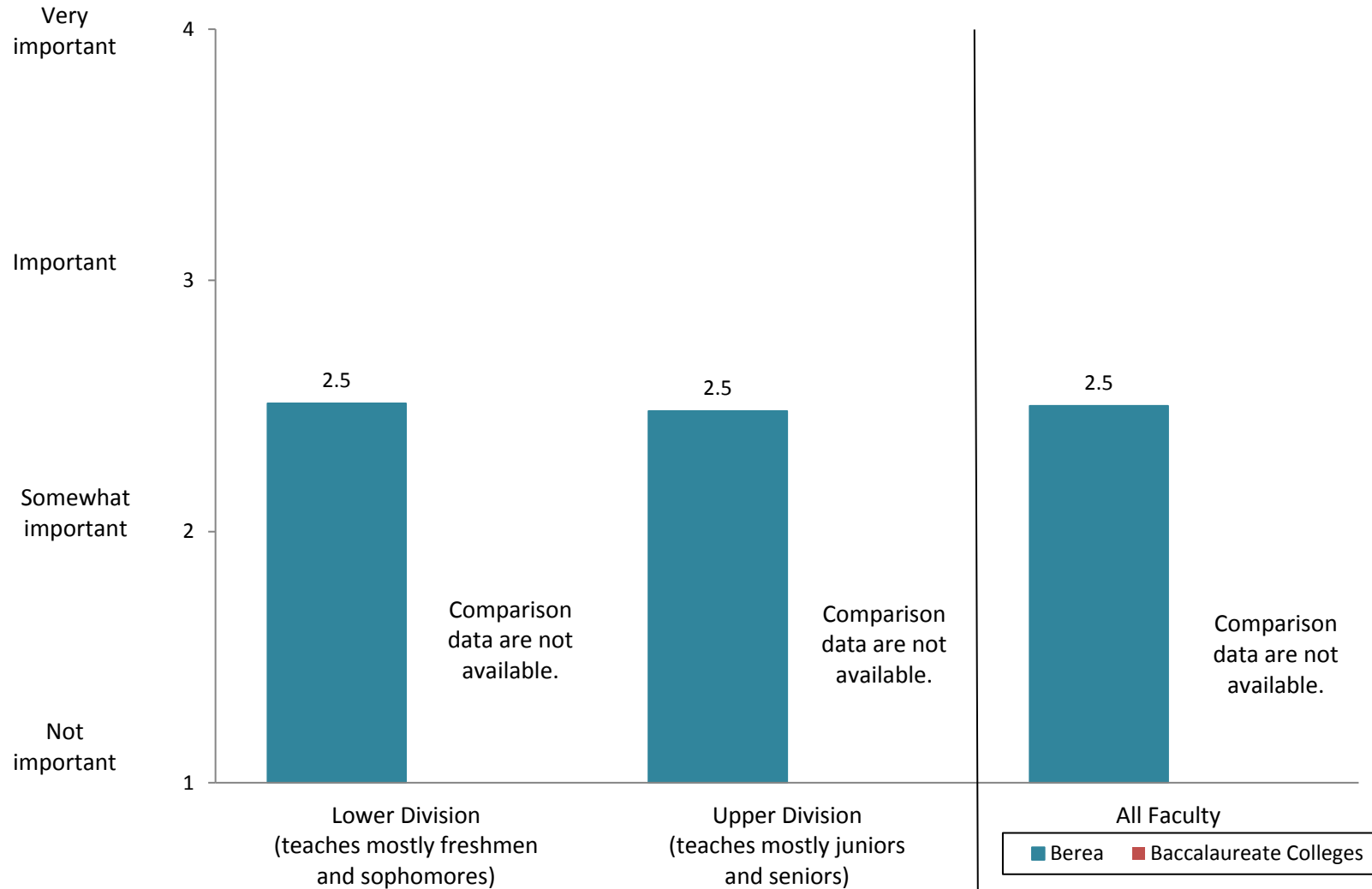
In your selected course section, how important is it to you that the typical student do the following?

Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)



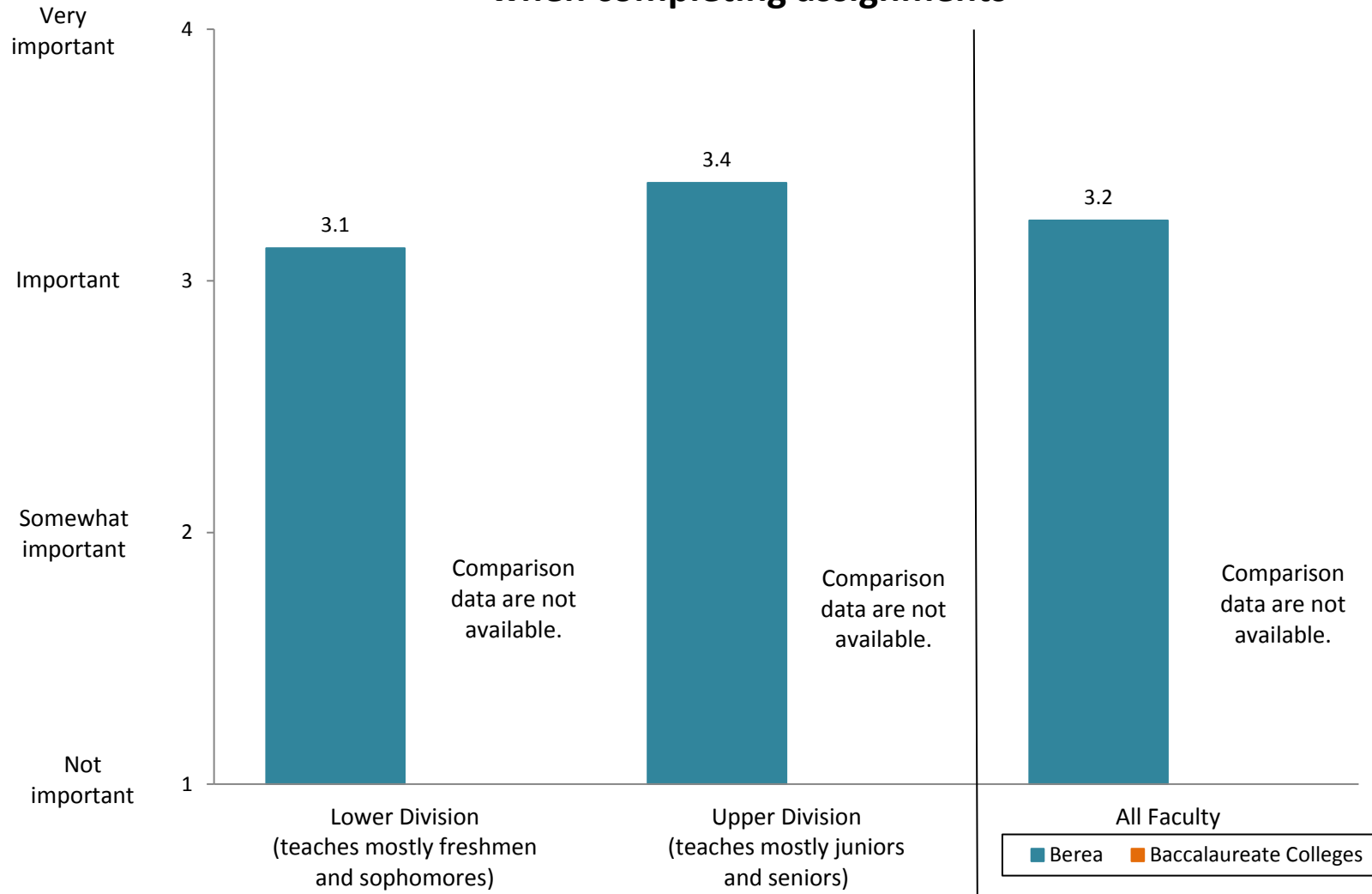
In your selected course section, how important is it to you that the typical student do the following?

Evaluate what others have concluded from numerical information



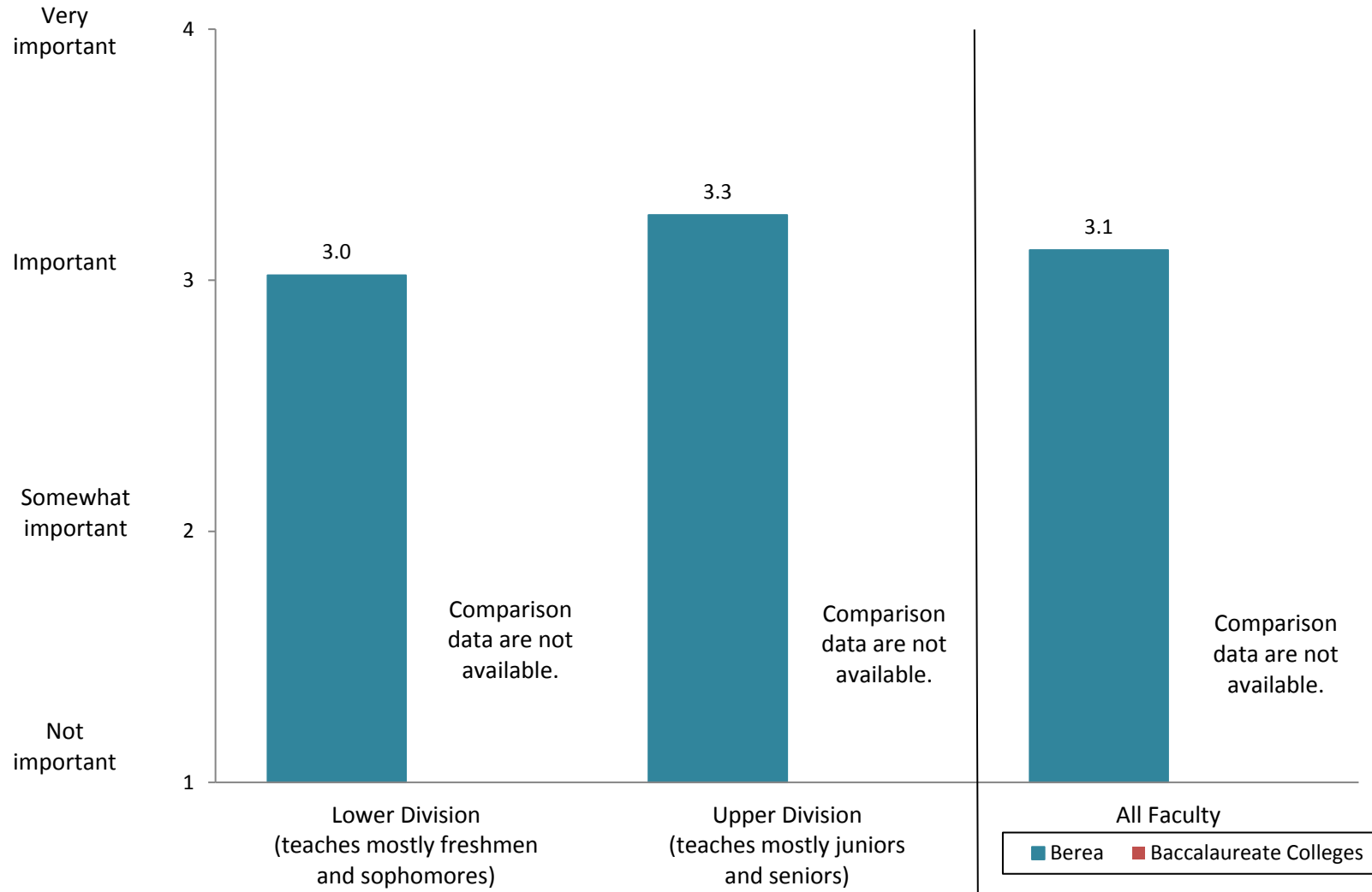
In your selected course section, how important is it to you that the typical student do the following?

Combine ideas from different courses when completing assignments



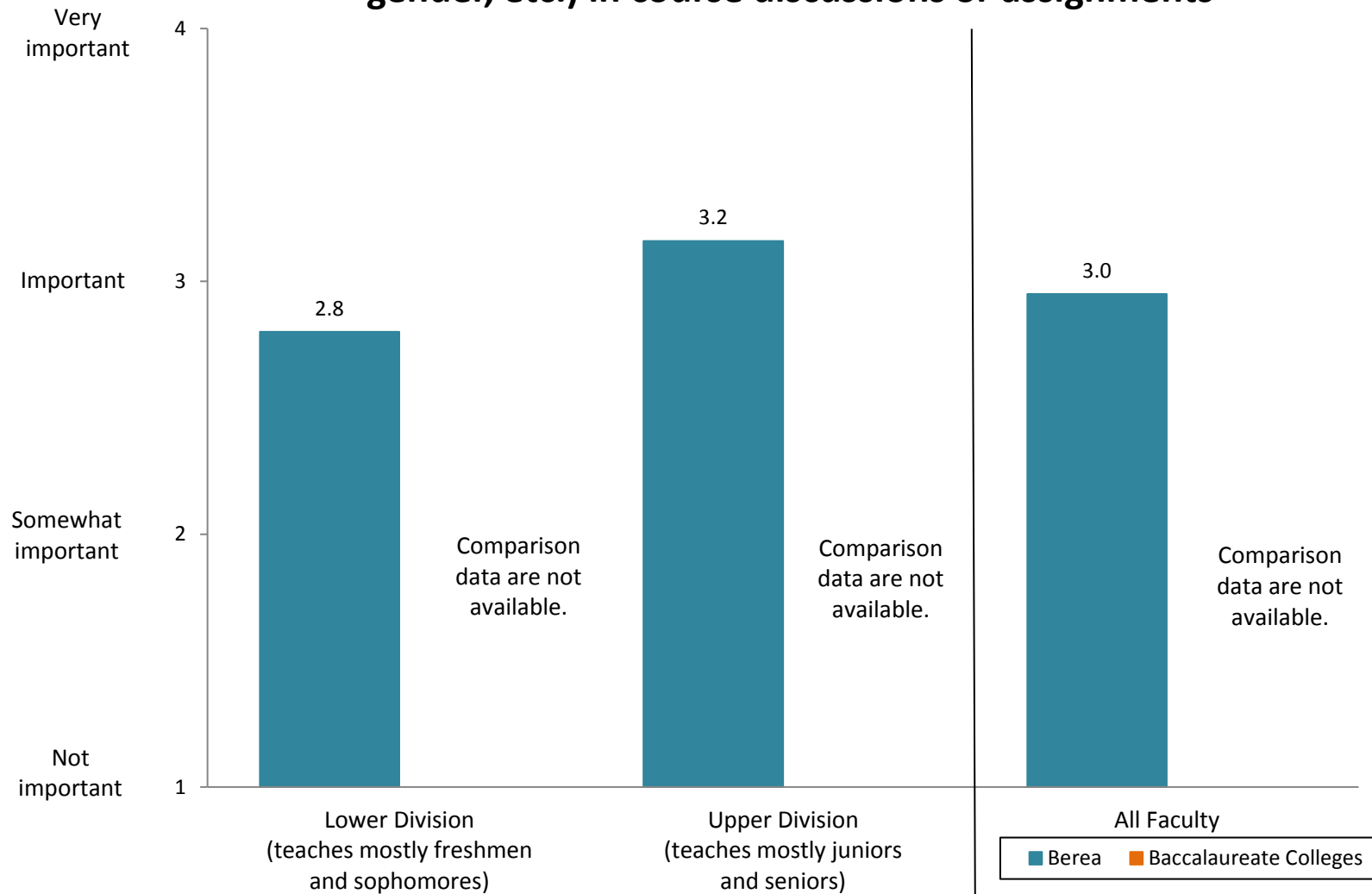
In your selected course section, how important is it to you that the typical student do the following?

Connect his or her learning to societal problems or issues



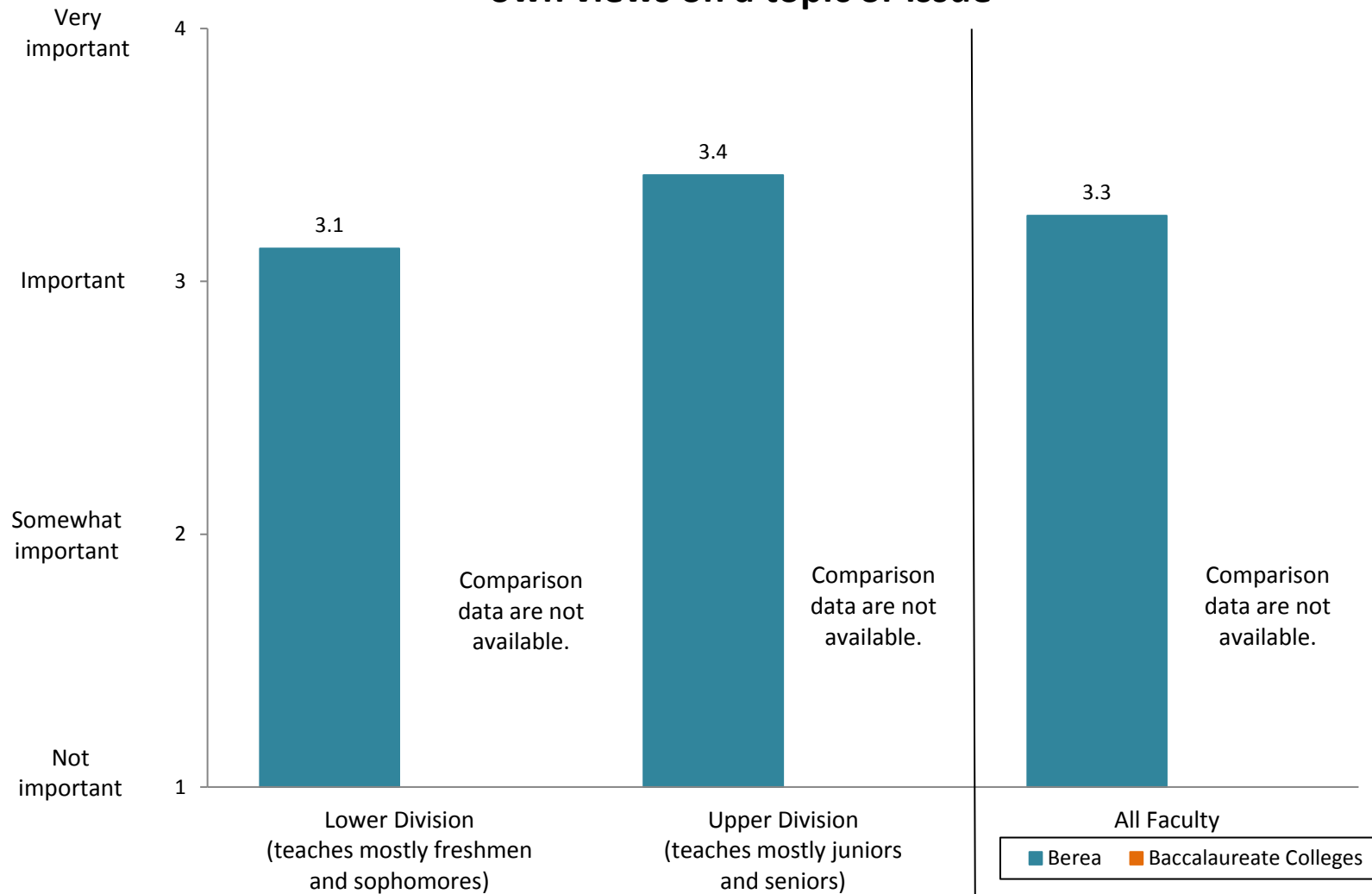
In your selected course section, how important is it to you that the typical student do the following?

Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments



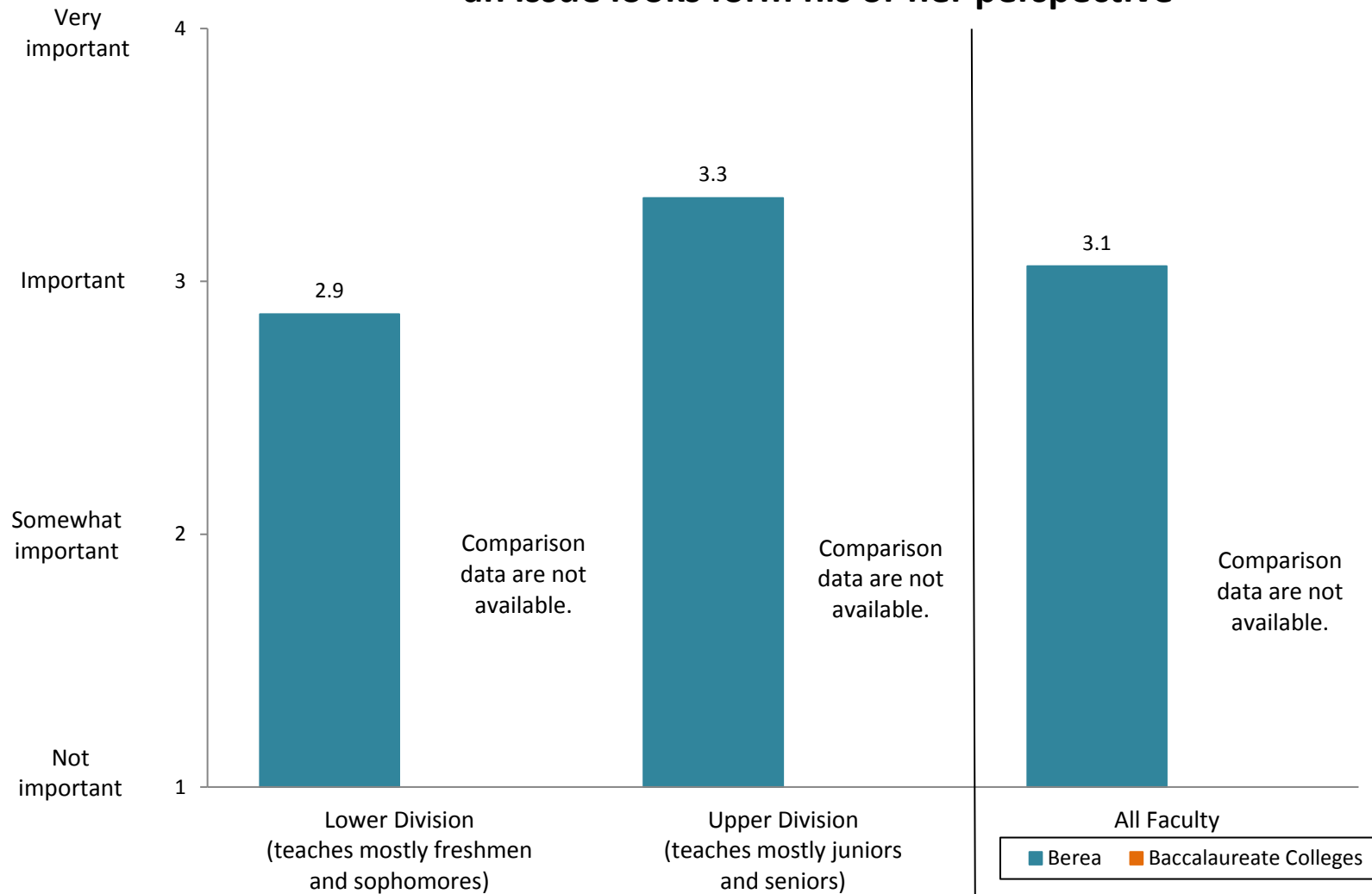
In your selected course section, how important is it to you that the typical student do the following?

Examine the strengths and weaknesses of his or her own views on a topic or issue



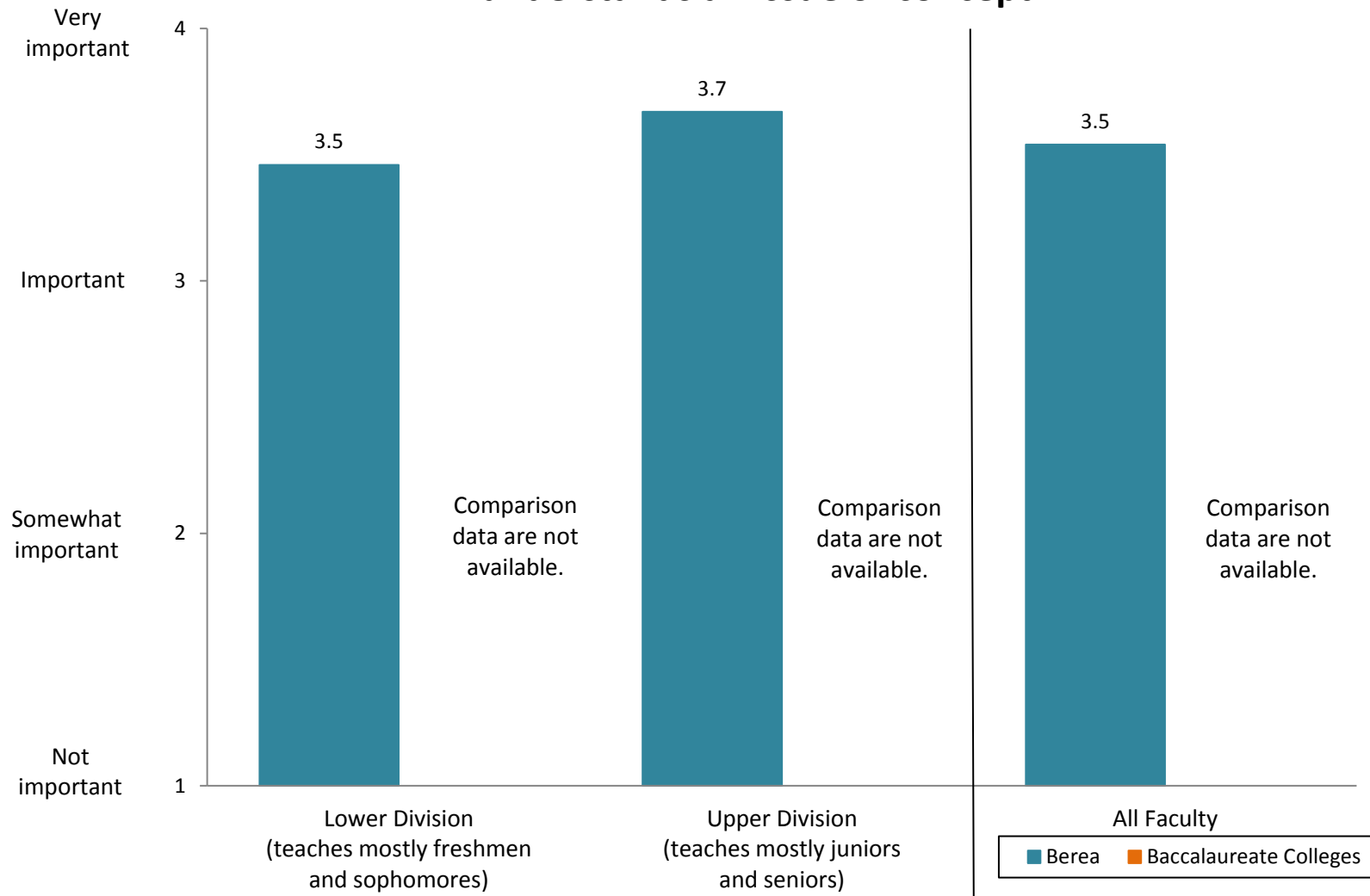
In your selected course section, how important is it to you that the typical student do the following?

