
FSSE 2015 Codebook*

Main Survey

*This codebook has been annotated as a resource for the FSSE Webinar "Adding Context to NSSE with FSSE." Items have been flagged as being in one of three categories described below. These categories are suggestions; **researchers should use their own judgement on which items are most appropriate for particular analyses.**

1. FSSE-only questions. Although these questions relate to undergraduate engagement, we only ask them of instructional staff. There is no directly parallel NSSE item.
2. Very parallel NSSE-FSSE questions. These questions have a very good NSSE-FSSE match in terms of the question framing, question stem, and response options.
3. Items that are parallel in content only. These questions cover similar content on NSSE and FSSE (collaborative learning, effective teaching practices, etc.), but they have different framing, different question stems, or different sets of response options.

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Item #	Variable	Variable Label	Values and Labels	Webinar Code
Question 1. How important is it to you that undergraduates at your institution do the following before they graduate?				
1a.	fintern	Participate in an internship, co-op, field experience, student teaching, or clinical placement		
1b.	fleader	Hold a formal leadership role in a student organization or group		3
1c.	flearncom	Participate in a learning community or some other formal program where groups of students take two or more classes together	1 = Not important	intern
1d.	fabroad	Participate in a study abroad program	2 = Somewhat important	leader
1e.	fresearch	Work with a faculty member on a research project	3 = Important	learncom
1f.	fcapstone	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	4 = Very important	abroad
1g.	fservice	Participate in a community-based project (service-learning) as part of a course		research
Question 2. How important is it to you that your institution <i>increase</i> its emphasis on each of the following?				
2a.	fempstudy	Students spending significant amounts of time studying and on academic work		
2b.	fSEacademic	Providing support to help students succeed academically		3
2c.	fSElearnsup	Students using learning support services (tutoring services, writing center, etc.)		empstudy
2d.	fSEdiverse	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	1 = Not important	SEacademic
2e.	fSEsocial	Providing opportunities for students to be involved socially	2 = Somewhat important	SElearnsup
2f.	fSEwellness	Providing support for students' overall well-being (recreation, health care, counseling, etc.)	3 = Important	SEdiverse
2g.	fSEnonacad	Helping students manage their non-academic responsibilities (work, family, etc.)	4 = Very important	SEsocial
2h.	fSEactivities	Students attending campus activities and events (performing arts, athletic events, etc.)		SEwellness
2i.	fSEevents	Students attending events that address important social, economic, or political issues		SEnonacad
Question 3. Indicate your perception of the quality of student interactions with the following people at your institution.				
3a.	fQIstudent	Other students	1 = Poor	2
3b.	fQIadvisor	Academic advisors	2 = 2	QIstudent
3c.	fQIfaculty	Faculty	3 = 3	QIadvisor
3d.	fQIstaff	Student services staff (career services, student activities, housing, etc.)	4 = 4	QIfaculty
3e.	fQIadmin	Other administrative staff and offices (registrar, financial aid, etc.)	5 = 5	QIstaff
			6 = 6	QIadmin
			7 = Excellent	

