

Faculty Survey of Student Engagement
Pilot Test
2003 Codebook

Please note the following for the FSSE dataset and codebook: that Invalid and nonresponses are coded as missing “.”

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

Item #	Variable	Description	Response Values
1.	CRSLEVEL	Level of students in your selected course section:	1=Lower Division (Mostly First Year Students and Sophomores) 2=Upper Division (Mostly Juniors and Seniors) 3=Other
1a.	CRSLEV2	Please describe: (Write in)	

Item #	Variable	Description	Response Values
2.	CRSSIZE	How many students are enrolled in your selected course section?	1=Fewer than 10 2=10 - 19 3=20 - 29 4=30 - 49 5=50 - 74 6=75 - 99 7=100 - 149 8=150 - 199 9=200 or more

Item #	Variable	Description	Response Values
3.	CRSTIMES	Prior to this semester, how many times have you taught your selected course?	1=None 2=1 - 3 3=4 - 6 4=7 - 9 5=More than 9

Item #	Variable	Description	Response Values	Response Value
4.	CSDISCOL Created by recoding write-in of general area of course	What is the general area of your selected course? (Please specify an academic discipline, e.g., Chemistry, Psychology, Theater)	1=Arts and Humanities Art, fine and applied English (language and literature) History Journalism Language and literature (except English) Music Philosophy Speech Theater or drama Theology or religion Other arts & humanities 2=Biological Sciences Biology (general) Biochemistry or biophysics Botany Environmental science Marine (life) science Microbiology or bacteriology Zoology Other biological science 3=Business Accounting Business administration (general) Finance International business Marketing Management Other business 4=Education Business education Elementary/middle school education Music or art education Physical education or recreation Secondary education Special education Other education 5=Engineering Aero-/astronautical engineering Civil engineering Chemical engineering Electrical or electronic engineering Industrial engineering Materials engineering Mechanical engineering General/other engineering	6=Physical Science Astronomy Atmospheric science(including meteorology) Chemistry Earth science (including geology) Mathematics Physics Statistics Other physical science 7=Professional Architecture Urban planning Health technology (medical, dental, laboratory) Law Library/archival science Medicine Dentistry Veterinarian Nursing Pharmacy Allied health/other medical Therapy (occupational, physical, speech) Other professional 8=Social Science Anthropology Economics Ethnic studies Geography Political science (including government, international relations) Psychology Social work Sociology Gender studies Other social science 9=Other Agriculture Communications Computer science Family Studies Natural resources and conservation Kinesiology Criminal justice Military science Parks, recreation, leisure studies, sports management Public administration Other field Technical/vocational

Question 5. About what percent of students in your selected course section at least occasionally do the following?

Item #	Variable	Description	Response Values
5a.	FCLQUEST	Ask questions in class or contribute to class discussions	1=None 2=1 – 24% 3=25 – 49% 4=50 – 74% 5=75% or higher
5b.	FCLUNPRE	Come to class without completing readings or assignments	1=None 2=1 – 24% 3=25 – 49% 4=50 – 74% 5=75% or higher
5c.	FEMAIL	Use e-mail to communicate with you	1=None 2=1 – 24% 3=25 – 49% 4=50 – 74% 5=75% or higher
5d.	FGRADE	Discuss grades or assignments with you	1=None 2=1 – 24% 3=25 – 49% 4=50 – 74% 5=75% or higher
5e.	FPLANS	Talk about career plans with you	1=None 2=1 – 24% 3=25 – 49% 4=50 – 74% 5=75% or higher
5f.	FIDEAS	Discuss ideas from readings or classes with you outside of class	1=None 2=1 – 24% 3=25 – 49% 4=50 – 74% 5=75% or higher
5g.	FWORKHRD	Work harder than they usually do to meet your standards	1=None 2=1 – 24% 3=25 – 49% 4=50 – 74% 5=75% or higher

Question 6. How often do students in your selected course section engage in the following?

