

**NSSE Item Campuswide Mapping**

***NSSE Items Mapped to Institution Departments, Units, Committees,
Functional Areas, and Interest Groups***

Tightening connections between NSSE results and the interests of campus departments and units is a proven strategy for broadening and strengthening investment in student engagement and increasing data use. Specific NSSE reports and results are likely to have particular relevance for different campus departments, units, and committees.

A faculty development committee may be most receptive to results on Effective Teaching Practices. A multicultural affairs office may be most interested in results on Discussions with Diverse Others as well as specific items in the Quality of Interactions and Supportive Environment indicators. Career planning staff may find the greatest relevance in results from items querying students’ reported talks with faculty about career plans, first-year students’ anticipated participation in internships and other field experiences, and seniors’ perceived gains in job- or work-related knowledge and skills. By reviewing all first-year student item-level results, a campus student retention and success committee may gain insights that help in identifying strengths and weaknesses in the first-year experience and in predicting and improving student retention outcomes.

To stimulate thinking and discussion about the meaning of NSSE results for particular departments, units, and committees, we mapped NSSE Engagement Indicators, High-Impact Practices, individual survey items, and Topical Modules to a campuswide range of different interest groups.

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| inside nsse item campuswide mapping**NSSE Item All-Unit Mapping**Engagement Indicators & High-Impact Practices 2Individual Survey Items 3–7Demographic Survey Items 8Topical Modules 9-10**NSSE Item Unit-Group Mapping**Unit Groups Mapped to NSSE Items 11Unit-Group Mapping (26 Unit Groups) 12–37 |

This mapping is not intended as a strict formula for relating results but, rather, as encouragement to think more broadly about where evidence might be useful. Our mapping employed common department and program categories and designations, which users should revise, as appropriate, to match the context of their own institution’s organization and committee structure. *NSSE Item Campuswide Mapping* is presented in two versions:

1. **All-Unit Mapping:** NSSE items mapped to all campus departments, units, committees, areas, and groups—listed in alphabetical order at the bottom of this page.

2. **Unit-Group Mapping:** NSSE items mapped to 26 distinct campus groups of related departments, units, committees, etc.—listed in alphabetical order on page 10.

**CAMPUS DEPARTMENTS, UNITS, COMMITTEES, AREAS, & OFFICES MAPPED TO NSSE ITEMS**

 Academic advising

 Academic affairs

 Academic departments

 Academic success center

 Academic support services

 Activities advisors

 Administrative offices

 Admissions

 Alumni affairs

 Area studies

 Art museum

 Athletics

 Campus climate committee

 Career planning & services

 Center for teaching & learning

 Civic engagement

 Community service

 Commuter services

Counseling/counseling services

Cultural centers

Curriculum committee

Dean of faculty

Department chairs

Disability services

Diversity office

Enrollment management

Equity committee

Faculty development

Faculty senate

Financial aid

Fine & performing arts

First-year experience

General education

Graduate studies

Greek life

Health services/center

Instructional technology

Information literacy committee

Integrative learning

Interdisciplinary studies

International office/student services

Learning support

LGBT office

Library

Multicultural committee

Parking services

Performing arts center

Political/social science studies

President’s office

Program board

Promotion & tenure committee

Provost’s office

Quantitative literacy/reasoning

Recreational & fitness center

Registration/registrar’s office

Residence life

Retention committee/task force

Scholarship of teaching & learning (SoTL)

Service-learning office

Social justice studies

Student activities

Student affairs

Study abroad programs/office

Town & gown committee

Tutoring

Undergraduate research

Veterans services

Writing center/programs

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| **Engagement Indicators and High-Impact Practices Mapped to Relevant Units** |
| **Engagement Indicators** | **Relevant Units** |
| **THEME: Academic Challenge** |
| Higher-Order Learning (HO) | Academic success center, Faculty development, SoTL, Tutoring, Writing center/programs |
| Reflective & Integrative Learning (RI) | Academic success center, Diversity office, General education, Integrative learning, Interdisciplinary studies, SoTL, Tutoring, Writing center/programs |
| Learning Strategies (LS) | Academic advising, Academic success center, First-year experience, Retention committee/task force, Tutoring |
| Quantitative Reasoning (QR) | General education, Quantitative literacy/reasoning |
| **THEME: Learning with Peers** |
| Collaborative Learning (CL) | Curriculum committee, Retention committee/task force, SoTL, Student affairs |
| Discussions with Diverse Others (DD) | Area studies, Cultural centers, Diversity office, Equity committee, First-year experience, International office/student services, Multicultural committee, Retention committee/task force, Student affairs |
| **THEME: Experiences with Faculty** |
| Student-Faculty Interaction (SF) | Faculty development, Faculty senate, First-year experience, Retention committee/task force  |
| Effective Teaching Practices (ET) | Center for teaching & learning, Dean of faculty, Department Chairs, Faculty development, Promotion & tenure committee, SoTL |
| **THEME: Campus Environment** |
| Quality of Interactions (QI) | Campus climate committee, Diversity office, First-year experience Retention committee/task force, Student affairs |
| Supportive Environment (SE) | Retention committee/task force, Campus climate committee, Diversity office, First-year experience  |

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| **High-Impact Practices** (HIPs) | **Relevant Units** |
| Learning CommunityService-LearningResearch with FacultyInternship/Co-op/Field Experience Study AbroadCulminating Senior Experience  | Retention committee/task force, Student affairs, Individual units or offices responsible for high-impact practices  |

