

**NSSE Item Campuswide Mapping**

***A Tool for Connecting NSSE Items to Departments, Units, Committees, Functional Areas, & 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 relevant for different campus departments, units, and committees.

For example, a faculty development committee may be receptive to results on Effective Teaching Practices. A Diversity, Equity & Inclusion office may be most interested in results on Discussions with Diverse Others items and the Quality of Interactions and Supportive Environment indicators. Career services staff may find use in results from 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.

To stimulate thinking and discussion about the meaning of NSSE results for 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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| **Table 1. CAMPUS DEPARTMENTS, UNITS, COMMITTEES, AREAS, & OFFICES MAPPED TO NSSE ITEMS** | | | |
| Academic advising  Academic affairs  Academic departments  Academic support services   * Learning Support * Success centers   Activities advisors  Administrative offices  Admissions  Alumni affairs  Area studies  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, Equity & Inclusion Offices  Enrollment management  Equity committees  Faculty development  Faculty senate  Financial aid  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 services  LGBTQ+ Support Centers or Offices  Library  Multicultural Committees  Parking services  Political/social science studies  President’s office  Program Board  Programming Board  Student Activities  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 Affairs  Study abroad programs/office  University & Community Relations  Tutoring  Undergraduate research  Veterans services  Writing Centers & Programs |

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.

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| inside nsse item campuswide mapping  Engagement Indicators & High-Impact Practices 2  Individual Survey Items 3–7  Demographic Survey Items 8-9  Topical Modules 10-11 |

Our mapping employed common department and program categories and designations, which users should review to determine what matches the context of their institution’s organization and committee structure. Departments, units, committees, areas and offices relevant to NSSE items are listed in Table 1. *NSSE Item Campuswide Mapping* is presented in two versions:

1. **Engagement Indicators (EIs) & High Impact Practice (HIP) Mapping, and Topical Modules:** NSSE EIs and HIPs are mapped to relevant campus departments, units, committees, areas, and groups in Table 2, and Topical Modules are mapped in Table 5.

2.  **Individual Item Mapping:** NSSE Items are mapped to each individual survey item in Table 3. Viewers can search for items of interest and see units likely to find that item a useful data point. Demographic items are mapped in Table 4 to facilitate important examination and disaggregation by social identities.

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| **Table 2. 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, Equity & Inclusion Offices, General education, Integrative learning, Interdisciplinary studies, SoTL, Tutoring, Writing center/programs |
| Learning Strategies (LS) | Academic advising, 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, Equity & Inclusion Offices, 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) | 4a-4 & learning, Dean of faculty, Department Chairs, Faculty development, Promotion & tenure committee, SoTL |
| **THEME: Campus Environment** | |
| Quality of Interactions (QI) | Campus climate committee, Diversity, Equity & Inclusion Offices, First-year experience Retention committee/task force, Student affairs |
| Supportive Environment (SE) | Retention committee/task force, Campus climate committee, Diversity, Equity & Inclusion Offices, First-year experience |

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| **High-Impact Practices** (HIPs) | **Relevant Units** |
| Learning Community  Service-Learning  Research with Faculty  Internship/Co-op/Field Experience  Study Abroad  Culminating Senior Experience | Retention committee/task force, Student affairs, Individual units or offices responsible for high-impact practices |

**Table 3. 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 | Asked another student to help you understand course material | Academic advising, Academic support services, Center for teaching & learning, 3d, Instructional technology, SoTL, Tutoring, Writing center/programs |
| 1c | Explained course material to one or more students | 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 | Prepared for exams by discussing or working through course material with other students | Activities advisor, Student activities, Student affairs, SoTL |
| 1e | 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, SoTL, Tutoring |
| 1f | Given a course presentation | Academic advising, Academic support services, Academic success center, Center for teaching & learning, Instructional technology, Learning, support, SoTL, Tutoring |
| **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, Dean of Faculty, Faculty senate, Integrative learning, Political/social science studies, Service-learning office, Social justice studies, University & Community Relations |
| 2c | Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | Academic success center, Civic engagement, Diversity, Equity & Inclusion Offices, 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, Equity & Inclusion Offices, 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, Equity & Inclusion Offices, 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, Tutoring |

