
FSSE 2017 Codebook

Main Survey

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Item #	Variable	Variable Label	Values and Labels
Question 1. How important is it to you that undergraduates at your institution do the following before they graduate?			
1a.	fintern	Participate in an internship, co-op, field experience, student teaching, or clinical placement	1 = Not important 2 = Somewhat important 3 = Important 4 = Very important
1b.	fleader	Hold a formal leadership role in a student organization or group	
1c.	flearncom	Participate in a learning community or some other formal program where groups of students take two or more classes together	
1d.	fabroad	Participate in a study abroad program	
1e.	fresearch	Work with a faculty member on a research project	
1f.	fcapstone	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	
1g.	fservice	Participate in a community-based project (service-learning) as part of a course	
Question 2. How important is it to you that your institution <i>increase</i> its emphasis on each of the following?			
2a.	fempstudy	Students spending significant amounts of time studying and on academic work	1 = Not important 2 = Somewhat important 3 = Important 4 = Very important
2b.	fSEacademic	Providing support to help students succeed academically	
2c.	fSElearnsup	Students using learning support services (tutoring services, writing center, etc.)	
2d.	fSEdiverse	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	
2e.	fSEsocial	Providing opportunities for students to be involved socially	
2f.	fSEwellness	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	
2g.	fSEnonacad	Helping students manage their non-academic responsibilities (work, family, etc.)	
2h.	fSEactivities	Students attending campus activities and events (performing arts, athletic events, etc.)	
2i.	fSEevents	Students attending events that address important social, economic, or political issues	
Question 3. Indicate your perception of the quality of student interactions with the following people at your institution.			
3a.	fQIstudent	Other students	1 = Poor 2 = 2 3 = 3 4 = 4 5 = 5 6 = 6 7 = Excellent
3b.	fQIadvisor	Academic advisors	
3c.	fQIfaculty	Faculty	
3d.	fQIstaff	Student services staff (career services, student activities, housing, etc.)	
3e.	fQIadmin	Other administrative staff and offices (registrar, financial aid, etc.)	

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Question 4. In a typical 7-day week, about how many hours do you spend on each of the following?			
4a.	ftmteach	Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	1 = 0 2 = 1-4 3 = 5-8 4 = 9-12 5 = 13-16 6 = 17-20 7 = 21-30 8 = More than 30 hours
4b.	ftmadvise	Advising students	
4c.	ftmresearch	Research, creative, or scholarly activities	
4d.	ftmserviceacts	Service activities (committee work, administrative duties, etc.)	
Question 5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?			
5a.	ftmprepclass	Preparing class sessions	
5b.	ftmteachclass	Teaching class sessions	1 = 0 2 = 1-4 3 = 5-8 4 = 9-12 5 = 13-16 6 = 17-20 7 = More than 20 hours
5c.	ftmgrade	Grading assignments and exams	
5d.	ftmmeet	Meeting with students outside of class	
5e.	ftmadmin	Course administration (emailing students, maintaining course website, etc.)	
5f.	ftmimprove	Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	
Question 6. In a typical 7-day week, do you participate in the following activities?			
6a.	fdresearch	Working with undergraduates on research	0 = No 1 = Yes
6b.	fdintern	Supervising undergraduate internships or other field experiences	
7.	ugradcrs	During the current school year, have you taught an undergraduate course? <i>[Programming note: if "No" was selected for this item, respondents skipped to item 11 and then to demographic items 31-41.]</i>	0 = No 1 = Yes
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?			
8a.	fSFcareer	Talked about their career plans	1 = Never 2 = Sometimes 3 = Often 4 = Very often -9 = Faculty did not receive this question
8b.	fSFotherwork	Worked on activities other than coursework (committees, student groups, etc.)	
8c.	fSFdiscuss	Discussed course topics, ideas, or concepts outside of class	
8d.	fSFperform	Discussed their academic performance	