**Individual Survey Items Mapped to Relevant Units (NSSE Items 1–3c)**

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| **Survey Items** | **Relevant Units** |
| **Question 1. During the current school year, about how often have you done the following?**  |
| 1a | Asked questions or contributed to course discussions in other ways | Center for teaching & learning, Instructional technology, SoTL |
| 1b | Prepared two or more drafts of a paper or assignment before turning it in | Academic advising, Academic success center, Academic support services, Center for teaching & learning, Learning support, Instructional technology, SoTL, Tutoring, Writing center/programs |
| 1c | Come to class without completing readings or assignments | Academic advising, Academic success center, Academic support services Learning support, Dean of faculty, Center for teaching & learning, Faculty development, Faculty senate, Instructional technology, SoTL, Tutoring |
| 1d | Attended an art exhibit, play, or other arts performance (dance, music, etc.) | Activities advisor, Art museum, Fine & performing arts, Performing arts center, Student activities, Student affairs |
| 1e | Asked another student to help you understand course material | Academic advising, Academic support services, Academic success center, Center for teaching & learning, Instructional technology, Learning support, SoTL, Tutoring  |
| 1f | Explained course material to one or more students | Academic advising, Academic support services, Academic success center, Center for teaching & learning, Instructional technology, Learning, support, SoTL, Tutoring  |
| 1g | Prepared for exams by discussing or working through course material withother students | Academic advising, Academic support services, Academic success center, Center for teaching & learning, Instructional technology, Learning, support, SoTL, Tutoring  |
| 1h | Worked with other students on course projects or assignments | Academic advising, Academic support services, Academic success center, Center for teaching & learning, Instructional technology, Learning, support, Tutoring, SoTL |
| 1i | Gave a course presentation | General education, Information Literacy committee |
| **Question 2. During the current school year, about how often have you done the following?**  |
| 2a | Combined ideas from different courses when completing assignments  | Academic success center, Center for teaching & learning, Instructional technology, SoTL |
| 2b | Connected your learning to societal problems or issues  | Academic success center, Civic engagement, Dean of faculty, Faculty senate, Integrative learning, Political/social science studies, Service-learning office, Social justice studies, Town & gown committee |
| 2c | Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments  | Academic success center, Civic engagement, Diversity office, Equity committee, Integrative learning, Interdisciplinary Studies, Multicultural committee, Service-learning office |
| 2d | Examined the strengths and weaknesses of your own views on a topic or issue  | Academic success center, Campus climate committee, Civic engagement, Diversity office, Integrative learning, Residence life, Service-learning office |
| 2e | Tried to better understand someone else’s views by imagining how an issue looks from their perspective  | Academic success center, Campus climate committee, Civic engagement, Curriculum committee, Diversity office, Equity committee, General education, Integrative learning, Residence life, Service-learning office , Writing center/programs |
| 2f | Learned something that changed the way you understand an issue or concept  | Academic success center, Civic engagement, Curriculum committee, General education, Integrative learning, Service-learning office |
| 2g | Connected ideas from your courses to your prior experiences and knowledge  | Academic success center, Civic engagement, Curriculum committee, General education, Integrative learning, Service-learning office, Writing center/programs |
| **Question 3. During the current school year, about how often have you done the following?**  |
| 3a | Talked about career plans with a faculty member  | Academic advising, Academic success center, Academic support services, Career planning & services, Faculty development, Learning support, Tutoring |
| 3b | Worked with a faculty member on activities other than coursework (committees, student groups, etc.)  | Activities advisors, Faculty development, Faculty senate, Student activities, Student affairs |
| 3c | Discussed course topics, ideas, or concepts with a faculty member outside of class  | Faculty development, Dean of faculty, Faculty senate |

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| **Individual Survey Items Mapped to Relevant Units (NSSE Items 3d–8)** |
| **Survey Items** | **Relevant Units** |
| 3d | Discussed your academic performance with a faculty member  | Faculty development, Academic advising, Academic success center, Learning support services, Dean of faculty, Faculty senate |
| **Question 4. During the current school year, how much has your coursework emphasized the following?**  |
| 4a | Memorizing course material  | Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring  |
| 4b | Applying facts, theories, or methods to practical problems or new situations  | Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring  |
| 4c | Analyzing an idea, experience, or line of reasoning in depth by examining its parts  | Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring , Writing center/programs |
| 4d | Evaluating a point of view, decision, or information source  | Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring , Writing center/programs |
| 4e | Forming a new idea or understanding from various pieces of information  | Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring, Writing center/programs |
| **Question 5. During the current school year, to what extent have your instructors done the following?**  |
| 5a | Clearly explained course goals and requirements  | Academic success center, Dean of faculty, Department chairs, Faculty development, SoTL |
| 5b | Taught course sessions in an organized way  | Academic success center, Dean of faculty, Department chairs, Faculty development, SoTL |
| 5c | Used examples or illustrations to explain difficult points  | Academic success center, Dean of faculty, Department chairs, Faculty development, SoTL |
| 5d | Provided feedback on a draft or work in progress  | Academic success center,, Dean of faculty, Department chairs, Faculty development, SoTL, Tutoring, Writing center/programs |
| 5e | Provided prompt and detailed feedback on tests or completed assignments  | Academic success center, Dean of faculty, Department chairs, Faculty development, SoTL |
| **Question 6. During the current school year, about how often have you done the following?**  |
| 6a | Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)  | General education, Quantitative literacy/reasoning  |
| 6b | Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  | General education, Quantitative literacy/reasoning  |
| 6c | Evaluated what others have concluded from numerical information  | General education, Quantitative literacy/reasoning  |
| **Question 7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)**  |
| 7a | Up to 5 pages  | Curriculum committee, General education, Writing center/programs |
| 7b | Between 6 and 10 pages  | Curriculum committee, General education, Writing center/programs |
| 7c | 11 pages or more  | Curriculum committee, General education, Writing center/programs |
| **Question 8. During the current school year, about how often have you had discussions with people from the following groups?**  |
| 8a | People of a race or ethnicity other than your own  | Cultural centers, Diversity office, Student affairs |
| 8b | People from an economic background other than your own  | Cultural centers, Diversity office, Student affairs |
| 8c | People with religious beliefs other than your own  | Cultural centers, Diversity office, Student affairs  |
| 8d | People with political views other than your own  | Cultural centers, Civic engagement, Diversity office, Student affairs  |

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| **Individual Survey Items Mapped to Relevant Units (NSSE Items 9–14)** |
| **Survey Items** | **Relevant Units** |
| **Question 9. During the current school year, about how often have you done the following?**  |
| 9a | Identified key information from reading assignments  | Academic advising, Academic success center, Learning support, SoTL, Tutoring  |
| 9b | Reviewed your notes after class  | Academic advising, Academic success center, Learning support, SoTL, Tutoring  |
| 9c | Summarized what you learned in class or from course materials  | Academic advising Academic success center, Learning support, SoTL, Tutoring  |
| **Question 10. During the current school year, to what extent have your courses challenged you to do your best work?** | Academic advising, Academic success center, Academic support services, Center for teaching & learning, Tutoring, SoTL |
| **Question 11. Which of the following have you done or do you plan to do before you graduate?**  |
| 11a | Participate in an internship, co-op, field experience, student teaching, or clinical placement  | Academic departments, Career planning & services  |
| 11b | Hold a formal leadership role in a student organization or group  | Activities advisors, Student activities, Student affairs  |
| 11c | Participate in a learning community or some other formal program where groups of students take two or more classes together  | Academic departments, Residence life  |
| 11d | Participate in a study abroad program  | Study abroad programs/office  |
| 11e | Work with a faculty member on a research project  | Undergraduate research, Academic departments  |
| 11f | Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)  | Academic departments, General education, Information literacy committee |
| **Question 12. About how many of your courses at this institution have included a community-based project (service-learning)?** | Center for teaching & learning, Civic engagement, Community service, Service-learning office |
| **Question 13. Indicate the quality of your interactions with the following people at your institution.**  |
| 13a | Students | Activities advisors, Campus climate committee, Residence life, Student activities, Student affairs  |
| 13b | Academic advisors | Academic advising, Campus climate committee,  |
| 13c | Faculty | Campus climate committee, Dean of faculty, Faculty senate, Provost’s office  |
| 13d | Student services staff (career services, student activities, housing, etc.) | Campus climate committee, Student affairs  |
| 13e | Other administrative staff and offices (registrar, financial aid, etc.)  | Administrative offices, Campus climate committee, Student affairs  |
| **Question 14. How much does your institution emphasize the following?**  |
| 14a | Spending significant amounts of time studying and on academic work  | Academic affairs, Academic success center, Commuter services, Department chairs, Residence life, Student affairs |
| 14b | Providing support to help students succeed academically  | Academic advising, Academic support services, Learning support, Tutoring  |
| 14c | Using learning support services (tutoring services, writing center, etc.)  | Academic advising, Learning support, SoTL, Tutoring |
| 14d | Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)  | Activities advisors, Student activities, Student affairs  |
| 14e | Providing opportunities to be involved socially  | Activities advisors, Athletics, Commuter services, Greek life, Residence life, Student activities, Student affairs  |
| 14f | Providing support for your overall well-being (recreation, health care, counseling, etc.)  | Campus climate committee, Counseling/counseling services, Health services/center, Recreational & fitness center  |
| 14g | Helping you manage your nonacademic responsibilities (work, family, etc.)  | Academic support services, Counseling/counseling services, Learning support  |
| 14h | Attending campus activities and events (performing arts, athletic events, etc.)  | Activities advisors, Student activities, Student affairs  |
| 14i | Attending events that address important social, economic, or political issues  | Activities advisors, Diversity office, Political/social science studies, Program board, Student activities, Student affairs  |