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Question 4. In a typical 7-day week, about how many hours do you spend on each of the following?				
4a.	ftmteach	Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	1 = 0 2 = 1-4 3 = 5-8	
4b.	ftmadvise	Advising students	4 = 9-12 5 = 13-16	1
4c.	ftmresearch	Research, creative, or scholarly activities	6 = 17-20 7 = 21-30	
4d.	ftmserviceacts	Service activities (committee work, administrative duties, etc.)	8 = More than 30 hours	
Question 5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?				
5a.	ftmprepclass	Preparing class sessions		
5b.	ftmteachclass	Teaching class sessions	1 = 0 2 = 1-4 3 = 5-8	
5c.	ftmgrade	Grading assignments and exams	4 = 9-12 5 = 13-16	1
5d.	ftmmeet	Meeting with students outside of class	6 = 17-20 7 = More than 20 hours	
5e.	ftmadmin	Course administration (emailing students, maintaining course website, etc.)		
5f.	ftmimprove	Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)		
Question 6. In a typical 7-day week, do you participate in the following activities?				
6a.	fdresearch	Working with undergraduates on research	0 = No 1 = Yes	3 research intern
6b.	fdintern	Supervising undergraduate internships or other field experiences		
7.	ugradcrs	During the current school year, have you taught an undergraduate course? [Programming note: if "No" was selected for this item, respondents skipped to item 11 and then to demographic items 31-41.]	0 = No 1 = Yes	1
Question 8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?				
8a.	fSFcareer	Talked about their career plans	1 = Never 2 = Sometimes 3 = Often	3 SFcareer
8b.	fSFotherwork	Worked on activities other than coursework (committees, student groups, etc.)	4 = Very often -9 = Faculty did not receive this question	SFotherwork
8c.	fSFdiscuss	Discussed course topics, ideas, or concepts outside of class		SFdiscuss
8d.	fSFperform	Discussed their academic performance		SFperform

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9.	fservcourse	About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	1 = None 2 = Some 3 = Most 4 = All -9 = Faculty did not receive this question	2 servcourse
Question 10. In your undergraduate courses, to what extent do you do the following?				
10a.	fETgoals	Clearly explain course goals and requirements		
10b.	fETorganize	Teach course sessions in an organized way		
10c.	fETexample	Use examples or illustrations to explain difficult points	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much -9 = Faculty did not receive this question	2 ETgoals ETorganize ETexample ETdraftfb ETfeedback
10d.	fETvariety	Use a variety of teaching techniques to accommodate diversity in student learning styles		
10e.	fETreview	Review and summarize material for students		
10f.	fETstandards	Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)		
10g.	fETdraftfb	Provide feedback to students on drafts or works in progress		
10h.	fETfeedback	Provide prompt and detailed feedback on tests or completed assignments		
11.	DAappt	What is the general academic discipline of your appointment?	Write-in response	
--	DAapptcol	Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 138 specific fields/disciplines (see page 5 for full listing). Institutions had the option to customize how these were collapsed into as many as ten disciplinary areas. Institutions choosing not to customize receive FSSE's ten categories listed at the right. See the FSSE website fsse.indiana.edu for the breakdown of how the 138 fields/disciplines fit into these disciplinary areas. Institutions will receive the customized or standard disciplinary variables in the fall with their Disciplinary Area Report.	1 = Arts & Humanities 2 = Biological Sciences, Agriculture, & Natural Resources 3 = Physical Sciences, Mathematics, & Computer Sciences 4 = Social Sciences 5 = Business 6 = Communications, Media, & Public Relations 7 = Education 8 = Engineering 9 = Health Professions 10 = Social Service Professions 11 = Other disciplines (<i>not reported</i>)	3 MAJfirst MAJsecond