Try to better understand someone else's views by imagining how an issue looks form his or her perspective



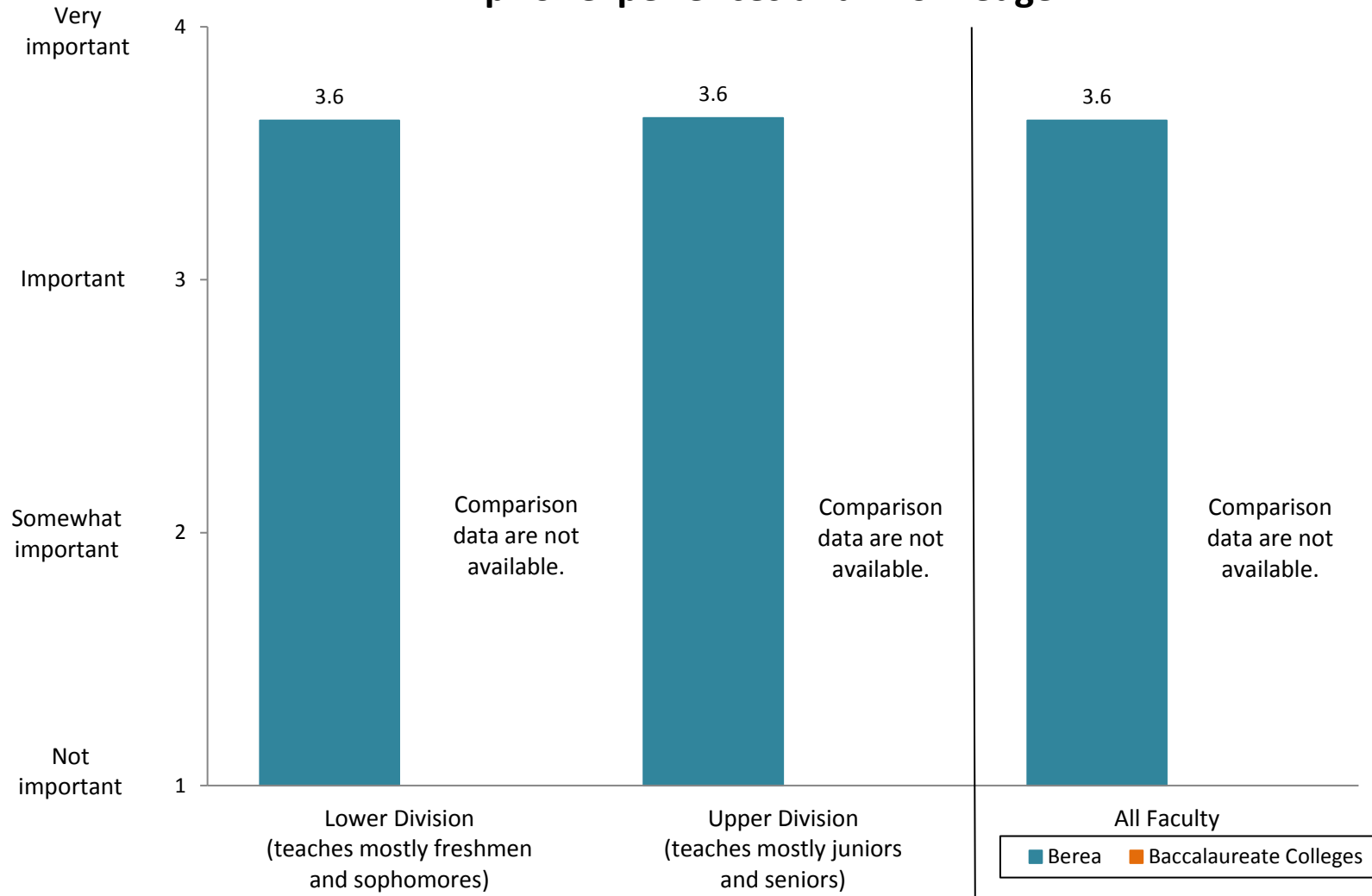
In your selected course section, how important is it to you that the typical student do the following?

Learn something that changes the way he or she understands an issue or concept



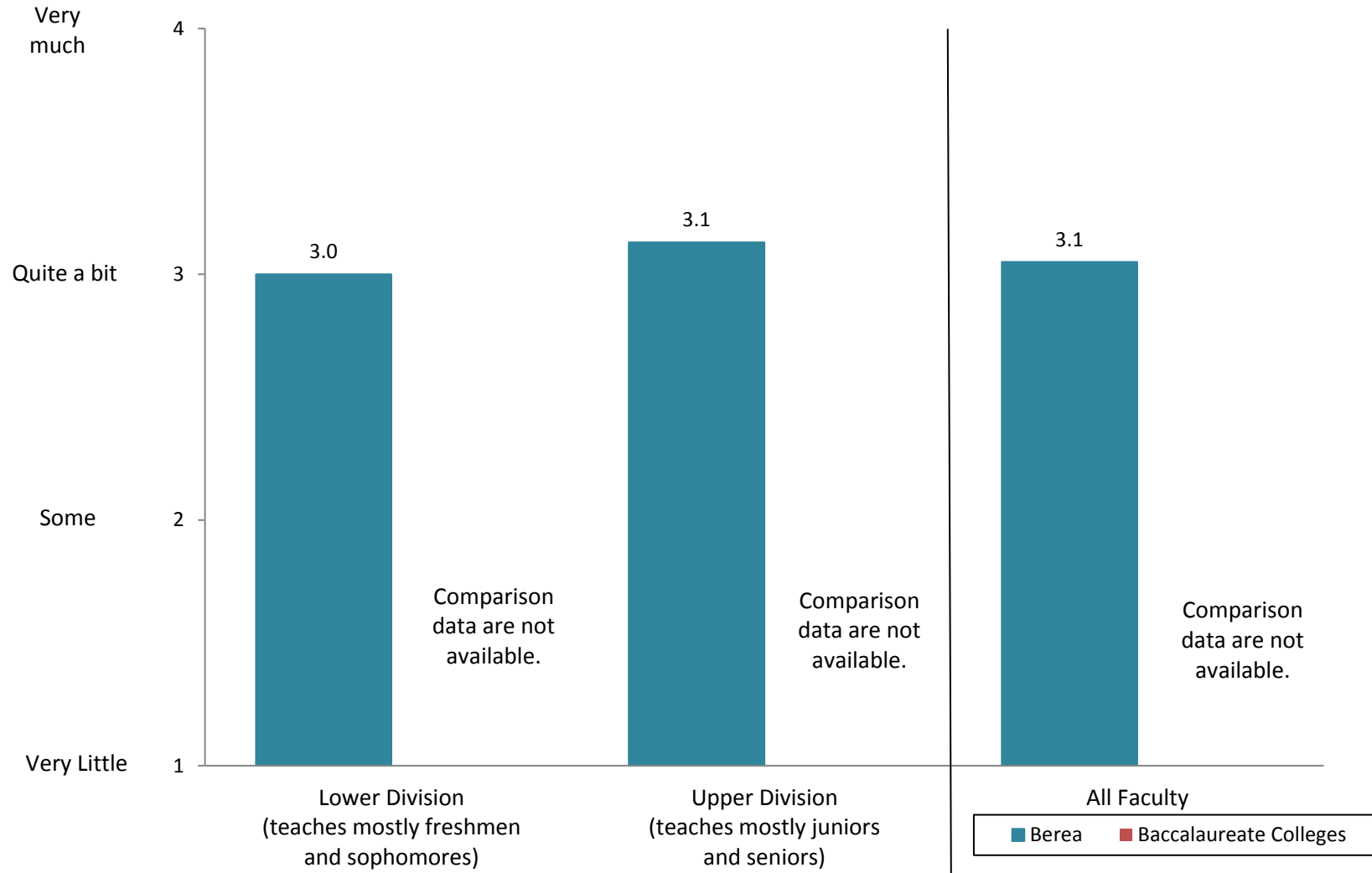
In your selected course section, how important is it to you that the typical student do the following?

Connect ideas from your course to his or her prior experiences and knowledge



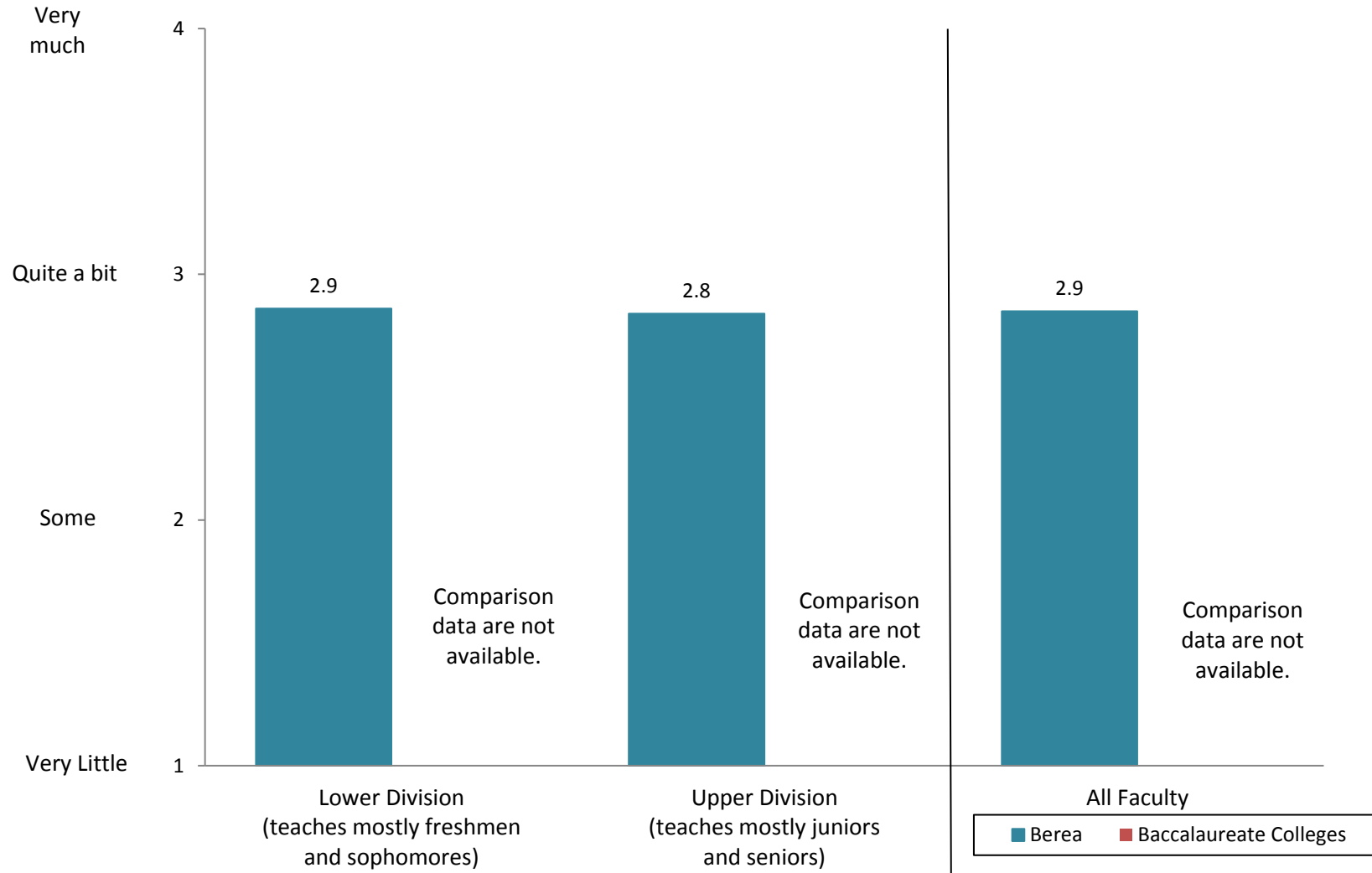
In your selected course section, how much do you encourage students to do the following?

Ask other students for help understanding course material



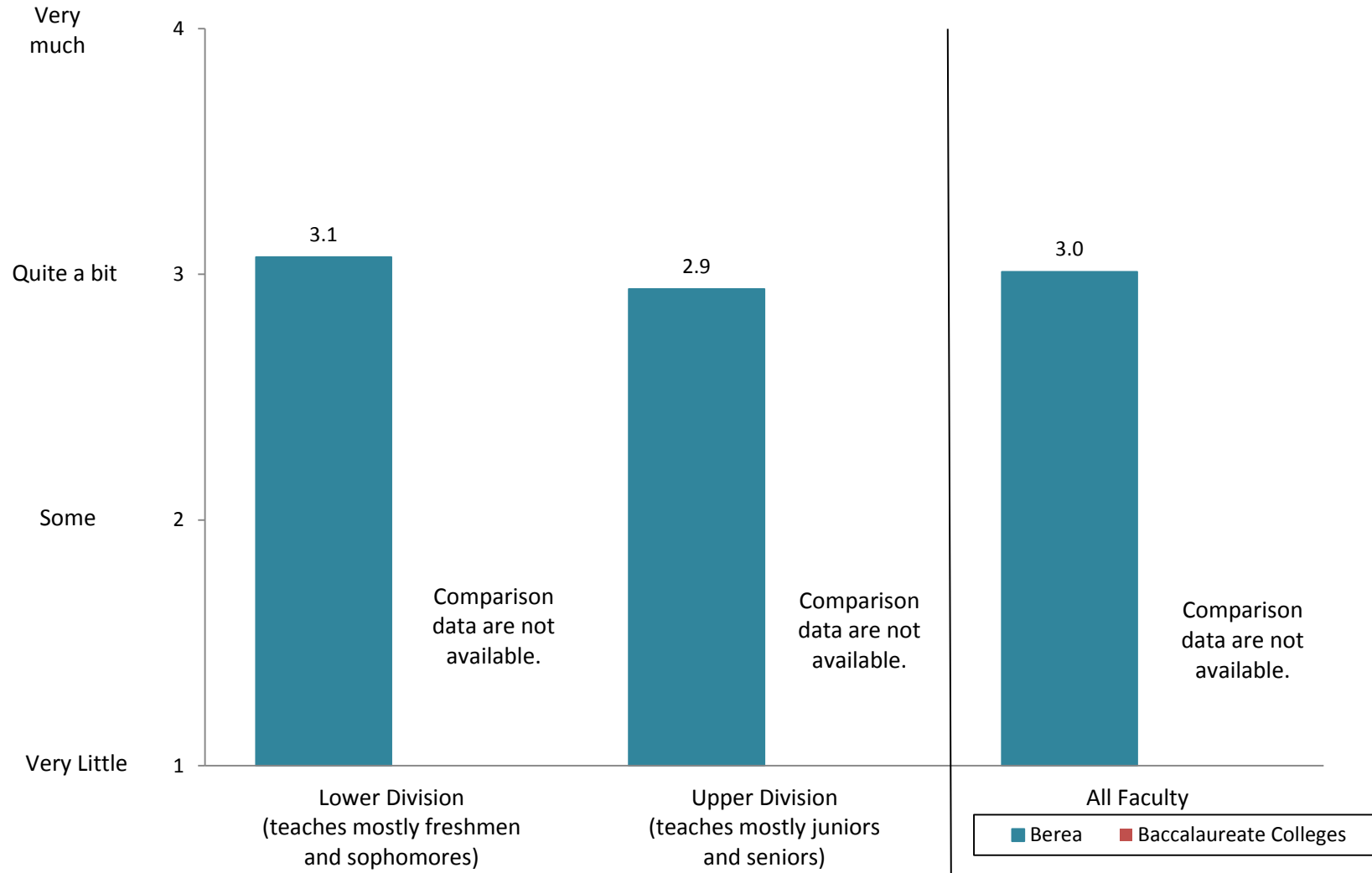
In your selected course section, how much do you encourage students to do the following?

Explain course material to other students



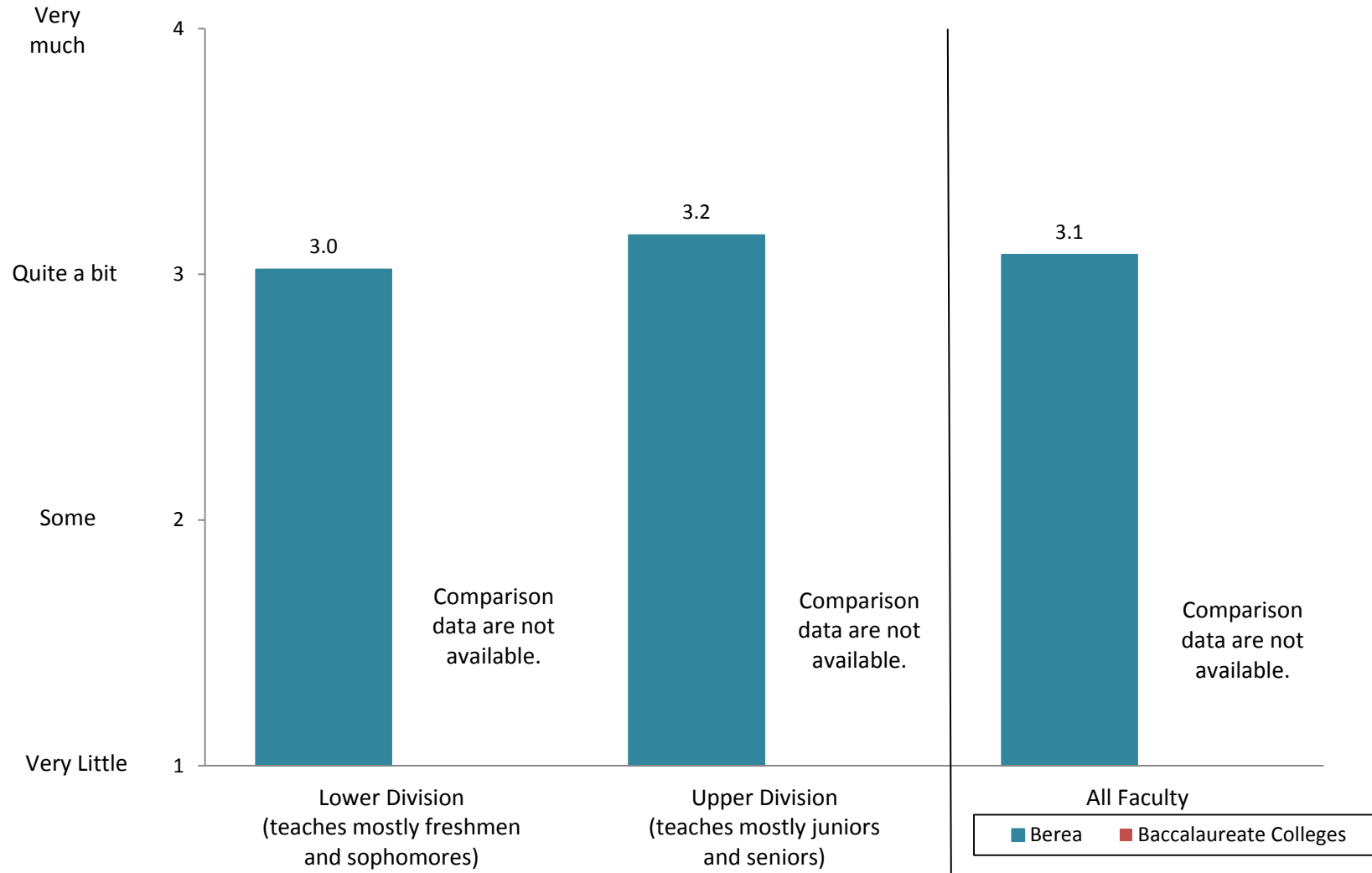
In your selected course section, how much do you encourage students to do the following?

Prepare for exams by discussing or working through course material with other students



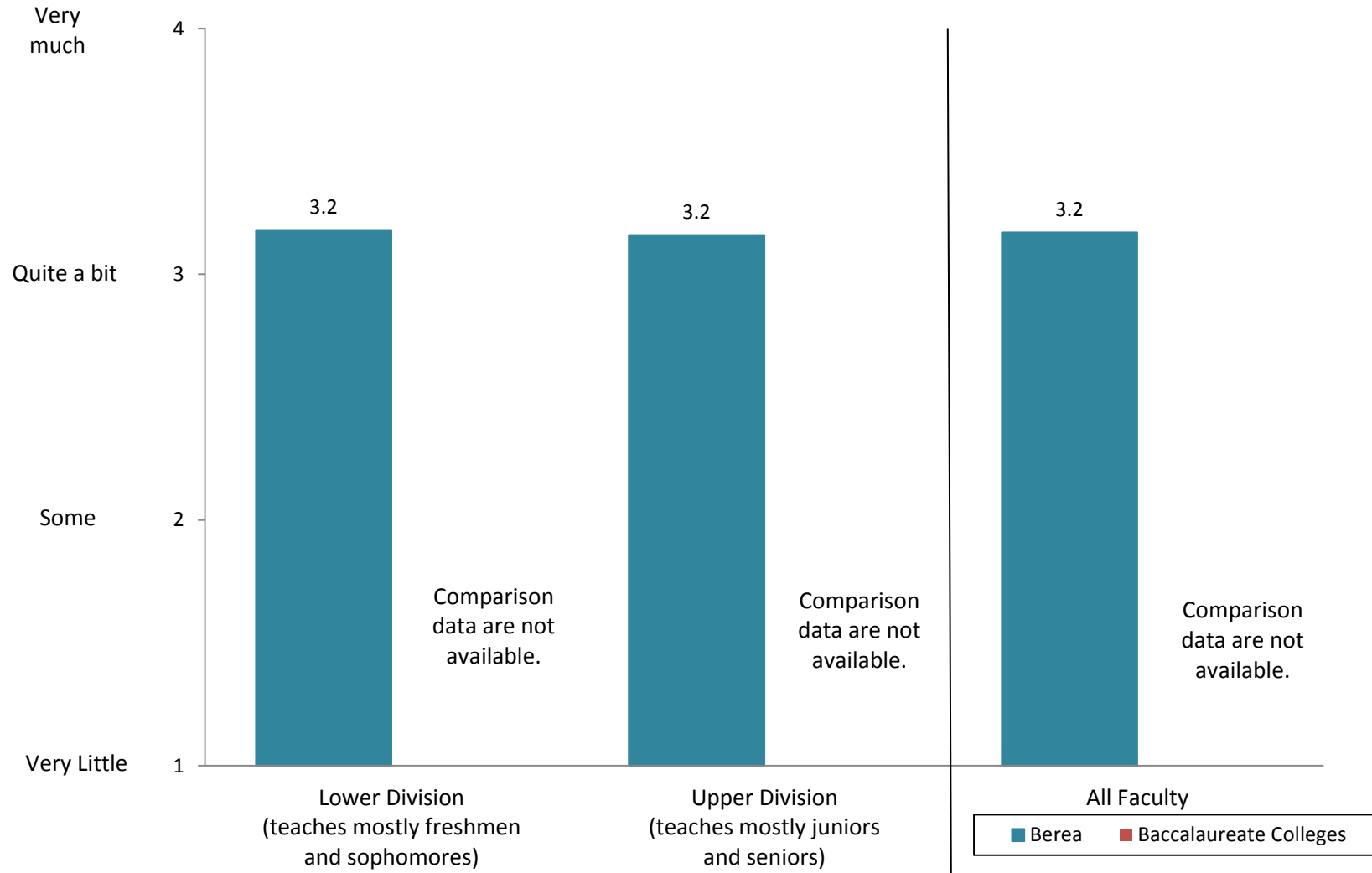
In your selected course section, how much do you encourage students to do the following?