Item #	Variable	Description	Response Values
6a.	FDIVCLASS	Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	1=Never 2=Sometimes 3=Often 4=Very often
6b.	FCLASSGR	Work with other students on projects during class	1=Never 2=Sometimes 3=Often 4=Very often
6c.	FCOMMPRO	Participate in a community-based project as part of your course	1=Never 2=Sometimes 3=Often 4=Very often
6d.	FITICADE	Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	1=Never 2=Sometimes 3=Often 4=Very often
6e.	FFEED	Receive prompt feedback (written or oral) from you on their academic performance	1=Never 2=Sometimes 3=Often 4=Very often
6f.	FDIVRSTU	Have serious conversations in your course with students of a different race or ethnicity than their own	1=Never 2=Sometimes 3=Often 4=Very often
6g.	FDIFFSTU	Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	1=Never 2=Sometimes 3=Often 4=Very often

Question 7. In your selected course section, about how much reading and writing do your students do?

Item #	Variable	Description	Response values
7a.	FREADASG	Number of assigned textbooks, books, and/or book length packs of course readings	1=None 2=1 3=Between 2 and 3 4=Between 4 and 6 5=More than 6

Item #	Variable	Description	Response values
7b.	FWRITMOR	Number of written papers of more than 10 pages	1=None 2=1 3=Between 2 and 3 4=Between 4 and 6 5=More than 6
7c.	FWRITMID	Number of written papers between 5 and 10 pages	1=None 2=1 3=Between 2 and 3 4=Between 4 and 6 5=More than 6
7d.	FWRITSML	Number of written papers of fewer than 5 pages	1=None 2=1 3=Between 2 and 3 4=Between 4 and 6 5=More than 6

Question 8. In a typical week, how many homework assignments do you require students *in your selected course section* to complete?

Item #	Variable	Description	Response values
8a.	FPROBSTA	Number of homework assignments that take your students more than one hour to complete	1=None 2=1 - 2 3=3 - 4 4=5 - 6 5=More than 6
8b.	FPROBSTB	Number of homework assignments that take your students less than one hour to complete	1=None 2=1 - 2 3=3 - 4 4=5 - 6 5=More than 6

Question 9. Time spent preparing for *your selected course section*:

Item #	Variable	Description	Response values
9a.	FEXPREP	In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	1=0 2=1 - 2 3=3 - 4 4=5 - 6 5=7 - 8 6=9 - 10 7=11 - 12 8=More than 12

Item #	Variable	Description	Response values
9b.	FACTPREP	In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, rehearsing, and other activities related to your course)	1=0 2=1 - 2 3=3 - 4 4=5 - 6 5=7 - 8 6=9 - 10 7=11 - 12 8=More than 12

Question 10. To maximize student learning *in your selected course section*, how important to you is it that your students:

Item #	Variable	Description	Response values
10a.	FREWROPA	Prepare two or more drafts of a paper before turning it in	1=Not important 2=Somewhat important 3=Important 4=Very important
10b.	FINTEGRA	Work on a paper or project that requires integrating ideas or information from various sources	1=Not important 2=Somewhat important 3=Important 4=Very important
10c.	FOCCGRP	Work with classmates outside of class to prepare class assignments	1=Not important 2=Somewhat important 3=Important 4=Very important
10d.	FINTIDEA	Put together ideas or concepts from different courses when completing assignments or during class discussions	1=Not important 2=Somewhat important 3=Important 4=Very important
10e.	FOOCIDEA	Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	1=Not important 2=Somewhat important 3=Important 4=Very important
10f.	FTUTOR	Tutor or teach other students (paid or voluntary)	1=Not important 2=Somewhat important 3=Important 4=Very important

Question 11. In your selected course section, on average, what percent of class time is spent on the following?

Item #	Variable	Description	Response values
11a.	LECTURE	Lecture	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more
11b.	TEACHLED	Teacher-led discussion	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more
11c.	TEACHSTU	Teacher-student shared responsibility (seminar, discussion, etc.)	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more
11d.	COMPMED	Computer mediated activities	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more
11e.	GROUPSML	Small group activities	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more

Item #	Variable	Description	Response values
11f.	STUPRES	Student presentations	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more
11g.	CLSWRITE	In-class writing	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more
11h.	PERFORM	Performances in applied and fine arts (e.g., dance, drama, music)	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more
11i.	EXPERIEN	Experiential (labs, field work, etc.)	1=0 2=1 - 9 3=10 - 19 4=20 - 29 5=30 - 39 6=40 - 49 7=50 - 74 8=75 or more