**Individual Survey Items Mapped to Relevant Units (NSSE Items 15–19)**

| **Survey Items** | **Relevant Units** |
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| **Question 15. To what extent do you agree or disagree with the following statements?** |
| 15a | I feel comfortable being myself at this institution. | Activities advisors, Student activities, Student affairs, Administrative offices, President’s office, Provost’s office, Counseling/counseling services, Cultural centers (African American, women’s, etc.), Disability services, Diversity office, Equity committee, LGBT office, Multicultural committee, Veterans services, First-year experience, Retention committee/task force  |
| 15b | I feel valued by this institution. | Academic advising, Academic success center, Academic support services, Learning support, Tutoring, Academic affairs, Academic departments, Department chairs, Activities advisors, Student activities, Student affairs, Administrative offices, President’s office, Provost’s office, Counseling/counseling services, Cultural centers (African American, women’s, etc.), Disability services, Diversity office, Equity committee, LGBT office, Multicultural committee, Veterans services, First-year experience, Retention committee/task force |
| 15c | I feel like part of the community at this institution. | Activities advisors, Student activities, Student affairs, Administrative offices, President’s office, Provost’s office, Alumni affairs, Athletics, Campus climate committee, Commuter services, Greek life, Health services/center, Parking services, Recreational & fitness center, Residence life, Civic engagement, Community service, Service-learning office, Social justice studies, Town & gown committee, Counseling/counseling services, Cultural centers (African American, women’s, etc.), Disability services, Diversity office, Equity committee, LGBT office, Multicultural committee, Veterans services, First-year experience, Retention committee/task force |
| **Question 16. About how many hours do you spend in a typical 7-day week doing the following?**  |
| 16a | Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)  | Center for teaching & learning, Commuter services, Faculty senate, Library, Residence life, Student affairs |
| 16b | Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)  | Activities Advisors, Alumni affairs, Student affairs |
| 16c | Working for pay **on campus**  | Career planning & services, Financial aid, Student affairs |
| 16d | Working for pay **off campus**  | Career planning & services, Financial aid, Student affairs |
| 16e | Doing community service or volunteer work  | Community service, Service-learning office, Town & gown committee  |
| 16f | Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)  | Counseling/counseling services , Student affairs  |
| 16g | Providing care for dependents (children, parents, etc.)  | Counseling/counseling services  |
| 16h | Commuting to campus (driving, walking, etc.)  | Commuter services, Parking services  |
| **Question 17. Of the time you spend preparing for class in a typical 7-day week, about how much is on *assigned reading*?**  | Center for teaching & learning, Writing center/programs |
| **Question 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**  |
| 18a | Writing clearly and effectively  | General education, Tutoring  |
| 18b | Speaking clearly and effectively  | General education, Tutoring |
| 18c | Thinking critically and analytically  | General education, Tutoring |
| 18d | Analyzing numerical and statistical information  | General education, Tutoring |
| 18e | Acquiring job- or work-related knowledge and skills  | Career planning & services, General education |
| 18f | Working effectively with others  | General education |
| 18g | Developing or clarifying a personal code of values and ethics  | General education, Social justice studies |
| 18h | Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)  | Campus climate committee, Cultural centers, Diversity office, General education, Multicultural committee, Political/social science studies, Residence life, Social justice studies, SoTL, Student affairs  |
| 18i | Solving complex real-world problems  | General education, Social justice studies |
| 18j | Being an informed and active citizen | Civic engagement, Community service, General education, Social justice studies |
| **Question 19. How would you evaluate your entire educational experience at this institution?** | Alumni affairs, Dean of faculty, Enrollment management, President’s office, Retention committee/task force, Student affairs  |
| **Question 20. If you could start over again, would you go to the *same institution* you are now attending?** | Alumni affairs, Enrollment management, Provost’s office, Retention committee/task force, Student affairs  |

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| **Demographic Survey Items Mapped to Relevant Units (NSSE Items 21–39)** |

NSSE results can also be made more relevant to campus departments and units by disaggregating results (by major, first-generation status, racial-ethnic group, transfer status, residential status, Greek affiliation, High-Impact Practice participation, etc.). NSSE’s Major Field Reports, featuring results for up to ten customized categories of related majors presented alongside comparison groups in the same categories, were intentionally designed to inform department-level improvements in teaching and learning.

Deans, department chairs, and faculty may not derive much diagnostic value from institution-wide results, but when the results for their schools or departments are compared to those of other majors on campus or these same majors at comparable institutions the information may get more traction. Disaggregation can also be conducted for the department of residence life, comparing results for students living on campus with those of students living off campus on the Supportive Environment and Quality of Interactions indicators (for additional examples, see *Fostering Student Engagement Campuswide—Annual Results 2011*).

The following NSSE items are demographically focused and are designed, in part, to be a pathway for disaggregating data. NSSE results can be disaggregated by student responses to any one of the items listed below. Selecting one of the items as a way to look within results may make results more interesting to specific campus audiences. For example, sort data by student responses to “Are you an international student or foreign national?” These results can then be shared with academic advising, admissions, and international student services for discussions on concurrence and variance in student survey responses.

