

Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE)

**First-Year Students/Faculty who teach mainly freshman and sophomores
AND
Senior Students/Faculty who teach mainly juniors and seniors**

**Response Rates:
Students: 60%
Faculty: 56%**

**Faculty Survey of Student Engagement (FSSE)
and the
National Survey of Student Engagement (NSSE)**

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-/astronautical 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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- Gender studies
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- Philosophy
- Religion
- Speech
- Theological studies/ministry
- Other humanities

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- General studies
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- Multi/Interdisciplinary studies

▶ Mathematics and Statistics

- Mathematics
 Mathematics education
 Statistics

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 Biochemistry or biophysics
 Chemical engineering
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 Other physical sciences

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 Gender studies
 Geography
 History
 International relations
 Political science
 Psychology
 Social studies education
 Social work
 Sociology
 Other social sciences

▶ Other Fields

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 Criminal justice
 Criminology
 Family and consumer studies
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 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

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This is a facsimile of the U.S. English version of the online NSSE instrument as it appears to the student.
 A paper-formatted facsimile of the survey which includes item numbering is available on the
 NSSE Web site: nsse.iub.edu/html/survey_instruments.cfm



During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared 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 without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play, or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included 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"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried 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"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Talked about career plans with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with a faculty member 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 with a faculty member outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed your academic performance with a faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, how much has your coursework emphasized 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"/>

During the current school year, to what extent have your instructors done the following?

	Very much	Quite a bit	Some	Very little
Clearly explained course goals and requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught course sessions in an organized way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used examples or illustrations to explain difficult points	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided feedback on a draft or work in progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided prompt and detailed feedback on tests or completed assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used 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"/>
Evaluated what others have concluded from numerical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)

	None	1-2	3-5	6-10	11-15	16-20	More than 20 papers
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"/>
Between 6 and 10 pages	<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"/>

During the current school year, about how often have you had discussions with people from the following groups?

	Very often	Often	Sometimes	Never
People of a race or ethnicity other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People from an economic background other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with religious beliefs other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with political views other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Identified key information from reading assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reviewed your notes after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summarized what you learned in class or from course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, to what extent have your courses challenged you to do your best work?



Which of the following have you done or do you plan to do before you graduate?

	Done or in progress	Plan to do	Do not plan to do	Have not decided
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"/>

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

- All
- Most
- Some
- None

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

	Poor 1	2	3	4	5	6	Excellent 7	Not Applicable
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"/>
Academic advisors	<input type="radio"/>	<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"/>	<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"/>	<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"/>	<input type="radio"/>

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How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
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"/>
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 to be involved socially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support for your overall well-being (recreation, health care, counseling, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping you manage your non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending campus activities and events (performing arts, athletic events, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending events that address important social, economic, or political issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Hours per week							
	0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic 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"/>
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"/>

Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading*?

- Very little
- Some
- About half
- Most
- Almost all

How much has your experience at this institution contributed to your knowledge, skills, and personal development 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"/>

How would you evaluate your entire educational experience at this institution?

- Excellent
- Good
- Fair
- Poor

If you could start over again, would you go to the *same institution* you are now attending?

- Definitely yes
- Probably yes
- Probably no
- Definitely no

How many majors do you plan to complete? (Do not count minors.)

- One
- More than one

Please enter your major or expected major:

Major

Second Major

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[Why do we ask about your personal background?](#)

What is your class level?

- Freshman/first-year
- Sophomore
- Junior
- Senior
- Unclassified

Thinking about this current academic term, are you a full-time student?

- Yes
- No

How many courses are you taking for credit this current academic term?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

Of these, how many are *entirely online*?

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7 or more

What have most of your grades been up to now at this institution?

- A
- A-
- B+
- B
- B-
- C+
- C
- C- or lower

Did you begin college at this institution or elsewhere?

- Started here
- Started elsewhere

Since graduating from high school, which of the following types of schools have you attended *other than* the one you are now attending? (Select all that apply.)

- Vocational or technical school
- Community or junior college
- 4-year college or university other than this one
- None
- Other

What is the highest level of education you ever expect to complete?

- Some college but less than a bachelor's degree
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

What is the highest level of education completed by either of your parents (or those who raised you)?

- Did not finish high school
- High school diploma or G.E.D.
- Attended college but did not complete degree
- Associate's degree (A.A., A.S., etc.)
- Bachelor's degree (B.A., B.S., etc.)
- Master's degree (M.A., M.S., etc.)
- Doctoral or professional degree (Ph.D., J.D., M.D., etc.)

What is your gender identity?

- Man
- Woman
- Another gender identity
- I prefer not to respond

Enter your year of birth (e.g., 1994):

Are you an international student or foreign national?

- 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

Are you a member of a social fraternity or sorority?

- Yes
- No

Which of the following best describes where you are living while attending college?

- Dormitory or other campus housing (not fraternity or sorority house)
- Fraternity or sorority house
- Residence (house, apartment, etc.) *within* walking distance to the institution
- Residence (house, apartment, etc.) *farther than* walking distance to the institution
- None of the above

Are you a student-athlete on a team sponsored by your institution's athletics department?

- Yes
- No

Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?

- Yes
- No

Have you been diagnosed with any disability or impairment?

- Yes
- No
- I prefer not to respond

Which of the following has been diagnosed? (Select all that apply.)

- A sensory impairment (vision or hearing)
- A mobility impairment
- A learning disability (e.g., ADHD, dyslexia)
- A mental health disorder
- A disability or impairment not listed above

Which of the following best describes your sexual orientation?

- Heterosexual
- Gay
- Lesbian
- Bisexual
- Another sexual orientation
- Questioning or unsure
- I prefer not to respond

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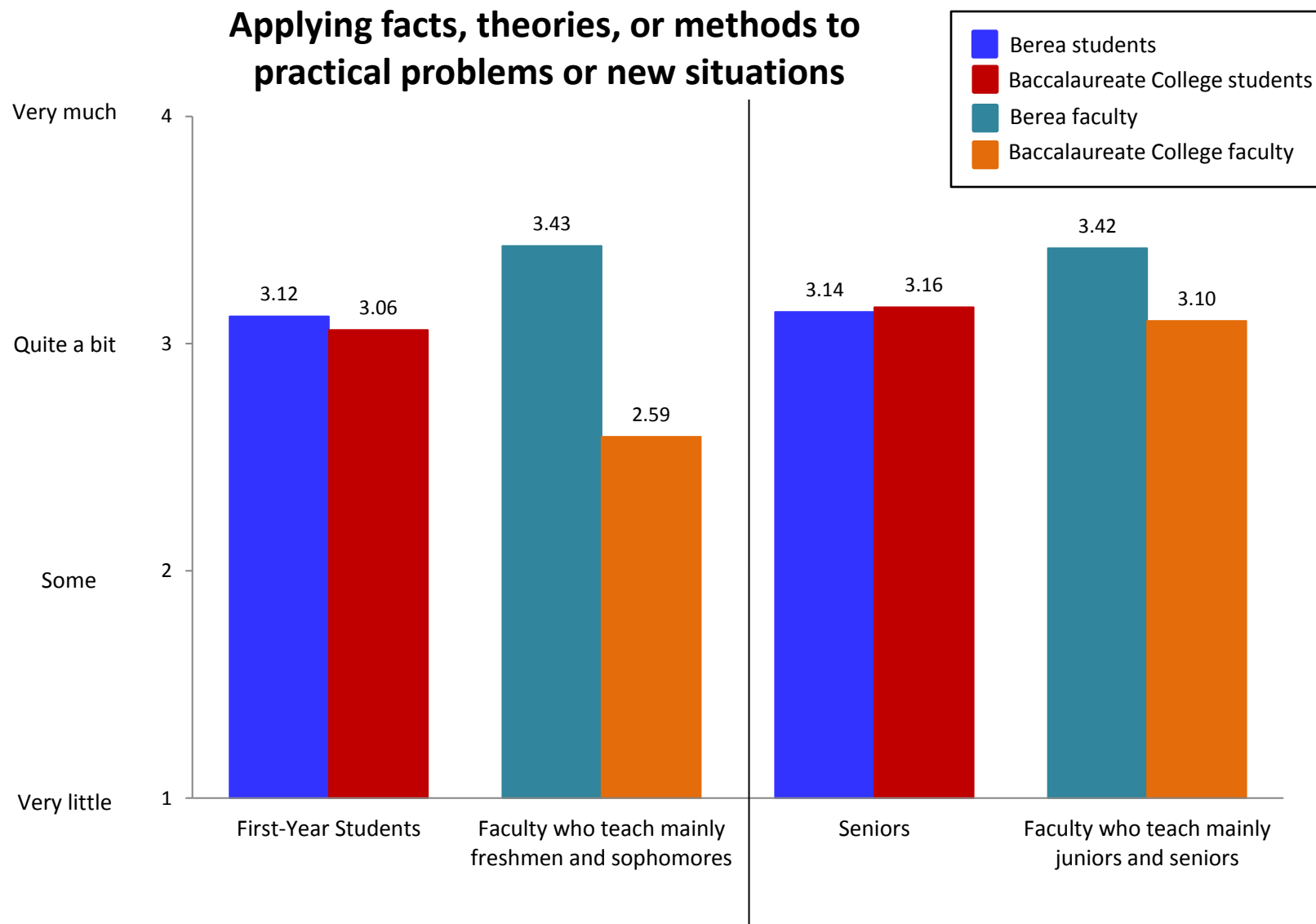
[Frequently Asked Questions](#)

**Faculty Survey of Student Engagement (FSSE)
and the
National Survey of Student Engagement (NSSE)**

2014 Report Materials

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

NSSE: *About how much has your coursework emphasized the following?*



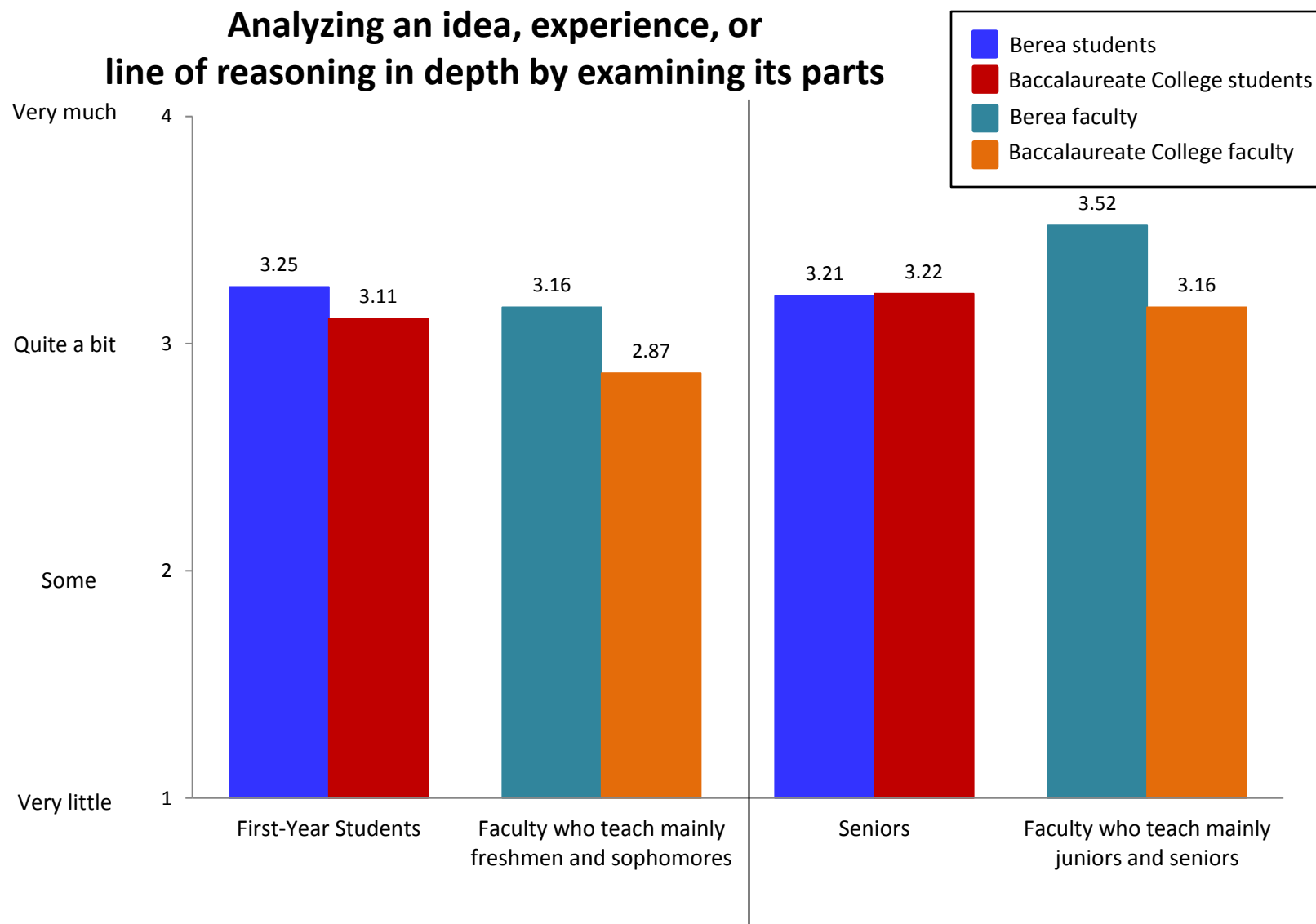
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: About how much has your coursework emphasized the following?



Response Rates:

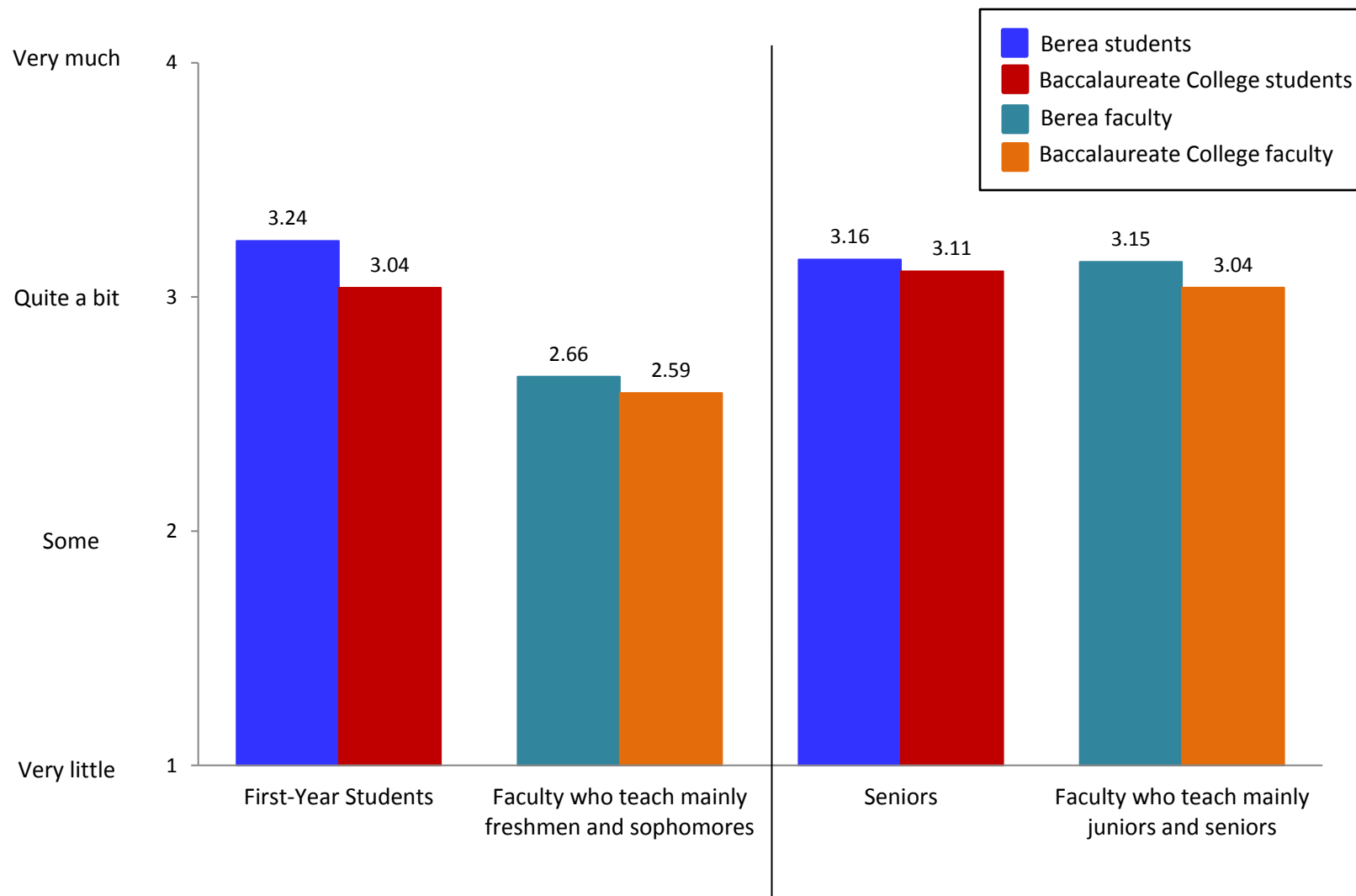
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: About how much has your coursework emphasized the following?

Evaluating a point of view, decision, or information source



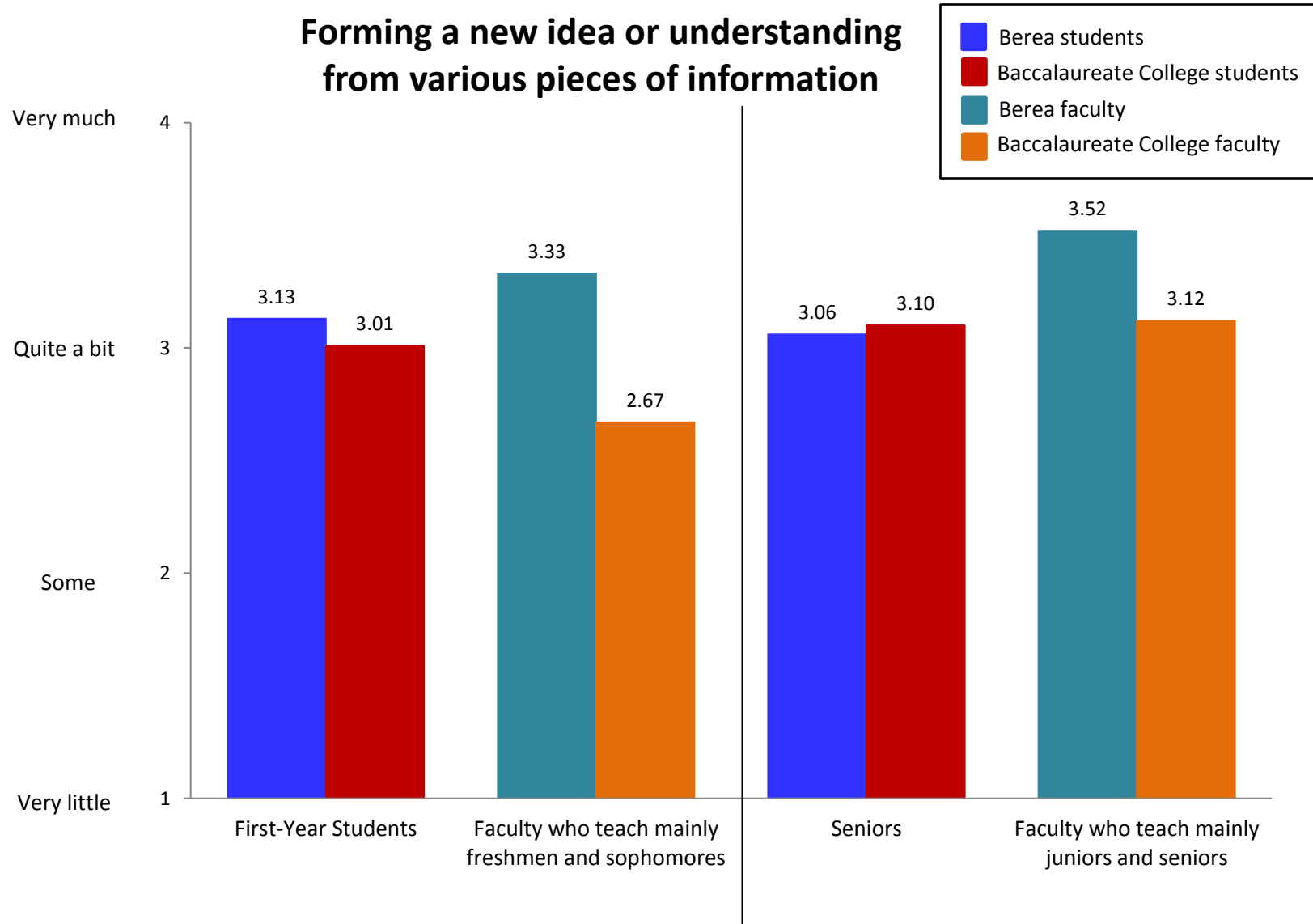
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: *About how much has your coursework emphasized the following?*



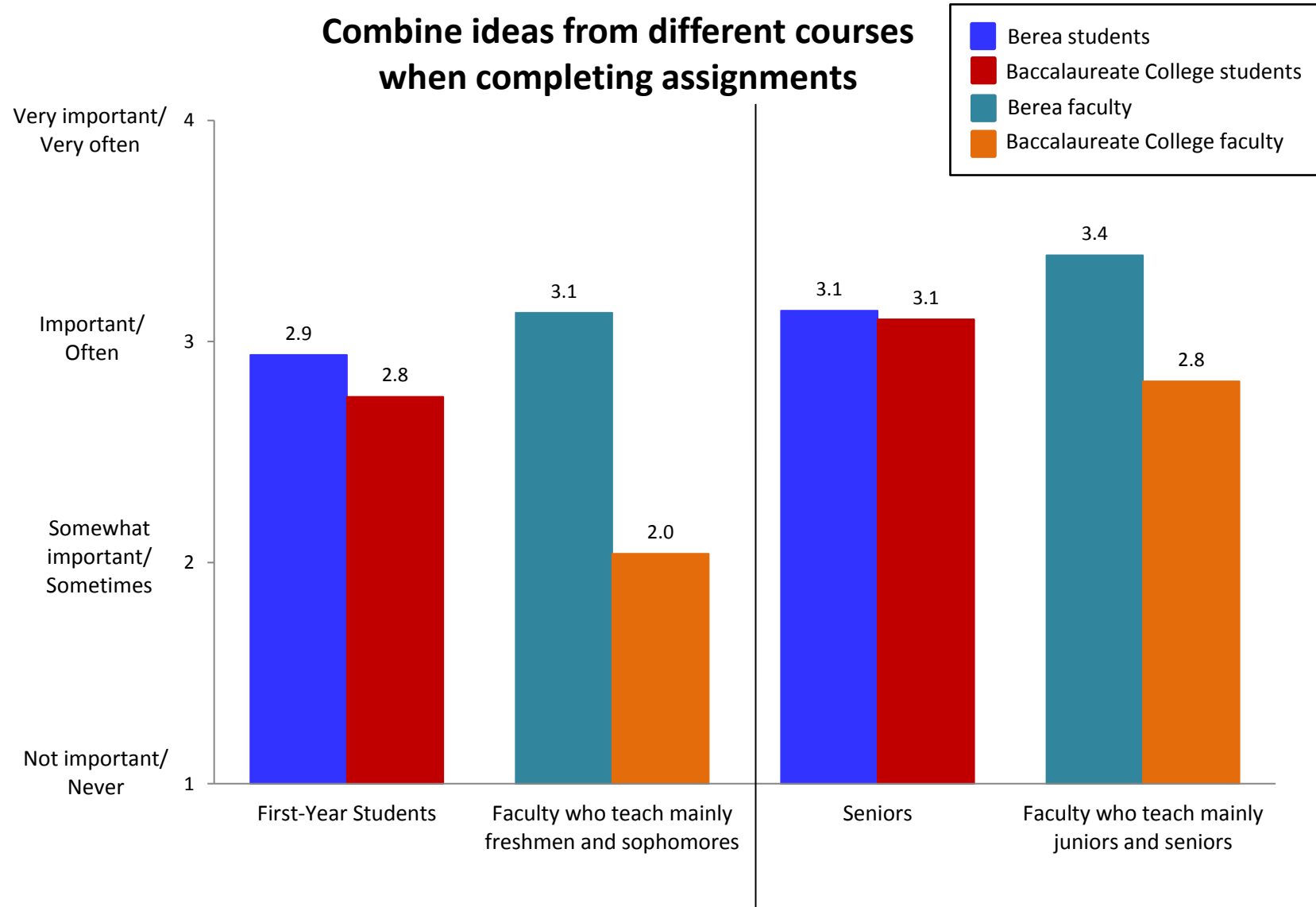
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?



Response Rates:

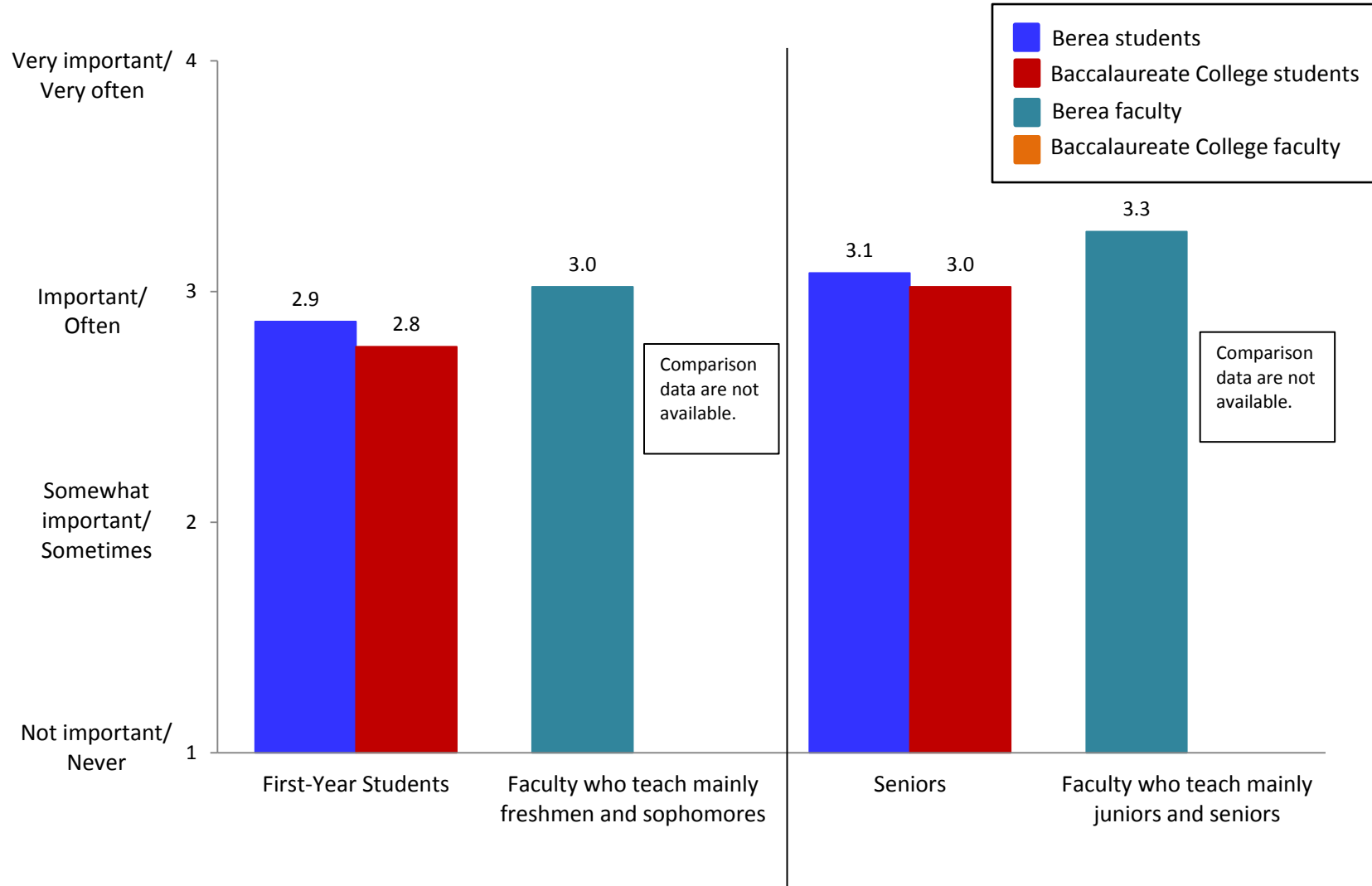
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?

Connect his or her learning to societal problems or issues



Response Rates:

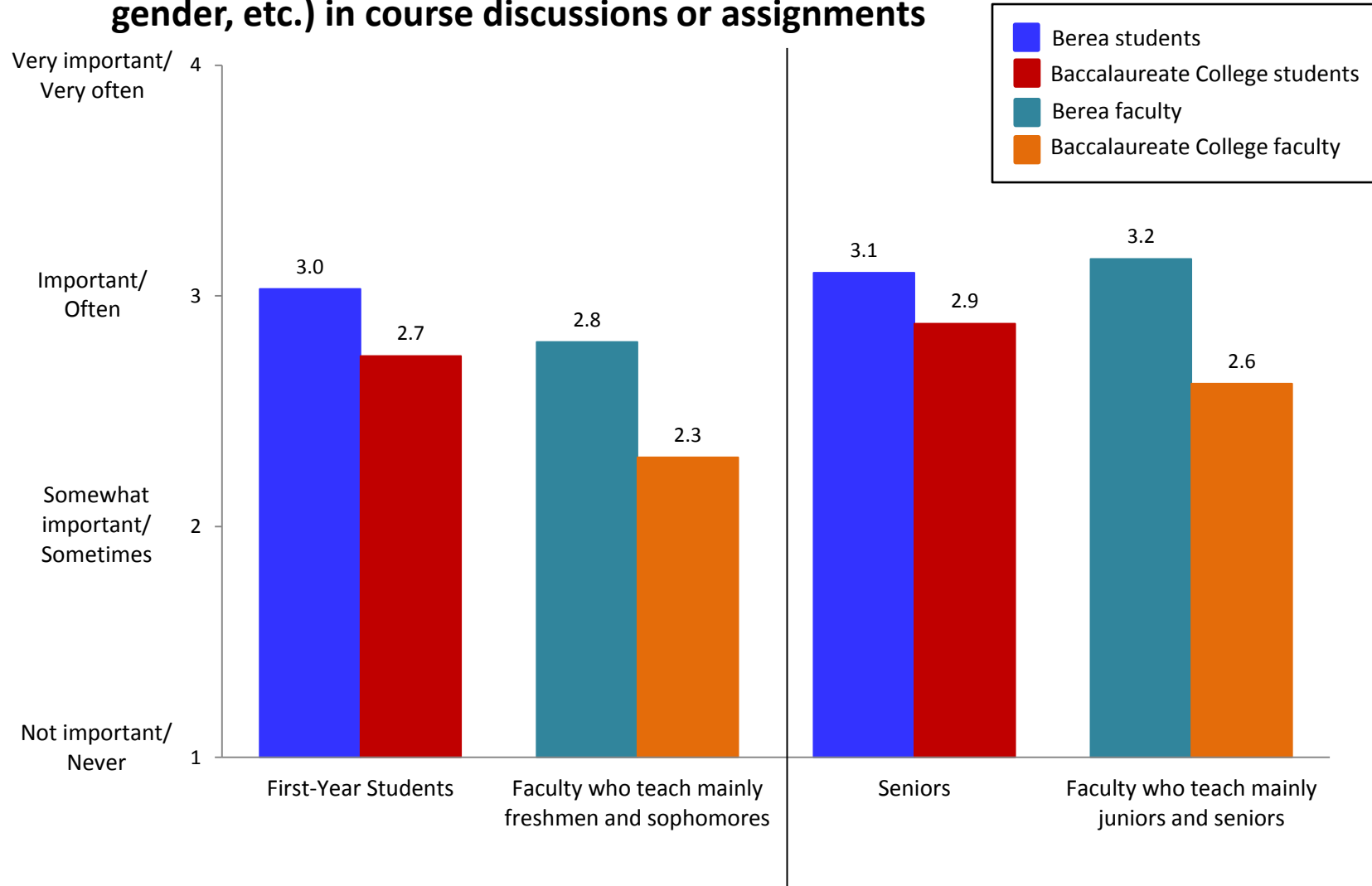
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?

