


# Survey Instrument

WHAT STARTS HERE CHANGES THE WORLD  
THE UNIVERSITY OF TEXAS AT AUSTIN

The College of Education | Department of Educational Administration | Program in Higher Education Leadership



## THE COMMUNITY COLLEGE FACULTY SURVEY OF STUDENT ENGAGEMENT

Thank you for accessing the Community College Faculty Survey of Student Engagement (CCFSSE). Your responses will assist your college in its institutional improvement efforts. Individual faculty names and identifying information will not be included in survey results, so please be completely candid.

This survey takes about 25-30 minutes to complete. If you need to exit the survey before submission, click the "Save and Exit" button, and all responses entered will be saved for future completion.

The deadline to submit your responses is **May 14, 2014**.

Please log into the survey using the access code provided in your CCFSSE e-mail invitation.

Access Code:

[i](#) [?](#)

Thank you for your participation. We greatly appreciate your commitment to completing the survey.

Center for Community College Student Engagement  
[www.cccse.org](http://www.cccse.org)

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—a Research and Service Initiative—  
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The Community College Faculty Survey of Student Engagement (CCFSSE) is an online companion to the CCSSE (student) survey. CCFSSE elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time—both in and out of the classroom.

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**Welcome! Please verify your information.**

**Institution:** Edmonds Community College (WA)

**Course Name:** ENRGY MGT PLANNING & OPS

**Course Number:** ENRGY245

**Section Number:** 4191-S

[This is not my course.](#)

For the purpose of this survey, please think about the course section listed above when answering the items.

Click the "Go to Next" button to get started...

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How many students are enrolled in your selected course section?

- Fewer than 10     10 to 19     20 to 29     30 to 39     40 to 69  
 70 or more

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Using the list provided, please select the area that best corresponds to the general subject of your selected course.

- N/A
- Developmental Math
- Developmental Reading
- Developmental Writing
- Other Developmental
- Agriculture
- Architecture & Related Programs (city/urban, community/regional planning, etc.)
- Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)
- Business Management & Administrative Services (accounting, business admin., market research, etc.)
- Communications (advertising, journalism, television/radio, etc.)
- Computer & Information Sciences
- Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)
- Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)
- Education
- Engineering
- English Language & Literature/Letters (composition, creative writing, etc.)
- Foreign Languages & Literatures (French, Spanish, etc.)
- Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veterinary, etc.)
- Law & Legal Studies
- Liberal Arts & Sciences, General Studies & Humanities
- Library Science
- Mathematics
- Mechanics & Repairers (A/C, heating & refrigeration, electrical/electronic equipment, etc.)
- Military Technologies
- Multi/Interdisciplinary Studies (international relations, ecology, environmental studies, etc.)
- Parks, Recreation, Leisure & Fitness Studies
- Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)
- Physical Sciences (astronomy, chemistry, geology, physics, etc.)
- Precision Production Trades (drafting, graphic, precious metal worker, etc.)
- Protective Services (criminal justice & corrections, fire protection, etc.)
- Psychology
- Public Administration & Services (public policy, social work, etc.)
- Science Technologies (biological technology, nuclear & industrial radiological technology, etc.)
- Social Sciences & History (anthropology, archeology, economics, geography, history, etc.)
- Theology Studies & Religious Vocations (philosophy, ministry, etc.)
- Transportation & Materials Moving Workers (air, vehicle & water workers, etc.)
- Visual & Performing Arts (art, music, theater, dance, etc.)
- Vocational Home Economics (child care/guidance worker & manager, clothing, apparel, etc.)
- Other

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

- None    1 to 3    4 to 6    7 to 9    10 to 15    16 to 20  
 21 or more

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Do you teach developmental/basic skills/college prep courses at your college?

- Yes, I teach ONLY developmental courses
- Yes, I teach both developmental and college-level courses
- No, I teach only college-level courses

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

	Very often	Often	Sometimes	Never	Don't know
Ask questions in class or contribute to class discussions	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make a class presentation	<input type="radio"/>	<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"/>	<input type="radio"/>
Work on a paper or project that requires integrating ideas or information from various sources	<input type="radio"/>	<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"/>	<input type="radio"/>
Work with other students on projects during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with classmates outside of class to prepare class assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutor or teach other students (paid or voluntary)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a community-based project as a part of a regular course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the internet or instant messaging to work on an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use e-mail to communicate with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss grades or assignments with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talk about career plans with you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss ideas from their readings or classes with you outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Receive prompt feedback (written or oral) from you about their performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work harder than they thought they could to meet your standards or expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with you on activities other than coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have serious conversations with students of a different race or ethnicity other than their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Skip class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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During the current school year, how much does the coursework in your selected course section emphasize the following mental activities?

