



Administration Information

This page provides you information about your FSSE administration choices.

Administration Resources

- [FSSE Website](#)
- [Overview of Survey Preparations](#)
- [Survey Instrument](#)
- [Pricing Structure](#)
- [Population File Instructions](#)
- [Group Variable FAQ](#)

FSSE Customizations

Below are the customization choices you have made for your FSSE administration including Topical Modules, consortium (if eligible), a recruitment schedule, invitation signatory, and population file of participants.

Additional Item Sets

Topical Modules	Consortium	Beta Sets
Academic Advising, Inclusiveness and Engagement with Cultural Diversity	N/A	N/A

Recruitment Schedule



Mailing Schedule

- Invitation**
Tuesday, March 29
- Reminder 1**
Monday, April 4
- Reminder 2**
Thursday, April 7
- Final Reminder**
Wednesday, April 13

Invitation Signatory (Click to see full signatory block. N/A indicates a blank line.)



Signatory	FSSEsigtitle
Janet L. Gooch, Ph.D., CCC-SLP	Executive Vice President for Academic Affairs and Provost

Population File

You can view your population file at the link below

https://fsse.qualtrics.com/jfe/file/F_1LnTolGDIJsijB

Final Population Count



280

Final FSSE Cost



\$1,670.0

Count of Respondents



85

Response Rate



30.36%

Institutional Contacts

Below are the contacts you have identified for your FSSE administration. Clicking on a contact will show additional contact information. If you need to make changes to any of these contacts, [email us](#).

Campus Primary Contact (CPM) ⓘ ⚙

First Name	Last Name	Email address	Phone number
Jacob	Fling	jfling@truman.edu	6607854863

Campus Administrative Contact (CAC) ⓘ ⚙

First Name	Last Name	Email Address	Phone number ▼
Jared	Young	jyoung@truman.edu	6607854221

Optional Billing Contact (BC) ⓘ ⚙

First Name	Last Name	Email	Phone
N/A	N/A	N/A	N/A



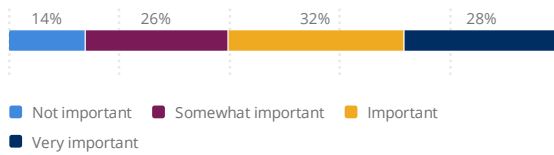
Higher-Order Learning, Reflective & Integrative Learning

This page displays feature findings for how important reflective and integrative learning is to faculty that the typical students do (#25) and how much higher-order learning they emphasize (#29b-e) in their selected course section.

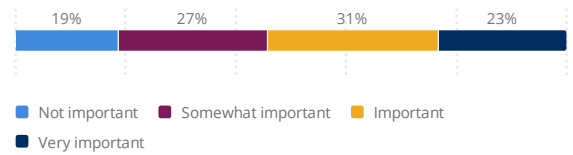
In your selected course section, how important is it to you that the typical student do the following?

Response options: Very important, Important, Somewhat important, Not important

Combine ideas from different courses when completing assignments 81 ⓘ



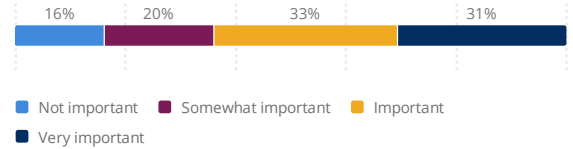
Connect their learning to societal problems or issues 81 ⓘ



Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments 81 ⓘ



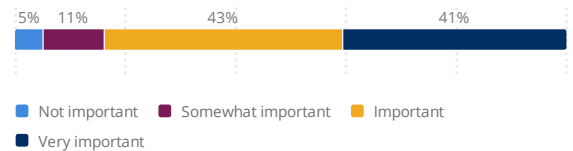
Examine the strengths and weaknesses of their own views on a topic or issue 81 ⓘ



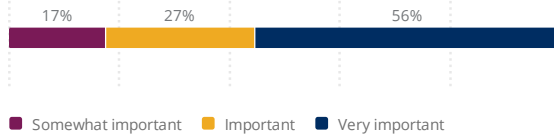
Try to better understand someone else's views by imagining how an issue looks from their perspective 81 ⓘ



Learn something that changes the way they understand an issue or concept 81 ⓘ



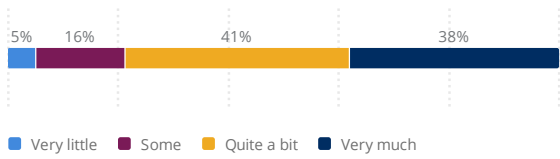
Connect ideas from your course to their prior experiences and knowledge 81 ⓘ



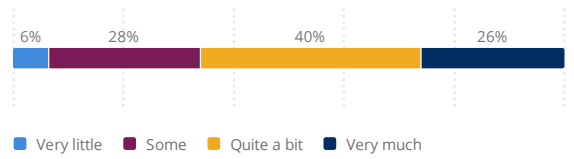
In your selected course section, how much does the coursework emphasize the following?

Response options: Very much, Quite a bit, Some, Very little

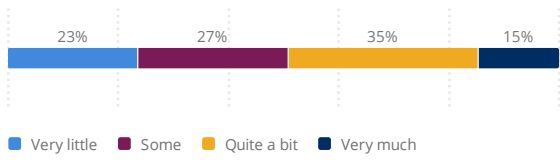
Applying facts, theories, or methods to practical problems or new situations 81 ⓘ



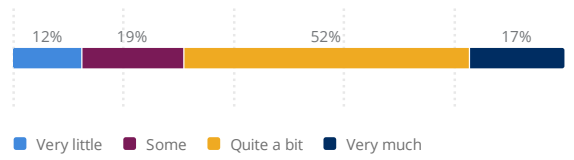
Analyzing an idea, experience, or line of reasoning in depth by examining its parts 80 ⓘ



Evaluating a point of view, decision, or information source 81 ⓘ



Forming a new idea or understanding from various pieces of information 81 ⓘ





Learning Strategies, Quantitative Reasoning

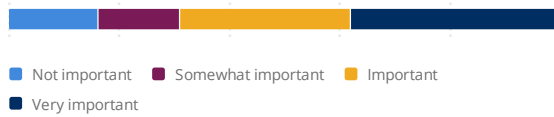
This page displays feature findings for how important the quantitative reasoning skills are to faculty that the typical students do (#24b-d) and how much learning strategies faculty encourage students to do in their selected course section (#27e-g).

In your selected course section, how important is it to you that the typical student do the following?

Response options: Very important, Important, Somewhat important, Not important

Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.)

81 ⓘ



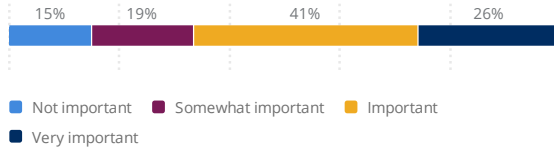
Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)

81 ⓘ



Evaluate what others have concluded from numerical information

81 ⓘ

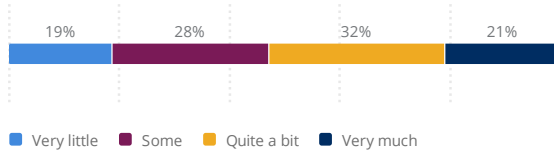


In your selected course section, how much do you encourage students to do the following?

