FSSE 2014 Codebook
Main Survey
<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Values and Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question 1. How important is it to you that undergraduates at your institution do the following before they graduate?</td>
<td></td>
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</tr>
<tr>
<td>1a.</td>
<td>fintern</td>
<td>Participate in an internship, co-op, field experience, student teaching, or clinical placement</td>
<td>1 = Not important, 2 = Somewhat important, 3 = Important, 4 = Very important</td>
</tr>
<tr>
<td>1b.</td>
<td>fleader</td>
<td>Hold a formal leadership role in a student organization or group</td>
<td></td>
</tr>
<tr>
<td>1c.</td>
<td>flearncom</td>
<td>Participate in a learning community or some other formal program where groups of students take two or more classes together</td>
<td></td>
</tr>
<tr>
<td>1d.</td>
<td>fabroad</td>
<td>Participate in a study abroad program</td>
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</tr>
<tr>
<td>1e.</td>
<td>fresearch</td>
<td>Work with a faculty member on a research project</td>
<td></td>
</tr>
<tr>
<td>1f.</td>
<td>fcapstone</td>
<td>Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)</td>
<td></td>
</tr>
<tr>
<td>1g.</td>
<td>fservice</td>
<td>Participate in a community-based project (service-learning) as part of a course</td>
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<tr>
<td>Question 2. How important is it to you that your institution increase its emphasis on each of the following?</td>
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<tr>
<td>2a.</td>
<td>fempstudy</td>
<td>Students spending significant amounts of time studying and on academic work</td>
<td></td>
</tr>
<tr>
<td>2b.</td>
<td>fSEacademic</td>
<td>Providing support to help students succeed academically</td>
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</tr>
<tr>
<td>2c.</td>
<td>fSElearnsup</td>
<td>Students using learning support services (tutoring services, writing center, etc.)</td>
<td></td>
</tr>
<tr>
<td>2d.</td>
<td>fSEDiverse</td>
<td>Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)</td>
<td></td>
</tr>
<tr>
<td>2e.</td>
<td>fSESocial</td>
<td>Providing opportunities for students to be involved socially</td>
<td></td>
</tr>
<tr>
<td>2f.</td>
<td>fSEwellness</td>
<td>Providing support for students' overall well-being (recreation, health care, counseling, etc.)</td>
<td></td>
</tr>
<tr>
<td>2g.</td>
<td>fSEnonacad</td>
<td>Helping students manage their non-academic responsibilities (work, family, etc.)</td>
<td></td>
</tr>
<tr>
<td>2h.</td>
<td>fSEactivities</td>
<td>Students attending campus activities and events (performing arts, athletic events, etc.)</td>
<td></td>
</tr>
<tr>
<td>2i.</td>
<td>fSEevents</td>
<td>Students attending events that address important social, economic, or political issues</td>
<td></td>
</tr>
</tbody>
</table>
### Question 3. Indicate your perception of the quality of student interactions with the following people at your institution.

<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
<th>Variable Label</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3a.</td>
<td>fQIstudent</td>
<td>Other students</td>
<td>1 = Poor</td>
</tr>
<tr>
<td>3b.</td>
<td>fQAdvisor</td>
<td>Academic advisors</td>
<td>2 = 2</td>
</tr>
<tr>
<td>3c.</td>
<td>fQIFaculty</td>
<td>Faculty</td>
<td>3 = 3</td>
</tr>
<tr>
<td>3d.</td>
<td>fQIFaculty</td>
<td>Student services staff (career services, student activities, housing, etc.)</td>
<td>4 = 4</td>
</tr>
<tr>
<td>3e.</td>
<td>fQIAgent</td>
<td>Other administrative staff and offices (registrar, financial aid, etc.)</td>
<td>5 = 5</td>
</tr>
</tbody>
</table>

### Question 4. In a typical 7-day week, about how many hours do you spend on each of the following?

<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Values and Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>4a.</td>
<td>ftmTeach</td>
<td>Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)</td>
<td>1 = 0</td>
</tr>
<tr>
<td>4b.</td>
<td>ftmAdvise</td>
<td>Advising students</td>
<td>2 = 1-4</td>
</tr>
<tr>
<td>4c.</td>
<td>ftmResearch</td>
<td>Research, creative, or scholarly activities</td>
<td>3 = 5-8</td>
</tr>
<tr>
<td>4d.</td>
<td>ftmServiceActs</td>
<td>Service activities (committee work, administrative duties, etc.)</td>
<td>4 = 9-12</td>
</tr>
<tr>
<td>4e.</td>
<td>ftmGrade</td>
<td>Grading assignments and exams</td>
<td>5 = 13-16</td>
</tr>
<tr>
<td>4f.</td>
<td>ftmMeet</td>
<td>Meeting with students outside of class</td>
<td>6 = 17-20</td>
</tr>
<tr>
<td>4g.</td>
<td>ftmAdmin</td>
<td>Course administration (emailing students, maintaining course Web site, etc.)</td>
<td>7 = 21-30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)</td>
<td>8 = More than 30 hours</td>
</tr>
</tbody>
</table>

