

To better meet the needs of their diverse stakeholders, institutions participating in FSSE can customize their surveys by appending Topical Modules and/or consortium items to the core survey.

Topical Modules

Topical Modules are short sets of questions on current topics in higher education and student engagement. Participating institutions can append one module to the core survey at no charge and a second for an additional fee. Thumbnail images of pages from a sample report and descriptions of Topical Modules offered in 2016 are below; question sets with a companion NSSE module are shown with an asterisk (*).

Academic Advising*

This module examines the quality of academic advising and the extent to which faculty advisors have assisted students in their academic progress. The module complements a question on the core FSSE about perceptions of the quality of student interactions with academic advisors.

Civic Engagement*

Adapted from a project of the American Association of State Colleges and Universities, this module asks faculty to assess institutional emphasis on conflict resolution skills and examines how often students are encouraged to engage with local, campus, state, national, and global issues. The module complements questions on the core FSSE about the importance of service-learning, perceptions of student participation in community service or volunteer work, and course emphasis on becoming an informed and active citizen.

Development of Transferable Skills*

Adapted from a project of the American Association of State Colleges and Universities, this module examines student engagement in activities that develop useful and transferable skills for the workplace. The module complements questions on the core FSSE about course emphasis on higher-order learning, the importance of reflective and integrative learning, and course emphasis on student development in a variety of areas.



FSSE 2016 Experiences with Writing Topical Module NSSEville State University



FSSE 2016 Experiences With Writing Topical Module Frequencies NSSEville State University

Faculty Name	Response Option	Lower Division		Upper Division		Total		
		Count	%	Count	%	Count	%	
1. In your selected course section, for how many writing assignments did you encourage or require students to do the following?								
a. Talk with a classmate, friend, or family member to develop ideas before they started the assignment	WR010a	19	23	30	25	49	24	
	No writing assignments	10	12	19	16	29	14	
	Some writing assignments	19	23	27	22	46	23	
	Most writing assignments	14	17	29	24	43	21	
	All writing assignments	21	25	16	13	37	18	
Total		83	100	120	100	204	100	
b. Receive feedback from a classmate, friend, or family member about a draft before turning in the final assignment	WR010b	21	25	31	26	54	27	
	No writing assignments	14	17	20	17	34	17	
	Some writing assignments	20	24	18	15	38	19	
	Most writing assignments	11	13	36	30	47	23	
	All writing assignments	17	20	13	11	30	15	
Total		83	100	120	100	204	100	
c. Give feedback to a classmate about a draft or outline he or she had written	WR010c	20	24	33	28	53	26	
	No writing assignments	15	18	22	18	37	18	
	Some writing assignments	19	23	25	21	44	22	
	Most writing assignments	14	17	28	23	42	21	
	All writing assignments	14	17	12	10	26	13	
Total		82	100	120	100	202	100	
2. For how many of your writing assignments have you done the following during the current school year?								
1a. Talked with a classmate, friend, or family member to develop your ideas before starting your assignment	WR010a	FY	34	39	24	3		
	SR	33	45	18	5			
	Total		67	84	42	8		
	1b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	WR010b	FY	43	33	18	4	
		SR	29	40	26	5		
Total			72	63	44	9		
1c. Gave feedback to a classmate about a draft or outline he or she had written		WR010c	FY	36	40	20	4	
		SR	19	48	28	5		
	Total		55	88	48	9		
	1d. Summarized material you read, such as articles, books, or online publications	WR010d	FY	54	34	10	2	
		SR	54	34	9	3		
Total			108	68	19	5		
1e. Analyzed or evaluated something they had read, researched, or observed		WR010e	FY	80	17	3	0	
		SR	80	17	2	1		
	Total		160	34	5	1		
	1f. Described their methods or findings related to data they had collected in lab or field work, a survey project, etc.	WR010f	FY	26	32	24	18	
		SR	33	35	19	13		
Total			59	67	43	31		
1g. Argued a position using evidence and reasoning		WR010g	FY	74	20	5	0	
		SR	68	23	7	1		
	Total		142	43	12	1		
	1h. Explained in writing the meaning of numerical or statistical data	WR010h	FY	21	30	29	21	
		SR	29	29	29	13		
Total			50	59	58	34		
1i. Wrote in the style and format of a specific field (engineering, history, psychology, etc.)		WR010i	FY	40	29	23	8	
		SR	41	26	11	3		
	Total		81	55	34	11		
	1j. Addressed a real or imagined audience such as their classmates, a politician, non-experts, etc.	WR010j	FY	43	28	18	11	
		SR	45	28	18	9		
Total			88	56	36	20		



FSSE 2016 Experiences with Writing Topical Module FSSE-NSSE Combined Responses NSSEville State University