	Very much	Quite a bit	Some	Very little
Memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analyzing the basic elements of an idea, experience, or theory	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Synthesizing and organizing ideas, information, or experiences in new ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making judgments about the value or soundness of information, arguments, or methods	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Applying theories or concepts to practical problems or in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having students use information they have read or heard to perform a new skill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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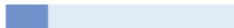
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In your selected course section, about how much reading and writing do your students do?

	None	1	2 - 3	4 - 6	More than 6
Number of assigned textbooks, manuals, books, or book-length packs of course readings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Number of written papers or reports of any length	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Select the response that best represents the extent to which your examinations of student performance (exams, portfolio) challenge students to do their best work.

Extremely  
challenging

7

6

5

4

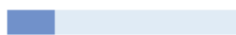
3

2

1

Extremely  
easy

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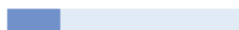
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How important is it to you that students at this college participate in the following when appropriate?

	Very important	Somewhat important	Not important
Internship, field experience, co-op experience, or clinical assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a second language course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental/remedial reading course	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental/remedial writing course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developmental/remedial math course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study skills course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Honors course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College orientation program or course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organized learning communities (linked courses/study groups led by faculty or counselors)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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How much does this college emphasize each of the following?

	Very much	Quite a bit	Some	Very little
Encouraging students to spend significant amounts of time studying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students the support they need to help them succeed at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping students cope with their non-academic responsibilities (work, family, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing students the support they need to thrive socially	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing the financial support students need to afford their education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computers in academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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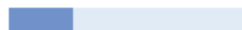
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About how many hours do you think full- and part-time students on average at this college spend in a typical 7-day week doing each of the following?

	Number of hours per week					
	None	1 - 5	6 - 10	11 - 20	21 - 30	30 +
Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working for pay	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing care for dependents living with them (parents, children, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to and from classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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Select the response that best represents the quality of student relationships with:

a. Other students

Friendly,  
supportive,  
sense of  
belonging

7  6  5  4  3  2  1

Unfriendly,  
unsupportive,  
sense of  
alienation

b. Instructors

Available,  
helpful,  
sympathetic

7  6  5  4  3  2  1

Unavailable,  
unhelpful,  
unsympathetic

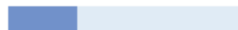
c. Administrative personnel and offices

Helpful,  
considerate,  
flexible

7  6  5  4  3  2  1

Unhelpful,  
inconsiderate,  
rigid

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To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas?

	Very much	Quite a bit	Some	Very little	None
Acquiring a broad general education	<input type="radio"/>	<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"/>	<input type="radio"/>
Writing clearly and effectively	<input type="radio"/>	<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"/>	<input type="radio"/>
Thinking critically and analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solving numerical problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using computing and information technology	<input checked="" type="radio"/>	<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"/>	<input type="radio"/>
Learning effectively on their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding themselves	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding people of other racial and ethnic backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a personal code of values and ethics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contributing to the welfare of their community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing clearer career goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining information about career opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

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This section has three parts. Please answer all three sections, indicating (1) **HOW OFTEN** you refer students to the following services, (2) **HOW MUCH** you incorporate the use of these services into your **selected course section**, and (3) **HOW IMPORTANT** you believe the services are to students **at this college**.

Part One: How often do you refer students to the following services?

**FREQUENCY OF REFERRAL**

	Often	Sometimes	Rarely/Never	N.A.
Academic advising/planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job placement assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer or other tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill labs (writing, math, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer credit assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services to students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part Two: How much do you incorporate the use of these services into your **selected course section**?

**USE IN COURSE SECTION**

	Often	Sometimes	Rarely/Never	N.A.
Academic advising/planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job placement assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer or other tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill labs (writing, math, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer credit assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services to students with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part Three: How important do you believe these services are to students **at this college**?