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| **Table 3. 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, b, 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, Equity & Inclusion Offices, Student affairs |
| 8b | People from an economic background other than your own | Cultural centers, Diversity, Equity & Inclusion Offices, Student affairs |
| 8c | People with religious beliefs other than your own | Cultural centers, Diversity, Equity & Inclusion Offices, Student affairs |
| 8d | People with political views other than your own | Cultural centers, Civic engagement, Diversity, Equity & Inclusion Offices, Student affairs |
| 8e | People with sexual orientations other than your own | Cultural centers, Civic engagement, Diversity, Equity & Inclusion Offices, Student affairs, LGBTQ+ Support Services or Offices, |
| 8f | People from countries other than your own | Cultural centers, Civic engagement, Diversity, Equity & Inclusion Offices, Student affairs |

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| **Table 3. 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, program board, |
| 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, Equity & Inclusion Offices, Political/social science studies, Program board, Student activities, Student affairs , Civic Engagement |

**Table 3. 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, 18h, , Equity committee, office, Multicultural committee, Veterans services, First-year experience, Retention committee/task force |
| 15b | I feel valued by this institution. | | Academic advising, 15b, 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, Equity & Inclusion Offices, Equity committee, LGBTQ+ Student Support offices, 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, 1/center, Parking services, Recreational & fitness center, Residence life, Civic engagement, 15c, Service-learning office, Social justice studies, University & Community Relations, Counseling/counseling services, Cultural centers (African American, women’s, etc.), Disability services, Diversity, Equity & Inclusion Offices, Equity committee, LGBTQ+ Student Support offices, 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, 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, University & Community Relations, Student Affairs |
| 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, Student Affairs |
| 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, Writing Center/Programs |
| 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, Equity & Inclusion Offices, 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 |
| **Question 21 Do you intend to return to this institution next year? [ Only non-seniors receive this question]** | | | Retention committee/task force, Enrollment management, Provost’s office |

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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?” These results can then be shared with academic advising, admissions, and international student services for discussions on concurrence and variance in student survey responses.

**Table 4. Demographic Survey Items Mapped to Relevant Units (NSSE Items 21–39)**

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| **Demographic Items** (\*subject to change, these reflect NSSE 2023) | **Relevant Units** |
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| **Question 22a.** 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 |
| **22b. [If answered “One”] Please enter your major or expected major: [Text box]** |  |
| **22c. [If answered “More than one”] Please enter up to two majors or expected majors (do not enter minors): [Text box]** | Programs and academic departments, learning support services |
| **23. What is your class level? Response options: Freshman/first-year, Sophomore, Junior, Senior, Unclassified** |  |
| **24. What types of courses have you taken at this institution this current school year?** | 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 the highest level of education completed by your parent(s), guardian(s), or those who raised you |  |
| **Question 30.** How would you describe your gender identity? | LGBTQ+ Support services offices |
| **Question 31.** How would you describe your sexual orientation? (Select all that apply.) | LGBTQ+ Support services offices |
| **Question 32.** How would you describe yourself? (Select all that apply.) | Admissions, Multicultural committee |
| **Question 33a.** Are you an international student? | Admissions, International office/student services |
| Question 33b. [if answered “yes”] What is your country of citizenship? | International affairs |
| Question 33c. [If answered “no”] What is the 5-digit ZIP code of your home address during your last year of high school? |  |
| **34a. Do you have a disability or condition that impacts your learning, working, or living activities?** | Disability services |
| **34b. [If answered “yes”] Which of the following impacts your learning, working, or living activities? (Select all that apply.)** | Disability Services |
| **Question 35.** To which of the following social or service Greek letter organizations do you belong? (Select all that apply.) | Greek life, Student affairs |
| **Question 36.** Which of the following best describes where you are living while attending college? | Commuter services, Residence life |
| **Question 37.** Are you a student-athlete on a team sponsored by your institution’s athletics department? | Athletics |
| **Question 38.** Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? | Veterans services |
| **Open Ended Comment Prompt (Institutions choose their prompt):** |  |
| **Question 39.** Prompt for Open-Ended Comments (Institutions select one of four questions for the end of the NSSE questionnaire or writes their own question.)   * If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please enter them below. * What has been most satisfying about your experience so far at this institution, and what has been most disappointing? * Please describe the most significant learning experience you have had so far at this institution. * What one change would most improve the educational experience at this institution, and what one thing should not be changed? | Student responses to open-ended prompts can provide insights relevant to strategic planning, quality improvement projects, educational effectiveness assessment, etc., and may have relevance to departments and units. |

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

Institutions can append Topical Modules—question sets on designated topics of interest— to the core survey. Topical modules make 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 departments, units, and committees as well. 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.

**Table 5. Topical Modules Mapped to Institutional Departments, Units, Committees, and Interest Groups**

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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, University & Community Relations |
| **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 |