Faculty Responses				Student Responses			
FSSE Item	Count	All or Most writing assignments %	FSSE Item	Count	All or Most writing assignments %	FSSE Item	Count
Percentage of faculty who reported encouraging or requiring students to do the following in all or most writing assignments in their selected course section:							
1a. Talk with a classmate, friend, or family member to develop ideas before they started the assignment	42	51	1a. Talked with a classmate, friend, or family member to develop your ideas before starting your assignment	67	84	1a. Talked with a classmate, friend, or family member to develop your ideas before starting your assignment	67
1b. Receive feedback from a classmate, friend, or family member about a draft before turning in the final assignment	41	50	1b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	72	63	1b. Received feedback from a classmate, friend, or family member about a draft before turning in your final assignment	72
1c. Give feedback to a classmate about a draft or outline he or she had written	33	40	1c. Gave feedback to a classmate about a draft or outline he or she had written	55	68	1c. Gave feedback to a classmate about a draft or outline he or she had written	55
1d. Summarize material they had read, such as articles, books, or online publications	50	61	1d. Summarized material you read, such as articles, books, or online publications	108	68	1d. Summarized material you read, such as articles, books, or online publications	108
1e. Analyze or evaluate something they had read, researched, or observed	76	93	1e. Analyzed or evaluated something they had read, researched, or observed	160	34	1e. Analyzed or evaluated something they had read, researched, or observed	160
1f. Describe their methods or findings related to data they had collected in lab or field work, a survey project, etc.	38	47	1f. Described their methods or findings related to data they had collected in lab or field work, a survey project, etc.	59	67	1f. Described their methods or findings related to data they had collected in lab or field work, a survey project, etc.	59
1g. Argue a position using evidence and reasoning	65	80	1g. Argued a position using evidence and reasoning	142	43	1g. Argued a position using evidence and reasoning	142
1h. Explain in writing the meaning of numerical or statistical data	23	28	1h. Explained in writing the meaning of numerical or statistical data	50	59	1h. Explained in writing the meaning of numerical or statistical data	50
1i. Write in the style and format of a specific field (engineering, history, psychology, etc.)	71	88	1i. Wrote in the style and format of a specific field (engineering, history, psychology, etc.)	81	55	1i. Wrote in the style and format of a specific field (engineering, history, psychology, etc.)	81
1j. Address a real or imagined audience such as their classmates, a politician, non-experts, etc.	51	63	1j. Addressed a real or imagined audience such as their classmates, a politician, non-experts, etc.	88	56	1j. Addressed a real or imagined audience such as their classmates, a politician, non-experts, etc.	88
Percentage of faculty who reported doing the following for all or most writing assignments in their selected course section:							
2a. Provide clear instructions describing what you wanted students to do	96	118	2a. Provided clear instructions describing what he or she wanted you to do	86	13	2a. Provided clear instructions describing what he or she wanted you to do	86
2b. Explain in advance what you wanted students to learn	84	103	2b. Explained in advance what he or she wanted you to learn	54	30	2b. Explained in advance what he or she wanted you to learn	54
2c. Explain in advance the criteria you would use to grade the assignment	87	107	2c. Explained in advance the criteria he or she would use to grade your assignment	72	22	2c. Explained in advance the criteria he or she would use to grade your assignment	72

Experiences with Diverse Perspectives*

This module examines opportunities for students to engage in activities that promote greater understanding of societal differences. The module complements questions on the core FSSE about students' experiences with people from different backgrounds, the importance of diverse perspectives in course discussions and assignments, and the importance of encouraging contact among students from different backgrounds.

Learning with Technology*

Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on student use of technology, the extent to which institutional support is valued, and communication. The module complements questions on the core FSSE about emphasis on learning with peers, perceptions of students' interactions with others, and the importance of technology in academic support.

Experiences with Writing*

This module is a result of NSSE's ongoing collaboration with the Council of Writing Program Administrators. The questions touch on three aspects of good writing assignments: interactivity, meaning-making, and clarity. The module complements questions on the core survey about how much writing students are assigned, the nature of course assignments, and emphasis on developing written expression.

Scholarship of Teaching and Learning

This module asks about both institution-supported and faculty-driven assessment efforts such as surveys and other tools (e.g., portfolios) that are used to gather information about student educational experiences and learning. The module complements questions on the core FSSE on how faculty spend their time and on the extent to which they use effective teaching practices.

Teaching Professional Development

This module asks about aspects of professional development for teaching such as how important it is for faculty to receive assistance in various areas and how often they participate in professional development activities and practices. The module complements questions on the core FSSE asking how much time faculty spend working to improve their teaching and the extent to which they display effective teaching practices.

To view the Topical Modules in their entirety, visit fsse.indiana.edu/html/topicalmodules.cfm

Additional Topical Modules may be developed and introduced over time. If you have suggestions for modules, please contact us via email (fsse@indiana.edu) or phone (812-856-5824).

Consortium Participation

Institutions participating in a NSSE consortium have the opportunity to administer consortium items, additional questions appended to the core survey instrument, along with their FSSE administration.

Consortia typically form around a shared institutional mission, institution type, or statewide system commonality. Including such items with a FSSE administration provides additional, customized context for faculty responses about the student experience.

Past Participating Consortia

- Catholic Colleges and Universities*
- Kentucky Council on Postsecondary Education
- Mission Engagement Consortium for Independent Colleges*
- Work Colleges

*FSSE consortium in 2016

For more information or to view a complete list of historical consortium participation in NSSE, visit nsse.indiana.edu/html/consortia.cfm