Work with other students on course projects or assignments



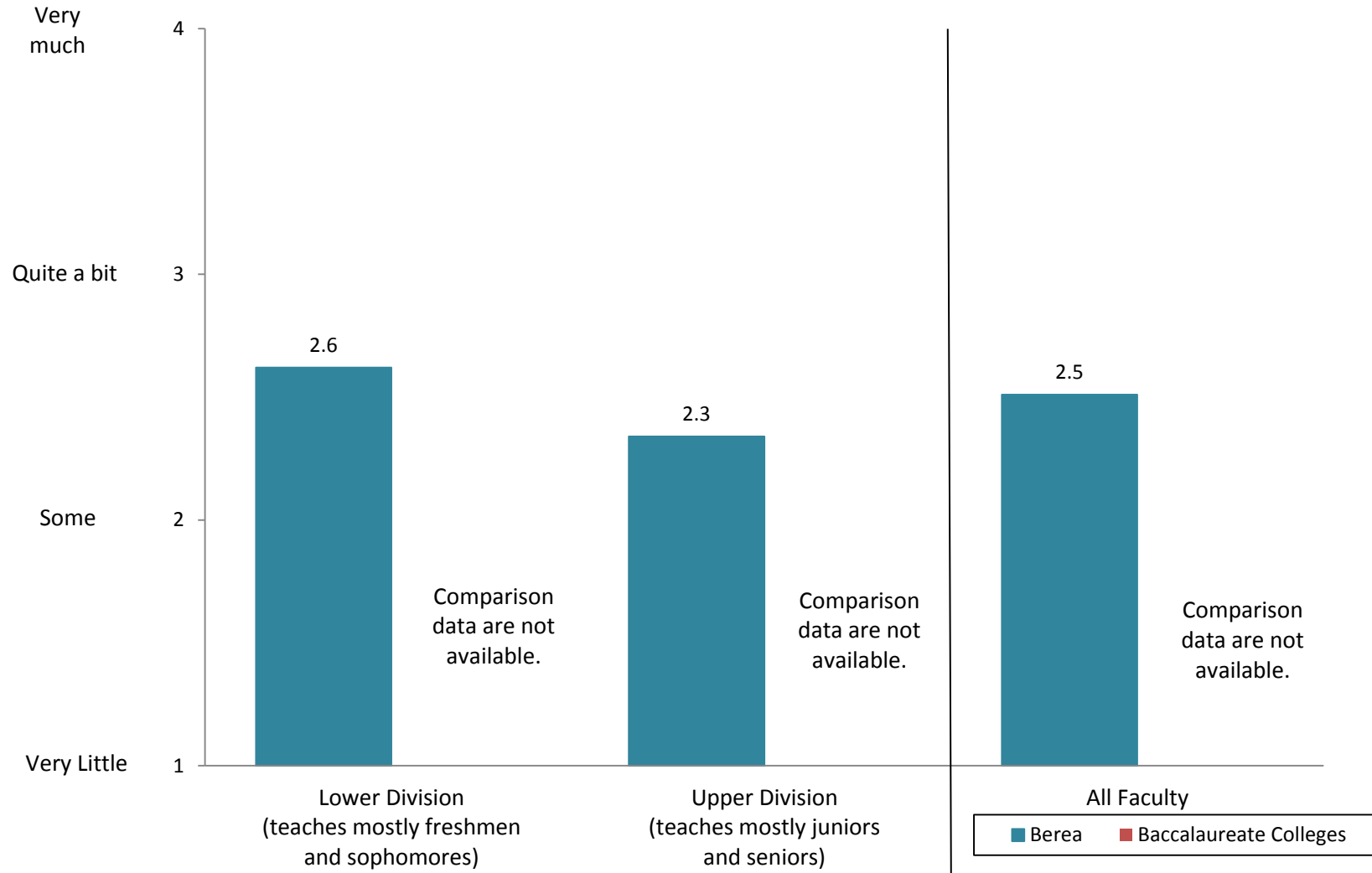
In your selected course section, how much do you encourage students to do the following?

Identify key information from reading assignments



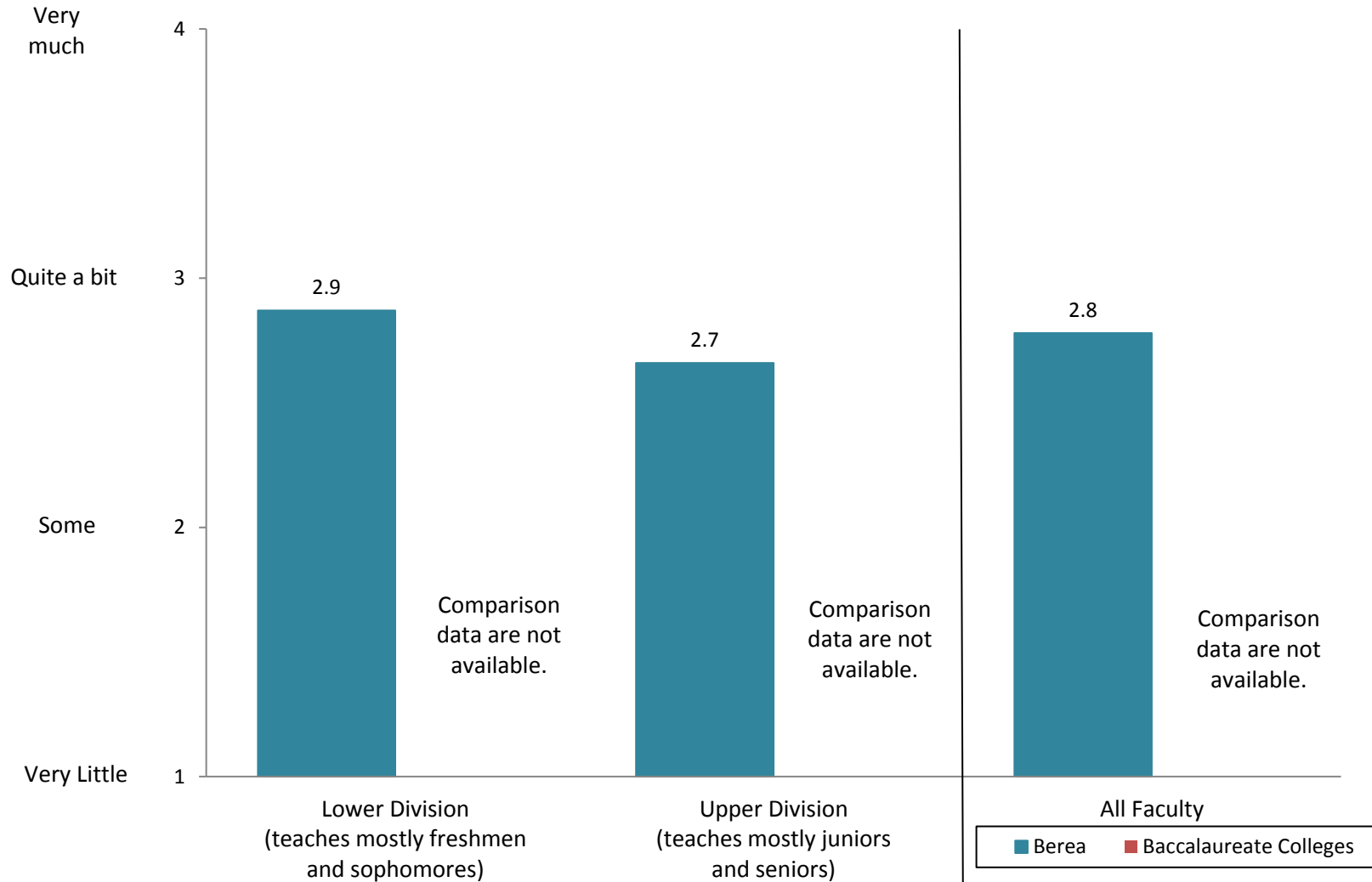
In your selected course section, how much do you encourage students to do the following?

Review notes after class



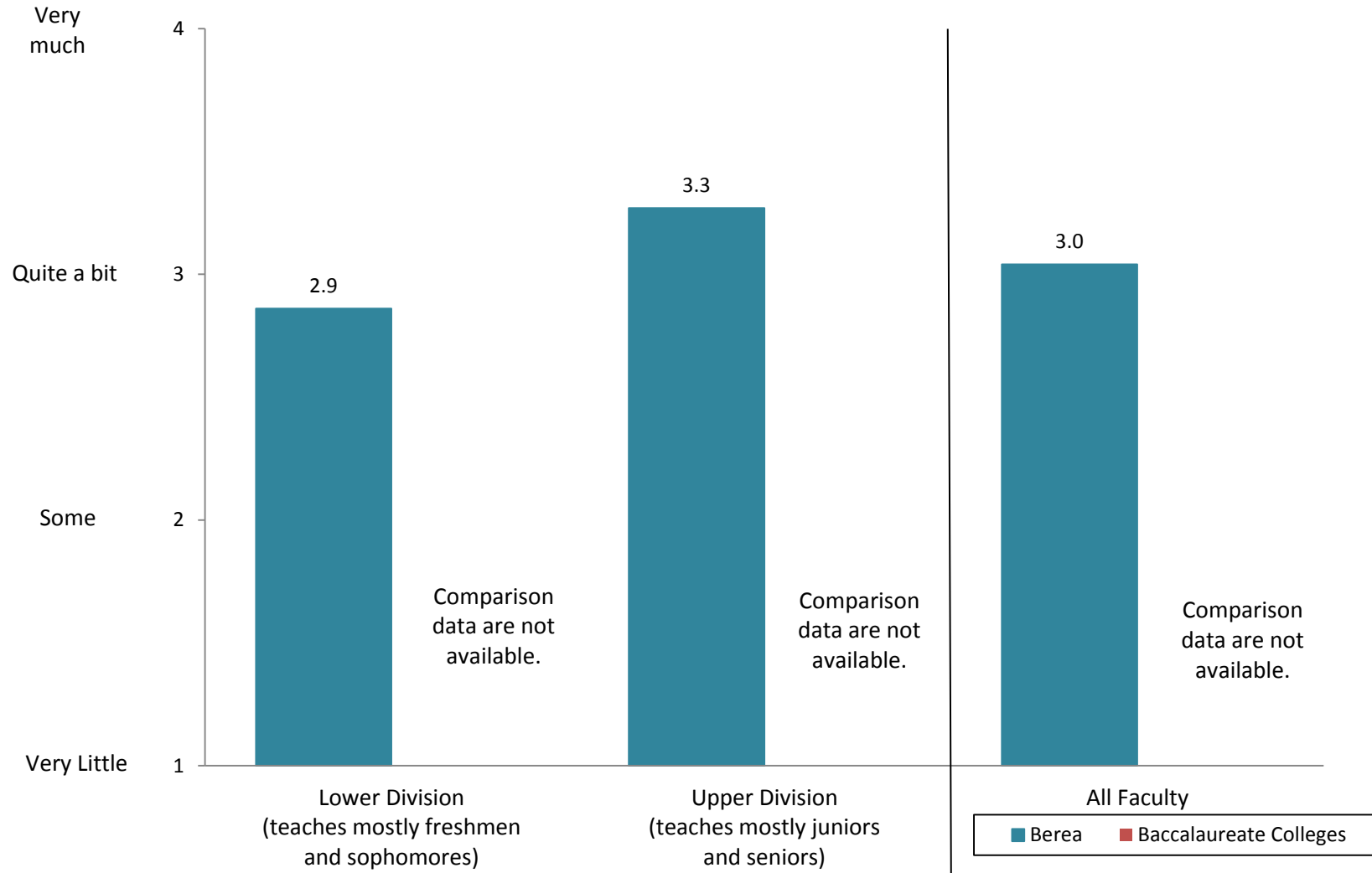
In your selected course section, how much do you encourage students to do the following?

Summarize what has been learned from class or from course material



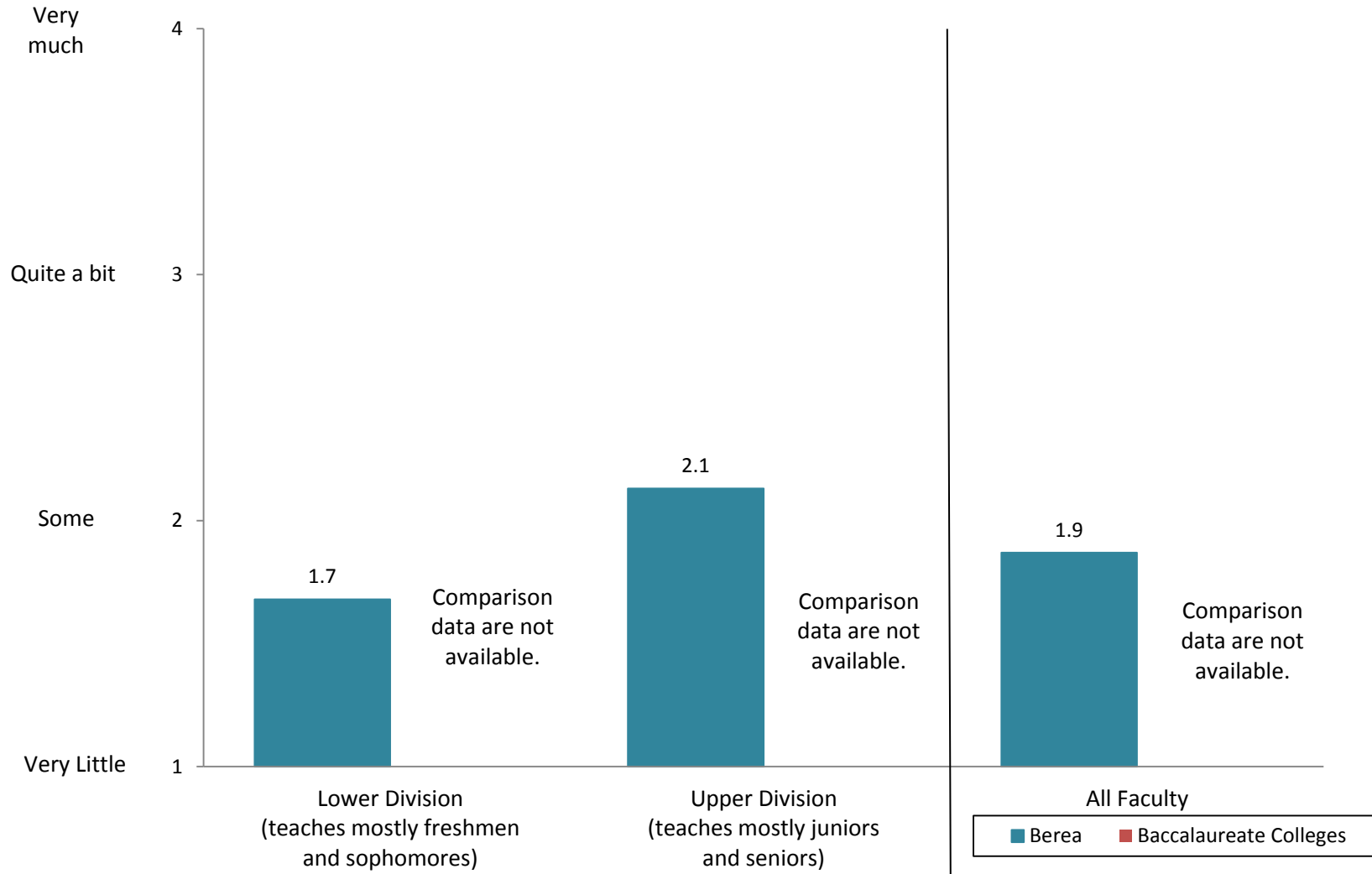
How much opportunity do students have to engage in discussions with people from the following groups?

People of a race or ethnicity other than their own



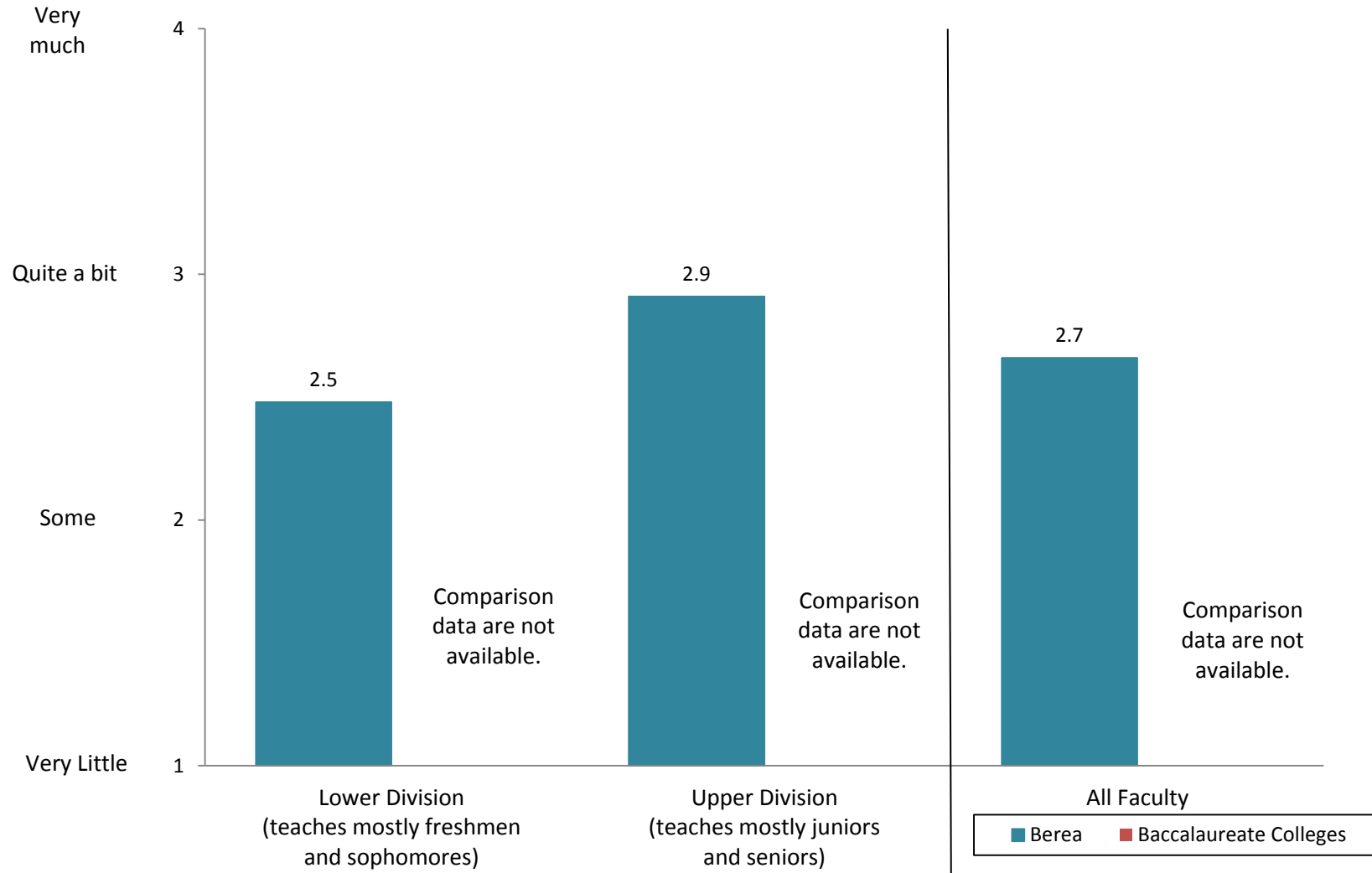
How much opportunity do students have to engage in discussions with people from the following groups?

People from an economic background other than their own



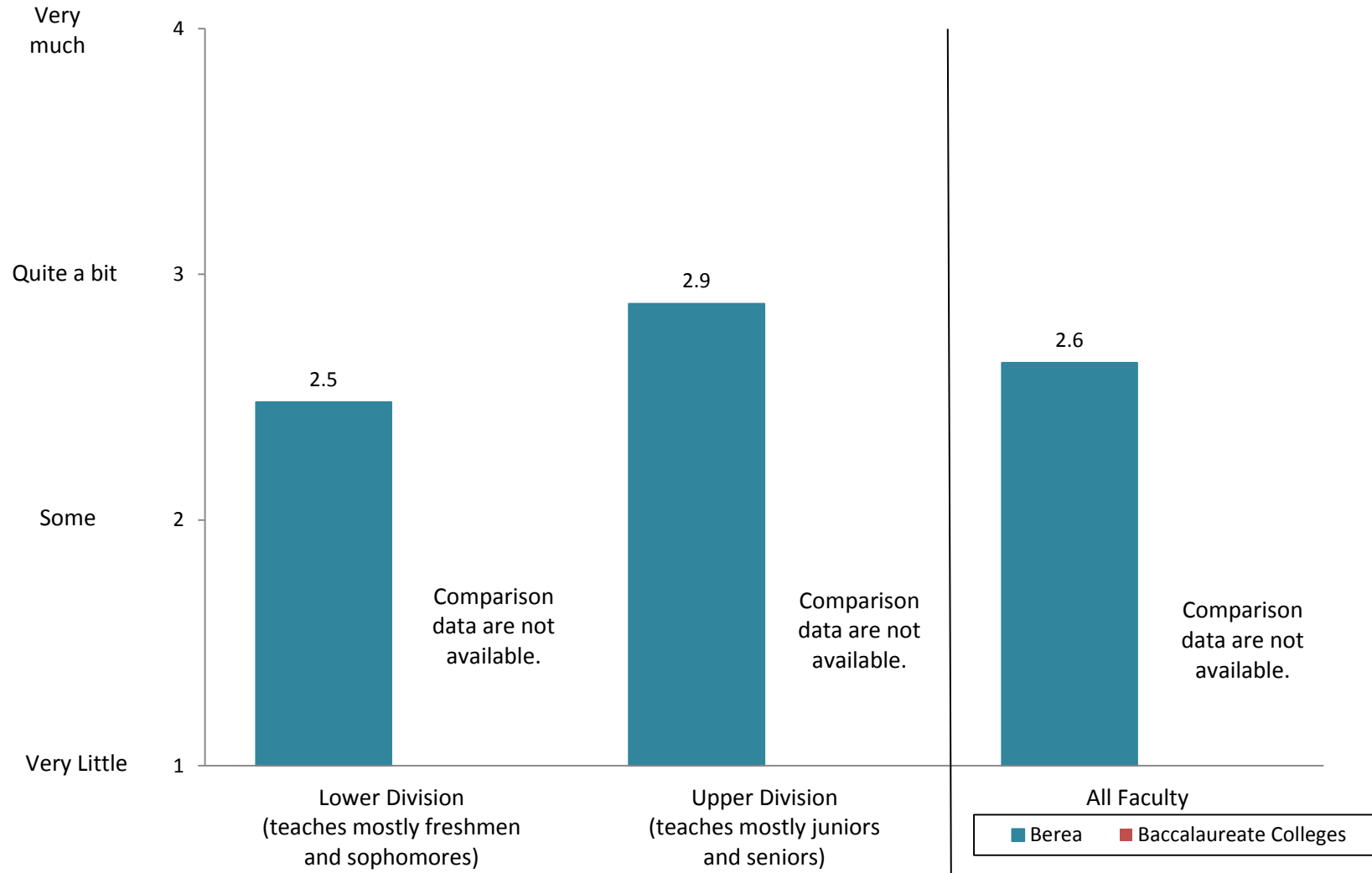
How much opportunity do students have to engage in discussions with people from the following groups?

People with religious beliefs other than their own



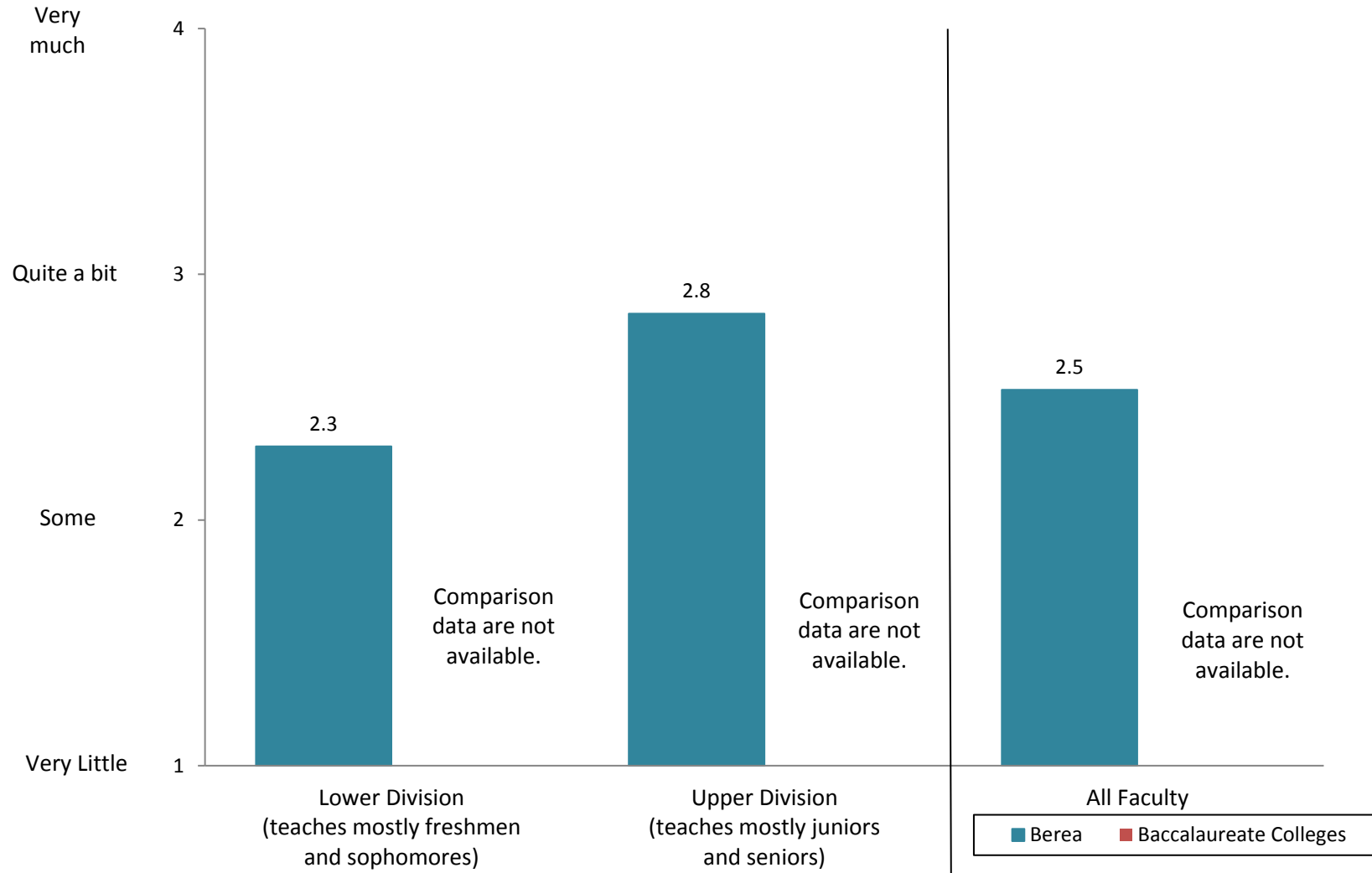
How much opportunity do students have to engage in discussions with people from the following groups?