Item #	Variable	Description	Response values
12.	FEXAMS	Mark the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students <i>in your selected course section</i> to do their best work?	1=very little 2= 3= 4= 6= 7=very much

Question 13. *In your selected course section, how much emphasis do you place on engaging students in each of these cognitive activities?*

Item #	Variable	Description	Response values
13a.	FMEMORIZ	Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	1=Very little 2=Some 3=Quite a bit 4=Very much
13b.	FANALYZE	Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	1=Very little 2=Some 3=Quite a bit 4=Very much
13c.	FSYNTHES	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	1=Very little 2=Some 3=Quite a bit 4=Very much
13d.	FEVALUAT	Making judgments about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	1=Very little 2=Some 3=Quite a bit 4=Very much
13e.	FAPPLYIN	Applying theories or concepts to practical problems or in new situations	1=Very little 2=Some 3=Quite a bit 4=Very much

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

Item #	Variable	Description	Response values
14a.	FGNGENLE	Acquiring a broad general education	1=Very little 2=Some 3=Quite a bit 4=Very much
14b.	FGNWORK	Acquiring job or work-related knowledge and skills	1=Very little 2=Some 3=Quite a bit 4=Very much
14c.	FGNWRITE	Writing clearly and effectively	1=Very little 2=Some 3=Quite a bit 4=Very much
14d.	FGNSPEAK	Speaking clearly and effectively	1=Very little 2=Some 3=Quite a bit 4=Very much

Item #	Variable	Description	Response values
14e.	FGNANALY	Thinking critically and analytically	1=Very little 2=Some 3=Quite a bit 4=Very much
14f.	FGNQUANT	Analyzing quantitative problems	1=Very little 2=Some 3=Quite a bit 4=Very much
14g.	FGNCMPTS	Using computing and information technology	1=Very little 2=Some 3=Quite a bit 4=Very much
14h.	FGNOTHER	Working effectively with others	1=Very little 2=Some 3=Quite a bit 4=Very much
14i.	FGNINQ	Learning effectively on their own	1=Very little 2=Some 3=Quite a bit 4=Very much
14j.	FGNSELF	Understanding themselves	1=Very little 2=Some 3=Quite a bit 4=Very much
14k.	FGNDIVER	Understanding people of other racial and ethnic backgrounds	1=Very little 2=Some 3=Quite a bit 4=Very much
14l.	FGNPROBS	Solving complex real-world problems	1=Very little 2=Some 3=Quite a bit 4=Very much

When answering the remaining questions, please consider your experience this academic year as a faculty member at your current institution.

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

Item #	Variable	Description	Response values
15a.	UGTEACH	Teaching undergraduate students in class	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
15b.	GRADEPAP	Grading papers	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
15c.	GRADEBCK	Giving feedback to students	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
15d.	CLASSPRP	Preparing for class	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30

Item #	Variable	Description	Response values
15e.	REFLECT	Reflecting on and revising class activities	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
15f.	ADVISE	Advising undergraduate students	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
15g.	FRESEARC	Working with undergraduates on research	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
15h.	FIELDEXP	Supervising internships or other field experiences	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30
15i.	FFACOTHR	Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30

Item #	Variable	Description	Response values
15j.	FINTERAC	Other interactions with students outside of the classroom	1=0 2=1 - 4 3=5 - 8 4=9 - 12 5=13 - 16 6=17 - 20 7=21 - 30 8=More than 30

Question 16. How important is it to you that undergraduates at your institution have the following experiences?

