

IRISH SURVEY OF STUDENT ENGAGEMENT (ISSE)

2014 QUESTIONS

**STUDENT
SURVEY.IE**
WE'RE
LISTENING,
WE'RE
LEARNING

The Irish Survey of Student Engagement 2014 uses the following questions. The Survey Design Group determined that the 2014 implementation of ISSE should use the same question set used in the 2013 pilot national survey, other than the final question which is being used to inform evaluation of the promotional materials. All other questions are based on the Australian Survey of Student Engagement (AUSSE). This is a suite of instruments that measure student engagement and student outcomes.

The AUSSSE survey is based on the US National Survey of Student Engagement (NSSE) and was extensively tested prior to use in the Australian higher education system. Pre-testing consisted of focus groups, consultations, cognitive interviews, pilot testing, expert reviews and psychometric analyses. The AUSSE is now the predominant student outcome measure used in the Australian higher education system.

An equivalent full testing process was undertaken in Ireland prior to the 2013 pilot national survey. Pretesting found that the questions accurately captured the experiences of undergraduate students and, with minor amendments, were appropriate to capture the experiences of taught postgraduate students. The Survey Design group also recommended the inclusion of a small number of questions with free text responses in the survey. It is important to note that arrangements will be made to ensure that any free text comments relating to identifiable individuals will be removed from responses in advance of any analysis.

Further information is available on the website www.studentsurvey.ie

Please note that the survey will be delivered to students electronically and is expected to take approximately fifteen minutes to complete.

1 In your experience at your institution during the current academic year, about how often have you done each of the following?

	Never	Some-times	Often	Very often		Never	Some-times	Often	Very often
Asked questions or contributed to discussions in class, tutorials, labs or online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Used an online learning system to discuss or complete an assignment e.g Moodle, Blackboard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sought advice from academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Used email or an online forum to communicate with teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a class or online presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Discussed your grades or assignments with teaching staff / tutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked hard to master difficult content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Talked about your career plans with teaching staff or career advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared two or more drafts of an assignment before handing it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Discussed ideas from your coursework or classes with teaching staff outside class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used library resources on campus or online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Received timely written or oral feedback from teachers/tutors on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked on an assignment that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Worked harder than you thought you could to meet a teacher's/tutor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used student learning support services e.g. learning centre, computer centre, maths support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organisations etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blended academic learning with workplace experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Discussed ideas from your coursework with others outside class (e.g. students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Had conversations with students of a different ethnicity/nationality than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attended class without completing the required preparatory work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Had conversations with students who are very different to you in terms of their religious beliefs, political opinions or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kept up to date with your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Worked with other students inside class to prepare assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Worked with other students outside class to prepare assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Put together ideas or concepts from different subjects / modules when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Tutored or taught other college students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
Participated in a community-based project (e.g. volunteering) as part of your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

2 During the current academic year, how much has your coursework emphasised the following intellectual activities?

	Very little	Some	Quite a bit	Very much
Memorising facts, ideas or methods from your subjects and coursework so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing the basic elements of an idea, problem, experience or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6 During the current academic year, about how often have you done each of the following?

	Very little	Some	Quite a bit	Very much
Organising and synthesising ideas, information or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making judgements about the value of information, arguments or methods, (e.g. examining how others gather and interpret data and assessing the soundness of their conclusions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Some-times	Often	Very often
Attended an art exhibition, play, dance, music, theatre or other performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercised or participated in physical fitness activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved knowledge and skills that will contribute to your employability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developed communication skills relevant to your discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explored how to apply your learning in the workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tried to better understand someone else's views by imagining how an issue looks from their perspective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learned something that changed the way you understand an issue or concept	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Spent time keeping your CV up-to-date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thought about how to present yourself to potential employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explored where to look for jobs relevant to your interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used networking to source information on job opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set career development goals and plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3 In a typical week, how many exercises, lab reports, problem sets and tutorial questions do you complete?

	None	1-2	3-4	5-6	7+
Number of pieces of work that take one hour or less to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of pieces of work that take more than one hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 During the current academic year approximately how many:

	None	1-4	5-10	11-19	20+
Assigned textbooks, books, book-length packs or journal articles of subject readings have you read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Books or journal articles (not assigned) for personal enjoyment or academic enrichment have you read?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments of fewer than 1,000 words or equivalent have you completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments of between 1,000 and 5,000 words or equivalent have you completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments of more than 5,000 words or equivalent have you completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 Which box best represents the extent to which your assessments during the current academic year have challenged you to do your best work?