Response options: Very much, Quite a bit, Some, Very little

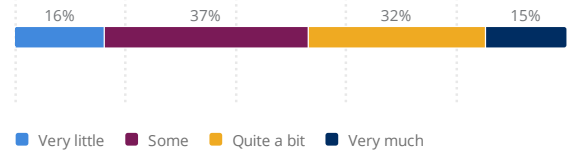
Identify key information from reading assignments

81 ⓘ



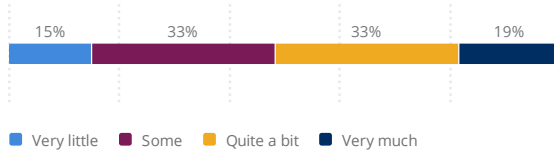
Review notes after class

81 ⓘ



Summarize what has been learned from class or from course materials

81 ⓘ





Time Spent, Reading, Challenge, Writing

This page displays feature findings for faculty who expect the typical student to spend time, faculty who think that typical students actually spend time preparing for their selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities), what faculty think the typical student does their best work in their selected course section, and whether their course section includes assigned papers, reports, or other writing tasks?

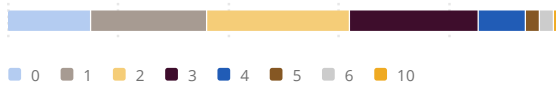
In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)? 81 ⓘ



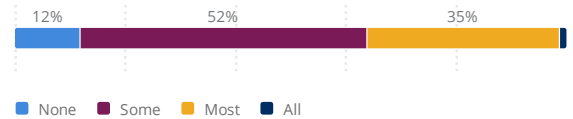
In an average 7-day week, about how many hours do you think the typical student actually spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)? 81 ⓘ



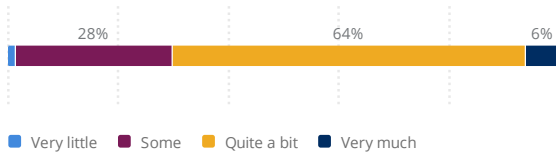
In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading? 81 ⓘ



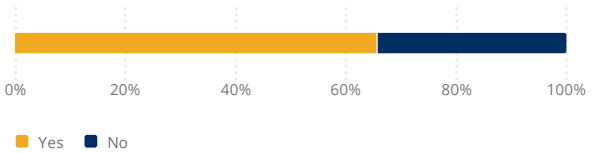
About how much of the assigned reading in your selected course section do you think the typical student completes? 69 ⓘ



In your selected course section, to what extent do you think the typical student does their best work? 81 ⓘ

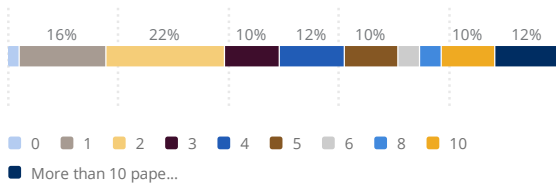


Does your selected course section include assigned papers, reports, or other writing tasks? 81 ⓘ

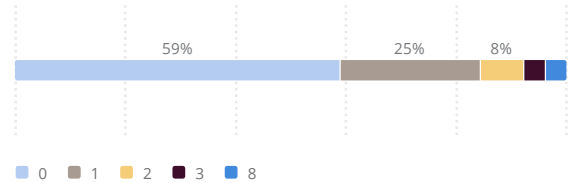


About how many papers, reports, or writing tasks of the following lengths do you assign?

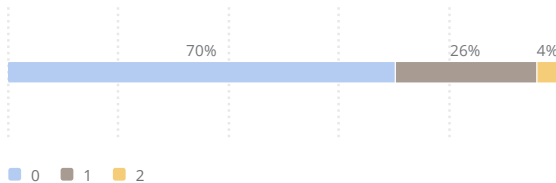
Up to 5 pages 51 ⓘ



From 6 to 10 pages 51 ⓘ



11 pages or more 47 ⓘ





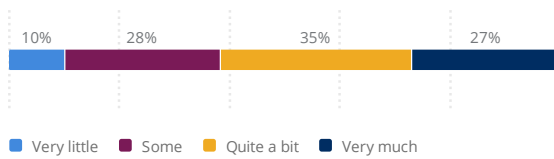
Learning with Peers: Collaborative Learning, Discussions with Diverse Others

This page displays feature findings for how often faculty encourage students to work collaboratively (#27a-d) and how much opportunity students have to engage in discussions with

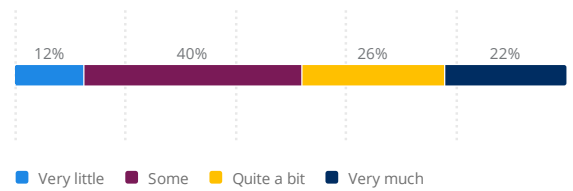
In your selected course section, how much do you encourage students to do the following?

Response options: Very much, Quite a bit, Some, Very little

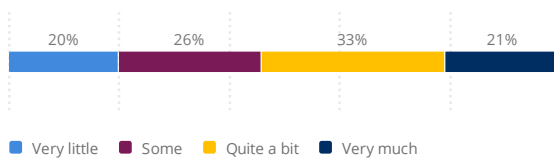
Ask other students for help understanding course material 81 ⓘ



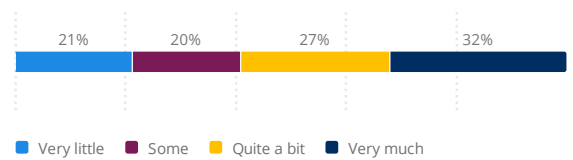
Explain course material to other students 81 ⓘ



Prepare for exams by discussing or working through course material with other students 81 ⓘ



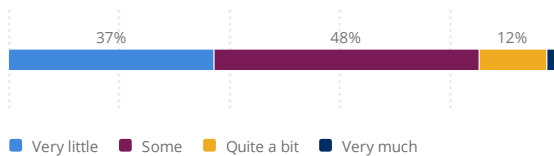
Work with other students on course projects or assignments 81 ⓘ



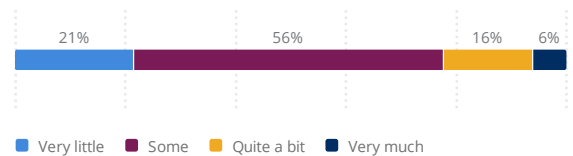
In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?

Response options: Very much, Quite a bit, Some, Very little

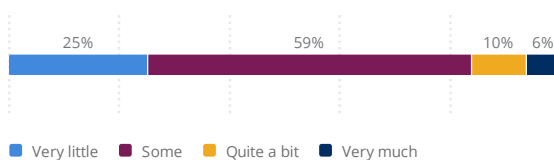
People of a race or ethnicity other than their own 81 ⓘ



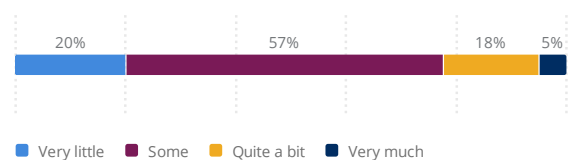
People from an economic background other than their own 80 ⓘ



People with religious beliefs other than their own 80 ⓘ

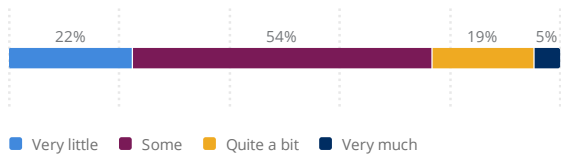


People with political views other than their own 80 ⓘ



People with a sexual orientation other than their own

81 ⓘ





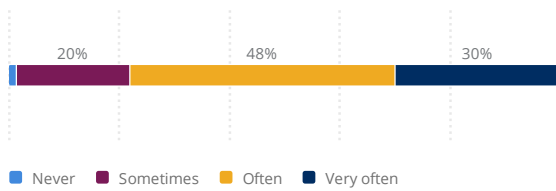
Student-Faculty Interaction, Effective Teaching Practices

This page displays feature findings for how often faculty have done with the undergraduate students they teach or advise (#10) and to what extent they do in their undergraduate courses (#12).

