Digging Deeper into Institutional Data:
Enhancing Campus Assessment Findings with the FSSE Report Builder

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Today’s Agenda

• Session Purpose

• Introduction to NSSE and FSSE

• Overview of the Report Builder Capabilities

• How to Generate Reports

• Other FSSE Resources and Services
Session Purpose

To introduce participants to the new, interactive **FSSE Report Builder**, which can be used to empirically study:

- Faculty perceptions of how often students engage in different educationally activities,
- The importance faculty place on various areas of learning and development,
- The nature and frequency of student-faculty interactions, and
- How faculty members organize their time, both in and out of the classroom.
Introduction to NSSE and FSSE

- **NSSE**
  - Annual spring survey to FYS and SRs
  - Hundreds of institutions participate each year
  - Assesses exposure to and participation in effective educational practices
    - **Goal:** To query undergraduates directly about their educational experiences

- **FSSE**
  - Annual spring survey of faculty members
  - ~150 institutions participate each year
  - Assesses faculty perceptions and encouragement of student engagement
    - **Goal:** To provide information about the faculty role in improving undergraduate education
Basics of the Report Builder

This tool generates reports based on:

- FSSE Survey Items or Scales,
- Faculty Characteristics, and
- Institutional Characteristics
Report Builder Capabilities

The FSSE Report Builder guides users through a series of steps to filter the data and produce tables of items or scales, according to their selections.

The Report Builder permits users to generate:

• FSSE results for specified groups of faculty at institutions with specified characteristics

The Report Builder does not permit users to:

• Generate FSSE results for groups of campuses smaller than 6 and groups of faculty less than 250
• Statistically compare results
Generating Reports

Welcome to the FSSE Report Builder

You choose the group. We'll show you the results.

The FSSE Report Builder is a public, interactive tool that instantly generates reports of your choosing. The tool draws from a secure database of responses from the three most recent years of FSSE and can be queried using any combination of faculty and institutional characteristics. You can choose to create a report of item frequencies from either the Course-Based or the Typical-Student option of FSSE.

The following pages will guide you through five easy steps to filter the data and produce results tables according to your selections:

**Step 1: SELECT REPORT VARIABLES**
First, choose whether you want data from the Course-Based or Typical-Student option in your report, and then select the items to include in your report.

**Step 2: SELECT A COLUMN VARIABLE**
Choose a category variable that will define separate groups for your report columns (e.g., Carnegie Classification, academic discipline, race/ethnicity).

**Step 3: SELECT INSTITUTIONS**
Select the type of institutions you want to include in the report (e.g., by Carnegie Classification, enrollment size).

**Step 4: SELECT FACULTY**
Select the type of faculty you want to include in the report (e.g., by academic rank, teaching format, race, gender).

**Step 5: RUN THE REPORT**
Review your selections and run the report.

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**F.Y.I.**

- To protect the identities of institutions represented in the data, institutions will not be listed or named in this report builder. Results will only be given in aggregate form.
- A minimum of six institutions and 250 faculty members are required for results to be produced.
- Only U.S. institutions are included.

See all FYI
Technical Details
Data File Summary (Course-Based Option)
Data File Summary (Typical-Student Option)

We welcome your feedback. If you have any questions, comments, or suggestions, please e-mail us.
Selecting Report Variables

What to Consider:

• What survey option did my campus administer? Or, what survey option am I interested in?

• Are there any specific FSSE questions you are interested in knowing about?

• Are there certain FSSE scales you are interested in knowing about?
Step 1: Select Report Variables

Choose the survey data you want to use in your report.

