

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 (NSSE).

Theme Scales and Component Items

Academic Challenge

Higher-Order Learning

In your selected course section, how much does the coursework emphasize the following:

Response options: Very much, Quite a bit, Some, Very little

- 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

In your selected course section, how important is it to you that the typical student do the following:

Response options: Very important, Important, Somewhat important, Not important

- Combine ideas from different courses when completing assignments
- Connect his or her learning to societal problems or issues
- Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examine the strengths and weaknesses of his or her own views on a topic or issue
- Try to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learn something that changes the way he or she understands an issue or concept
- Connect ideas from your course to his or her prior experiences and knowledge

Learning Strategies

In your selected course section, how much do you encourage students to do the following:

Response options: Very much, Quite a bit, Some, Very little

- Identify key information from reading assignments
- Review notes after class
- Summarize what has been learned from class or from course materials

Quantitative Reasoning

In your selected course section, how important is it to you that the typical student do the following:

Response options: Very important, Important, Somewhat important, Not important

- Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)
- Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluate what others have concluded from numerical information

Learning with Peers

Collaborative Learning

In your selected course section, how much do you encourage students to do the following:

Response options: Very much, Quite a bit, Some, Very little

- Ask other students for help understanding course material
- Explain course material to other students
- Prepare for exams by discussing or working through course material with other students
- Work with other students on course projects or assignments

Discussions with Diverse Others

In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups:

Response options: Very much, Quite a bit, Some, Very little

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

Theme

Experiences with Faculty

Scales and Component Items

Student-Faculty Interaction

During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise:

Response options: Very often, Often, Sometimes, Never

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

Effective Teaching Practices

In your undergraduate courses, to what extent do you do the following:

Response options: Very much, Quite a bit, Some, Very little

- Clearly explain course goals and requirements
- Teach course sessions in an organized way
- Use examples or illustrations to explain difficult points
- Use a variety of teaching techniques to accommodate diversity in student learning styles
- Review and summarize material for students
- Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)
- Provide feedback to students on drafts or works in progress
- Provide prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions

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

Response options: 1=Poor to 7=Excellent

- Other 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 important is it to you that your institution **increase** its emphasis on each of the following:

Response Options: Very important, Important, Somewhat important, Not important

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