### Question 5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Values and Labels</th>
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</thead>
<tbody>
<tr>
<td>5a.</td>
<td>ftmPrepClass</td>
<td>Preparing class sessions</td>
<td>1 = 0</td>
</tr>
<tr>
<td>5b.</td>
<td>ftmTeachClass</td>
<td>Teaching class sessions</td>
<td>2 = 1-4</td>
</tr>
<tr>
<td>5c.</td>
<td>ftmGrade</td>
<td>Grading assignments and exams</td>
<td>3 = 5-8</td>
</tr>
<tr>
<td>5d.</td>
<td>ftmMeet</td>
<td>Meeting with students outside of class</td>
<td>4 = 9-12</td>
</tr>
<tr>
<td>5e.</td>
<td>ftmAdmin</td>
<td>Course administration (emailing students, maintaining course Web site, etc.)</td>
<td>5 = 13-16</td>
</tr>
<tr>
<td>5f.</td>
<td>ftmImprove</td>
<td>Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)</td>
<td>6 = 17-20</td>
</tr>
</tbody>
</table>

### Question 6. In a typical 7-day week, do you participate in the following activities?

<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Values and Labels</th>
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</thead>
<tbody>
<tr>
<td>6a.</td>
<td>fdResearch</td>
<td>Working with undergraduates on research</td>
<td>0 = No</td>
</tr>
<tr>
<td>6b.</td>
<td>fdIntern</td>
<td>Supervising undergraduate internships or other field experiences</td>
<td>1 = Yes</td>
</tr>
<tr>
<td>7.</td>
<td>ugradcrs</td>
<td>During the current school year, have you taught an undergraduate course?</td>
<td>0 = No</td>
</tr>
</tbody>
</table>

[Programming note: if “No” was selected for this item, respondents skipped to item 11 and then to demographic items 31-41.]
### Question 8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

<table>
<thead>
<tr>
<th>Item #</th>
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</tr>
</thead>
<tbody>
<tr>
<td>8a.</td>
<td>fSFcareer</td>
<td>Talked about their career plans</td>
<td>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>8b.</td>
<td>fSFotherwork</td>
<td>Worked on activities other than coursework (committees, student groups, etc.)</td>
<td>1 = None, 2 = Some, 3 = Most, 4 = All, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>8c.</td>
<td>fSFdiscuss</td>
<td>Discussed course topics, ideas, or concepts outside of class</td>
<td>1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>8d.</td>
<td>fSFperform</td>
<td>Discussed their academic performance</td>
<td>1 = None, 2 = Some, 3 = Most, 4 = All, -9 = Faculty did not receive this question</td>
</tr>
</tbody>
</table>

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

- 1 = Never
- 2 = Sometimes
- 3 = Often
- 4 = Very often
- -9 = Faculty did not receive this question