Select a survey option
- Course-based option

How would you like the items to be grouped in your report?
- In the order they appear on the survey
- According to the FSSE Scales
  select all | unselect all

- Quality campus relationships (3 items)
- Campus support (6 items)
- Faculty-student interactions (5 items)
- Emphasis on intellectual skills (4 items)
- Emphasis on practical skills (4 items)
- Emphasis on personal and social responsibility (4 items)
- Emphasis on deep approaches to learning (11 items)

- Typical-student option

F.Y.I.
- Learn more about the course-based and typical-student survey options.
  See all FYI
  Technical Details
  Data File Summary (Course-Based Option)
  Data File Summary (Typical-Student Option)

We welcome your feedback. If you have any questions, comments, or suggestions, please e-mail us.
Selecting Column Variables

What to Consider:

• What groups do you want to see results for side by side?
  ▪ Carnegie groups
  ▪ Enrollment size groups
  ▪ Disciplinary areas
  ▪ Employment status groups
  ▪ Gender
  ▪ Race/ethnicity
  ▪ Academic rank
  ▪ Course level/Typical student in classes
Step 2: Select a Column Variable

Select a variable below to create separate categories for individual columns in your report. The image to the right shows an example of a report with columns separated by gender.

Choose a column variable

**Institutional characteristics**
- Carnegie Classification
- Enrollment size (total undergraduate enrollment)

**Faculty characteristics**
- Academic discipline
  - Arts & humanities
  - Biological sciences
  - Business
  - Education
  - Engineering
  - Physical sciences
  - Professional (other)
  - Social sciences
- Course level
- Employment status
- Gender
- Race or ethnicity

**F.Y.I.**
- If you select an institutional characteristic as a column variable, then each column in your result set must have at least six institutions. For other column variables, the total number of institutions in your result set must be six or more.
Selecting Institutions

What to Consider:

• What Carnegie Classifications do you want to limit to?

• What enrollment size(s) do you want to focus on?

• Do you want to limit to public or private institutions?
Step 3: Select Institutions

Customize by Institutional Characteristics

Select the type of institutions you want to include in the report.

To limit your report to a certain population, select a category and then select the desired characteristics.

- **Carnegie Classification**
  - [ ] select all
  - [ ] unselect all

- [ ] Doctoral/research universities
- [ ] Master's colleges and universities
- [x] Baccalaureate colleges

- [ ] Control (public or private)
- [x] Enrollment size (total undergraduate enrollment)
  - [ ] select all
  - [ ] unselect all

- [x] Small (fewer than 2,500)
- [x] Medium (2,500-4,999)
- [ ] Large (5,000-9,999)
- [ ] Very large (more than 10,000)

- [ ] Include ALL Institutions

**F.Y.I.**

- Each report must contain at least six institutions or you will see an error message instructing you to broaden your criteria.

- To maintain all institutions within a particular category (including those with missing data), be sure the category box is unselected.

- Some criteria in combination include very few institutions. For example, you cannot produce a report of small-sized private doctoral universities.

See all FYI
Technical Details
Data File Summary (Course-Based Option)
Data File Summary (Typical-Student Option)

We welcome your feedback. If you have any questions, comments, or suggestions, please e-mail us.
Selecting Faculty

What to Consider:

• Which faculty members do you want in the report?

• Do you want to limit by any of the following?
  ▪ Citizenship
  ▪ Gender
  ▪ Number of courses taught
  ▪ Race/ethnicity
  ▪ Teaching experience
  ▪ Teaching format
  ▪ Class level/Typical students taught
Step 4: Select Faculty

Customize by Faculty Characteristics

Select the type of faculty you want to include in the report.

To limit your report to a certain population, select a category and then select the desired characteristics.

- Academic Rank/Employment Status
  - select all | unselect all
    - Part-time lecturer/instructor
    - Full-time lecturer/instructor
    - Assistant professor
    - Associate professor
    - Professor

- Citizenship Status

- Course Described Fulfills a General Education Requirement

- Course Level

- Gender

- Number of Courses Taught in the Academic Year

- Race or Ethnicity

- Teaching Experience

- Teaching Format

- Include ALL Faculty

F.Y.I.

- The data for your report must contain at least 250 respondents. If your criteria result in a sample of fewer than 250 faculty members, you will see a message informing you to expand your selections.

- Some criteria in combination include very few faculty members, such as non-US citizen part-time lecturers.

- To maintain all faculty within a particular category (including those with missing data), be sure the category box is unselected.