**IMPORTANCE TO STUDENTS**

	Very	Somewhat	Not at all
Academic advising/planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job placement assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peer or other tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skill labs (writing, math, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer credit assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Services to students with disabilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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How likely is it that the following issues would cause students to withdraw from class or from this college? (Please respond to each item.)

	Very likely	Likely	Somewhat likely	Not likely
Working full-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Caring for dependents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being academically unprepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lacking finances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transferring to a 4-year college or university	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal issues	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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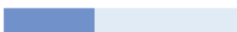
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About how many hours do you spend in a typical 7-day week doing each of the following?

	Number of hours per week							
	None	1-4	5-8	9-12	13-16	17-20	21-30	31+
Teaching students in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Giving other forms of written and oral feedback to 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"/>
Preparing for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflecting and working on ways to improve my teaching	<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 and 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"/>
Working with honors projects	<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"/>
Supervising internships or other field experiences	<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 with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, 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 interactions with students outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conducting service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Coordination and/or administrative 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 on college committees or task forces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentoring other 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"/>

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

	0%	1 to 9%	10 to 19%	20 to 29%	30 to 39%	40 to 49%	50 to 74%	75 to 100%
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"/>
Teacher-led 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"/>
Teacher-student shared responsibility (seminar, discussion, 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"/>
Student computer use	<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	<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-class writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing and evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performances in applied and fine arts (dance, drama, music)	<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 (labs, field work, art exhibits, clinical placements, internships)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hands-on practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college?

- 1 to 3 hours
- 4 to 6 hours
- 7 to 9 hours
- 10 to 12 hours
- 13 to 15 hours
- 16 to 18 hours
- 19 to 21 hours
- 22 to 24 hours
- 25 to 27 hours
- 28 to 30 hours
- More than 30 hours

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During the current academic year, which of the following are part of your teaching role at this college? (Mark all that apply.)

- Team teaching
- Linked courses
- Learning community
- Capstone course (culminating a program or integrating a series of courses)
- Academic advising
- Clinical or other field supervision of student work
- Distance learning course
- Service learning (community service) incorporated into course(s)
- Independent study

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During the current academic year at this college, in which of the following ways, if at all, have you been involved in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience")? (Mark all that apply.)

**NOTE:** A freshman seminar or first-year experience may or may not have additional components, such as learning communities or student success courses.

- Planning/designing
- Coordinating/supervising
- Teaching/facilitating
- Advising/referring students into the experience
- Training faculty
- Training or mentoring student tutors
- I am not involved

In your work directly with students in a freshman seminar or first-year experience, which of the following modalities have you employed when carrying out those activities? (Mark all that apply.)

- Face-to-face interaction
- Online interaction (such as mediated lectures, forums, chat)
- Computer-assisted learning (such as simulations, virtual labs, specialized software)
- Social networking technologies (such as Facebook, Twitter, MySpace)

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During the current academic year at this college, in which of the following ways, if at all, have you been involved in an organized "learning community" (two or more courses that a group of students take together)? *(Mark all that apply.)*

**NOTE:** A learning community may or may not be integrated with a freshman seminar or first-year experience.

- Planning/designing
- Coordinating/supervising
- Teaching/facilitating
- Advising/referring students into the experience
- Training faculty
- Training or mentoring student tutors
- I am not involved

In your work directly with students in an organized learning community, which of the following modalities have you employed when carrying out those activities? *(Mark all that apply.)*

- Face-to-face interaction
- Online interaction (such as mediated lectures, forums, chat)
- Computer-assisted learning (such as simulations, virtual labs, specialized software)
- Social networking technologies (such as Facebook, Twitter, MySpace)

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During the current academic year at this college, in which of the following ways, if at all, have you been involved in college orientation? *(Mark all that apply.)*

**NOTE:** College orientation may or may not be integrated with other programs such as a first-year experience or student success course.

- Planning/designing
- Coordinating/supervising
- Teaching/facilitating
- Advising/referring students into the experience
- Training faculty
- Training or mentoring student tutors
- I am not involved

In your work directly with students in college orientation, which of the following modalities have you employed when carrying out those activities? *(Mark all that apply.)*

- Face-to-face interaction
- Online interaction (such as mediated lectures, forums, chat)
- Computer-assisted learning (such as simulations, virtual labs, specialized software)
- Social networking technologies (such as Facebook, Twitter, MySpace)

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During the current academic year at this college, in which of the following ways, if at all, have you been involved in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course)? *(Mark all that apply.)*

**NOTE:** A student success course may or may not be integrated with a freshman seminar or first-year experience or learning community.

