

LSSE Reliabilities

Using factor analysis, the following scales were derived from multiple administrations of the Faculty Survey of Student Engagement (FSSE). The LSSE is an adaptation of the FSSE in the South African context. The reliabilities below were calculated using data from the 2010 LSSE administration. Due to differences in item wording, response options, and component items, comparison of LSSE scale scores and scale or benchmark scores from SASSE is not recommended for assessment or research purposes. Visit www.fsse.iub.edu for advice on appropriate comparisons between these measures as well as for more information on the derivation of the FSSE/LSSE scales.

Quality Campus Relationships (LSSE 2010 $\alpha = 0.79$)

FENVSTU	Student relationships with other students
FENVFAC	Student relationships with lecturers or academic staff members
FENVADM	Student relationships with administrative staff and offices

Campus Support (LSSE 2010 $\alpha = 0.88$)

FENVDIVR	Encouraging contact among students from different economic, social and racial or ethnic backgrounds
FENVSUPR	Providing students the support they need to help them succeed academically
FENVNACA	Helping students cope with their non-academic responsibilities (work, family, etc.)
FENVSOCA	Providing students with the support they need to thrive socially
FENV EVEN	Encouraging students to attend campus events and activities (special speakers, cultural performances, athletic events, etc.)

Staff-Student Interactions (LSSE 2010 $\alpha = 0.77$)

TCLQUEST	Asked questions in class or contributed to class discussions
TWORKHRD	Worked harder than he/she thought they could to meet a lecturer's standards or expectations
TGRADE	Discussed marks or assignments with a lecturer or tutor
TPLANS	Talked about career plans with a lecturer or counsellor
TIDEAS	Discussed ideas from his/her readings or classes with a lecturer outside of class
TFACOTHR	Worked with staff members (lecturers or other) on activities other than coursework (committees, orientation, student life activities, etc.)

Student Gains in Intellectual Skills (LSSE 2010 $\alpha = 0.83$)

TGNWRITE	Writing clearly and effectively
TGNSPEAK	Speaking clearly and effectively
TGNANALY	Thinking critically and analytically
TGNINQ	Learning effectively on his/her own

Student Gains in Practical Skills (LSSE 2010 $\alpha = 0.76$)

TGNCMPTS	Using computer and information technology
TGNOTHER	Working effectively with others
TGNPROBS	Solving complex real-world problems
TGNWORK	Acquiring job- or work-related knowledge and skills

Student Gains in Personal and Social Responsibility (LSSE 2010 $\alpha = 0.82$)

TGNSELF	Understanding himself/herself
TGNDIVER	Understanding people of other racial and ethnic backgrounds
TGNETHIC	Developing a personal code of values and ethics
TGNSPIRI	Developing a deepened sense of spirituality

Student Uses of Deep Approaches to Learning (LSSE 2010 $\alpha = 0.85$)

Combination of the 3 subscales listed below:

Reflective Learning (LSSE 2010 $\alpha = 0.85$)

TOWNVIEW	Examined the strengths and weaknesses of his/her views on a topic or issue
TOTHRVW	Tried to better understand someone else's views by imagining how an issue looks from that person's perspective
TCHNGVW	Learned something that changed the way he/she understood an issue or concept

Integrative Learning (LSSE 2010 $\alpha = 0.66$)

TINTEGRA	Worked on an assignment or project that requires that required integrating ideas or information from various sources
TOOCID05	Discussed ideas from his/her readings or classes with others outside of class (students, family members, co-workers, etc.)
TINTIDEA	Put together ideas or concepts from different courses or subjects when completing assignments or during class discussions
TDIVRSTU	Had serious conversations with students of a different race or ethnicity than his/her own

Higher-Order Thinking (LSSE 2010 $\alpha = 0.86$)

TANALYZE	Analysing the basic elements of an idea, experience or theory, e.g. by examining a particular case or situation in depth, and considering its components
TSYNTHES	Synthesising/integrating and organising ideas, information or experiences into new, more complex interpretations and relationships
TEVALUAT	Making judgments about the value of information, arguments, or methods, e.g. by examining how others gathered and interpreted data and assessing the accuracy of their conclusions
TAPPLYIN	Applying theories or concepts to practical problems or in new situations

Scale and Reliability Coefficients

Scale and Item components	FSSE 2010	LSSE 2010
Quality Campus Relationships	0.76	0.79
Campus Support	0.80	0.80
Staff-Student Interactions	0.77	0.80
Student Gains in Intellectual Skills	0.83	0.87
Student Gains in Practical Skills	0.76	0.76
Student Gains in Personal and Social Responsibility	0.82	0.79
Student Uses of Deep Approaches to Learning	0.85	0.85
Reflective Learning	0.85	0.84
Integrative Learning	0.66	0.70
Higher-Order Thinking	0.86	0.90

Table 1: Scale and Reliability Coefficients of FSSE AND LSSE 2010

Table 1 shows the FSSE and LSSE reliability coefficients for the scale and item components for the 2010 sample.