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



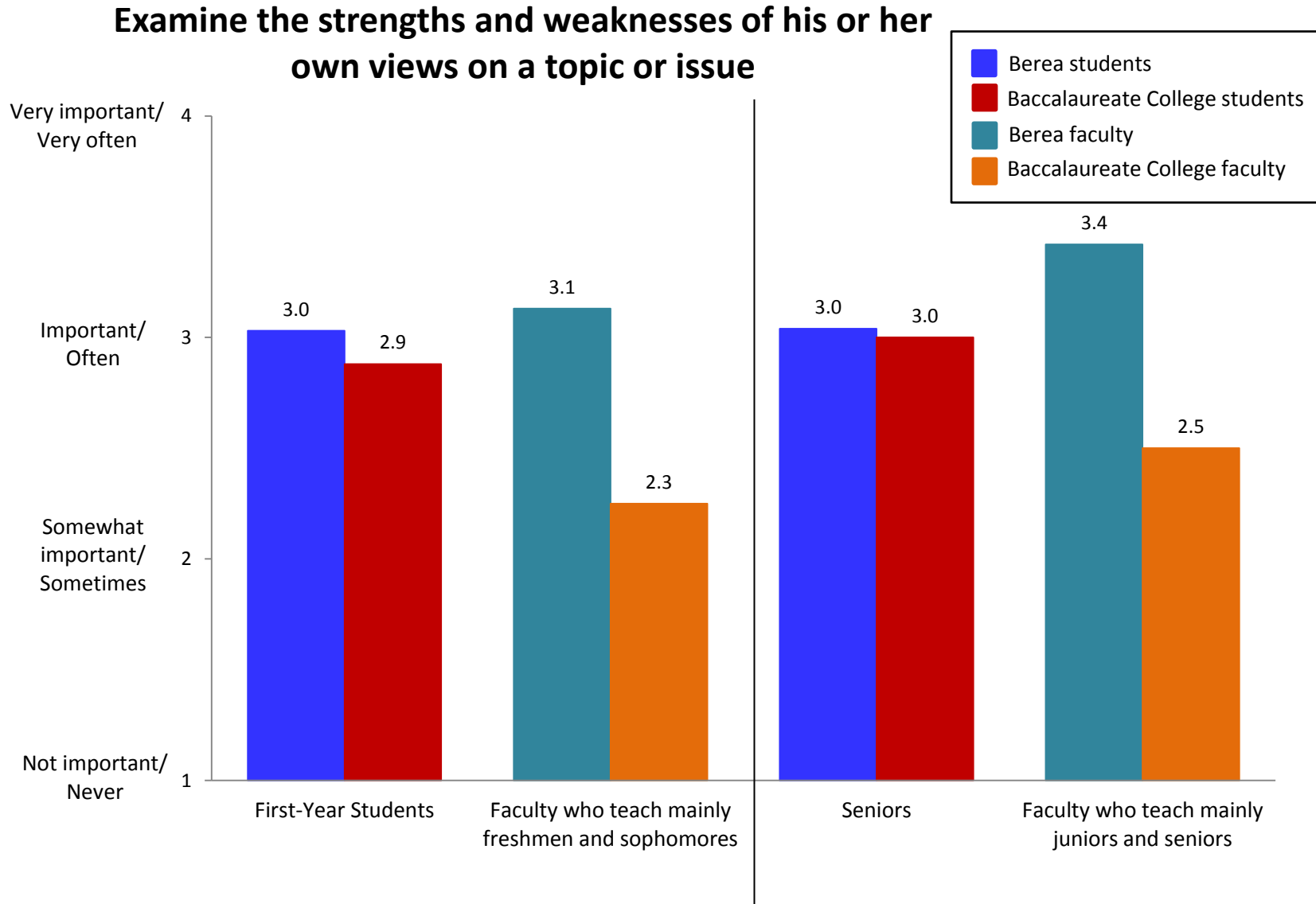
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?



Response Rates:

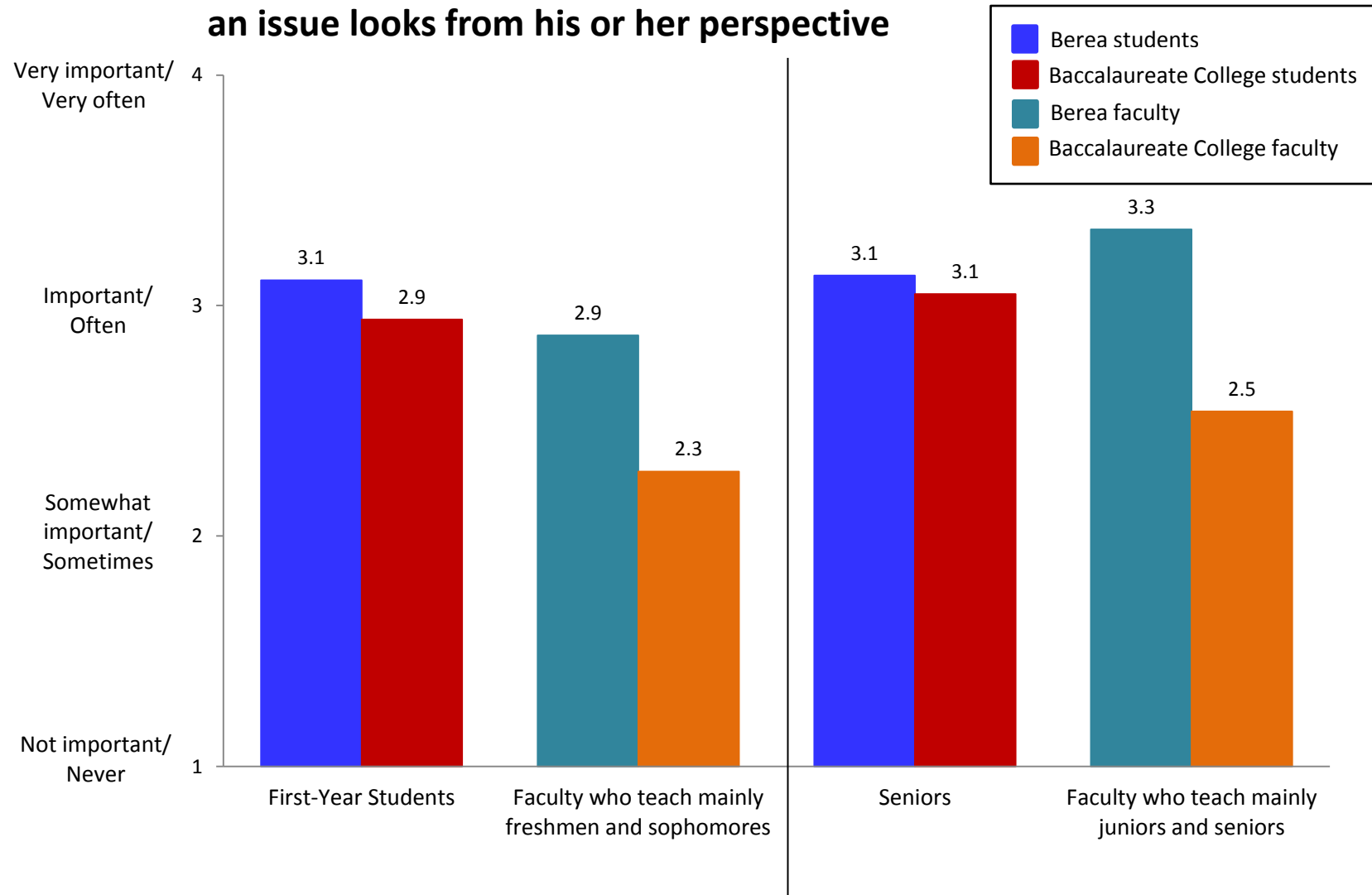
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?

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



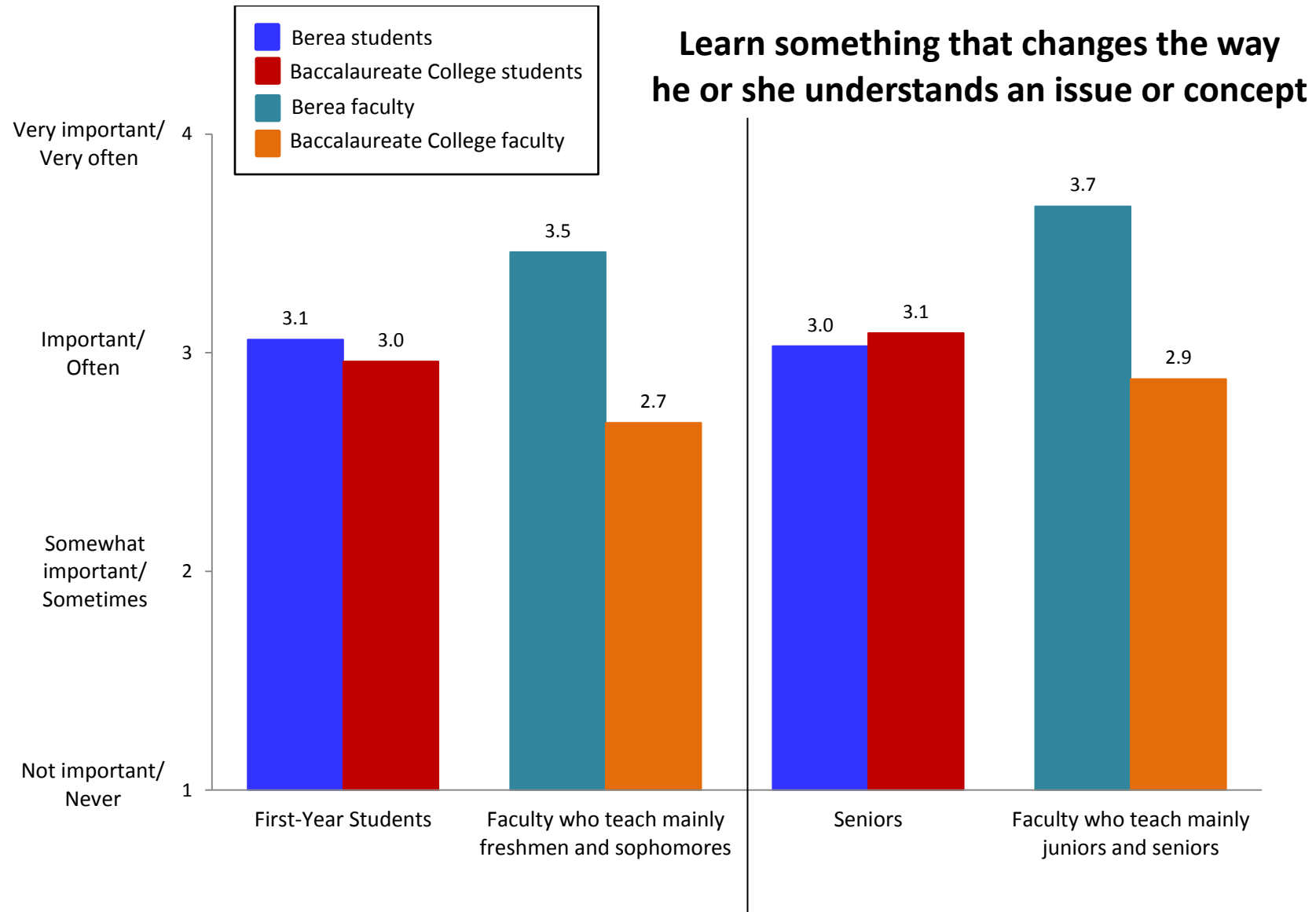
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?



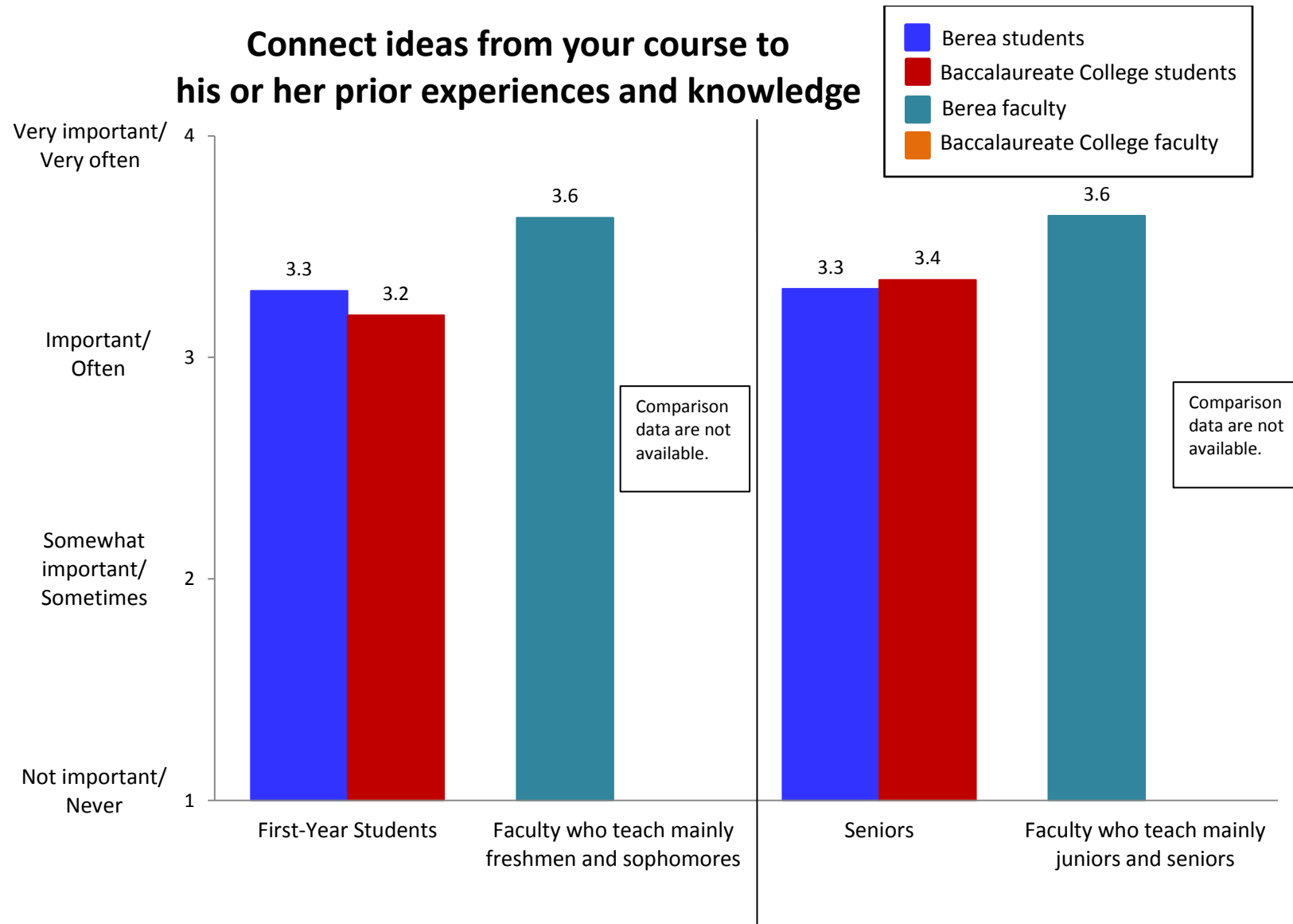
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?



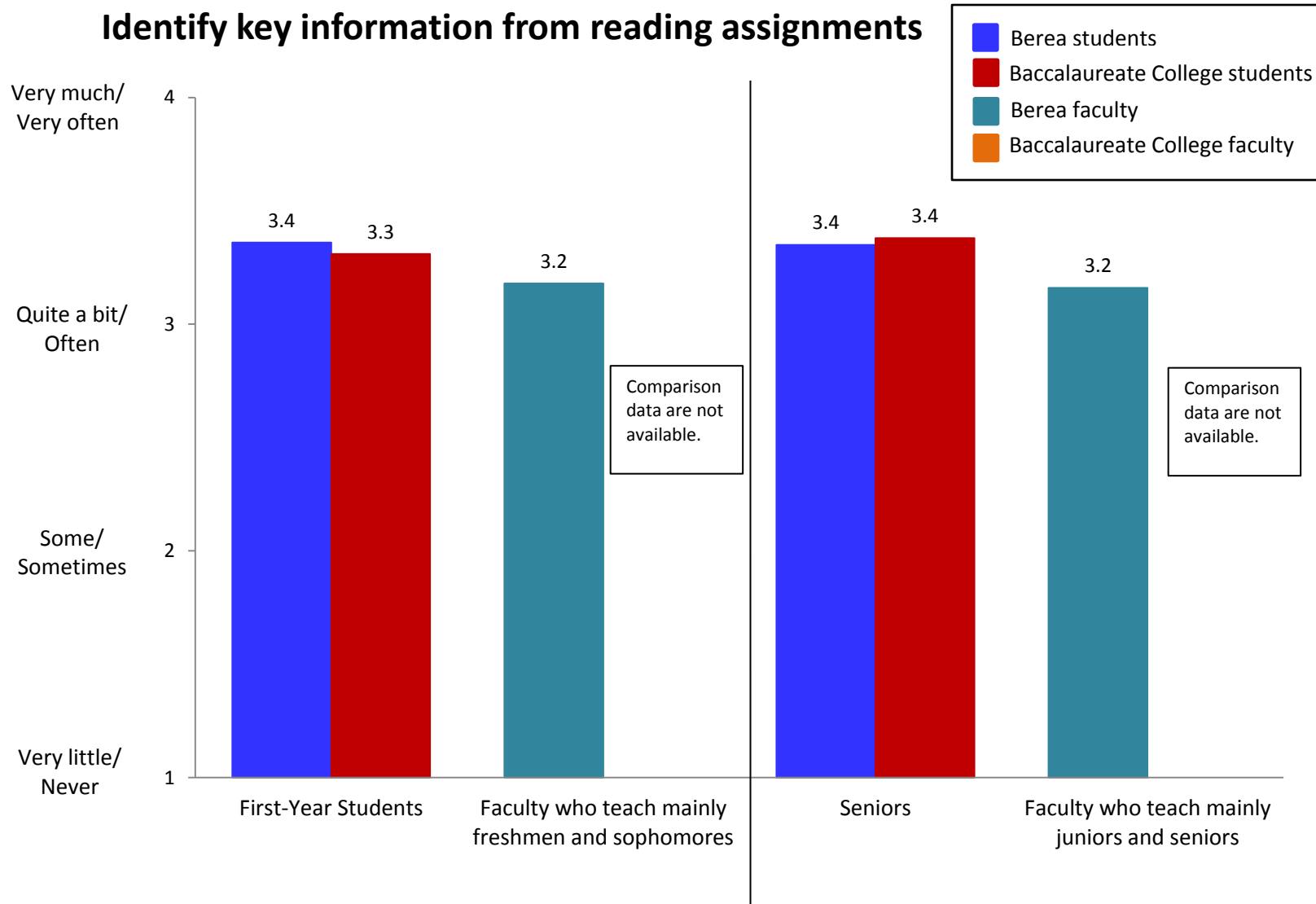
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: During the current school year, about how often have you done the following?



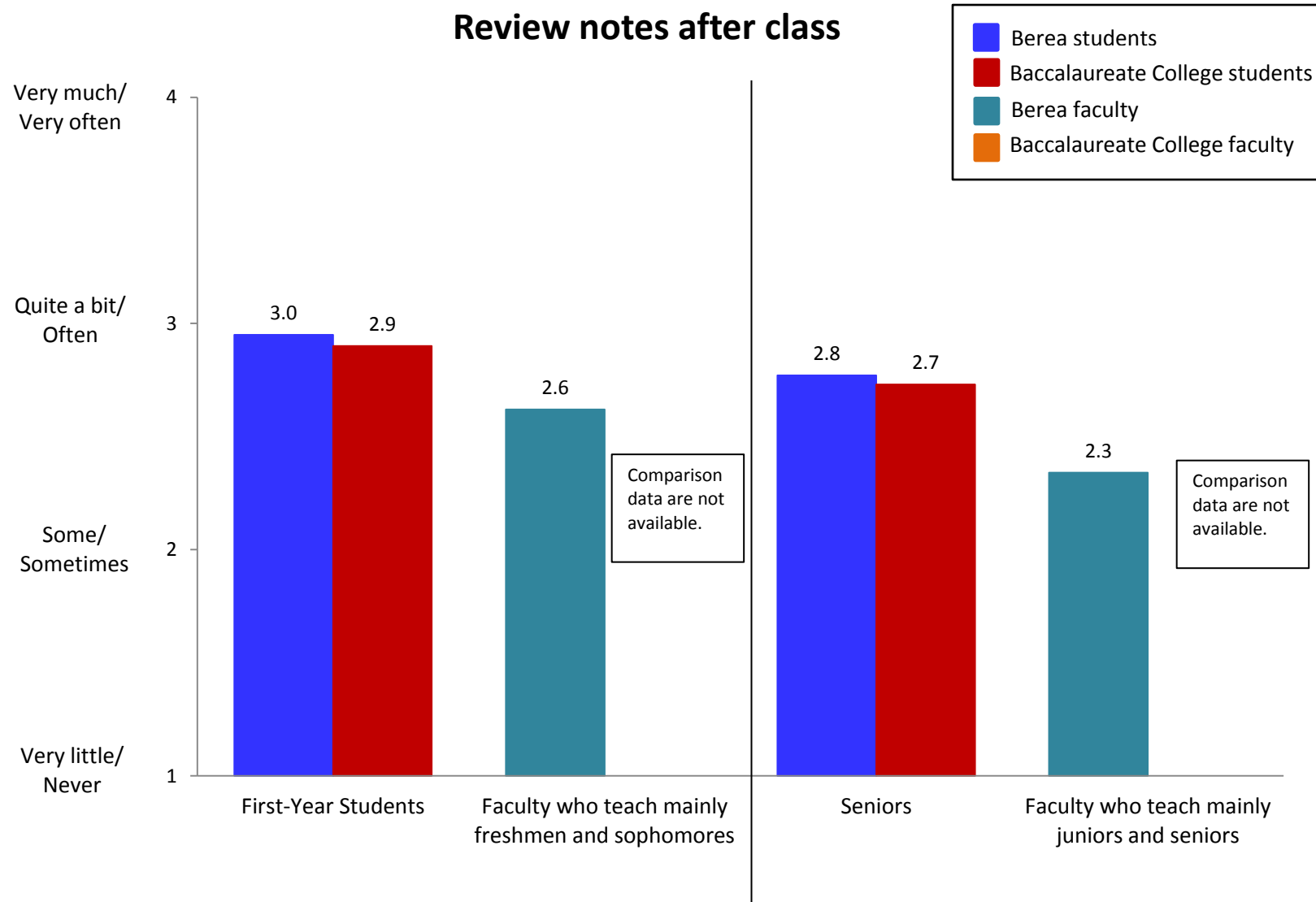
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: During the current school year, about how often have you done the following?



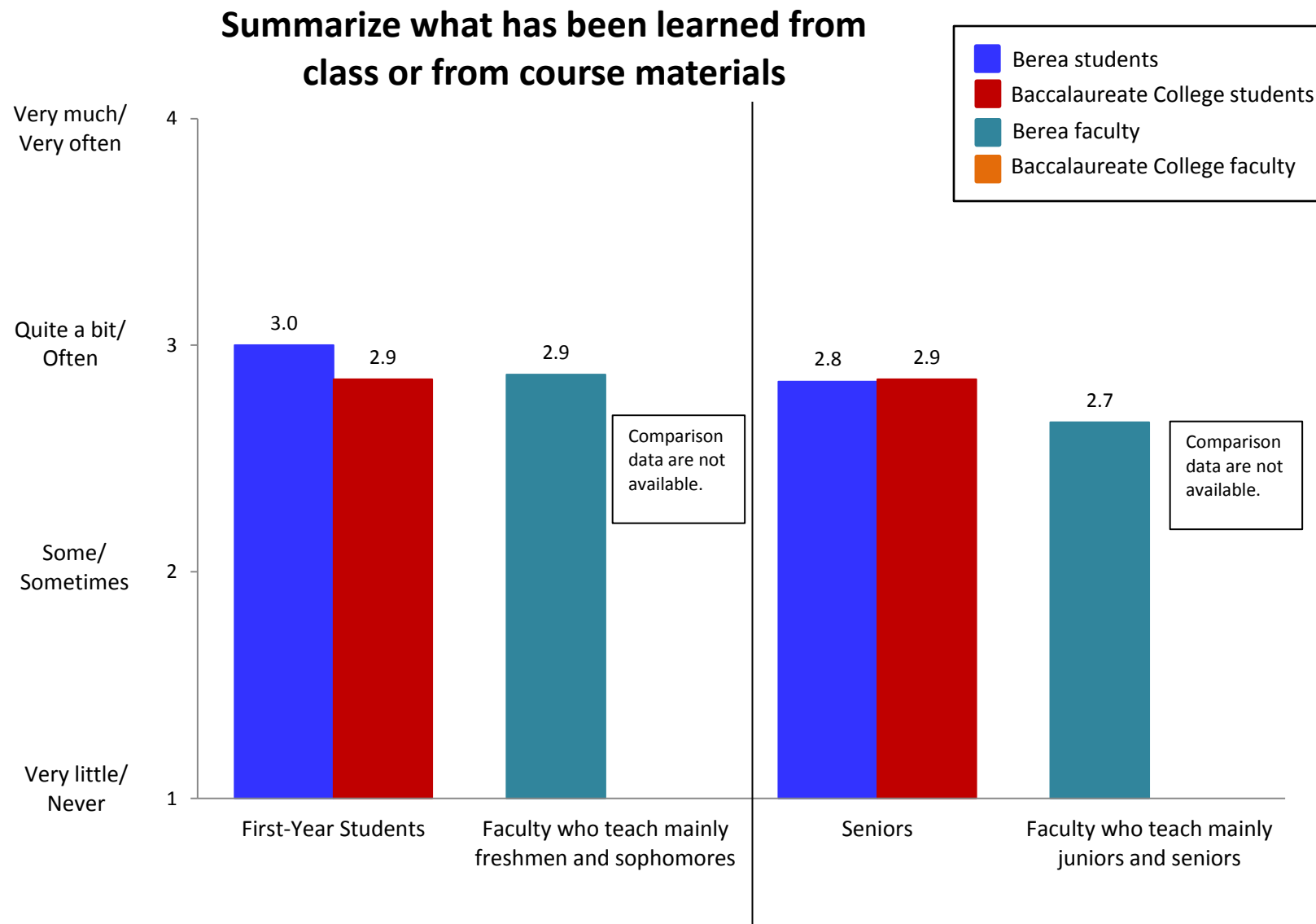
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: During the current school year, about how often have you done the following?



Response Rates:

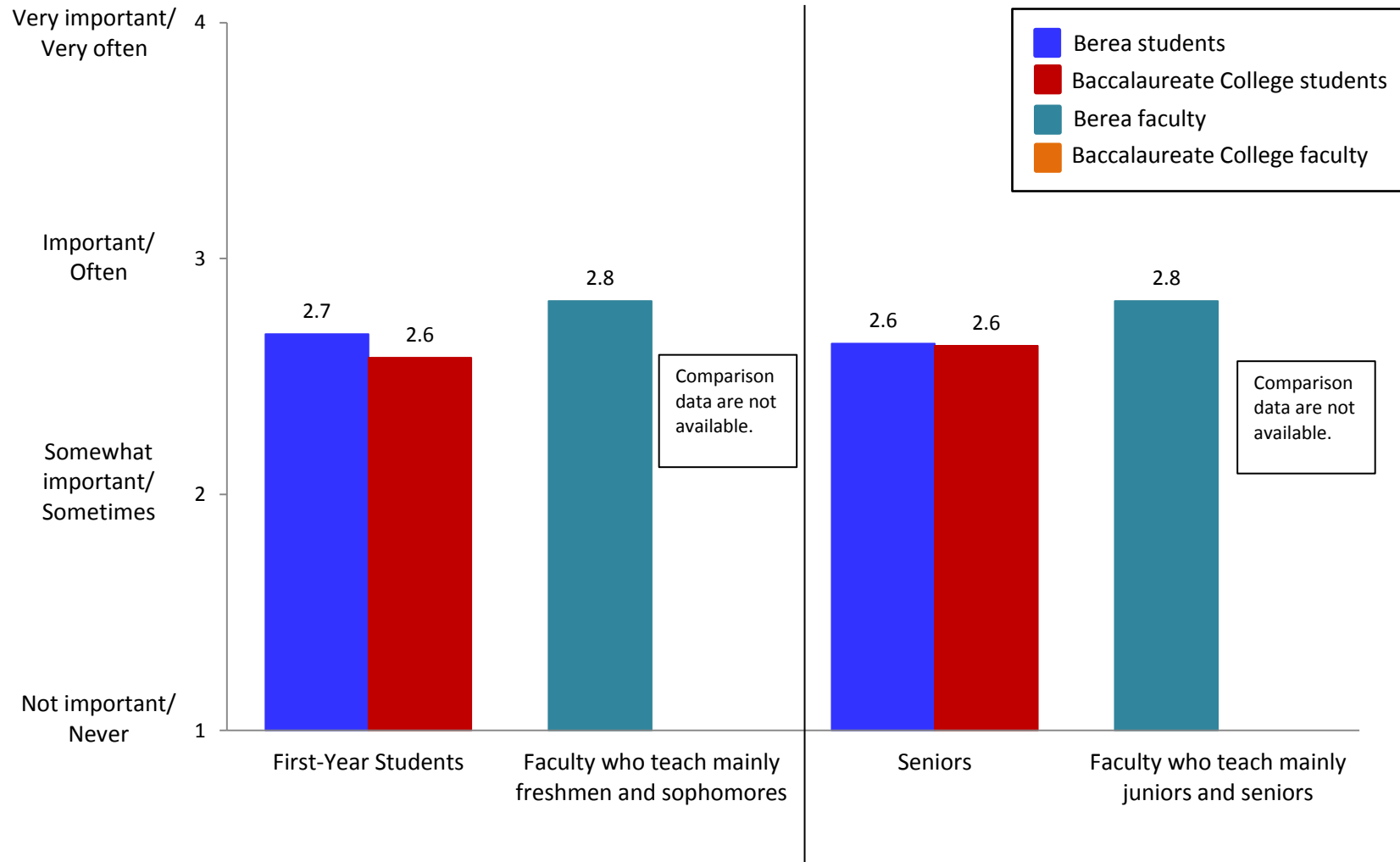
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?

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



Response Rates:

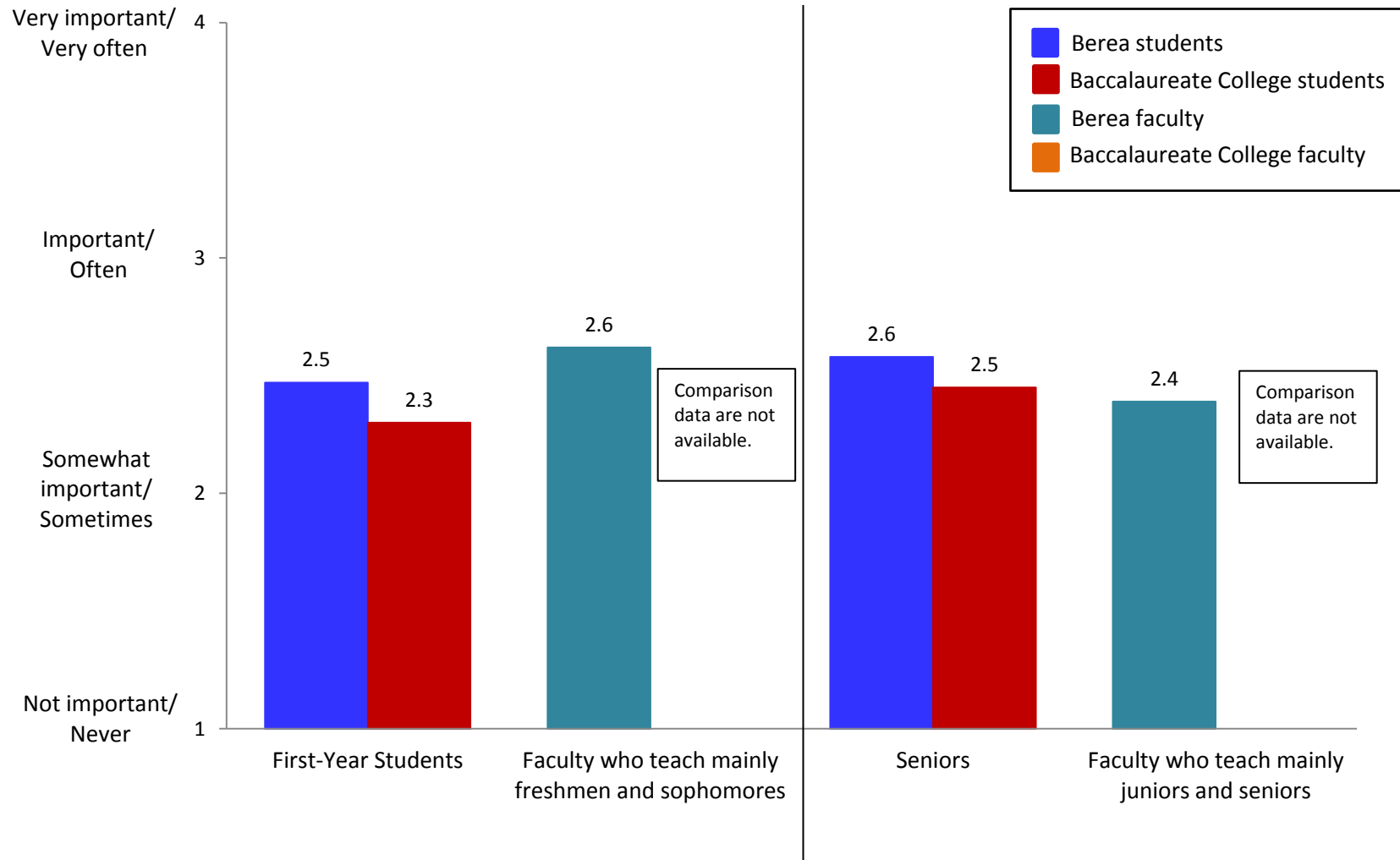
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?