### Question 10. In your undergraduate courses, to what extent do you do the following?

<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
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</thead>
<tbody>
<tr>
<td>10a.</td>
<td>fETgoals</td>
<td>Clearly explain course goals and requirements</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>10b.</td>
<td>fETorganize</td>
<td>Teach course sessions in an organized way</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>10c.</td>
<td>fETexample</td>
<td>Use examples or illustrations to explain difficult points</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>10d.</td>
<td>fETvariety</td>
<td>Use a variety of teaching techniques to accommodate diversity in student learning styles</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>10e.</td>
<td>fETreview</td>
<td>Review and summarize material for students</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>10f.</td>
<td>fETstandards</td>
<td>Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>10g.</td>
<td>fETdraftfb</td>
<td>Provide feedback to students on drafts or works in progress</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>10h.</td>
<td>fETfeedback</td>
<td>Provide prompt and detailed feedback on tests or completed assignments</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>Item #</td>
<td>Variable</td>
<td>Variable Label</td>
<td>Values and Labels</td>
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<tr>
<td>11.</td>
<td>DAappt</td>
<td>What is the general academic discipline of your appointment?</td>
<td>Write-in response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 138 specific fields/disciplines (see page 5 for full listing). Institutions had the option to customize how these were collapsed into as many as ten disciplinary areas. Institutions choosing not to customize receive FSSE’s ten categories listed at the right. See the FSSE web site fsse.iub.edu for the breakdown of how the 138 fields/disciplines fit into these disciplinary areas. Institutions will receive the customized or standard disciplinary variables in the fall with their Disciplinary Area Report.</td>
<td></td>
</tr>
<tr>
<td>--</td>
<td>DAapptcol</td>
<td></td>
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</tr>
<tr>
<td>12a.</td>
<td>DAapptcrs</td>
<td>Is your selected course section in the same academic discipline as your appointment?</td>
<td>0 = No&lt;br&gt;1 = Yes</td>
</tr>
<tr>
<td>12b.</td>
<td>DAcrs</td>
<td>What is the general academic discipline of your selected course section? [Note: item was only given if respondents skipped or selected &quot;No&quot; for item 12a.]</td>
<td>Write-in response&lt;br&gt;-9 = Faculty did not receive this question</td>
</tr>
<tr>
<td></td>
<td>DAcrscol</td>
<td>RECODE, COLLAPSED: What is the general academic discipline of your selected course section?</td>
<td>1 = Arts &amp; Humanities&lt;br&gt;2 = Biological Sciences, Agriculture, &amp; Natural Resources&lt;br&gt;3 = Physical Sciences, Mathematics, &amp; Computer Sciences&lt;br&gt;4 = Social Sciences&lt;br&gt;5 = Business&lt;br&gt;6 = Communications, Media, &amp; Public Relations&lt;br&gt;7 = Education&lt;br&gt;8 = Engineering&lt;br&gt;9 = Health Professions&lt;br&gt;10 = Social Service Professions&lt;br&gt;11 = Other disciplines (not reported)</td>
</tr>
<tr>
<td>Item #</td>
<td>Variable</td>
<td>Variable Label</td>
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<tr>
<td></td>
<td></td>
<td>Arts &amp; Humanities</td>
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<tr>
<td>1</td>
<td></td>
<td>1 = Arts, fine and applied</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td>2 = Architecture</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
<td>3 = Art history</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
<td>4 = English (language and literature)</td>
<td></td>
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<td>5</td>
<td></td>
<td>5 = French (language and literature)</td>
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<td>6</td>
<td></td>
<td>6 = Spanish (language and literature)</td>
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<td>7</td>
<td></td>
<td>7 = Other language and literature</td>
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<tr>
<td>8</td>
<td></td>
<td>8 = History</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
<td>9 = Humanities (general)</td>
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<tr>
<td>10</td>
<td></td>
<td>10 = Music</td>
<td></td>
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<td>11</td>
<td></td>
<td>11 = Philosophy</td>
<td></td>
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<tr>
<td>12</td>
<td></td>
<td>12 = Religion</td>
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<td>13</td>
<td></td>
<td>13 = Theater or drama</td>
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<td>14</td>
<td></td>
<td>14 = Other fine and performing arts</td>
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<td>15</td>
<td></td>
<td>15 = Other humanities</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Bio. Sciences, Ag., &amp; Natural Resources</td>
<td></td>
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<tr>
<td>16</td>
<td></td>
<td>16 = Biology (general)</td>
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<td>17</td>
<td></td>
<td>17 = Agriculture</td>
<td></td>
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<tr>
<td>18</td>
<td></td>
<td>18 = Biochemistry or biophysics</td>
<td></td>
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<td>19</td>
<td></td>
<td>19 = Biomedical science</td>
<td></td>
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<td>20</td>
<td></td>
<td>20 = Botany</td>
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<td>21</td>
<td></td>
<td>21 = Cell and molecular biology</td>