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Item #	Variable	Variable Label	Values and Labels
9.	fsercourse	About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	1 = None 2 = Some 3 = Most 4 = All -9 = Faculty did not receive this question
Question 10. In your undergraduate courses, to what extent do you do the following?			
10a.	fETgoals	Clearly explain course goals and requirements	
10b.	fETorganize	Teach course sessions in an organized way	
10c.	fETexample	Use examples or illustrations to explain difficult points	1 = Very little
10d.	fETvariety	Use a variety of teaching techniques to accommodate diversity in student learning styles	2 = Some
10e.	fETreview	Review and summarize material for students	3 = Quite a bit
10f.	fETstandards	Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	4 = Very much
10g.	fETdraftfb	Provide feedback to students on drafts or works in progress	-9 = Faculty did not receive this question
10h.	fETfeedback	Provide prompt and detailed feedback on tests or completed assignments	
11.	DAapptcol	Respondents identified the field/discipline of their academic appointment. 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 website fsse.indiana.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.	1 = Arts & Humanities 2 = Biological Sciences, Agriculture, & Natural Resources 3 = Physical Sciences, Mathematics, & Computer Sciences 4 = Social Sciences 5 = Business 6 = Communications, Media, & Public Relations 7 = Education 8 = Engineering 9 = Health Professions 10 = Social Service Professions 11 = Other disciplines (<i>not reported</i>)
--	DAapptself	FSSE-created flag for faculty's general discipline of appointment from the full list (see pg. 5).	0 = Did not self-select 1 = Self-selected

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Item #	Variable	Variable Label	Values and Labels
Please answer the following questions based on <i>one particular</i> undergraduate course section you are teaching or have taught during the current school year.			
12a.	DAapptcrs	Is your selected course section in the same academic discipline as your appointment?	0 = No 1 = Yes -9 = <i>Faculty did not receive this question</i>
--	DAcrscol	RECODE, COLLAPSED: What is the general academic discipline of your selected course section?	1 = Arts & Humanities 2 = Biological Sciences, Agriculture, & Natural Resources 3 = Physical Sciences, Mathematics, & Computer Sciences 4 = Social Sciences 5 = Business 6 = Communications, Media, & Public Relations 7 = Education 8 = Engineering 9 = Health Professions 10 = Social Service Professions 11 = Other disciplines (not reported) -9 = <i>Faculty did not receive this question</i>
--	DAcrself	FSSE-created flag for faculty who self-selected their field/discipline in which they teach their courses from the full list (see pg. 5).	0 = Did not self-select 1 = Self-selected -9 = <i>Faculty did not receive this question (coded as missing)</i>

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Item #	Variable	Variable Label	Values and Labels
	DAapptcode/DACrscod: General discipline of faculty appointment/selected course section		
	Arts & Humanities		
	1 = Arts, fine and applied	47 = Geography	93 = Materials engineering
	2 = Architecture	48 = International relations	94 = Mechanical engineering
	3 = Art history	49 = Political science	95 = Petroleum engineering
	4 = English (language and literature)	50 = Psychology	96 = Software engineering
	5 = French (language and literature)	51 = Sociology	97 = Other engineering
	6 = Spanish (language and literature)	52 = Other social sciences	Health Professions
	7 = Other language and literature	Business	98 = Allied health
	8 = History	53 = Accounting	99 = Dentistry
	9 = Humanities (general)	54 = Business administration	100 = Health science
	10 = Music	55 = Entrepreneurial studies	101 = Health technology (medical, dental, laboratory)
	11 = Philosophy	56 = Finance	102 = Healthcare administration and policy
	12 = Religion	57 = Hospitality and tourism	103 = Kinesiology
	13 = Theater or drama	58 = International business	104 = Medicine
	14 = Other fine and performing arts	59 = Management	105 = Nursing
	15 = Other humanities	60 = Management information systems	106 = Nutrition and dietetics
	Bio. Sciences, Ag., & Natural Resources	61 = Marketing	107 = Occupational safety and health
	16 = Biology (general)	62 = Organizational leadership or behavior	108 = Occupational therapy
	17 = Agriculture	63 = Supply chain and operations management	109 = Pharmacy
	18 = Biochemistry or biophysics	64 = Other business	110 = Physical therapy
	19 = Biomedical science	Comm., Media, & Public Relations	111 = Rehabilitation sciences
	20 = Botany	65 = Communications (general)	112 = Speech therapy
	21 = Cell and molecular biology	66 = Broadcast communications	113 = Veterinary science
	22 = Environmental science/studies	67 = Journalism	114 = Other health professions
	23 = Marine science	68 = Mass communications and media studies	Social Service Professions
	24 = Microbiology or bacteriology	69 = Public relations and advertising	115 = Criminal justice
	25 = Natural resources and conservation	70 = Speech	116 = Criminology
	26 = Natural science	71 = Telecommunications	117 = Forensics
	27 = Neuroscience	72 = Other communications	118 = Justice administration
	28 = Physiology and developmental biology	Education	119 = Law
	29 = Zoology	73 = Education (general)	120 = Military science
	30 = Other agriculture and natural resources	74 = Business education	121 = Public administration, policy
	31 = Other biological sciences	75 = Early childhood education	122 = Public safety and emergency management
	Phys. Sciences, Math., & Computer Science	76 = Elementary, middle school education	123 = Social work
	32 = Physical sciences (general)	77 = Mathematics education	124 = Urban planning
	33 = Astronomy	78 = Music or art education	Other disciplines
	34 = Atmospheric science (including meteorology)	79 = Physical education	125 = Computer information systems
	35 = Chemistry	80 = Secondary education	126 = Family and consumer studies
	36 = Computer science	81 = Social studies education	127 = General studies
	37 = Earth science (including geology)	82 = Special education	128 = Information systems
	38 = Mathematics	83 = Other education	129 = Information technology
	39 = Physics	Engineering	130 = Liberal arts and sciences
	40 = Statistics	84 = Engineering (general)	131 = Multi, Interdisciplinary studies
	41 = Other physical sciences	85 = Aero-, astronomical engineering	132 = Network security and systems
	Social Sciences	86 = Bioengineering	133 = Other computer science and technology
	42 = Social sciences (general)	87 = Biomedical engineering	134 = Parks, recreation, leisure studies, sports mgmt.
	43 = Anthropology	88 = Chemical engineering	135 = Professional studies (general)
	44 = Economics	89 = Civil engineering	136 = Technical, vocational studies
	45 = Ethnic studies	90 = Computer engineering and technology	137 = Theological studies, ministry
	46 = Gender studies	91 = Electrical or electronic engineering	138 = Other, not listed
		92 = Industrial engineering	-9 = Faculty did not receive this question (DACrscod only)