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Item #	Variable	Variable Label	Values and Labels
DAapptcode: General discipline of faculty appointment/selected course section			
	Arts & Humanities		
	1 = Arts, fine and applied	47 = Geography	93 = Materials engineering
	2 = Architecture	48 = International relations	94 = Mechanical engineering
	3 = Art history	49 = Political science	95 = Petroleum engineering
	4 = English (language and literature)	50 = Psychology	96 = Software engineering
	5 = French (language and literature)	51 = Sociology	97 = Other engineering
	6 = Spanish (language and literature)	52 = Other social sciences	Health Professions
	7 = Other language and literature	Business	98 = Allied health
	8 = History	53 = Accounting	99 = Dentistry
	9 = Humanities (general)	54 = Business administration	100 = Health science
	10 = Music	55 = Entrepreneurial studies	101 = Health technology (medical, dental, laboratory)
	11 = Philosophy	56 = Finance	102 = Healthcare administration and policy
	12 = Religion	57 = Hospitality and tourism	103 = Kinesiology
	13 = Theater or drama	58 = International business	104 = Medicine
	14 = Other fine and performing arts	59 = Management	105 = Nursing
	15 = Other humanities	60 = Management information systems	106 = Nutrition and dietetics
	Bio. Sciences, Ag., & Natural Resources	61 = Marketing	107 = Occupational safety and health
	16 = Biology (general)	62 = Organizational leadership or behavior	108 = Occupational therapy
	17 = Agriculture	63 = Supply chain and operations management	109 = Pharmacy
	18 = Biochemistry or biophysics	64 = Other business	110 = Physical therapy
	19 = Biomedical science	Comm., Media, & Public Relations	111 = Rehabilitation sciences
	20 = Botany	65 = Communications (general)	112 = Speech therapy
	21 = Cell and molecular biology	66 = Broadcast communications	113 = Veterinary science
	22 = Environmental science/studies	67 = Journalism	114 = Other health professions
	23 = Marine science	68 = Mass communications and media studies	Social Service Professions
	24 = Microbiology or bacteriology	69 = Public relations and advertising	115 = Criminal justice
	25 = Natural resources and conservation	70 = Speech	116 = Criminology
	26 = Natural science	71 = Telecommunications	117 = Forensics
	27 = Neuroscience	72 = Other communications	118 = Justice administration
	28 = Physiology and developmental biology	Education	119 = Law
	29 = Zoology	73 = Education (general)	120 = Military science
	30 = Other agriculture and natural resources	74 = Business education	121 = Public administration, policy
	31 = Other biological sciences	75 = Early childhood education	122 = Public safety and emergency management
	Phys. Sciences, Math., & Computer Science	76 = Elementary, middle school education	123 = Social work
	32 = Physical sciences (general)	77 = Mathematics education	124 = Urban planning
	33 = Astronomy	78 = Music or art education	Other disciplines
	34 = Atmospheric science (including meteorology)	79 = Physical education	125 = Computer information systems
	35 = Chemistry	80 = Secondary education	126 = Family and consumer studies
	36 = Computer science	81 = Social studies education	127 = General studies
	37 = Earth science (including geology)	82 = Special education	128 = Information systems
	38 = Mathematics	83 = Other education	129 = Information technology
	39 = Physics	Engineering	130 = Liberal arts and sciences
	40 = Statistics	84 = Engineering (general)	131 = Multi, interdisciplinary studies
	41 = Other physical sciences	85 = Aero-, astronautical engineering	132 = Network security and systems
	Social Sciences	86 = Bioengineering	133 = Other computer science and technology
	42 = Social sciences (general)	87 = Biomedical engineering	134 = Parks, recreation, leisure studies, sports mgmt.
	43 = Anthropology	88 = Chemical engineering	135 = Professional studies (general)
	44 = Economics	89 = Civil engineering	136 = Technical, vocational studies
	45 = Ethnic studies	90 = Computer engineering and technology	137 = Theological studies, ministry
	46 = Gender studies	91 = Electrical or electronic engineering	138 = Other, not listed
		92 = Industrial engineering	-9 = Faculty did not receive this question

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13.	division	What is the class level of most students in your selected course section?	1 = Lower division (mostly first-year students or sophomores/1st year or 2nd year students) 2 = Upper division (mostly juniors or seniors/3rd year or 4th year students) 3 = Other -9 = Faculty did not receive this question	3 class
14.	crssize	Estimate the total number of students in your selected course section.	1 = 20 or fewer 2 = 21-30 3 = 31-40 4 = 41-50 5 = 51-100 6 = More than 100 -9 = Faculty did not receive this question	1
15.	gened	Does your selected course section fulfill a general education requirement on your campus?	0 = No 1 = Yes -9 = Faculty did not receive this question	1
16.	format	In what format do you teach your selected course section?	1 = Classroom instruction on-campus 2 = Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.) 3 = Distance education (online, live or pre-recorded video or audio, correspondence, etc.) 4 = Combination of classroom instruction and distance education -9 = Faculty did not receive this question	1