- Planning/designing
- Coordinating/supervising
- Teaching/facilitating
- Advising/referring students into the experience
- Training faculty
- Training or mentoring student tutors
- I am not involved

In your work directly with students in a student success course, which of the following modalities have you employed when carrying out those activities? *(Mark all that apply.)*

- Face-to-face interaction
- Online interaction (such as mediated lectures, forums, chat)
- Computer-assisted learning (such as simulations, virtual labs, specialized software)
- Social networking technologies (such as Facebook, Twitter, MySpace)

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During the current academic year at this college, in which of the following ways, if at all, have you been involved in an accelerated course or a fast-track program (learning experience designed to move students through coursework in order to complete their educational goals more quickly)? (Mark all that apply.)

- Planning/designing
- Coordinating/supervising
- Teaching/facilitating
- Advising/referring students into the experience
- Training faculty
- Training or mentoring student tutors
- I am not involved

In your work directly with students in an accelerated course or a fast-track program, which of the following modalities have you employed when carrying out those activities? (Mark all that apply.)

- Face-to-face interaction
- Online interaction (such as mediated lectures, forums, chat)
- Computer-assisted learning (such as simulations, virtual labs, specialized software)
- Social networking technologies (such as Facebook, Twitter, MySpace)

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At the beginning of the current term, in your selected course section, which of the following methods, if any, did you use to administer an in-class assessment to determine your students' preparedness to succeed in the course? (Mark all that apply.)

- A written assessment
- An oral assessment
- An online assessment
- A computer-assisted assessment
- None of these

Which of the following, if any, is your **MOST COMMON** action based on results of your in-class assessment if a student is under-prepared?

- I recommend to a student that he/she use tutoring or other academic support service
- I recommend to academic advising or student services that a student be placed in another course or level
- I adjust my course pedagogy or approach
- I advise a student to drop the course
- Other (Please briefly explain):

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During the current term at this college, about what percentage of the students in your selected course section registered AFTER the first class session?

- None
- 1-10%
- 11-25%
- 26-50%
- More than 50%

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For your selected course section, do you have a course attendance policy that specifies the adverse impact on students' grades for missing class?

- No
- Yes

In which of the following ways, if any, have you communicated the attendance policy to the students in your selected course section? (*Mark all that apply.*)

- I've orally explained the policy to my students
- I've included the policy on the course syllabus
- I've posted the policy on a course website, blog, etc.
- I've sent the policy in an e-mail to my students
- I've sent the policy in a text message (SMS message) to my students
- I've posted the policy or sent it via social networking tools (Facebook, Twitter, MySpace)
- I had students sign the syllabus or attendance policy as a contract or mutual understanding of expectations

What is the nature of the adverse impact on students' grades for missing class (not assignment deadlines) in your selected course section? (*Mark all that apply.*)

- Attendance is tied to a participation score or grade
- I deduct a given number of points from the final grade for each missed class
- I deduct a given number of points after a preset number of classes have been missed
- Other (Please briefly explain):

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	Very often	Often	Sometimes	Never
How often during your <u>selected course section</u> do you ASSIGN group learning experiences that REQUIRE students to interact with a specific group of peers DURING class to complete group assignments or projects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often during your <u>selected course section</u> do you ASSIGN group learning experiences that REQUIRE students to interact with a specific group of peers OUTSIDE of the classroom to complete group assignments or projects?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often during your <u>selected course section</u> do you ASSIGN group learning experiences that REQUIRE students to study together OUTSIDE of class?	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often during your <u>selected course section</u> do you ASSIGN group learning experiences that REQUIRE students to study together DURING class?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How often during your <u>selected course section</u> do you ASSIGN group learning experiences that REQUIRE students to collaborate using technology-mediated methods (such as forums, blogs, wikis, social networking tools, multiplayer games)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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In your selected course section, do you REQUIRE students to be involved in an internship, apprenticeship, clinical placement, or other "hands-on" learning experience beyond the classroom?

- No  
 Yes

In your selected course section, do you REQUIRE students to be involved in service learning (community service as part of a regular college course)?

- No  
 Yes

In your selected course section, is supplemental instruction (extra class sessions with an instructor or experienced student) available to students?