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Item #	Variable	Variable Label	Values and Labels
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, please describe -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

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Item #	Variable	Variable Label	Values and Labels
17.	ftmprepect	In an average 7-day week, about how many hours do you <i>expect</i> 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)?	0 = 0 1 = 1 2 = 2 3 = 3 4 = 4
18.	ftmpreactual	In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?	5 = 5 6 = 6 7 = 7 8 = 8 9 = 9
19a.	ftmread	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?	10 = 10 11 = More than 10 hours -9 = Faculty did not receive this question
19b.	freading	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.]	1 = None 2 = Some 3 = Most 4 = All -9 = Faculty did not receive this question
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?			
20a.	ftmprep	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	
20b.	ftmcocurr	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	1 = 0 2 = 1-5
20c.	ftmworkon	Working for pay on campus	3 = 6-10 4 = 11-15
20d.	ftmworkoff	Working for pay off campus	5 = 16-20 6 = 21-25
20e.	ftmservice	Doing community service or volunteer work	7 = 26-30
20f.	ftmrelax	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	8 = More than 30 hours -9 = Faculty did not receive this question
20g.	ftmcare	Providing care for dependents (children, parents, etc.)	
20h.	ftmcommute	Commuting to campus (driving, walking, etc.)	
21.	fchallenge	In your selected course section, to what extent do you think the typical student does their best work?	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much -9 = Faculty did not receive this question

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<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Values and Labels</i>
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	1 = Not important
22d.	fQRconclude	Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)	2 = Somewhat important
22e.	fQRproblem	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	3 = Important
22f.	fQRevaluate	Evaluate what others have concluded from numerical information	4 = Very important
			-9 = Faculty did not receive this question
Question 23. In your selected course section, how important is it to you that the typical student do the following?			
23a.	fRIintegrate	Combine ideas from different courses when completing assignments	
23b.	fRIsocietal	Connect their learning to societal problems or issues	
23c.	fRIdiverse	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	1 = Not important
23d.	fRIownview	Examine the strengths and weaknesses of their own views on a topic or issue	2 = Somewhat important
23e.	fRIperspect	Try to better understand someone else's views by imagining how an issue looks from their perspective	3 = Important
23f.	fRInewview	Learn something that changes the way they understand an issue or concept	4 = Very important
23g.	fRIconnect	Connect ideas from your course to their prior experiences and knowledge	-9 = Faculty did not receive this question

