

Starting in 2013, sets of new, continuing, and updated FSSE 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
<h2>Academic Challenge</h2>	<p><b>Higher-Order Learning</b></p> <p>In your selected course section, how much does the coursework emphasize the following: <i>Response options: Very much, Quite a bit, Some, Very little</i></p> <ul style="list-style-type: none"> <li>• Applying facts, theories, or methods to practical problems or new situations</li> <li>• Analyzing an idea, experience, or line of reasoning in depth by examining its parts</li> <li>• Evaluating a point of view, decision, or information source</li> <li>• Forming a new idea or understanding from various pieces of information</li> </ul> <p><b>Reflective &amp; Integrative Learning</b></p> <p>In your selected course section, how important is it to you that the typical student do the following: <i>Response options: Very important, Important, Somewhat important, Not important</i></p> <ul style="list-style-type: none"> <li>• Combine ideas from different courses when completing assignments</li> <li>• Connect their learning to societal problems or issues</li> <li>• Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments</li> <li>• Examine the strengths and weaknesses of their own views on a topic or issue</li> <li>• Try to better understand someone else's views by imagining how an issue looks from their perspective</li> <li>• Learn something that changes the way they understand an issue or concept</li> <li>• Connect ideas from your course to their prior experiences and knowledge</li> </ul> <p><b>Learning Strategies</b></p> <p>In your selected course section, how much do you encourage students to do the following: <i>Response options: Very much, Quite a bit, Some, Very little</i></p> <ul style="list-style-type: none"> <li>• Identify key information from reading assignments</li> <li>• Review notes after class</li> <li>• Summarize what has been learned from class or from course materials</li> </ul> <p><b>Quantitative Reasoning</b></p> <p>In your selected course section, how important is it to you that the typical student do the following: <i>Response options: Very important, Important, Somewhat important, Not important</i></p> <ul style="list-style-type: none"> <li>• Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)</li> <li>• Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)</li> <li>• Evaluate what others have concluded from numerical information</li> </ul>
	<h2>Learning with Peers</h2>

## 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