People with political views other than their own



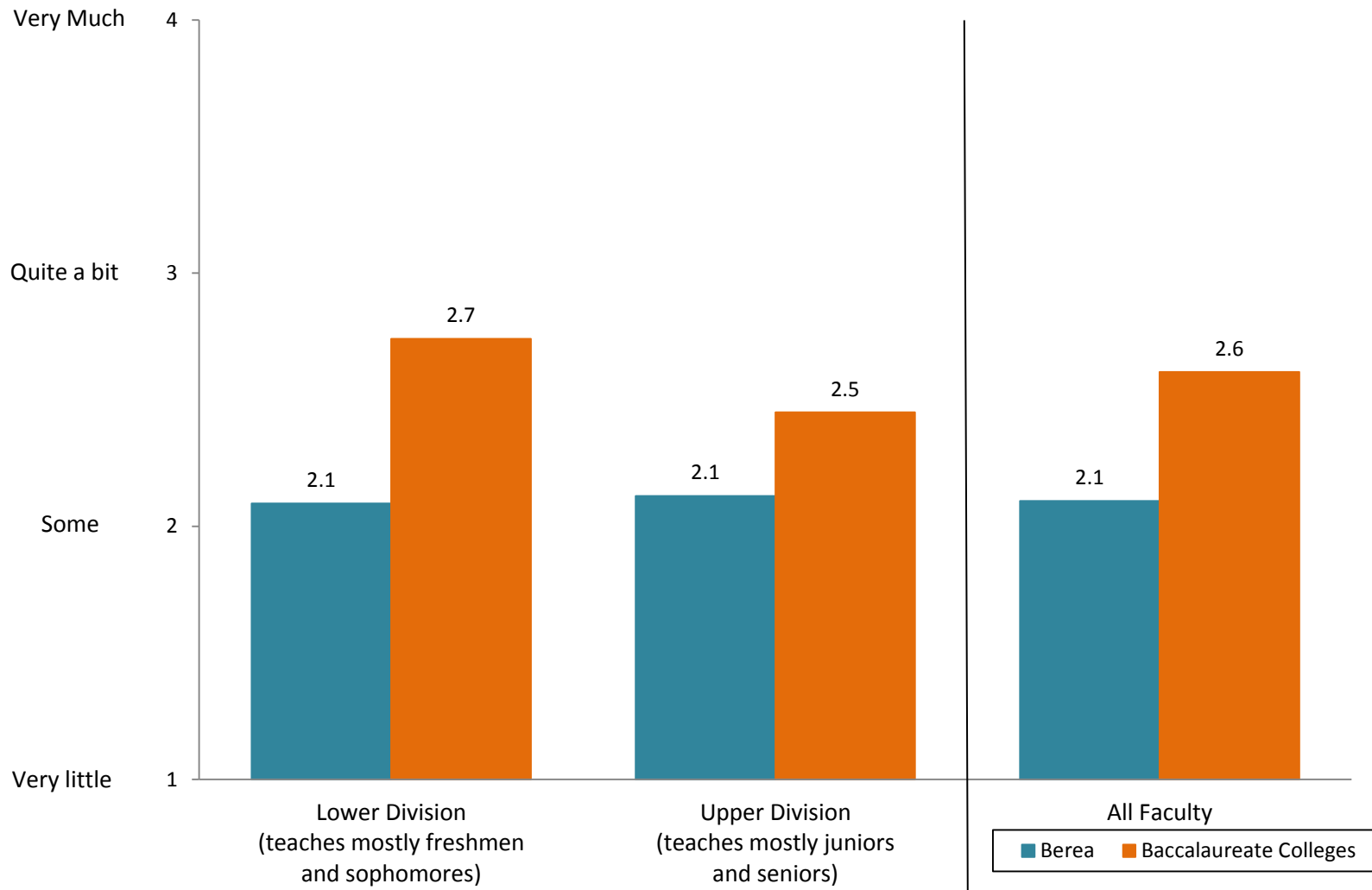
How much opportunity do students have to engage in discussions with people from the following groups?

People with a sexual orientation other than their own



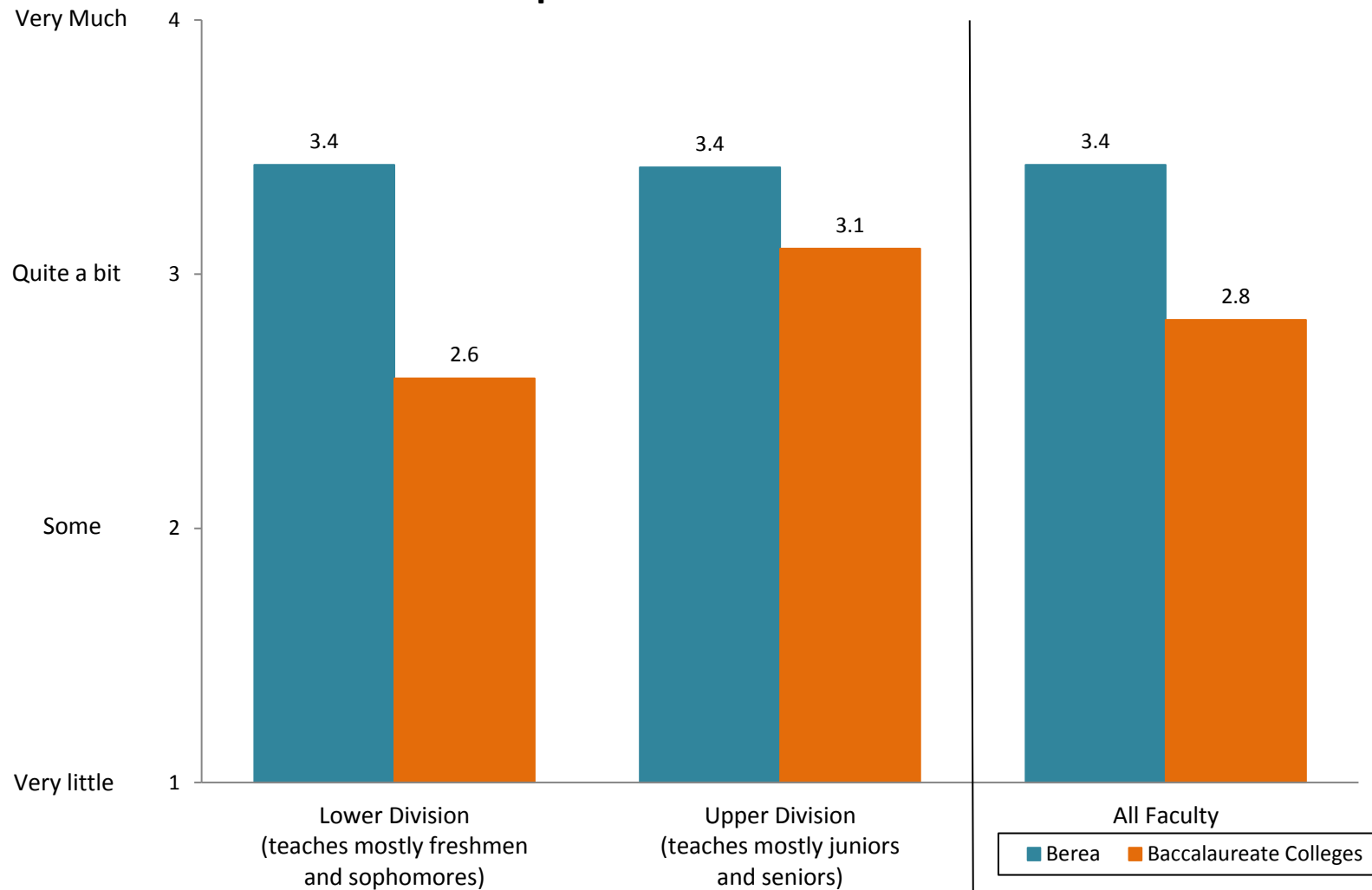
In your selected course section, how much does the coursework emphasize the following?

Memorizing course material



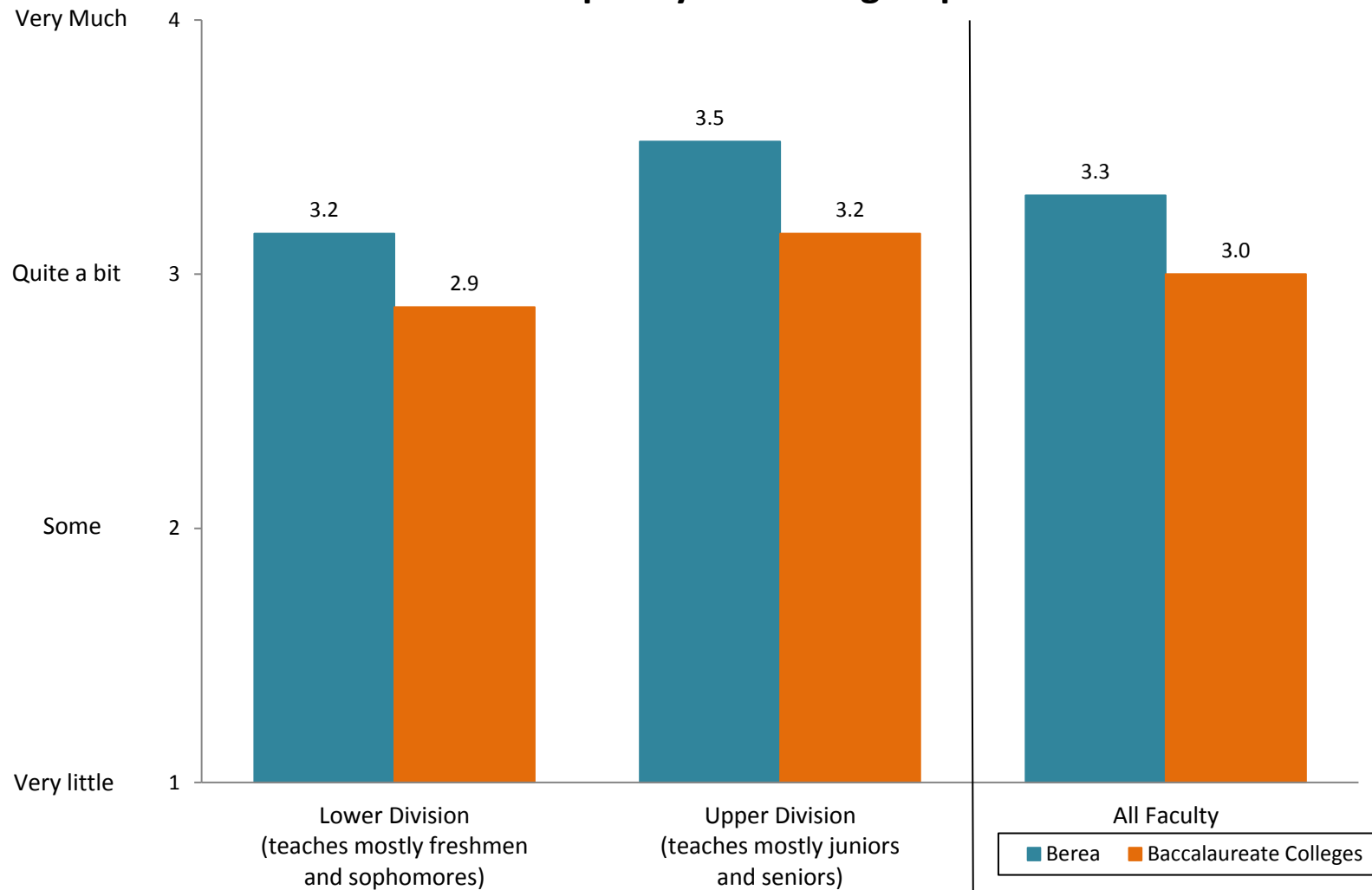
In your selected course section, how much does the coursework emphasize the following?

Applying facts, theories, or methods to practical problems or new situations



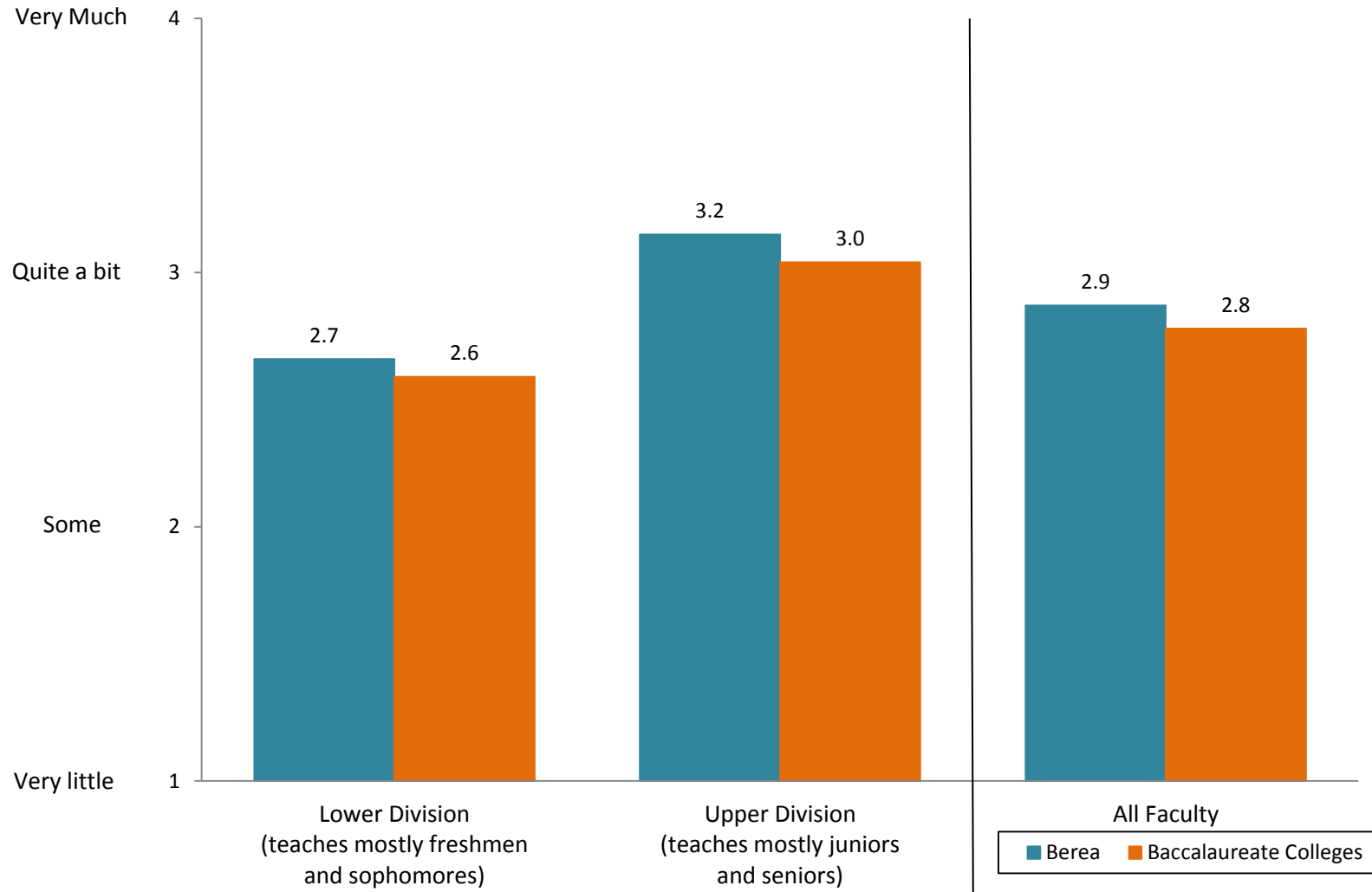
In your selected course section, how much does the coursework emphasize the following?

Analyzing an idea, experience, or line of reasoning in depth by examining its part



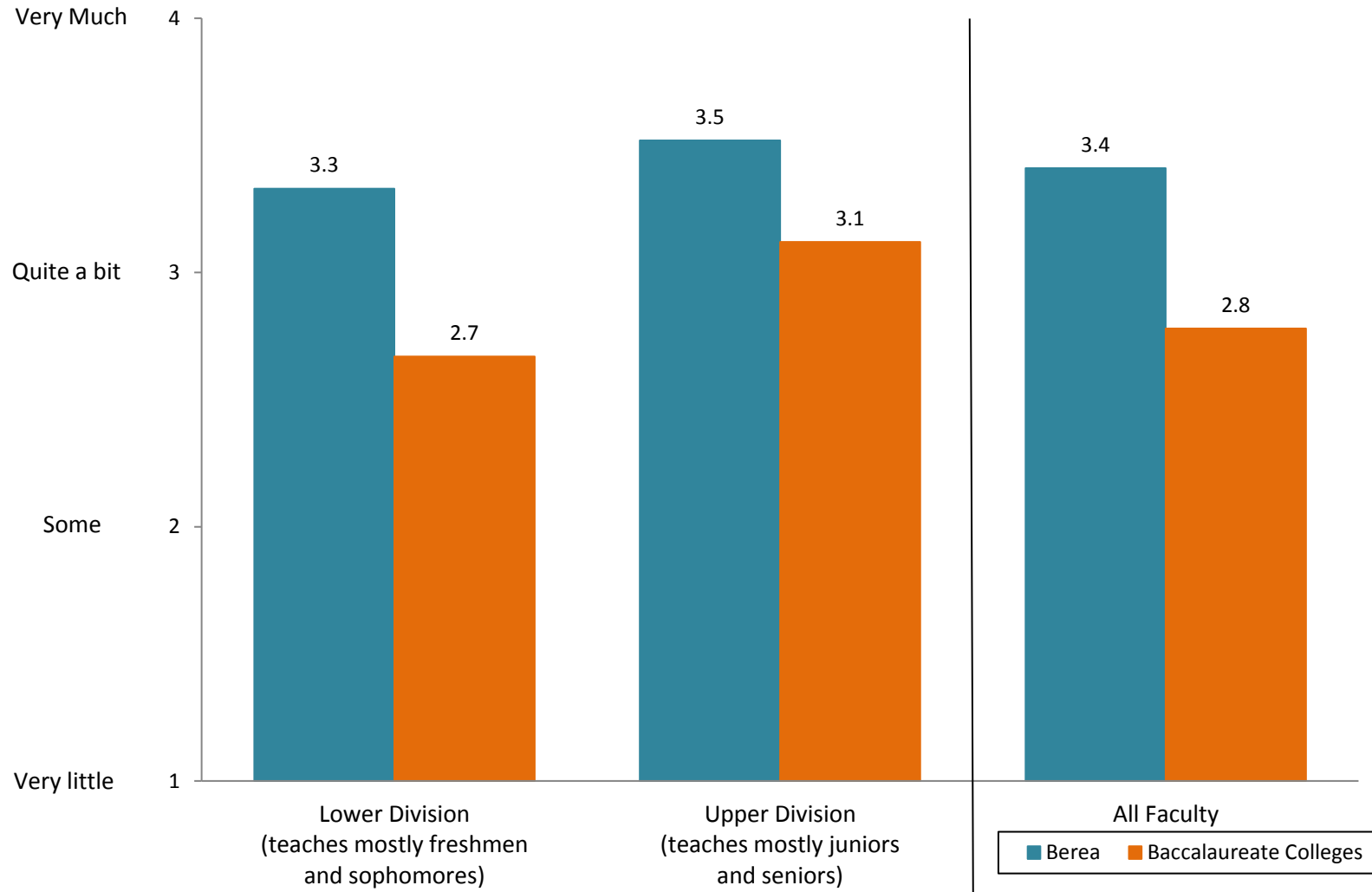
In your selected course section, how much does the coursework emphasize the following?

Evaluating a point of view, decision, or information source



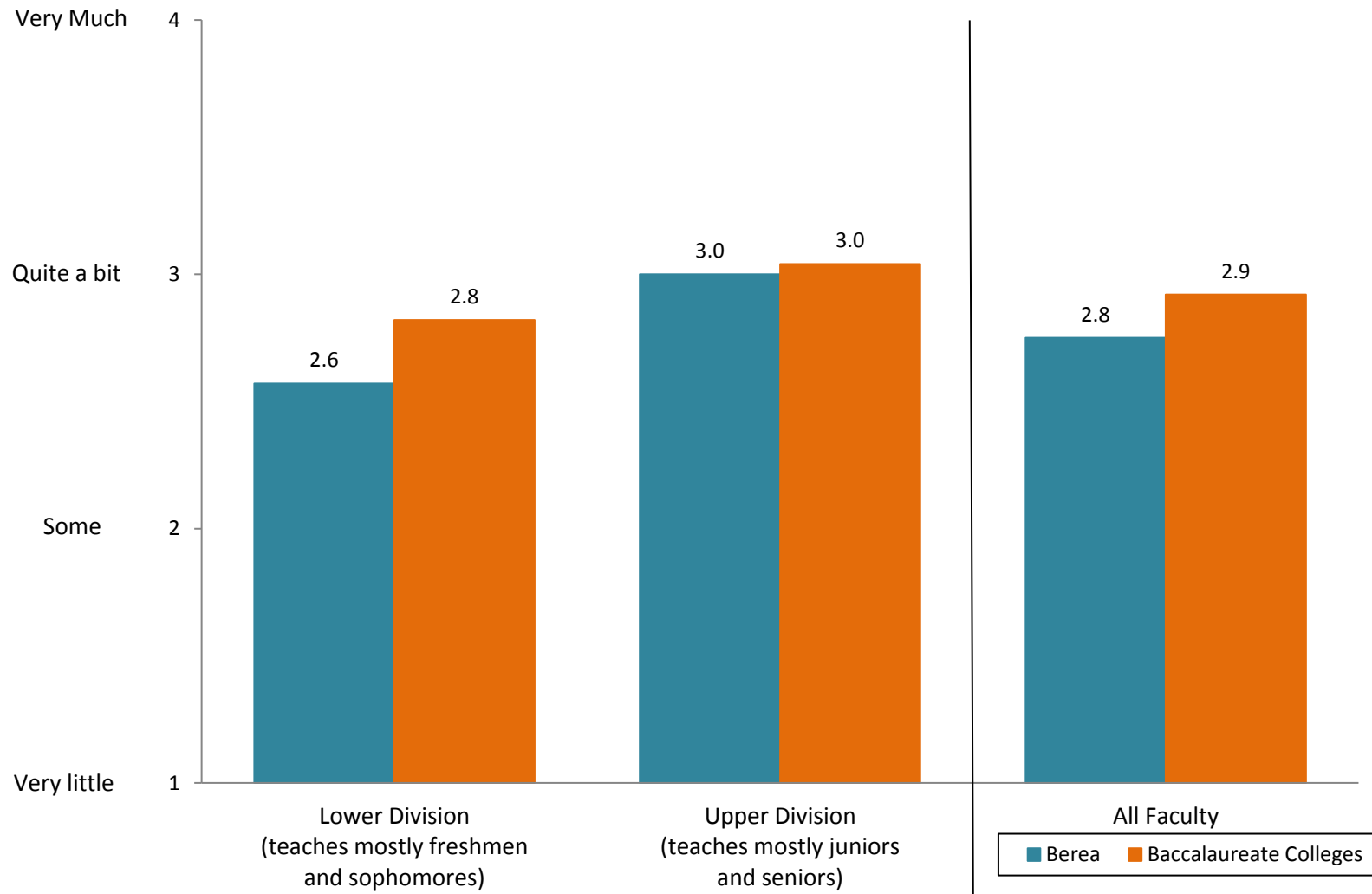
In your selected course section, how much does the coursework emphasize the following?