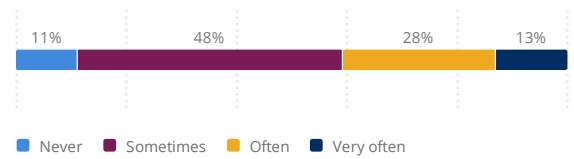
During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

Response options: Very often, Often, Sometimes, Never

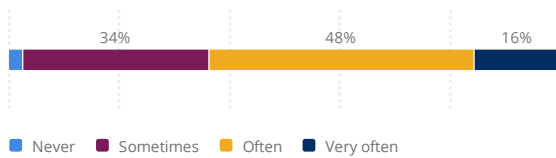
Talked about their career plans 83 ⓘ



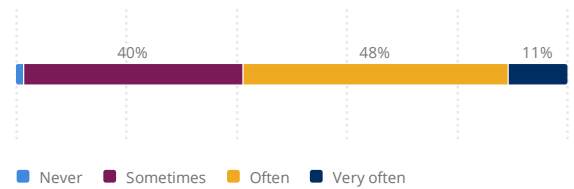
Worked on activities other than coursework (committees, student groups, etc.) 83 ⓘ



Discussed course topics, ideas, or concepts outside of class 83 ⓘ



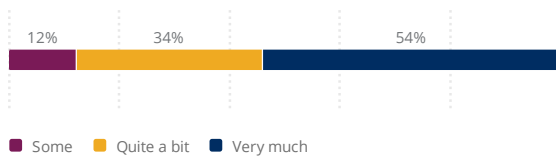
Discussed their academic performance 83 ⓘ



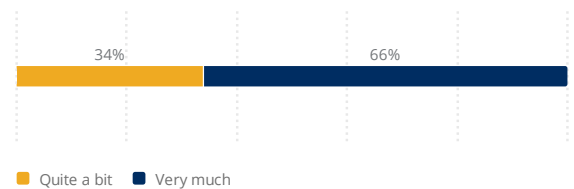
In your undergraduate courses, to what extent do you do the following?

Response options: Very much, Quite a bit, Some, Very little

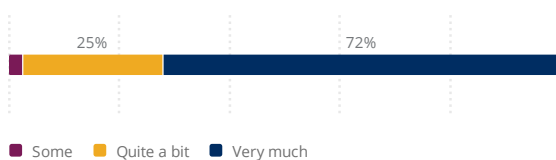
Clearly explain course goals and requirements 83 ⓘ



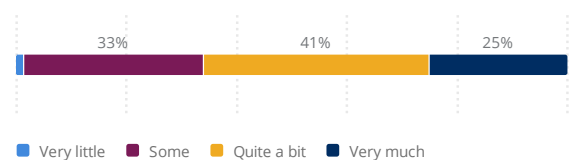
Teach course sessions in an organized way 83 ⓘ



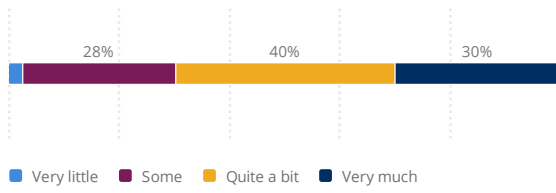
Use examples or illustrations to explain difficult points 83 ⓘ



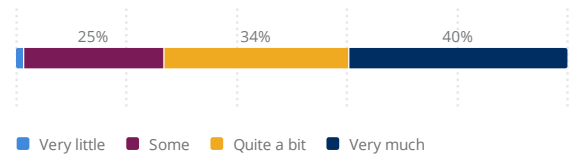
Use a variety of teaching techniques to accommodate diversity in student approaches to learning 83 ⓘ



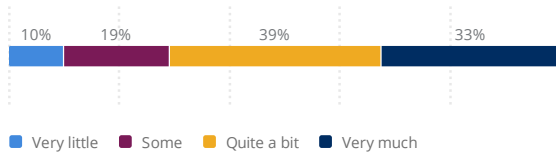
Review and summarize material for students 83 ⓘ



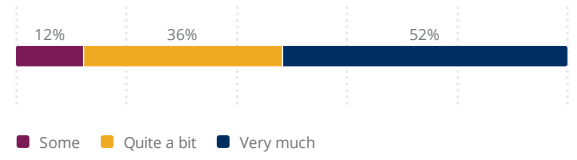
Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.) 83 ⓘ



Provide feedback to students on drafts or works in progress 83 ⓘ



Provide prompt and detailed feedback on tests or completed assignments 83 ⓘ





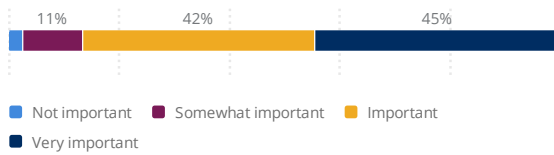
Quality of Interactions, Supportive Environment

This page displays feature findings for how important faculty think it is that their institutions increase their emphasis on the supportive environment (#2b-g) and their perception of the quality of student interactions with people at their institutions (#4).

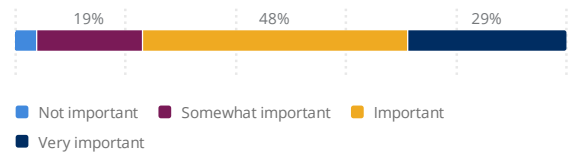
How important is it to you that your institution increase its emphasis on each of the following?

Response options: Very important, Important, Somewhat important, Not important

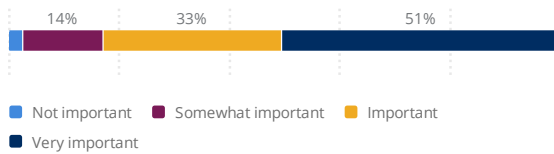
Providing support to help students succeed academically 83 ⓘ



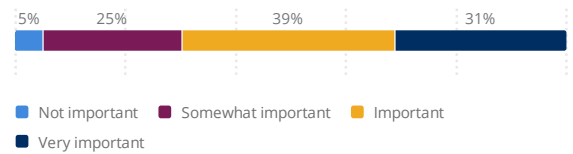
Students using learning support services (tutoring services, writing center, etc.) 83 ⓘ



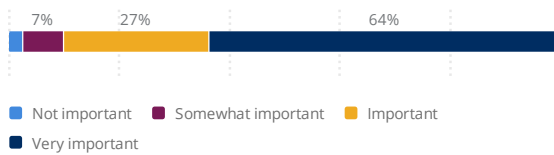
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) 83 ⓘ