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<td>22</td>
<td></td>
<td>22 = Environmental science/studies</td>
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<td>23</td>
<td></td>
<td>23 = Marine science</td>
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<td>24</td>
<td></td>
<td>24 = Microbiology or bacteriology</td>
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<td>25</td>
<td></td>
<td>25 = Natural resources and conservation</td>
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<td>26</td>
<td></td>
<td>26 = Natural science</td>
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<td>27</td>
<td></td>
<td>27 = Neuroscience</td>
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<tr>
<td>28</td>
<td></td>
<td>28 = Physiology and developmental biology</td>
<td></td>
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<td>29</td>
<td></td>
<td>29 = Zoology</td>
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<td>30</td>
<td></td>
<td>30 = Other agriculture and natural resources</td>
<td></td>
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<tr>
<td>31</td>
<td></td>
<td>31 = Other biological sciences</td>
<td></td>
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<td></td>
<td></td>
<td>Phys. Sciences, Math., &amp; Computer Science</td>
<td></td>
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<td>32</td>
<td></td>
<td>32 = Physical sciences (general)</td>
<td></td>
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<td>33</td>
<td></td>
<td>33 = Astronomy</td>
<td></td>
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<td>34</td>
<td></td>
<td>34 = Atmospheric science (including meteorology)</td>
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<td>35</td>
<td></td>
<td>35 = Chemistry</td>
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<td>36</td>
<td></td>
<td>36 = Computer science</td>
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<tr>
<td>37</td>
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<td>37 = Earth science (including geology)</td>
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<td>38</td>
<td></td>
<td>38 = Mathematics</td>
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<td>39 = Physics</td>
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<td>40</td>
<td></td>
<td>40 = Statistics</td>
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<tr>
<td>41</td>
<td></td>
<td>41 = Other physical sciences</td>
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<td>Social Sciences</td>
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<td>42 = Social sciences (general)</td>
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<td>43</td>
<td></td>
<td>43 = Anthropology</td>
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<td>44</td>
<td></td>
<td>44 = Economics</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td></td>
<td>45 = Ethnic studies</td>
<td></td>
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<tr>
<td>46</td>
<td></td>
<td>46 = Gender studies</td>
<td></td>
</tr>
<tr>
<td>47</td>
<td></td>
<td>47 = Geography</td>
<td></td>
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<tr>
<td>48</td>
<td></td>
<td>48 = International relations</td>
<td></td>
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<td>49</td>
<td></td>
<td>49 = Political science</td>
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<td>50</td>
<td></td>
<td>50 = Psychology</td>
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<td>51 = Sociology</td>
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<tr>
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<td>52 = Other social sciences</td>
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<tr>
<td>53</td>
<td></td>
<td>53 = Accounting</td>
<td></td>
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<tr>
<td>54</td>
<td></td>
<td>54 = Business administration</td>
<td></td>
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<tr>
<td>55</td>
<td></td>
<td>55 = Entrepreneurial studies</td>
<td></td>
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<tr>
<td>56</td>
<td></td>
<td>56 = Finance</td>
<td></td>
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<td>57</td>
<td></td>
<td>57 = Hospitality and tourism</td>
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<td>58</td>
<td></td>
<td>58 = International business</td>
<td></td>
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<td>59 = Management</td>
<td></td>
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<td>60 = Management information systems</td>
<td></td>
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<tr>
<td>61</td>
<td></td>
<td>61 = Marketing</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td></td>
<td>62 = Organizational leadership or behavior</td>
<td></td>
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<tr>
<td>63</td>
<td></td>
<td>63 = Supply chain and operations management</td>
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<td>64</td>
<td></td>
<td>64 = Other business</td>
<td></td>
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<td></td>
<td></td>
<td>Comm., Media, &amp; Public Relations</td>
<td></td>
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<tr>
<td>65</td>
<td></td>
<td>65 = Communications (general)</td>
<td></td>
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<td>66</td>
<td></td>
<td>66 = Broadcast communications</td>
<td></td>
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<td>67</td>
<td></td>
<td>67 = Journalism</td>
<td></td>
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<tr>
<td>68</td>
<td></td>
<td>68 = Mass communications and media studies</td>
<td></td>
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<tr>
<td>69</td>
<td></td>
<td>69 = Public relations and advertising</td>
<td></td>
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<tr>