Forming a new idea or understanding from various pieces of information



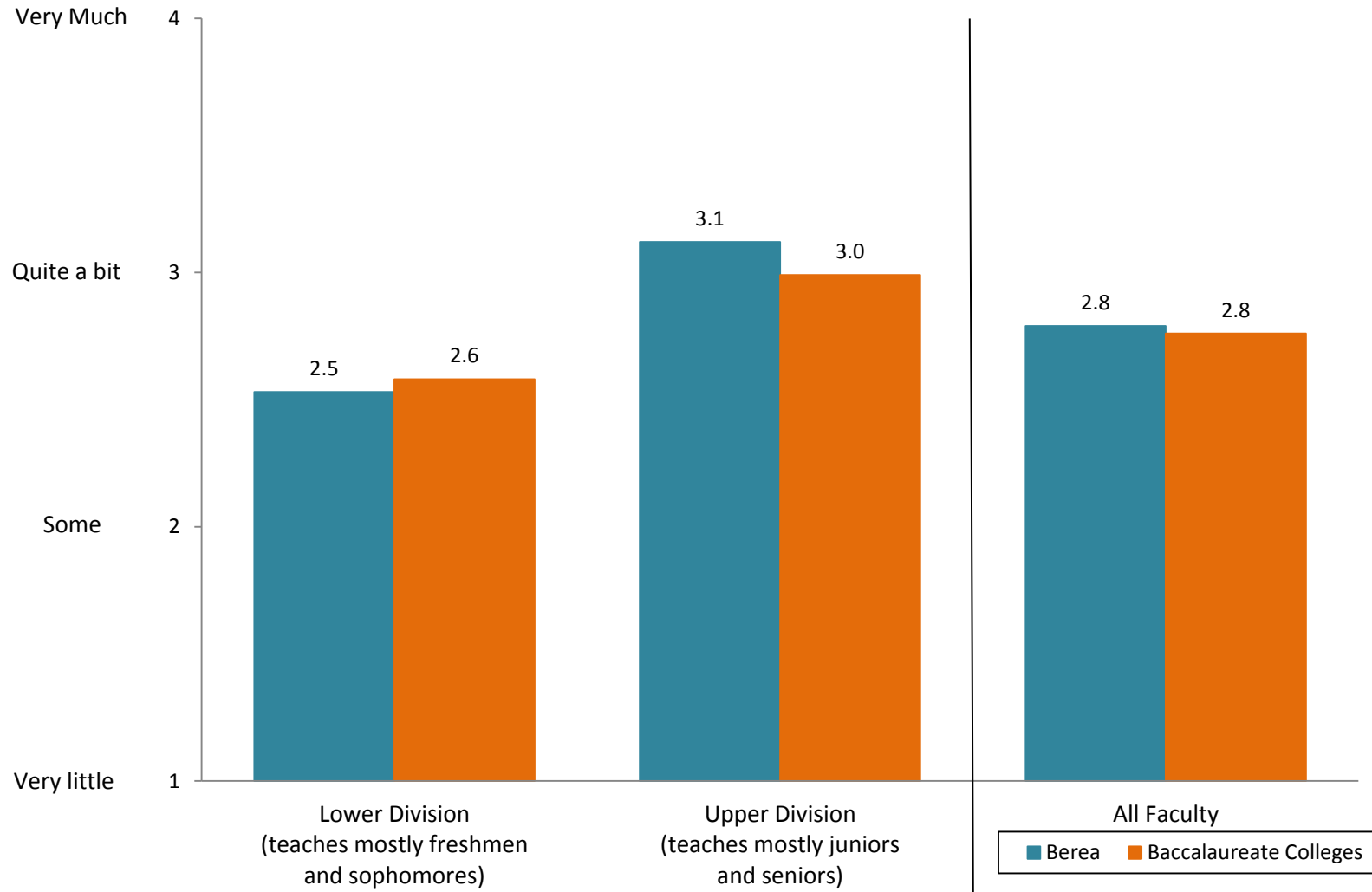
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Writing clearly and effectively



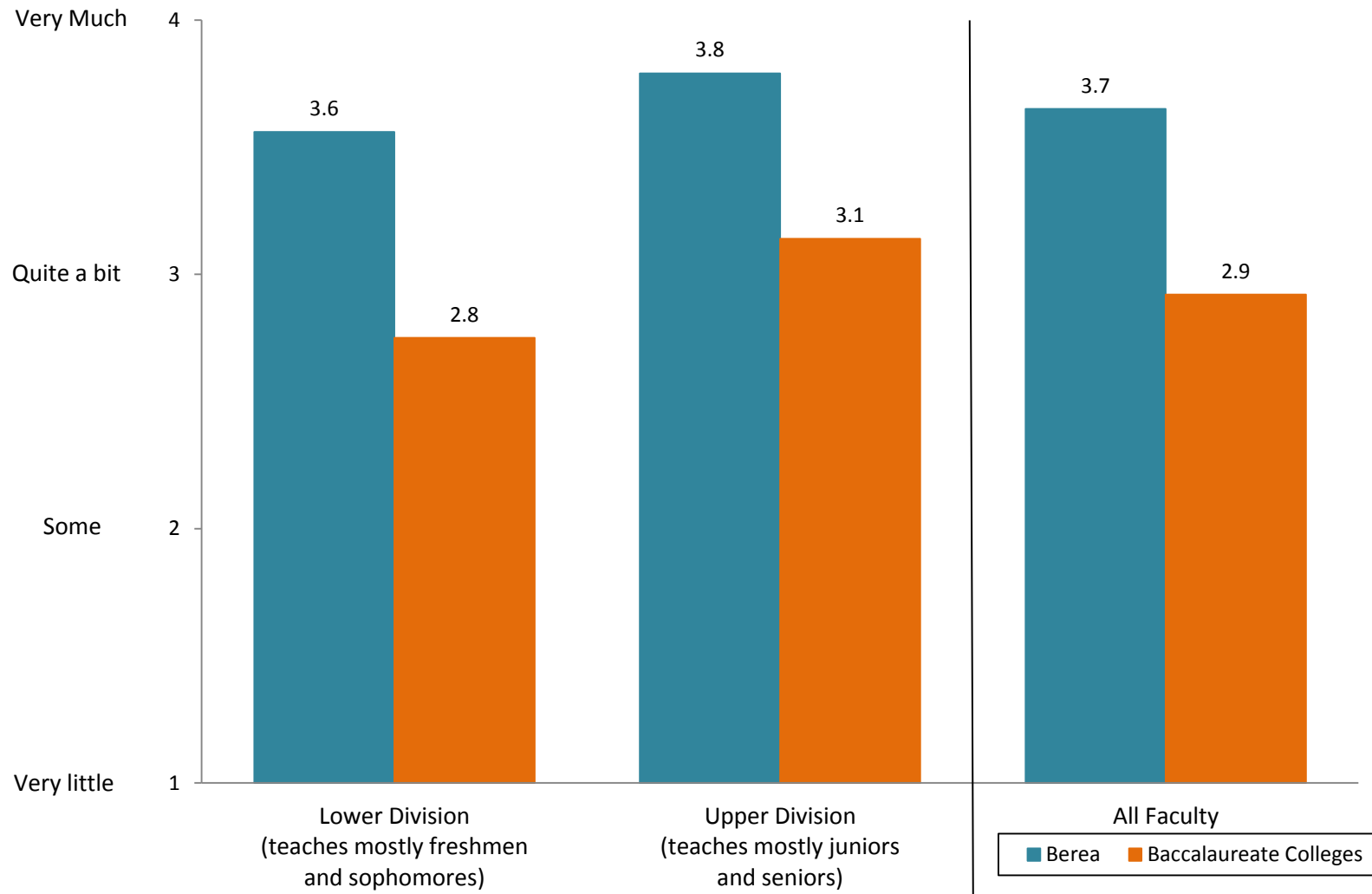
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Speaking clearly and effectively



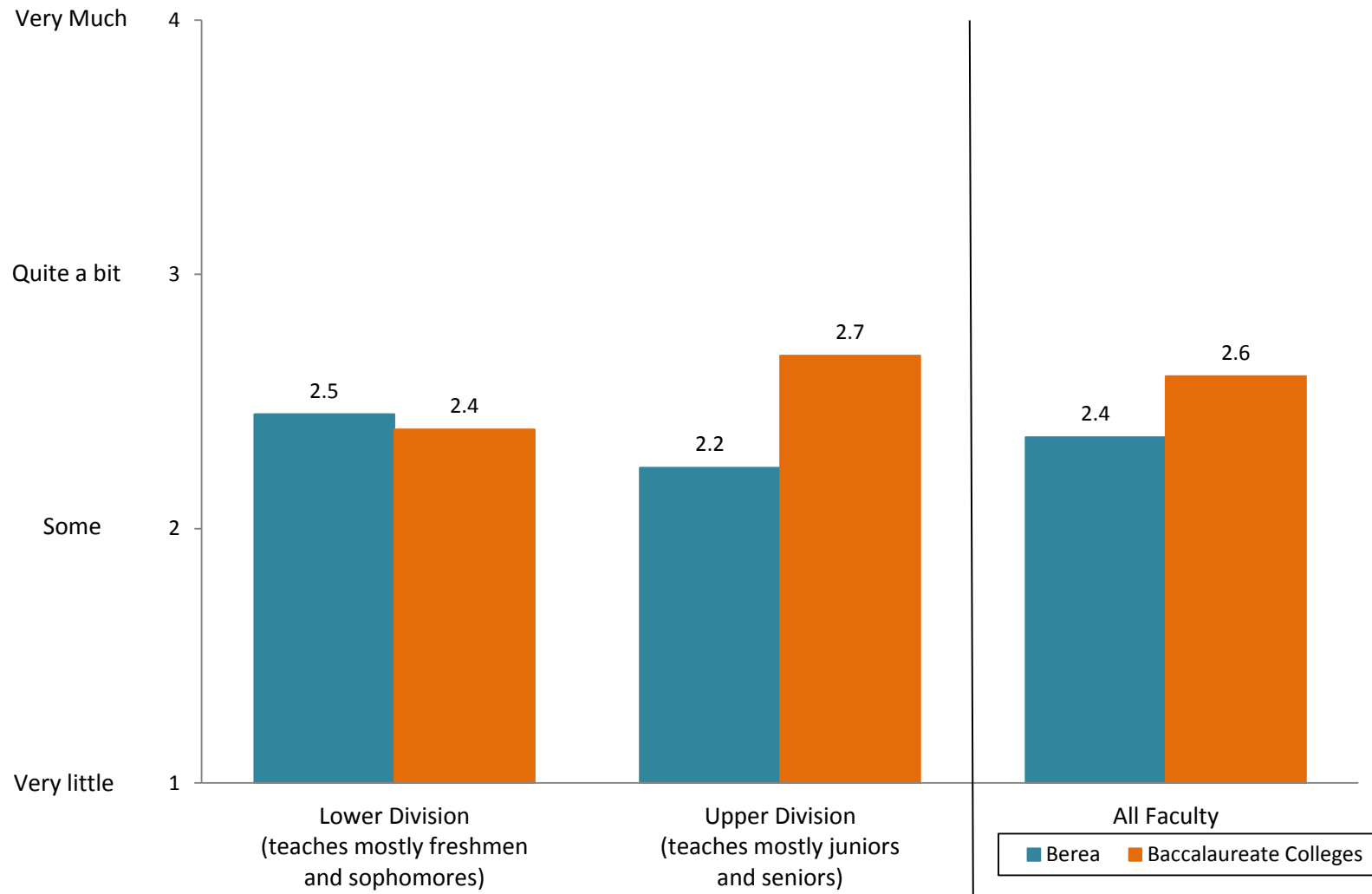
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Thinking critically and analytically



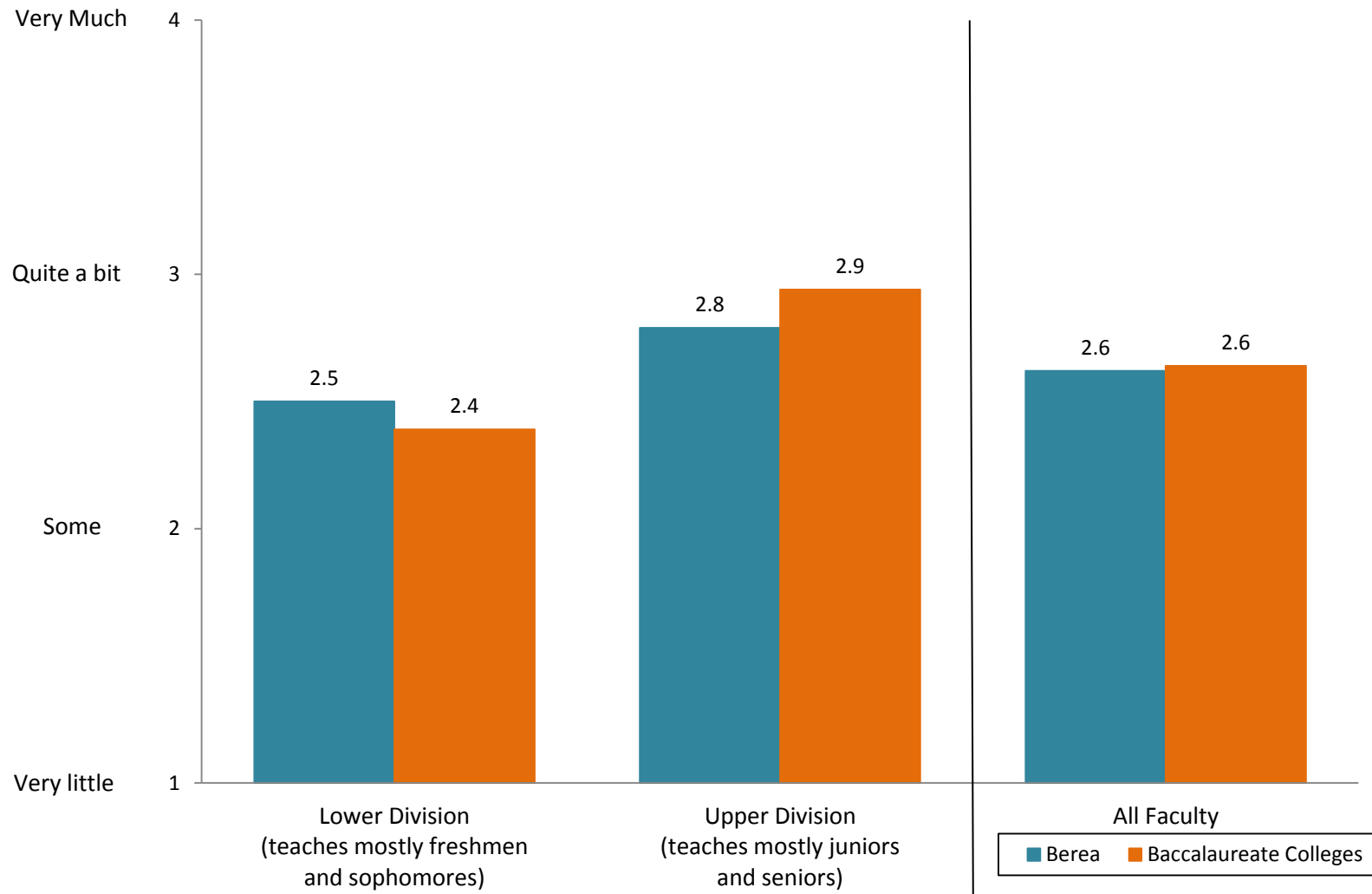
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Analyzing numerical and statistical information



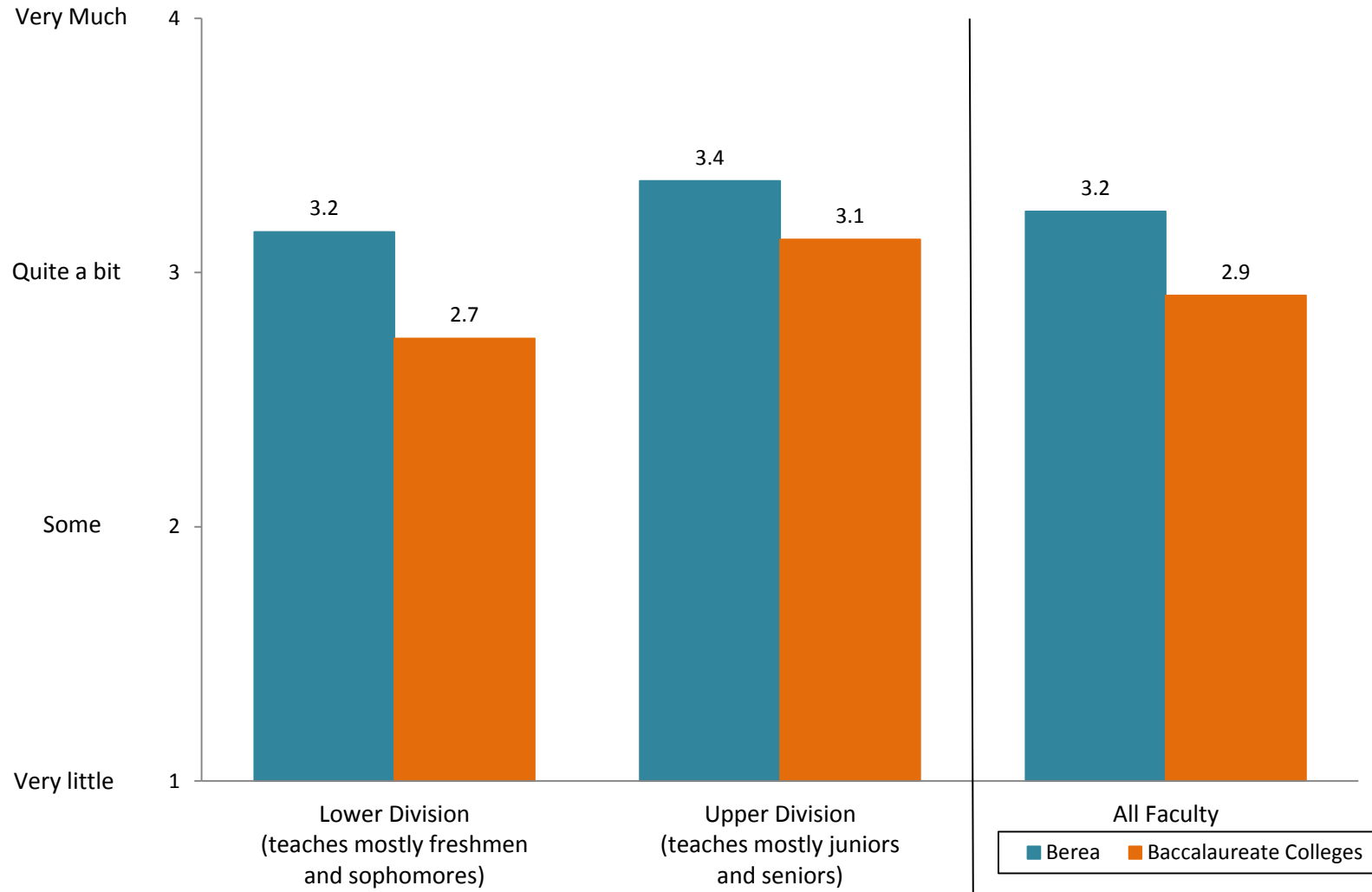
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Acquiring job- or work-related knowledge and skills



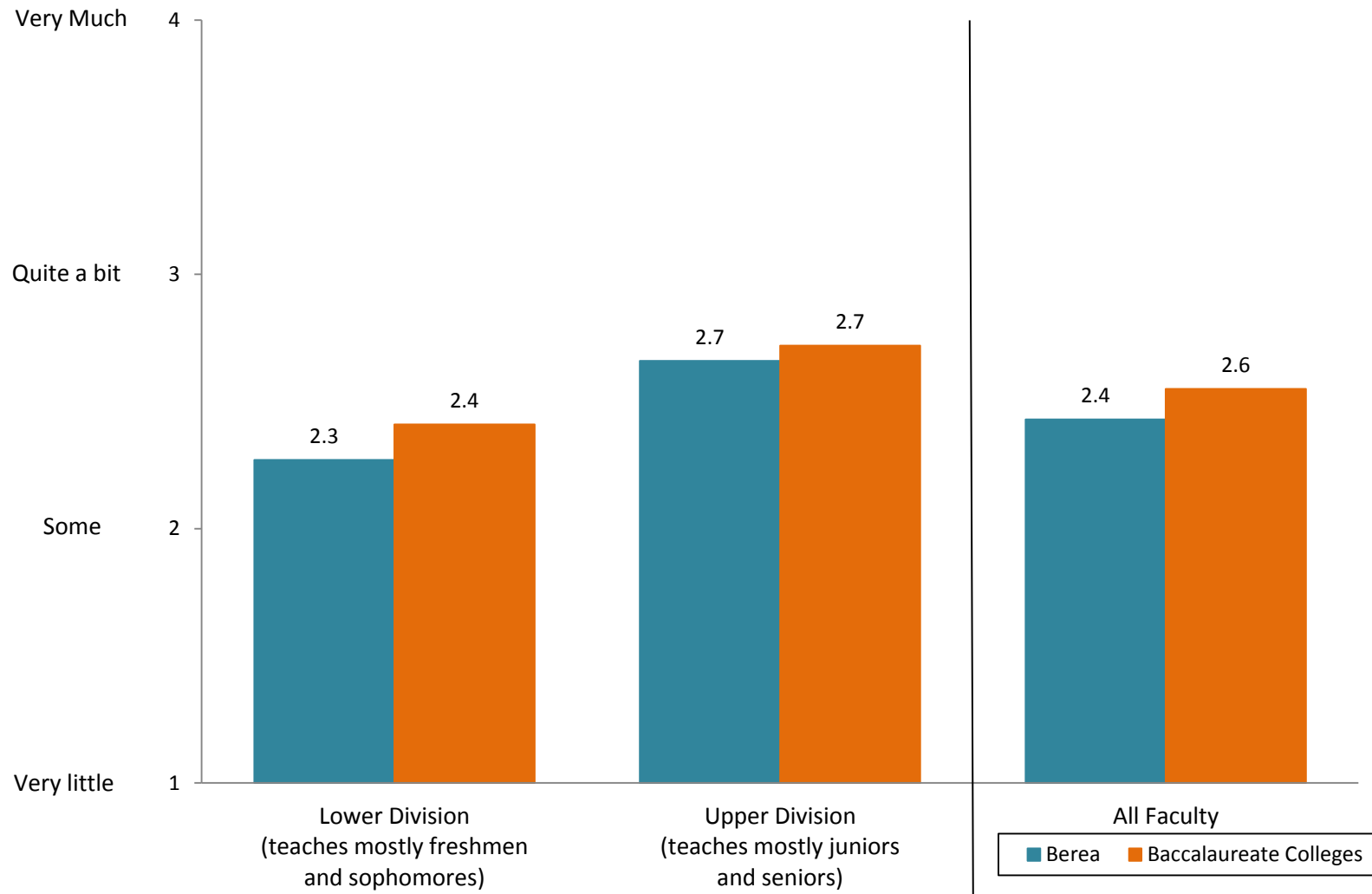
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Working effectively with others



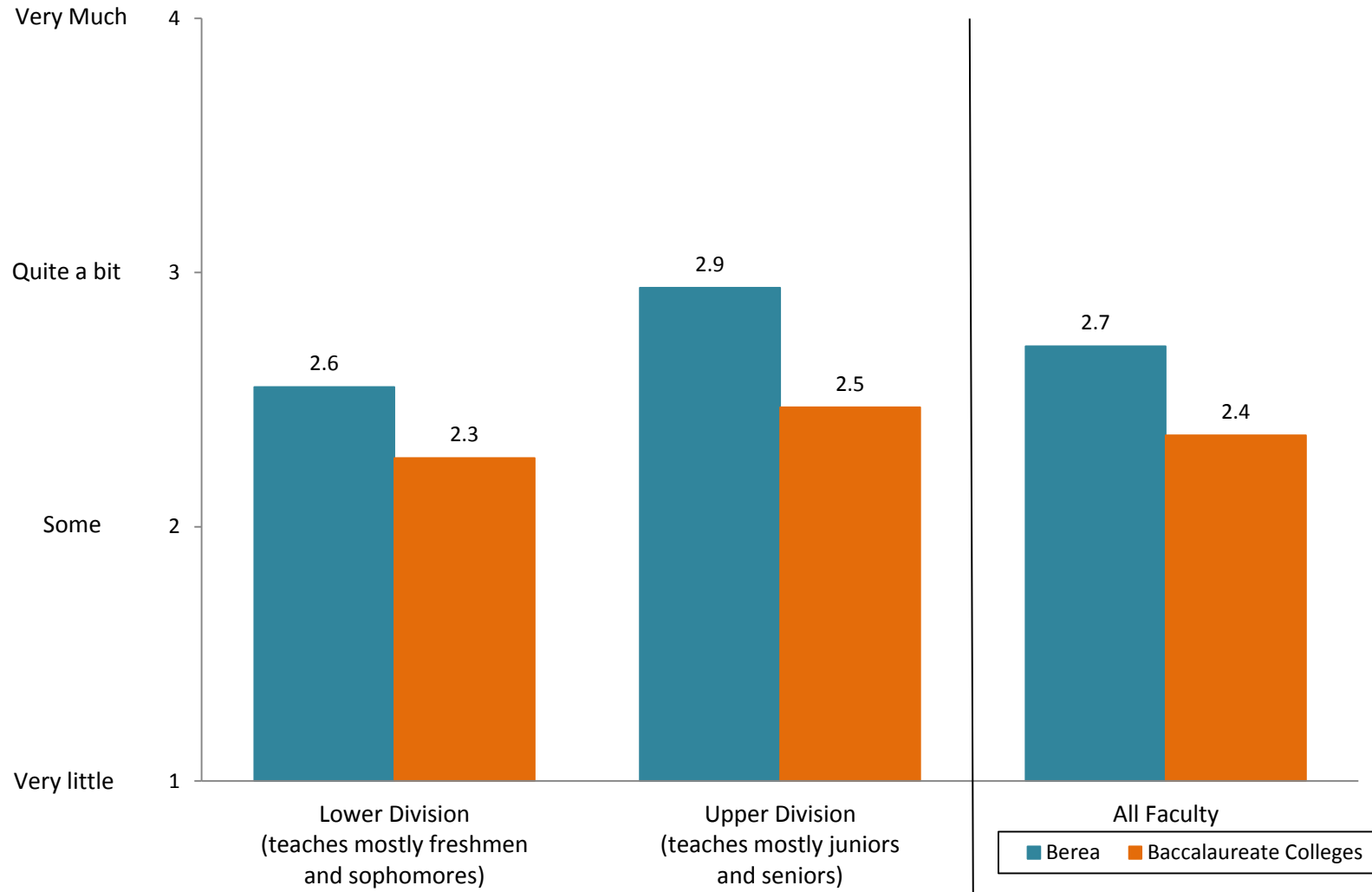
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Developing or clarifying a personal code of values and ethics