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| **Demographic Items** (\*subject to change, these reflect NSSE 2020) | **Relevant Units** |
| **Question 21.** How many majors do you plan to complete? Please enter your major(s) or expected major(s). | Academic advising, Academic support services, First-year experience, Registration/registrar’s office, Department chairs  |
| **Question 22.** What is your class level?  |   |
| **Question 23.** Thinking about this current academic term, are you a full-time student?  |   |
| **Question 24.** How many courses are you taking for credit this current academic term? Of these, how many are entirely online? | Center for teaching & learning, Curriculum committee |
| **Question 25.** What have most of your grades been up to now at this institution?  | Retention committee/task force, Student affairs  |
| **Question 26.** Did you begin college at this institution or elsewhere?  | Admissions |
| **Question 27.** Since graduating from high school, which of the following types of schools have you attended other than the one you are now attending? Vocational or technical, community or junior college, 4-year college or university other than this one, none, other | Admissions  |
| **Question 28.** What is the highest level of education you ever expect to complete? | Academic advising, Career planning & services, Graduate studies |
| **Question 29.** What is thehighest level of education completed by either of your parents (or those who raised you)?  |   |
| **Question 30.** What is your gender identity?  | LGBT office |
| **Question 31.** Enter your year of birth (e.g., 1994): 19[ ] |   |
| **Question 32.** Are you an international student or foreign national?  | Admissions, International office/student services |
| **Question 33.** What is your racial or ethnic identification?  | Admissions, Multicultural committee |
| **Question 34.** Are you a member of a social fraternity or sorority?  | Greek life, Student affairs  |
| **Question 35.** Which of the following best describes where you are living while attending college?  | Commuter services, Residence life |
| **Question 36.** Are you a student-athlete on a team sponsored by your institution’s athletics department?  | Athletics  |
| **Question 37.** Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?  | Veterans services |
| **Question 38.** Have you been diagnosed with any disability or impairment? | Disability services  |
| **Question 3.** Which of the following best describes your sexual orientation?  | LGBT office |

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| **Topical Modules Mapped to Institutional Departments, Units, Committees, and Interest Groups** |

Beginning in 2013, institutions have been able to append to the core survey Topical Modules—question sets on designated topics of interest—making it possible for institutions to delve deeper into important aspects of the student experience and to inform campus discussions on student learning and improvement with additional survey data. Module results are particularly useful for topical discussions among campus faculty, staff, and administrators. For conversations on the role of technology in student learning, for example, the Learning with Technology module provides items about learning with peers, quality of interaction with others on campus, and institutional emphasis on academic support.

To inspire thinking about likely linkages between the modules and campus needs, we mapped the NSSE Topical Modules to particular departments, units, and committees. Our mapping employed common department and program categories and designations, which users should revise, as appropriate, to match the context of their own institution’s organization and committee structure.

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| **Module Name** | **Module Description** | **Relevant Units** |
| **Academic Advising** (Available 2013–2019; revised in 2020) | The original module examines students’ experiences with academic advising including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The module complements a question on the core survey about the quality of students’ interactions with academic advisors. Updated for NSSE 2020, this set examines students' experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. It also asks students to identify who has been most helpful.  | Academic advising, Registration/registrar’s office, Retention committee/task force |
| **Civic Engagement**  | Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills and examines how often students have engaged with local or campus and state/national/global issues. The module complements questions on the core survey about service-learning, community service, or volunteer work, and about becoming an informed and active citizen.  | Community service, Cultural centers, Political/social science studies, Service-learning office, Social justice studies, Town & gown committee |
| **Development of Transferable Skills** | Adapted from a survey piloted by the American Association of State Colleges and Universities, this module examines activities that develop useful and transferable skills for the workplace such as verbal and written fluency and analytic inquiry. The module complements core survey questions about higher-order learning, reflective and integrative learning, and students’ perceptions of their development in a variety of areas.  | Career planning & services, Curriculum committee, General education, Integrative learning, Interdisciplinary studies |
| **Learning with Technology**  | Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on usage, contribution to learning, and perceptions of institutional support. This module complements core survey questions about learning with peers, quality of interactions with others, and institutional emphasis on academic support.  | Faculty senate, Instructional technology, Retention committee/task force, SoTL  |
| **Experiences with Writing** | This module is the result of an ongoing collaboration between NSSE and the Council of Writing Program Administrators. Touching on three aspects of good writing assignments— interactivity, meaning-making, and clarity—the questions complement those on the core survey about how much writing students do, the nature of their course assignments, and perceived gains in written expression.  | Academic success center, Integrative learning, Interdisciplinary studies, Tutoring, Writing center/programs |
| **Experiences with Information Literacy**  | Developed in collaboration with college and university librarians, this module asks students about their use of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.  | Curriculum committee, General education, Library, Provost’s office, Information literacy committee |

**Topical Modules Mapped to Institutional Departments, Units, Committees, and Interest Groups (continued)**

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| **Module Name** | **Module Description** | **Relevant Units** |
| **First-Year Experiences and Senior Transitions** | This module includes a set of items only for first-year students and a set only for seniors (based on institution-reported class level), with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project (with partial support from the National Endowment for the Arts), respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.  | Academic advising, Career planning & services, First-year experience, Learning support, Retention committee/task force, Student affairs |
| **Global Learning**(Added in 2016; replaces Global Perspectives—Cognitive and Social) | NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad.  | Area studies, Cultural centers, International office/student services, Study abroad programs/office  |
| **Global Perspectives—Cognitive and Social** (Available 2013–2015; replaced in 2016 by Global Learning) | Partnering with the Global Perspective Institute, NSSE derived a short module from the Global Perspective Inventory (GPI) to probe the cognitive and social elements of a global perspective, asking about experiences with global learning and views on intercultural understanding. This module complements questions on the core survey about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad.  | Area studies, Cultural centers, International office/student services, Study abroad programs/office  |
| **Inclusiveness and Engagement with Cultural Diversity**(Added in 2017; replaces Experiences with Diverse Perspectives) | This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students’ exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. Questions measuring inclusiveness of the campus environment are based on the recently launched Culturally Engaging Campus Environments survey.  | Cultural centers, General education, Student affairs  |
| **Experiences with Diverse Perspectives** (Available 2013–2016; replaced in 2017 by Inclusiveness and Engagement with Cultural Diversity) | This module examines activities that promote greater understanding of societal differences. The module complements questions on the core survey about experiences with people from different backgrounds, diverse perspectives in course discussions and assignments, and the extent to which institutions encourage contact among students from different backgrounds.  | Cultural centers, General education, Student affairs  |

**UNIT GROUPS MAPPED TO NSSE ITEMS**

1. Academic advising, Academic success center, Academic support services, Learning support, Tutoring

2. Academic affairs, Academic departments, Department chairs

3. Activities advisors, Student activities, Student affairs

4. Administrative offices, President’s office, Provost’s
office

5. Admissions, Enrollment management, Financial aid, Registration/registrar’s office

6. Alumni affairs

7. Area studies, International office/student services,
Study abroad programs/office

8. Art museum, Fine & performing arts, Performing arts center

9. Athletics, Campus climate committee, Commuter services, Greek life, Health services/center, Parking services, Recreational & fitness center, Residence life

10. Career planning & services

11. Center for teaching & learning, Instructional
technology, Scholarship of teaching & learning (SoTL)

12. Civic engagement, Community service, Service-learning office, Social justice studies, Town & gown committee

13. Counseling/counseling services

14. Cultural centers (African American, women’s, etc.), Disability services, Diversity office, Equity committee, LGBT office, Multicultural committee, Veterans services