<td>70</td>
<td></td>
<td>70 = Speech</td>
<td></td>
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<tr>
<td>71</td>
<td></td>
<td>71 = Telecommunications</td>
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<tr>
<td>72</td>
<td></td>
<td>72 = Other communications</td>
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<tr>
<td></td>
<td></td>
<td>Education</td>
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<tr>
<td>73</td>
<td></td>
<td>73 = Education (general)</td>
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<tr>
<td>74</td>
<td></td>
<td>74 = Business education</td>
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<tr>
<td>75</td>
<td></td>
<td>75 = Early childhood education</td>
<td></td>
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<tr>
<td>76</td>
<td></td>
<td>76 = Elementary, middle school education</td>
<td></td>
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<tr>
<td>77</td>
<td></td>
<td>77 = Mathematics education</td>
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<td>78</td>
<td></td>
<td>78 = Music or art education</td>
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<td>79</td>
<td></td>
<td>79 = Physical education</td>
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<tr>
<td>80</td>
<td></td>
<td>80 = Secondary education</td>
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<tr>
<td>81</td>
<td></td>
<td>81 = Social studies education</td>
<td></td>
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<tr>
<td>82</td>
<td></td>
<td>82 = Special education</td>
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<td>83</td>
<td></td>
<td>83 = Other education</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Engineering</td>
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<tr>
<td>84</td>
<td></td>
<td>84 = Engineering (general)</td>
<td></td>
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<tr>
<td>85</td>
<td></td>
<td>85 = Aero-, astronautical engineering</td>
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<tr>
<td>86</td>
<td></td>
<td>86 = Bioengineering</td>
<td></td>
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<td>87</td>
<td></td>
<td>87 = Biomedical engineering</td>
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<tr>
<td>88</td>
<td></td>
<td>88 = Chemical engineering</td>
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<tr>
<td>89</td>
<td></td>
<td>89 = Civil engineering</td>
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<tr>
<td>90</td>
<td></td>
<td>90 = Computer engineering and technology</td>
<td></td>
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<tr>
<td>91</td>
<td></td>
<td>91 = Electrical or electronic engineering</td>
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<td>92</td>
<td></td>
<td>92 = Industrial engineering</td>
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<td>93</td>
<td></td>
<td>93 = Materials engineering</td>
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<tr>
<td>94</td>
<td></td>
<td>94 = Mechanical engineering</td>
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<td>95</td>
<td></td>
<td>95 = Petroleum engineering</td>
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<tr>
<td>96</td>
<td></td>
<td>96 = Software engineering</td>
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<tr>
<td>97</td>
<td></td>
<td>97 = Other engineering</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Health Professions</td>
<td></td>
</tr>
<tr>
<td>98</td>
<td></td>
<td>98 = Allied health</td>
<td></td>
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<tr>
<td>99</td>
<td></td>
<td>99 = Dentistry</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Social Service Professions</td>
<td></td>
</tr>
<tr>
<td>115</td>
<td></td>
<td>115 = Criminal justice</td>
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<tr>
<td>116</td>
<td></td>
<td>116 = Criminology</td>
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<tr>
<td>117</td>
<td></td>
<td>117 = Forensics</td>
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<tr>
<td>118</td>
<td></td>
<td>118 = Justice administration</td>
<td></td>
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<td>119</td>
<td></td>
<td>119 = Law</td>
<td></td>
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<tr>
<td>120</td>
<td></td>
<td>120 = Military science</td>
<td></td>
</tr>
<tr>
<td>121</td>
<td></td>
<td>121 = Public administration, policy</td>
<td></td>
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<td>122</td>
<td></td>
<td>122 = Public safety and emergency management</td>
<td></td>
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<td>123</td>
<td></td>
<td>123 = Social work</td>
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<td>124</td>
<td></td>
<td>124 = Urban planning</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Other disciplines</td>
<td></td>
</tr>
<tr>
<td>125</td>
<td></td>
<td>125 = Computer information systems</td>
<td></td>
</tr>
<tr>
<td>126</td>
<td></td>
<td>126 = Family and consumer studies</td>
<td></td>
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<tr>
<td>127</td>
<td></td>
<td>127 = General studies</td>
<td></td>
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<tr>
<td>128</td>
<td></td>
<td>128 = Information systems</td>
<td></td>
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<tr>
<td>129</td>
<td></td>
<td>129 = Information technology</td>
<td></td>
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<tr>
<td>130</td>
<td></td>
<td>130 = Liberal arts and sciences</td>
<td></td>
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<tr>
<td>131</td>
<td></td>
<td>131 = Multi, Interdisciplinary studies</td>
<td></td>
</tr>
<tr>
<td>132</td>
<td></td>
<td>132 = Network security and systems</td>
<td></td>
</tr>
<tr>
<td>133</td>
<td></td>