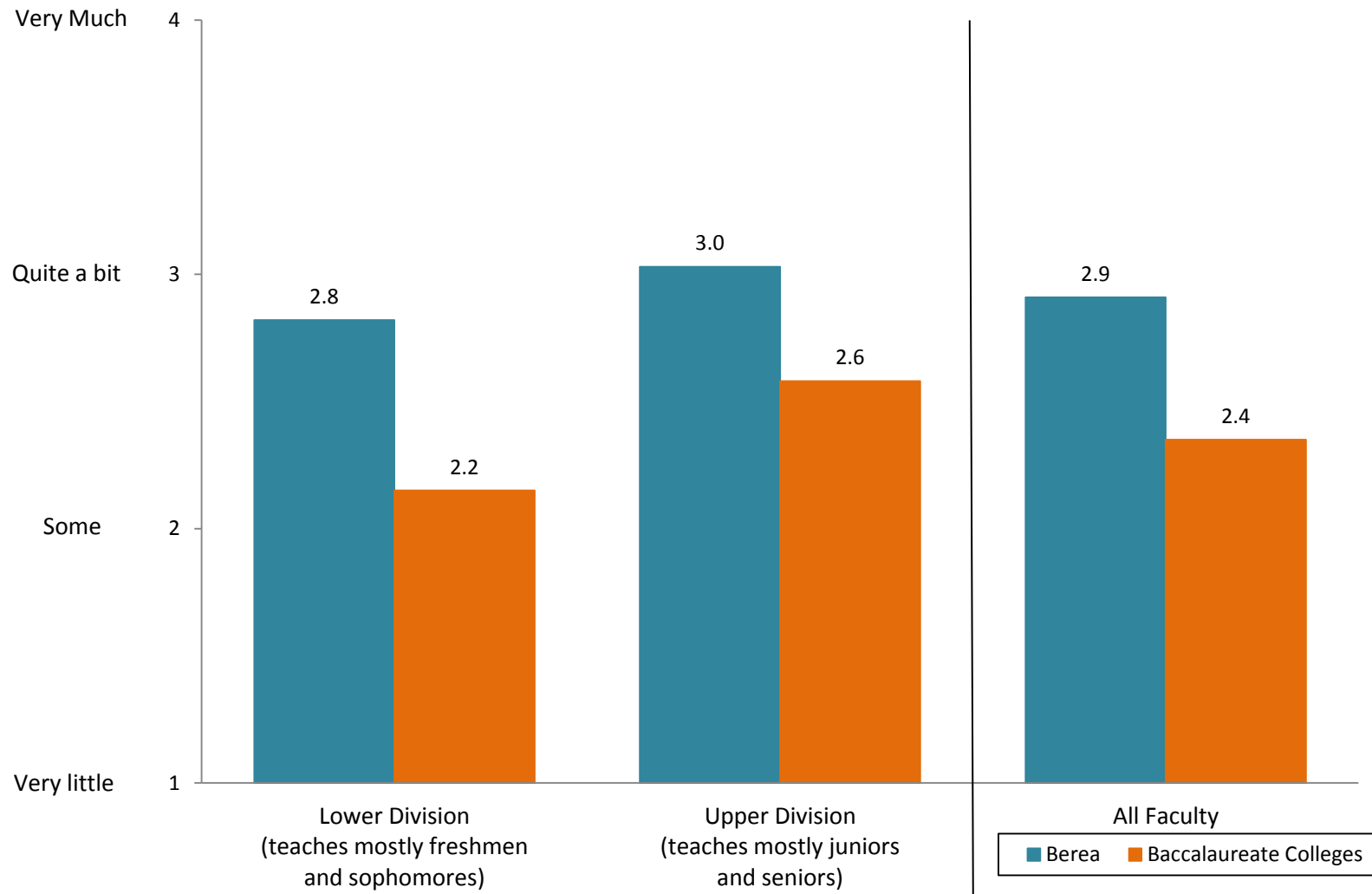
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)



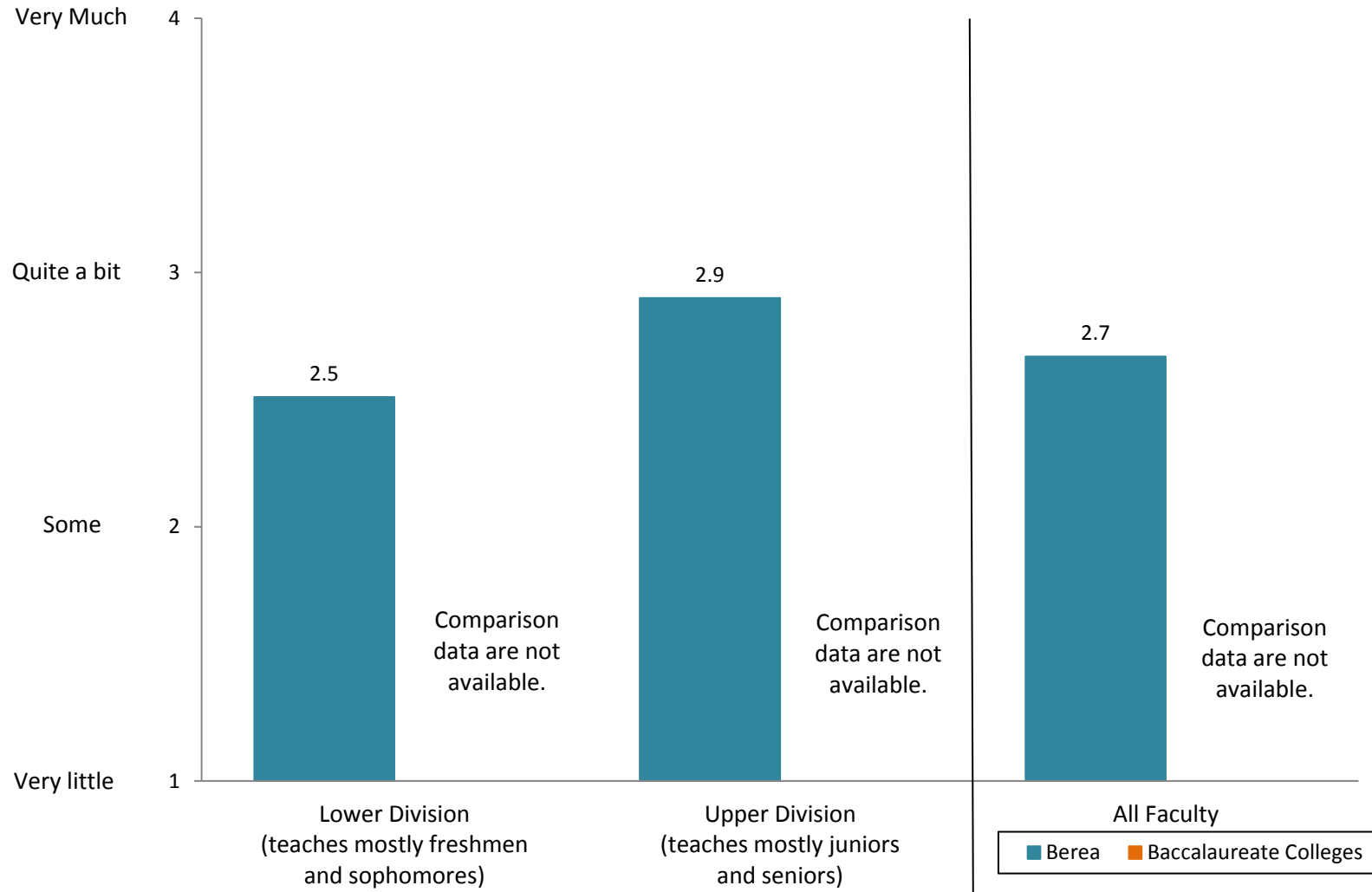
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Solving complex real-world problems



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

Being an informed and active citizen

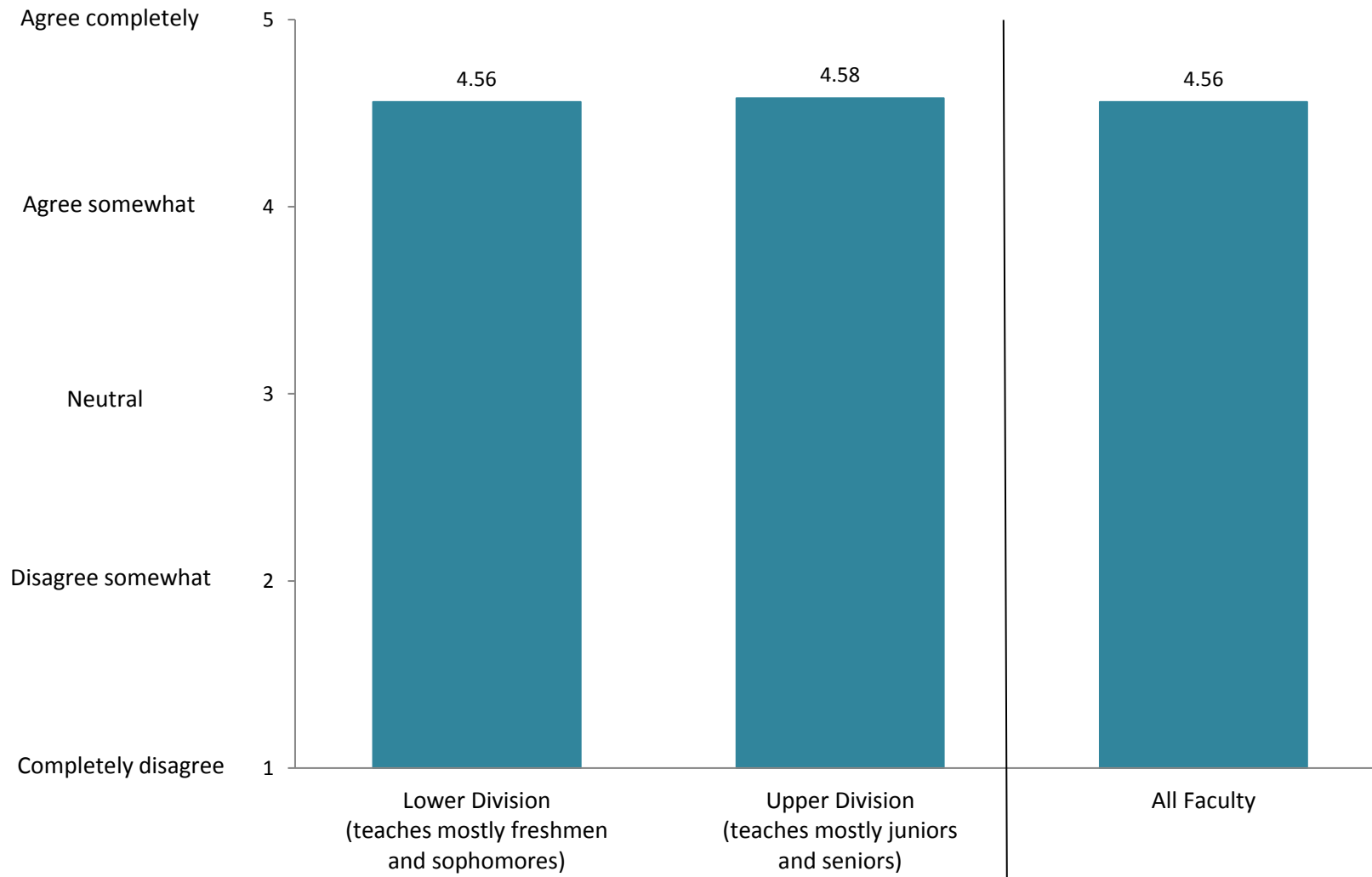


Faculty Survey of Student Engagement (FSSE)

2014 Work Colleges Consortium (WCC) Items

To what extent do you agree with the following?

I believe work is an important part of the educational program

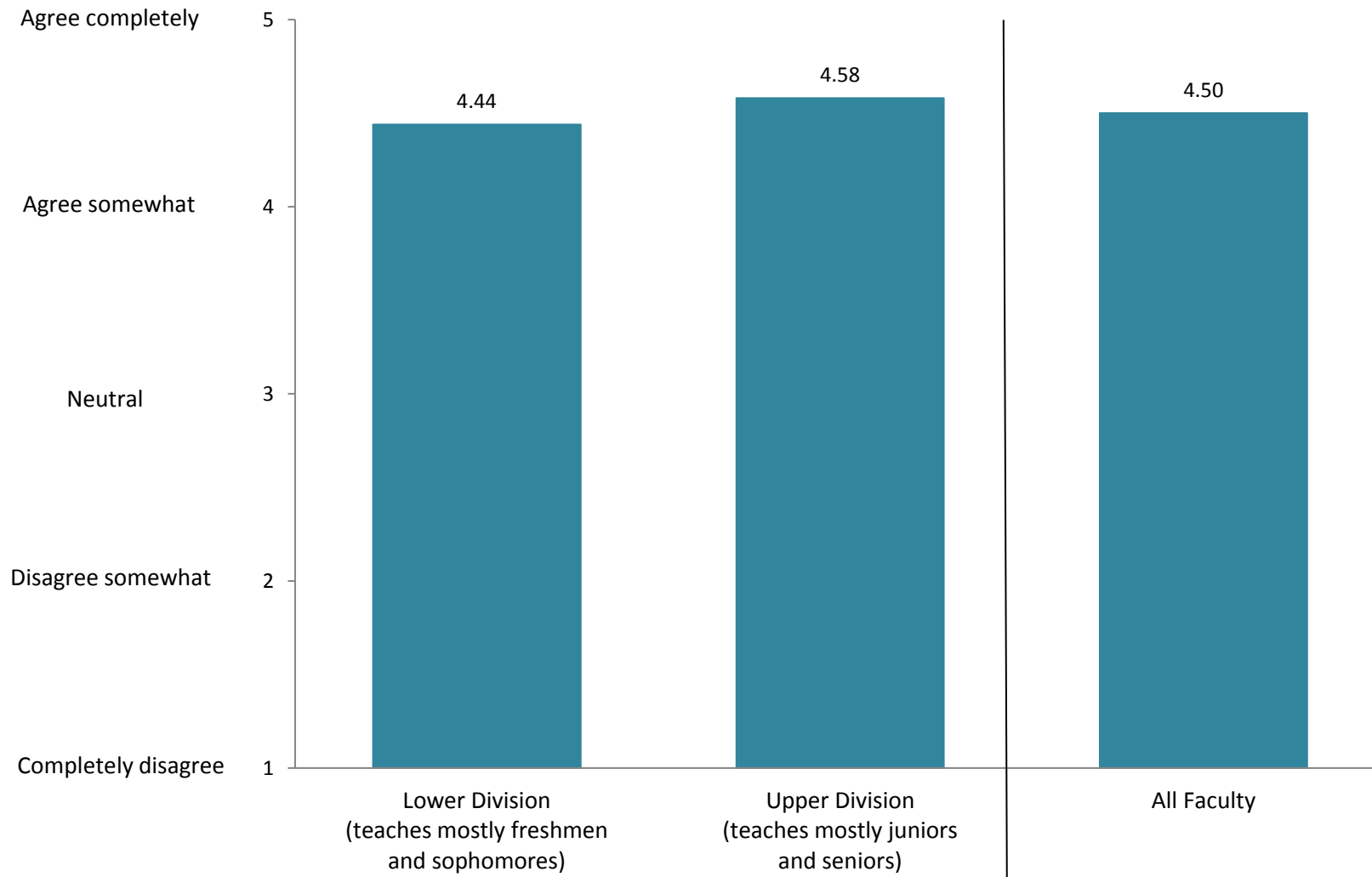


NOTE: Item was a Berea-specific item added tot the FSSE as part of the Work Colleges Consortium (WCC) administration.

Compiled by the Office of Institutional Research and Assessment, August 2014

To what extent do you agree with the following?

Going to a work college helps students develop a strong work ethic

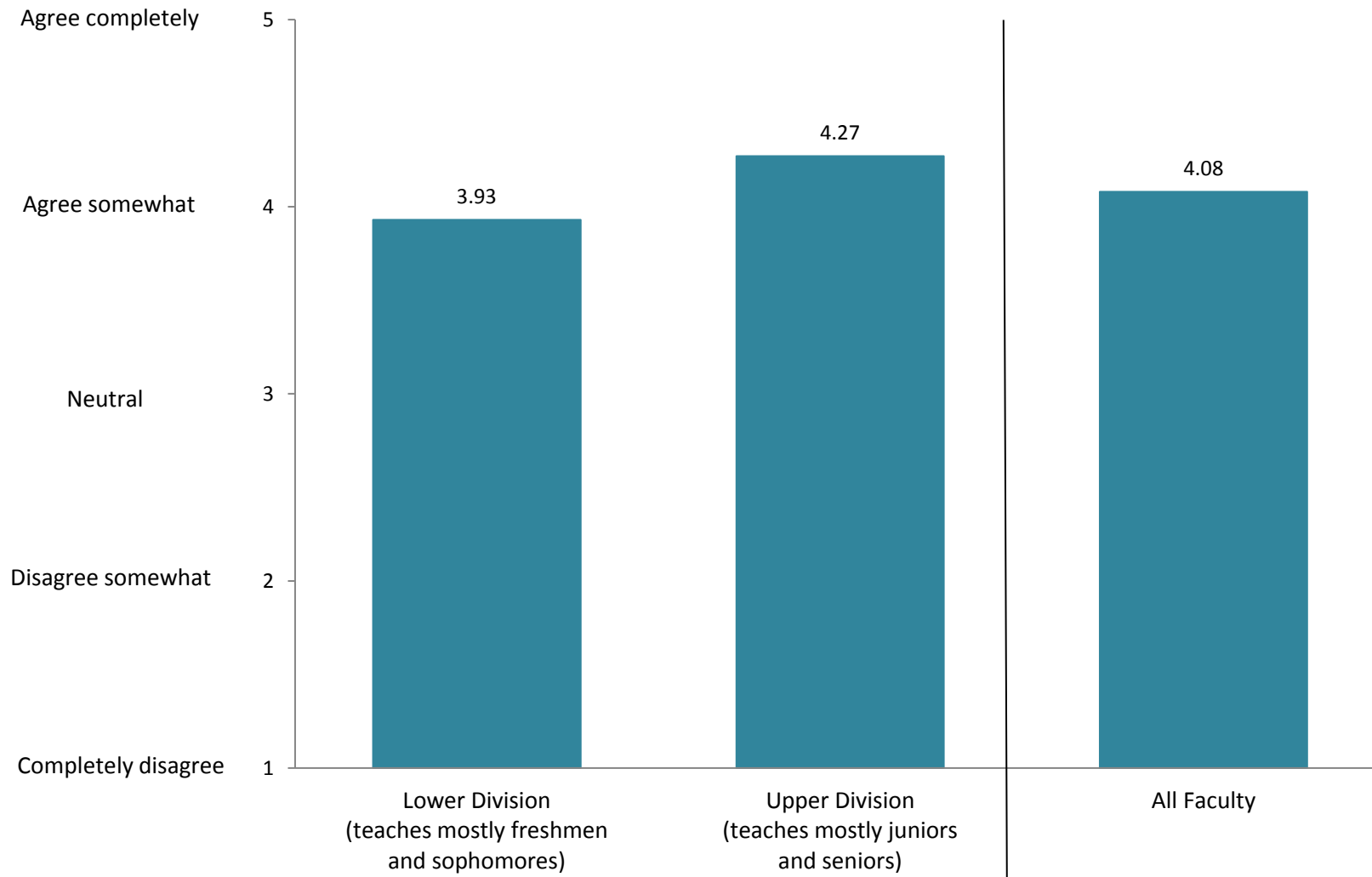


NOTE: Item was a Berea-specific item added tot the FSSE as part of the Work Colleges Consortium (WCC) administration.

Compiled by the Office of Institutional Research and Assessment, August 2014

To what extent do you agree with the following?

Work contributes to a student's academic success

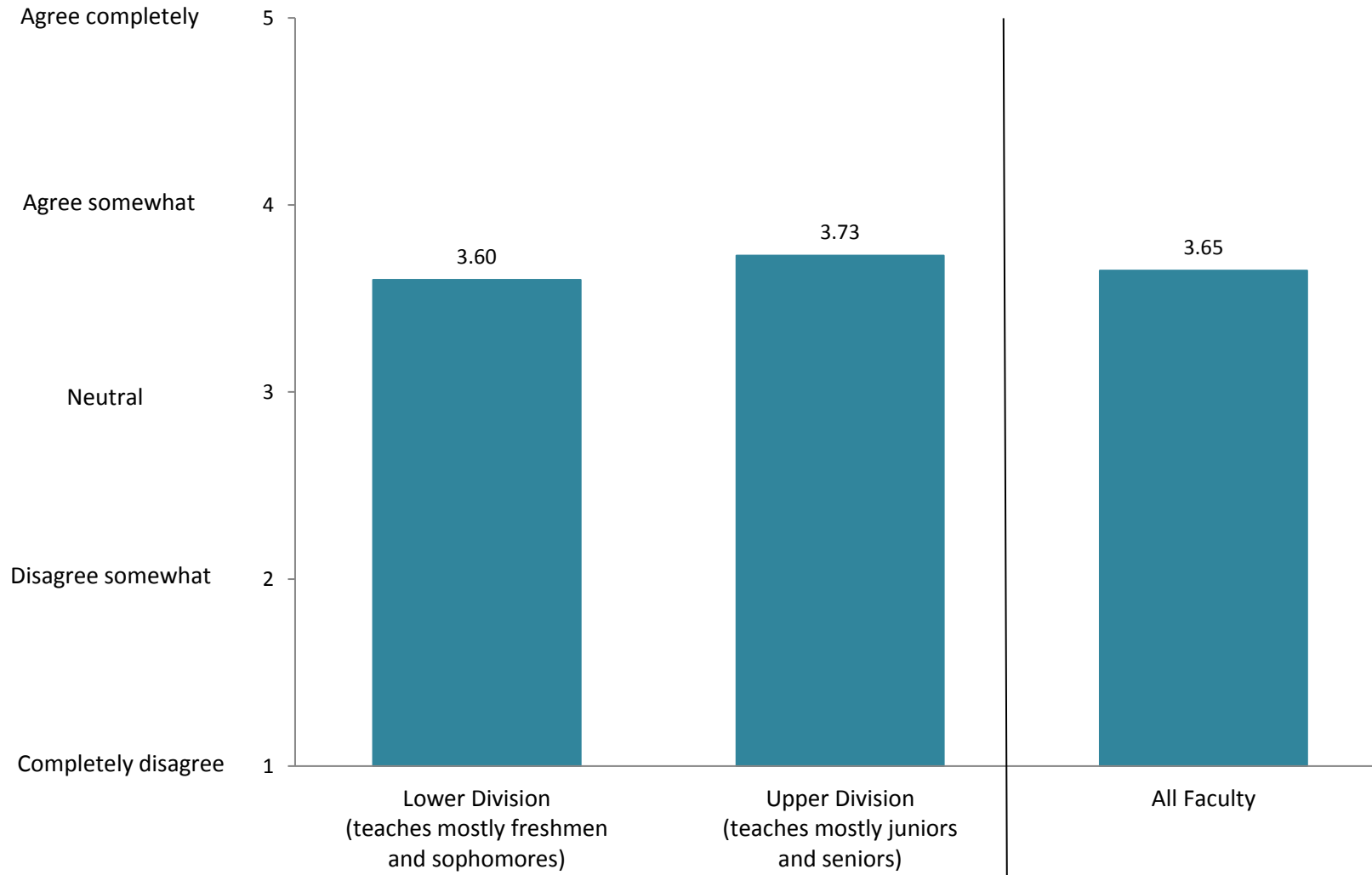


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To what extent do you agree with the following?

