Engagement Indicators and Items

Academic Challenge

Higher-Order Learning

During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

During the current school year, how often have you:

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

During the current school year, how often have you:

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

During the current school year, how often have you:

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

During the current school year, how often have you:

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others

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

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you:

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

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

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions

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

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

High-Impact Practice Items

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
- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

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

Topical Module: Inclusiveness and Engagement with Cultural Diversity (Experimental Version)

This module—added for 2017—examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students' exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. The module replaces the former Experiences with Diverse Perspectives module. Questions measuring inclusiveness of the campus environment are based on the recently launched Culturally Engaging Campus Environments survey. (Similar FSSE set available.)

1. During the current school year, how much has your *coursework* emphasized the following?

	Very much	Quite a bit	Some	Very little
a. Developing the skills necessary to work effectively with people from various backgrounds	O	O	O	O
b. Recognizing your own cultural norms and biases	O	O	O	O
c. Sharing your own perspectives and experiences	O	O	O	O
d. Exploring your own background through projects, assignments, or programs	O	O	O	O
e. Learning about other cultures	O	O	O	O
f. Discussing issues of equity or privilege	O	O	O	O
g. Respecting the expression of diverse ideas	O	O	O	O

2. How much does your institution emphasize the following?

	Very much	Quite a bit	Some	Very little
a. Demonstrating a commitment to diversity	O	O	O	O
b. Providing students with the resources needed for success in a multicultural world	O	O	O	O
c. Creating an overall sense of community among students	O	O	O	O
d. Ensuring that you are not stigmatized because of your identity (racial/ethnic identification, gender identity, sexual orientation, religious affiliation, etc.)	O	O	O	O
e. Providing information about anti-discrimination and harassment policies	O	O	O	O
f. Taking allegations of discrimination or harassment seriously	O	O	O	O
g. Helping students develop the skills to confront discrimination and harassment	O	O	O	O

3. How much does your institution provide a supportive environment for the following forms of diversity?

	Very much	Quite a bit	Some	Very little
a. Racial/ethnic identification	O	O	O	O
b. Gender identity	O	O	O	O
c. Economic background	O	O	O	O
d. Political affiliation	O	O	O	O
e. Religious affiliation	O	O	O	O
f. Sexual orientation	O	O	O	O
g. Disability status	O	O	O	O

4. The term "cultural community" can refer to a racial or ethnic community, a religious community, a community based on sexual orientation or gender identity, the neighborhood where you grew up, etc. Considering the community with which you most strongly identify, to what extent do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. On campus, there are enough opportunities to learn about my own cultural community.	O	O	O	O	O
b. On campus, there are enough opportunities to learn about important issues within my own cultural community.	O	O	O	O	O
c. On campus, there are enough opportunities to learn about the experiences of people within my own cultural community.	O	O	O	O	O
d. In general, people on campus value knowledge from my cultural community.	O	O	O	O	O
e. In general, people on campus value the experiences of people within my cultural community.	O	O	O	O	O
f. In general, my cultural community is valued on campus.	O	O	O	O	O

Item 4 is adapted with permission from the Culturally Engaging Campus Environments survey.