<td>133 = Other computer science and technology</td>
<td></td>
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<tr>
<td>134</td>
<td></td>
<td>134 = Parks, recreation, leisure studies, sports mgmt.</td>
<td></td>
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<tr>
<td>135</td>
<td></td>
<td>135 = Professional studies (general)</td>
<td></td>
</tr>
<tr>
<td>136</td>
<td></td>
<td>136 = Technical, vocational studies</td>
<td></td>
</tr>
<tr>
<td>137</td>
<td></td>
<td>137 = Theological studies, ministry</td>
<td></td>
</tr>
<tr>
<td>138</td>
<td></td>
<td>138 = Other, not listed</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>-9 = Faculty did not receive this question</td>
<td></td>
</tr>
<tr>
<td>Item #</td>
<td>Variable</td>
<td>Variable Label</td>
<td>Values and Labels</td>
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</tbody>
</table>
| 13.    | division | What is the class level of most students in your selected course section? | 1 = Lower division (mostly first-year students or sophomores/1st year or 2nd year students)  
2 = Upper division (mostly juniors or seniors/3rd year or 4th year students)  
3 = Other  
-9 = Faculty did not receive this question |
| --     | division_txt | Other, please describe: | Write-in response  
-9 = Faculty did not receive this question |
| 14.    | crssize   | Estimate the total number of students in your selected course section. | 1 = 20 or fewer  
2 = 21-30  
3 = 31-40  
4 = 41-50  
5 = 51-100  
6 = More than 100  
-9 = Faculty did not receive this question |
| 15.    | gened     | Does your selected course section fulfill a general education requirement on your campus? | 0 = No  
1 = Yes  
-9 = Faculty did not receive this question |
| 16.    | format    | In what format do you teach your selected course section? | 1 = Classroom instruction on-campus  
2 = Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)  
3 = Distance education (online, live or pre-recorded video or audio, correspondence, etc.)  
4 = Combination of classroom instruction and distance education  
-9 = Faculty did not receive this question |
<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Values and Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.</td>
<td>ftmprepe</td>
<td>In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?</td>
<td>0 = 0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1 = 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = 4</td>
</tr>
<tr>
<td>18.</td>
<td>ftmprepa</td>
<td>In an average 7-day week, about how many hours do you think the typical student actually spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?</td>
<td>5 = 5</td>
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<td></td>
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<td></td>
<td>6 = 6</td>
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<td>7 = 7</td>
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<td>8 = 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9 = 9</td>
</tr>
<tr>
<td>19a.</td>
<td>ftmread</td>
<td>In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading?</td>
<td>10 = 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>11 = More than 10 hours</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>-9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>19b.</td>
<td>freading</td>
<td>About how much of the assigned reading in your selected course section do you think the typical student completes? [Note: item was only given if respondents skipped or selected a response greater than 0 for item 19a.]</td>
<td>1 = None</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = Some</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = Most</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = All</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>-9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>Item #</td>
<td>Variable</td>
<td>Variable Label</td>
<td>Values and Labels</td>
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</tr>
<tr>
<td><strong>Question 20. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 20a.  | ftmcocurr | Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) | 1 = 0  
2 = 1-5  
3 = 6-10  
4 = 11-15  
5 = 16-20  
6 = 21-25  
7 = 26-30  
8 = More than 30 hours  
-9 = Faculty did not receive this question |
| 20b.  | ftmworkon | Working for pay on campus | |
| 20c.  | ftmworkoff | Working for pay off campus | |
| 20d.  | ftmservice | Doing community service or volunteer work | |
| 20e.  | ftmrelax | Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | |
| 20f.  | ftmcare | Providing care for dependents (children, parents, etc.) | |
| 20g.  | ftmcommute | Commuting to campus (driving, walking, etc.) | |
| **Question 21. In your selected course section, to what extend do you think the typical student does his or her best work?** |
| 21.  | fchallenge | In your selected course section, to what extent do you think the typical student does his or her best work? | 1 = Not important  
2 = Somewhat important  
3 = Important  
4 = Very important  
-9 = Faculty did not receive this question |
| **Question 22. In your selected course section, how important is it to you that the typical student do the following?** |
| 22a.  | faskquest | Ask questions or contribute to course discussions in other ways | |
| 22b.  | fdrafts | Prepare two or more drafts of a paper or assignment before turning it in | |
| 22c.  | fprepared | Come to class having completed readings or assignments | |
| 22d.  | fQRconclude | Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.) | |
| 22e.  | fQRproblem | Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | |
| 22f.  | fQRevaluate | Evaluate what others have concluded from numerical information | |
### Question 23. In your selected course section, how important is it to you that the typical student do the following?