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



Response Rates:

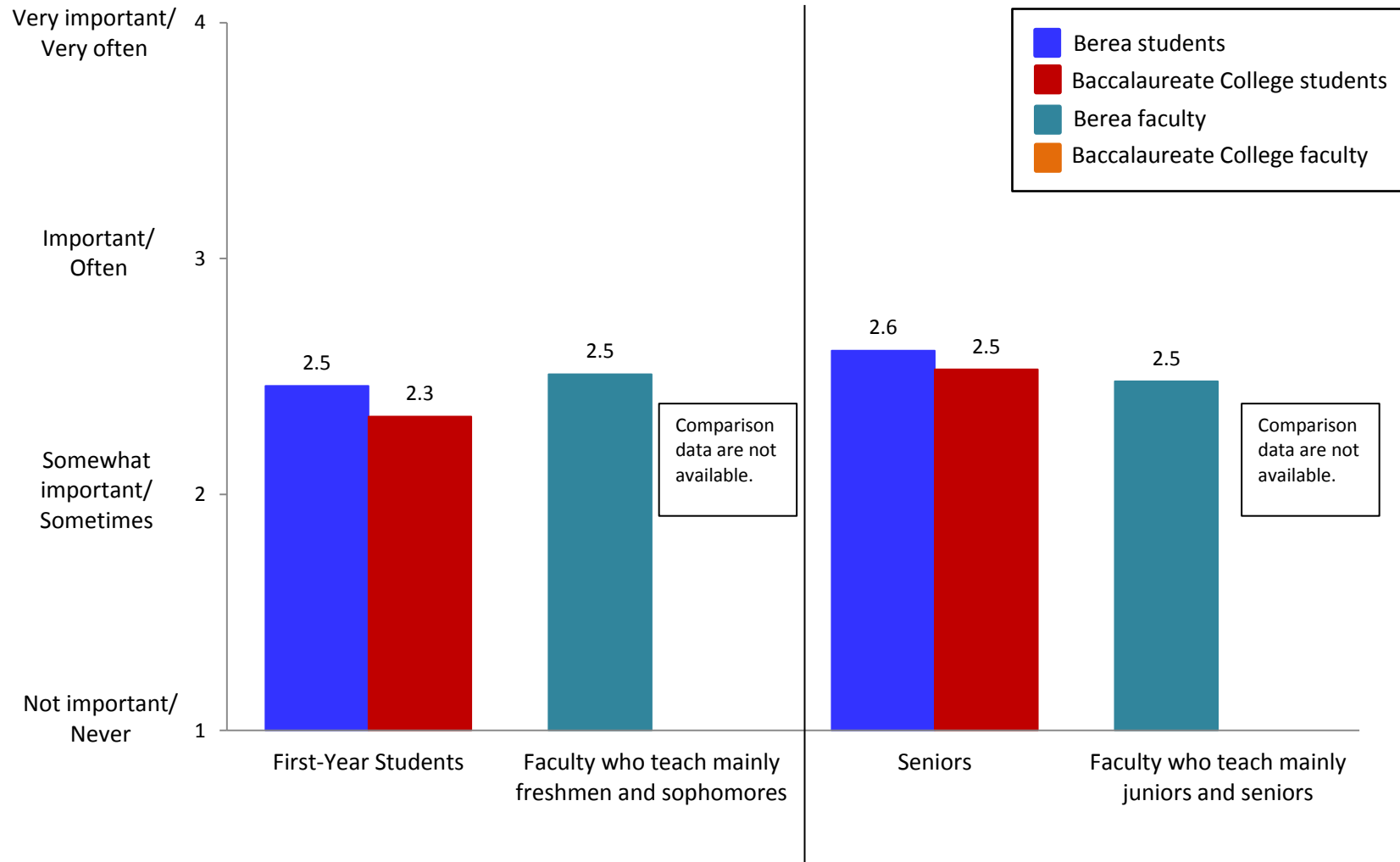
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?

Evaluate what others have concluded from numerical information



Response Rates:

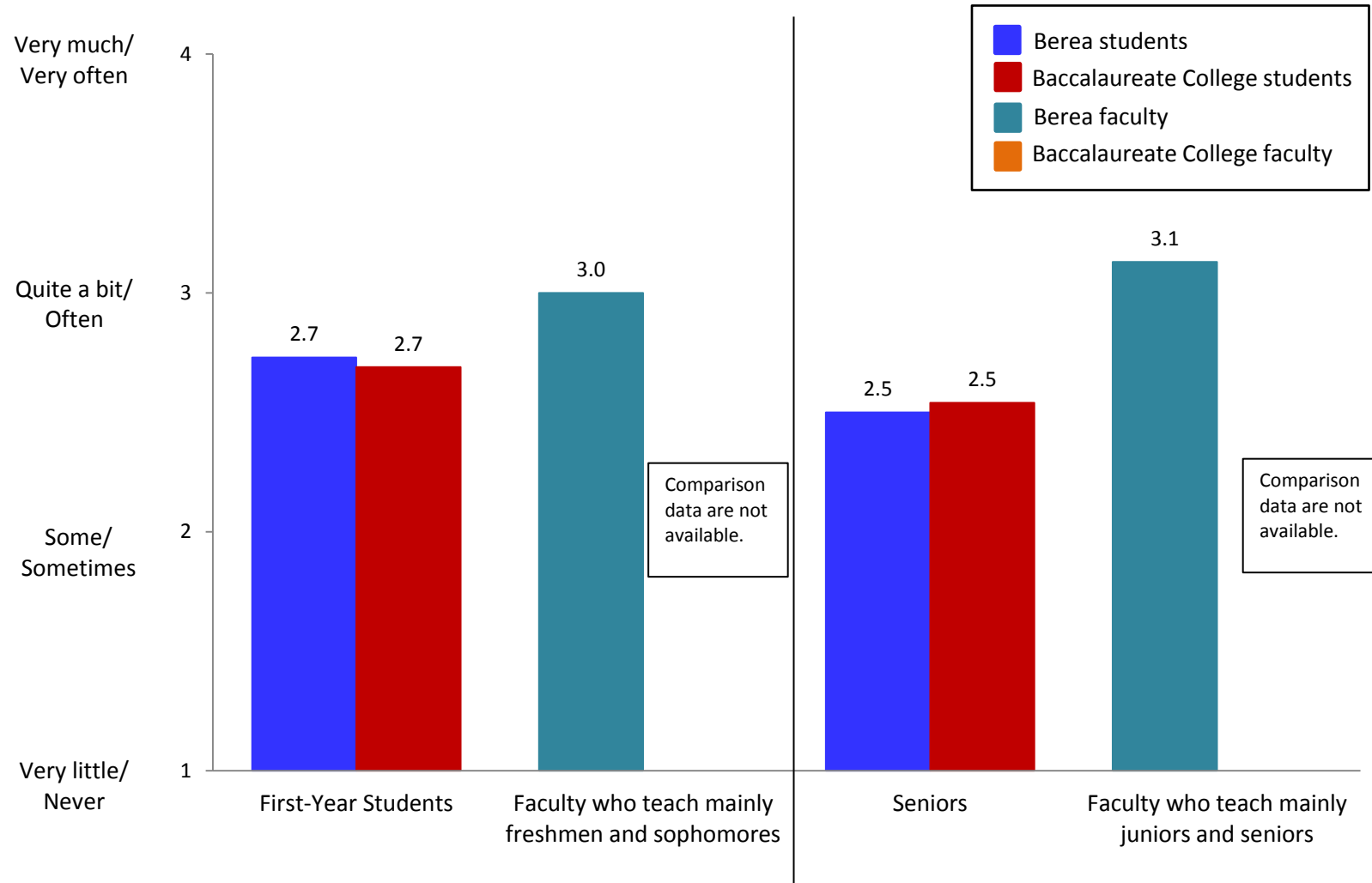
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: *During the current school year, about how often have you done the following?*

Ask other students for help understanding course material



Response Rates:

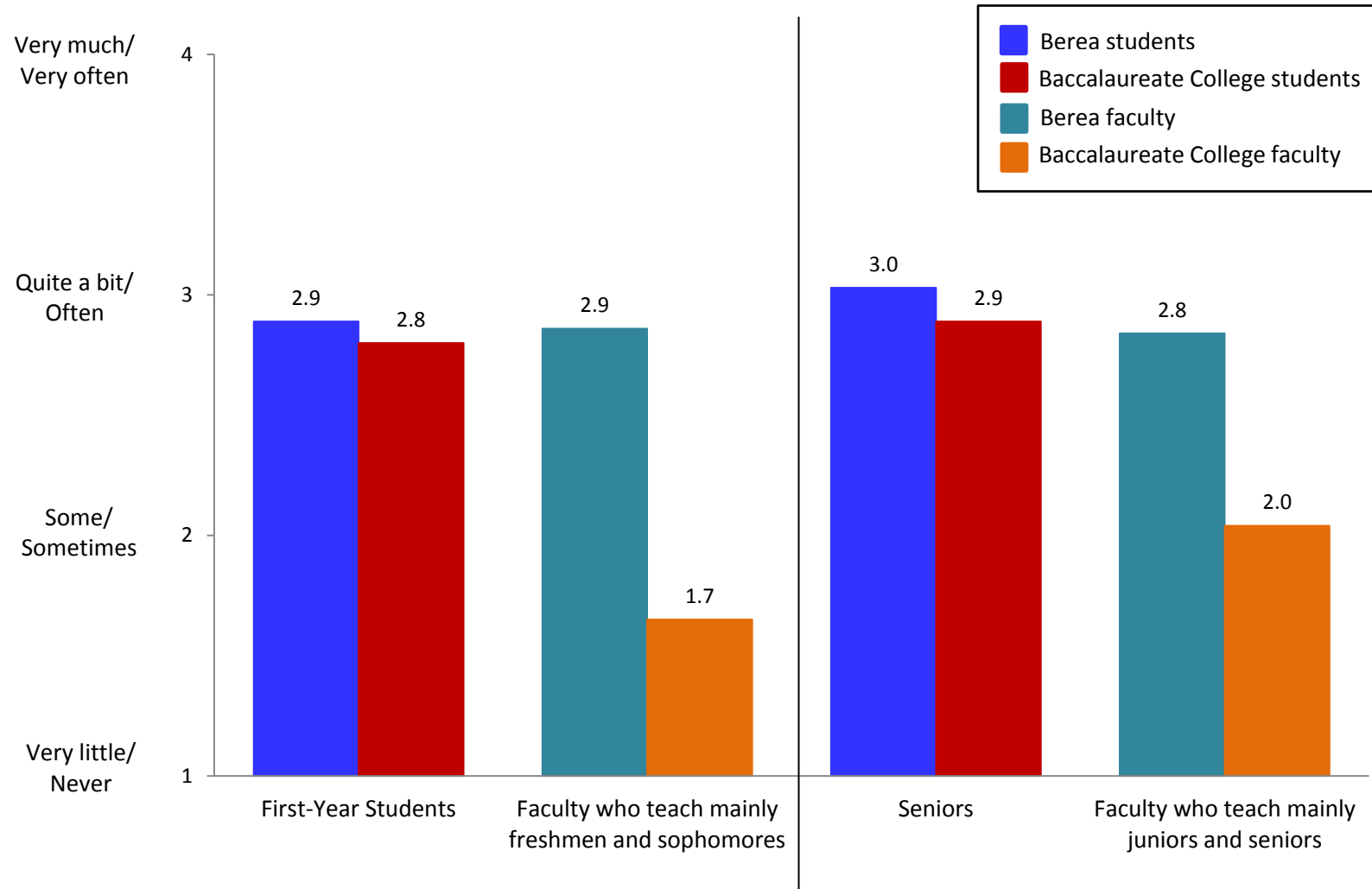
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: *During the current school year, about how often have you done the following?*

Explain course material to other students



Response Rates:

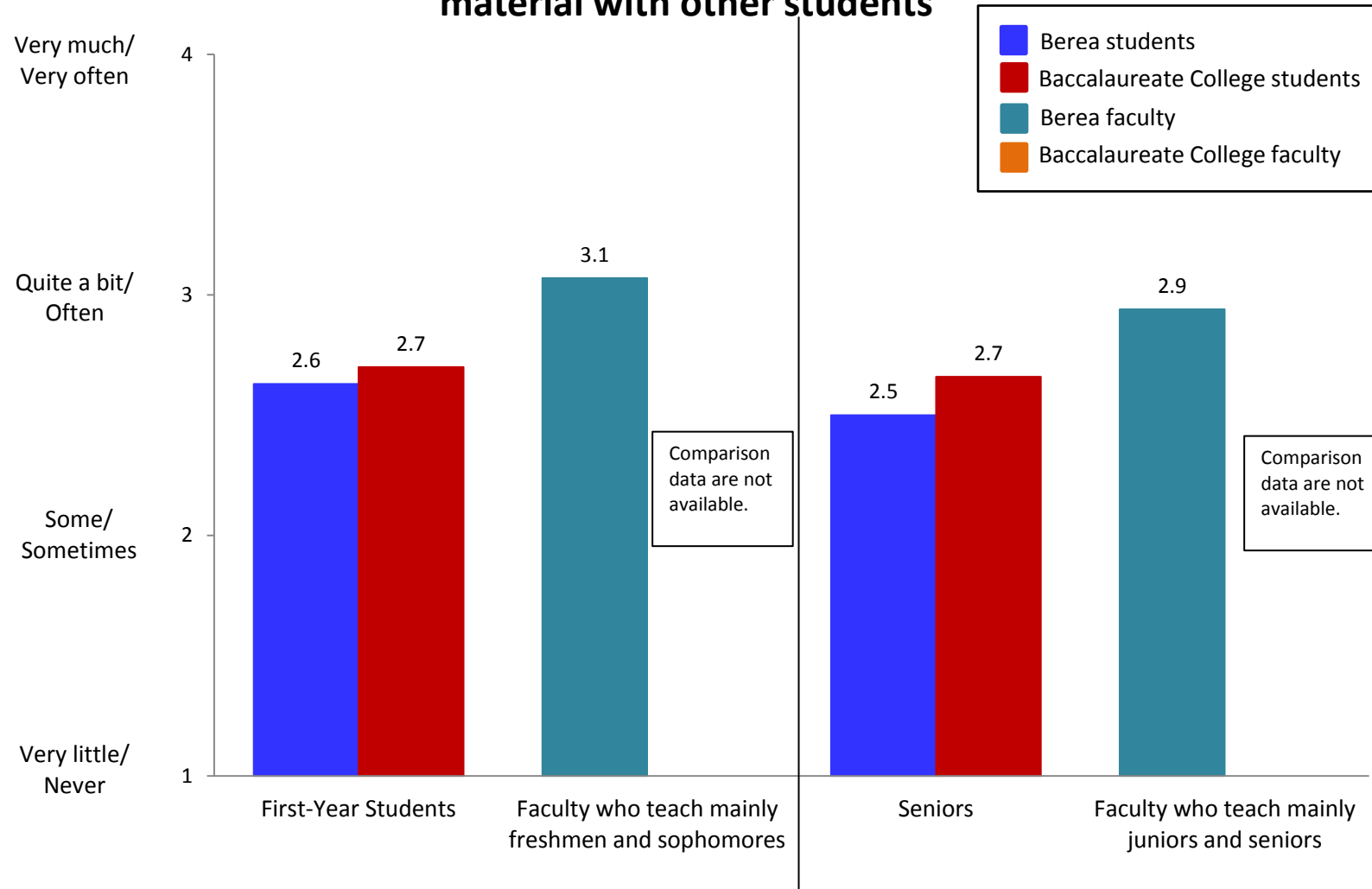
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: *During the current school year, about how often have you done the following?*

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



Response Rates:

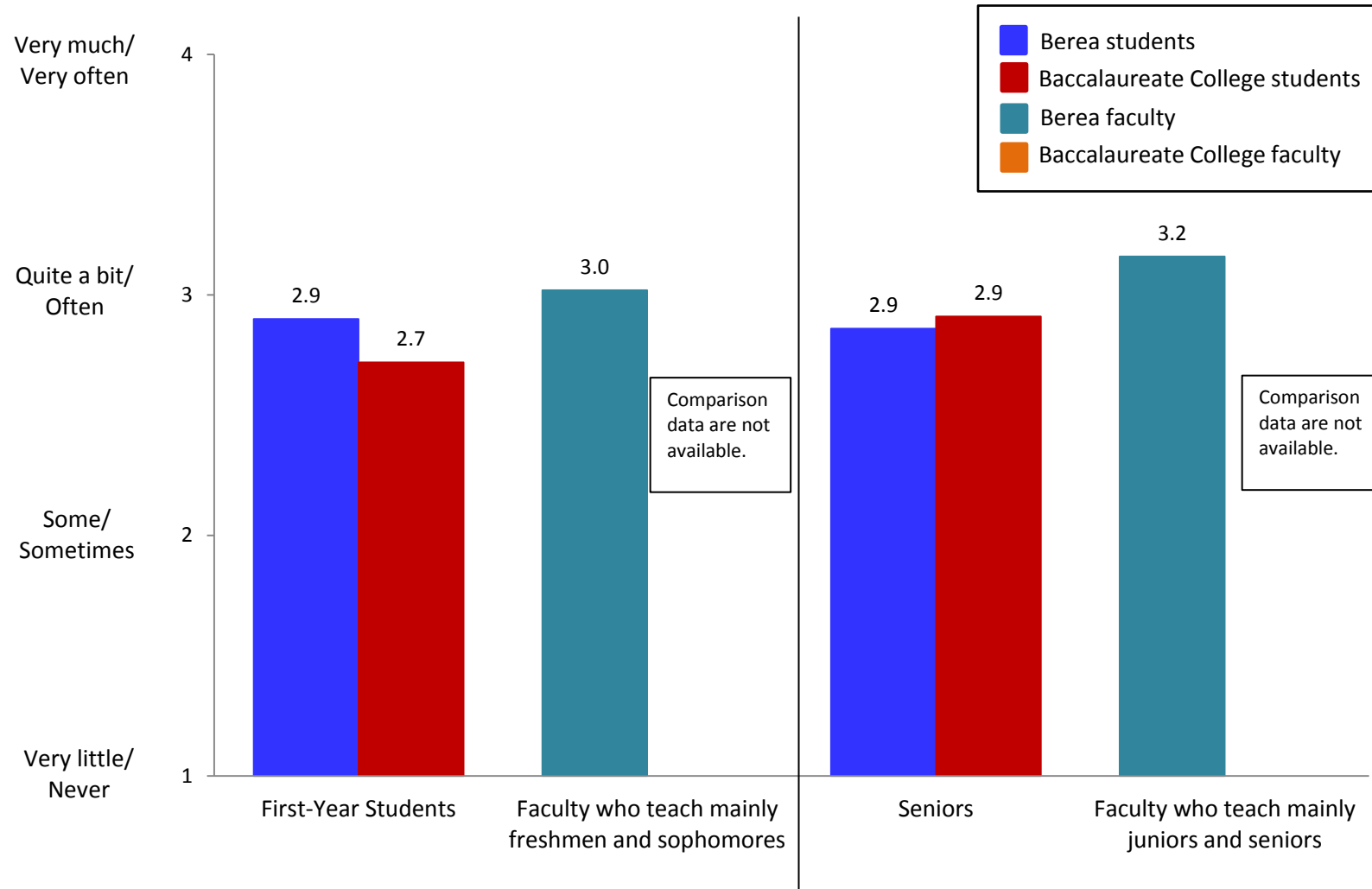
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: *During the current school year, about how often have you done the following?*

Work with other students on course projects or assignments



Response Rates:

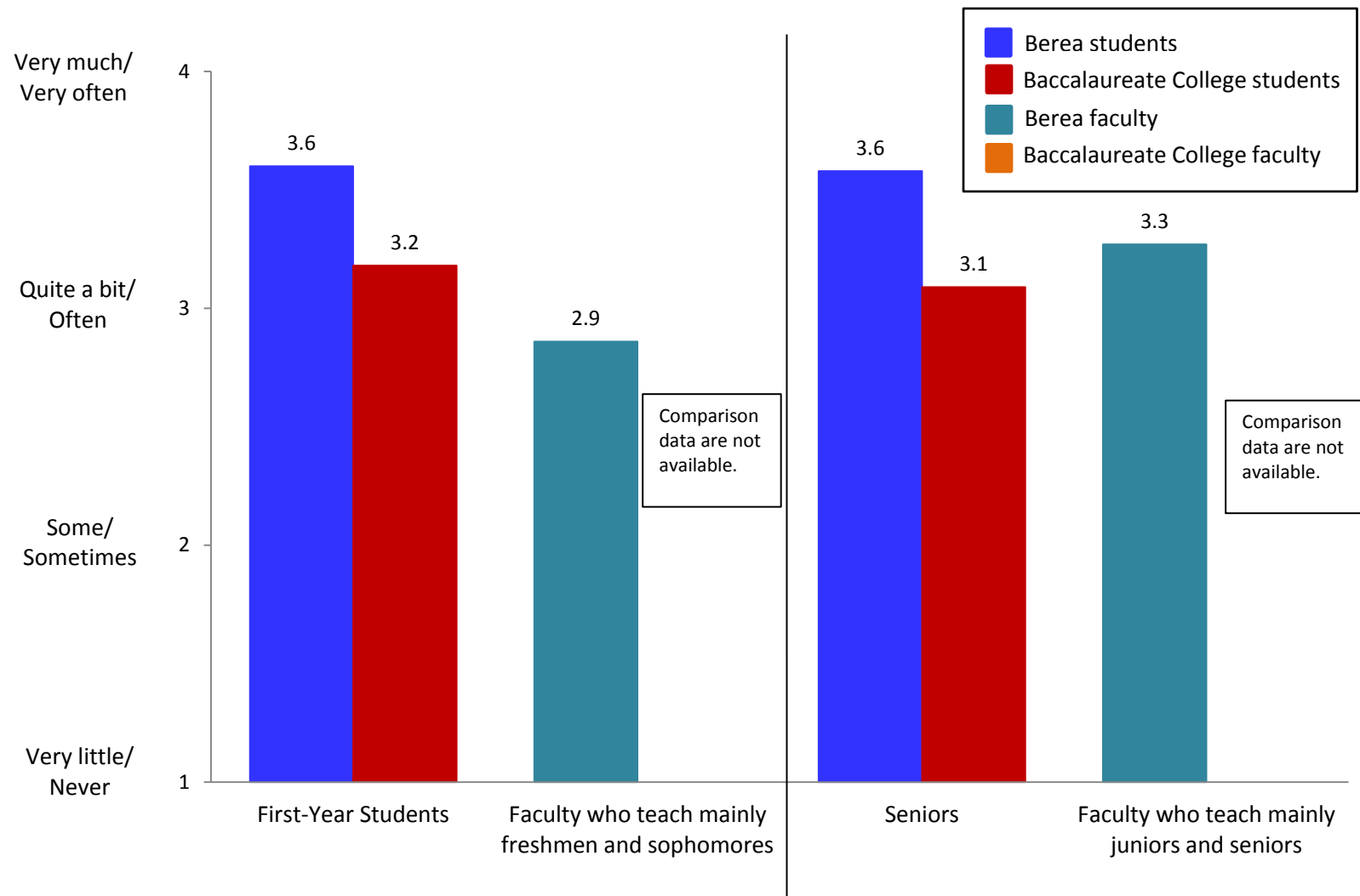
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

People of a race or ethnicity other than their own



Response Rates:

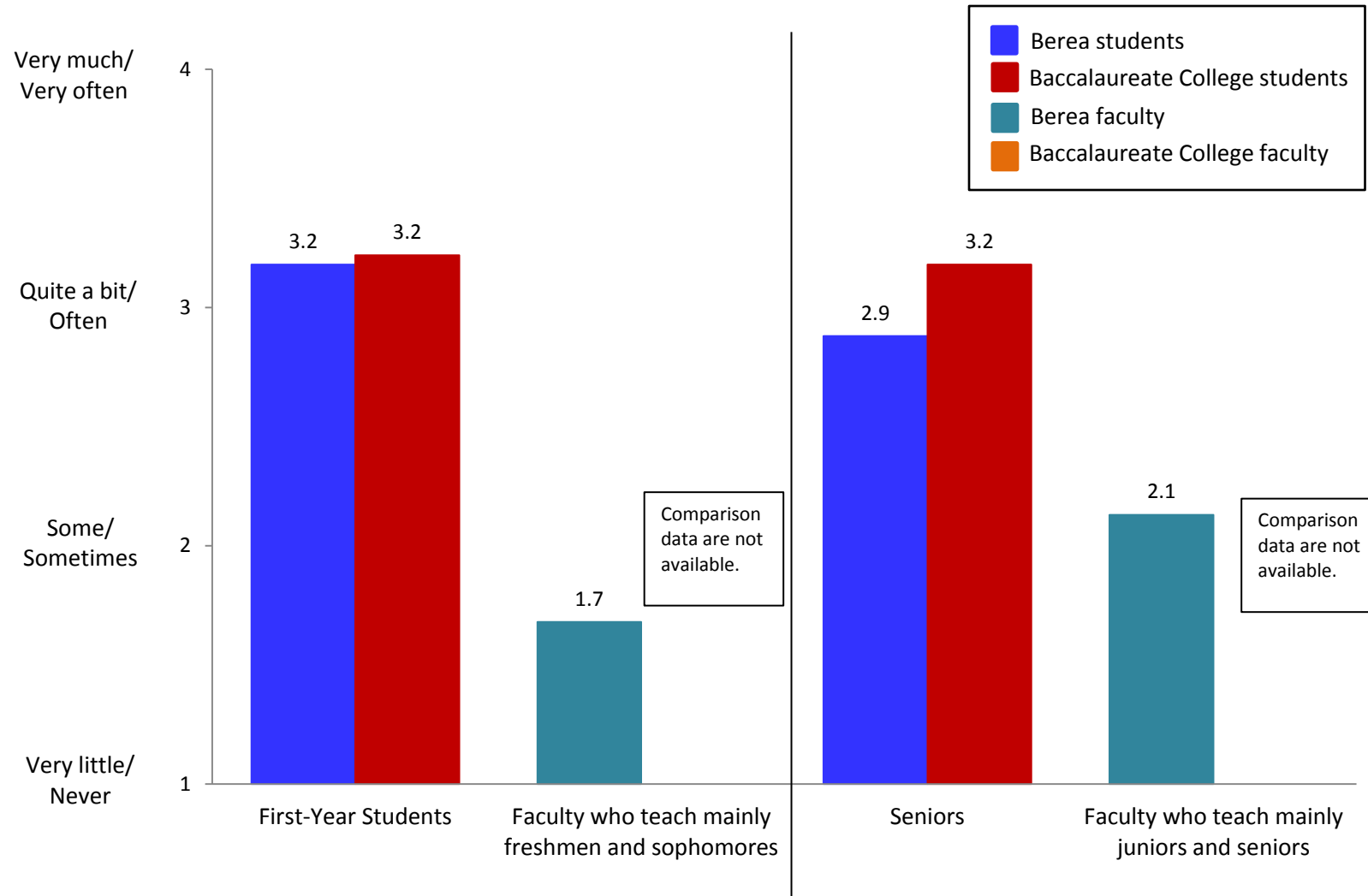
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

People from an economic background other than their own



Response Rates:

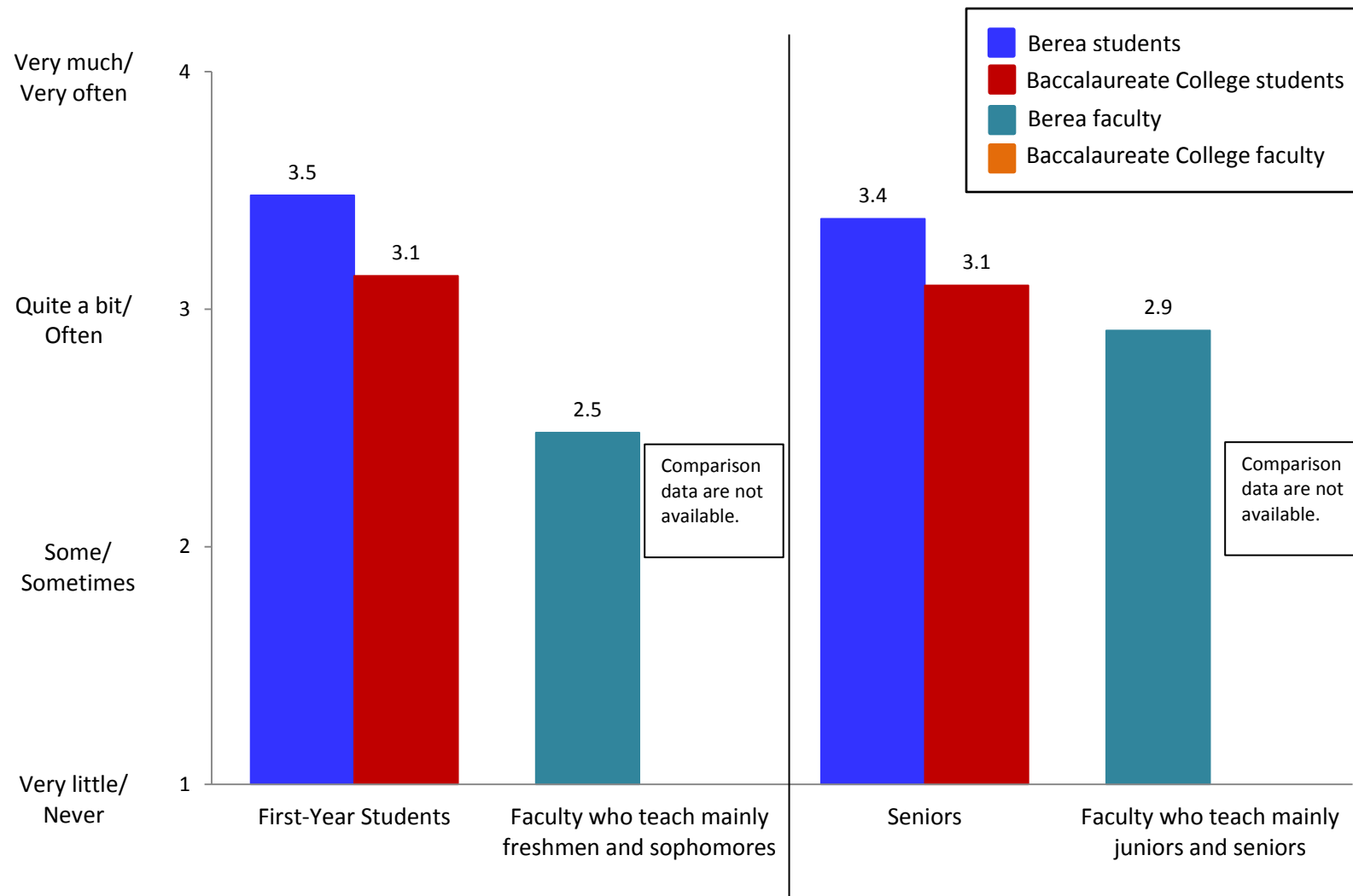
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

People with religious beliefs other than their own



Response Rates:

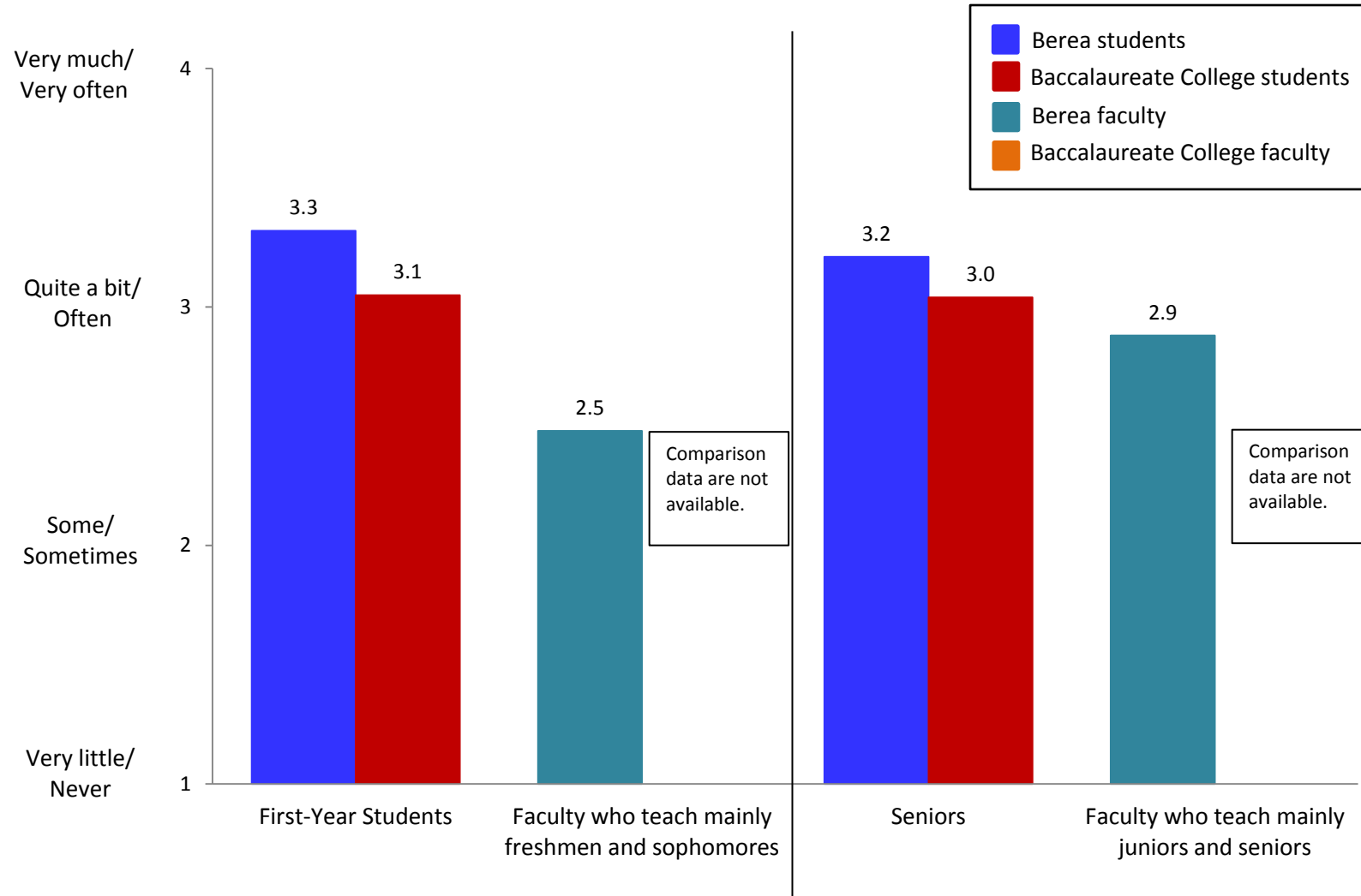
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How much opportunity do students have to engage in discussions with people from...?

NSSE: About how often have you had discussions with people from ...?

