



FSSE 2012 Codebook

Please note the following for the FSSE dataset and codebook: Invalid and nonresponses are coded as missing “.”

Variable	Question and Item Wording	Response Values and Labels
SURVEYID	Survey ID	
	How important is it to you that undergraduates at your institution do the following?	
FINTERN	Practicum, internship, field experience, co-op experience, or clinical assignment	
FVOLUNTR	Community service or volunteer work	
FLERNCOM	Participation in a learning community or some other formal program where groups of students take two or more classes together	1=Not important
FIMPR05	work on a research project with a faculty member outside of course or program requirements	2=Somewhat important
FFORLANG	Foreign language coursework	3=Important
FSTUDYAB	Study abroad	4=Very important
FINDST06	Independent study or self-designed major	
FSENIOR	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	
	Select the response that you believe best represents the quality of student relationships with people at your institution.	
		1=Unfriendly, unsupportive, sense of alienation
		2=
		3=
FENVSTU	Student relationships with other students	4=
		5=
		6=
		7=Friendly, supportive, sense of belonging
		1=Unavailable, unhelpful, unsympathetic
		2=
		3=
FENVFAC	Student relationships with faculty members	4=
		5=
		6=
		7=Available, helpful, sympathetic
		1=Unhelpful, inconsiderate, rigid
		2=
		3=
FENVADM	Student relationships with administrative personnel and offices	4=
		5=
		6=
		7=Helpful, considerate, flexible

Variable	Question and Item Wording	Response Values and Labels
	To what extent does your institution emphasize each of the following?	
FENVSCO	Requiring students to spend significant amounts of time studying and on academic work	
FENVSUPR	Providing students support they need to help them succeed academically	
FENVDIVR	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	
FENVNACA	Helping students cope with their non-academic responsibilities (work, family, etc.)	1=Very little
FENVSOCA	Providing students the support they need to thrive socially	2=Some
FENVACT	Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	3=Quite a bit
FENVACT	Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)	4=Very much
FENVCOMP	Encouraging students to use computers in their academic work	
	About how many hours do you spend in a typical 7-day week doing each of the following?	
UGTEACH	Teaching undergraduate students in class	
GRADEPAP	Grading papers and exams	
GRADEBCK	Giving other forms of written and oral feedback to students	
CLASSPRP	Preparing for class	1=0
REFLECT	Reflecting on ways to improve my teaching	2=1 - 4
SCHOLAR	Research and scholarly activities	3=5 - 8
FRESEARC	Working with undergraduates on research	4=9 - 12
ADVISE	Advising undergraduate students	5=13 - 16
FIELDEXP	Supervising internships or other field experiences	6=17 - 20
FFACOTHR	Working with students on activities other than coursework (committees, orientation, student life activities, etc.)	7=21 - 30
FINTERAC	Other interactions with students outside of the classroom	8=More than 30
SERVICE	Conducting service activities	

Variable	Question and Item Wording	Response Values and Labels
Please respond to the following questions based on one particular undergraduate course section you are teaching or have taught during this academic year.		
CRSLEVEL	Level of students in your selected course section:	1=Lower division (mostly first-year students and sophomores) 2=Upper division (mostly juniors and seniors) 3=Other (please describe) _____
TEACFORM	In what format do you teach your selected course section?	1=Classroom instruction, on-campus 2=Classroom instruction, at an auxiliary location (e.g., satellite campus, rented facility) 3=Distance education (live or pre-recorded video/audio, Internet, CD-ROM, correspondence, etc.)
GENEDREQ	Does your selected course section fulfill a general education requirement on your campus?	1=No 2=Yes
CS05 - Created by recoding	How many students are enrolled in your selected course section?	1=9 or less 2=10 - 19 3=20 - 29 4=30 - 49 5=50 - 99 6=100 or more
CT05 - Created by recoding	Prior to this semester, how many times have you taught your selected course?	0=0 1=1 - 2 2=3 - 9 3=10 - 19 4=20 or more
About what percent of students in your selected course section do the following?		
FCLQUEST	Frequently ask questions in class or contribute to class discussion	
FCLUNPRE	Frequently come to class without completing readings or assignments	
FWORKHRD	Frequently work harder than they usually do to meet your standards	1=None 2=1 – 24% 3=25 – 49% 4=50 – 74% 5=75% or higher
FEMAIL	Occasionally use e-mail to communicate with you	
FGRADE	Occasionally discuss grades or assignments with you	
FPLANS	At least once, talk about career plans with you	
FIDEAS	At least once, discuss ideas from readings or classes with you outside of class	

