

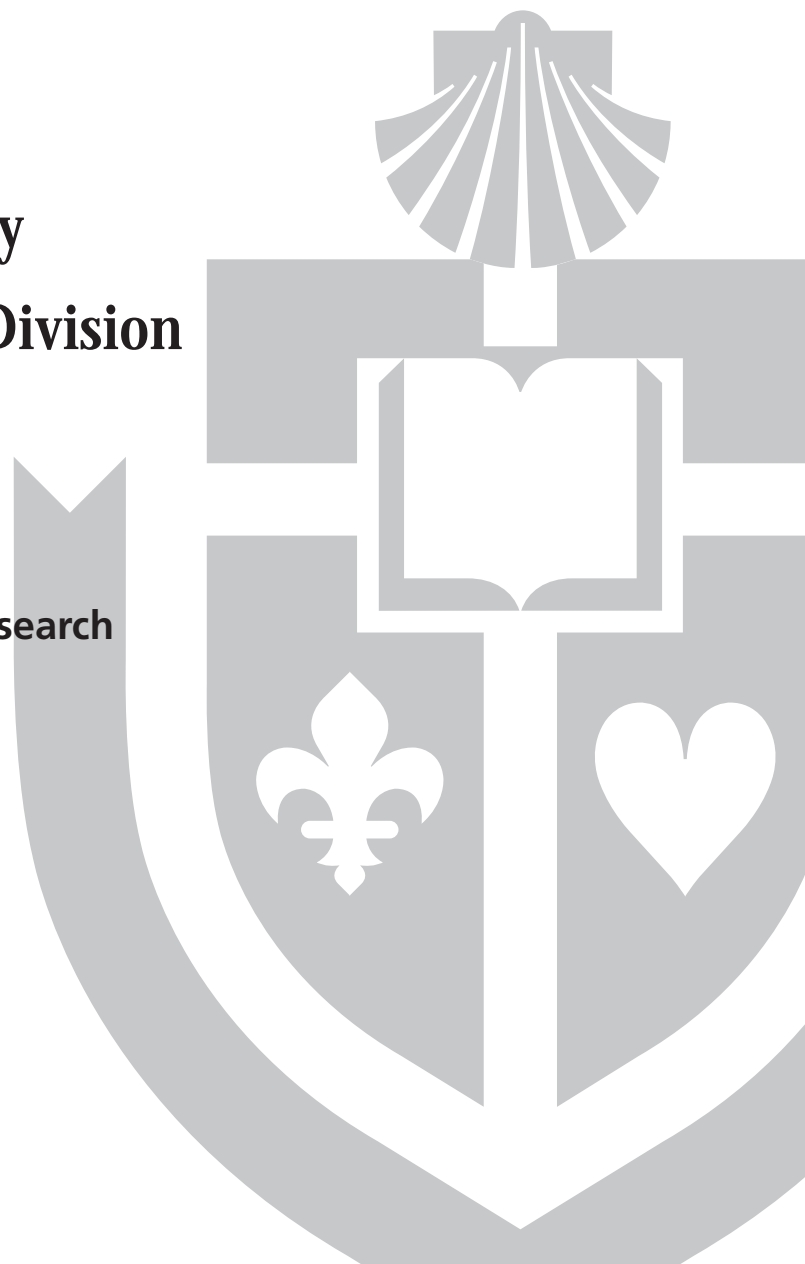


FSSE

St. John's University
Frequency-Upper Division
Spring 2004

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ST. JOHN'S UNIVERSITY

Faculty Survey of Student Engagement 2004

Upper Division

Mark your answers in the boxes. Examples: or

1 How important is it to you that undergraduates at your institution do the following?

	Very Important ▼	Im- portant ▼	Somewhat Important ▼	Not Im- portant ▼
a. Practicum, internship, field experience, co-op experience	49%	33%	13%	5%
b. Community service or volunteer work	26%	35%	28%	10%
c. Participation in a learning community or some other formal program where groups of students take two or more classes together	13%	28%	36%	23%
d. Work on a research project with you outside of course program requirements	14%	35%	29%	22%
e. Study a foreign language	21%	25%	32%	22%
f. Study abroad	12%	23%	28%	37%
g. Independent study	20%	32%	31%	17%
h. Self-designed major	7%	19%	28%	47%
i. Culminating senior experience	21%	37%	25%	17%

2 Select the box that you believe best represents the quality of student relationships with *other students*.

Unfriendly, Unsupportive, Sense of Alienation ▼	Friendly, Supportive, Sense of Belonging ▼					
0%	1%	4%	21%	28%	33%	12%
1	2	3	4	5	6	7