People with political views other than their own



Response Rates:

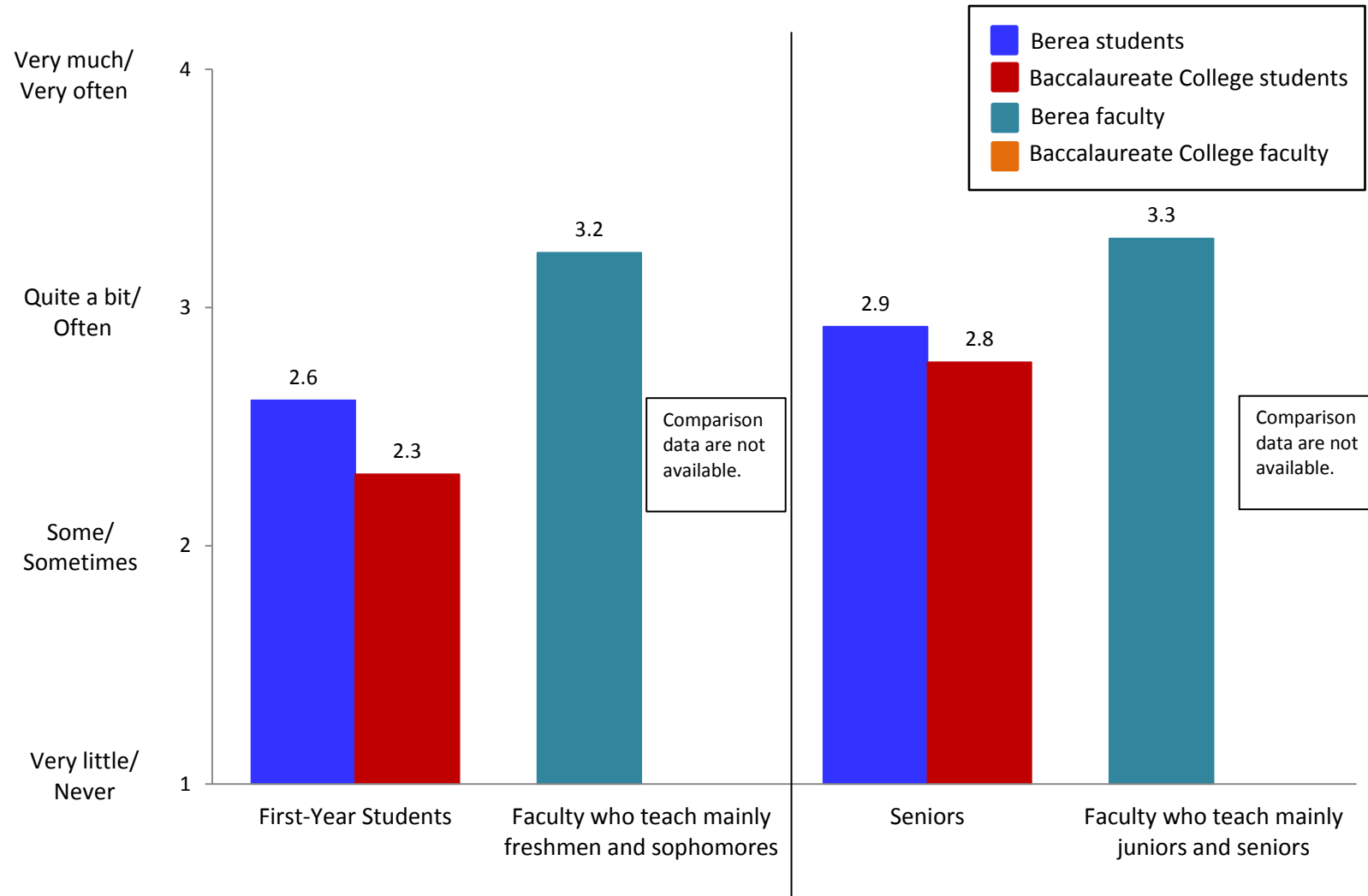
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: About how often have you done the following?

Talked about their career plans



Response Rates:

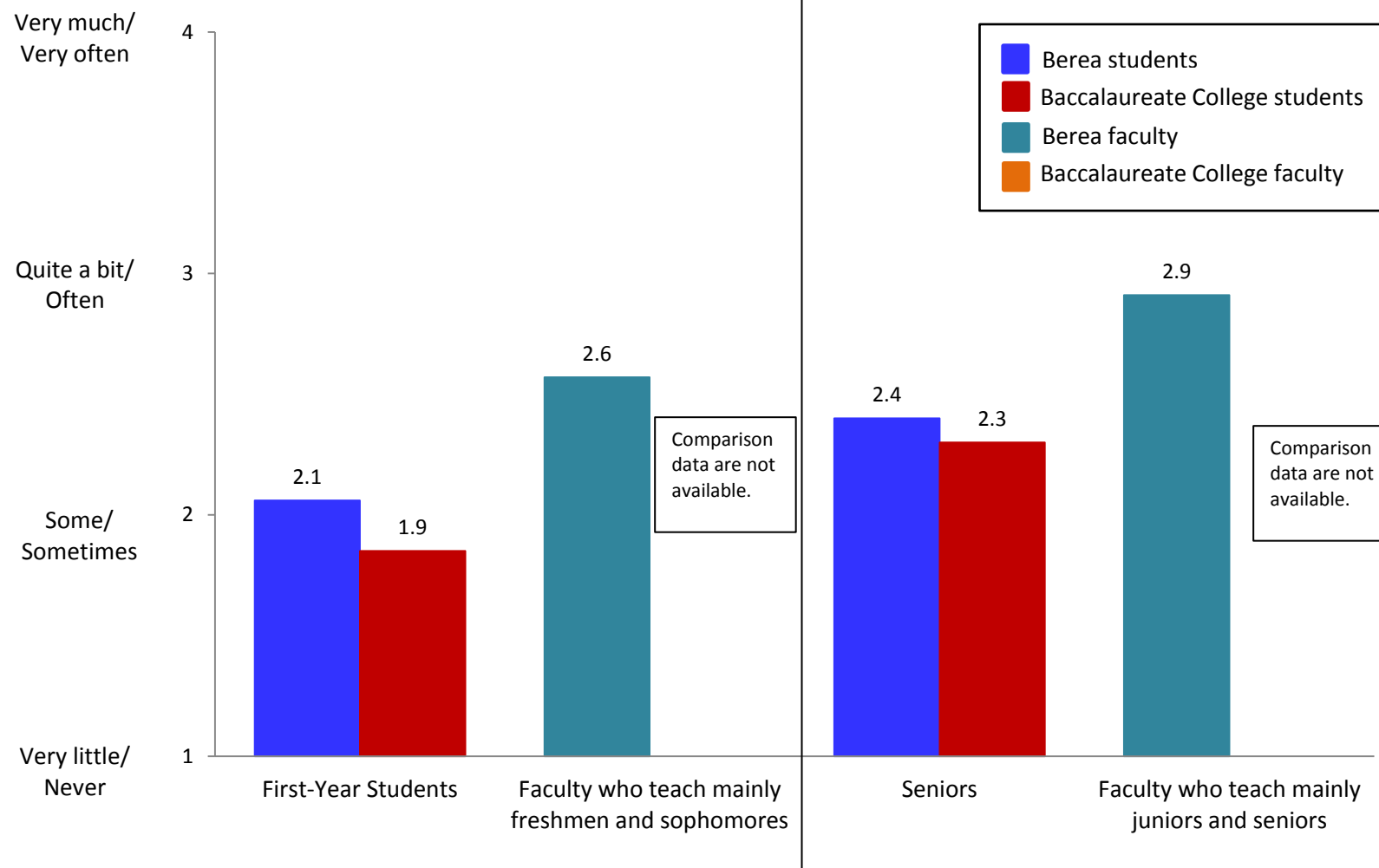
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: About how often have you done the following?

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



Response Rates:

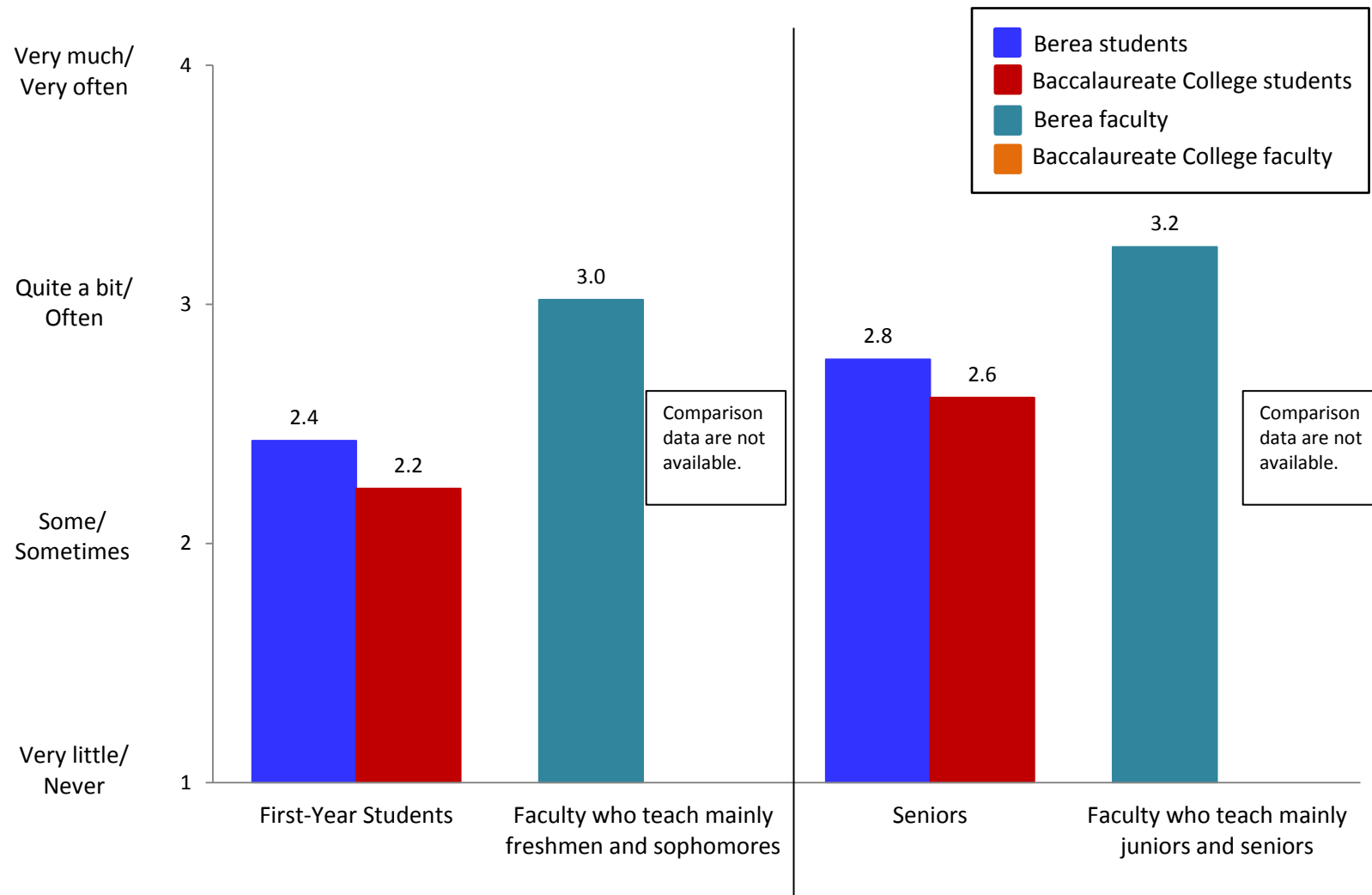
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: About how often have you done the following?

Discussed course topics, ideas, or concepts outside of class



Response Rates:

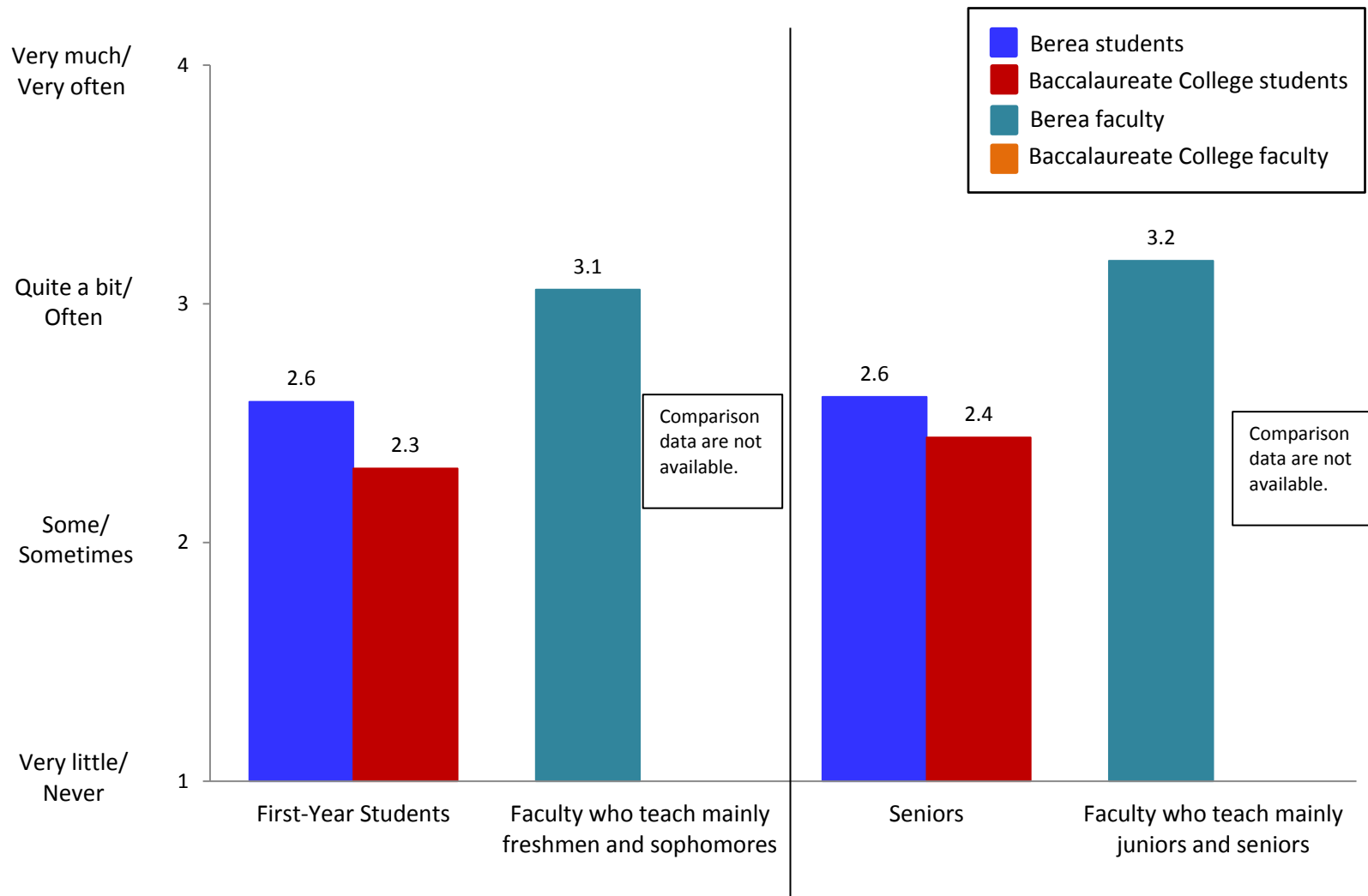
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: About how often have you done the following?

Discussed their academic performance



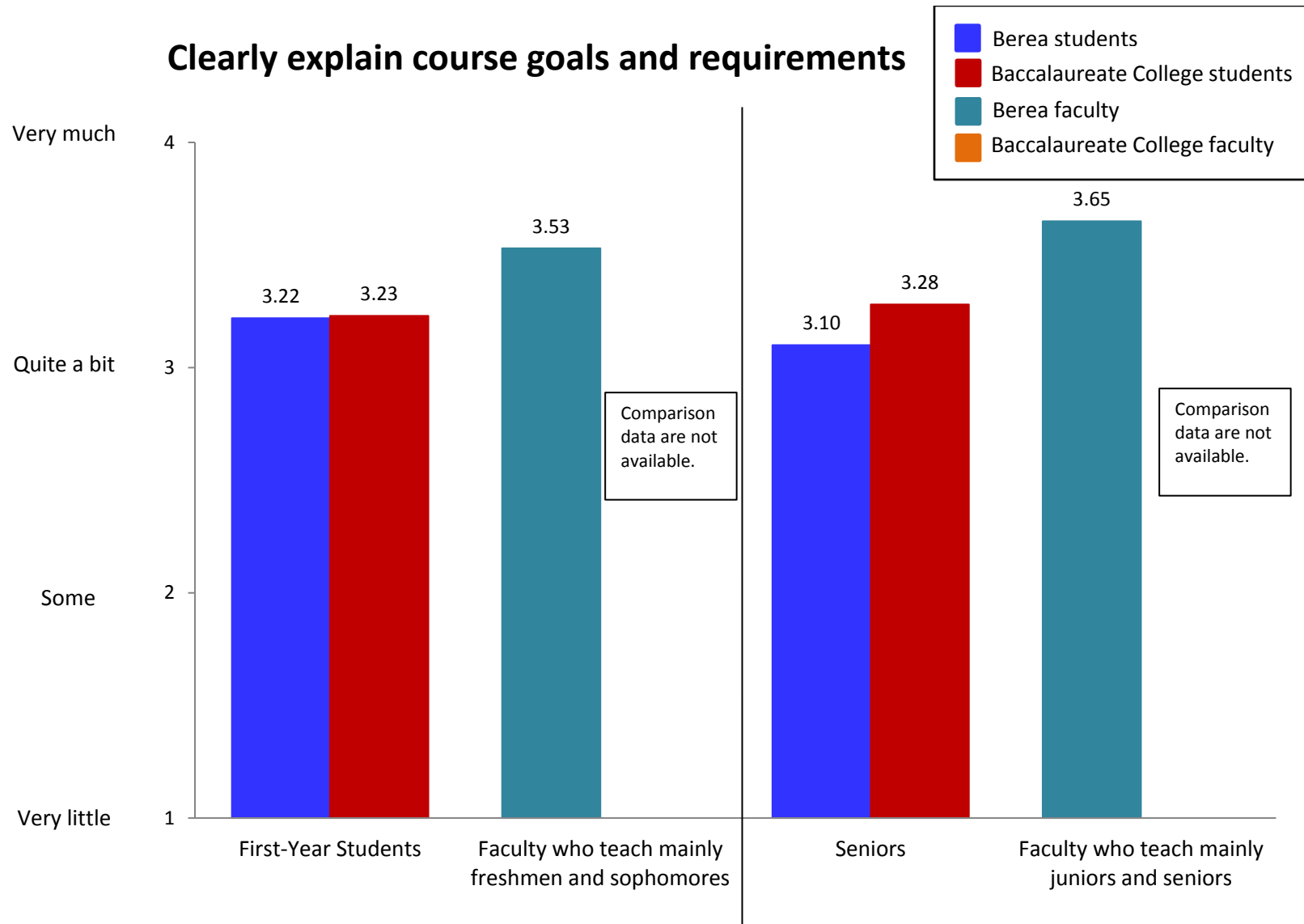
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: *During the current school year, to what extent have your instructors done the following?*



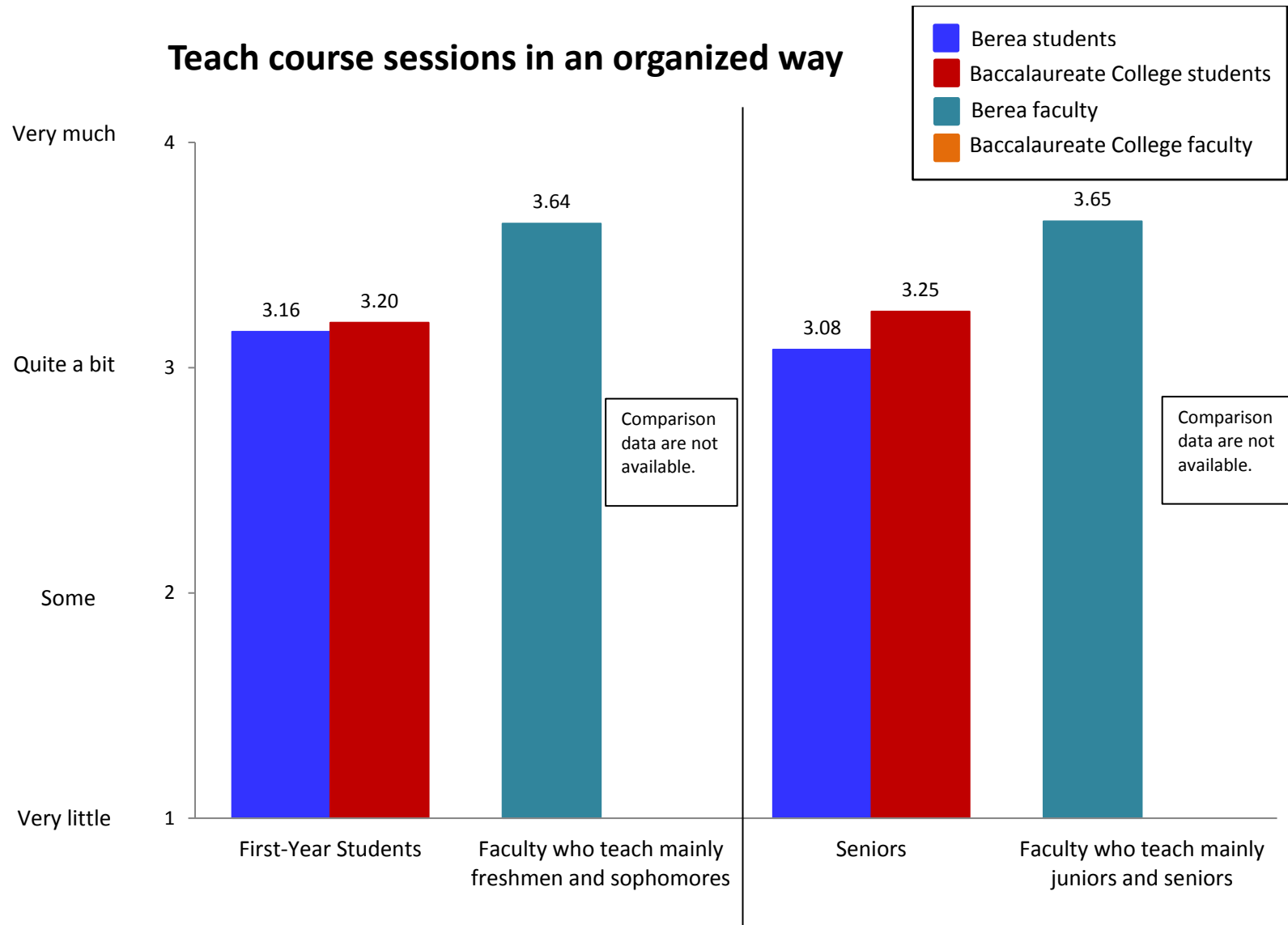
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: During the current school year, to what extent have your instructors done the following?



Response Rates:

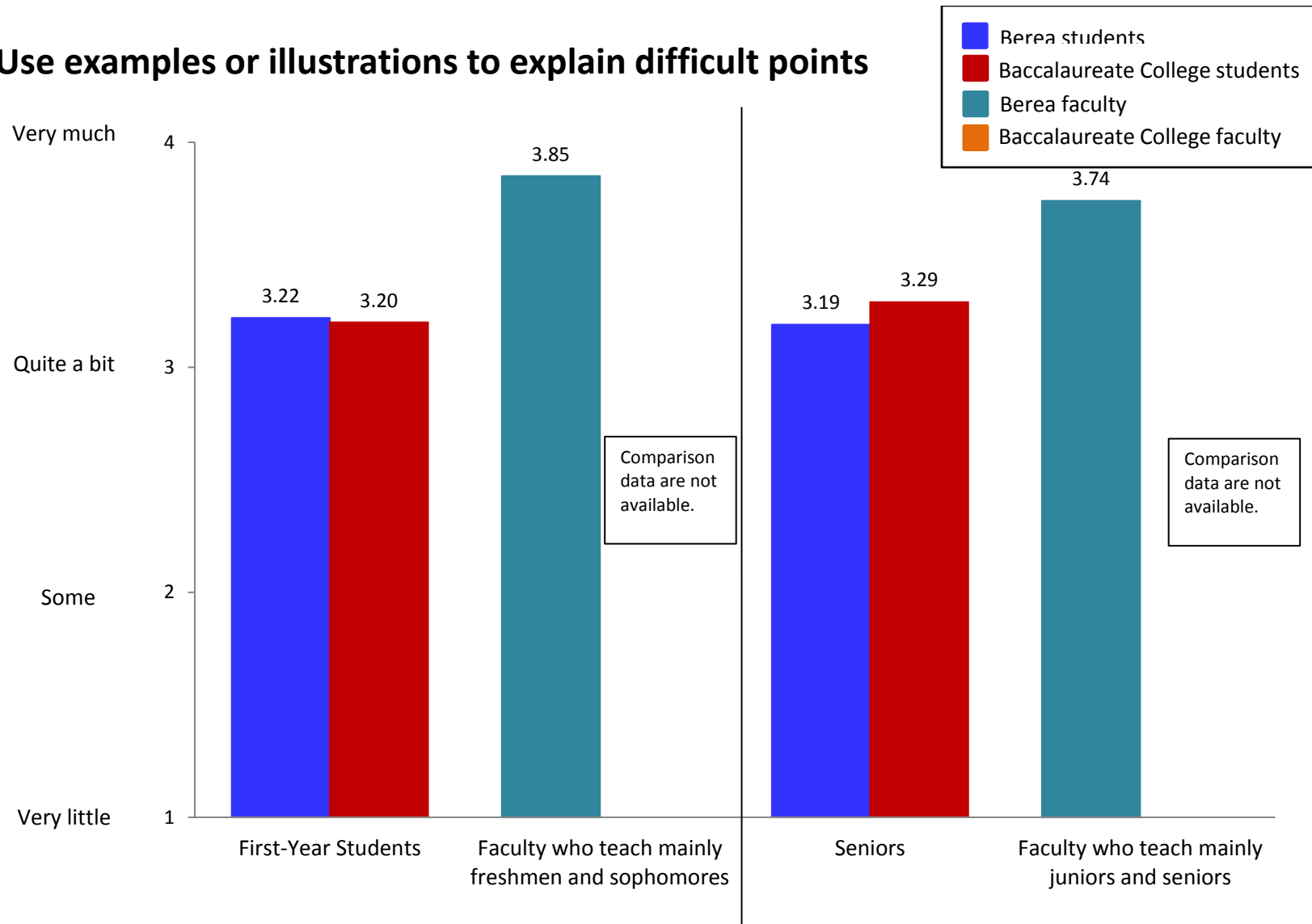
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: During the current school year, to what extent have your instructors done the following?

Use examples or illustrations to explain difficult points



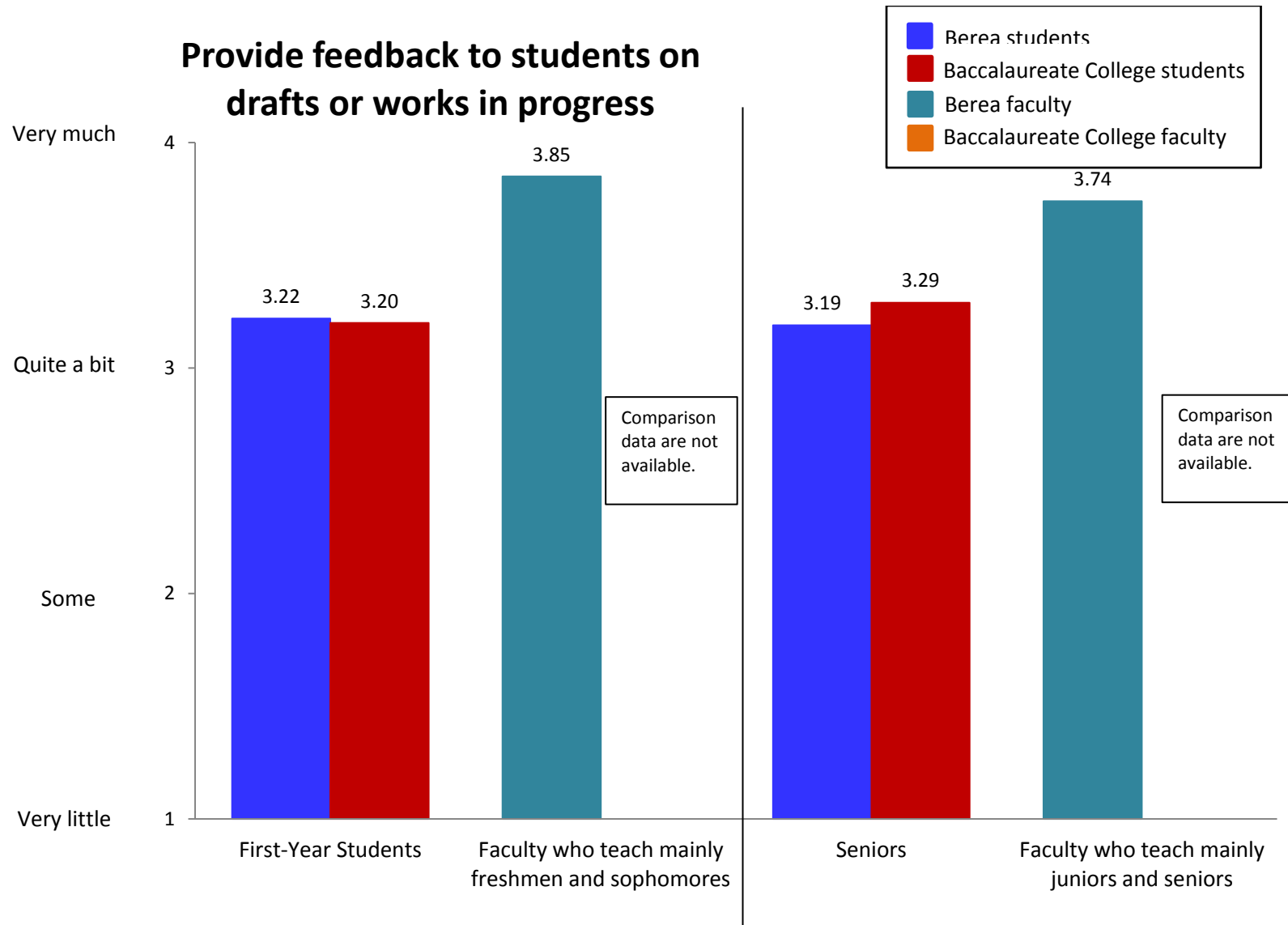
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: *During the current school year, to what extent have your instructors done the following?*



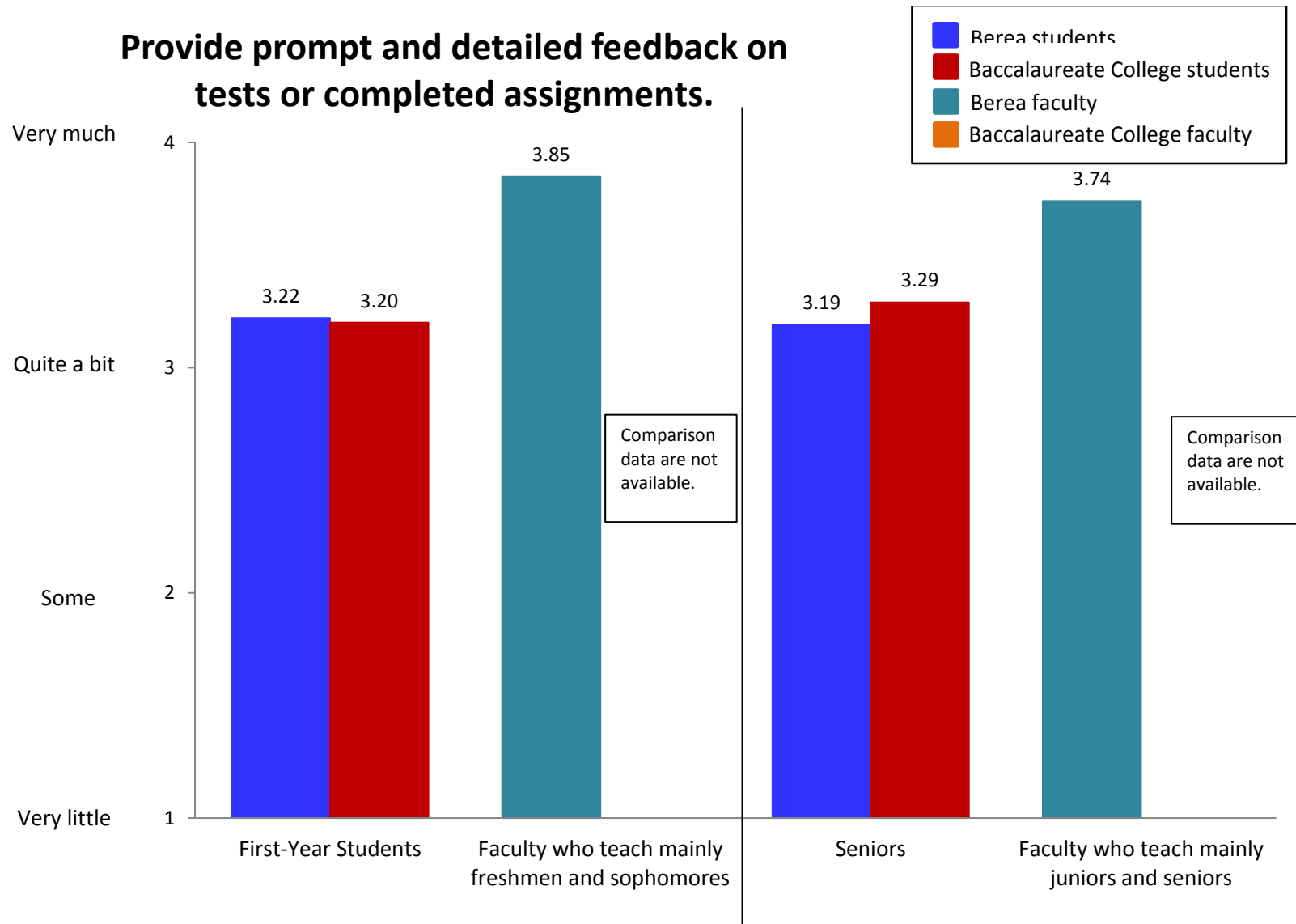
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: During the current school year, to what extent have your instructors done the following?