See all FYI Technical Details
Data File Summary (Course-Based Option)
Data File Summary (Typical-Student Option)

We welcome your feedback. If you have any questions, comments, or suggestions, please e-mail us.
Step 5: Run the Report

Review your selections below and click SUBMIT to run your report.

REPORT OPTIONS:
Survey Option:
- Course-Based Option
Grouping:
- FSSE scales
  - Campus support
  - Emphasis on deep approaches to learning
Column Variable:
- Academic Discipline
  - Arts & humanities
  - Business
  - Education
  - Professional (other)
  - Social sciences

INSTITUTIONAL CHARACTERISTICS:
Carnegie Classification:
- Baccalaureate
Control:
- ALL
Enrollment Size:
- Small (fewer than 2,500)
  - Medium (2,500-4,999)

FACULTY CHARACTERISTICS:
Academic Rank:
- Full-time lecturer
  - Assistant professor
  - Associate professor
  - Professor
Citizenship Status:
- ALL
Course Fulfills Gen. Ed. Req.:
- ALL
Course Level:
- ALL
Gender:
- ALL
Number of Courses Taught:
- ALL
Race or Ethnicity:
- ALL
Teaching Experience:
- ALL
Teaching Format:
- ALL
# Interpreting Your Reports

## Selected Institution Characteristics

Carnegie Classification: Baccalaureate  
Enrollment Size: Small (fewer than 2,500), Medium (2,500-4,999)

## Selected Faculty Characteristics

Academic Rank: Full-time lecturer, Assistant professor, Associate professor, Professor

[Run a similar report (edit selections)]  
[Start over (clear selections)]

## Item Frequencies: Campus Support by Academic Discipline

<table>
<thead>
<tr>
<th>To what extent does your institution emphasize:</th>
<th>Arts &amp; Humanities</th>
<th>Business Education</th>
<th>Professional (Other)</th>
<th>Social Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Providing students the support they need to succeed academically</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Very little</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Some</td>
<td>17</td>
<td>16</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>54</td>
<td>51</td>
<td>35</td>
<td>38</td>
<td>19</td>
</tr>
<tr>
<td>Very much</td>
<td>33</td>
<td>31</td>
<td>50</td>
<td>54</td>
<td>17</td>
</tr>
</tbody>
</table>

| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | Count | % | Count | % | Count | % | Count | % | Count | % |
| Very little | 14 | 13 | 8 | 9 | 4 | 10 | 5 | 10 | 16 | 19 | 47 | 12 |
| Some | 36 | 34 | 27 | 29 | 11 | 27 | 13 | 25 | 29 | 34 | 116 | 31 |
| Quite a bit | 34 | 32 | 24 | 26 | 14 | 34 | 15 | 29 | 26 | 30 | 113 | 30 |
| Very much | 21 | 20 | 34 | 37 | 12 | 29 | 19 | 37 | 15 | 17 | 101 | 27 |

| Helping students cope with their non-academic responsibilities (work, family, etc.) | Count | % | Count | % | Count | % | Count | % | Count | % |
| Very little | 12 | 11 | 10 | 11 | 2 | 5 | 5 | 10 | 14 | 16 | 43 | 11 |
| Some | 49 | 47 | 29 | 31 | 18 | 44 | 18 | 35 | 35 | 41 | 149 | 40 |
| Quite a bit | 38 | 36 | 28 | 30 | 16 | 39 | 19 | 37 | 25 | 29 | 126 | 33 |
| Very much | 6 | 6 | 26 | 28 | 5 | 12 | 10 | 19 | 12 | 14 | 59 | 16 |

| Providing students the support they need to thrive socially | Count | % | Count | % | Count | % | Count | % | Count | % |
| Very little | 8 | 8 | 17 | 18 | 6 | 15 | 10 | 19 | 8 | 9 | 49 | 13 |
| Some | 57 | 54 | 24 | 26 | 16 | 39 | 22 | 42 | 46 | 53 | 165 | 44 |
| Quite a bit | 32 | 30 | 31 | 33 | 17 | 41 | 11 | 21 | 20 | 23 | 111 | 29 |
| Very much | 8 | 8 | 21 | 23 | 2 | 5 | 9 | 17 | 12 | 14 | 52 | 14 |

| Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.) | Count | % | Count | % | Count | % | Count | % | Count | % |
| Very little | 9 | 9 | 21 | 23 | 5 | 12 | 8 | 15 | 4 | 5 | 47 | 12 |
| Some | 35 | 33 | 21 | 23 | 11 | 27 | 15 | 29 | 33 | 38 | 115 | 31 |
| Quite a bit | 37 | 35 | 21 | 23 | 17 | 41 | 14 | 27 | 34 | 40 | 123 | 33 |
| Very much | 24 | 23 | 30 | 32 | 8 | 20 | 15 | 29 | 15 | 17 | 92 | 24 |

| Encouraging students to participate in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) | Count | % | Count | % | Count | % | Count | % | Count | % |
| Very little | 7 | 7 | 20 | 22 | 6 | 15 | 10 | 19 | 5 | 6 | 48 | 13 |
| Some | 27 | 26 | 17 | 18 | 14 | 34 | 15 | 29 | 22 | 26 | 95 | 25 |
| Quite a bit | 55 | 52 | 27 | 29 | 17 | 41 | 12 | 23 | 41 | 48 | 152 | 40 |
| Very much | 16 | 15 | 29 | 31 | 4 | 10 | 15 | 29 | 18 | 21 | 82 | 22 |
Interpreting Your Reports

### Item Frequencies: Emphasis on Deep Approaches to Learning by Academic Discipline Importance of Reflective Learning Subscale

<table>
<thead>
<tr>
<th>In your selected course section, how important to you is it that your students:</th>
<th>Arts &amp; Humanities</th>
<th>Business Education</th>
<th>Professional (Other)</th>
<th>Social Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examine the strengths and weaknesses of their views on a topic or issue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not important</td>
<td>6</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>11</td>
<td>10</td>
<td>13</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Important</td>
<td>26</td>
<td>25</td>
<td>36</td>
<td>38</td>
<td>14</td>
</tr>
<tr>
<td>Very important</td>
<td>63</td>
<td>59</td>
<td>40</td>
<td>42</td>
<td>21</td>
</tr>
<tr>
<td>Try to better understand someone else's views by imagining how an issue looks from that person's perspective</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not important</td>
<td>5</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>6</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Important</td>
<td>26</td>
<td>25</td>
<td>43</td>
<td>45</td>
<td>10</td>
</tr>
<tr>
<td>Very important</td>
<td>69</td>
<td>65</td>
<td>34</td>
<td>35</td>
<td>24</td>
</tr>
<tr>
<td>Learn something that changes the way they understand an issue or concept</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not important</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Important</td>
<td>25</td>
<td>24</td>
<td>40</td>
<td>42</td>
<td>9</td>
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<tr>
<td>Very important</td>
<td>79</td>
<td>75</td>
<td>49</td>
<td>51</td>
<td>29</td>
</tr>
</tbody>
</table>
# Interpreting Your Reports

## Importance of Integrative Learning Subscale

<table>
<thead>
<tr>
<th>Importance of Integrative Learning Subscale</th>
<th>Arts &amp; Humanities</th>
<th>Business Education</th>
<th>Professional (Other)</th>
<th>Social Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
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<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Not important</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>9</td>
<td>9</td>
<td>5</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Important</td>
<td>26</td>
<td>25</td>
<td>33</td>
<td>35</td>
<td>8</td>
</tr>
<tr>
<td>Very important</td>
<td>61</td>
<td>59</td>
<td>49</td>
<td>53</td>
<td>26</td>
</tr>
</tbody>
</table>

*In your selected course section, how important to you is it that your students: Work on a paper or project that requires integrating ideas or information from various sources*