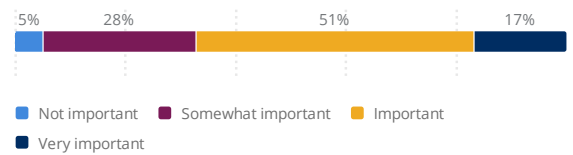
Providing opportunities for students to be involved socially 83 ⓘ



Providing support for students' overall well-being (recreation, health care, counseling, etc.) 83 ⓘ



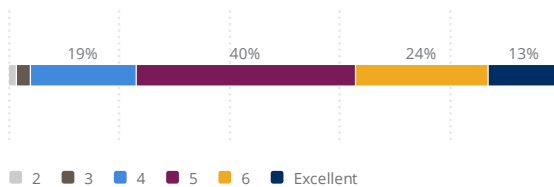
Helping students manage their non-academic responsibilities (work, family, etc.) 83 ⓘ



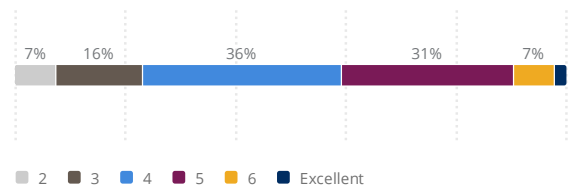
Indicate your perception of the quality of student interactions with the following people at your institution.

Response options: Seven-point scale: Poor to Excellent

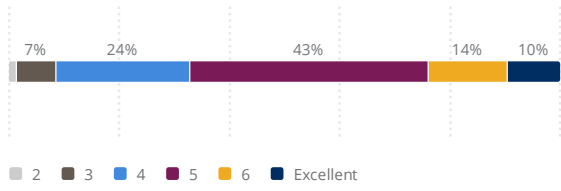
Other students 83 ⓘ



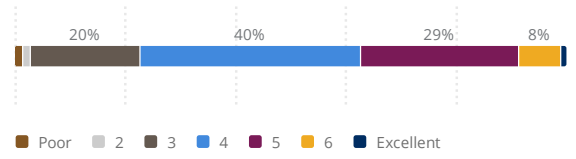
Academic advisors 83 ⓘ



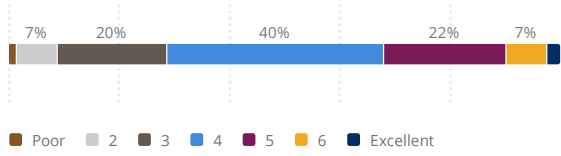
Faculty 83 ⓘ



Student services staff (career services, student activities, housing, etc.) 80 ⓘ



Other administrative staff and offices (registrar, financial aid, etc.) 81 ⓘ





Sense of Belonging and Teaching Environment

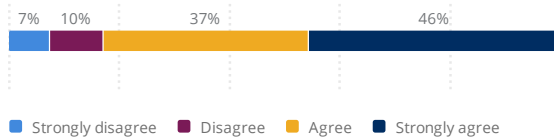
This page displays feature findings for faculty perceptions regarding the level of sense of belonging (#3) and their perception of the teaching environment at their institutions (#5).

To what extent do you agree or disagree with the following statements?

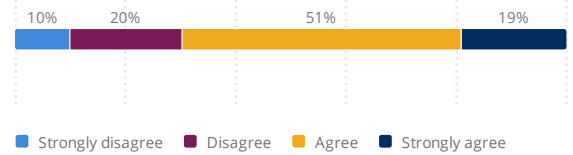
Response options: Strongly agree, Agree, Disagree, Strongly disagree

I feel comfortable being myself at this institution

83 ⓘ

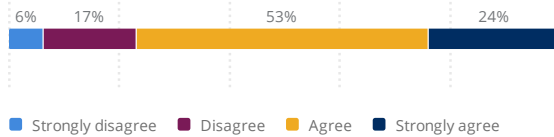


I feel valued by this institution 83 ⓘ



I feel like part of the community at this institution

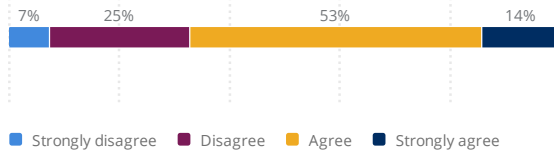
83 ⓘ



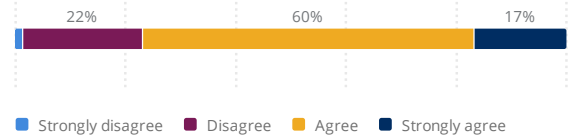
To what extent do you agree or disagree with the following statements?

Response options: Strongly agree, Agree, Disagree, Strongly disagree

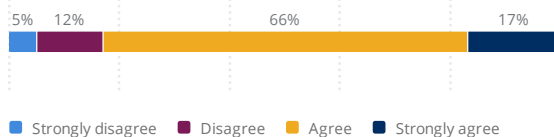
I have the time I need to prepare for class 83 ⓘ



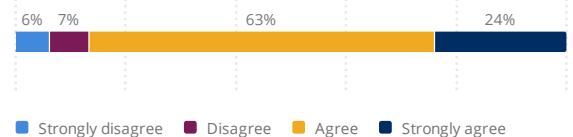
I have the resources I need to do my best teaching (office space, technology, materials, etc.) 83 ⓘ



The environments (classroom, online, etc.) I teach in are conducive to quality teaching 83 ⓘ



I know where to go for help with teaching at my institution 83 ⓘ





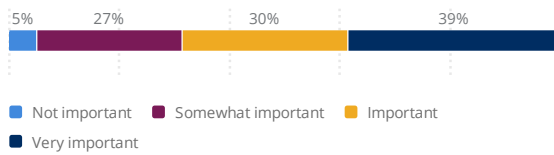
High-Impact Practices

This page displays feature findings for faculty perceptions regarding the importance of high-impact practices that undergraduate at their institution do before they graduate (#1, #8, #11).

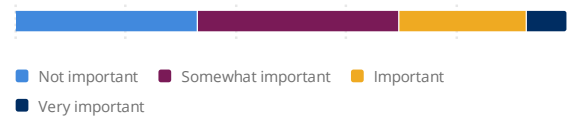
How important is it to you that undergraduates at your institution do the following before they graduate?

Response options: Very important, Important, Somewhat important, Not important

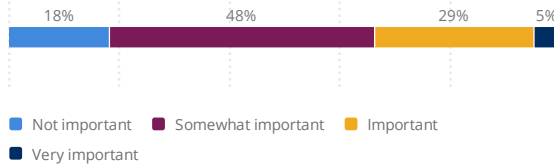
Participate in an internship, co-op, field experience, student teaching, or clinical placement 83 ⓘ



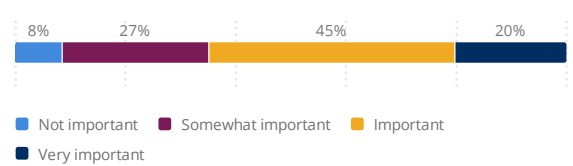
Participate in a learning community or some other formal program where groups of students take two or more classes together 82 ⓘ



Participate in a study abroad program 83 ⓘ



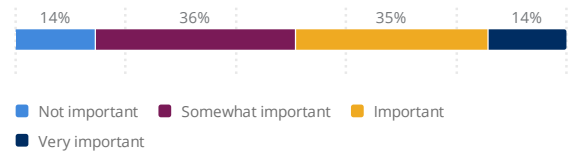
Work with a faculty member on a research project 83 ⓘ



Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) 83 ⓘ



Participate in a community-based project (service-learning) as part of a course 83 ⓘ



During the current school year, have you participated in the following activities?