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17.	ftmprepect	In an average 7-day week, about how many hours do you <i>expect</i> the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?	0 = 0 1 = 1 2 = 2 3 = 3 4 = 4	
18.	ftmpreactual	In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?	5 = 5 6 = 6 7 = 7 8 = 8 9 = 9	2 tmprep reading
19a.	ftmread	In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading?	10 = 10 11 = More than 10 hours -9 = Faculty did not receive this question	
19b.	freading	About how much of the assigned reading in your selected course section do you think the typical student completes? [<i>Note: item was only given if respondents skipped or selected a response greater than 0 for item 19a.</i>]	1 = None 2 = Some 3 = Most 4 = All -9 = Faculty did not receive this question	3 reading
Question 20. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?				
20a.	ftmprep	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)		
20b.	ftmcocurr	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	1 = 0 2 = 1-5	2 tmprep
20c.	ftmworkon	Working for pay on campus	3 = 6-10 4 = 11-15	tmcocurr tmworkon
20d.	ftmworkoff	Working for pay off campus	5 = 16-20 6 = 21-25	tmworkoff tmsservice
20e.	ftmsservice	Doing community service or volunteer work	7 = 26-30	tmrelax
20f.	ftmrelax	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	8 = More than 30 hours -9 = Faculty did not receive this question	tmcare tmcommute
20g.	ftmcare	Providing care for dependents (children, parents, etc.)		
20h.	ftmcommute	Commuting to campus (driving, walking, etc.)		

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21.	fchallenge	In your selected course section, to what extent do you think the typical student does his or her best work?	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much -9 = Faculty did not receive this question	3 challenge
Question 22. In your selected course section, how important is it to you that the typical student do the following?				
22a.	faskquest	Ask questions or contribute to course discussions in other ways		
22b.	fdrafts	Prepare two or more drafts of a paper or assignment before turning it in		3
22c.	fprepared	Come to class having completed readings or assignments	1 = Not important 2 = Somewhat important 3 = Important 4 = Very important -9 = Faculty did not receive this question	askquest drafts unprepared
22d.	fQRconclude	Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)		QRconclude
22e.	fQRproblem	Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		QRproblem
22f.	fQRevaluate	Evaluate what others have concluded from numerical information		QRevaluate
Question 23. In your selected course section, how important is it to you that the typical student do the following?				
23a.	fRIintegrate	Combine ideas from different courses when completing assignments		
23b.	fRIsocietal	Connect his or her learning to societal problems or issues		3
23c.	fRIDiverse	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	1 = Not important 2 = Somewhat important 3 = Important 4 = Very important -9 = Faculty did not receive this question	RIntegrate RIsocietal RIDiverse RIownview RIPerspect RINewview RIconnect
23d.	fRIownview	Examine the strengths and weaknesses of his or her own views on a topic or issue		
23e.	fRIPerspect	Try to better understand someone else's views by imagining how an issue looks from his or her perspective		
23f.	fRINewview	Learn something that changes the way he or she understands an issue or concept		
23g.	fRIconnect	Connect ideas from your course to his or her prior experiences and knowledge		