3 Select the box that you believe best represents the quality of student relationships with *faculty members*.

Unavailable, Unhelpful, Unsympathetic ▼	Available, Helpful, Sympathetic ▼					
1%	4%	4%	20%	28%	27%	16%
1	2	3	4	5	6	7

4 Select the box that you believe best represents the quality of student relationships with *administrative personnel*.

Unhelpful, Inconsiderate, Rigid ▼	Helpful, Considerate, Flexible ▼					
5%	6%	17%	23%	23%	16%	10%
1	2	3	4	5	6	7

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

	Very much ▼	Quite a bit ▼	Some ▼	Very little ▼
a. Requiring students to spend significant amounts of time studying and on academic work	29%	34%	27%	10%
b. Providing students the support they need to help them succeed academically	36%	40%	19%	4%

Very much
▼

Quite a bit
▼

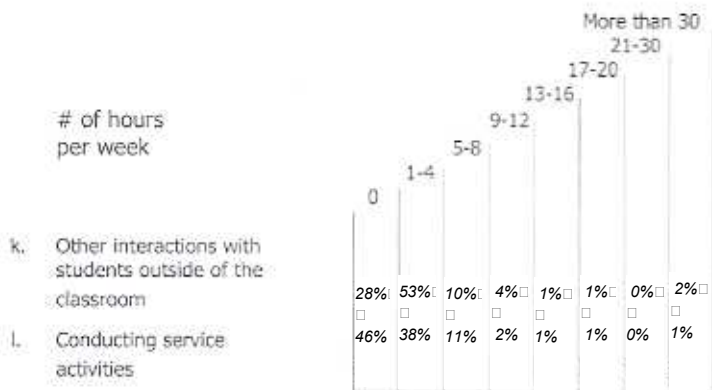
Some
▼

Very little
▼

c. Encouraging contact among students from different economic, social and racial or ethnic backgrounds	39%	36%	20%	5%
d. Helping students cope with their non-academic responsibilities (work, family, etc.)	13%	38%	38%	12%
e. Providing students the support they need to thrive socially	17%	26%	43%	13%
f. Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	23%	35%	36%	7%
g. Encouraging students to attend campus events and activities (special speakers, cultural events, symposia, etc.)	25%	38%	28%	10%
h. Encouraging students to use computers in their academic work	66%	28%	5%	0%

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

# of hours per week	0	1-4	5-8	9-12	13-16	17-20	21-30	More than 30
a. Teaching undergraduate students in class	1% <input type="checkbox"/>	23% <input type="checkbox"/>	30% <input type="checkbox"/>	36% <input type="checkbox"/>	7% <input type="checkbox"/>	2% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>
b. Grading papers and exams	1% <input type="checkbox"/>	56% <input type="checkbox"/>	32% <input type="checkbox"/>	8% <input type="checkbox"/>	0% <input type="checkbox"/>	2% <input type="checkbox"/>	0% <input type="checkbox"/>	0% <input type="checkbox"/>
c. Giving other forms of written and oral feedback to students	1% <input type="checkbox"/>	57% <input type="checkbox"/>	29% <input type="checkbox"/>	7% <input type="checkbox"/>	4% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>
d. Preparing for class	0% <input type="checkbox"/>	22% <input type="checkbox"/>	39% <input type="checkbox"/>	24% <input type="checkbox"/>	9% <input type="checkbox"/>	3% <input type="checkbox"/>	4% <input type="checkbox"/>	0% <input type="checkbox"/>
e. Reflecting on ways to improve my teaching	1% <input type="checkbox"/>	50% <input type="checkbox"/>	27% <input type="checkbox"/>	13% <input type="checkbox"/>	1% <input type="checkbox"/>	5% <input type="checkbox"/>	1% <input type="checkbox"/>	2% <input type="checkbox"/>
f. Research and scholarly activities	5% <input type="checkbox"/>	23% <input type="checkbox"/>	26% <input type="checkbox"/>	14% <input type="checkbox"/>	11% <input type="checkbox"/>	5% <input type="checkbox"/>	9% <input type="checkbox"/>	7% <input type="checkbox"/>
g. Working with undergraduates on research	46% <input type="checkbox"/>	34% <input type="checkbox"/>	14% <input type="checkbox"/>	2% <input type="checkbox"/>	3% <input type="checkbox"/>	1% <input type="checkbox"/>	0% <input type="checkbox"/>	0% <input type="checkbox"/>
h. Advising undergraduate students	20% <input type="checkbox"/>	56% <input type="checkbox"/>	20% <input type="checkbox"/>	3% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>	0% <input type="checkbox"/>	0% <input type="checkbox"/>
i. Supervising internships or other field experiences	60% <input type="checkbox"/>	24% <input type="checkbox"/>	4% <input type="checkbox"/>	4% <input type="checkbox"/>	4% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>	3% <input type="checkbox"/>
j. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.)	51% <input type="checkbox"/>	36% <input type="checkbox"/>	7% <input type="checkbox"/>	3% <input type="checkbox"/>	1% <input type="checkbox"/>	1% <input type="checkbox"/>	0% <input type="checkbox"/>	0% <input type="checkbox"/>