Response options: Yes, No

Supervising undergraduate internships or other field experiences 83 ⓘ

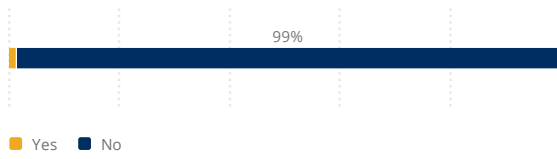


Supervising, mentoring, or teaching undergraduates in a learning community or some other formal program where groups of students take two or more classes 83 ⓘ



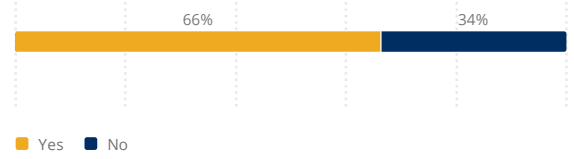
Supervising undergraduates in a study abroad program

83 ⓘ



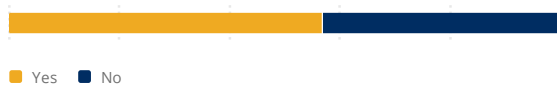
Working with undergraduates on research

83 ⓘ



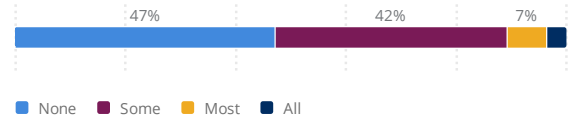
Mentoring or teaching undergraduates completing a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.)

83 ⓘ



About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?

83 ⓘ





Time Spent on Scholarly Activities

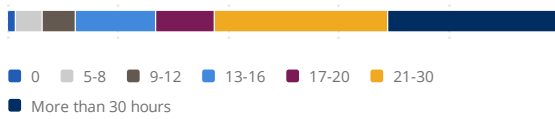
This page displays feature findings for how much time faculty spent on scholarly activities (#6).

In a typical 7-day week, about how many hours do you spend on each of the following?

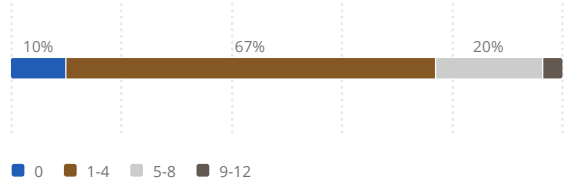
Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, 21-30, More than 30 hours

Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)

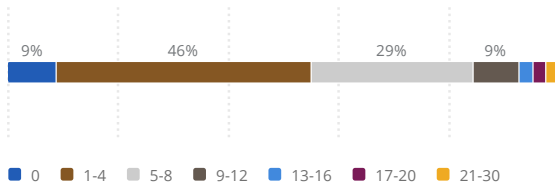
83 ⓘ



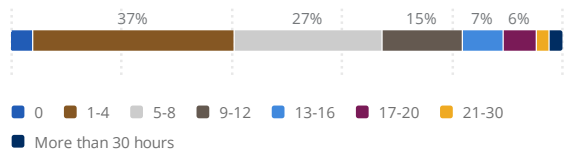
Advising students 82 ⓘ



Research, creative, or scholarly activities 82 ⓘ



Service activities (committee work, administrative duties, etc.) 82 ⓘ





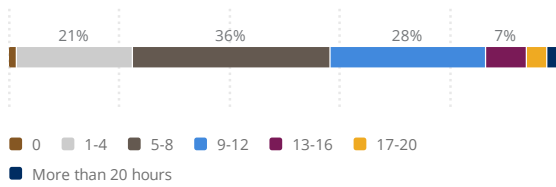
Time Spent on Teaching Activities

This page displays feature findings for how much time faculty spent on teaching activities (#7).

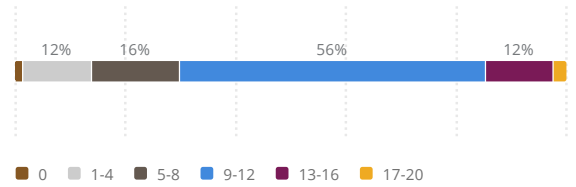
In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?

Response options: 0, 1-4, 5-8, 9-12, 13-16, 17-20, More than 20 hours

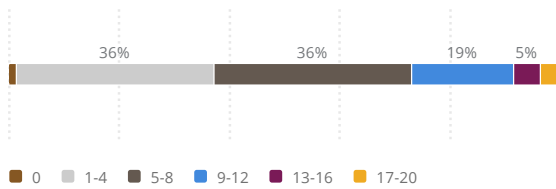
Preparing class sessions 81 ⓘ



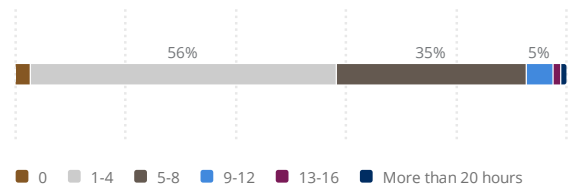
Teaching class sessions 81 ⓘ



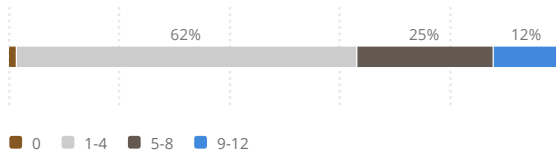
Grading assignments and exams 81 ⓘ



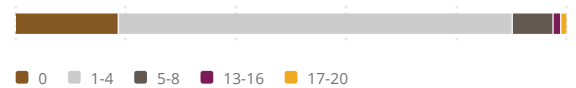
Meeting with students outside of class 81 ⓘ



Course administration (emailing students, maintaining course website, etc.) 81 ⓘ



Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.) 81 ⓘ





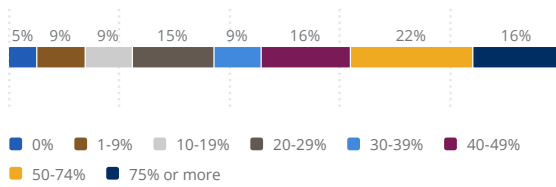
Course Time on Task, Course Goals

This page displays feature findings for how much percent of class time faculty spent on class activities (#26) and how faculty structure their selected course section so that students learn and develop certain skills (#31).

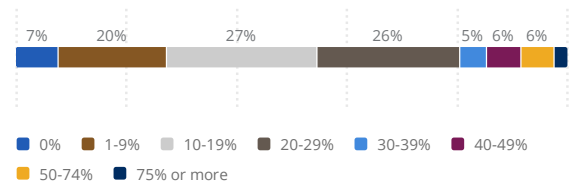
In your selected course section, about what percent of class time is spent on the following?