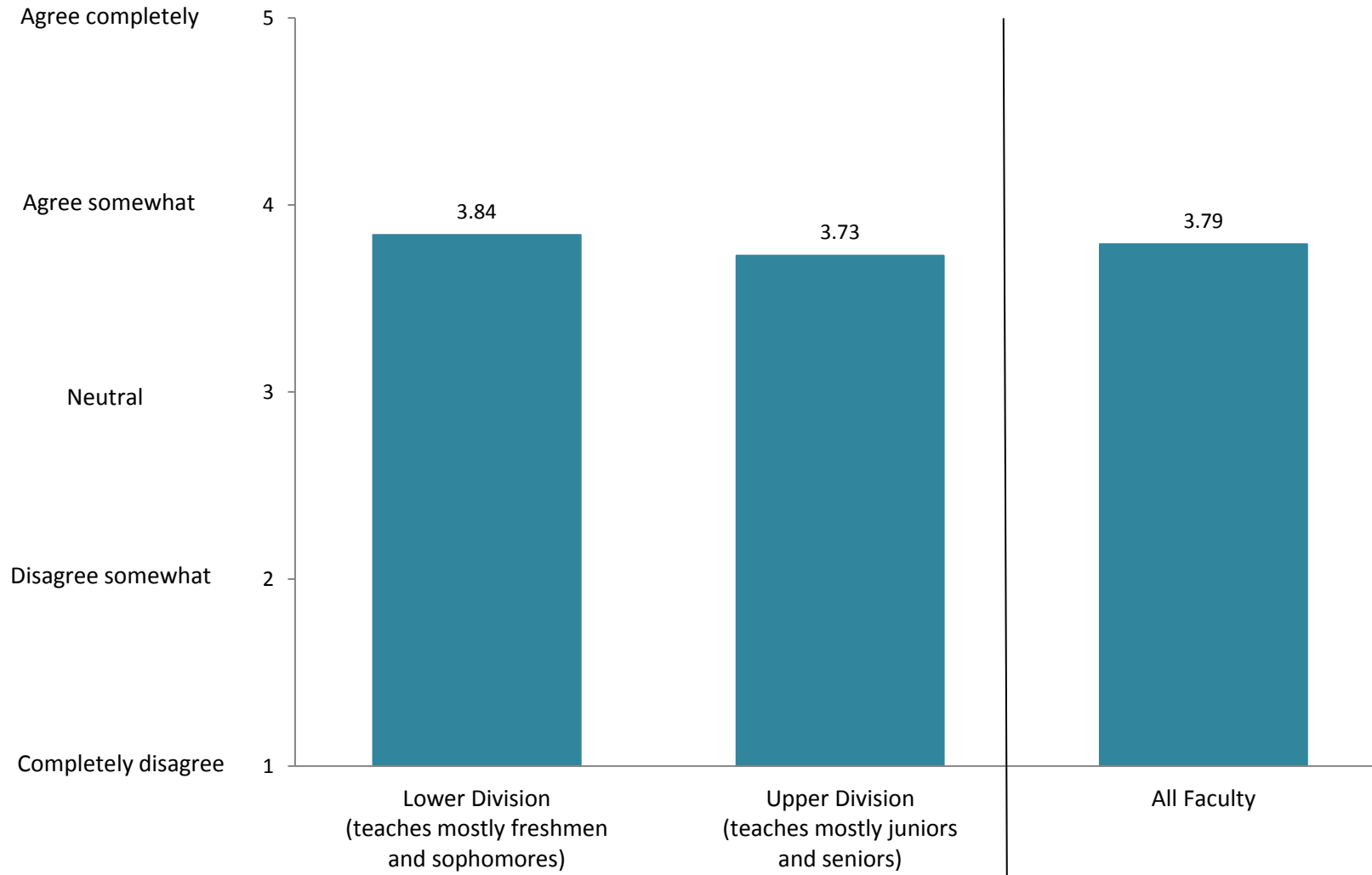
Students apply what they learn from work to their academic courses



NOTE: Item was a Berea-specific item added tot the FSSE as part of the Work Colleges Consortium (WCC) administration.

To what extent do you agree with the following?

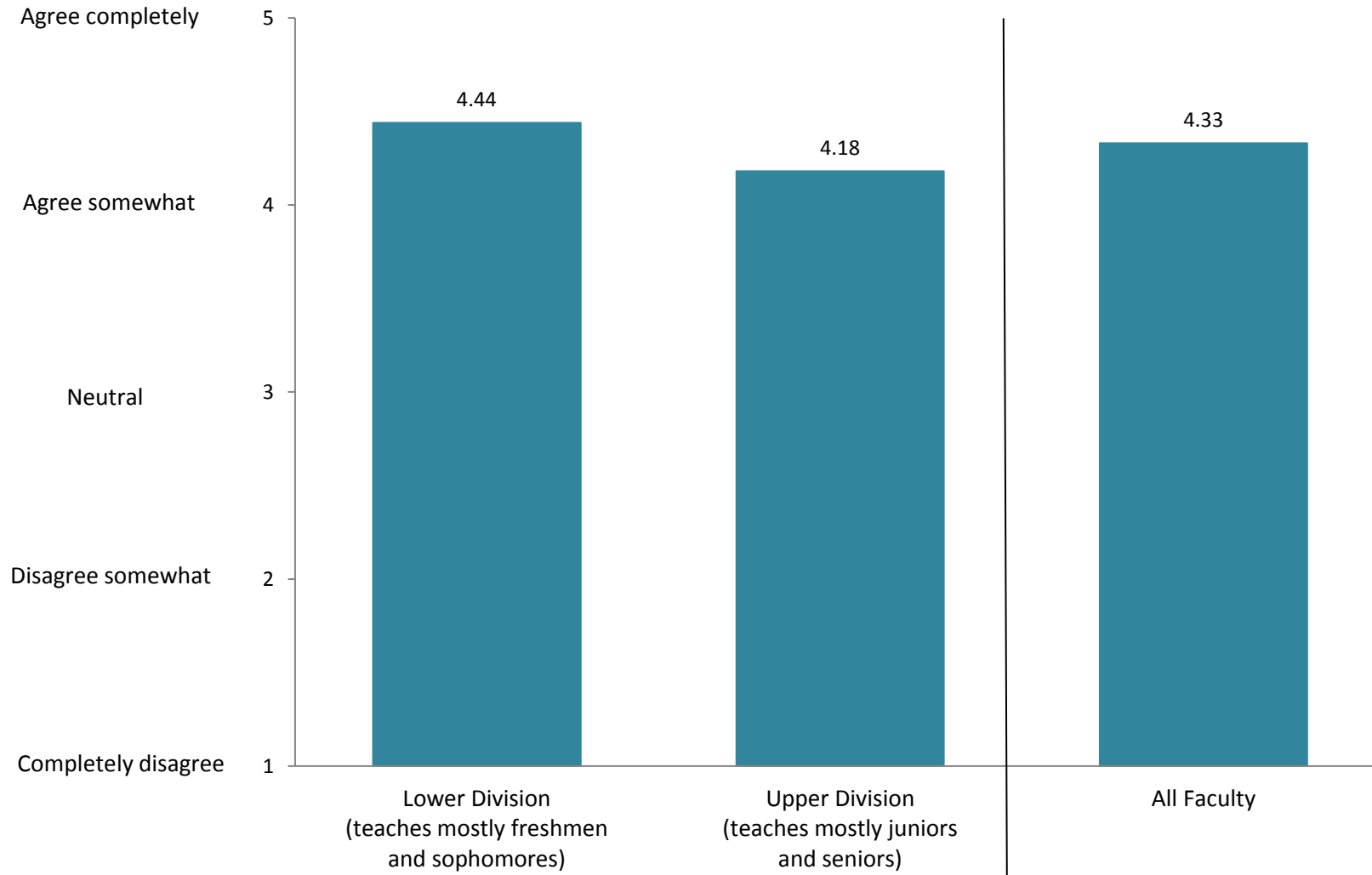
Attending a work college helps students learn the value of community service



NOTE: Item was a Berea-specific item added tot the FSSE as part of the Work Colleges Consortium (WCC) administration.

To what extent do you agree with the following?

The work college experience helps students learn from and interact with many different types of people

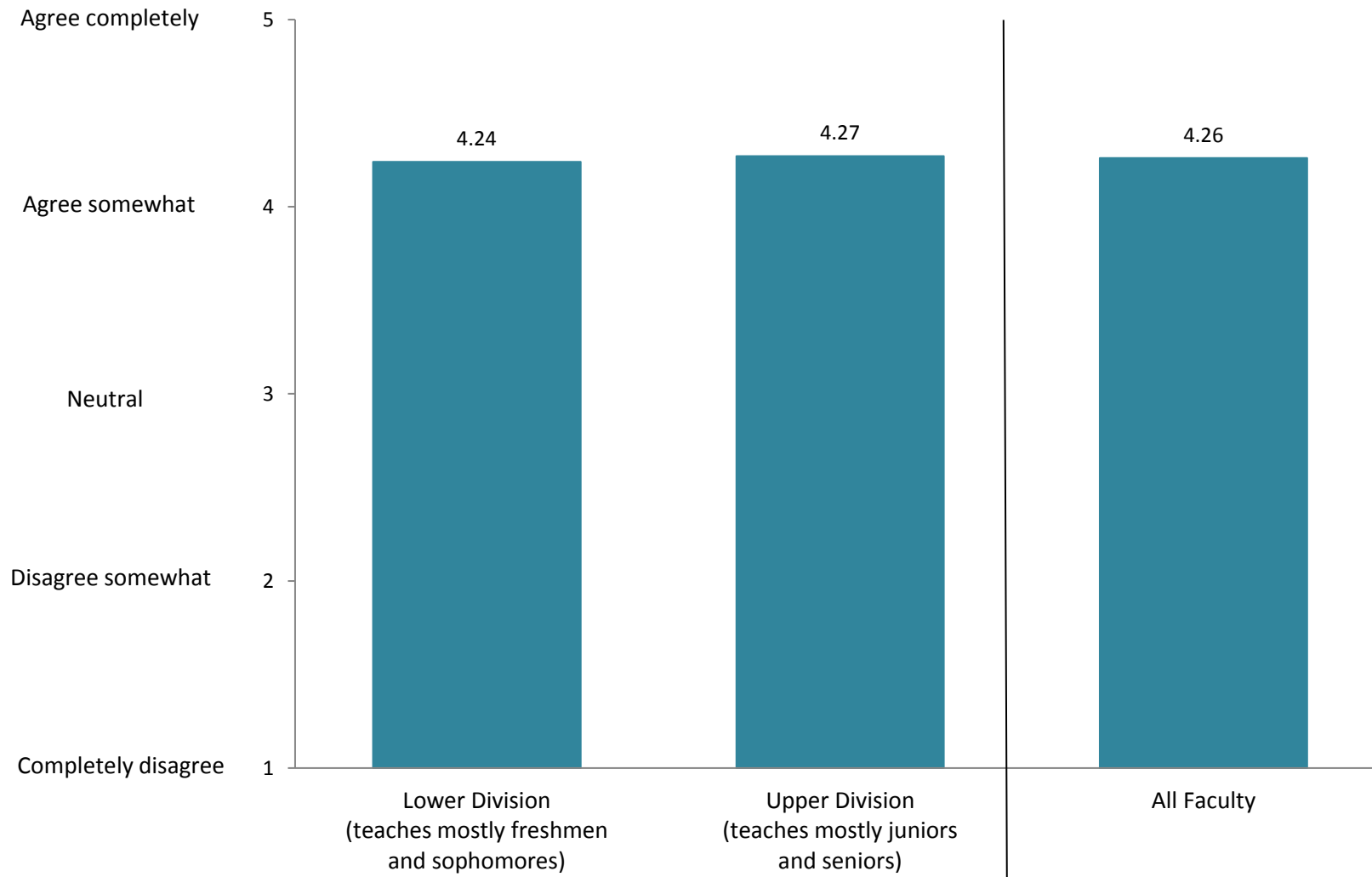


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Compiled by the Office of Institutional Research and Assessment, August 2014

To what extent do you agree with the following?

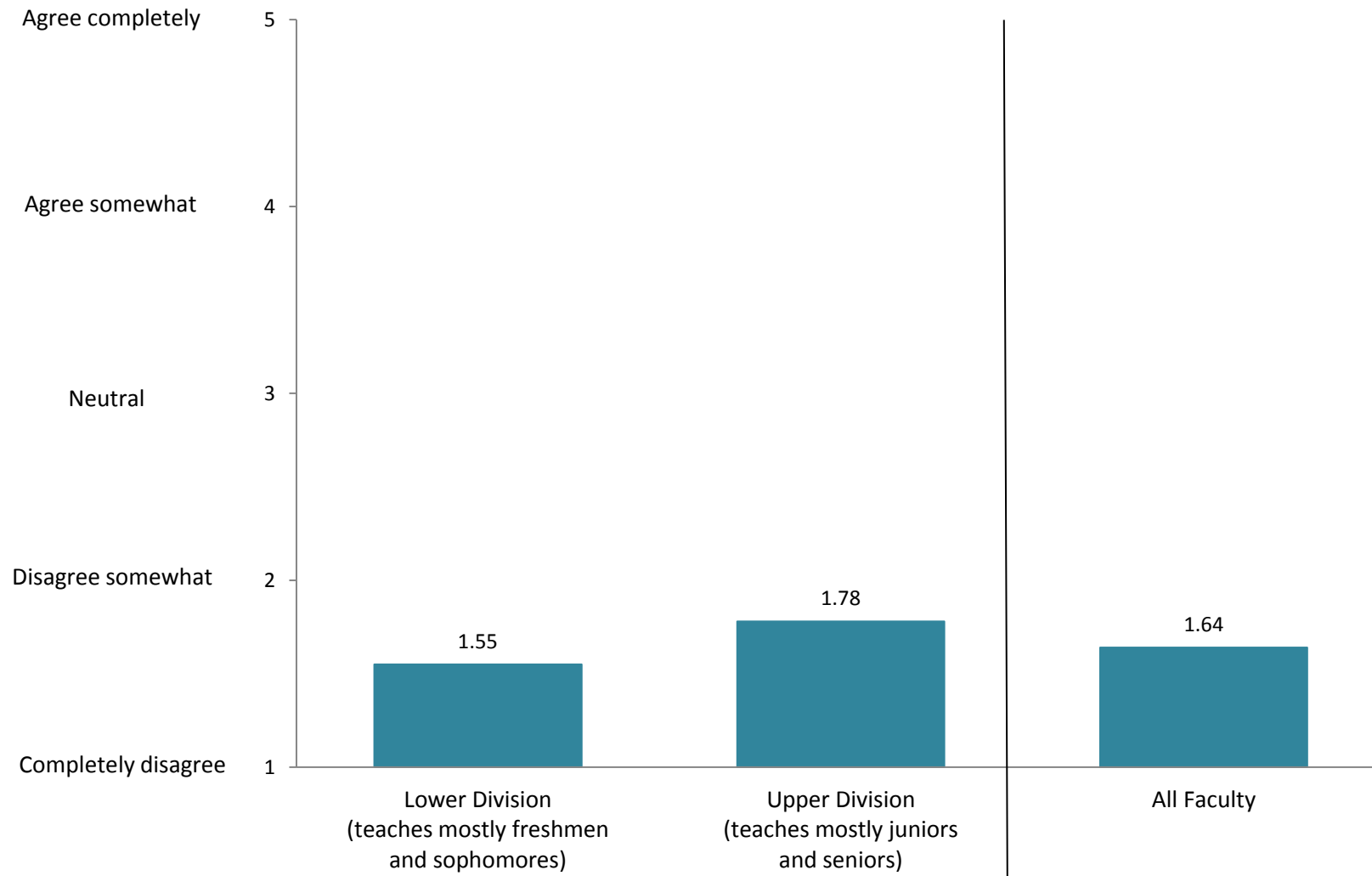
Work affects a student's college experience in a positive way



NOTE: Item was a Berea-specific item added tot the FSSE as part of the Work Colleges Consortium (WCC) administration.

To what extent do you agree with the following?

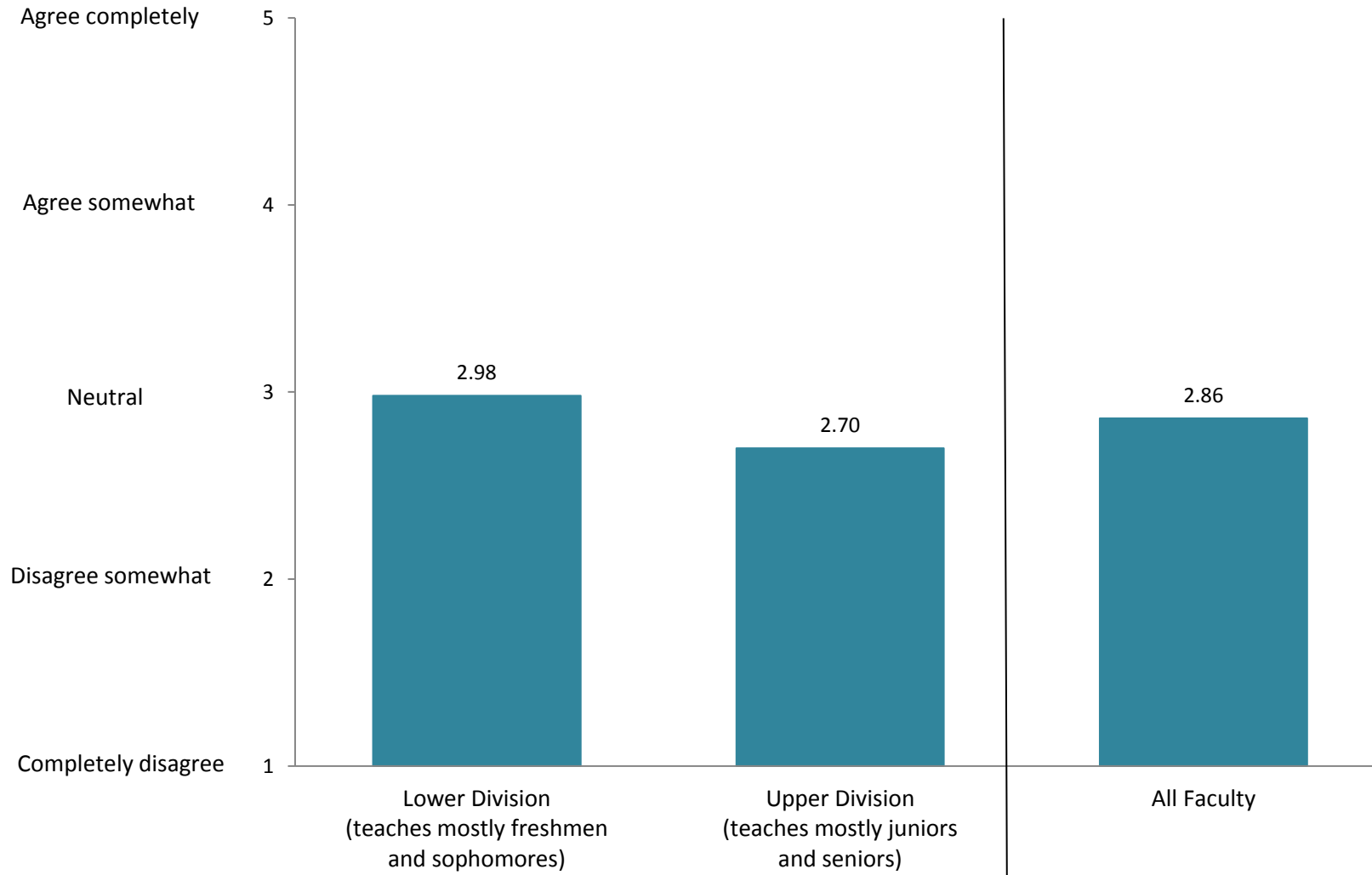
I do not think about how work affects a student's college experience



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To what extent do you agree with the following?

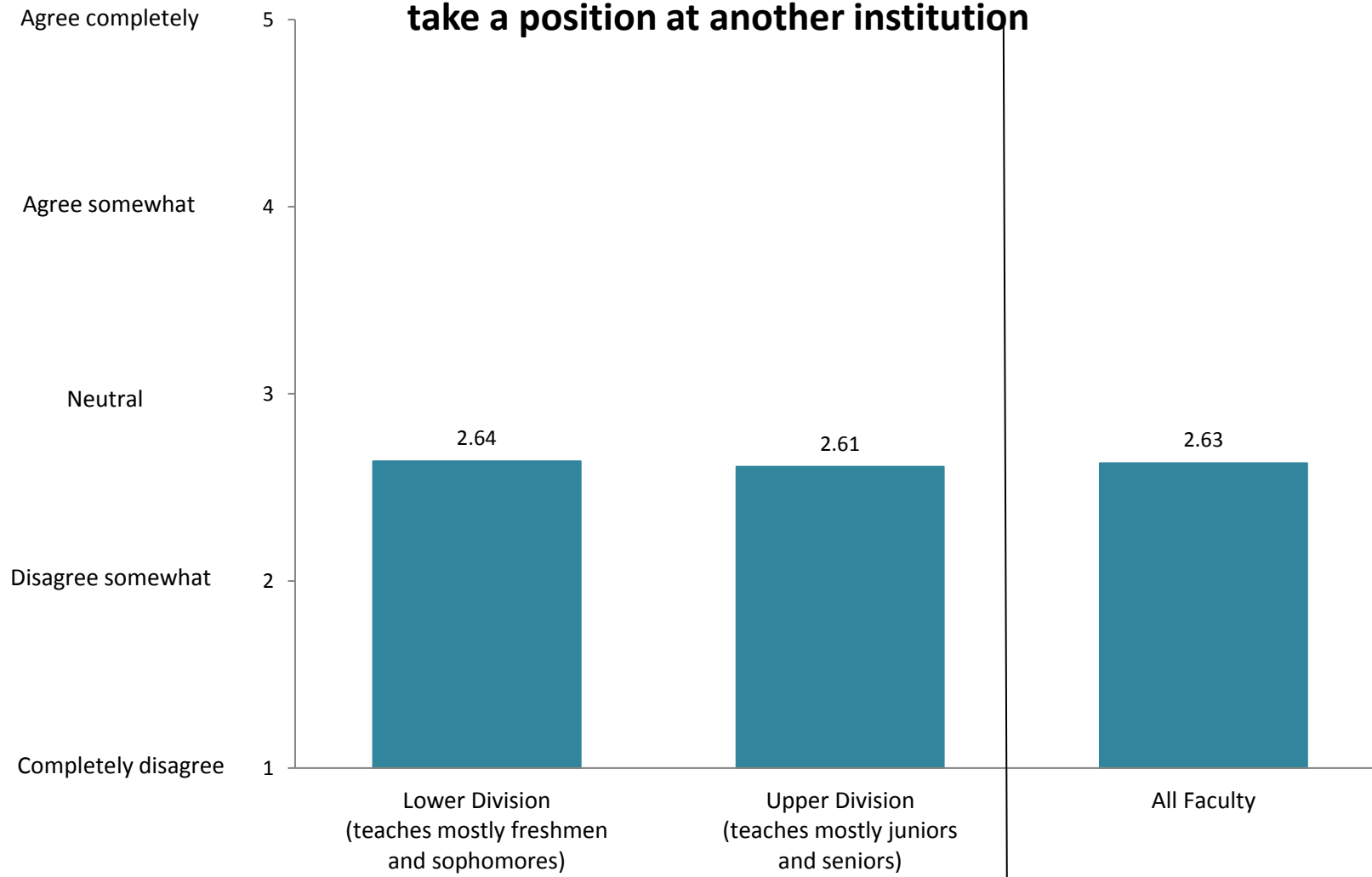
One of the reasons I chose to work at this college was because of its work program



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To what extent do you agree with the following?

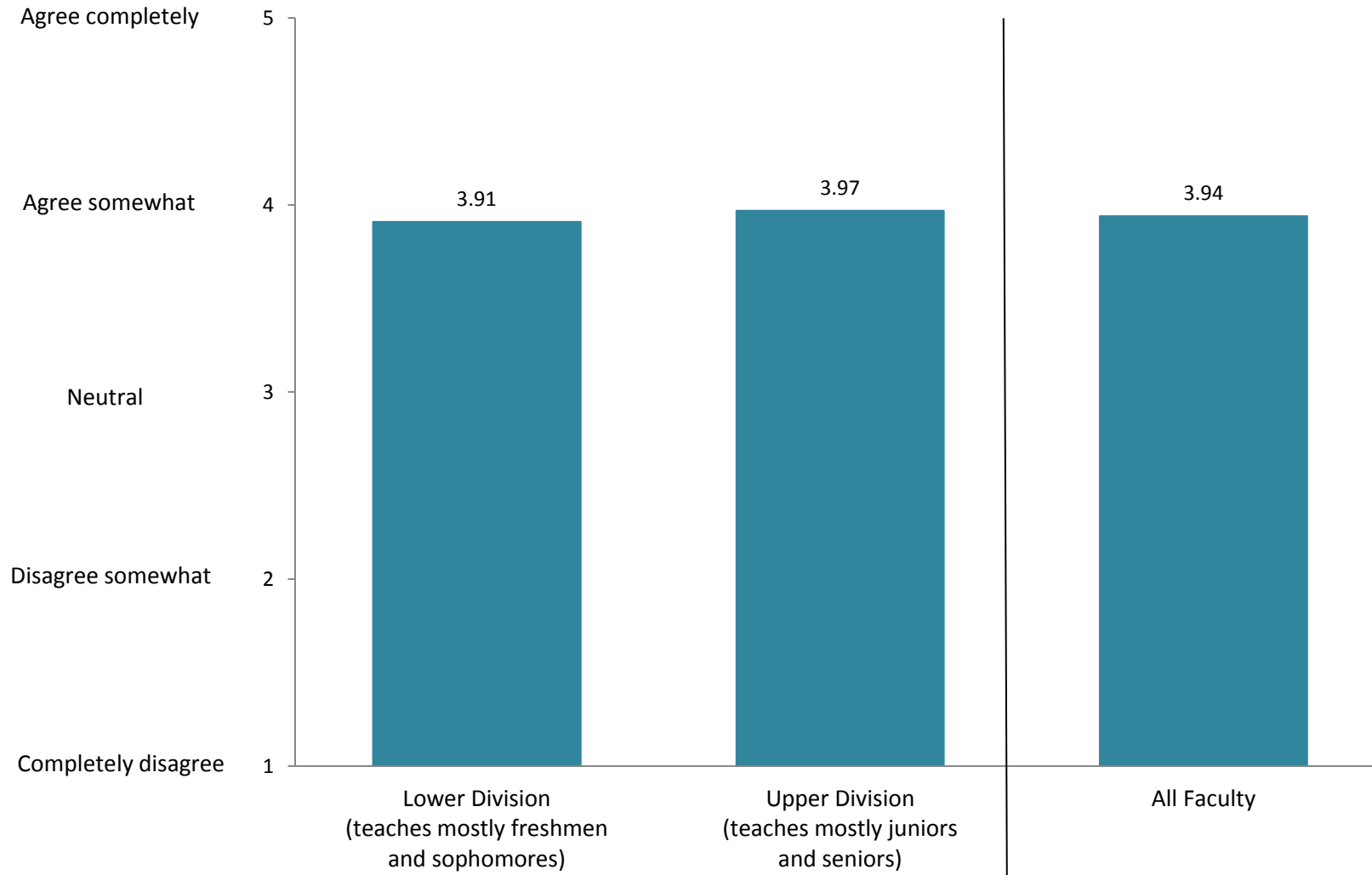
My experience with the work program has affected my decision to remain at this college rather than take a position at another institution



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To what extent do you agree with the following?