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Item #	Variable	Variable Label	Values and Labels
Question 24. In your selected course section, about what percent of class time is spent on the following?			
24a.	flecture	Lecture	
24b.	fdiscuss	Discussion	1 = 0%
24c.	fsmgroup	Small-group activities	2 = 1-9%
24d.	fpresent	Student presentations or performances	3 = 10-19%
24e.	findwork	Independent student work (writing, painting, designing, etc.)	4 = 20-29%
24f.	fperform	Movies, videos, music, or other performances not involving or produced by students	5 = 30-39%
24g.	fassess	Assessing student learning (tests, evaluations, surveys, polls, etc.)	6 = 40-49%
24h.	factivity	Experiential activities (labs, field work, clinical or field placements, etc.)	7 = 50-74%
			8 = 75% or more
			-9 = Faculty did not receive this question
Question 25. In your selected course section, how much do you encourage students to do the following?			
25a.	fCLaskhelp	Ask other students for help understanding course material	
25b.	fCLexplain	Explain course material to other students	
25c.	fCLstudy	Prepare for exams by discussing or working through course material with other students	1 = Very little
25d.	fCLproject	Work with other students on course projects or assignments	2 = Some
25e.	fLSreading	Identify key information from reading assignments	3 = Quite a bit
25f.	fLSnotes	Review notes after class	4 = Very much
25g.	fLSsummary	Summarize what has been learned from class or from course materials	-9 = Faculty did not receive this question
Question 26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?			
26a.	fDDrace	People of a race or ethnicity other than their own	
26b.	fDDeconomic	People from an economic background other than their own	1 = Very little
26c.	fDDreligion	People with religious beliefs other than their own	2 = Some
26d.	fDDpolitical	People with political views other than their own	3 = Quite a bit
26e.	fddsexorient	People with a sexual orientation other than their own	4 = Very much
			-9 = Faculty did not receive this question

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Item #	Variable	Variable Label	Values and Labels
Question 27. In your selected course section, how much does the coursework emphasize the following?			
27a.	fmemorize	Memorizing course material	
27b.	fHOapply	Applying facts, theories, or methods to practical problems or new situations	1 = Very little 2 = Some
27c.	fHOanalyze	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3 = Quite a bit 4 = Very much
27d.	fHOevaluate	Evaluating a point of view, decision, or information source	-9 = Faculty did not receive this question
27e.	fHOform	Forming a new idea or understanding from various pieces of information	
<hr/>			
28a.	fwrwriting	Does your selected course section include assigned papers, reports, or other writing tasks?	0 = No 1 = Yes -9 = Faculty did not receive this question
<hr/>			
About how many papers, reports, or other writing tasks of the following lengths do you assign?			
<i>[Note: items 28b-28d were only given if respondents skipped or selected "Yes" for item 28a.]</i>			
28b.	fwrshort	Up to 5 pages	0 = 0 1 = 1 2 = 2 3 = 3 4 = 4 5 = 5
28c.	fwrmed	From 6 to 10 pages	6 = 6 7 = 7 8 = 8 9 = 9
28d.	fwrlong	11 pages or more	10 = 10 11 = More than 10 papers, etc. -9 = Faculty did not receive this question

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Question 29. To what extent do you structure your selected course section so that students learn and develop in the following areas?			
29a.	fcgwrite	Writing clearly and effectively	
29b.	fcgspeak	Speaking clearly and effectively	
29c.	fcgthink	Thinking critically and analytically	
29d.	fcganalyze	Analyzing numerical and statistical information	
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	
			1 = Very little 2 = Some 3 = Quite a bit 4 = Very much -9 = Faculty did not receive this question
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
31.	ugstudents	Estimate the total number of <i>undergraduate</i> students you have taught during the current school year.	
			1 = 0 2 = 1-25 3 = 26-50 4 = 51-75 5 = 76-100 6 = 101-125 7 = 126-150 8 = 151-200 9 = 201-300 10 = More than 300 students

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Item #	Variable	Variable Label	Values and Labels
			0 = 0 1 = 1 2 = 2 3 = 3 4 = 4 5 = 5 6 = 6 7 = 7 8 = 8 9 = 9 or more courses
32.	ugcrsnum	Enter the total number of <i>undergraduate</i> courses you have taught or are scheduled to teach during the current school year.	
			0 = 0 1 = 1 2 = 2 3 = 3 4 = 4 or more courses
33.	gradcrsnum	Enter the total number of <i>graduate</i> courses you have taught or are scheduled to teach during the current school year.	
			0 = Part-time 1 = Full-time
34.	ffulltime	During this academic term, does your institution consider you to be employed full-time or part-time?	
			0 = No 1 = Yes
35.	adjunct	Does your institution consider you to be an adjunct faculty member?	
			1 = Professor 2 = Associate Professor 3 = Assistant Professor 4 = Instructor 5 = Lecturer 6 = Graduate Teaching Assistant 7 = Other, please specify:
36.	rank	Which of the following best describes your academic rank, title, or current position?	
			1 = No tenure system at this institution 2 = Not on tenure track, but this institution has a tenure system 3 = On tenure track but not tenured 4 = Tenured
37.	tenure	What is your current tenure status?	
			1 = No tenure system at this institution 2 = Not on tenure track, but this institution has a tenure system 3 = On tenure track but not tenured 4 = Tenured
38.	beginteach	Enter the year that you began teaching at <i>any</i> college or university (1995, etc.):	Write-in response
--	yrsteach	Number of years teaching at <i>any</i> college or university (Recoded from variable <i>beginteach</i>)	