<table>
<thead>
<tr>
<th>Importance of Integrative Learning Subscale</th>
<th>Arts &amp; Humanities</th>
<th>Business Education</th>
<th>Professional (Other)</th>
<th>Social Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Not important</td>
<td>16</td>
<td>15</td>
<td>15</td>
<td>16</td>
<td>3</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>28</td>
<td>27</td>
<td>23</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td>Important</td>
<td>41</td>
<td>39</td>
<td>27</td>
<td>29</td>
<td>16</td>
</tr>
<tr>
<td>Very important</td>
<td>19</td>
<td>18</td>
<td>28</td>
<td>29</td>
<td>10</td>
</tr>
</tbody>
</table>

*In your selected course section, how important to you is it that your students: Discuss ideas or readings from class with others outside of class (other students, family members, co-workers, etc.)*

<table>
<thead>
<tr>
<th>Importance of Integrative Learning Subscale</th>
<th>Arts &amp; Humanities</th>
<th>Business Education</th>
<th>Professional (Other)</th>
<th>Social Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Not important</td>
<td>19</td>
<td>18</td>
<td>10</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>31</td>
<td>30</td>
<td>19</td>
<td>20</td>
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</tr>
<tr>
<td>Important</td>
<td>28</td>
<td>27</td>
<td>36</td>
<td>39</td>
<td>10</td>
</tr>
<tr>
<td>Very important</td>
<td>26</td>
<td>25</td>
<td>28</td>
<td>30</td>
<td>17</td>
</tr>
</tbody>
</table>

*In your selected course section, how important to you is it that your students: Put together ideas or concepts from different courses when completing assignments or during class discussions*

<table>
<thead>
<tr>
<th>Importance of Integrative Learning Subscale</th>
<th>Arts &amp; Humanities</th>
<th>Business Education</th>
<th>Professional (Other)</th>
<th>Social Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Never</td>
<td>20</td>
<td>19</td>
<td>25</td>
<td>27</td>
<td>6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>39</td>
<td>38</td>
<td>33</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>Often</td>
<td>20</td>
<td>19</td>
<td>16</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>Very often</td>
<td>25</td>
<td>24</td>
<td>19</td>
<td>20</td>
<td>11</td>
</tr>
</tbody>
</table>

*How often do students in your selected course section: Have serious conversations in your course with students of a different race or ethnicity than their own*
# Interpreting Your Reports

## Importance of Higher-Order Thinking Subscale

In your selected course section, how much emphasis do you place on engaging students in:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Arts &amp; Humanities</th>
<th>Business Education</th>
<th>Professional (Other)</th>
<th>Social Science</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Count</td>
<td>%</td>
<td>Count</td>
<td>%</td>
<td>Count</td>
</tr>
<tr>
<td>Analyzing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth, and considering its components</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Some</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>24</td>
<td>23</td>
<td>43</td>
<td>46</td>
<td>14</td>
</tr>
<tr>
<td>Very much</td>
<td>71</td>
<td>67</td>
<td>44</td>
<td>47</td>
<td>18</td>
</tr>
<tr>
<td>Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Some</td>
<td>7</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Quite a bit</td>
<td>32</td>
<td>30</td>
<td>34</td>
<td>36</td>
<td>6</td>
</tr>
<tr>
<td>Very much</td>
<td>65</td>
<td>61</td>
<td>48</td>
<td>51</td>
<td>26</td>
</tr>
<tr>
<td>Making judgements about the value of information, arguments or methods such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very little</td>
<td>5</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
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<tr>
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<td>53</td>
<td>36</td>
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<tr>
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<tr>
<td>Very much</td>
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<td>45</td>
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Other FSSE Resources & Services

• **Web Resources & Tools**
  - Past Presentations and Publications

• **Annual gatherings**
  - NSSE Users’ Workshops
  - Webinars
  - Professional Conferences

• **Print Materials**
  - *FSSE Overview*
  - Scales & Reliabilities
  - *Using FSSE Data*
  - *Working with NSSE and FSSE Findings: A Facilitator’s Guide*

• **Reports**
  - Custom Analysis Reports
Questions About Report Builder?

fsse.iub.edu/links/report_builder
Thank You for Attending!

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- Phone: (812) 856-5824
- FSSE Web site: fsse.iub.edu
- NSSE Web site: nsse.iub.edu