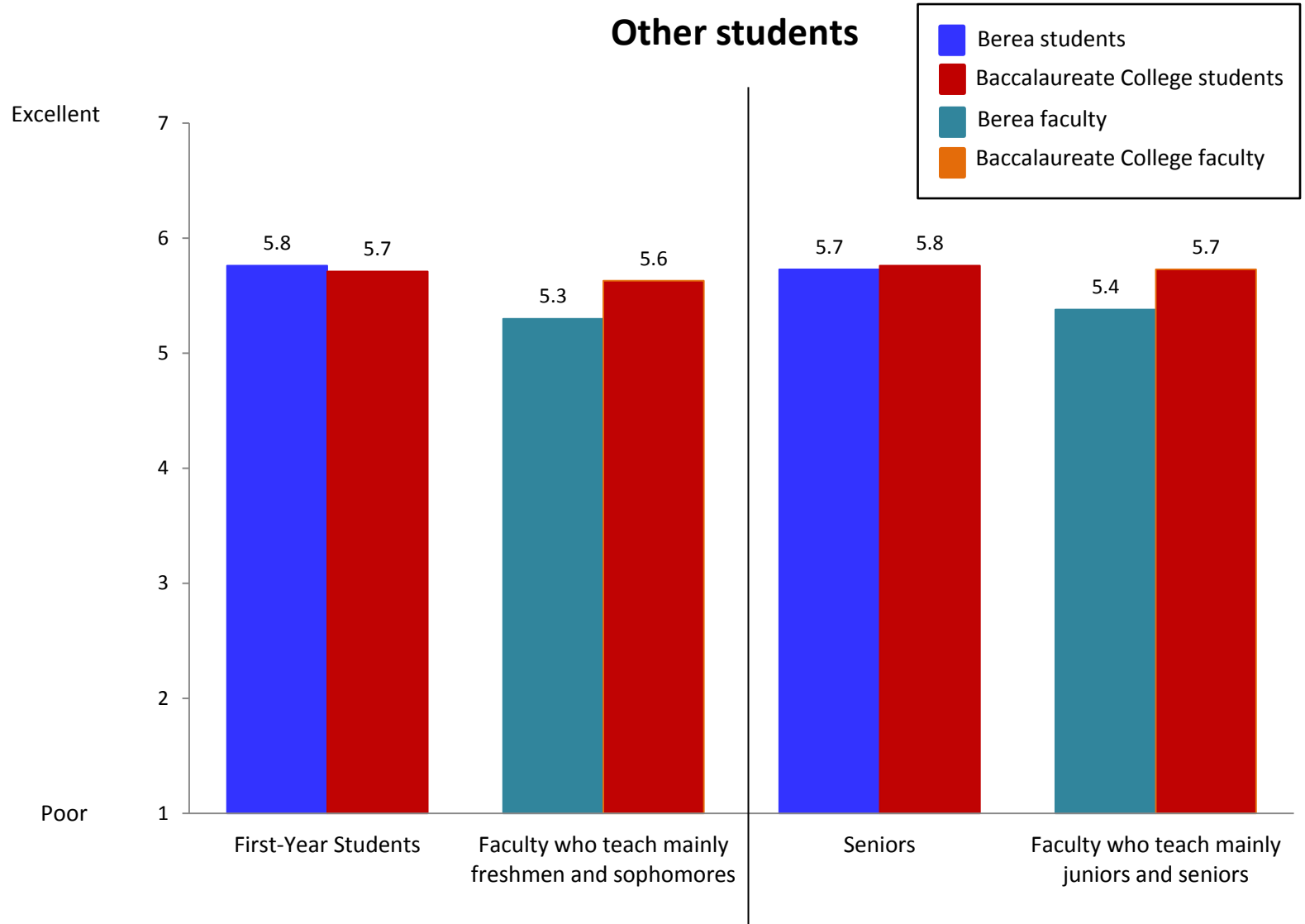
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: Indicate your perception of the quality of student interactions with the following....

NSSE: Indicate the quality of your interactions with the following ...?



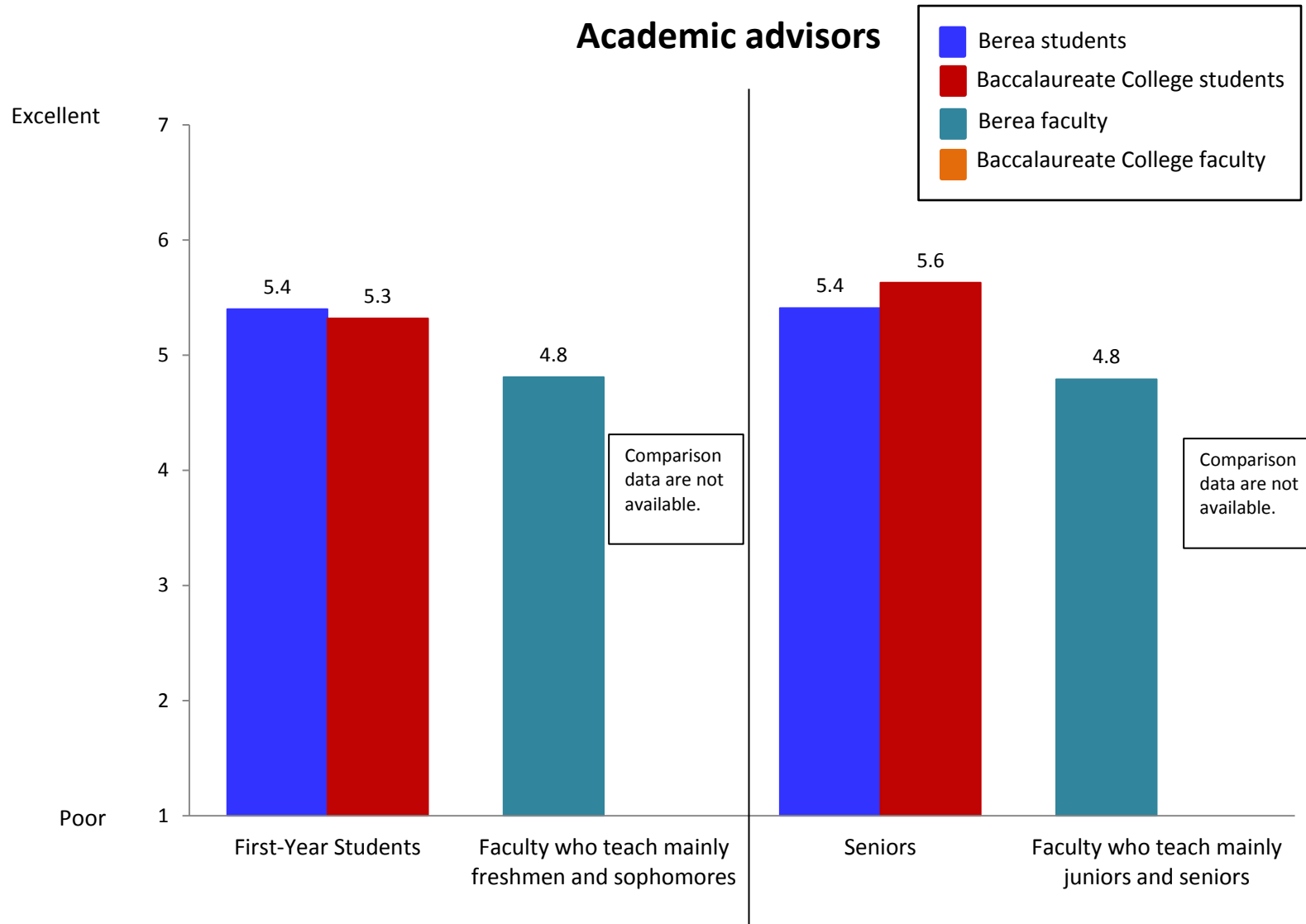
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: Indicate your perception of the quality of student interactions with the following....

NSSE: Indicate the quality of your interactions with the following ...?



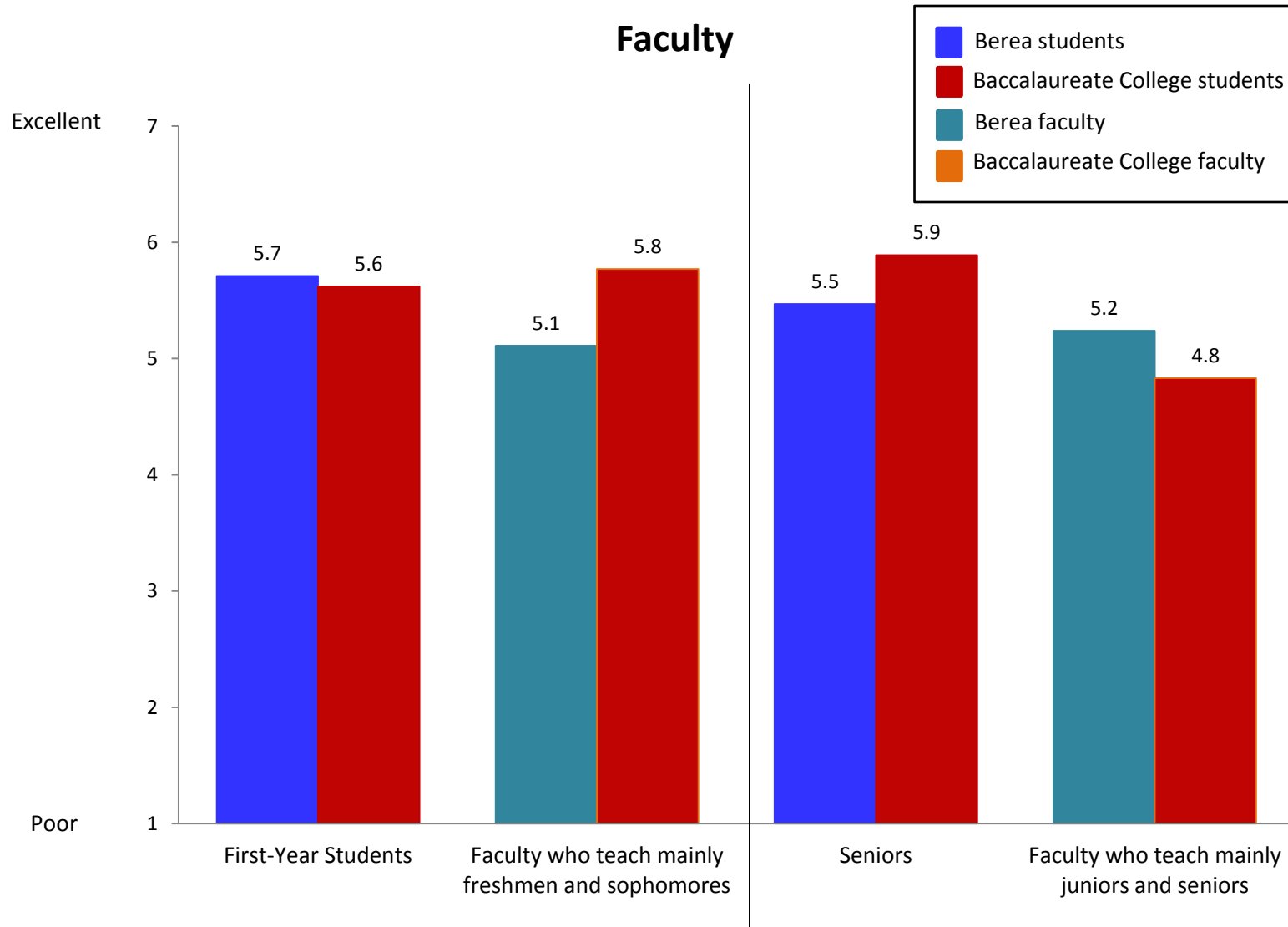
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: Indicate your perception of the quality of student interactions with the following....

NSSE: Indicate the quality of your interactions with the following ...?



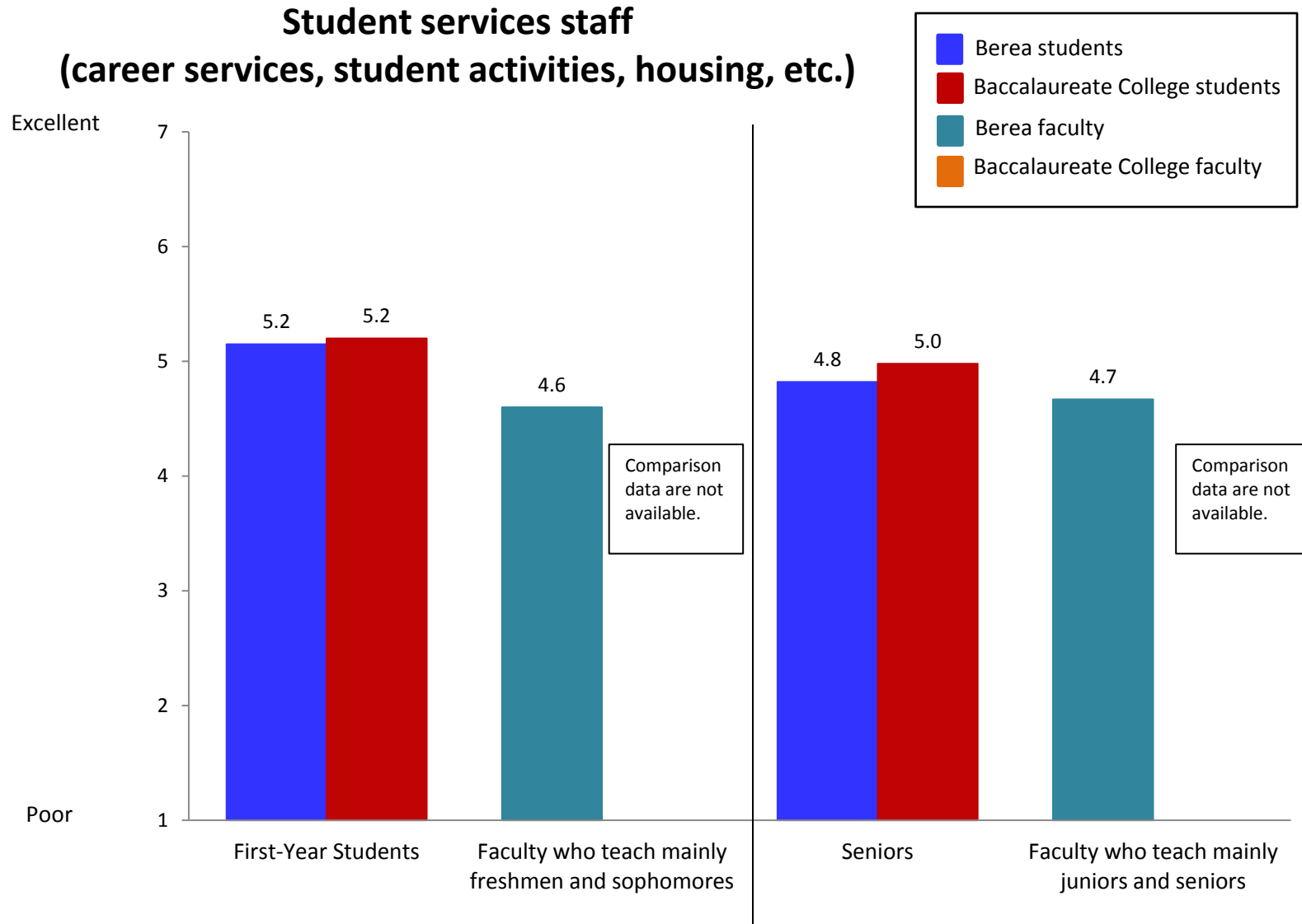
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: Indicate your perception of the quality of student interactions with the following....

NSSE: Indicate the quality of your interactions with the following ...?



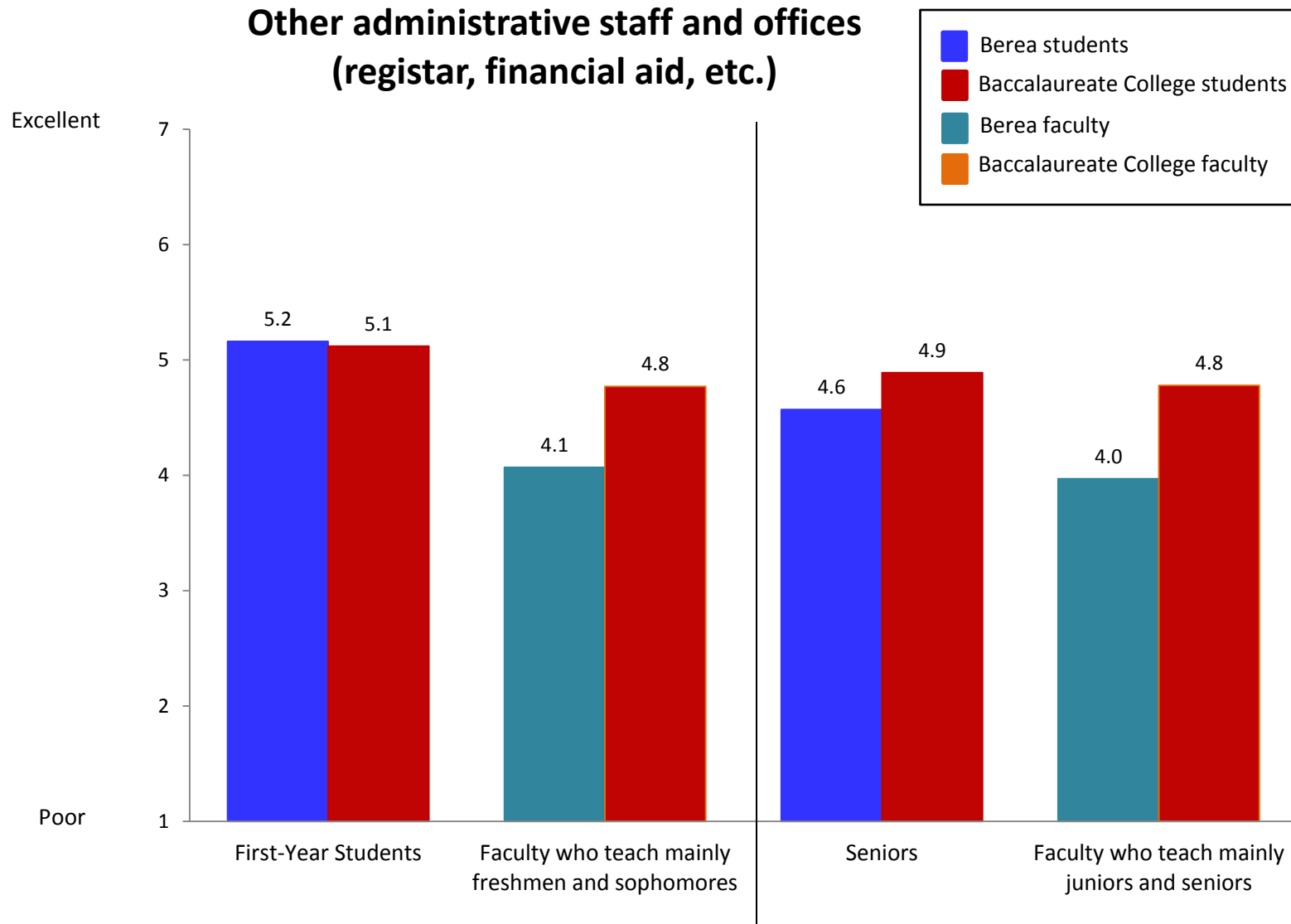
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: Indicate your perception of the quality of student interactions with the following....

NSSE: Indicate the quality of your interactions with the following ...?



Response Rates:

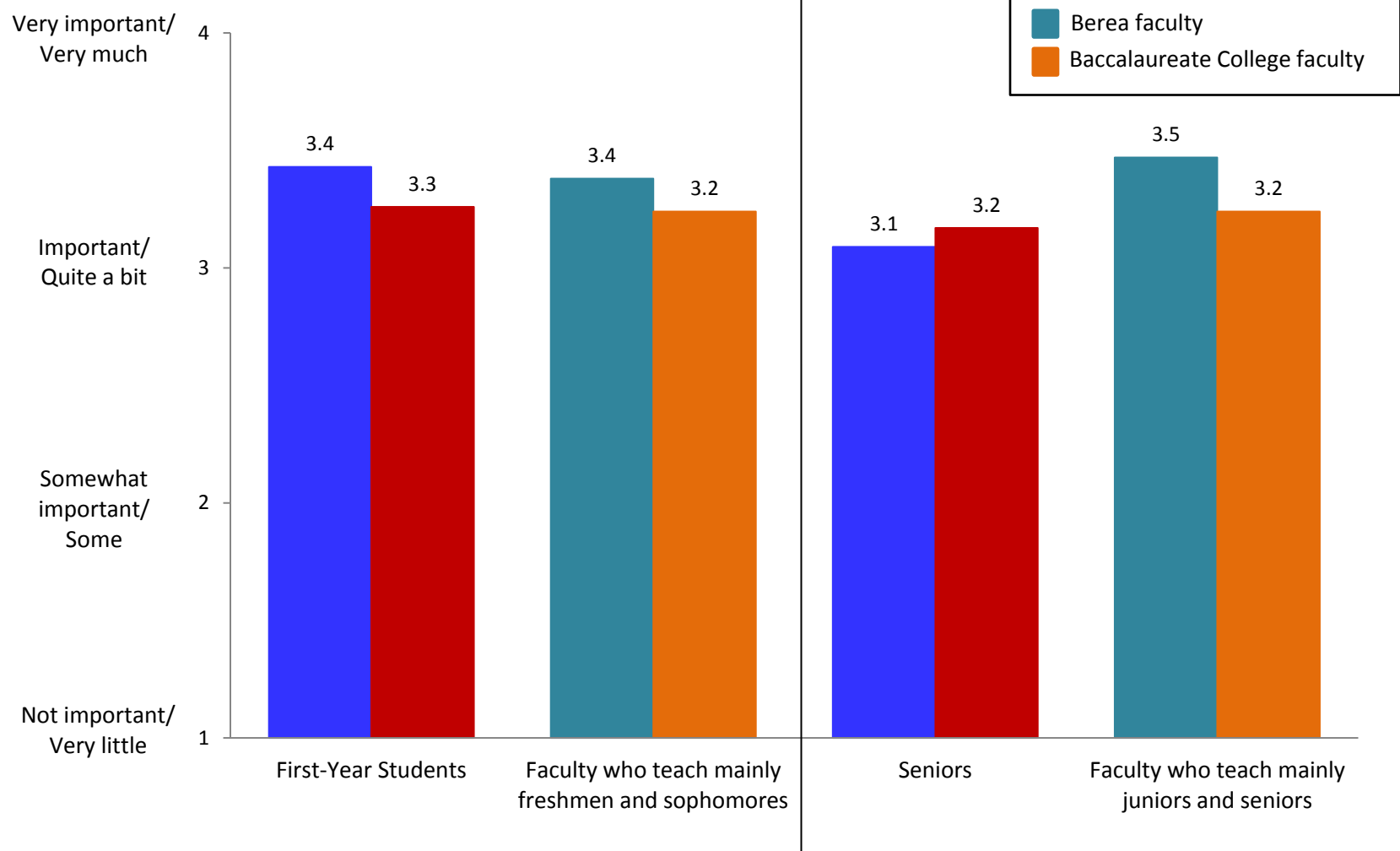
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: How much does your institution emphasize the following?

Providing support to help students succeed academically



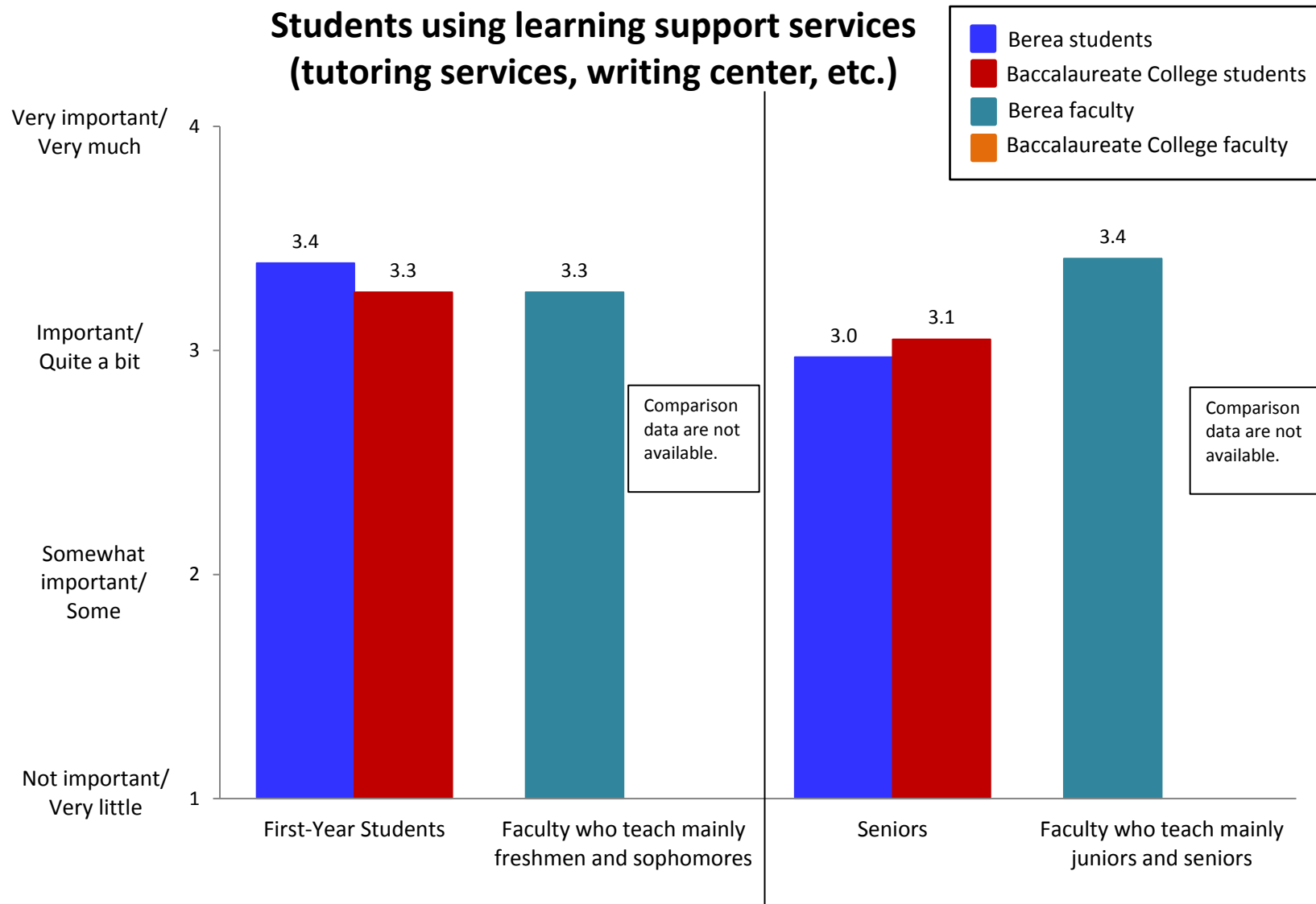
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: How much does your institution emphasize the following?



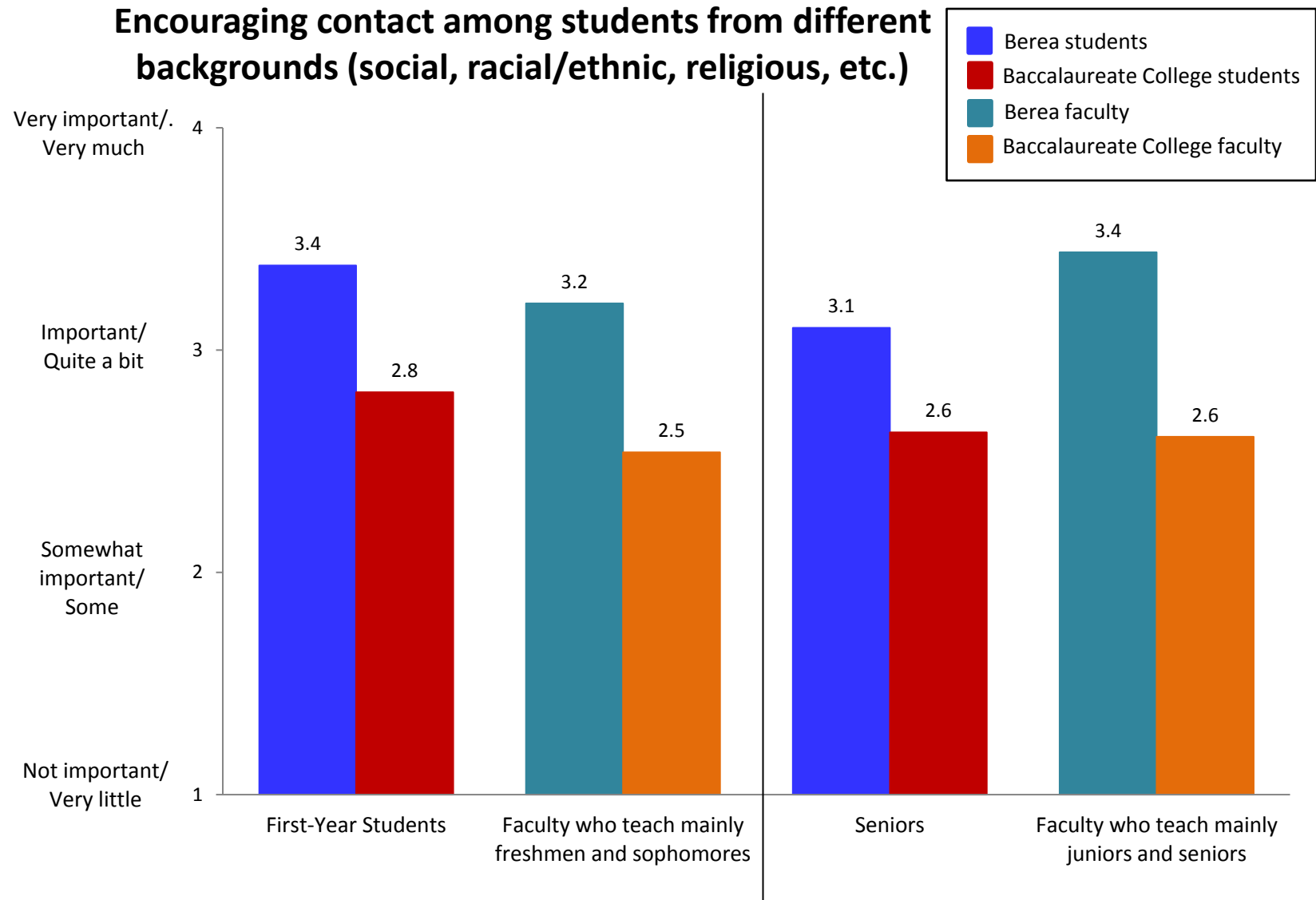
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: How much does your institution emphasize the following?



Response Rates:

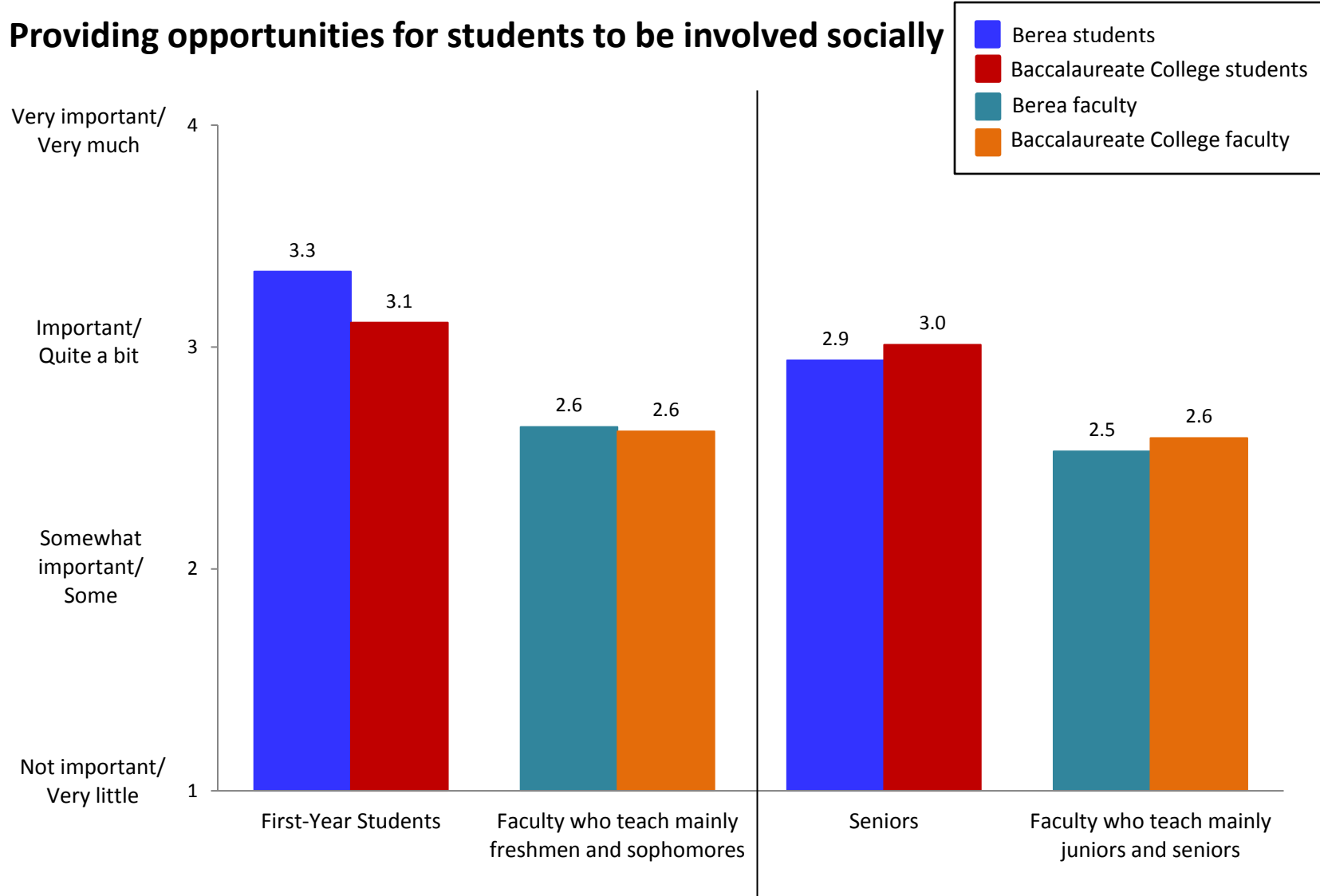
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: How much does your institution emphasize the following?