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Item #	Variable	Variable Label	Values and Labels
--	yrsteachcol	RECODE, COLLAPSED: Number of years teaching at <i>any</i> college or university	1 = 4 or less 2 = 5-9 3 = 10-19 4 = 20-29 5 = 30 or more
39.	fdegree	What is the highest degree you have earned?	1 = Doctoral degree (Ph.D., Ed.D., etc.) 2 = Professional degree (J.D., M.D., D.D.S., D.V.M., etc.) 3 = Master's degree (M.A., M.S., M.F.A., M.B.A., M.S.W., etc.) 4 = Bachelor's degree 5 = Associate's degree 6 = Other, please specify:
40.	fbirthyear	Enter your year of birth (1965, etc.) :	Write-in response
--	fage	Age (Recoded from variable <i>fbirthyear</i>)	
--	fagecat	RECODE, COLLAPSED: Age recoded from year of birth.	1 = 34 or younger 2 = 35-44 3 = 45-54 4 = 55-64 5 = 65 or older
41.	fgenderid	What is your gender identity?	1 = Man 2 = Woman 3 = Another gender identity, please specify: 9 = I prefer not to respond
42.	uscitizen	Are you a U.S. citizen or permanent resident?	0 = No 1 = Yes
What is your racial or ethnic identification? (Select all that apply.)			
43a.	fre_amind	American Indian or Alaska Native	
43b.	fre_asian	Asian	
43c.	fre_black	Black or African American	
43d.	fre_latino	Hispanic or Latino	0 = Not selected
43e.	fre_pacific	Native Hawaiian or Other Pacific Islander	1 = Selected
43f.	fre_white	White	
43g.	fre_other	Other	
43h.	fre_pnr	I prefer not to respond	

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<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Values and Labels</i>
	fre_all	RECODE: Racial/ethnic identification based on fre_aminid through fre_pnr where each faculty member is represented only once. 1 through 7 represent faculty who selected only one racial/ethnic identification; 8 represents faculty who selected more than one racial/ethnic identification.	1 = American Indian or Alaska Native 2 = Asian 3 = Black or African American 4 = Hispanic or Latino 5 = Native Hawaiian or Other Pacific Islander 6 = White 7 = Other 8 = Multiracial 9 = I prefer not to respond
44.	fsexorient17	Which of the following best describes your sexual orientation?	1 = Straight (heterosexual) 2 = Bisexual 3 = Gay 4 = Lesbian 5 = Queer 6 = Questioning or unsure 7 = Another sexual orientation, please specify: 9 = I prefer not to respond
-	group1	School-provided group identifier	

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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.

<i>Variable name</i>	<i>Description</i>	<i>Items</i>
fHO	Higher-Order Learning: 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.	Items 27b-e: fHOapply, fHOanalyze, fHOevaluate, fHOform
fRI	Reflective and Integrative Learning: 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.	Items 23a-g: fRIintegrate, fRIsocietal, fRIdiverse, fRIownview, fRIperspect, fRInewview, fRIconnect
fLS	Learning Strategies: 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.	Items 25e-g: fLSreading, fLSnotes, fLSsummary
fQR	Quantitative Reasoning: 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.	Items 22d-f: fQRconclude, fQRproblem, fQRevaluate
fCL	Collaborative Learning: 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.	Items 25a-d: fCLaskhelp, fCLexplain, fCLstudy, fCLproject
fDD	Discussions with Diverse Others: 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.	Items 26a-d: fDDrace, fDDeconomic, fDDreligion, fDDpolitical
fSF	Student-Faculty Interaction: 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.	Items 8a-d: fSFcareer, fSFotherwork, fSFdiscuss, fSFperform
fET	Effective Teaching Practices: Amount instructors emphasize student comprehension and learning with clear explanations and organization, use of illustrative examples, and providing formative and effective feedback.	Items 10a-h: fETgoals, fETorganize, fETexample, fETvariety, fETreview, fETstandards, fETdraftfb, fETfeedback
fQI	Quality of Interactions: Faculty perceptions of student interactions with important people in the learning environment, including other students, advisors, faculty, student services, and other administrative staff members.	Items 3a-e: fQIstudent, fQIadvisor, fQIfaculty, fQIstaff, fQIadmin
fSE	Supportive Environment: 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.	Items 2b-i: fSEacademic, fSElearnsup, fSEdiverse, fSEsocial, fSEwellness, fSEnonacad, fSEactivities, fSEevents