15. Curriculum committee

16. Dean of faculty, Faculty development, Faculty senate, Promotion & tenure committee

17. First-year experience

18. General education, Information or Quantitative Literacy committee

19. Graduate studies

20. Integrative learning, Interdisciplinary studies

21. Library

22. Political/social science studies

23. Quantitative literacy/reasoning

24. Retention committee/task force

25. Undergraduate research

26. Writing center/programs

Unit Group 1 Mapped to NSSE Items

Academic advising, Academic success center, Academic support services, Learning support, Tutoring

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| **EIs Mapped to Unit Group 1** |
| Theme: Academic Challenge | Higher-Order Learning (HO)Reflective & Integrative Learning (RI)Learning Strategies (LS) |

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| **Topical Modules Mapped to Unit Group 1** |
| Academic Advising |
| Development of Transferable Skills |
| Experiences with Information Literacy |
| Experiences with Writing |
| First-Year Experiences and Senior Transitions |

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| **NSSE Items Mapped to Unit Group 1** |
| Question 1. During the current school year, about how often have you done the following?  |
| 1b | Prepared two or more drafts of a paper or assignment before turning it in |
| 1c | Come to class without completing readings or assignments  |
| 1e | Asked another student to help you understand course material  |
| 1f | Explained course material to one or more students  |
| 1g | Prepared for exams by discussing or working through course material with other students  |
| 1h | Worked with other students on course projects or assignments  |
| Question 3. During the current school year, about how often have you done the following?  |
| 3a | Talked about career plans with a faculty member |
| 3d | Discussed your academic performance with a faculty member |
| Question 4. During the current school year, how much has your coursework emphasized the following? |
| 4a | Memorizing course material  |
| 4b | Applying facts, theories, or methods to practical problems or new situations  |
| 4c | Analyzing an idea, experience, or line of reasoning in depth by examining its parts  |
| 4d | Evaluating a point of view, decision, or information source  |
| 4e | Forming a new idea or understanding from various pieces of information  |
| Question 5. During the current school year, to what extent have your instructors done the following? |
| 5d | Provided feedback on a draft or work in progress |
| Question 9. During the current school year, about how often have you done the following?  |
| 9a | Identified key information from reading assignments |
| 9b | Reviewed your notes after class |
| 9c | Summarized what you learned in class or from course materials |
| Question 10. During the current school year, to what extent have your courses challenged you to do your best work? |
| Question 13. Indicate the quality of your interactions with the following people at your institution. |
| 13b | Academic advisors |
| Question 14. How much does your institution emphasize the following? |
| 14b | Providing support to help students succeed academically |
| 14c | Using learning support services (tutoring services, writing center, etc.) |
| 14g | Helping you manage your non-academic responsibilities (work, family, etc.) |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15b | I feel valued by this institution.  |
| Question 21. How many majors do you plan to complete? Please enter your major(s) or expected major(s). |
| Question 28. What is the highest level of education you ever expect to complete? |

Unit Group 2 Mapped to NSSE Items

 Academic affairs, Academic departments, Department chairs

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| **EIs Mapped to Unit Group 2** |
| All EIs | Deans, department chairs, and faculty may derive greater value in NSSE—particularly the Engagement Indicator data—when the results for their schools or departments are compared to those for other majors on campus or for these same majors at comparable institutions. |

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| **NSSE Items Mapped to Unit Group 2** |
| Question 5. During the current school year, to what extent have your instructors done the following? |
| 5a | Clearly explained course goals and requirements |
| 5b | Taught course sessions in an organized way |
| 5c | Used examples or illustrations to explain difficult points |
| 5d | Provided feedback on a draft or work in progress |
| 5e | Provided prompt and detailed feedback on tests or completed assignments |
| Question 14. How much does your institution emphasize the following? |
| 14a | Spending significant amounts of time studying and on academic work |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15b | I feel valued by this institution |

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| **Topical Modules Mapped to Unit Group 2** |
| Development of Transferable Skills |
| Experiences with Information Literacy |
| Experiences with Writing |

Unit Group 3 Mapped to NSSE Items

Activities advisors, Student activities, Student affairs

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| **EIs and HIPs Mapped to Unit Group 3** |
| Theme: Learning with Peers | Collaborative Learning (CL)Discussions with Diverse Others (DD) |
| Theme: Campus Environment | Quality of Interactions (QI) |
| High-Impact Practices | Learning CommunityService-LearningResearch with FacultyInternship/Co-op/Field Experience  | Study AbroadCulminating Senior Experience  |

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| **Topical Modules Mapped to Unit Group 3** |
| Experiences with Diverse Perspectives |
| First-Year Experiences and Senior Transitions |
| Inclusiveness and Engagement with Cultural Diversity |

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| **NSSE Items Mapped to Unit Group 3** |
| Question 1. During the current school year, about how often have you done the following?  |
| 1d | Attended an art exhibit, play, or other arts performance (dance, music, etc.) |
| Question 3. During the current school year, about how often have you done the following?  |
| 3b | Worked with a faculty member on activities other than coursework (committees, student groups, etc.) |
| Question 11. Which of the following have you done or do you plan to do before you graduate? |
| 11b | Hold a formal leadership role in a student organization or group |
| Question 13. Indicate the quality of your interactions with the following people at your institution. |
| 13a | Students |
| 13d | Student services staff (career services, student activities, housing, etc.) |
| 13e | Other administrative staff and offices (registrar, financial aid, etc.) |
| Question 14. How much does your institution emphasize the following? |
| 14a | Spending significant amounts of time studying and on academic work |
| 14d | Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) |
| 14e | Providing opportunities to be involved socially |
| 14h | Attending campus activities and events (performing arts, athletic events, etc.) |
| 14i | Attending events that address important social, economic, or political issues |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15a | I feel valued being myself at this institution |
| 15b | I feel valued by this institution |
| 15c | I feel like part of the community at this institution |
| Question 16. About how many hours do you spend in a typical 7-day week doing the following? |
| 16a | Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) |
| 16b | Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) |
| 16f | Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)  |
| Question 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? |
| 18h | Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) |
| Question 19. How would you evaluate your entire educational experience at this institution? |
| Question 20. If you could start over again, would you go to the same institution you are now attending? |
| Question 25. What have most of your grades been up to now at this institution? |
| Question 34. Are you a member of a social fraternity or sorority? |

Unit Group 4 Mapped to NSSE Items

Administrative offices, President’s office, Provost’s office

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| **NSSE Items Mapped to Unit Group 4** |
| All NSSE items likely be salient to institutional leadership.  |
| Question 13. Indicate the quality of your interactions with the following people at your institution. |
| 13c | Faculty |
| 13e | Other administrative staff and offices (registrar, financial aid, etc.) |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15a | I feel valued being myself at this institution |
| 15b | I feel valued by this institution |
| 15c | I feel like part of the community at this institution |
| Question 19. How would you evaluate your entire educational experience at this institution? |
| Question 20. If you could start over again, would you go to the same institution you are now attending? |