Response options: 0%, 1-9%, 10-19%, 20-29%, 30-39%, 40-49%, 50-74%, 75% or more

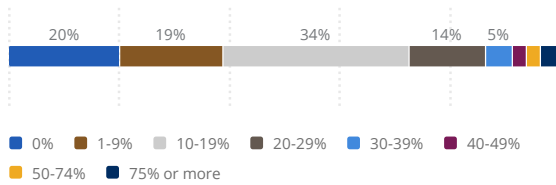
Lecture 81 ⓘ



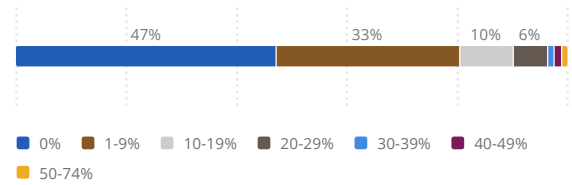
Discussion 81 ⓘ



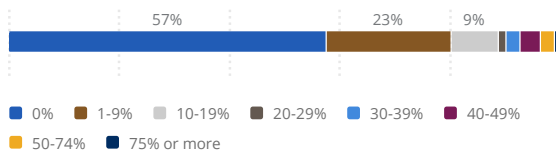
Small-group activities 80 ⓘ



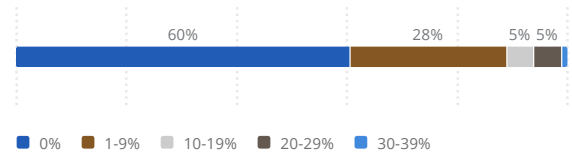
Student presentations or performances 81 ⓘ



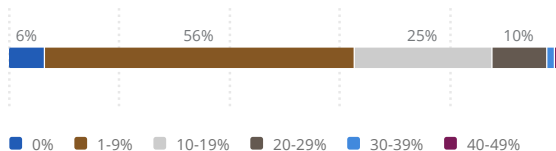
Independent student work (writing, painting, designing, etc.) 80 ⓘ



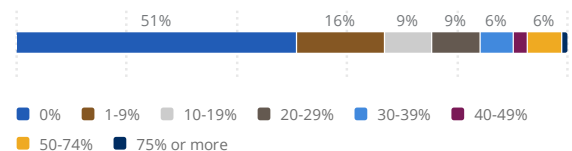
Movies, videos, music, or other performances not involving or produced by students 81 ⓘ



Assessing student learning (tests, evaluations, surveys, polls, etc.) 80 ⓘ



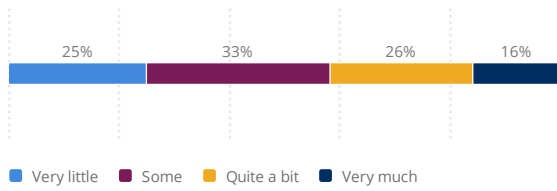
Experiential activities (labs, field work, clinical or field placements, etc.) 81 ⓘ



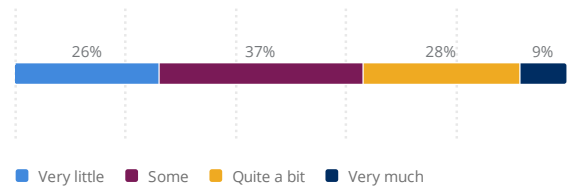
To what extent do you structure your selected course section so that students learn and develop in the following areas?

Response options: Very much, Quite a bit, Some, Very little

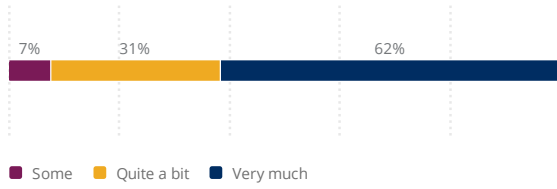
Writing clearly and effectively 81 ⓘ



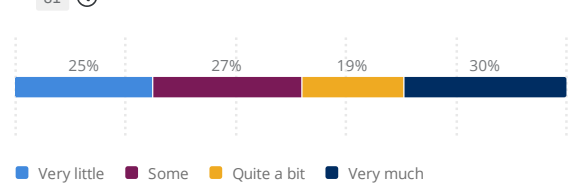
Speaking clearly and effectively 81 ⓘ



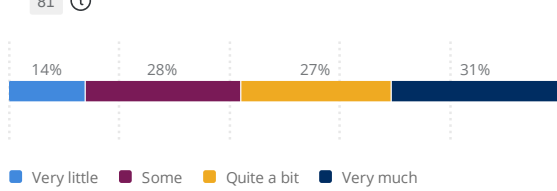
Thinking critically and analytically 81 ⓘ



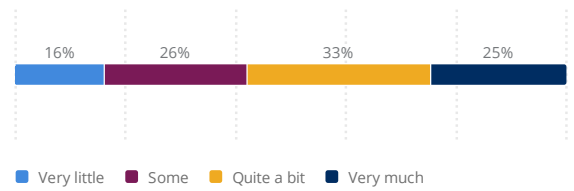
Analyzing numerical and statistical information 81 ⓘ



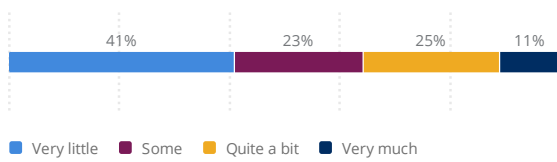
Acquiring job- or work-related knowledge and skills 81 ⓘ



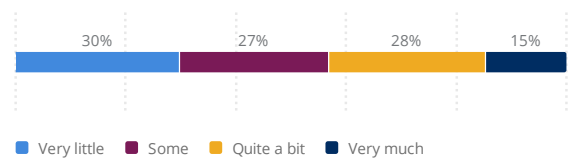
Working effectively with others 81 ⓘ



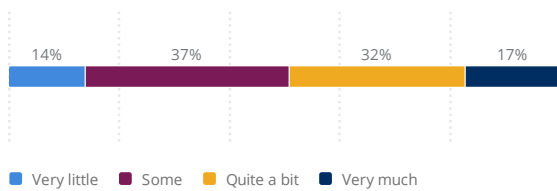
Developing or clarifying a personal code of values and ethics 81 ⓘ



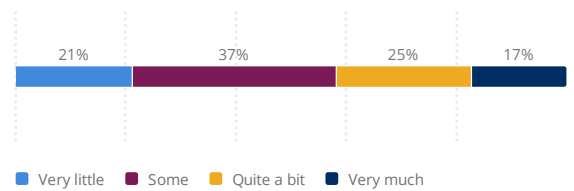
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) 81 ⓘ



Solving complex real-world problems 81 ⓘ



Being an informed and active citizen 81 ⓘ



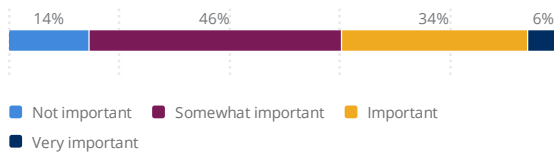


Additional FSSE Items

This page displays feature findings for additional FSSE items (#1b, #2a, #22, #24a, #29a, #32, #33)

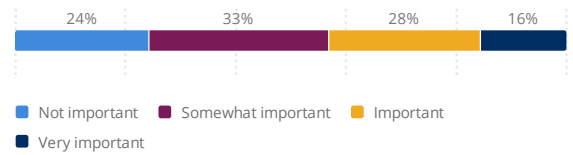
How important is it to you that undergraduates at your institution do the following before they graduate?

Hold a formal leadership role in a student organization or group 83 ⓘ



How important is it to you that your institution increase its emphasis on each of the following?