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Question 24. In your selected course section, about what percent of class time is spent on the following?				
24a.	flecture	Lecture		
24b.	fdiscuss	Discussion	1 = 0%	
24c.	fsmgroup	Small-group activities	2 = 1-9%	
24d.	fpresent	Student presentations or performances	3 = 10-19%	
24e.	findwork	Independent student work (writing, painting, designing, etc.)	4 = 20-29%	
24f.	fperform	Movies, videos, music, or other performances not involving or produced by students	5 = 30-39%	1
24g.	fassess	Assessing student learning (tests, evaluations, surveys, polls, etc.)	6 = 40-49%	
24h.	factivity	Experiential activities (labs, field work, clinical or field placements, etc.)	7 = 50-74%	
			8 = 75% or more	
			-9 = Faculty did not receive this question	
Question 25. In your selected course section, how much do you encourage students to do the following?				
25a.	fCLaskhelp	Ask other students for help understanding course material		3
25b.	fCLexplain	Explain course material to other students	1 = Very little	CLaskhelp
25c.	fCLstudy	Prepare for exams by discussing or working through course material with other students	2 = Some	CLexplain
25d.	fCLproject	Work with other students on course projects or assignments	3 = Quite a bit	CLstudy
25e.	fLSreading	Identify key information from reading assignments	4 = Very much	CLproject
25f.	fLSnotes	Review notes after class	-9 = Faculty did not receive this question	LSreading
25g.	fLSsummary	Summarize what has been learned from class or from course materials		LSnotes
				LSsummary
Question 26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?				
26a.	fDDRrace	People of a race or ethnicity other than their own	1 = Very little	3
26b.	fDDeconomic	People from an economic background other than their own	2 = Some	DDRrace
26c.	fDDreligion	People with religious beliefs other than their own	3 = Quite a bit	DDeconomic
26d.	fDDpolitical	People with political views other than their own	4 = Very much	DDreligion
26e.	fddsexorient	People with a sexual orientation other than their own	-9 = Faculty did not receive this question	Dpolitical

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Question 27. In your selected course section, how much does the coursework emphasize the following?				
27a.	fmemorize	Memorizing course material	1 = Very little	3
27b.	fHOapply	Applying facts, theories, or methods to practical problems or new situations	2 = Some	memorize
27c.	fHOanalyze	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	3 = Quite a bit	HOapply
27d.	fHOevaluate	Evaluating a point of view, decision, or information source	4 = Very much	HOanalyze
27e.	fHOform	Forming a new idea or understanding from various pieces of information	-9 = Faculty did not receive this question	HOevaluate
				HOform
28a.	fwrwriting	Does your selected course section include assigned papers, reports, or other writing tasks?	0 = No 1 = Yes -9 = Faculty did not receive this question	1
About how many papers, reports, or other writing tasks of the following lengths do you assign? <i>[Note: items 28b-28d were only given if respondents skipped or selected "Yes" for item 28a.]</i>				
28b.	fwrshort	Up to 5 pages	0 = 0 1 = 1 2 = 2 3 = 3 4 = 4	
28c.	fwrmed	From 6 to 10 pages	5 = 5 6 = 6 7 = 7 8 = 8 9 = 9	2
28d.	fwrlong	11 pages or more	10 = 10 11 = More than 10 papers, etc. -9 = Faculty did not receive this question	wrshort wrmed wrlong

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Question 29. To what extent do you structure your selected course section so that students learn and develop in the following areas?				
29a.	fcgwrite	Writing clearly and effectively		
29b.	fcgspk	Speaking clearly and effectively		3
29c.	fcgthink	Thinking critically and analytically		pgwrite
29d.	fcganalyze	Analyzing numerical and statistical information	1 = Very little	pgspk
29e.	fcgwork	Acquiring job- or work-related knowledge and skills	2 = Some	pgthink
29f.	fcgothers	Working effectively with others	3 = Quite a bit	pganalyze
29g.	fcgvalues	Developing or clarifying a personal code of values and ethics	4 = Very much	pgwork
29h.	fcgdiverse	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	-9 = Faculty did not receive this question	pgothers
29i.	fcgprobsolve	Solving complex real-world problems		pgvalues
29j.	fcgcitizen	Being an informed and active citizen		pgdiverse
				pgprobsolve
				pgcitizen
30.	crstimes	Prior to the current school year, about how many times have you taught your selected course?	1 = 0 2 = 1-2 3 = 3-4 4 = 5-9 5 = 10 or more times -9 = Faculty did not receive this question	1