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| **Topical Modules Mapped to Unit Group 4** |
| Development of Transferable Skills |
| Experiences with Diverse Perspectives |
| First-Year Experiences and Senior Transitions |
| Inclusiveness and Engagement with Cultural Diversity |

**Unit Group 5 Mapped to NSSE Items**

**Admissions, Enrollment management, Financial aid, Registration/registrar’s office**

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| **NSSE Items Mapped to Unit Group 5** |
| Question 16. About how many hours do you spend in a typical 7-day week doing the following? |
| 16c | Working for pay on campus |
| 16d | Working for pay off campus |
| Question 19. How would you evaluate your entire educational experience at this institution? |
| Question 20. If you could start over again, would you go to the same institution you are now attending? |
| Question 26. Did you begin college at this institution or elsewhere?  |
| Question 27. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? Vocational or technical, community or junior college, 4-year college or university other than this one, none, other |
| Question 32. Are you an international student or foreign national? |

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| **Topical Modules Mapped to Unit Group 5** |
| Academic Advising |
| First-Year Experiences and Senior Transitions |

Unit Group 6 Mapped to NSSE Items

Alumni affairs

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| **NSSE Items Mapped to Unit Group 6** |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15c | I feel like part of the community at this institution |
| Question 16. About how many hours do you spend in a typical 7-day week doing the following? |
| 16b | Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) |
| Question 19. How would you evaluate your entire educational experience at this institution? |
| Question 20. If you could start over again, would you go to the same institution you are now attending? |

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| **Topical Module Mapped to Unit Group 6** |
| First-Year Experiences and Senior Transitions |

**Unit Group 7 Mapped to NSSE Items**

**Area studies, International office/student services, Study abroad programs/office**

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| **Engagement Indicators Mapped to Unit Group 7** |
| Theme: Learning with Peers | Discussions with Diverse Others (DD) |

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| **NSSE Items Mapped to Unit Group 7** |
| Question 11. Which of the following have you done or do you plan to do before you graduate? |
| 11d | Participate in a study abroad program |
| Question 32. Are you an international student or foreign national? |

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| **Topical Modules Mapped to Unit Group 7** |
| Global Learning |
| Global Perspectives—Cognitive and Social |

Unit Group 8 Mapped to NSSE Items

Art museum, Fine & performing arts, Performing arts center

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| **NSSE Item Mapped to Unit Group 8** |
| Question 1. During the current school year, about how often have you done the following?  |
| 1d | Attended an art exhibit, play, or other arts performance (dance, music, etc.) |

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| **Topical Modules Mapped to Unit Group 8** |
| Experiences with Diverse Perspectives |
| Global Learning |
| Global Perspectives—Cognitive and Social |
| Inclusiveness and Engagement with Cultural Diversity |

Unit Group 9 Mapped to NSSE Items

Athletics, Campus climate committee, Commuter services, Greek life, Health services/center, Parking services, Recreational & fitness center, Residence life

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| **EIs Mapped to Unit Group 9** |
| Theme: Campus Environment | Quality of Interactions (QI)Supportive Environment (SE) |

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| **Topical Modules Mapped to Unit Group 9** |
| Development of Transferable Skills |
| Experiences with Diverse Perspectives |
| Experiences with Information Literacy |
| Inclusiveness and Engagement with Cultural Diversity |

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| **NSSE Items Mapped to Unit Group 9** |
| Question 2. During the current school year, about how often have you done the following?  |
| 2d | Examined the strengths and weaknesses of your own views on a topic or issue |
| 2e | Tried to better understand someone else’s views by imagining how an issue looks from their perspective |
| Question 11. Which of the following have you done or do you plan to do before you graduate? |
| 11c | Participate in a learning community or some other formal program where groups of students take two or more classes together |
| Question 13. Indicate the quality of your interactions with the following people at your institution. |
| 13a | Students |
| Question 14. How much does your institution emphasize the following? |
| 14a | Spending significant amounts of time studying and on academic work |
| 14e | Providing opportunities to be involved socially |
| 14f | Providing support for your overall well-being (recreation, health care, counseling, etc.) |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15c | I feel like part of the community at this institution |
| Question 16. About how many hours do you spend in a typical 7-day week doing the following? |
| 16a | Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) |
| 16h | Commuting to campus (driving, walking, etc.) |
| Question 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? |
| 18h | Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) |
| Question 34. Are you a member of a social fraternity or sorority? |
| Question 35. Which of the following best describes where you are living while attending college? |
| Question 36. Are you a student-athlete on a team sponsored by your institution’s athletics department? |

Unit Group 10 Mapped to NSSE Items

Career planning & services

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| **NSSE Items Mapped to Unit Group 10** |
| Question 3. During the current school year, about how often have you done the following?  |
| 3a | Talked about career plans with a faculty member |
| Question 11. Which of the following have you done or do you plan to do before you graduate? |
| 11a | Participate in an internship, co-op, field experience, student teaching, or clinical placement |
| Question 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? |
| 18e | Acquiring job- or work-related knowledge and skills |
| Question 28. What is the highest level of education you ever expect to complete? |

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| **Topical Modules Mapped to Unit Group 10** |
| Development of Transferable Skills |
| First-Year Experiences and Senior Transitions |

Unit Group 11 Mapped to NSSE Items

Center for teaching & learning, Instructional technology, Scholarship of teaching & learning (SoTL)

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| **EIs Mapped to Unit Group 11** |
| Theme: Academic Challenge | Higher-Order Learning (HO)Reflective & Integrative Learning (RI) |
| Theme: Learning with Peers | Collaborative Learning (CL) |
| Theme: Experiences with Faculty | Effective Teaching Practices (ET) |

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| **Topical Modules Mapped to Unit Group 11** |
| Development of Transferable Skills |
| Experiences with Information Literacy |
| Experiences with Writing |
| Learning with Technology |

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| **NSSE Items Mapped to Unit Group 11** |
| Question 1. During the current school year, about how often have you done the following?  |
| 1a | Asked questions or contributed to course discussions in other ways |
| 1b | Prepared two or more drafts of a paper or assignment before turning it in |
| 1c | Come to class without completing readings or assignments  |
| 1e | Asked another student to help you understand course material  |
| 1f | Explained course material to one or more students  |
| 1g | Prepared for exams by discussing or working through course material with other students  |
| 1h | Worked with other students on course projects or assignments  |
| Question 2. During the current school year, about how often have you done the following? |
| 2a | Combined ideas from different courses when completing assignments |
| Question 4. During the current school year, how much has your coursework emphasized the following? |
| 4a | Memorizing course material  |
| 4b | Applying facts, theories, or methods to practical problems or new situations  |
| 4c | Analyzing an idea, experience, or line of reasoning in depth by examining its parts  |
| 4d | Evaluating a point of view, decision, or information source  |
| 4e | Forming a new idea or understanding from various pieces of information  |
| Question 5. During the current school year, to what extent have your instructors done the following? |
| 5a | Clearly explained course goals and requirements |
| 5b | Taught course sessions in an organized way |
| 5c | Used examples or illustrations to explain difficult points |
| 5d | Provided feedback on a draft or work in progress |
| 5e | Provided prompt and detailed feedback on tests or completed assignments |
| Question 10. During the current school year, to what extent have your courses challenged you to do your best work? |
| Question 12. About how many or your courses at this institution have included a community-based project (service-learning)? |
| Question 14. How much does your institution emphasize the following? |
| 14c | Using learning support services (tutoring services, writing center, etc.) |
| Question 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? |
| 18h | Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) |

