

## *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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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:

- 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.
- 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	Counseling/counseling services	Instructional technology	Recreational & fitness center
Academic affairs	Cultural centers	Information literacy committee	Registration/registrar's office
Academic departments	Curriculum committee	<b>Integrative learning</b>	Residence life
Academic success center	Dean of faculty	<b>Interdisciplinary studies</b>	Retention committee/task force
Academic support services	Department chairs	International office/student services	Scholarship of teaching & learning (SoTL)
Activities advisors	Disability services	Learning support	Service-learning office
Administrative offices	Diversity office	LGBT office	Social justice studies
Admissions	Enrollment management	Library	Student activities
Alumni affairs	Equity committee	Multicultural committee	Student affairs
Area studies	Faculty development	Parking services	Study abroad programs/office
Art museum	Faculty senate	Performing arts center	Town & gown committee
Athletics	Financial aid	Political/social science studies	Tutoring
Campus climate committee	Fine & performing arts	President's office	Undergraduate research
Career planning & services	First-year experience	<b>Program board</b>	Veterans services
Center for teaching & learning	General education	Promotion & tenure committee	Writing center/programs
Civic engagement	Graduate studies	Provost's office	
Community service	Greek life	Quantitative literacy/reasoning	
Commuter services	Health services/center		

## Engagement Indicators and High-Impact Practices Mapped to Relevant Units

Engagement Indicators	Relevant Units
<b>THEME: Academic Challenge</b>	
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
<b>THEME: Learning with Peers</b>	
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
<b>THEME: Experiences with Faculty</b>	
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
<b>THEME: Campus Environment</b>	
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

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

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

Survey Items		Relevant Units
<b>Question 1. During the current school year, about how often have you done the following?</b>		
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 with other 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
<b>Question 2. During the current school year, about how often have you done the following?</b>		
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
<b>Question 3. During the current school year, about how often have you done the following?</b>		
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

## 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
<b>Question 4. During the current school year, how much has your coursework emphasized the following?</b>		
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
<b>Question 5. During the current school year, to what extent have your instructors done the following?</b>		
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
<b>Question 6. During the current school year, about how often have you done the following?</b>		
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
<b>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.)</b>		
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
<b>Question 8. During the current school year, about how often have you had discussions with people from the following groups?</b>		
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

## Individual Survey Items Mapped to Relevant Units (NSSE Items 9–14)

Survey Items		Relevant Units
<b>Question 9. During the current school year, about how often have you done the following?</b>		
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
<b>Question 10. During the current school year, to what extent have your courses challenged you to do your best work?</b>		Academic advising, Academic success center, Academic support services, Center for teaching & learning, Tutoring, SoTL
<b>Question 11. Which of the following have you done or do you plan to do before you graduate?</b>		
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
<b>Question 12. About how many of your courses at this institution have included a community-based project (service-learning)?</b>		Center for teaching & learning, Civic engagement, Community service, Service-learning office
<b>Question 13. Indicate the quality of your interactions with the following people at your institution.</b>		
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
<b>Question 14. How much does your institution emphasize the following?</b>		
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
<b>Question 15. To what extent do you agree or disagree with the following statements?</b>		
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
<b>Question 16. About how many hours do you spend in a typical 7-day week doing the following?</b>		
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 <b>on campus</b>	Career planning & services, Financial aid, Student affairs
16d	Working for pay <b>off campus</b>	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
<b>Question 17. Of the time you spend preparing for class in a typical 7-day week, about how much is on <i>assigned reading</i>?</b>		Center for teaching & learning, Writing center/programs
<b>Question 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>		
18a	Writing clearly and effectively	General education, Tutoring
18b	Speaking clearly and effectively	General education, Tutoring

Survey Items		Relevant Units
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
<b>Question 19. How would you evaluate your entire educational experience at this institution?</b>		Alumni affairs, Dean of faculty, Enrollment management, President's office, Retention committee/task force, Student affairs
<b>Question 20. If you could start over again, would you go to the <i>same institution</i> you are now attending?</b>		Alumni affairs, Enrollment management, Provost's office, Retention committee/task force, Student affairs