Item #	Variable	Description	Response values
16a.	FINTERN	Practicum, internship, field experience, co-op experience	1=Not important 2=Somewhat important 3=Important 4=Very important
16b.	FVOLUNTR	Community service or volunteer work	1=Not important 2=Somewhat important 3=Important 4=Very important
16c.	FLERNCOM	Participation in a learning community or some other formal program where groups of students take two or more classes together	1=Not important 2=Somewhat important 3=Important 4=Very important
16d.	FIMPRES	Work on a research project with you outside of course program requirements	1=Not important 2=Somewhat important 3=Important 4=Very important
16e.	FFORLANG	Foreign language coursework	1=Not important 2=Somewhat important 3=Important 4=Very important
16f.	FSTUDYAB	Study abroad	1=Not important 2=Somewhat important 3=Important 4=Very important
16g.	FINDSTUD	Independent study	1=Not important 2=Somewhat important 3=Important 4=Very important

Item #	Variable	Description	Response values
16h.	FSDMAJOR	Self-designed major	1=Not important 2=Somewhat important 3=Important 4=Very important
16i.	FSENIOR	Culminating senior experience	1=Not important 2=Somewhat important 3=Important 4=Very important

Question 17. Mark the box that you believe best represents the quality of relationships *students* have with people at your institution.

Item #	Variable	Description	Response values
17a.	FENVSTU	Student relationships with: Other students	1=Unfriendly, unsupportive, inconsiderate, sense of alienation 2= 3= 4= 5= 6= 7=Friendly, supportive, sense of belonging
17b.	FENVFAC	Student relationships with: Faculty members	1=Unavailable, unhelpful, unsympathetic 2= 3= 4= 5= 6= 7=Available, helpful, sympathetic
17c.	FENVADM	Student relationships with: Administrative personnel and offices	1=Unhelpful, inconsiderate, rigid 2= 3= 4= 5= 6= 7=Helpful, considerate, flexible

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

Item #	Variable	Description	Response values
18a.	FENVSCHO	Requiring students to spend significant amounts of time studying and on academic work	1=Very little 2=Some 3=Quite a bit 4=Very much
18b.	FENVSUPR	Providing students support they need to help them succeed academically	1=Very little 2=Some 3=Quite a bit 4=Very much
18c.	FENVDIR	Encouraging contact among students from different economic, social and racial or ethnic backgrounds	1=Very little 2=Some 3=Quite a bit 4=Very much
18d.	FENVNACA	Helping students cope with their non-academic responsibilities (work, family, etc.)	1=Very little 2=Some 3=Quite a bit 4=Very much
18e.	FENVSOCA	Providing students the support they need to thrive socially	1=Very little 2=Some 3=Quite a bit 4=Very much
18f.	FENVEVEN	Attending campus events and activities (special speakers, cultural events, symposia, etc.)	1=Very little 2=Some 3=Quite a bit 4=Very much
18g.	FENVCOMP	Encouraging students to use computers in their academic work	1=Very little 2=Some 3=Quite a bit 4=Very much

Item #	Variable	Description	Response Value	Response Value
19.	APDISCOL Created by recoding write-in of discipline of academic appointment	What is the general discipline of your academic appointment? (Please specify an academic discipline)	1=Arts and Humanities Art, fine and applied English (language and literature) History Journalism Language and literature (except English) Music Philosophy Speech Theater or drama Theology or religion Other arts & humanities 2=Biological Sciences Biology (general) Biochemistry or biophysics Botany Environmental science Marine (life) science Microbiology or bacteriology Zoology Other biological science 3=Business Accounting Business administration (general) Finance International business Marketing Management Other business 4=Education Business education Elementary/middle school education Music or art education Physical education or recreation Secondary education Special education Other education 5=Engineering Aero-/aeronautical engineering Civil engineering Chemical engineering Electrical or electronic engineering Industrial engineering Materials engineering Mechanical engineering General/other engineering	6=Physical Science Astronomy Atmospheric science(including meteorology) Chemistry Earth science (including geology) Mathematics Physics Statistics Other physical science 7=Professional Architecture Urban planning Health technology (medical, dental, laboratory) Law Library/archival science Medicine Dentistry Veterinarian Nursing Pharmacy Allied health/other medical Therapy (occupational, physical, speech) Other professional 8=Social Science Anthropology Economics Ethnic studies Geography Political science (including government, international relations) Psychology Social work Sociology Gender studies Other social science 9=Other Agriculture Communications Computer science Family Studies Natural resources and conservation Kinesiology Criminal justice Military science Parks, recreation, leisure studies, sports management Public administration Other field Technical/vocational

Item #	Variable	Description	Response values
20.	IPEDS	Institutional IPEDS Number	