

Staff Student Engagement Questionnaire



Item stem	Response options
What is the name of your university?	<dropdown list>
How old are you in years?	20 to 29 30 to 39 40 to 49 50 to 59 60 to 65 66 or over
Are you male or female?	Male Female
What is your employment situation at your university in the current academic year?	Full time Fractional (part time) Casual/sessional
What is the duration of your current work contract with your university?	Fixed term Ongoing
What is your current level of appointment?	Level A Level B Level C Level D Level E Other (e.g. tutor, sessional teacher, etc.)
What is your main work function?	Teaching only Research only Teaching and research Other
What is your email address? Please write your email in this box if you would like to be removed from follow-up emails. Your email will only be used to manage the survey. ACER will only supply de-identified survey data back to institutions, removing demographic data where necessary. No individual is identified in any analyses or reports.	<short text response>
Where has your teaching been mainly based in the current academic year?	On one or more campuses Mix of external/distance and on-campus External/distance
What is your main area of teaching (e.g. accounting, primary education, psychology, law)?	<short text response>
During the last two academic years, have you had more first-year students or later-year students in your undergraduate classes?	More first-year than later-year students More later-year than first-year students I have not taught undergraduate students in the last two years
What is the total number of students you have taught during this current academic year?	1 to 9 10 to 49 50 to 99 100 to 199 200 to 499 500 or more
What percentage of your teaching time is spent on each of the following activities? - Lecture - Teacher-led discussion	0% 1-9% 10-19% 20-29%

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<ul style="list-style-type: none"> - Teacher-student shared responsibility (e.g. seminar, discussion, etc.) - Student computer use - Small group activities - Student presentations - In-class writing - Testing and evaluation - Performances in applied and fine arts (e.g. dance, drama, music) - Experiential (e.g. labs, field work, art exhibits, etc.) 	30-39% 40-49% 50-74% 75% or more
<p>How important are each of the following aspects of university education?</p> <ul style="list-style-type: none"> - Developing environments which challenge students to learn - Students' engagement in active learning practices - Student and staff interactions - Students' participation in enriching educational experiences - Providing environments which support students' learning and development - Students' participation in work-integrated forms of learning - Development of higher-order forms of thinking - General learning outcomes - General development outcomes - Average overall grades - Student retention - Students' overall satisfaction 	Low Medium High
<p>Please respond to the following question based on the typical student you have taught during the current academic year. About how often has the typical student done each of the following?</p> <ul style="list-style-type: none"> - Asked questions or contributed to discussions in class or online - Sought advice from academic staff - Made a class or online presentation - Worked hard to master difficult content - Prepared two or more drafts of an assignment before handing it in - Used library resources on campus or online - Worked on an essay or assignment that required integrating ideas or information from various sources - Used student learning support services - Blended academic learning with workplace experience - Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments - Came to class having completed readings or assignments - Kept up to date with their studies - Worked with other students on projects during class - Worked with other students outside class to prepare assignments - Put together ideas or concepts from different subjects when completing assignments or during class discussions - Tutored or taught other university students (paid or voluntary) - Participated in a community-based project (e.g. volunteering) as part of their study - Used an online learning system to discuss or complete an assignment - Used email or a forum to communicate with teaching staff - Discussed grades or assignments with teaching staff - Talked about career plans with teaching staff or advisors - Discussed ideas from his or her readings or classes with teaching staff outside class - Received prompt written or oral feedback from teachers/tutors on his or her academic performance - Worked harder than usual to meet a teacher's/tutor's standards or expectations - Worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organisations, etc.) - Discussed ideas from his or her readings or classes with others outside 	Never Sometimes Often Very Often