Variable	Question and Item Wording	Response Values and Labels
	How often do students in your selected course section engage in the following?	
FDIVCLAS	Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	
FCLASSGR	Work with other students on projects during class	
FCOMMPRO	Participate in a community-based project (e.g., service learning) as part of your course	1=Never
FITICADE	Use an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	2=Sometimes
FFEED	Receive prompt written or oral feedback from you on their academic performance	3=Often
FDIVRSTU	Have serious conversations in your course with students of a different race or ethnicity than their own	4=Very often
FDIFFSTU	Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	
	In your selected course section, about how much reading and writing do you assign students?	
FREADASG	Number of assigned textbooks, books, or book-length packs of course readings	1=None
FWRTMR05	Number of written papers or reports of 20 pages or more	2=1
FWRTMD05	Number of written papers or reports between 5 and 19 pages	3=2 - 3
FWRITSM1	Number of written papers or reports of fewer than 5 pages	4=4 - 6
		5=More than 6
	In a typical week, how many homework problem sets do you require students in your selected course section to complete?	
FPROBSTA	Number of problem sets that take your students more than one hour to complete	1=None
		2=1 - 2
		3=3 - 4
FPROBSTB	Number of problem sets that take your students less than one hour to complete	4=5 - 6
		5=More than 6
	Time students spend preparing for your selected course section:	
FEXPREP	In a typical 7-day week, about how many hours do you expect your students to spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1=0
		2=1 - 2
		3=3 - 4
		4=5 - 6
		5=7 - 8
FACTPREP	In a typical 7-day week, about how many hours do you think your students actually spend preparing for your class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	6=9 - 10
		7=11 - 12
		8=More than 12

Variable	Question and Item Wording	Response Values and Labels
	In your selected course section, how <i>important</i> to you is it that your students do the following?	
FREWROPA	Prepare two or more drafts of a paper or assignment before turning it in	
FINTEGRA	Work on a paper or project that requires integrating ideas or information from various sources	
FOCCGRP	Work with classmates outside of class to prepare class assignments	
FINTIDEA	Put together ideas or concepts from different courses when completing assignments or during class discussions	1=Not important
FOOCID05	Discuss ideas from your readings or classes with others outside of class (other students, family members, co-workers, etc.)	2=Somewhat important
FTUTOR	Tutor or teach other students (paid or voluntary)	3=Important
FOWNVIEW	Examine the strengths and weaknesses of their views on a topic or issue	4=Very important
FOTHRVW	Try to better understand someone else's views by imagining how an issue looks from that person's perspective	
FCHNGVW	Learn something that changes the way they understand an issue or concept	
	In your selected course section, on average, what <i>percent of class time</i> is spent on the following?	
LECTURE	Lecture	
TEACHLED	Teacher-led discussion	1=0%
TEACHSTU	Teacher-student shared responsibility (seminar, discussion, etc.)	2=1-9%
COMPMED	Student computer use	3=10-19%
GROUPSML	Small group activities	4=20-29%
STUPRES	Student presentations	5=30-39%
CLSWRITE	In-class writing	6=40-49%
TESTEVAL	Testing and evaluation	7=50-74%
PERFORM	Performances in applied and fine arts (e.g., dance, drama, music)	8=75% or more
EXPERIEN	Experiential (labs, field work, art exhibits, etc.)	
FEXAMS	Select the response that represents the extent to which your evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work.	1=Very little 2= 3= 4= 5= 6= 7=Very much