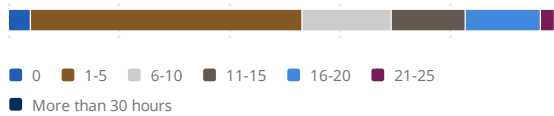
Students spending significant amounts of time studying and on academic work 83 ⓘ



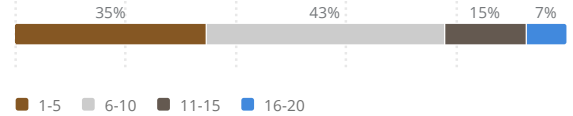
In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

Response options: 0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30 hours

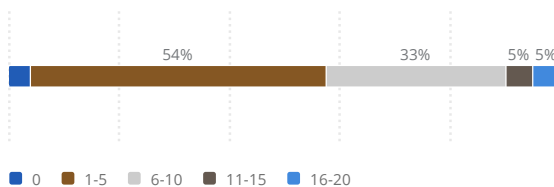
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) 81 ⓘ



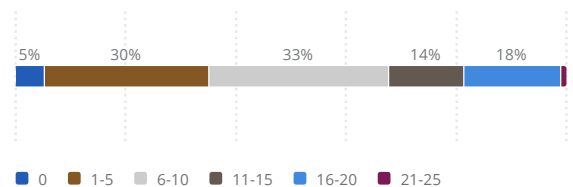
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) 81 ⓘ



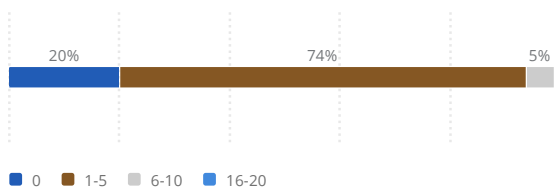
Working for pay on campus 80 ⓘ



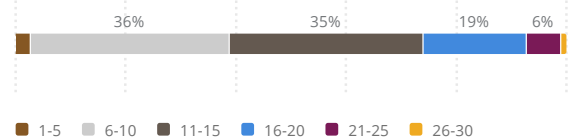
Working for pay off campus 80 ⓘ



Doing community service or volunteer work 80 ⓘ

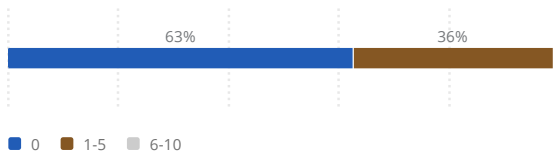


Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) 80 ⓘ



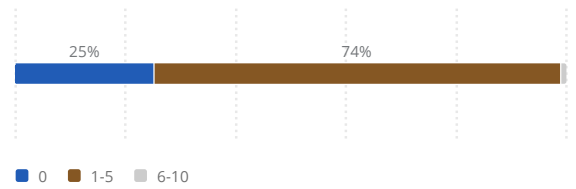
Providing care for dependents (children, parents, etc.)

80 ⓘ



Commuting to campus (driving, walking, etc.)

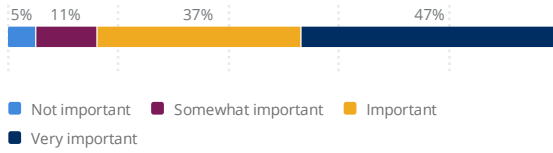
80 ⓘ



In your selected course section, how important is it to you that the typical student do the following?

Ask questions or contribute to course discussions in other ways

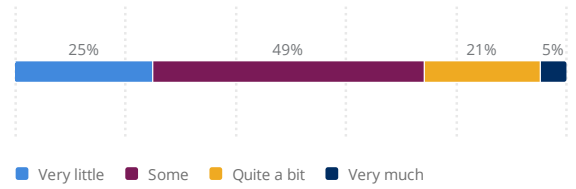
81 ⓘ



In your selected course section, how much does the coursework emphasize the following?

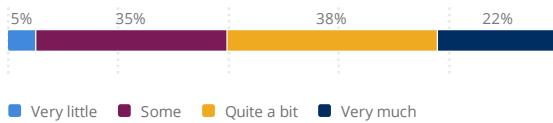
Memorizing course material

81 ⓘ



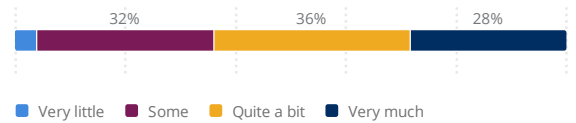
To what extent has your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?

81 ⓘ



To what extent have you done a good job helping students adapt to the changes brought on by the COVID-19 pandemic?

81 ⓘ



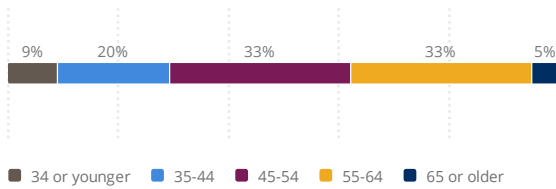


Identity Demographics and Academic Characteristics

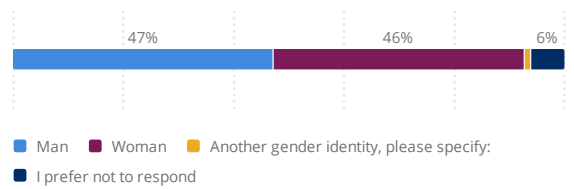
This page displays feature identity demographic (#47-51) and the academic characteristics for faculty (#38-#46)

Faculty Identity Demographics

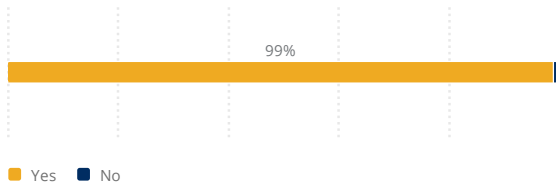
Enter your year of birth (1965, etc.): ⓘ



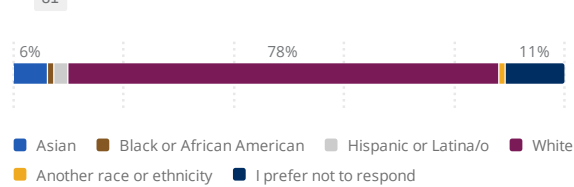
What is your gender identity? 81 ⓘ



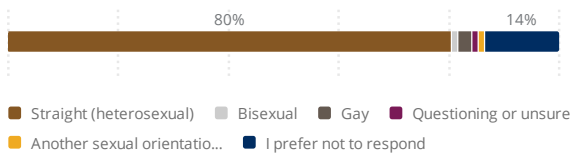
Are you a U.S. citizen or permanent resident? 81 ⓘ



