

NSSE 2014-2017

Questionnaire (organized)

Academic Challenge

Higher-Order Learning

- 4 b** Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- 4 c** Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations
- 4 d** Coursework emphasized: Evaluating a point of view, decision, or information source
- 4 e** Coursework emphasized: Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

- 2 a** Combined ideas from different courses when completing assignments
- 2 b** Connected your learning to societal problems or issues
- 2 c** Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- 2 d** Examined the strengths and weaknesses of your own views on a topic or issue
- 2 e** Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- 2 f** Learned something that changed the way you understand an issue or concept
- 2 g** Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

- 9 a** Identified key information from reading assignments
- 9 b** Reviewed your notes after class
- 9 c** Summarized what you learned in class or from course materials

Quantitative Reasoning

- 6 a** Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- 6 b** Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- 6 c** Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

- 1 e** Asked another student to help you understand course material
- 1 f** Explained course material to one or more students

- 1 g** Prepared for exams by discussing or working through course material with other students
- 1 h** Worked with other students on course projects or assignments

Discussions with Diverse Others

- 8 a** Had discussions with people of a race or ethnicity other than your own
- 8 b** Had discussions with people from an economic background other than your own
- 8 c** Had discussions with people with religious beliefs other than your own
- 8 d** Had discussions with people with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

- 3 a** Talked about career plans with a faculty member
- 3 b** Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- 3 c** Discussed course topics, ideas, or concepts with a faculty member outside of class
- 3 d** Discussed your academic performance with a faculty member

Effective Teaching Practices

- 5 a** Instructors: Clearly explained course goals and requirements
- 5 b** Instructors: Taught course sessions in an organized way
- 5 c** Instructors: Used examples or illustrations to explain difficult points
- 5 d** Instructors: Provided feedback on a draft or work in progress
- 5 e** Instructors: Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions

- 13 a** Quality of interactions with students
- 13 b** Quality of interactions with academic advisors
- 13 c** Quality of interactions with faculty
- 13 d** Quality of interactions with student services staff
- 13 e** Quality of interactions with other administrative staff and offices

Supportive Environment

- 14 b** Institutional emphasis: Providing support to help students succeed academically
- 14 c** Institutional emphasis: Using learning support services (tutoring services, writing center, etc.)

- 14 d** Institutional emphasis: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- 14 e** Institutional emphasis: Providing opportunities to be involved socially
- 14 f** Institutional emphasis: Providing support for your overall well-being (recreation, health care, counseling, etc.)
- 14 g** Institutional emphasis: Helping you manage your non-academic responsibilities (work, family, etc.)
- 14 h** Institutional emphasis: Attending campus activities and events (performing arts, athletic events, etc.)
- 14 i** Institutional emphasis: Attending events that address important social, economic, or political issues

High-Impact Practice Items

- 11 a** Internship, co-op, field experience, student teaching, or clinical placement
- 11 b** Formal leadership role in a student organization or group
- 11 c** Learning community or some other formal program where groups of students take two or more classes together
- 11 d** Study abroad program
- 11 e** Work with a faculty member on a research project
- 11 f** Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
- 12** About how many of your courses at this institution have included a community-based project (service-learning)?

Questions NOT under any Themes

Overall Measures

- 18** How would you evaluate your entire educational experience at this institution?
- 19** If you could start over again, would you go to the SAME INSTITUTION you are now attending?

All Others

- 1 a** Asked questions or contributed to course discussions in other ways
- 1 b** Prepared two or more drafts of a paper or assignment before turning it in
- 1 c** Come to class without completing readings or assignments
- 1 d** Attended an art exhibit, play or other arts performance (dance, music, etc.)
- 1 i** Gave a course presentation
- 4 a** Coursework emphasized: Memorizing course material

- 7 a** Estimated number of assigned papers, reports, etc., up to 5 pages (NSSE recode)
- 7 b** Estimated number of assigned papers, reports, etc., between 6 and 10 pages (NSSE recode)
- 7 c** Estimated number of assigned papers, reports, etc., 11 pages or more (NSSE recode)
- 10** To what extent have your courses challenged you to do your best work?
- 14 a** Institutional emphasis: Spending significant amounts of time studying and on academic work
- 15 a** Hours per week: Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- 15 b** Hours per week: Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- 15 c** Hours per week: Working for pay ON CAMPUS
- 15 d** Hours per week: Working for pay OFF CAMPUS
- 15 e** Hours per week: Doing community service or volunteer work
- 15 f** Hours per week: Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)
- 15 g** Hours per week: Providing care for dependents (children, parents, etc.)
- 15 h** Hours per week: Commuting to campus (driving, walking, etc.)
- 16** Of the time you spend preparing for class in a typical 7-day week, about how many hours are on ASSIGNED READING?
- 17 a** Perceived gains: Writing clearly and effectively
- 17 b** Perceived gains: Speaking clearly and effectively
- 17 c** Perceived gains: Thinking critically and analytically
- 17 d** Perceived gains: Analyzing numerical and statistical information
- 17 e** Perceived gains: Acquiring job- or work-related knowledge and skills
- 17 f** Perceived gains: Working effectively with others
- 17 g** Perceived gains: Developing or clarifying a personal code of values and ethics
- 17 h** Perceived gains: Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)
- 17 i** Perceived gains: Solving complex real-world problems
- 17 j** Perceived gains: Being an informed and active citizen

Demographic Questions

- 20 a** How many majors do you plan to complete? (Do not count minors.)

- 20 b** [If answered "One"] Please enter your major or expected major: [Text box]
- 20 b** [If answered "More than one"] Please enter up to two majors or expected majors (do not enter minors): [Text boxes]
- 21** What is your current year of study in university?
- 22** Thinking about this current academic term, are you a full-time student?
- 23 a** How many courses are you taking for credit this current academic term?
- 23 b** Of these, how many are entirely online?
- 24** What have most of your grades been up to now at this institution?
- 25** Did you begin university at this institution or elsewhere?
- 26** Since graduating from high school, which of the following types of schools have you attended other than the one you are now attending? (Select all that apply.)
- 27** What is the highest level of education you ever expect to complete?
- 28** What is the highest level of education completed by either of your parents (or those who raised you)?
- 29** What is your gender identity?
- 30** Enter your year of birth (e.g., 1994):
- 31** What is your present citizenship status?
- 32** Ethno-cultural information is collected to support programs that promote equal opportunity for everyone. Are you: (Select all that apply.)
- 33** Are you a member of a social fraternity or sorority?
- 34** Which of the following best describes where you are living while attending university?
- 35** Are you a student-athlete on a team sponsored by your institution's athletics department?
- 36 a** Have you been diagnosed with any disability or impairment?
- 36 b** [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)
- 37** Which of the following best describes your sexual orientation?