Variable	Question and Item Wording	Response Values and Labels
	In your selected course section, how much emphasis do you place on engaging students in each of these mental activities?	
FMEMORIZ	Memorizing facts, ideas, or methods from your course and readings so students can repeat them pretty much in the same form	
FANALYZE	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth, and considering its components	1=Very little
FSYNTHES	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	2=Some
FEVALUAT	Making judgments about the value of information, arguments, or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	3=Quite a bit
FAPPLYIN	Applying theories or concepts to practical problems or in new situations	4=Very much
	To what extent do you structure your selected course section so that students learn and develop in the following areas?	
FGNWRITE	Writing clearly and effectively	
FGNSPEAK	Speaking clearly and effectively	
FGNANALY	Thinking critically and analytically	
FGNQUANT	Analyzing quantitative problems	
FGNCMPTS	Using computing and information technology	
FGNOTHER	Working effectively with others	1=Very little
FGNINQ	Learning effectively on their own	2=Some
FGNSELF	Understanding themselves	3=Quite a bit
FGNDIVER	Understanding people of other racial and ethnic backgrounds	4=Very much
FGNPROBS	Solving complex real-world problems	
FVALUES	Developing a personal code of values and ethics	
FSPIRIT	Developing a deepened sense of spirituality	
FGNGENLE	Acquiring a broad general education	
FGNWORK	Acquiring job or work-related knowledge and skills	

Variable	Question and Item Wording	Response Values and Labels
SURSUB	Amount of survey submitted	1=Ended submission on a page prior to demographics (empstat) 2=Submitted all pages prior to demographics
DISCAREA - Created by recoding	<p>Respondents identified the field/discipline in which they teach their courses. These responses were first coded into 84 specific fields/disciplines. Institutions had the option to customize how these were collapsed into as many as eight disciplinary areas. Institutions choosing not to customize receive FSSE's eight categories. All uncategorized fields go into "Other" or "Unassigned fields/disciplines." In instances of missing responses, the disciplinary area of one's academic appointment is substituted. See the next page of the FSSE codebook for the breakdown of disciplinary areas.</p>	<p>Arts and Humanities Biological Sciences Business Education Engineering Physical Sciences Professional (other) Social Sciences Other</p>

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Arts and Humanities

Art, fine and applied; English (language and literature); History; Journalism; Language and literature (except English); Music; Philosophy; Speech; Theater or drama; Theology or religion; Other arts & humanities

Biological Sciences

Biology (general); Biochemistry or biophysics; Botany; Environmental science; Marine (life) science; Microbiology or bacteriology; Zoology; Other biological science

Business

Accounting; Business administration (general); Finance; International business; Marketing; Management; Other business

Education

Business education; Elementary/middle school education; Music or art education; Physical education or recreation; Secondary education; Special education; Other education

Engineering

Aero-/astronautical engineering; Civil engineering; Chemical engineering; Electrical or electronic engineering; Industrial engineering; Materials engineering; Mechanical engineering; General/other engineering

Physical Sciences

Astronomy; Atmospheric science (including meteorology); Chemistry; Earth science (including geology); Mathematics; Physics; Statistics; Other physical science

Professional (other)

Architecture; Urban Planning; Health technology (medical, dental, laboratory); Law; Library/archival science; Medicine; Dentistry; Veterinarian; Nursing; Pharmacy; Allied health/other medical; Therapy (occupational, physical, speech); Other professional

Social Sciences

Anthropology; Economics; Ethnic studies; Geography; Political science (includes govt, int. relations); Psychology; Social work; Sociology; Gender studies; Other social science

Other

Agriculture; Communications; Computer science; Family Studies; Natural resources and conservation; Kinesiology; Criminal justice; Military science; Parks, recreation, leisure studies, sports mgmt; Public administration; Technical/vocational; Other field

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2012 FSSE Additional Item Set

The questions below are about what senior leaders do on your campus to create environments that foster innovation in teaching.

How much do senior leaders (e.g., deans, provost, president) at your institution do the following?

SLX1201A	Encourage a diversity of perspectives on effective teaching within academic departments	
SLX1201B	Encourage experimentation with new ways of teaching	1=Very little
SLX1201C	Publicly praise experimentation with new ways of teaching	2=Some
SLX1201D	Provide support for experimentation with new ways of teaching	3=Quite a bit
SLX1201E	Show a long-term commitment to activities and programs that allow for experimentation with new ways of teaching	4=Very much
SLX1201F	Support the development and/or upgrade of facilities and physical resources that support innovation in teaching	