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class (e.g. students, family members, co-workers, etc.) <ul style="list-style-type: none"> - Had conversations with students of a different ethnic group than their own - Had conversations with students who are very different from him or her in terms of their religious beliefs, political opinions or personal values 	
During the current academic year, how much do you believe the typical student's coursework has emphasised the following intellectual activities? <ul style="list-style-type: none"> - Memorising facts, ideas, or methods from his or her readings so he or she can repeat them pretty much in the same form - Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components - Synthesising and organising ideas, information, or experiences into new, more complex interpretations and relationships - Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of their conclusions - Applying theories or concepts to practical problems or in new situations 	Very little Some Quite a bit Very much
In a typical week, how many exercises, lab reports, problem sets and tutorial questions does the typical student complete? <ul style="list-style-type: none"> - Number of pieces of work that take one hour or less to complete - Number of pieces of work that take more than one hour to complete 	None 1 to 2 3 to 4 5 to 6 More than 6
During the current academic year, about how much reading and writing do you estimate the typical student has done? <ul style="list-style-type: none"> - Number of assigned textbooks, books or book-length packs of subject readings - Number of books read on their own (not assigned) for personal enjoyment or academic enrichment - Number of written assignments of fewer than 1,000 words - Number of written assignments of between 1,000 and 5,000 words - Number of written assignments of more than 5,000 words 	None 1 to 4 5 to 10 11 to 20 More than 20
Which box best represents the extent to which the typical student's examinations during the current academic year have challenged that student to do his or her best work?	Very little 2 3 4 5 6 Very much
Please respond to the following question based on the typical student you have taught during the current academic year. About how often has the typical student done each of the following? <ul style="list-style-type: none"> - Attended an art exhibition, play, dance, music, theatre or other performance - Exercised or participated in physical fitness activities - Examined the strengths and weaknesses of his or her views on a topic or issue - Improved knowledge and skills that will contribute to his or her employability - Developed communication skills relevant to his or her discipline - Explored how to apply his or her learning in the workplace - 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 he or she understood an issue or concept 	Never Sometimes Often Very often
How important is it to you that undergraduates at your institution do the following? <ul style="list-style-type: none"> - Practicum, internship, fieldwork or clinical placement 	Not important Somewhat important Important

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<ul style="list-style-type: none"> - Industry placement or work experience - Community service or volunteer work - Participate in a study group or learning community - Work on a research project with a staff member outside of coursework requirements - Study a foreign language - Study abroad or student exchange - Culminating final-year experience (e.g. honours thesis, comprehensive exam, etc.) - Independent study or self-designed major - Consult a university careers service for advice 	Very important
Which of these boxes best represent the quality of student relationships with people at your institution?	
Relationships with other students	Unfriendly, unsupportive, sense of alienation 2 3 4 5 6 Friendly, supportive, sense of belonging
Relationships with teaching staff	Unavailable, unhelpful, unsympathetic 2 3 4 5 6 Available, helpful, sympathetic
Relationships with administrative personnel and services	Unhelpful, inconsiderate, rigid 2 3 4 5 6 Helpful, considerate, flexible
About how many hours do you think the typical student should spend in a typical seven-day week doing each of the following? <ul style="list-style-type: none"> - Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities) - Working for pay on campus - Working for pay off campus - Participating in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.) - Relaxing and socialising (e.g. watching TV, partying, etc.) - Providing care for dependents living with him or her (e.g. parents, children, spouse, etc.) - Managing personal business (e.g. housework, shopping, exercise, health needs, etc.) - Travelling to campus (e.g. driving, walking, etc.) - Being on campus, including time spent in class - Being on campus, excluding time spent in class 	None 1 to 5 6 to 10 11 to 15 16 to 20 21 to 25 26 to 30 Over 30
To what extent does your institution emphasise each of the following? <ul style="list-style-type: none"> - Spending significant amounts of time studying and on academic work 	Very little Some

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<ul style="list-style-type: none"> - Providing students the support they need to help them succeed academically - Encouraging contact among students from different economic, social and ethnic backgrounds - Helping students cope with their non-academic responsibilities (e.g. work, family, etc.) - Providing students the support they need to socialise - Encouraging students to attend campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.) - Encouraging students to use computers in their academic work 	<p>Quite a bit Very much</p>
<p>To what extent has the typical student's experience at this institution contributed to his or her knowledge, skills, and personal development in the following areas?</p> <ul style="list-style-type: none"> - Acquiring a broad general education - Acquiring job-related or work-related knowledge and skills - Writing clearly and effectively - Speaking clearly and effectively - Thinking critically and analytically - Analysing quantitative problems - Using computing and information technology - Working effectively with others - Voting informedly in local, state or national elections - Learning effectively on his or her own - Understanding himself or herself - Understanding people of other racial and ethnic backgrounds - Solving complex, real-world problems - Developing a personal code of values and ethics - Contributing to the welfare of his or her community 	<p>Very little Some Quite a bit Very much</p>
<p>In this academic year what percentage of students do you think has seriously considered leaving your institution (e.g. 0%, 5%, 14%)?</p>	<p><short text response></p>
<p>Overall, how would you evaluate the quality of academic advice that students have received at your institution?</p>	<p>Poor Fair Good Excellent</p>
<p>How would you evaluate the typical student's entire educational experience at your institution?</p>	<p>Poor Fair Good Excellent</p>
<p>What are the best aspects of how your university engages students in learning?</p>	<p><short text response></p>
<p>What could be done to improve how your university engages students?</p>	<p><short text response></p>