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Variable Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>23a.</td>
<td>fRIintegrate</td>
<td>Combine ideas from different courses when completing assignments</td>
</tr>
<tr>
<td>23b.</td>
<td>fRIisocietal</td>
<td>Connect his or her learning to societal problems or issues</td>
</tr>
<tr>
<td>23c.</td>
<td>fRIdiverse</td>
<td>Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</td>
</tr>
<tr>
<td>23d.</td>
<td>fRIownview</td>
<td>Examine the strengths and weaknesses of his or her own views on a topic or issue</td>
</tr>
<tr>
<td>23e.</td>
<td>fRIperspect</td>
<td>Try to better understand someone else's views by imagining how an issue looks from his or her perspective</td>
</tr>
<tr>
<td>23f.</td>
<td>fRInewview</td>
<td>Learn something that changes the way he or she understands an issue or concept</td>
</tr>
<tr>
<td>23g.</td>
<td>fRIconnect</td>
<td>Connect ideas from your course to his or her prior experiences and knowledge</td>
</tr>
</tbody>
</table>

### Question 24. In your selected course section, about what percent of class time is spent on the following?

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Variable Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>24a.</td>
<td>flecture</td>
<td>Lecture</td>
</tr>
<tr>
<td>24b.</td>
<td>fdiscuss</td>
<td>Discussion</td>
</tr>
<tr>
<td>24c.</td>
<td>fsmgroup</td>
<td>Small-group activities</td>
</tr>
<tr>
<td>24d.</td>
<td>fpresent</td>
<td>Student presentations or performances</td>
</tr>
<tr>
<td>24e.</td>
<td>findwork</td>
<td>Independent student work (writing, painting, designing, etc.)</td>
</tr>
<tr>
<td>24f.</td>
<td>fperform</td>
<td>Movies, videos, music, or other performances not involving or produced by students</td>
</tr>
<tr>
<td>24g.</td>
<td>fassess</td>
<td>Assessing student learning (tests, evaluations, surveys, polls, etc.)</td>
</tr>
<tr>
<td>24h.</td>
<td>factivity</td>
<td>Experiential activities (labs, field work, clinical or field placements, etc.)</td>
</tr>
<tr>
<td>Item #</td>
<td>Variable</td>
<td>Variable Label</td>
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<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>25a.</td>
<td>fCLaskhelp</td>
<td>Ask other students for help understanding course material</td>
</tr>
<tr>
<td>25b.</td>
<td>fCLexplain</td>
<td>Explain course material to other students</td>
</tr>
</tbody>
</table>
| 25c.   | fCLstudy | Prepare for exams by discussing or working through course material with other students | 1 = Very little  
2 = Some          
3 = Quite a bit   
4 = Very much       
-9 = Faculty did not receive this question |
| 25d.   | fCLproject | Work with other students on course projects or assignments                     |                   |
| 25e.   | fLSreading | Identify key information from reading assignments                              |                   |
| 25f.   | fLSnotes | Review notes after class                                                       |                   |
| 25g.   | fLSsummary | Summarize what has been learned from class or from course materials            |                   |
| 26a.   | fDDrace | People of a race or ethnicity other than their own                              | 1 = Very little    
2 = Some             
3 = Quite a bit      
4 = Very much        
-9 = Faculty did not receive this question |
| 26b.   | fDDeconomic | People from an economic background other than their own                        |                   |
| 26c.   | fDDreligion | People with religious beliefs other than their own                              |                   |
| 26d.   | fDDpolitical | People with political views other than their own                               |                   |
| 26e.   | fddsexorient | People with a sexual orientation other than their own                          |                   |
| 27a.   | fnmemorize | Memorizing course material                                                     |                   |
| 27b.   | fHOapply | Applying facts, theories, or methods to practical problems or new situations | 1 = Very little    
2 = Some             
3 = Quite a bit      
4 = Very much        
-9 = Faculty did not receive this question |
<p>| 27c.   | fHOanalyze | Analyzing an idea, experience, or line of reasoning in depth by examining its parts |                   |
| 27d.   | fHOevaluate | Evaluating a point of view, decision, or information source                   |                   |
| 27e.   | fHOform | Forming a new idea or understanding from various pieces of information        |                   |</p>
<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Values and Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>28a.</td>
<td>fwrwriting</td>
<td>Does your selected course section include assigned papers, reports, or other writing tasks?</td>
<td>0 = No, 1 = Yes, -9 = Faculty did not receive this question</td>
</tr>
<tr>
<td>28b.</td>
<td>fwrshort</td>
<td>Up to 5 pages</td>
<td>0 = 0, 1 = 1, 2 = 2, 3 = 3, 4 = 4, 5 = 5</td>
</tr>
<tr>
<td>28c.</td>
<td>fwrmed</td>
<td>From 6 to 10 pages</td>
<td>6 = 6, 7 = 7, 8 = 8, 9 = 9</td>
</tr>
<tr>
<td>28d.</td>
<td>fwrlong</td>
<td>11 pages or more</td>
<td>10 = 10, 11 = More than 10 papers, etc., -9 = Faculty did not receive this question</td>
</tr>
</tbody>
</table>