Providing opportunities for students to be involved socially



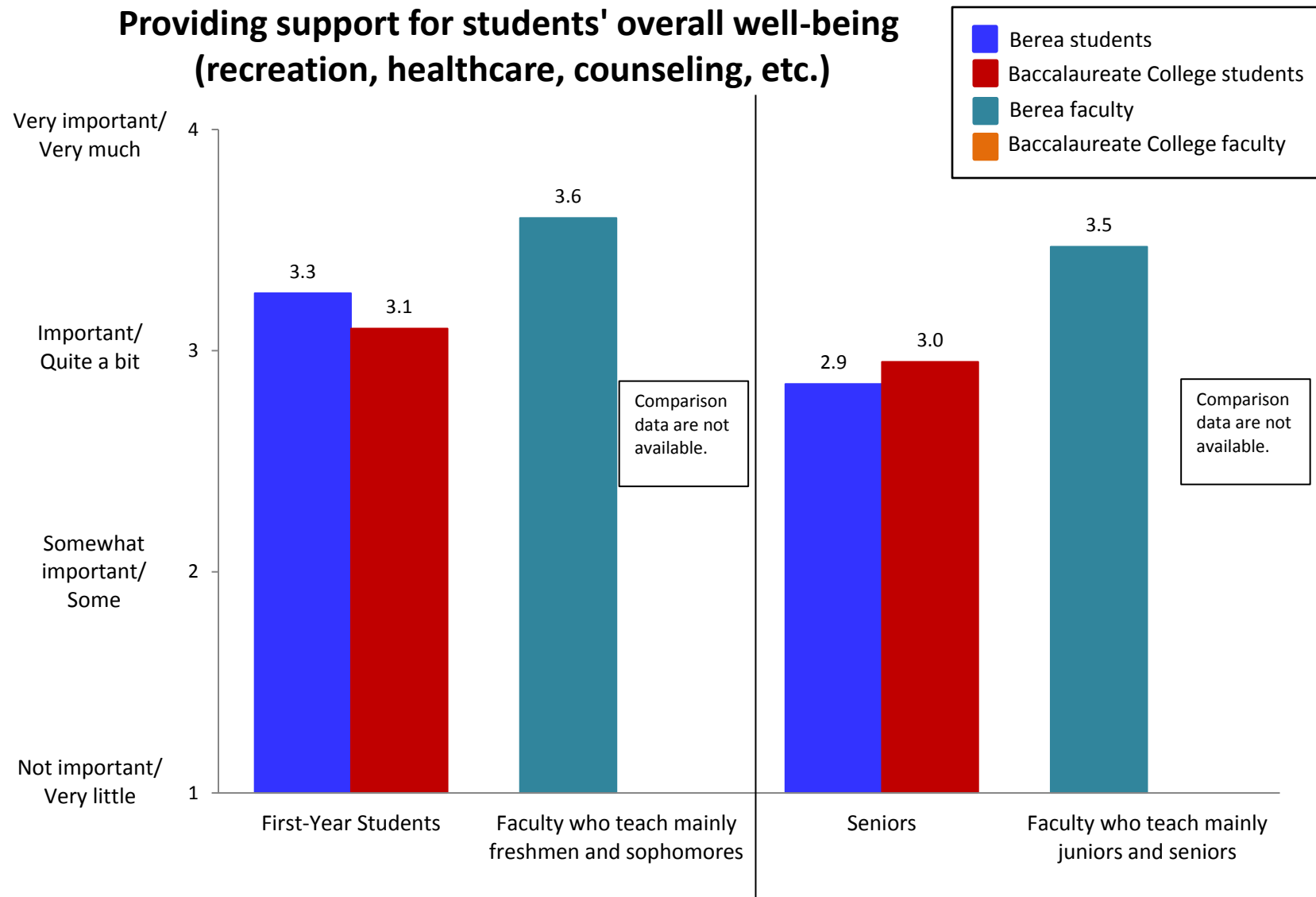
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: How much does your institution emphasize the following?



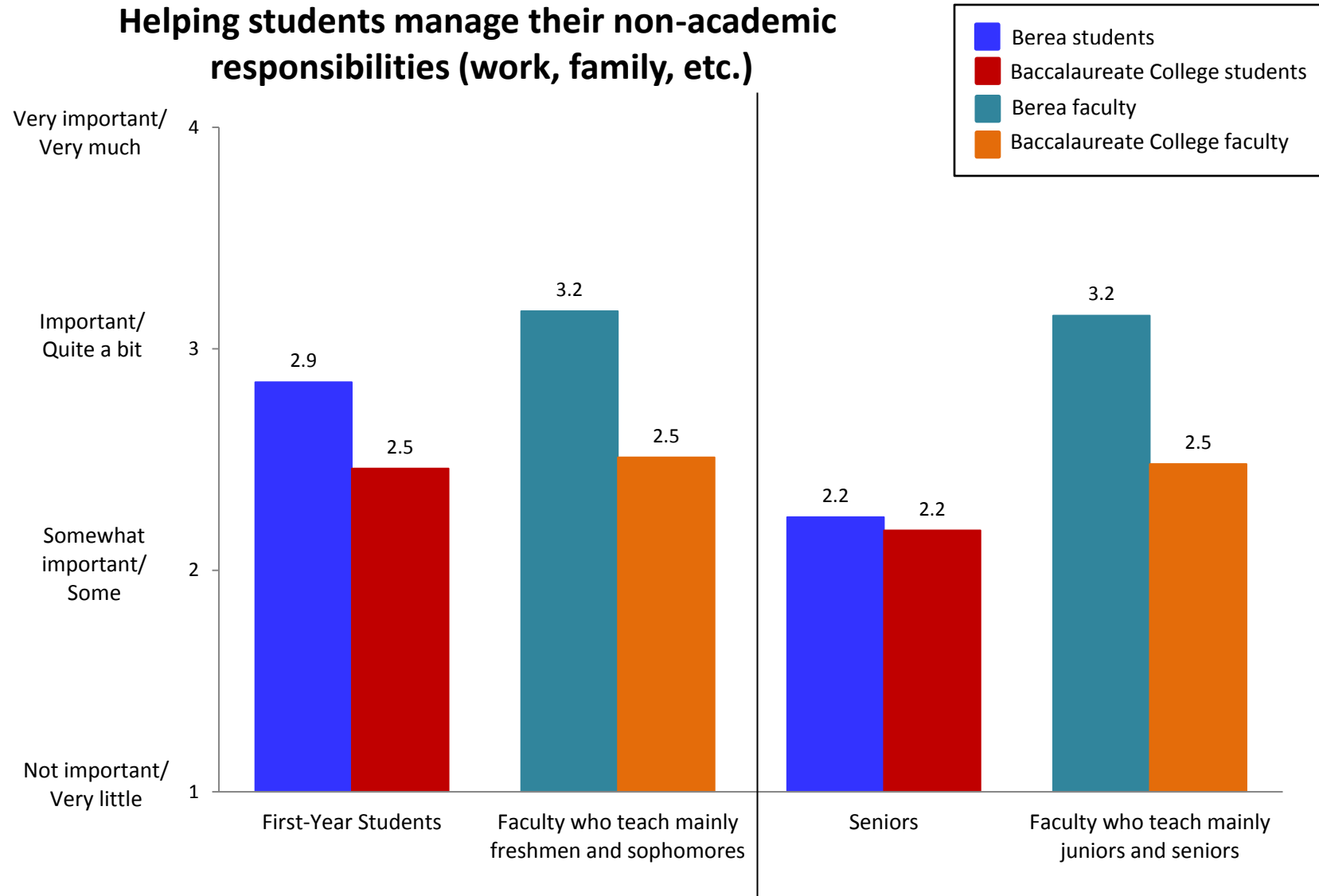
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: How much does your institution emphasize the following?



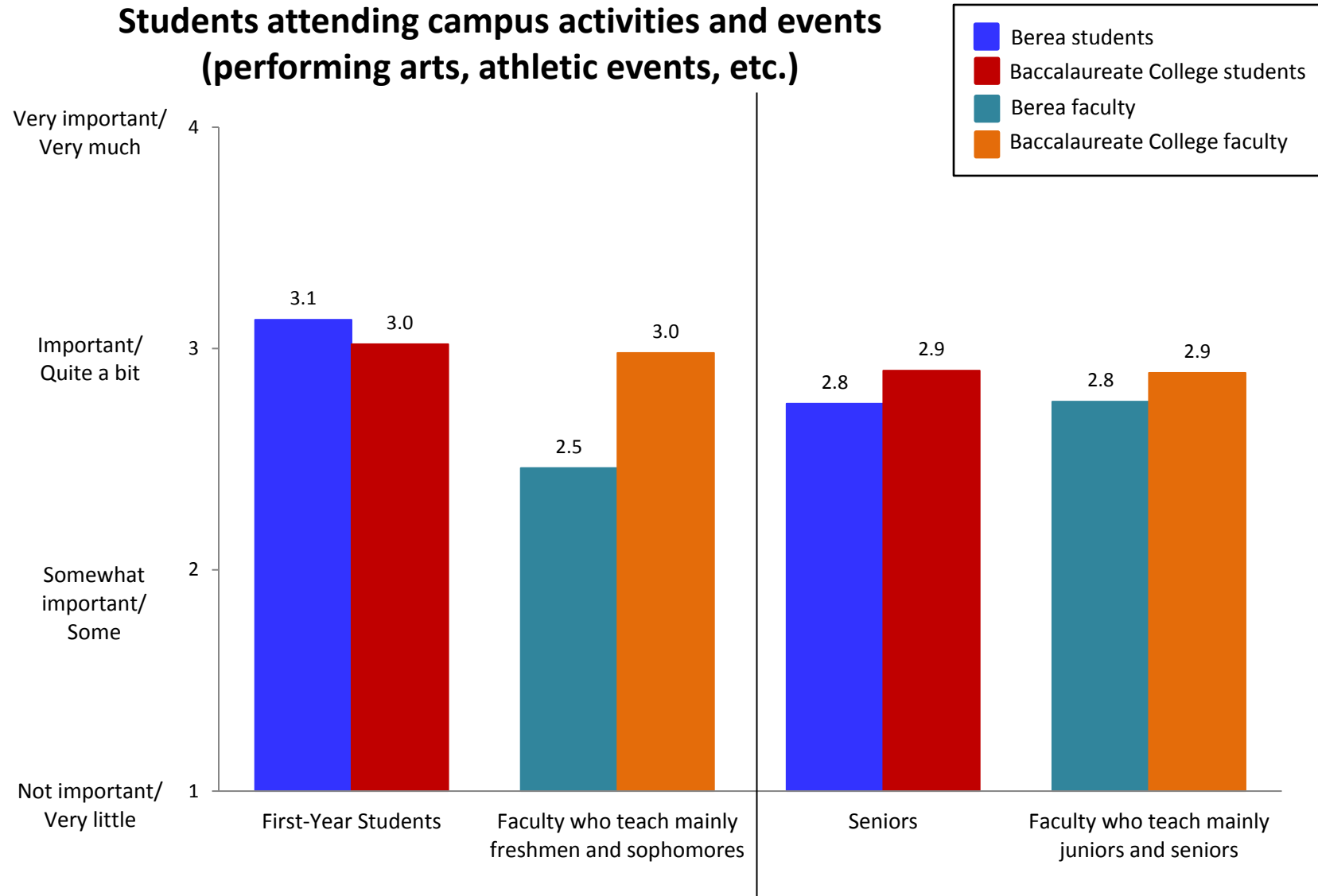
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: How much does your institution emphasize the following?



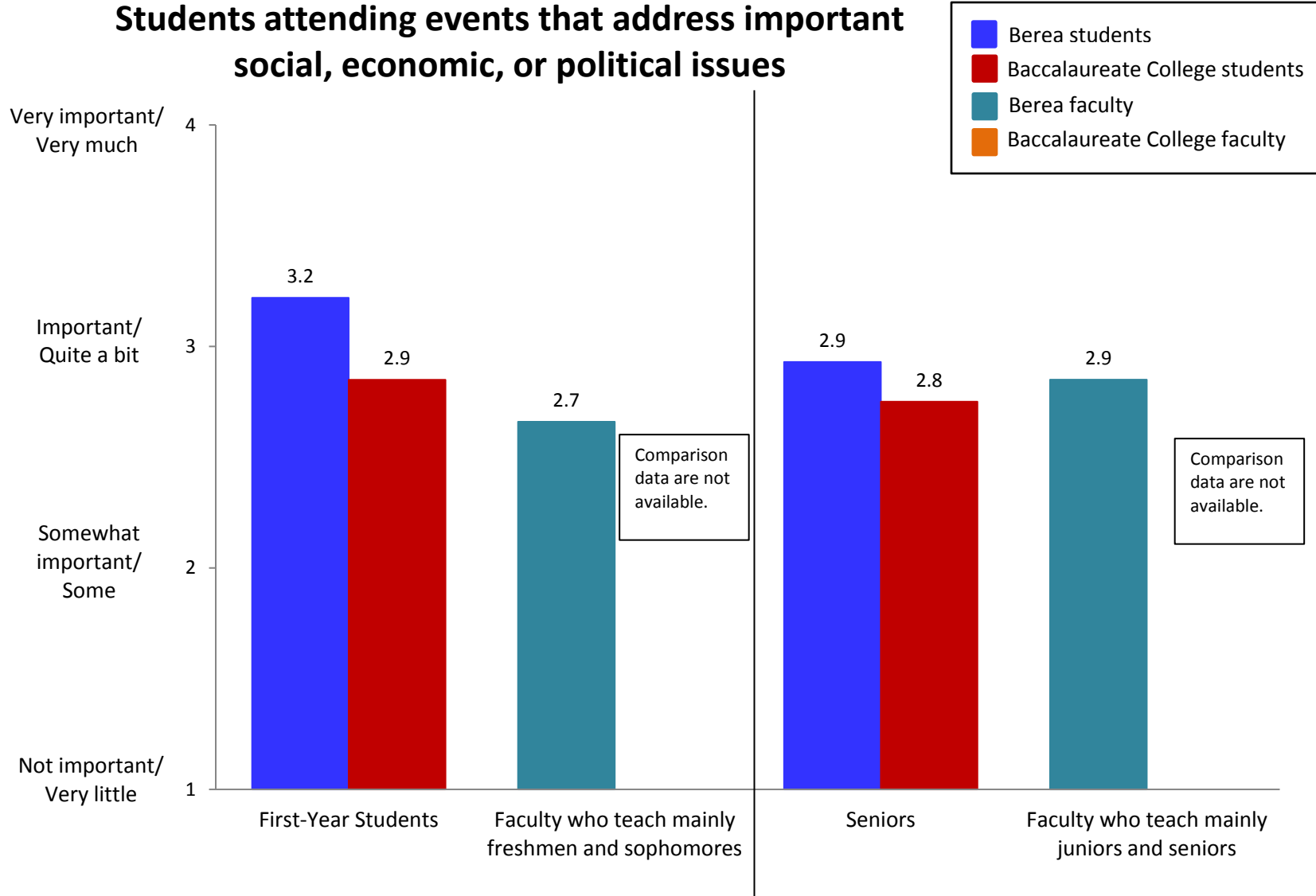
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: How much does your institution emphasize the following?



Response Rates:

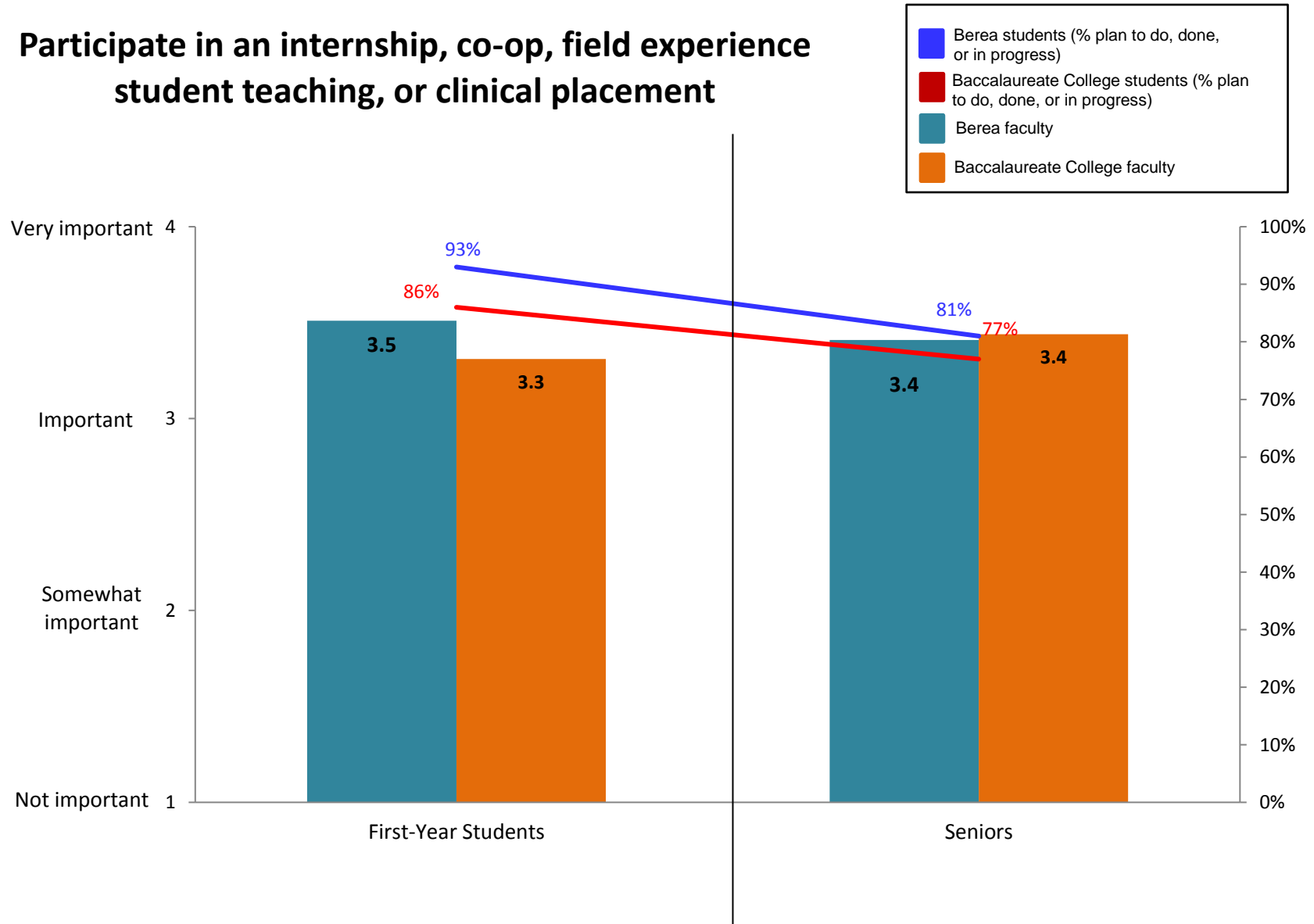
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: Which of the following have you done or do you plan to do before you graduate?

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



Response Rates:

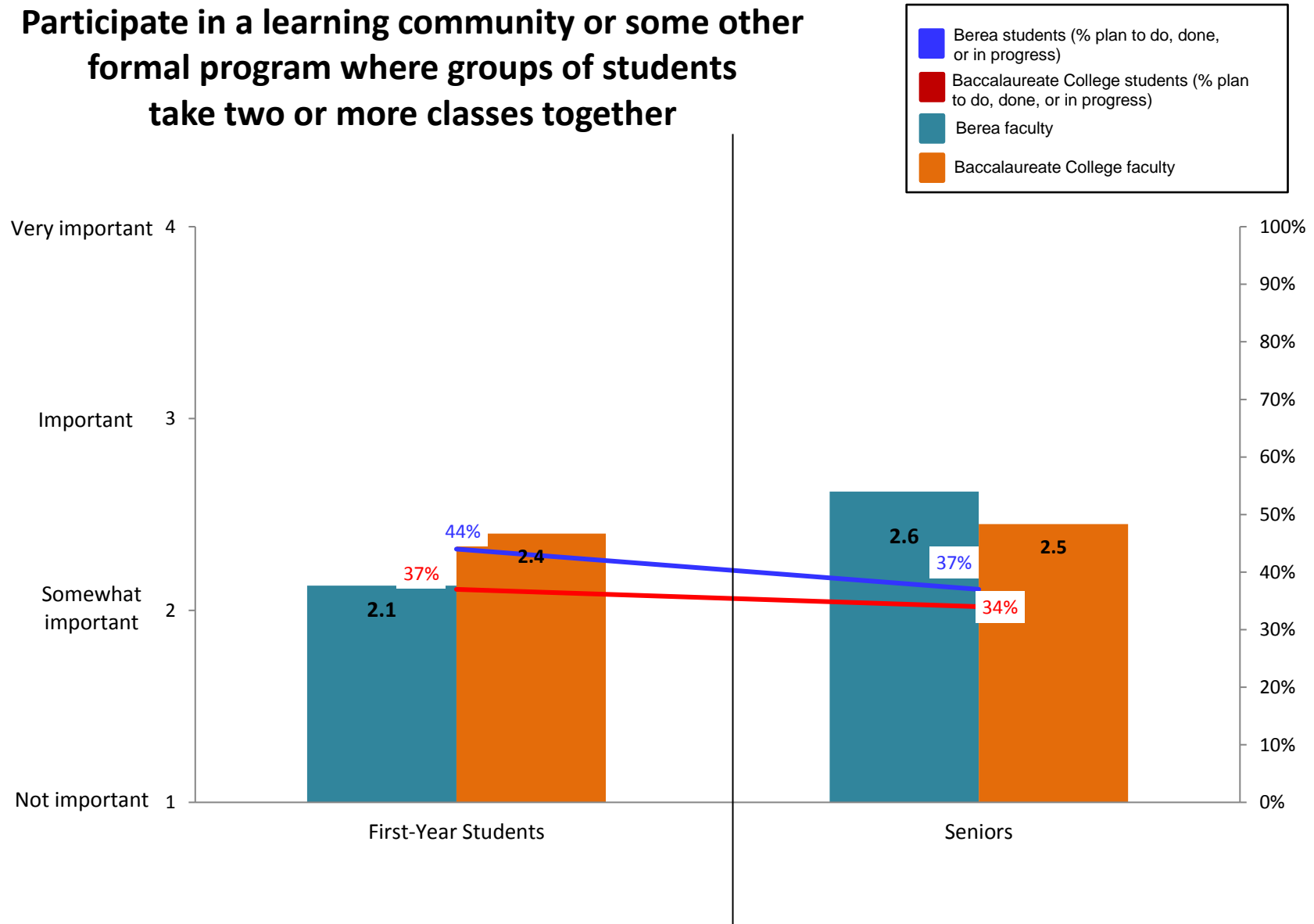
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: Which of the following have you done or do you plan to do before you graduate?

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



Response Rates:

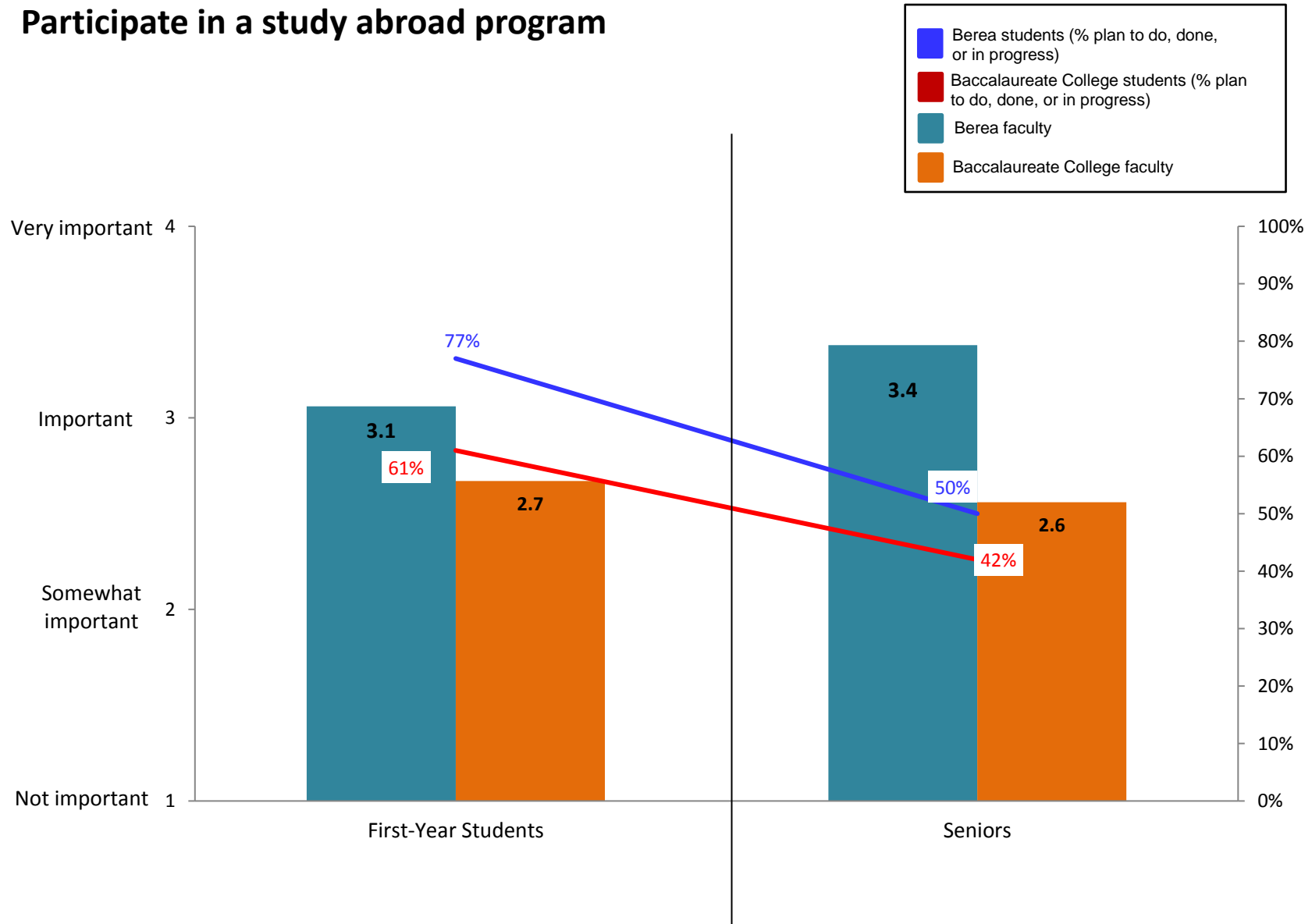
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: Which of the following have you done or do you plan to do before you graduate?

Participate in a study abroad program



Response Rates:

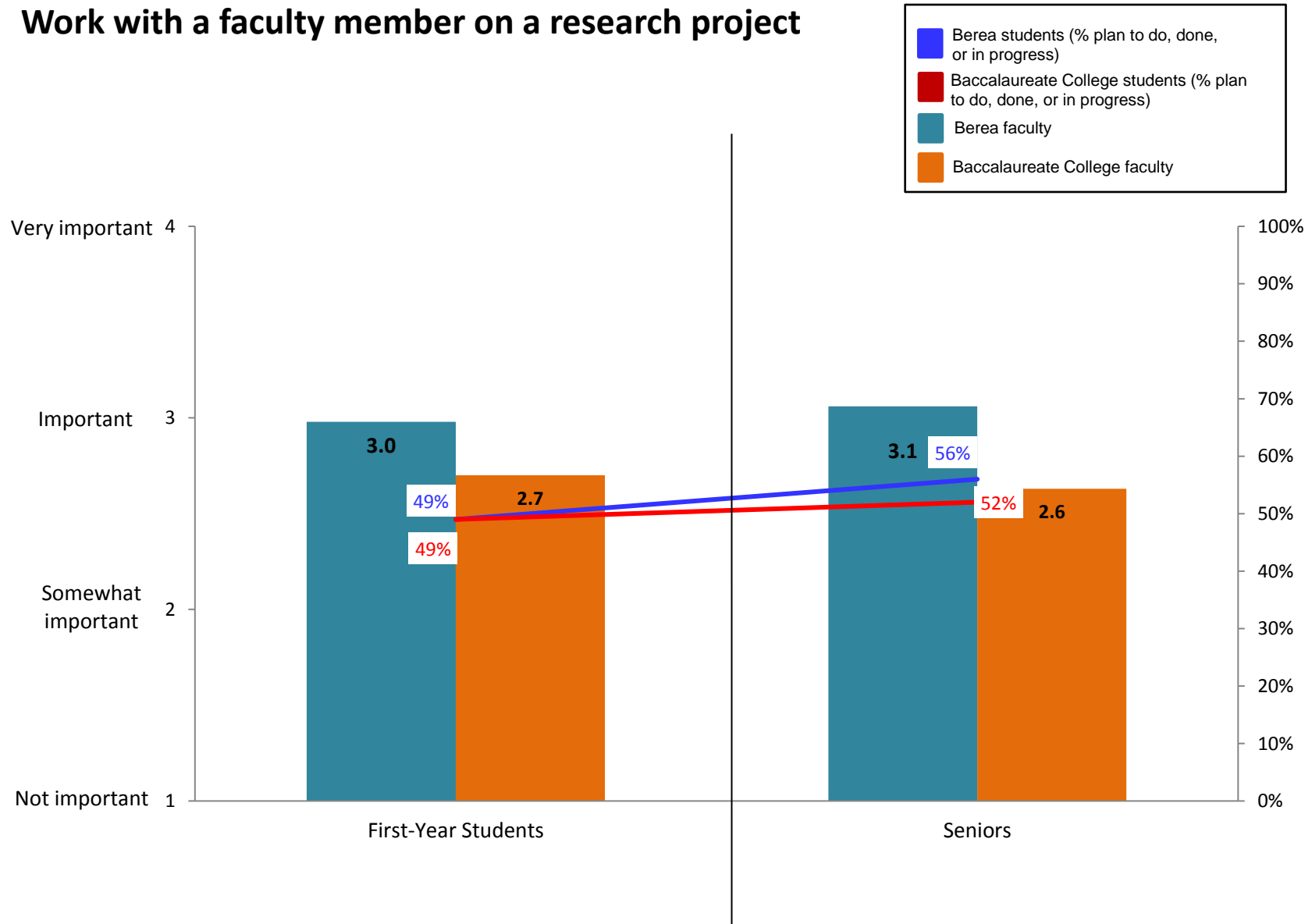
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project



Response Rates:

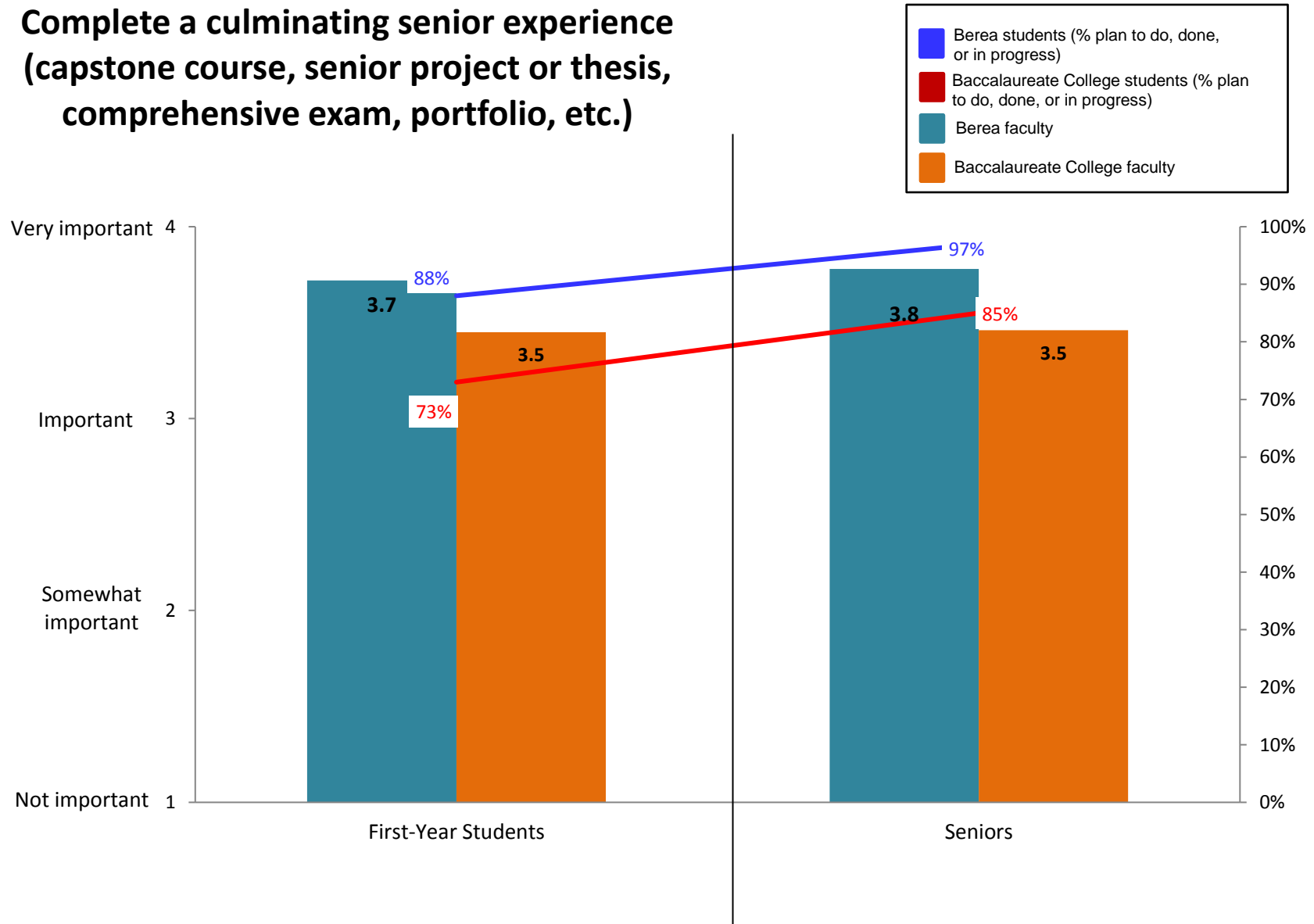
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: Which of the following have you done or do you plan to do before you graduate?