- No  
 Yes

In your selected course section, do you REQUIRE students to be involved in supplemental instruction (extra class sessions with an instructor or experienced student)?

- Yes, for all students  
 Yes, for some students, depending on academic performance  
 No, participation is optional

In your selected course section, which of the following modalities have you employed for providing that supplemental instruction? (*Mark all that apply.*)

- Face-to-face interaction  
 Online interaction (such as mediated lectures, forums, chat)  
 Social networking technologies (such as Facebook, Twitter, MySpace)

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Which of the following statements best describe actions you have taken in regard to students who have been struggling academically during the current term in your selected course section? (Mark all that apply.)

- I've communicated with students directly during class
- I've contacted students directly outside of class
- I've notified someone else in the college who contacts students as part of a systematic early academic warning system
- I've contacted someone else in the college who then contacts students as part of an informal intervention process
- I have referred students to college tutoring services
- I have required that students participate in college tutoring services
- Other (Please briefly explain):

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

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Other

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What is your current tenure status?

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

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How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions?

- 40 years or more
- 30 to 39 years
- 20 to 29 years
- 10 to 19 years
- 5 to 9 years
- 1 to 4 years
- First-year teacher

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What is the highest degree you have earned?

- First professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)
- Doctoral degree (e.g., Ph.D., Ed.D.)
- Master's degree
- Bachelor's degree
- Associate degree
- Other

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What is your age group?

- 22 to 24
- 25 to 29
- 30 to 39
- 40 to 49
- 50 to 64
- 65 or more

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What is your gender?

- Male
- Female

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**What is your citizenship status?**

- United States citizen, native
- United States citizen, naturalized
- Permanent resident of the United States (immigrant visa)
- Temporary resident of the United States (non-immigrant visa)

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What is your racial or ethnic identification?

- American Indian or other Native American
- Asian, Asian American or Pacific Islander
- Native Hawaiian
- Black or African American, Non-Hispanic
- White, Non-Hispanic
- Hispanic, Latino, Spanish
- Other

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Where are you employed outside of this college?

- Self-employed
- Other college(s) in teaching position
- Other college(s) in non-teaching position
- Full-time non-academic position
- Part-time non-academic position
- Work related to my teaching field at this college
- Not employed elsewhere

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Using the list provided, please select the area that best corresponds to your teaching subject.

- N/A
- Developmental Math
- Developmental Reading
- Developmental Writing
- Other Developmental
- Agriculture
- Architecture & Related Programs (city/urban, community/regional planning, etc.)
- Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)
- Business Management & Administrative Services (accounting, business admin., marketing, etc.)
- Communications (advertising, journalism, television/radio, etc.)
- Computer & Information Sciences
- Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)
- Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)
- Education
- Engineering
- English Language & Literature/Letters (composition, creative writing, etc.)
- Foreign Languages & Literatures (French, Spanish, etc.)
- Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veterinary, etc.)
- Law & Legal Studies
- Liberal Arts & Sciences, General Studies & Humanities
- Library Science
- Mathematics
- Mechanics & Repairers (A/C, heating & refrigeration, electrical/electronic equipment, etc.)
- Military Technologies
- Multi/Interdisciplinary Studies (international relations, ecology, environmental studies, etc.)
- Parks, Recreation, Leisure & Fitness Studies
- Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)
- Physical Sciences (astronomy, chemistry, geology, physics, etc.)
- Precision Production Trades (drafting, graphic, precious metal worker, etc.)
- Protective Services (criminal justice & corrections, fire protection, etc.)
- Psychology
- Public Administration & Services (public policy, social work, etc.)
- Science Technologies (biological technology, nuclear & industrial radiological technology, etc.)
- Social Sciences & History (anthropology, archeology, economics, geography, history, etc.)
- Theology Studies & Religious Vocations (philosophy, ministry, etc.)
- Transportation & Materials Moving Workers (air, vehicle & water workers, etc.)
- Visual & Performing Arts (art, music, theater, dance, etc.)
- Vocational Home Economics (child care/guidance worker & manager, clothing, apparel, etc.)
- Other

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Please share your general comments regarding this survey in the box below.

1500  
characters  
remaining

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Please share any specific recommendations for changes to this survey in the box below.

1500  
characters  
remaining



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**Center for Community College Student Engagement**

—a Research and Service Initiative—

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