## 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.

Demographic Items (*subject to change, these reflect NSSE 2020)	Relevant Units
<b>Question 21.</b> 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
<b>Question 22.</b> What is your class level?	
<b>Question 23.</b> Thinking about this current academic term, are you a full-time student?	
<b>Question 24.</b> 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
<b>Question 25.</b> What have most of your grades been up to now at this institution?	Retention committee/task force, Student affairs
<b>Question 26.</b> Did you begin college at this institution or elsewhere?	Admissions
<b>Question 27.</b> 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
<b>Question 28.</b> What is the highest level of education you ever expect to complete?	Academic advising, Career planning & services, Graduate studies
<b>Question 29.</b> What is the highest level of education completed by either of your parents (or those who raised you)?	
<b>Question 30.</b> What is your gender identity?	LGBT office
<b>Question 31.</b> Enter your year of birth (e.g., 1994): 19[ ]	
<b>Question 32.</b> Are you an international student or foreign national?	Admissions, International office/student services
<b>Question 33.</b> What is your racial or ethnic identification?	Admissions, Multicultural committee
<b>Question 34.</b> Are you a member of a social fraternity or sorority?	Greek life, Student affairs
<b>Question 35.</b> Which of the following best describes where you are living while attending college?	Commuter services, Residence life
<b>Question 36.</b> Are you a student-athlete on a team sponsored by your institution’s athletics department?	Athletics
<b>Question 37.</b> Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	Veterans services
<b>Question 38.</b> Have you been diagnosed with any disability or impairment?	Disability services
<b>Question 3.</b> Which of the following best describes your sexual orientation?	LGBT office



## 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.

Module Name	Module Description	Relevant Units
<b>Academic Advising</b> (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
<b>Civic Engagement</b>	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
<b>Development of Transferable Skills</b>	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
<b>Learning with Technology</b>	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
<b>Experiences with Writing</b>	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
<b>Experiences with Information Literacy</b>	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)

Module Name	Module Description	Relevant Units
<b>First-Year Experiences and Senior Transitions</b>	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
<b>Global Learning</b> (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
<b>Global Perspectives—Cognitive and Social</b> (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
<b>Inclusiveness and Engagement with Cultural Diversity</b> (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
<b>Experiences with Diverse Perspectives</b> (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

<b>EIs Mapped to Unit Group 1</b>	
Theme: Academic Challenge	Higher-Order Learning (HO) Reflective & Integrative Learning (RI) Learning Strategies (LS)
<b>Topical Modules Mapped to Unit Group 1</b>	
Academic Advising	
Development of Transferable Skills	
Experiences with Information Literacy	
Experiences with Writing	
First-Year Experiences and Senior Transitions	

<b>NSSE Items Mapped to Unit Group 1</b>	
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**

<b>EIs Mapped to Unit Group 2</b>	
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.

<b>NSSE Items Mapped to Unit Group 2</b>	
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

<b>Topical Modules Mapped to Unit Group 2</b>
Development of Transferable Skills
Experiences with Information Literacy
Experiences with Writing

## Unit Group 3 Mapped to NSSE Items

### Activities advisors, Student activities, Student affairs

<b>EIs and HIPs Mapped to Unit Group 3</b>		
Theme: Learning with Peers	Collaborative Learning (CL) Discussions with Diverse Others (DD)	
Theme: Campus Environment	Quality of Interactions (QI)	
High-Impact Practices	Learning Community Service-Learning Research with Faculty Internship/Co-op/Field Experience	Study Abroad Culminating Senior Experience

<b>Topical Modules Mapped to Unit Group 3</b>
Experiences with Diverse Perspectives
First-Year Experiences and Senior Transitions
Inclusiveness and Engagement with Cultural Diversity

<b>NSSE Items Mapped to Unit Group 3</b>	
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**

<b>NSSE Items Mapped to Unit Group 4</b>	
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?	

<b>Topical Modules Mapped to Unit Group 4</b>
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

<b>NSSE Items Mapped to Unit Group 5</b>	
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?	

<b>Topical Modules Mapped to Unit Group 5</b>
Academic Advising
First-Year Experiences and Senior Transitions



**Unit Group 6 Mapped to NSSE Items**  
**Alumni affairs**

<b>NSSE Items Mapped to Unit Group 6</b>	
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?	

<b>Topical Module Mapped to Unit Group 6</b>
First-Year Experiences and Senior Transitions

## Unit Group 7 Mapped to NSSE Items

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

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

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?	

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**

<b>NSSE Item Mapped to Unit Group 8</b>	
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.)

<b>Topical Modules Mapped to Unit Group 8</b>
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**

<b>EIs Mapped to Unit Group 9</b>	
Theme: Campus Environment	Quality of Interactions (QI) Supportive Environment (SE)

<b>Topical Modules Mapped to Unit Group 9</b>
Development of Transferable Skills
Experiences with Diverse Perspectives
Experiences with Information Literacy
Inclusiveness and Engagement with Cultural Diversity

<b>NSSE Items Mapped to Unit Group 9</b>	
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**

<b>NSSE Items Mapped to Unit Group 10</b>	
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?	