Unit Group 12 Mapped to NSSE Items

Civic engagement, Community service, Service-learning office, Social justice studies, Town & gown committee

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| **NSSE Items Mapped to Unit Group 12** |
| Question 2. During the current school year, about how often have you done the following?  |
| 2b | Connected your learning to societal problems or issues |
| 2c | Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments |
| 2d | Examined the strengths and weaknesses of your own views on a topic or issue |
| 2e | Tried to better understand someone else’s views by imagining how an issue looks from their perspective |
| 2f | Learned something that changed the way you understand an issue or concept |
| 2g | Connected ideas from your courses to your prior experiences and knowledge |
| Question 12. About how many or your courses at this institution have included a community-based project (service-learning)? |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15c | I feel like part of the community at this institution |
| Question 16. About how many hours do you spend in a typical 7-day week doing the following? |
| 16e | Doing community service or volunteer work |
| Question 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? |
| 18j | Being an informed and active citizen |

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| **Topical Modules Mapped to Unit Group 12** |
| Civic Engagement |
| Experiences with Diverse Perspectives |
| Global Learning |
| Global Perspectives—Cognitive and Social |
| Inclusiveness and Engagement with Cultural Diversity |

Unit Group 13 Mapped to NSSE Items

Counseling/counseling services

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| **NSSE Items Mapped to Unit Group 13** |
| Question 14. How much does your institution emphasize the following? |
| 14f | Providing support for your overall well-being (recreation, health care, counseling, etc.) |
| 14g | Helping you manage your non-academic responsibilities (work, family, etc.) |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15a | I feel comfortable being myself at this institution |
| 15b | I feel valued by this institution |
| 15c | I feel like part of the community at this institution |
| Question 16. About how many hours do you spend in a typical 7-day week doing the following? |
| 16f | Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) |
| 16g | Providing care for dependents (children, parents, etc.) |

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| **Topical Modules Mapped to Unit Group 13** |
| Experiences with Diverse Perspectives |
| First-Year Experiences and Senior Transitions |
| Inclusiveness and Engagement with Cultural Diversity |

Unit Group 14 Mapped to NSSE Items

Cultural centers (African American, women’s, etc.), Disability services, Diversity office,
Equity committee, LGBT office, Multicultural committee, Veterans services

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| **EIs Mapped to Unit Group 14** |
| Theme: Academic Challenge | Reflective & Integrative Learning (RI) |
| Theme: Learning with Peers | Discussions with Diverse Others (DD) |
| Theme: Campus Environment | Supportive Environment (SE) |

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| **NSSE Items Mapped to Unit Group 14** |
| Question 2. During the current school year, about how often have you done the following?  |
| 2c | Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments |
| 2d | Examined the strengths and weaknesses of your own views on a topic or issue |
| 2e | Tried to better understand someone else’s views by imagining how an issue looks from their perspective |
| Question 8. During the current school year, about how often have you had discussions with people from the following groups? |
| 8a | People of a race or ethnicity other than your own |
| 8b | People from an economic background other than your own |
| 8c | People with religious beliefs other than your own |
| 8d | People with political views other than your own |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15a | I feel comfortable being myself at this institution |
| 15b | I feel valued by this institution |
| 15c | I feel like part of the community at this institution |
| Question 37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? |
| Question 38. Have you been diagnosed with any disability or impairment? |
| Question 39. Which of the following best describes your sexual orientation? |

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| **Topical Modules Mapped to Unit Group 14** |
| Experiences with Diverse Perspectives |
| Global Learning |
| Global Perspectives—Cognitive and Social |
| Inclusiveness and Engagement with Cultural Diversity |

Unit Group 15 Mapped to NSSE Items

Curriculum committee

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| **EIs Mapped to Unit Group 15** |
| Theme: Academic Challenge | Reflective & Integrative Learning (RI)Quantitative Reasoning (QR) |
| Theme: Learning with Peers | Collaborative Learning (CL) |

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| **NSSE Items Mapped to Unit Group 15** |
| Question 2. During the current school year, about how often have you done the following?  |
| 2e | Tried to better understand someone else’s views by imagining how an issue looks from their perspective |
| 2f | Learned something that changed the way you understand an issue or concept |
| 2g | Connected ideas from your courses to your prior experiences and knowledge |
| Question 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) |
| 7a | Up to 5 pages |
| 7b | Between 6 and 10 pages |
| 7c | 11 pages or more |
| Question 24. How many courses are you taking for credit this current academic term? Of these, how many are entirely online? |

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| **Topical Modules Mapped to Unit Group 15** |
| Development of Transferable Skills |
| Experiences with Information Literacy |

Group 16 Mapped to NSSE Items

Dean of faculty, Faculty development, Faculty senate, Promotion & tenure committee

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| **EIs Mapped to Unit Group 16** |
| Theme: Academic Challenge | Higher-Order Learning (HO) |
| Theme: Experiences with Faculty | Student-Faculty Interaction (SF)Effective Teaching Practices (ET) |

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| **NSSE Items Mapped to Unit Group 16** |
| Question 1. During the current school year, about how often have you done the following?  |
| 1c | Come to class without completing readings or assignments  |
| Question 2. During the current school year, about how often have you done the following?  |
| 2b | Connected your learning to societal problems or issues |
| Question 3. During the current school year, about how often have you done the following?  |
| 3b | Worked with a faculty member on activities other than coursework (committees, student groups, etc.) |
| 3c | Discussed course topics, ideas, or concepts with a faculty member outside of class |
| 3d | Discussed your academic performance with a faculty member |
| Question 5. During the current school year, to what extent have your instructors done the following? |
| 5a | Clearly explained course goals and requirements |
| 5b | Taught course sessions in an organized way |
| 5c | Used examples or illustrations to explain difficult points |
| 5d | Provided feedback on a draft or work in progress |
| 5e | Provided prompt and detailed feedback on tests or completed assignments |
| Question 13. Indicate the quality of your interactions with the following people at your institution. |
| 13c | Faculty |
| Question 16. About how many hours do you spend in a typical 7-day week doing the following? |
| 16a | Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) |
| Question 19. How would you evaluate your entire educational experience at this institution? |