How would you describe yourself? (Select all that apply.) 81 ⓘ

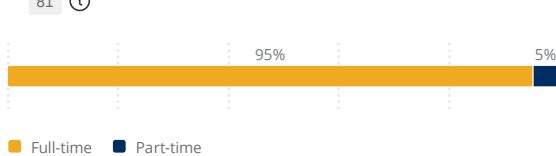


Which of the following best describes your sexual orientation? 81 ⓘ

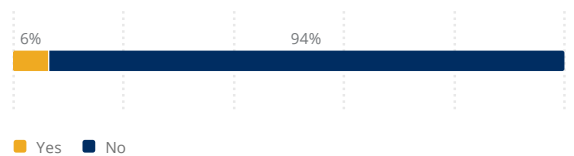


Faculty Academic Characteristics

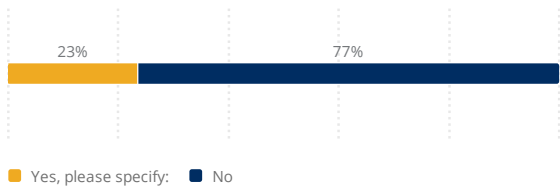
During this academic term, does your institution consider you to be employed full-time or part-time? 81 ⓘ



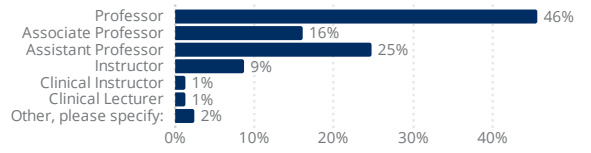
Does your institution consider you to be an adjunct faculty member? 81 ⓘ



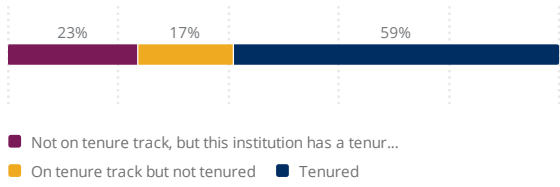
Do you hold an administrative position? 81 ⓘ



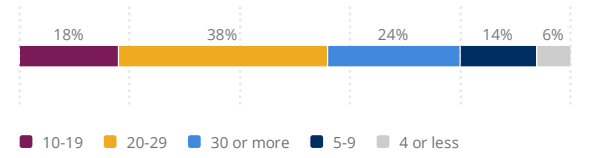
Which of the following best describes your academic rank or title? 81 ⓘ



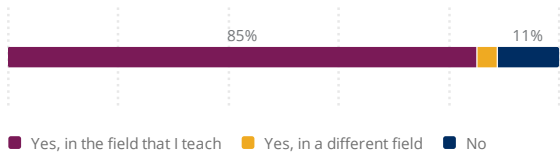
What is your current tenure status? 81 ⓘ



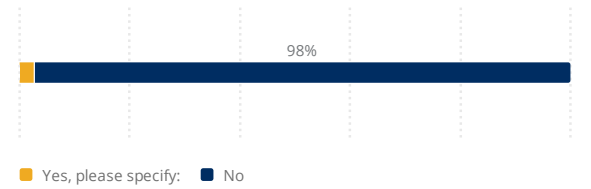
Enter the year that you began teaching at any college or university (1995, etc.) ⓘ



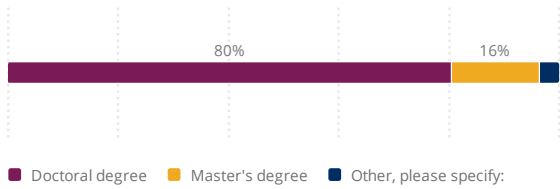
Do you hold a terminal degree (the highest degree awarded)? 80 ⓘ



Are you currently working towards a degree? 81 ⓘ



What is the highest degree you have earned? 81 ⓘ



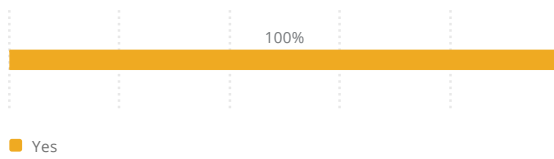


Course Characteristics and Teaching Load

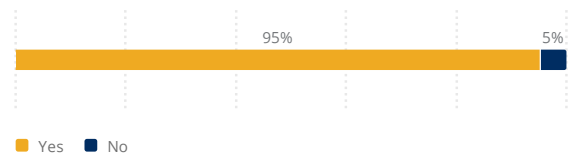
This page displays feature course characteristics and faculty's teaching load (#9, #14-18, #22, #34-37)

Please answer the following questions based on *one particular* undergraduate course section you are teaching or have taught during the current school year.

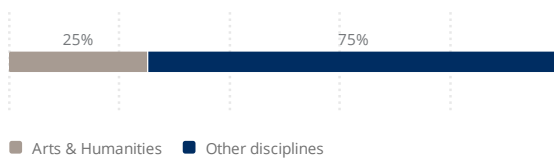
During the current school year, have you taught an undergraduate course? 83 ⓘ



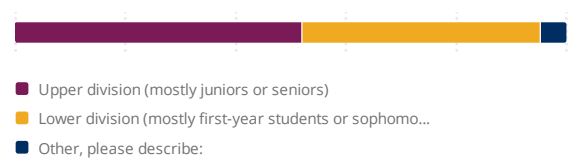
Is your selected course section in the same academic discipline as your appointment? 81 ⓘ



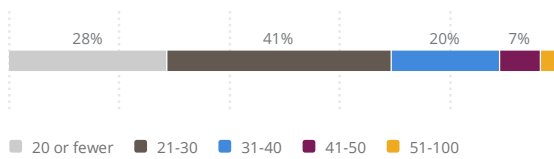
What is the general academic discipline of your selected course section? 4 ⓘ



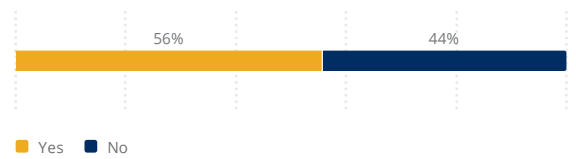
What is the class level of most students in your selected course section? 81 ⓘ



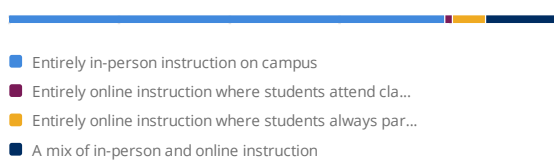
Estimate the total number of students in your selected course section. 81 ⓘ



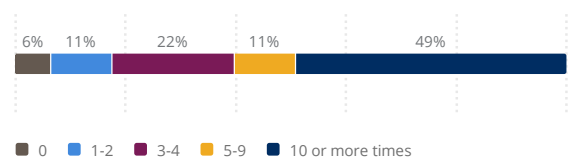
Does your selected course section fulfill a general education requirement on your campus? 81 ⓘ



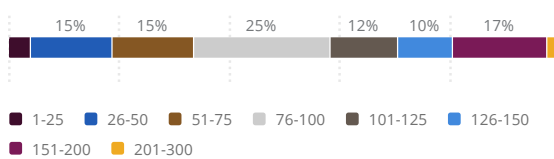
In what format do you teach your selected course section? 81 ⓘ



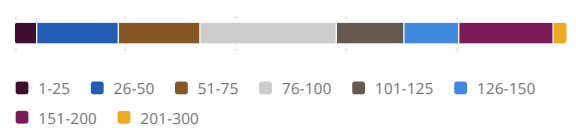
Prior to the current school year, about how many times have you taught your selected course? 81 ⓘ



Estimate the total number of undergraduate students you have taught during the current school year. 81 ⓘ



Enter the total number of undergraduate courses you have taught or are scheduled to teach during the current school year. 81 ⓘ



Enter the total number of graduate courses you have taught or are scheduled to teach during the current school year. 81 ⓘ