<b>Topical Modules Mapped to Unit Group 10</b>
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)

<b>Els Mapped to Unit Group 11</b>	
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)
<b>Topical Modules Mapped to Unit Group 11</b>	
Development of Transferable Skills	
Experiences with Information Literacy	
Experiences with Writing	
Learning with Technology	

<b>NSSE Items Mapped to Unit Group 11</b>	
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 of 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**

<b>NSSE Items Mapped to Unit Group 12</b>	
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 of 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

<b>Topical Modules Mapped to Unit Group 12</b>
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**

<b>NSSE Items Mapped to Unit Group 13</b>	
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.)

<b>Topical Modules Mapped to Unit Group 13</b>
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**

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

<b>NSSE Items Mapped to Unit Group 14</b>	
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?	

<b>Topical Modules Mapped to Unit Group 14</b>
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**

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

<b>NSSE Items Mapped to Unit Group 15</b>	
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?	

<b>Topical Modules Mapped to Unit Group 15</b>
Development of Transferable Skills
Experiences with Information Literacy

**Group 16 Mapped to NSSE Items**  
**Dean of faculty, Faculty development, Faculty senate, Promotion & tenure committee**

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

<b>NSSE Items Mapped to Unit Group 16</b>	
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?	

<b>Topical Modules Mapped to Unit Group 16</b>
First-Year Experiences and Senior Transitions
Learning with Technology

**Unit Group 17 Mapped to NSSE Items**  
**First-year experience**

<b>EIs Mapped to Unit Group 17</b>	
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)

<b>NSSE Item Mapped to Unit Group 17</b>	
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

<b>Topical Module Mapped to Unit Group 17</b>
First-Year Experiences and Senior Transitions

**Unit Group 18 Mapped to NSSE Items**  
**General education, Information literacy committee**

<b>EIs Mapped to Unit Group 18</b>	
Theme: Academic Challenge	Reflective & Integrative Learning (RI) Quantitative Reasoning (QR)
<b>Topical Modules Mapped to Unit Group 18</b>	
Development of Transferable Skills	
Experiences with Diverse Perspectives	
Experiences with Information Literacy	
Inclusiveness and Engagement with Cultural Diversity	

<b>NSSE Items Mapped to Unit Group 18</b>	
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**

<b>NSSE Item Mapped to Unit Group 19</b>
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Question 28. What is the highest level of education you ever expect to complete?
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**Unit Group 20 Mapped to NSSE Items**  
**Integrative learning, Interdisciplinary studies**

<b>Els Mapped to Unit Group 20</b>	
Theme: Academic Challenge	Reflective & Integrative Learning (RI)
Theme: Campus Environment	Supportive Environment (SE)

<b>Topical Modules Mapped to Unit Group 20</b>	
Development of Transferable Skills	
Experiences with Writing	

**Unit Group 21 Mapped to NSSE Items  
Library**

<b>NSSE Item Mapped to Unit Group 21</b>	
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)

<b>Topical Module Mapped to Unit Group 21</b>
Experiences with Information Literacy



**Unit Group 22 Mapped to NSSE Items**  
**Political/social science studies**

<b>NSSE Items Mapped to Unit Group 22</b>	
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

<b>Topical Modules Mapped to Unit Group 22</b>
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**

<b>EI Mapped to Unit Group 23</b>	
Theme: Academic Challenge	Quantitative Reasoning (QR)

<b>NSSE Items Mapped to Unit Group 23</b>	
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**

<b>EIs and HIPs Mapped to Unit Group 24</b>	
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 Community Service-Learning Research with Faculty Internship/Co-op/Field Experience Study Abroad Culminating Senior Experience

<b>NSSE Items Mapped to Unit Group 24</b>	
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?	

<b>Topical Modules Mapped to Unit Group 24</b>
Academic Advising
First-Year Experiences and Senior Transitions
Learning with Technology

**Unit Group 25 Mapped to NSSE Items**  
**Undergraduate research**

<b>NSSE Items Mapped to Unit Group 25</b>	
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

<b>Topical Module Mapped to Unit Group 25</b>
Experiences with Information Literacy

**Unit Group 26 Mapped to NSSE Items**  
**Writing center/programs**

<b>EIs Mapped to Unit Group 26</b>	
Theme: Academic Challenge	Higher-Order Learning (HO)  Reflective & Integrative Learning (RI)

<b>NSSE Items Mapped to Unit Group 26</b>	
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?	

<b>Topical Modules Mapped to Unit Group 26</b>
Development of Transferable Skills
Experiences with Writing