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

7 Level of students in your selected course section:

Lower division (mostly 1st year students and sophomores)

Upper division (mostly juniors and seniors)

Other (Please describe)

8 Is your selected course a distance education course (correspondence course, Internet course, telecourse, etc.)?

2% Yes 98% No

9 How many students are enrolled in your selected course section?

4%	Fewer than 10	23%	30 to 49	8%	100 to 149
20%	10 to 19	11%	50 to 74	1%	150 to 199
29%	20 to 29	3%	75 to 99	1%	200 or more

10 Prior to this semester, how many times have you taught your selected course?

15%	None	7%	7 to 9	12%	More than 20
25%	1 to 3	10%	10 to 15		
24%	4 to 6	6%	16 to 20		

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

12 About what percent of students in your selected course section do the following?

	None	1-24%	25-49%	50-74%	75% or higher
a. Frequently ask questions in class or contribute to class discussion	0%	44%	25%	20%	12%
b. Frequently come to class without completing readings or assignments	3%	60%	25%	4%	7%
c. Frequently work harder than they usually do to meet your standards	1%	41%	26%	20%	12%
d. Occasionally use e-mail to communicate with you	2%	42%	26%	17%	13%
e. Occasionally discuss grades or assignments with you	0%	43%	30%	20%	7%

	None	1-24%	25-49%	50-74%	75% or higher
f. At least once, talk about career plans with you	7%	50%	26%	9%	8%
g. At least once, discuss ideas from readings or classes with you outside of class	9%	54%	25%	10%	1%

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

	Very often	Often	Sometimes	Never
a. Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	21%	21%	30%	28%
b. Work with other students on projects during class	16%	29%	34%	20%
c. Participate in a community-based project as part of your course	5%	9%	25%	61%
d. Use an electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment	18%	21%	35%	27%
e. Receive prompt feedback (written or oral) from you on their academic performance	47%	43%	10%	0%
f. Have serious conversations in your course with students of a different race or ethnicity than their own	29%	21%	29%	21%
g. 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	27%	21%	28%	25%

14 In your selected course section, about how much reading and writing do your students do?

	None	1	2-3	4-6	More than 6
a. Number of assigned textbooks, books, and/or book length packs of course readings	3%	51%	36%	7%	3%
b. Number of written papers or reports of more than 10 pages	64%	26%	7%	0%	3%
c. Number of written papers or reports between 5 and 10 pages	45%	30%	18%	3%	3%
d. Number of written papers or reports of fewer than 5 pages	31%	20%	20%	15%	14%

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

	None	1-2	3-4	5-6	More Than 6
a. Number of problem sets that take your students more than one hour to complete	30%	47%	14%	2%	6%
b. Number of problem sets that take your students less than one hour to complete	50%	38%	10%	1%	1%

16 Time students spend preparing for your selected course section.

	0	1-2	3-4	5-6	7-8	9-10	11-12	More than 12
a. 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)	0%	8%	29%	35%	16%	10%	0%	2%
b. 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)	3%	43%	38%	11%	2%	3%	0%	0%

17 In your selected course section, how important to you is it that your students:

	Very Important	Important	Somewhat Important	Not Important
a. Prepare two or more drafts of a paper or assignment before turning it in	25%	21%	25%	29%
b. Work on a paper or project that requires integrating ideas or information from various sources	49%	27%	10%	13%
c. Work with classmates outside of class to prepare class assignments	21%	29%	29%	21%
d. Put together ideas or concepts from different courses when completing assignments or during class discussions	29%	29%	27%	15%
e. Discuss ideas or readings from class with others outside of class (other students, faculty members, coworkers, etc.)	21%	27%	34%	18%
f. Tutor or teach other students (paid or voluntary)	7%	16%	26%	51%

