Using factor analysis, the following scales were derived from multiple administrations of the Faculty Survey of Student Engagement (FSSE). The reliabilities below were calculated using data from the 2012 FSSE administration. Due to differences in item wording, response options, and component items, comparison of FSSE scale scores and scale or benchmark scores from NSSE is not recommended for assessment or research purposes. Visit www.fsse.iub.edu/links/resources for advice on appropriate FSSE-NSSE comparisons as well as for more information on the derivation of the FSSE scales.

**Quality Campus Relationships** ($\alpha = .75$)
- FENVSTU: Student relationships with other students
- FENVFAC: Student relationships with faculty members
- FENVADM: Student relationships with administrative personnel and offices

**Campus Support** ($\alpha = .81$)
- FENVDIVR: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- FENVSUPR: Providing students support they need to help them succeed academically
- FENVNACA: Helping students cope with their non-academic responsibilities (work, family, etc.)
- FENVSOCA: Providing students the support they need to thrive socially
- FENVEVEN: Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)

**Faculty-Student Interactions** ($\alpha = .78$)
- TCLQUEST: Asked questions in class or contributed to class discussions
- TWORKHRD: Worked harder than usual to meet an instructor's standards or expectations
- TGRADE: Discussed grades or assignments with an instructor
- TPLANS: Talked about career plans with a faculty member or advisor
- TIDEAS: Discussed ideas from his or her readings or classes with faculty members outside of class
- TFACOTHr: Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

**Student Gains in Intellectual Skills** ($\alpha = .87$)
- TGNWRITE: Writing clearly and effectively
- TGNSPEAK: Speaking clearly and effectively
- TGNANALY: Thinking critically and analytically
- TGNINQ: Learning effectively on his or her own

**Student Gains in Practical Skills** ($\alpha = .77$)
- TGNCMPTS: Using computing and information technology
- TGNOTHER: Working effectively with others
- TGNPROBS: Solving complex real-world problems
- TGNWORK: Acquiring job or work-related knowledge and skills

**Student Gains in Personal and Social Responsibility** ($\alpha = .81$)
- TNSSELF: Understanding himself or herself
- TNGDIVER: Understanding people of other racial and ethnic backgrounds
- TGNETHIC: Developing a personal code of values and ethics
- TGNSPIRI: Developing a deepened sense of spirituality
Student Uses of Deep Approaches to Learning ($\alpha = .88$)
Combination of the 3 subscales listed below

Reflective Learning ($\alpha = .84$)
- TOWNVIEW: Examine the strengths and weaknesses of his or her views on a topic or issue
- TOTHRVW: Tried to better understand someone else’s views by imagining how an issue looks from that person’s perspective
- TCHNGVW: Learn something that changed the way he or she understood an issue or concept

Integrative Learning ($\alpha = .77$)
- TINTEGRA: Worked on a paper or project that requires integrating ideas or information from various sources
- TOOCID05: Discussed ideas from his or her readings or classes with others outside of class (other students, family members, co-workers, etc.)
- TINTIDEA: Put together ideas or concepts from different courses when completing assignments or during class discussions
- TDIVCLAS: Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
- TIDEAS: Discussed ideas from his or her readings or classes with faculty members outside of class

Higher-Order Thinking ($\alpha = .90$)
- TANALYZE: Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components
- TSYNTHESE: Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- TEVALUAT: Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- TAPPLYIN: Applying theories or concepts to practical problems or in new situations