

FSSE items are grouped within several scales, 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 their 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 their own views on a topic or issue
- Try to better understand someone else's views by imagining how an issue looks from their perspective
- Learn something that changes the way they understand an issue or concept
- Connect ideas from your course to their 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 their 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