About how many papers, reports, or other writing tasks of the following lengths do you assign?  
[Note: items 28b-28d were only given if respondents skipped or selected “Yes” for item 28a.]
<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable</th>
<th>Variable Label</th>
<th>Values and Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>29a.</td>
<td>fcgwrite</td>
<td>Writing clearly and effectively</td>
<td></td>
</tr>
<tr>
<td>29b.</td>
<td>fcgspeak</td>
<td>Speaking clearly and effectively</td>
<td></td>
</tr>
<tr>
<td>29c.</td>
<td>fcgthink</td>
<td>Thinking critically and analytically</td>
<td></td>
</tr>
</tbody>
</table>
| 29d.   | fcganalyze |Analyzing numerical and statistical information | 1 = Very little  
2 = Some  
3 = Quite a bit  
4 = Very much  
-9 = Faculty did not receive this question |
| 29e.   | fcgwork | Acquiring job- or work-related knowledge and skills | |
| 29f.   | fcgothers | Working effectively with others | |
| 29g.   | fcgvalues | Developing or clarifying a personal code of values and ethics | |
| 29h.   | fcgdiverse |Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | |
| 29i.   | fcgprobsolve | Solving complex real-world problems | |
| 29j.   | fcgcitizen | Being an informed and active citizen | |
| 30.    | crstimes | Prior to the current school year, about how many times have you taught your selected course? | 1 = 0  
2 = 1-2  
3 = 3-4  
4 = 5-9  
5 = 10 or more times  
-9 = Faculty did not receive this question |
Starting with FSSE 2013, sets of new, continuing, and updated items have been grouped within several scales. These scales are organized within four themes that parallel engagement themes on the National Survey of Student Engagement.

<table>
<thead>
<tr>
<th>Variable name</th>
<th>Description</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>fHO</strong> Higher-Order Learning:</td>
<td>Amount coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information.</td>
<td>Items 27b-e: fHOapply, fHOanalyze, fHOevaluate, fHOform</td>
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<td><strong>fRI</strong> Reflective and Integrative Learning:</td>
<td>Value that faculty place on students making connections with prior knowledge, other courses, and societal issues, taking into account diverse perspectives, and reflecting on their own views while examining the views of others.</td>
<td>Items 23a-g: fRIintegrate, fRIsocietal, fRIdiverse, fRIownview, fRIperspect, fRInewview, fRIconnect</td>
</tr>
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<td><strong>fLS</strong> Learning Strategies:</td>
<td>How much faculty encourage students to enact basic strategies for academic success, such as identifying key information in readings, reviewing notes after class, and summarizing course material.</td>
<td>Items 25e-g: fLSreading, fLSnotes, fLSsummary</td>
</tr>
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<td><strong>fQR</strong> Quantitative Reasoning:</td>
<td>How often students engaged with numerical and statistical information across the curriculum, and used this information to reach conclusions, examine real-world problems, and evaluate what others have concluded.</td>
<td>Items 22d-f: fQRconclude, fQRproblem, fQRevaluate</td>
</tr>
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<td><strong>fCL</strong> Collaborative Learning:</td>
<td>How much faculty encourage students to collaborate with others in mastering difficult material by asking for help, explain material to others, prepare for exams, and work on group projects.</td>
<td>Items 25a-d: fCLaskhelp, fCLexplain, fCLstudy, fCLproject</td>
</tr>
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<td><strong>fDD</strong> Discussions with Diverse Others:</td>
<td>How much opportunity students have to engage in discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, or political views.</td>
<td>Items 26a-d: fDDrace, fDDeconomic, fDDreligion, fDDpolitical</td>
</tr>
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<td><strong>fSF</strong> Student-Faculty Interaction:</td>
<td>How often faculty had meaningful, substantive interactions with students they teach or advise, such as talking about career plans, working on committees or student groups, discussing course material outside of class, or discussing academic performance.</td>
<td>Items 8a-d: fSFcareer, fSFotherwork, fSFdiscuss, fSFperform</td>
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<td><strong>fET</strong> Effective Teaching Practices:</td>
<td>Amount instructors emphasize student comprehension and learning with clear explanations and organization, use of illustrative examples, and providing formative and effective feedback.</td>
<td>Items 10a-h: fETgoals, fETorganize, fETexample, fETvariety, fETreview, fETstandards, fETdrafttb, fETfeedback</td>
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<td><strong>fQI</strong> Quality of Interactions:</td>
<td>Faculty perceptions of student interactions with important people in the learning environment, including other students, advisors, faculty, student services, and other administrative staff members.</td>
<td>Items 3a-e: fQIstudent, fQIadvisor, fQIfaculty, fQIstaff, fQIadmin</td>
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<td><strong>fSE</strong> Supportive Environment:</td>
<td>Value that faculty place on increasing institutional emphasis on helping students to persist and learn through academic support programs, encouraging diverse interactions, and providing social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.</td>
<td>Items 2b-i: fSEacademic, fSElearnsup, fSEDiverse, fSEsocial, fSEwellness, fSEnonacad, fSEactivities, fSEevents</td>
</tr>
</tbody>
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