Very Little							Very much
1	2	3	4	5	6	7	

7 Which of the following have you done or do you plan to do before you graduate from your institution?

	Do not know about	Have not decided	Do not plan to do	Plan to do	Done
Industry placement or work experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service or volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	Do not know about	Have not decided	Do not plan to do	Plan to do	Done
Internship, fieldwork or clinical placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participate in a study group or learning community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Work on a research project with a staff member outside of coursework requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study a foreign language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Study abroad or student exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culminating final-year experience (e.g. honours thesis, final year project, comprehensive exam, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independent study e.g. outside your course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Consult a college careers service for advice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hold a leadership position in a college group or the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Working for pay **on** campus

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Working for pay **off** campus

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Participating in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Relaxing and socialising (e.g. watching TV, partying, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Providing care for dependents living with you (e.g. parents, children, spouse, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Managing personal business (e.g. housework, shopping, exercise, health needs, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Travelling to campus (e.g. driving, walking, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Being on campus, **including** time spent in class

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

Being on campus, **excluding** time spent in class

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
none	1 - 5	6 - 10	11-15	16-20	21-25	26-30	30+

8 Which of these boxes best represent the quality of your relationships with people at your institution?

Relationships with other students

Unfriendly, unsupportive sense of alienation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Friendly, Supportive, sense of belonging
	1	2	3	4	5	6	7	

Relationships with teaching staff

Unavailable, unhelpful and unsympathetic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Available, helpful and sympathetic
	1	2	3	4	5	6	7	

Relationships with administrative personnel

Unavailable, inconsiderate, rigid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Available, considerate, flexible
	1	2	3	4	5	6	7	

Relationships with support services

Unavailable, inconsiderate, rigid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Available, considerate, flexible
	1	2	3	4	5	6	7	

To what extent does your institution encourage each of the following?

10

	Very little	Some	Quite a bit	Very much		Very little	Some	Quite a bit	Very much	
Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Encouraging contact among students from different economic, social and ethnic/national backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>12 In this academic year have you <u>seriously</u> considered leaving your current institution? Mark all that apply.</p> <p>No, I have not considered a change <input type="checkbox"/></p> <p>Yes, to improve career prospects <input type="checkbox"/></p> <p>Yes, for convenience and practical reasons <input type="checkbox"/></p> <p>Yes, for financial reasons or to reduce study costs <input type="checkbox"/></p> <p>Yes, for personal and family reasons <input type="checkbox"/></p> <p>Yes, to obtain better quality education <input type="checkbox"/></p> <p>Yes, to change to a different course in another institution <input type="checkbox"/></p> <p>Yes, for other reasons <input type="checkbox"/></p>					
Helping you cope with your non-academic responsibilities (e.g. work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Providing the support you need to socialise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Attending campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

11

Has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?

	Very little	Some	Quite a bit	Very much
Acquiring job-related or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voting in local, or national elections or referenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding yourself e.g. self reflection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding people of other racial, ethnic and national backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Solving complex, real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13

What are your plans for next year? Mark all that apply.

Continue with current study	<input type="checkbox"/>
Change to another institution	<input type="checkbox"/>
Change to another programme	<input type="checkbox"/>
Leave college before finishing your programme	<input type="checkbox"/>
Leave college having completed your programme	<input type="checkbox"/>
Progress to a higher qualification	<input type="checkbox"/>

14

Which category best represents your average overall grade so far?

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
No results	Less than 50	50-59	60-69	70-79	80-89	90-100

15

Overall, how would you evaluate the quality of academic advice that you have received?

Poor	Fair	Good	Excellent
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16 Overall, how would you evaluate your entire educational experience at your institution?

Poor Fair Good Excellent

17 Overall, how dissatisfied or satisfied are you with your programme of study?

Very Dissatisfied Satisfied Very Satisfied
 Dissatisfied Satisfied

18 If you could start all over again, would you go to the same institution?

Definitely no Probably no Probably yes Definitely Yes

19 The following questions provide you with an opportunity to comment on your **overall academic** experience at your institution.

What are the BEST ASPECTS of how your institution engages students in learning?

What could be done to IMPROVE how your institution engages students?

20 Finally, how did you hear about the survey? Mark all that apply.

Direct email	
Survey Website www.studentsurvey.ie	
Social Media - Twitter	
Student Newsletter/e-zine	
Survey Posters	
Survey T Shirts	
Survey Pencils	
Survey Mirror Stickers	
Presentation from Staff member	
Presentation from Students Union	
Word of mouth from fellow student	
Word of mouth from staff member	
Other _____	

THANK YOU FOR YOUR TIME IN COMPLETING THIS SURVEY

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