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| **Topical Modules Mapped to Unit Group 16** |
| First-Year Experiences and Senior Transitions |
| Learning with Technology |

Unit Group 17 Mapped to NSSE Items

First-year experience

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| **EIs Mapped to Unit Group 17** |
| Theme: Academic Challenge | Learning Strategies (LS) |
| Theme: Experiences with Faculty | Student-Faculty Interaction (SF) |
| Theme: Learning with Peers | Collaborative Learning (CL)Discussions with Diverse Others (DD) |
| Theme: Campus Environment | Supportive Environment (SE) |

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| **NSSE Item Mapped to Unit Group 17** |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15a | I feel comfortable being myself at this institution |
| 15b | I feel valued by this institution |
| 15c | I feel like part of the community at this institution |

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| **Topical Module Mapped to Unit Group 17** |
| First-Year Experiences and Senior Transitions |

Unit Group 18 Mapped to NSSE Items

General education, Information literacy committee

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| **EIs Mapped to Unit Group 18** |
| Theme: Academic Challenge | Reflective & Integrative Learning (RI)Quantitative Reasoning (QR) |

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| **Topical Modules Mapped to Unit Group 18** |
| Development of Transferable Skills |
| Experiences with Diverse Perspectives  |
| Experiences with Information Literacy |
| Inclusiveness and Engagement with Cultural Diversity  |

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| **NSSE Items Mapped to Unit Group 18** |
| Question 1. During the current school year, about how often have you done the following?  |
| 1i | Gave a course presentation |
| Question 2. During the current school year, about how often have you done the following?  |
| 2e | Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective |
| 2f | Learned something that changed the way you understand an issue or concept |
| 2g | Connected ideas from your courses to your prior experiences and knowledge |
| Question 6. During the current school year, about how often have you done the following? |
| 6a | Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) |
| 6b | Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) |
| 6c | Evaluated what others have concluded from numerical information |
| Question 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) |
| 7a | Up to 5 pages |
| 7b | Between 6 and 10 pages |
| 7c | 11 pages or more |
| Question 11. Which of the following have you done or do you plan to do before you graduate? |
| 11f | Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) |
| Question 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? |
| 18a | Writing clearly and effectively |
| 18b | Speaking clearly and effectively |
| 18c | Thinking critically and analytically |
| 18d | Analyzing numerical and statistical information |
| 18e | Acquiring job- or work-related knowledge and skills |
| 18f | Working effectively with others |
| 18g | Developing or clarifying a personal code of values and ethics |
| 18h | Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) |
| 18i | Solving complex real-world problems |
| 18j | Being an informed and active citizen |

Unit Group 19 Mapped to NSSE Items

Graduate studies

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| **NSSE Item Mapped to Unit Group 19** |
| Question 28. What is the highest level of education you ever expect to complete? |

Unit Group 20 Mapped to NSSE Items

Integrative learning, Interdisciplinary studies

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| **EIs Mapped to Unit Group 20** |
| Theme: Academic Challenge | Reflective & Integrative Learning (RI) |
| Theme: Campus Environment | Supportive Environment (SE) |

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| **Topical Modules Mapped to Unit Group 20** |
| Development of Transferable Skills |
| Experiences with Writing |

Unit Group 21 Mapped to NSSE Items

Library

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| **NSSE Item Mapped to Unit Group 21** |
| Question 16. About how many hours do you spend in a typical 7-day week doing the following? |
| 16a | Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) |

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| **Topical Module Mapped to Unit Group 21** |
| Experiences with Information Literacy |

Unit Group 22 Mapped to NSSE Items

Political/social science studies

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| **NSSE Items Mapped to Unit Group 22** |
| Question 2. During the current school year, about how often have you done the following?  |
| 2b | Connected your learning to societal problems or issues |
| Question 14. How much does your institution emphasize the following? |
| 14i | Attending events that address important social, economic, or political issues |

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| **Topical Modules Mapped to Unit Group 22** |
| Civic Engagement |
| Experiences with Diverse Perspectives  |
| Global Learning |
| Global Perspectives—Cognitive and Social |
| Inclusiveness and Engagement with Cultural Diversity  |

Unit Group 23 Mapped to NSSE Items

Quantitative literacy/reasoning

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| **EI Mapped to Unit Group 23** |
| Theme: Academic Challenge | Quantitative Reasoning (QR) |

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| **NSSE Items Mapped to Unit Group 23** |
| Question 6. During the current school year, about how often have you done the following? |
| 6a | Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) |
| 6b | Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) |
| 6c | Evaluated what others have concluded from numerical information |

Unit Group 24 Mapped to NSSE Items

Retention committee/task force

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| **EIs and HIPs Mapped to Unit Group 24** |
| Theme: Academic Challenge | Learning Strategies (LS) |
| Theme: Learning with Peers | Collaborative Learning (CL)Discussions with Diverse Others (DD) |
| Theme: Experiences with Faculty | Student-Faculty Interaction (SF)Effective Teaching Practices (ET) |
| Theme: Campus Environment | Quality of Interactions (QI)Supportive Environment (SE) |
| High-Impact Practices | Learning CommunityService-LearningResearch with FacultyInternship/Co-op/Field Experience Study AbroadCulminating Senior Experience  |

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| **NSSE Items Mapped to Unit Group 24** |
| Question 15. To what extent do you agree or disagree with the following statements? |
| 15a | I feel comfortable being myself at this institution |
| 15b | I feel valued by this institution |
| 15c | I feel like part of the community at this institution |
| Question 19. How would you evaluate your entire educational experience at this institution? |
| Question 20. If you could start over again, would you go to the same institution you are now attending? |
| Question 25. What have most of your grades been up to now at this institution? |

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| **Topical Modules Mapped to Unit Group 24** |
| Academic Advising |
| First-Year Experiences and Senior Transitions |
| Learning with Technology |

Unit Group 25 Mapped to NSSE Items

Undergraduate research

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| **NSSE Items Mapped to Unit Group 25** |
| Question 11. Which of the following have you done or do you plan to do before you graduate? |
| 11e | Work with a faculty member on a research project |

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| **Topical Module Mapped to Unit Group 25** |
| Experiences with Information Literacy  |

Unit Group 26 Mapped to NSSE Items

Writing center/programs

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| **EIs Mapped to Unit Group 26** |
| Theme: Academic Challenge | Higher-Order Learning (HO)Reflective & Integrative Learning (RI) |

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| **NSSE Items Mapped to Unit Group 26** |
| Question 1. During the current school year, about how often have you done the following?  |
| 1b | Prepared two or more drafts of a paper or assignment before turning it in |
| Question 5. During the current school year, to what extent have your instructors done the following? |
| 5d | Provided feedback on a draft or work in progress |
| Question 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.) |
| 7a | Up to 5 pages |
| 7b | Between 6 and 10 pages |
| 7c | 11 pages or more |
| Question 17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading? |

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| **Topical Modules Mapped to Unit Group 26** |
| Development of Transferable Skills |
| Experiences with Writing |