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



Response Rates:

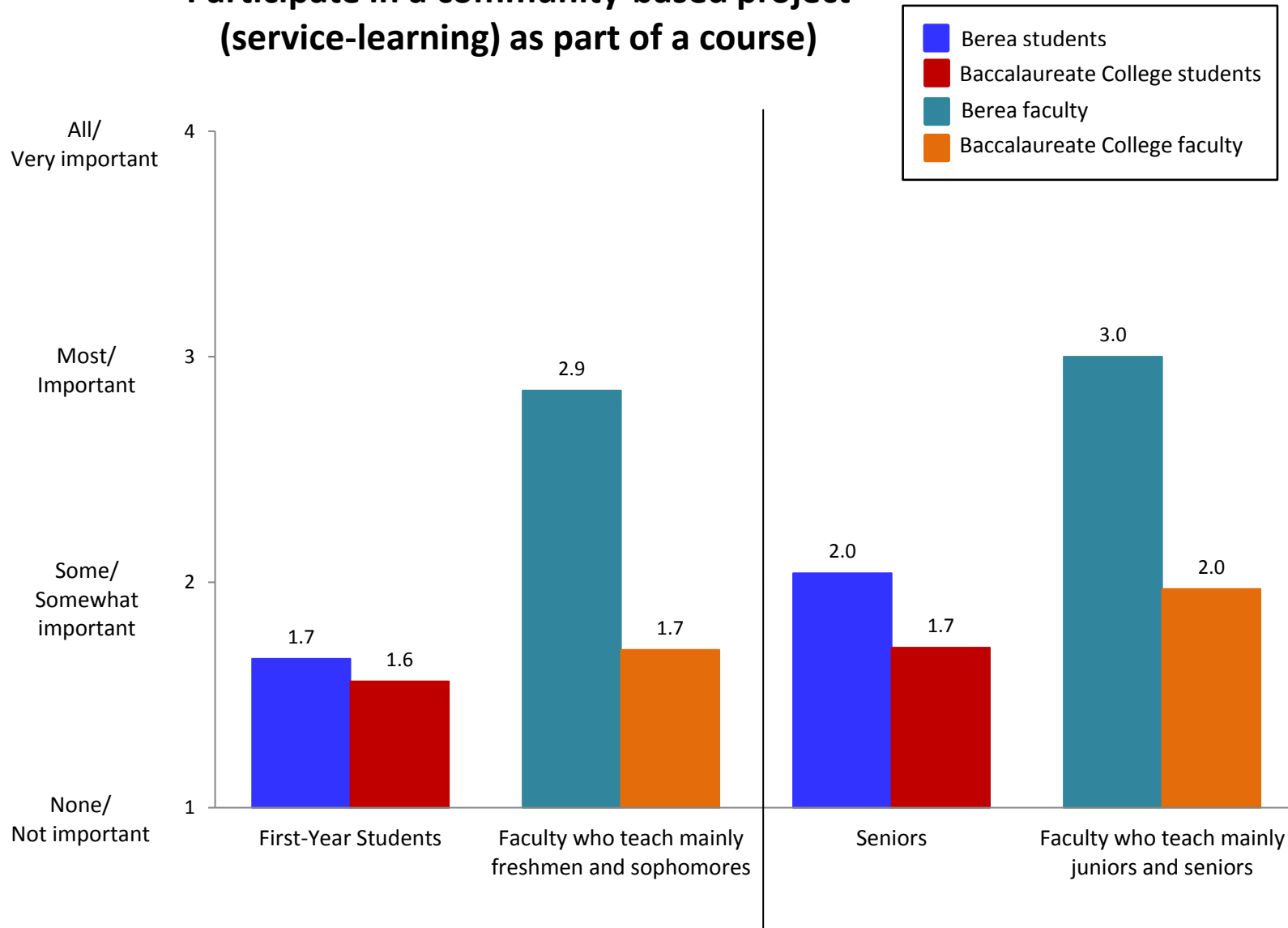
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

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

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



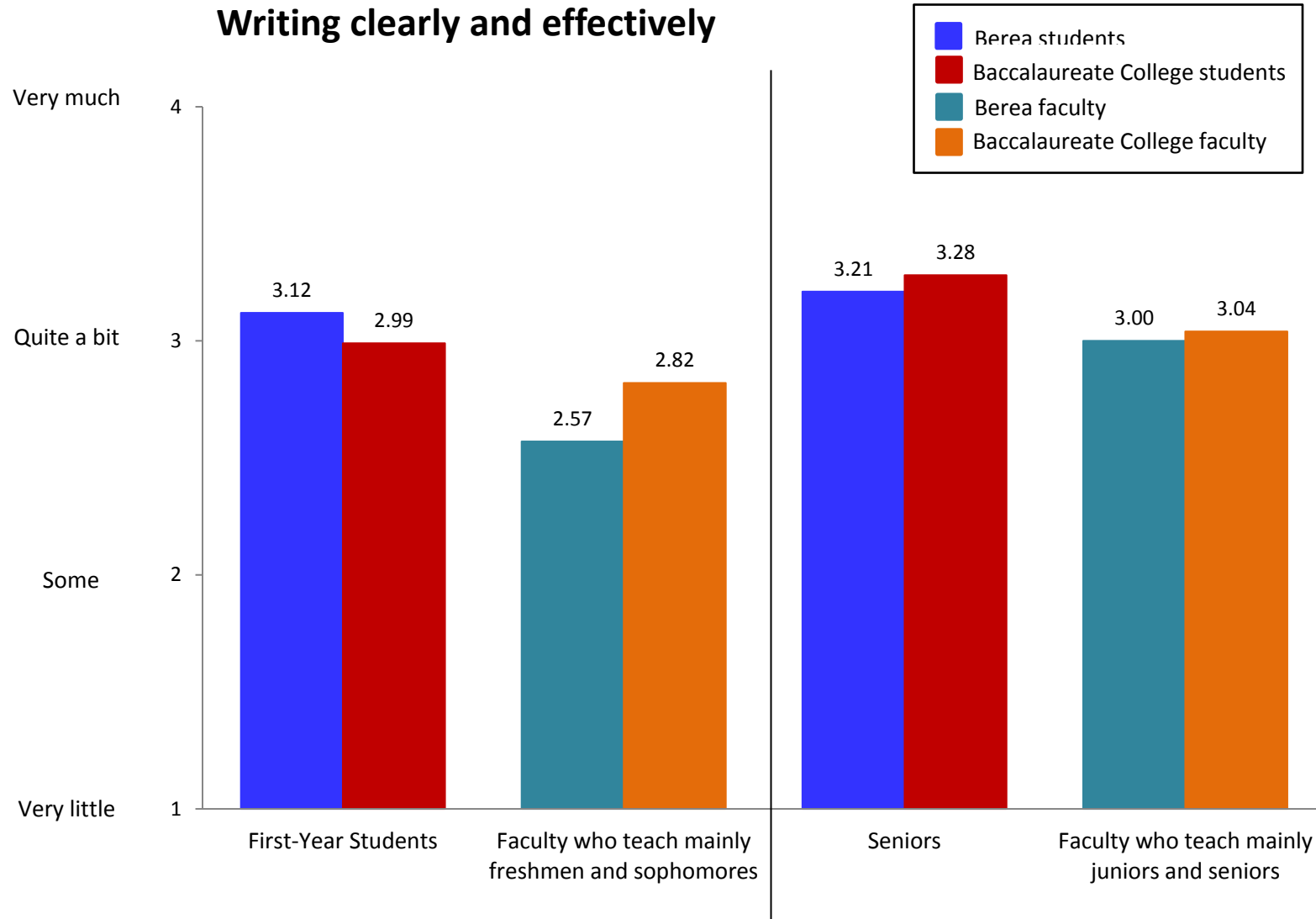
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?



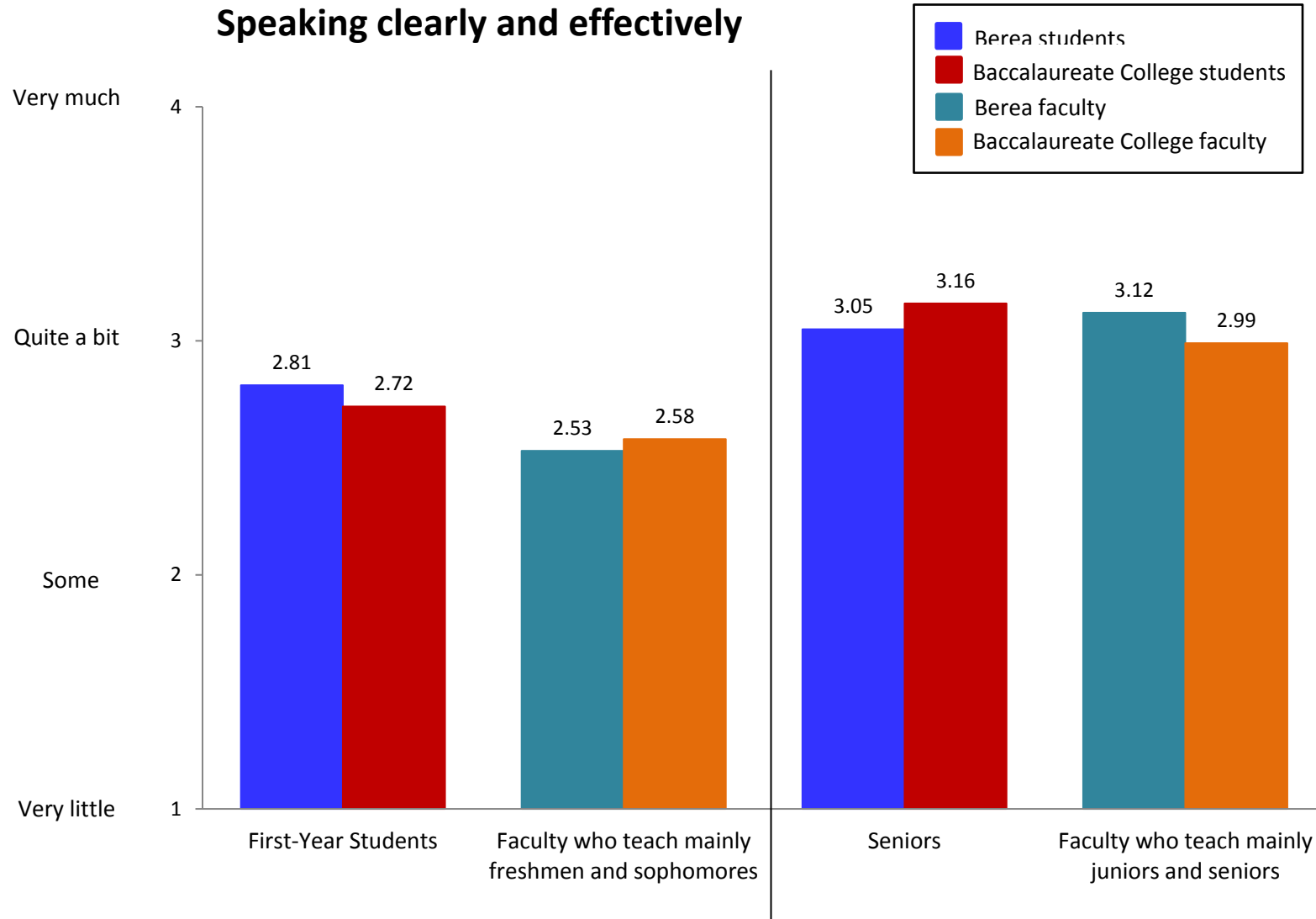
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?



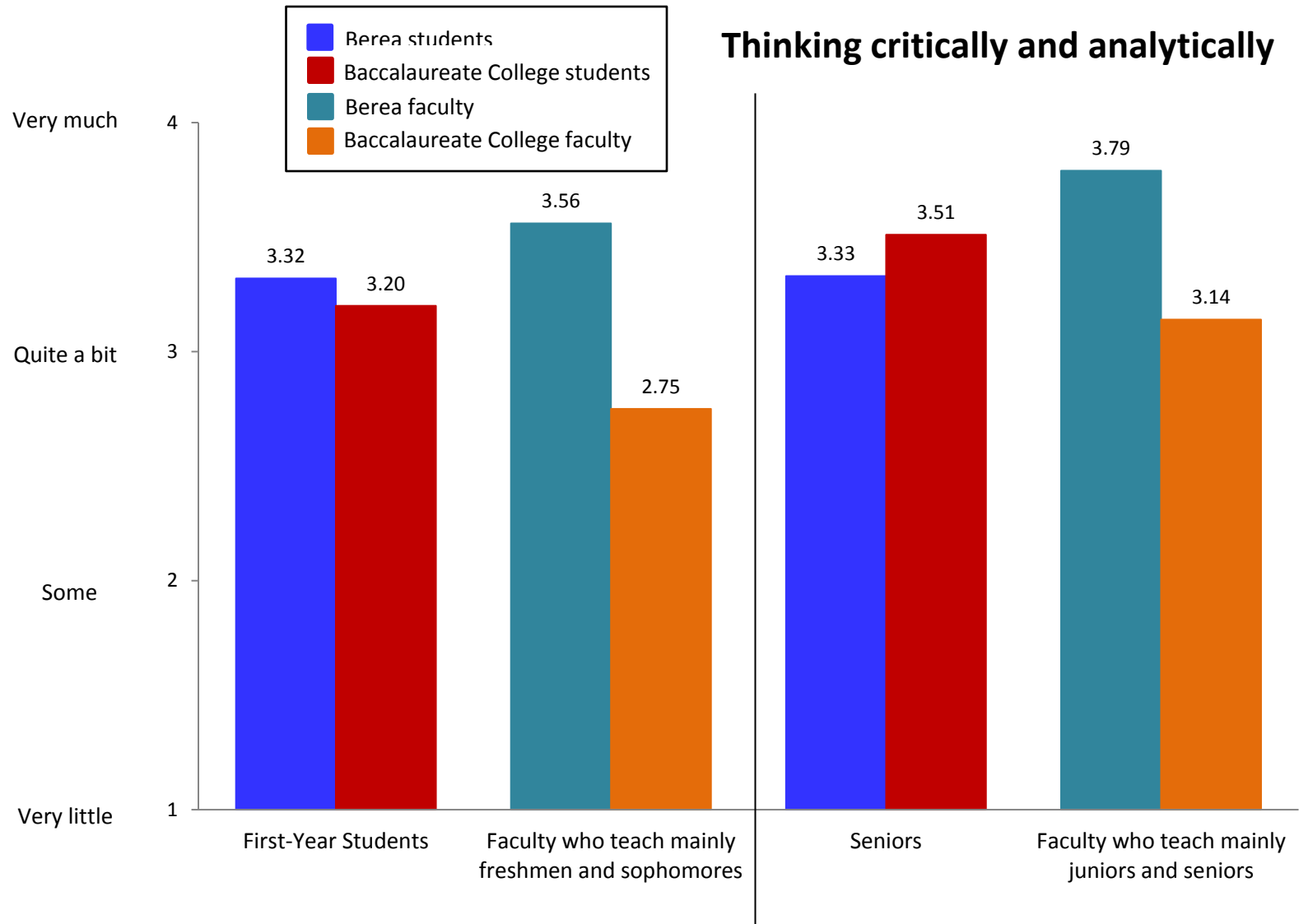
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?



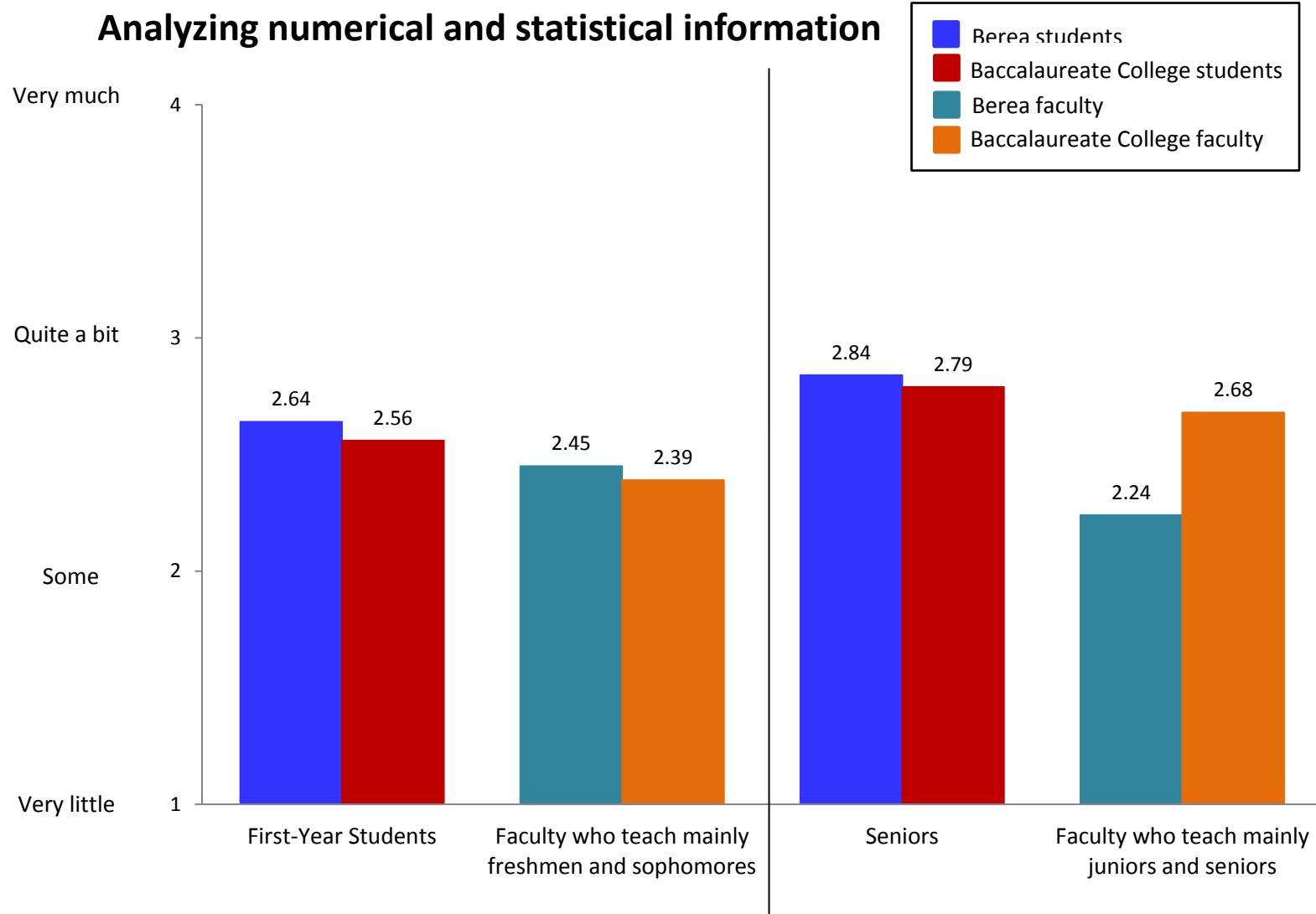
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?



Response Rates:

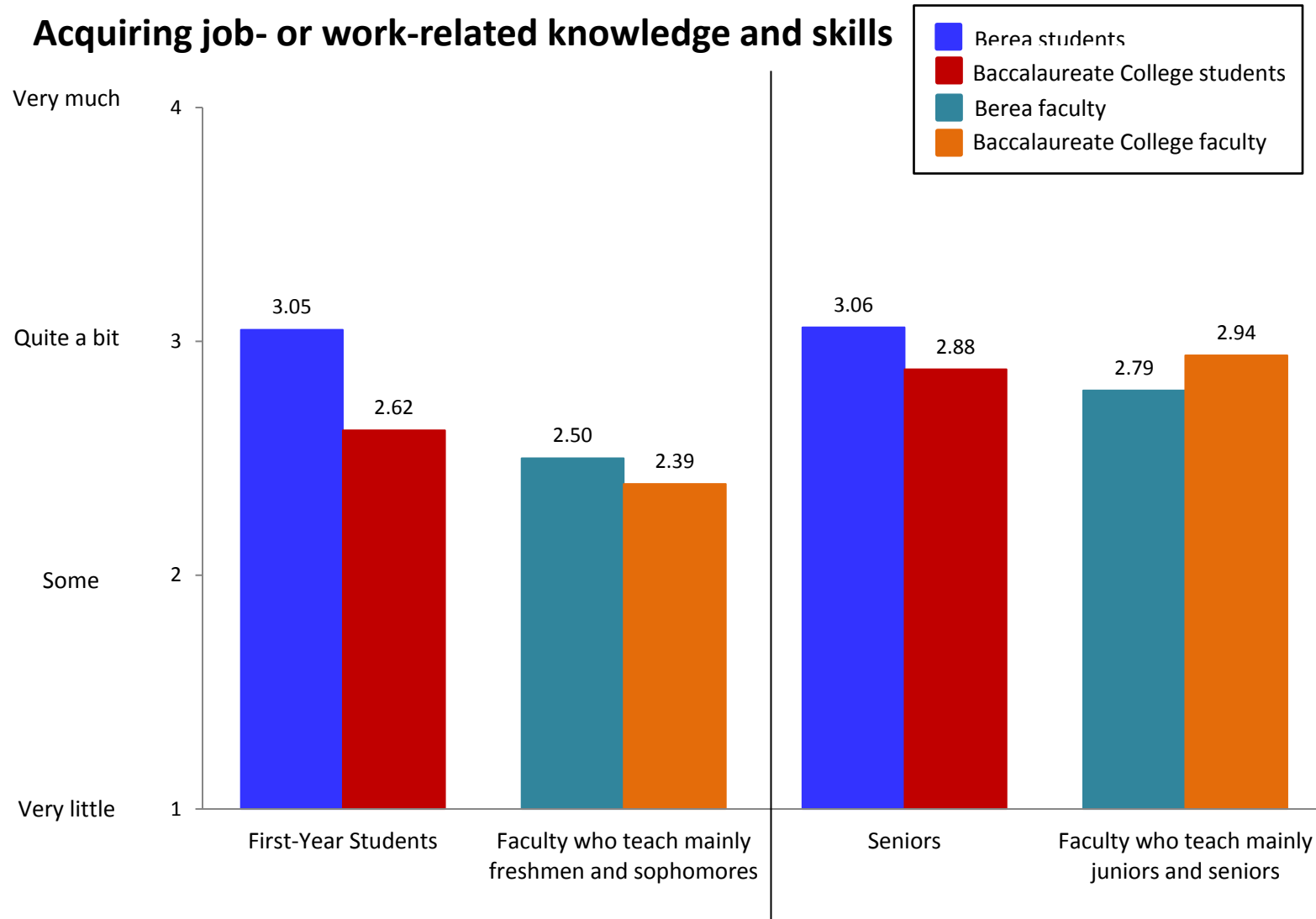
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?

Acquiring job- or work-related knowledge and skills



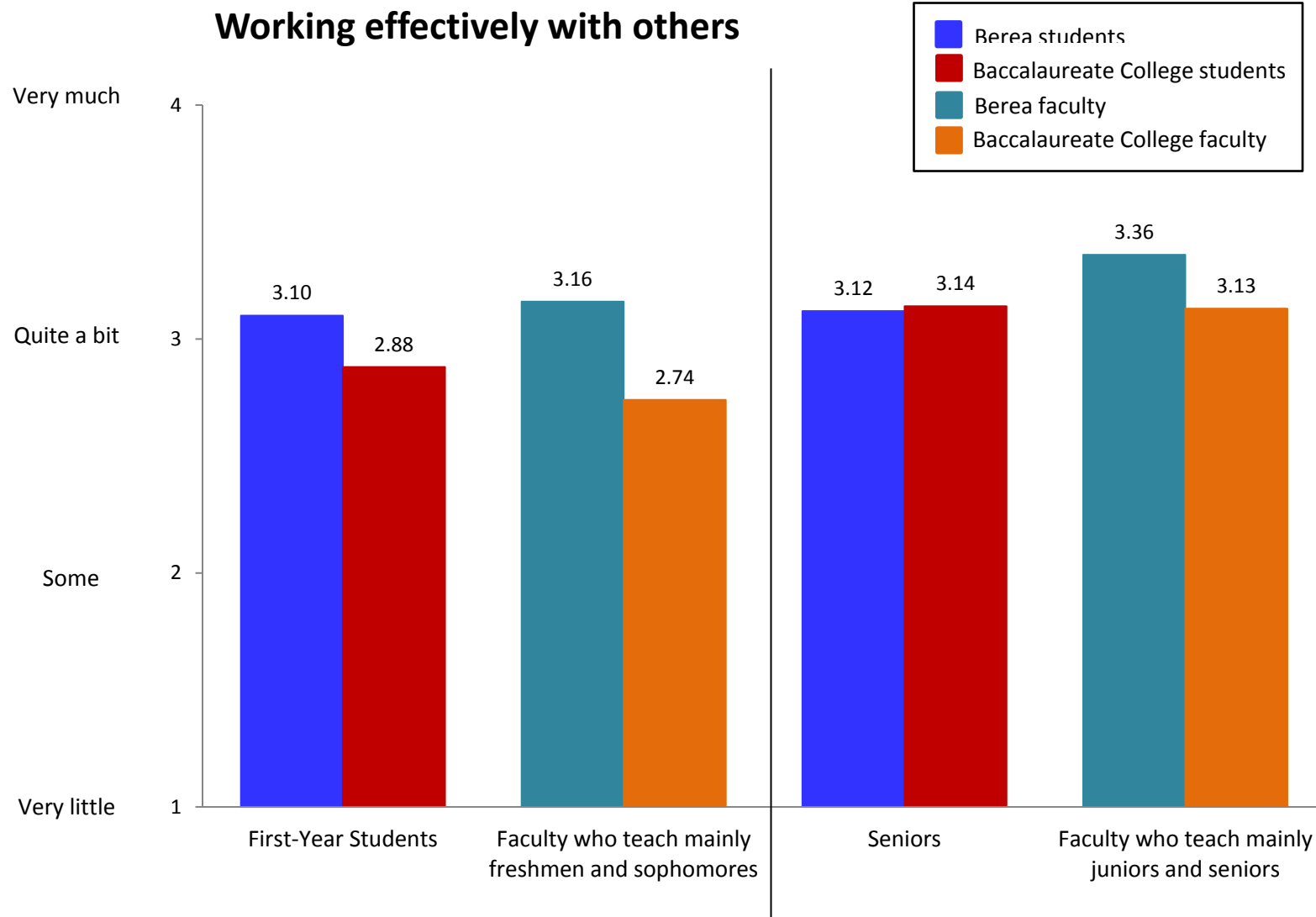
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?



Response Rates:

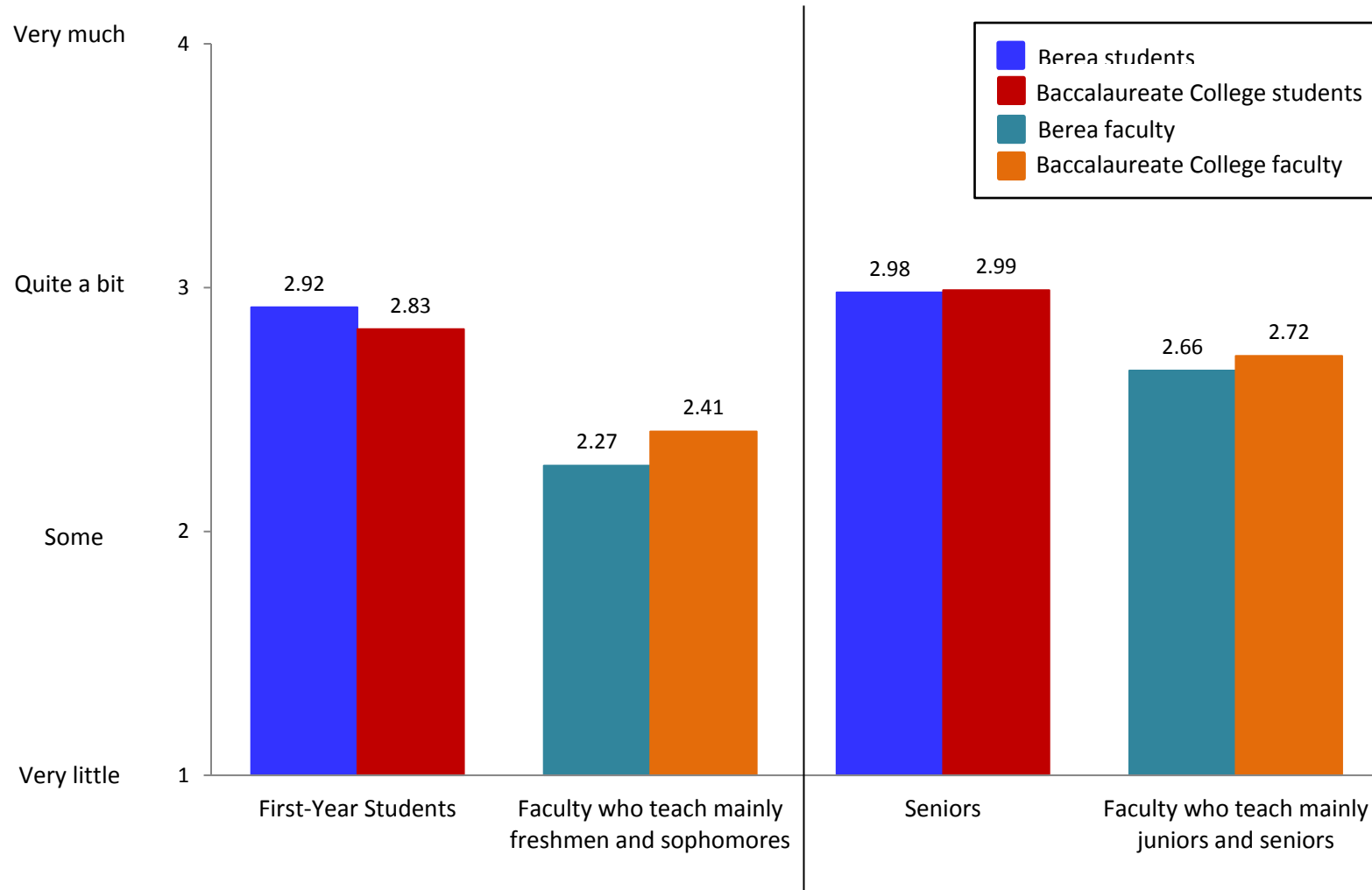
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?

Developing and clarifying a personal code of values and ethics



Response Rates:

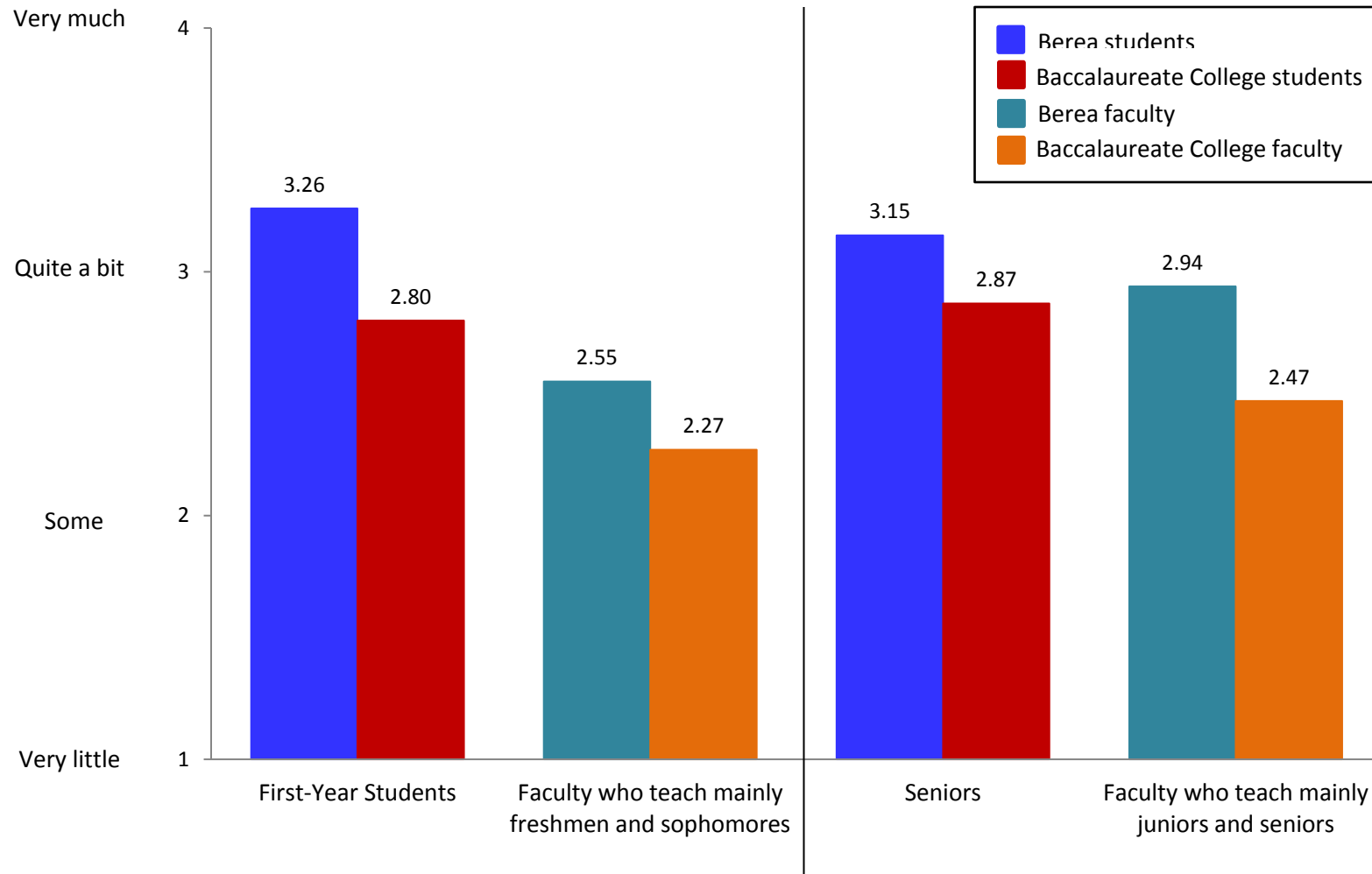
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?