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

	0	1-9	10-19	20-29	30-39	40-49	50-74	75 or more
a. Lecture	2%	8%	9%	8%	8%	21%	25%	19%
b. Teacher-led discussion	5%	19%	13%	20%	18%	13%	5%	6%
c. Teacher-student shared responsibility (seminar, discussion, etc.)	27%	20%	18%	11%	12%	2%	6%	3%
d. Student computer use	57%	19%	9%	3%	5%	2%	4%	1%
e. Small group activities	37%	24%	14%	11%	4%	4%	5%	1%
f. Student presentations	33%	26%	16%	13%	4%	4%	2%	1%
g. In-class writing	59%	22%	7%	2%	5%	2%	2%	2%
h. Testing and evaluation	7%	42%	28%	13%	3%	3%	3%	1%
i. Performances in applied and fine arts (e.g., dance, drama, music)	95%	2%	1%	0%	0%	1%	0%	2%
j. Experiential (labs, field work, art exhibits)	66%	8%	8%	4%	4%	5%	2%	3%

19 Select the box that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work?

Very little							Very much
0%	0%	2%	11%	25%	36%	26%	
1	2	3	4	5	6	7	

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

	Very Much	Quite a bit	Some	Very Little
a. Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	10%	24%	39%	28%
b. Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components	54%	35%	9%	2%
c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	53%	30%	15%	2%
d. 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	48%	24%	22%	7%
e. Applying theories or concepts to practical problems or in new situations	59%	28%	12%	1%

21 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 ▼
a. Writing clearly and effectively	32%	35%	17%	15%
b. Speaking clearly and effectively	33%	25%	27%	15%
c. Thinking critically and analytically	67%	25%	7%	1%
d. Analyzing quantitative problems	33%	20%	22%	25%
e. Using computing and information technology	21%	27%	31%	21%
f. Working effectively with others	24%	34%	27%	15%
g. Learning effectively on their own	45%	45%	10%	1%
h. Understanding themselves	32%	26%	21%	21%
i. Understanding people of other racial and ethnic backgrounds	23%	22%	26%	29%
j. Solving complex real-world problems	39%	27%	24%	10%
k. Developing a personal code of values and ethics	36%	22%	29%	13%
l. Developing a deepened sense of spirituality	16%	13%	27%	44%
m. Acquiring a broad general education	32%	35%	26%	7%
n. Acquiring job or work-related knowledge and skills	44%	29%	21%	5%

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

28% Part-time
72% Full-time

23 Write in the total number of courses (undergraduate, graduate) you have taught or are scheduled to teach during the *current* academic year:

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

- 18% Professor
- 35% Associate Professor
- 37% Assistant Professor
- 6% Instructor
- 1% Lecturer
- 0% Graduate Teaching Assistant
- 4% Other: Specify

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

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

- 50% Tenured
- 25% On tenure track but not tenured
- 22% Not on tenure track, although this institution has a tenure system
- 3% No tenure system at this institution

27 Write in the year that you began teaching at *any* college/university:

28 What is the highest degree you have earned?

- 6% First professional degree (e.g., M.D., D.D.S., J. D., D.V.M.)
- 64% Doctoral Degree (e.g., Ph.D., Ed. D.)
- 27% Master's Degree
- 1% Bachelor's Degree
- 0% Associate's Degree
- 1% Other (write here):

29 Write in the year of your birth:

30 Your sex: 68% Male 32% Female

31 What is your citizenship status?

- 76% United States citizen, native
- 16% United States citizen, naturalized
- 7% Permanent resident of the United States (immigrant visa)
- 2% Temporary resident of the United States (non-immigrant visa)

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

0% Yes 100% No

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

- 0% American Indian or Native American
- 12% Asian American or Pacific Islander
- 5% Black or African American
- 78% White
- 5% Other: Specify

34 How *important* is it to you that undergraduates at your institution do the following?

	Very Important ▼	Im- portant ▼	Somewhat Important ▼	Not Im- portant ▼
a. Express an opinion about a political or community issue in a public forum (e.g., send a letter or e-mail to the media, contact a government official, make a speech, sign a petition)				N/A
b. Use media sources (e.g., newspaper, radio, television, Internet) to stay informed about local political or community issues				N/A
c. Participate in a fundraising event (e.g., phone-a-thon, run, walk, dance marathon)				N/A
d. Attend a rally, vigil, or protest about an issue that is important to them				N/A
e. Lead meetings or activities for a local community organization or religious group				N/A

THANK YOU FOR SHARING YOUR VIEWS!

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