

To best meet the needs of 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 2017 are below; question sets with a companion NSSE module are shown with an asterisk (*).

Academic Advising*

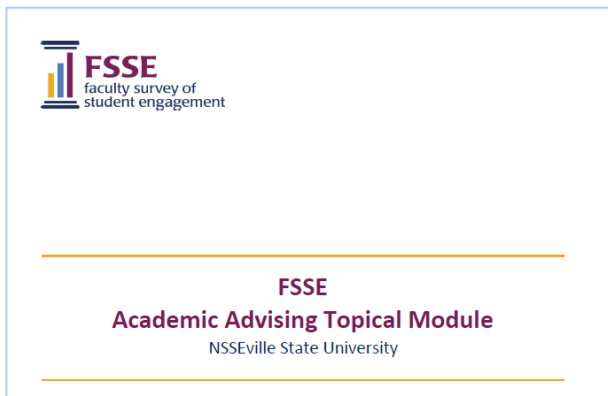
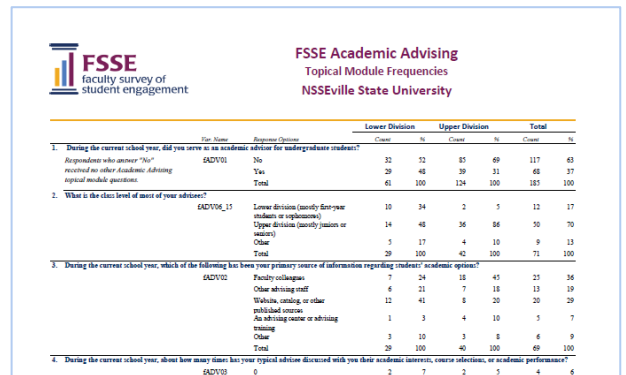
This module examines the quality of academic advising and the extent to which faculty advisors have assisted students in their academic progress. The module complements a question on the core FSSE about perceptions of the quality of student interactions with academic advisors.

Inclusiveness and Engagement with Cultural Diversity*

This module—launched in 2017—examines environments, processes, and activities that engage and validate cultural diversity and promote greater understanding of societal differences. Questions explore faculty use of inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and opportunities for diversity-related programming and coursework. The module replaces the Experiences with Diverse Perspectives module.

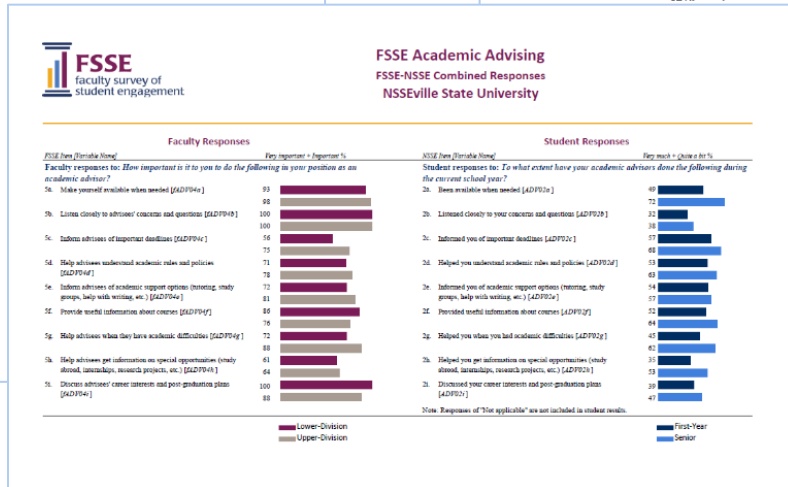
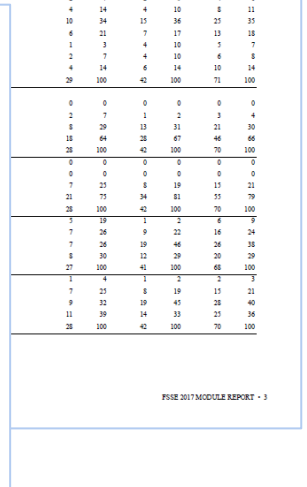
Experiences with Writing*

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.

Thumbnail showing the top portion of the FSSE Academic Advising Topical Module Frequencies table for NSSEville State University.

Item Name	Lower Division		Upper Division		Total	
	Count	%	Count	%	Count	%
1. During the current school year, did you serve as an academic advisor for undergraduate students?						
ADP101						
No	32	52	35	69	117	43
Yes	29	48	39	31	48	37
Total	61	100	124	100	185	100

Continuation of the FSSE Academic Advising Topical Module Frequencies table.

Item Name	Lower Division	Upper Division	Total
Count	%	Count	%
ADP101	0	0	0
2. What is the class level of most of your advisees?			
ADP101_11			
Lower division (sophomore students or equivalents)	10	34	2
Upper division (senior/juniors or equivalent)	14	43	36
Other	5	17	4
Total	29	100	42

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.

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.

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.

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.

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 2017

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