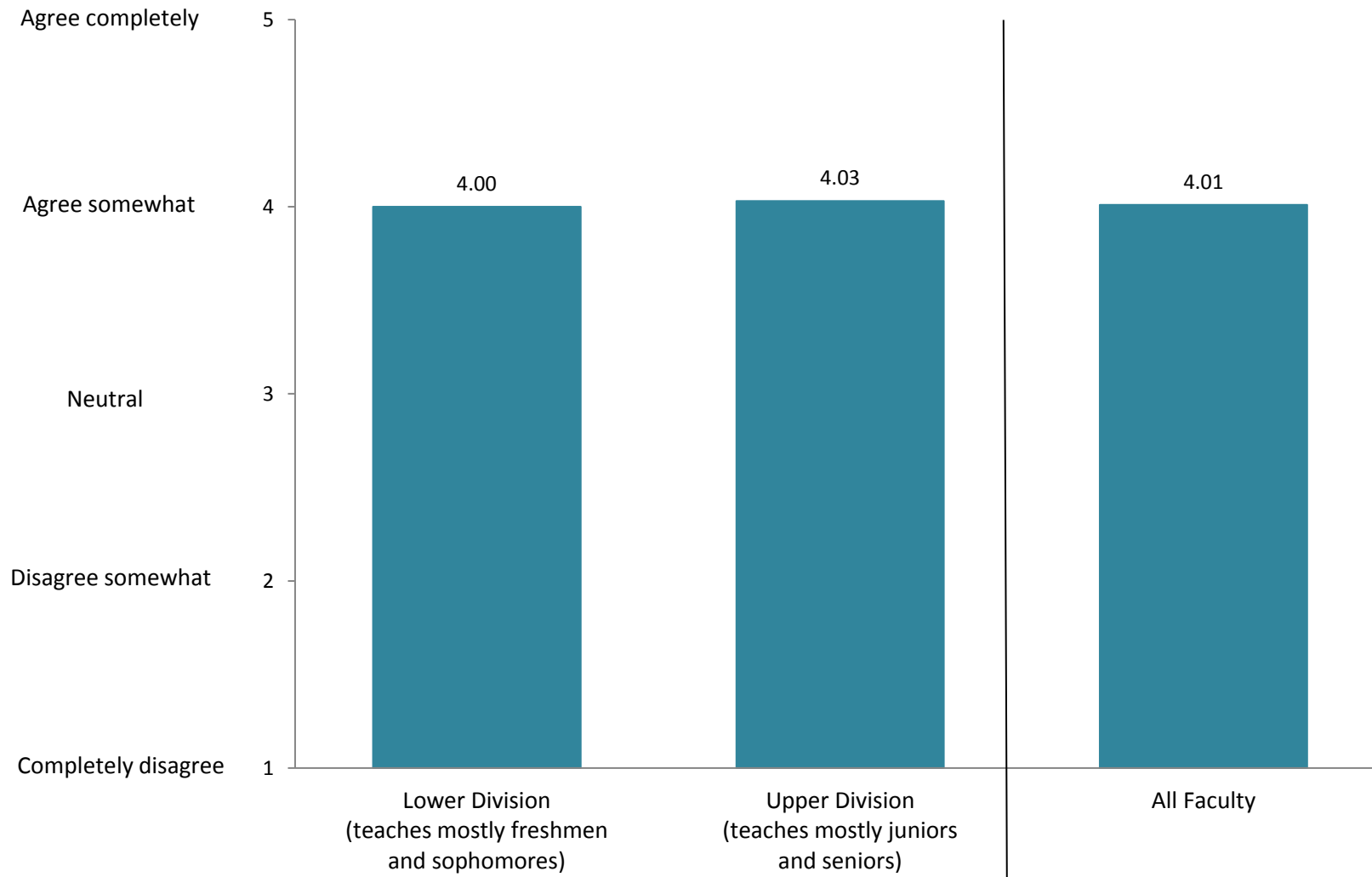
Work program experiences sometimes influence a student's choice of academic major



NOTE: Item was a Berea-specific item added tot the FSSE as part of the Work Colleges Consortium (WCC) administration.

To what extent do you agree with the following?

The work program experience influences a student's career goals

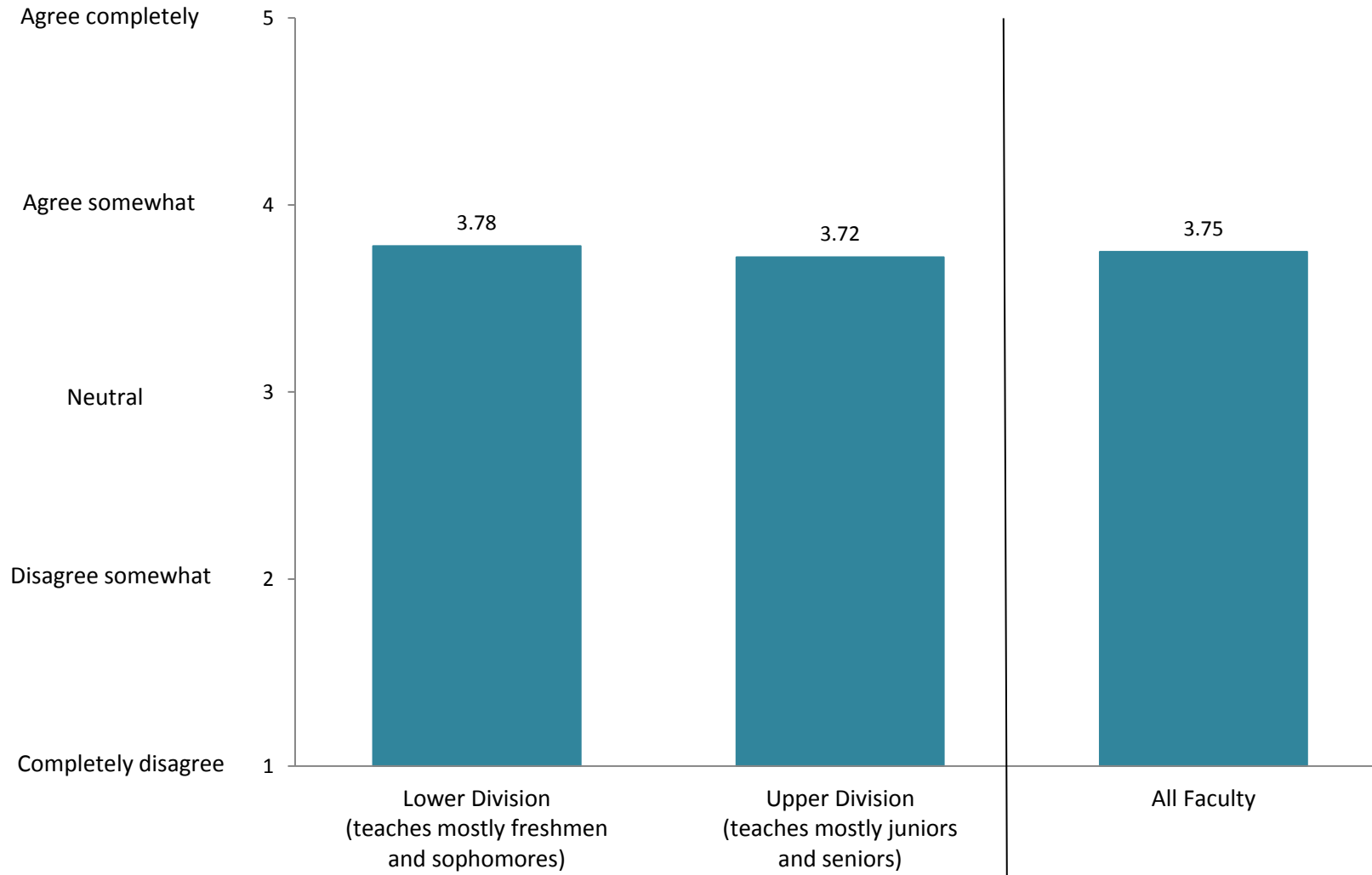


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To what extent do you agree with the following?

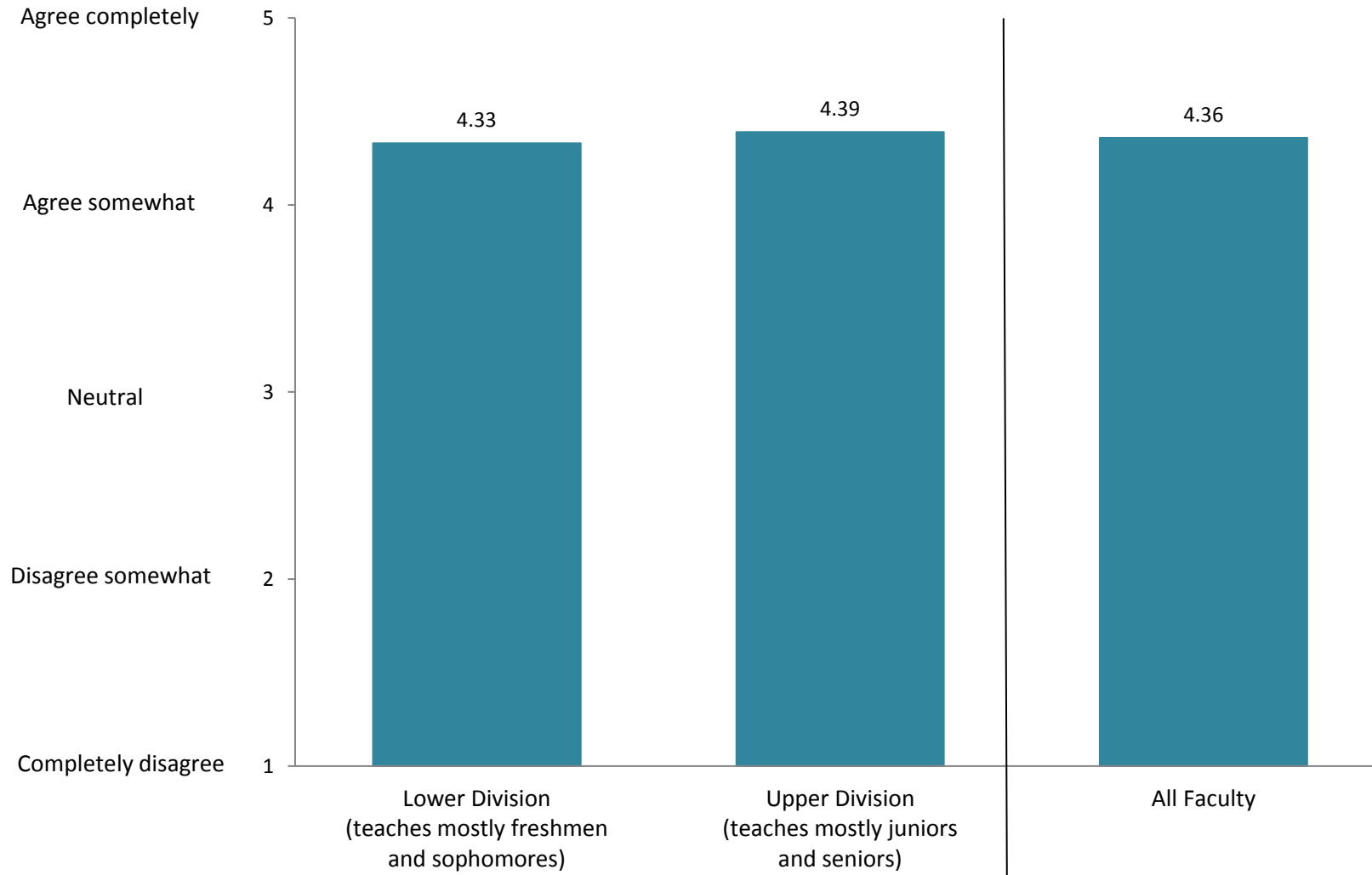
The work college experience makes students more productive workers



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To what extent do you agree with the following?

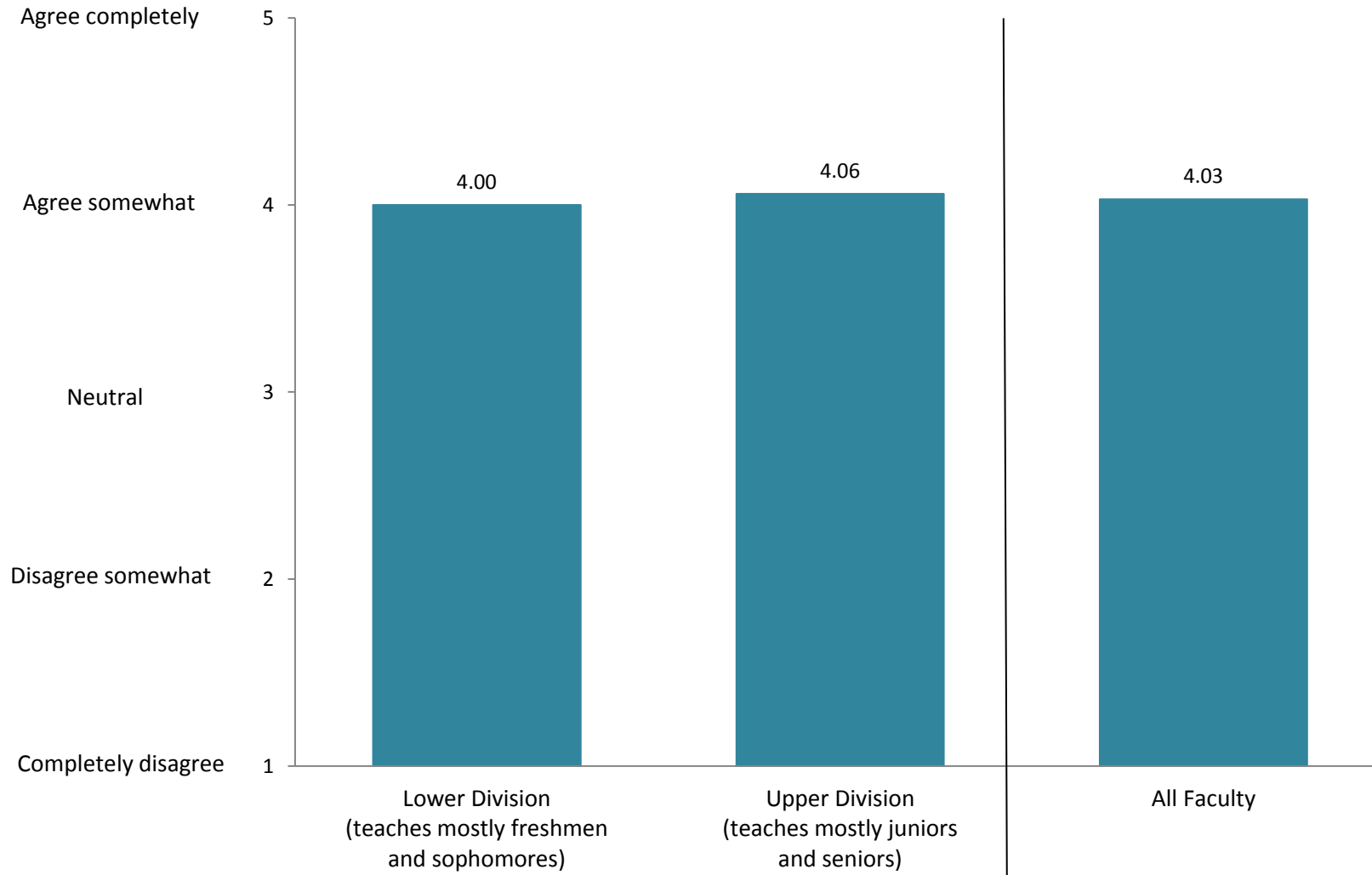
The work college experience increases students' value in the job market



NOTE: Item was a Berea-specific item added tot the FSSE as part of the Work Colleges Consortium (WCC) administration.

To what extent do you agree with the following?

The work college experience teaches students that there is dignity in all types of work

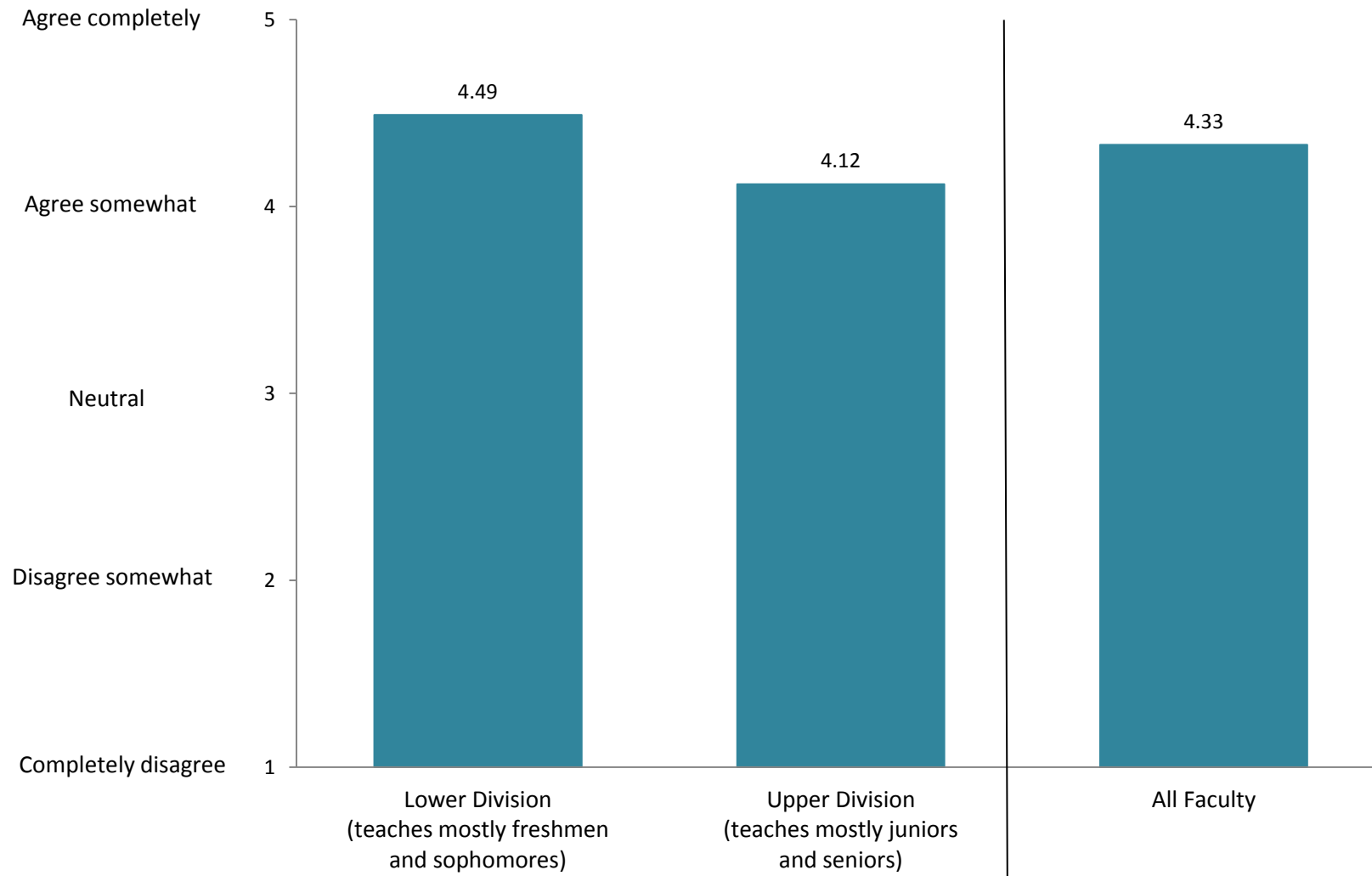


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Compiled by the Office of Institutional Research and Assessment, August 2014

To what extent do you agree with the following?

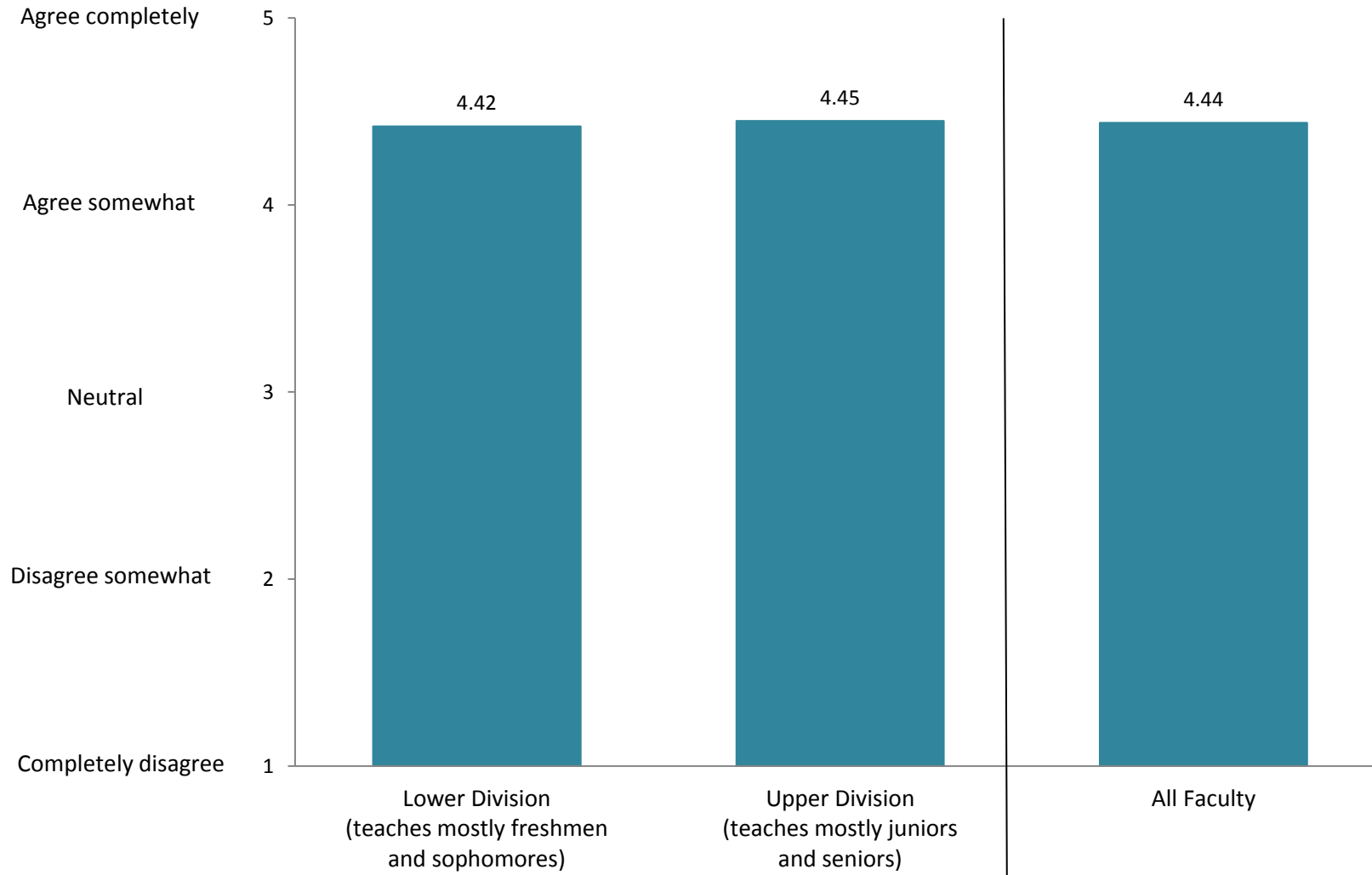
**I was aware of the work program before
I was employed at the institution**



NOTE: Item was a Berea-specific item added tot the FSSE as part of the Work Colleges Consortium (WCC) administration.

To what extent do you agree with the following?

I believe the work program experience is a valuable part of the overall academic experience at this college



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Compiled by the Office of Institutional Research and Assessment, August 2014