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



Response Rates:

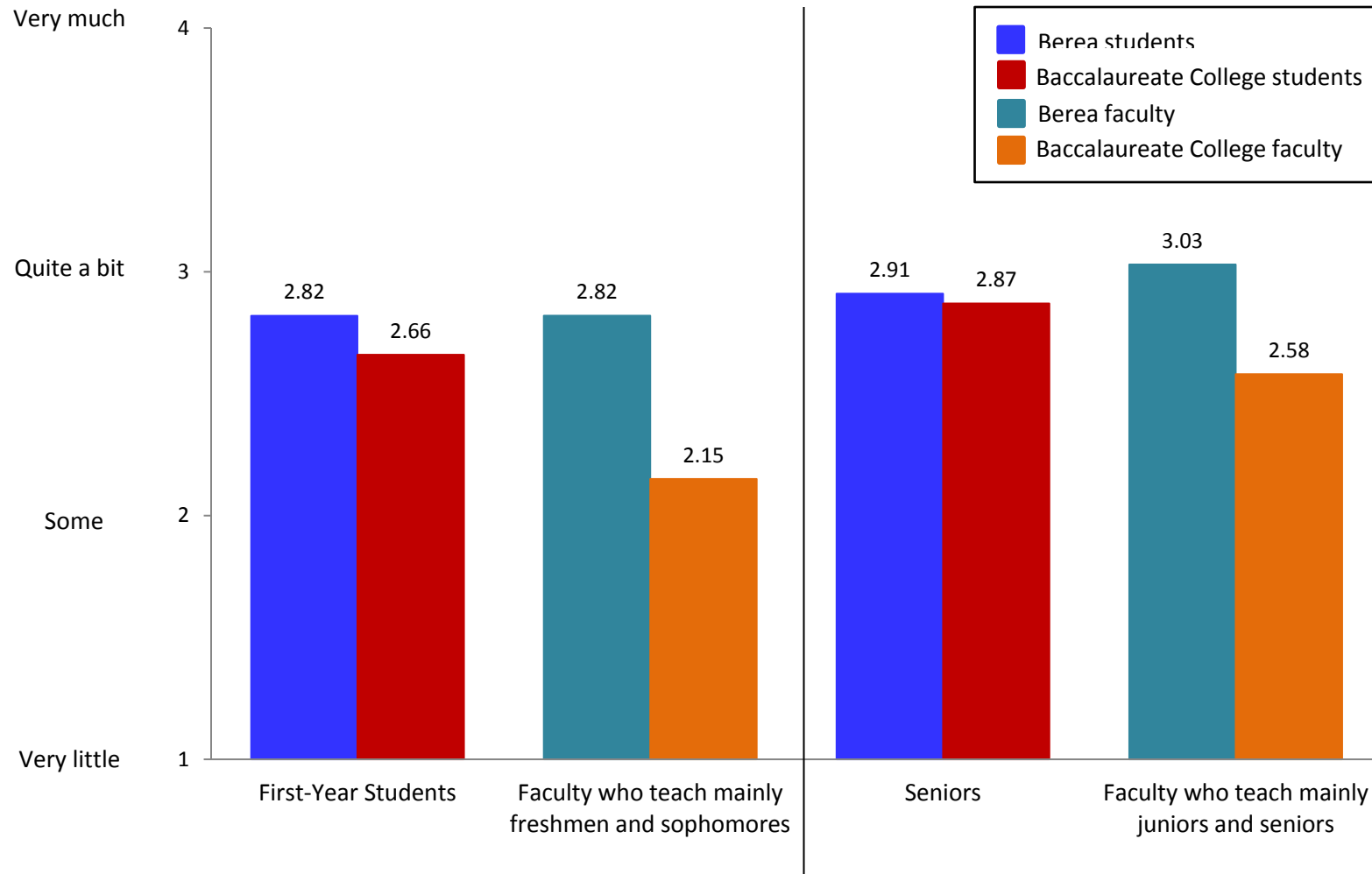
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?

Solving complex real-world problems



Response Rates:

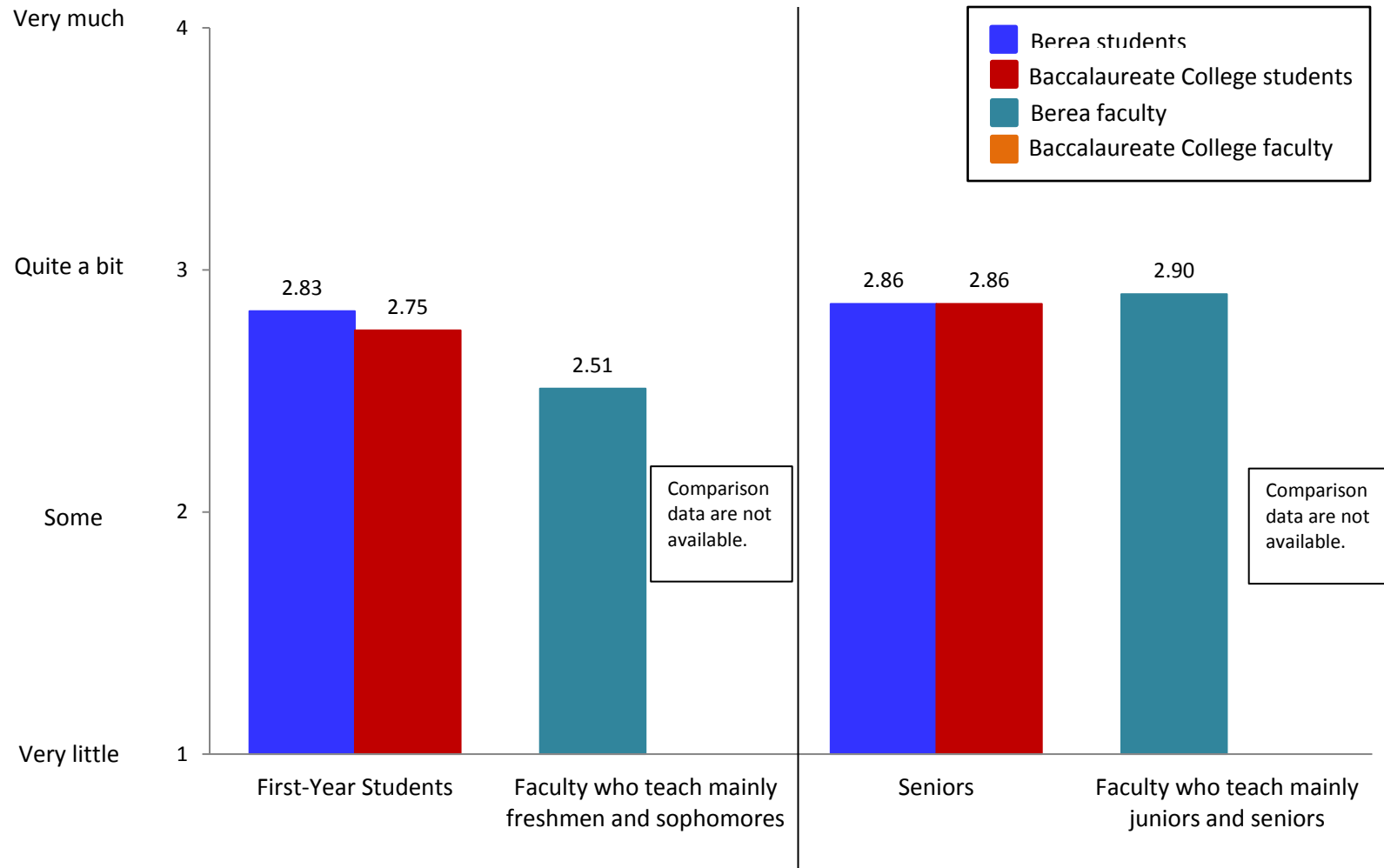
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: To what extent do you structure your selected course section ...?

NSSE: How much has your experience at this institution contributed to your ...?

Being an informed and active citizen



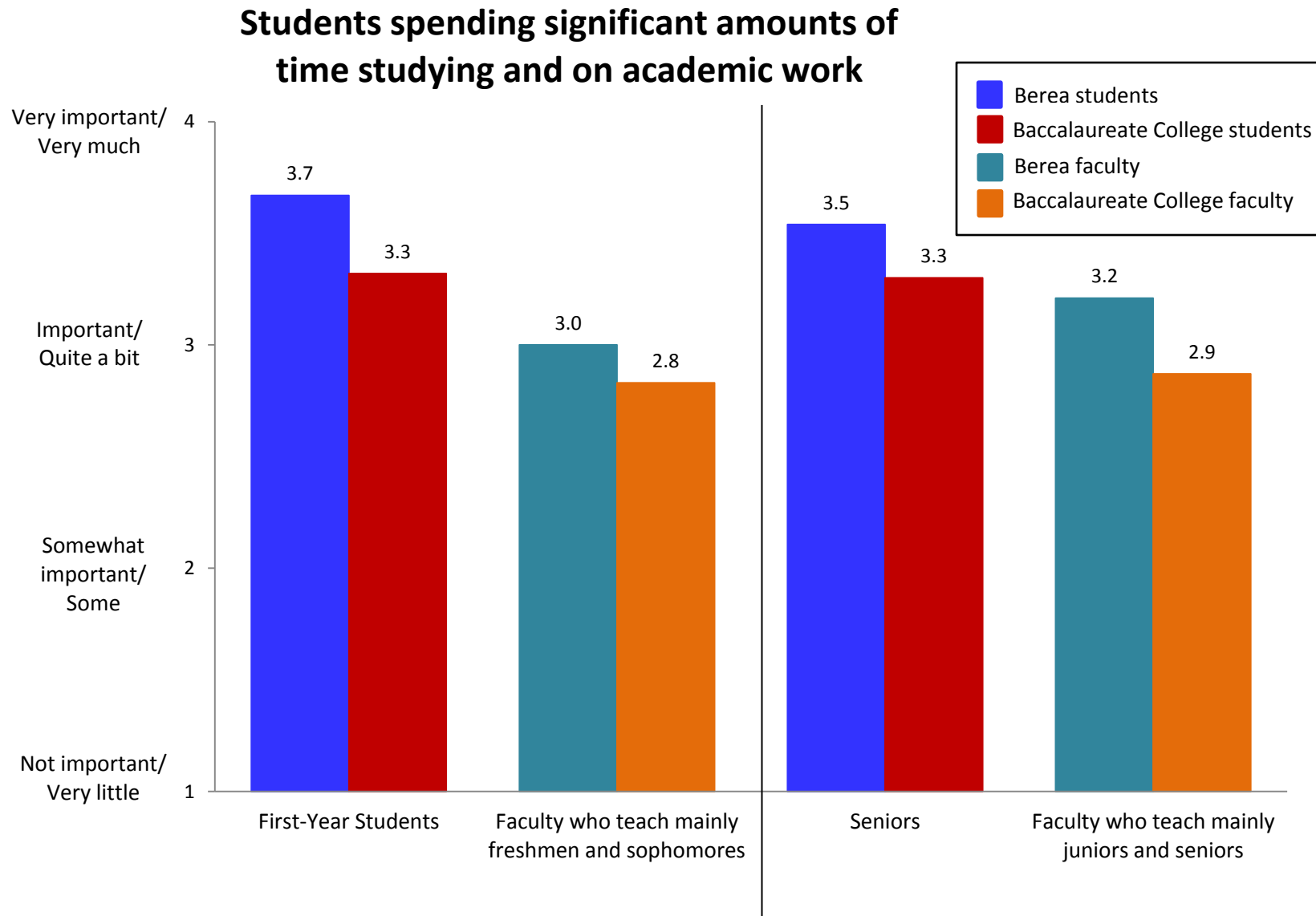
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it that your institution increases its emphasis on each of the following?

NSSE: How much does your institution emphasize the following?



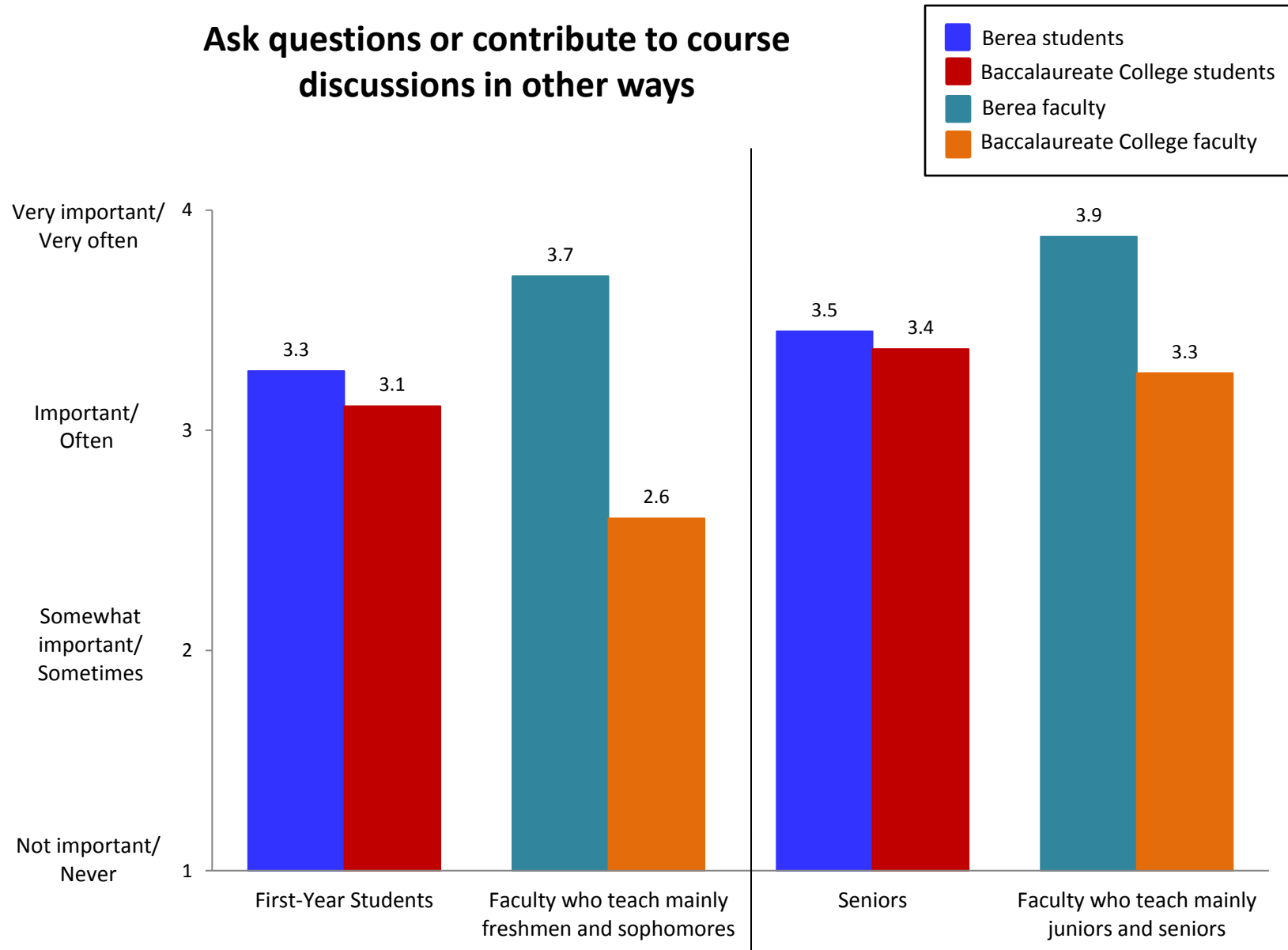
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?



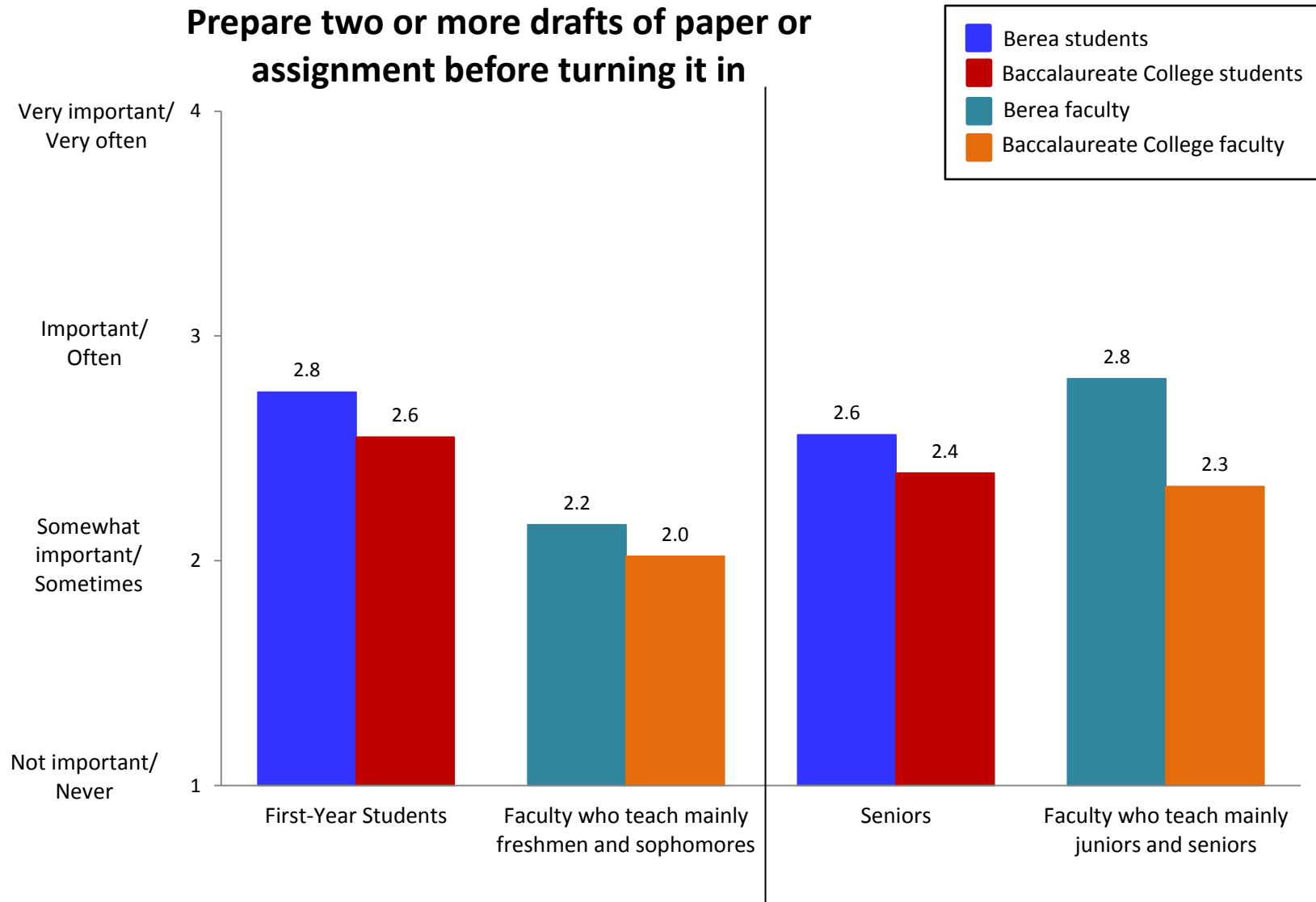
Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%

FSSE: How important is it to you that the typical student do the following?

NSSE: During the current school year, about how often have you done the following?

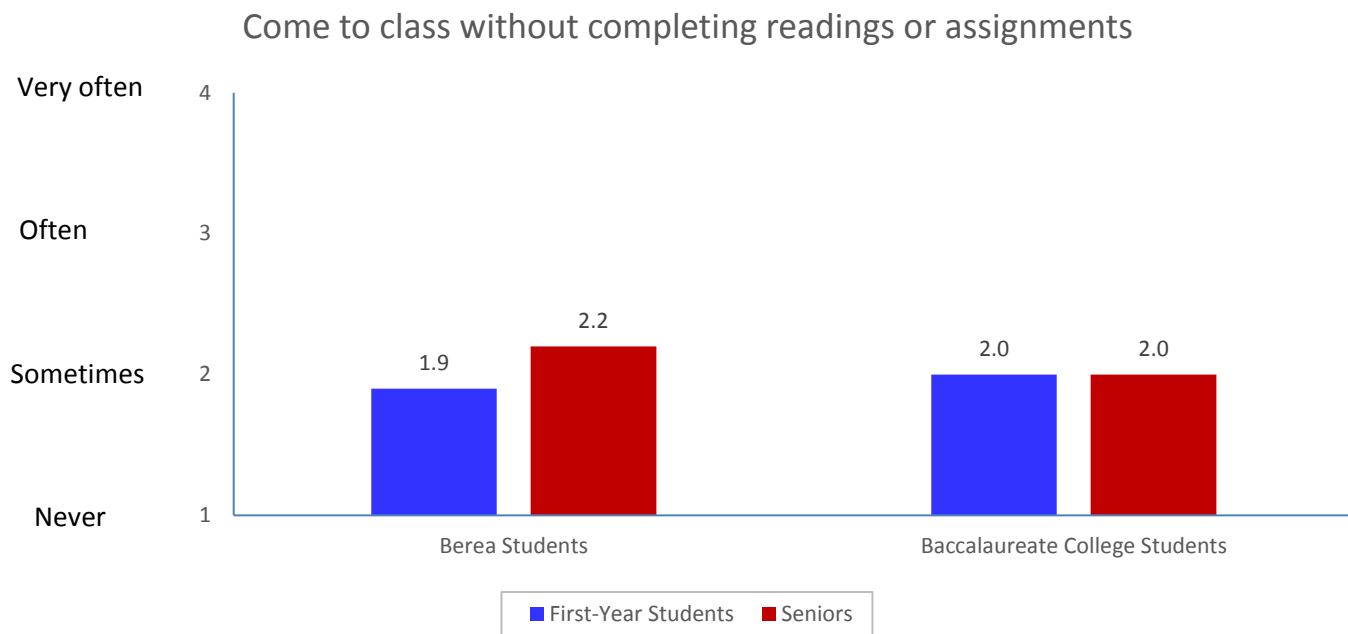


Response Rates:

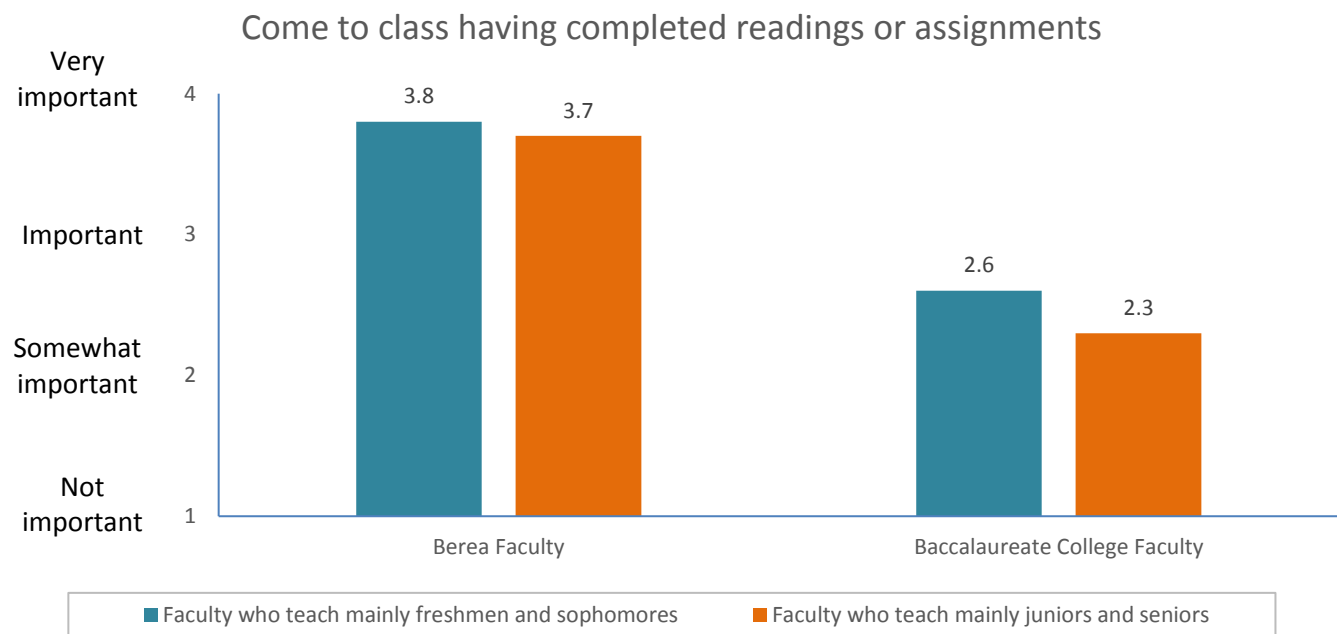
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

NSSE: *During the current school year, about how often have you done the following?*



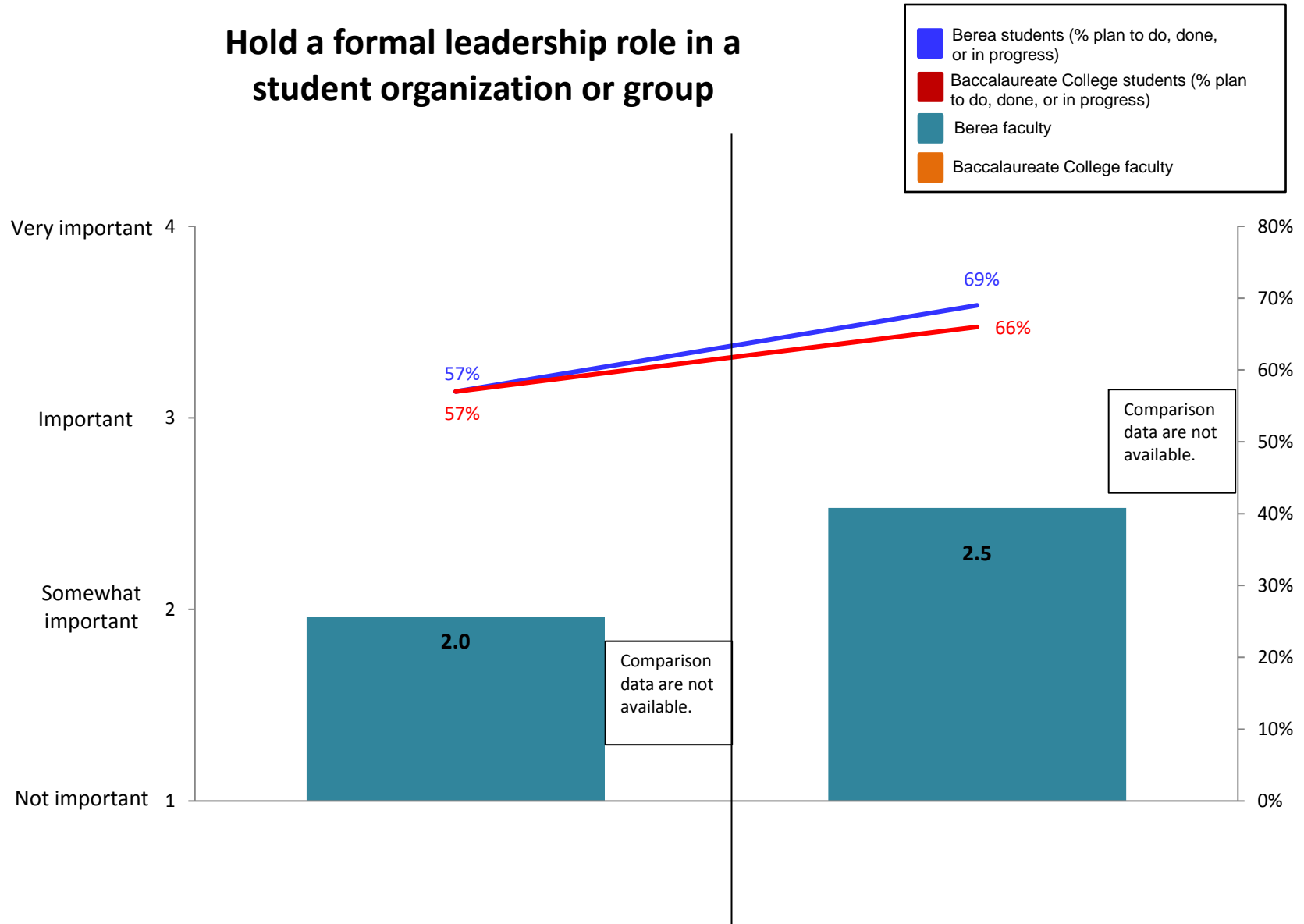
FSSE: *How important is it to you that the typical student do the following?*



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

NSSE: Which of the following have you done or do you plan to do before you graduate?

Hold a formal leadership role in a student organization or group



Response Rates:

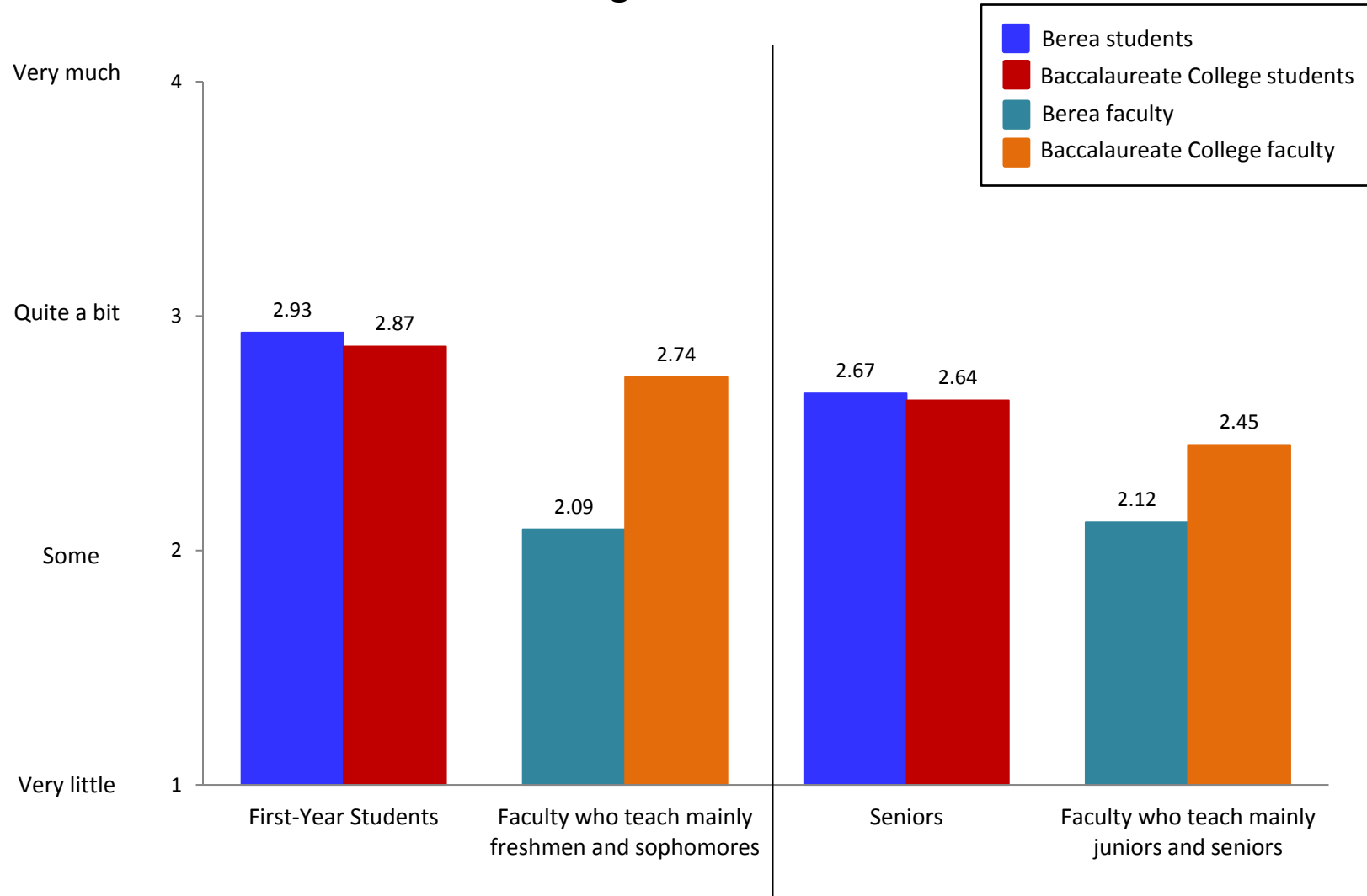
Faculty: 56%

First-Year Students: 53%; Seniors: 69%

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

NSSE: *About how much has your coursework emphasized the following?*

Memorizing course material



Response Rates:

Faculty: 56%

First-Year Students: 53%; Seniors: 69%