

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	
<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>	<p><b>Collaborative Learning</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>• Ask other students for help understanding course material</li> <li>• Explain course material to other students</li> <li>• Prepare for exams by discussing or working through course material with other students</li> <li>• Work with other students on course projects or assignments</li> </ul>
		<p><b>Discussions with Diverse Others</b></p> <p>In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups: <i>Response options: Very much, Quite a bit, Some, Very little</i></p> <ul style="list-style-type: none"> <li>• People of a race or ethnicity other than their own</li> <li>• People from an economic background other than their own</li> <li>• People with religious beliefs other than their own</li> <li>• People with political views other than their own</li> </ul>

## Theme

### Experiences with Faculty

### Campus Environment

## 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

### 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