The College Student Report
2007 Codebook

Please note the following for the NSSE dataset and codebook:

1. Invalid responses and non-responses are coded as missing “.” in the dataset.

2. Changes to The College Student Report and/or dataset from the previous year are identified by the following:
   ~ **One** asterisk (*) denotes a variable that has been revised slightly from last year.
   ~ **Two** asterisks (**) denote a variable that has been revised significantly from last year and given a new name.
   ~ **Three** asterisks (***) denote a new variable.

3. Changes made in previous years can be viewed in past codebooks, available on the NSSE Web site at www.nsse.iub.edu/html/institutional_reports.cfm.
<table>
<thead>
<tr>
<th>Item #</th>
<th>Variable Name</th>
<th>Variable Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a.</td>
<td>elquest</td>
<td>Asked questions in class or contributed to class discussions</td>
</tr>
<tr>
<td>1b.</td>
<td>elpresen</td>
<td>Made a class presentation</td>
</tr>
<tr>
<td>1c.</td>
<td>rewropap</td>
<td>Prepared two or more drafts of a paper or assignment before turning it in</td>
</tr>
<tr>
<td>1d.</td>
<td>integrat</td>
<td>Worked on a paper or project that required integrating ideas or information from various sources</td>
</tr>
<tr>
<td>1e.</td>
<td>divclass</td>
<td>Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments</td>
</tr>
<tr>
<td>1f.</td>
<td>clunprep</td>
<td>Came to class without completing readings or assignments</td>
</tr>
<tr>
<td>1g.</td>
<td>classgrp</td>
<td>Worked with other students on projects during class</td>
</tr>
<tr>
<td>1h.</td>
<td>occgrp</td>
<td>Worked with classmates outside of class to prepare class assignments</td>
</tr>
<tr>
<td>1i.</td>
<td>intideas</td>
<td>Put together ideas or concepts from different courses when completing assignments or during class discussions</td>
</tr>
<tr>
<td>1j.</td>
<td>tutor</td>
<td>Tutored or taught other students (paid or voluntary)</td>
</tr>
<tr>
<td>1k.</td>
<td>commproj</td>
<td>Participated in a community-based project (e.g., service learning) as part of a regular course</td>
</tr>
<tr>
<td>1l.</td>
<td>itacadem</td>
<td>Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment</td>
</tr>
<tr>
<td>1m.</td>
<td>email</td>
<td>Used e-mail to communicate with an instructor</td>
</tr>
<tr>
<td>1n.</td>
<td>facgrade</td>
<td>Discussed grades or assignments with an instructor</td>
</tr>
<tr>
<td>1o.</td>
<td>facplans</td>
<td>Talked about career plans with a faculty member or advisor</td>
</tr>
<tr>
<td>1p.</td>
<td>facideas</td>
<td>Discussed ideas from your readings or classes with faculty members outside of class</td>
</tr>
<tr>
<td>1q.</td>
<td>facfeed</td>
<td>Received prompt written or oral feedback from faculty on your academic performance</td>
</tr>
<tr>
<td>1r.</td>
<td>workhard</td>
<td>Worked harder than you thought you could to meet an instructor's standards or expectations</td>
</tr>
<tr>
<td>1s.</td>
<td>facother</td>
<td>Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)</td>
</tr>
<tr>
<td>1t.</td>
<td>oocideas</td>
<td>Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)</td>
</tr>
<tr>
<td>1u.</td>
<td>divrstud</td>
<td>Had serious conversations with students of a different race or ethnicity than your own</td>
</tr>
<tr>
<td>1v.</td>
<td>diffstu2</td>
<td>Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values</td>
</tr>
</tbody>
</table>

Response Values and Labels:

1 = Never  
2 = Sometimes  
3 = Often  
4 = Very often

* Slight revision from last year; ** Significant revision from last year so new variable name created; *** New variable
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Question 2. During the current school year, how much has your coursework emphasized the following mental activities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2a.</td>
<td>memorize</td>
<td><strong>Memorizing</strong> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form</td>
<td></td>
</tr>
<tr>
<td>2b.</td>
<td>analyze</td>
<td><strong>Analyzing</strong> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components</td>
<td></td>
</tr>
<tr>
<td>2c.</td>
<td>synths</td>
<td><strong>Synthesizing</strong> and organizing ideas, information, or experiences into new, more complex interpretations and relationships</td>
<td></td>
</tr>
<tr>
<td>2d.</td>
<td>evaluate</td>
<td><strong>Making judgments</strong> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions</td>
<td></td>
</tr>
<tr>
<td>2e.</td>
<td>applying</td>
<td><strong>Applying</strong> theories or concepts to practical problems or in new situations</td>
<td></td>
</tr>
<tr>
<td>Question 3. During the current school year, about how much reading and writing have you done?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3a.</td>
<td>readasgn</td>
<td>Number of assigned textbooks, books, or book-length packs of course readings</td>
<td></td>
</tr>
<tr>
<td>3b.</td>
<td>readown</td>
<td>Number of books read on your own (not assigned) for personal enjoyment or academic enrichment</td>
<td></td>
</tr>
<tr>
<td>3c.</td>
<td>writemor</td>
<td>Number of written papers or reports of <strong>20 pages or more</strong></td>
<td></td>
</tr>
<tr>
<td>3d.</td>
<td>writemid</td>
<td>Number of written papers or reports <strong>between 5 and 19 pages</strong></td>
<td></td>
</tr>
<tr>
<td>3e.</td>
<td>writesml</td>
<td>Number of written papers or reports of <strong>fewer than 5 pages</strong></td>
<td></td>
</tr>
<tr>
<td>Question 4. In a typical week, how many homework problem sets do you complete?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4a.</td>
<td>probseta</td>
<td>Number of problem sets that take you <strong>more</strong> than an hour to complete</td>
<td></td>
</tr>
<tr>
<td>4b.</td>
<td>probsetb</td>
<td>Number of problem sets that take you <strong>less</strong> than an hour to complete</td>
<td></td>
</tr>
<tr>
<td>Question 5. Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>exams</td>
<td>1 = Very little</td>
<td></td>
</tr>
</tbody>
</table>

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### Question 6. During the current school year, about how often have you done each of the following?

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a.</td>
<td>atdart07</td>
<td>Attended an art exhibit, play, dance, music, theater, or other performance</td>
</tr>
<tr>
<td>6b.</td>
<td>exrcse05</td>
<td>Exercised or participated in physical fitness activities</td>
</tr>
<tr>
<td>6c.</td>
<td>worship05</td>
<td>Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)</td>
</tr>
<tr>
<td>6d.</td>
<td>ownview</td>
<td>Examined the strengths and weaknesses of your own views on a topic or issue</td>
</tr>
<tr>
<td>6e.</td>
<td>othrview</td>
<td>Tried to better understand someone else's views by imagining how an issue looks from his or her perspective</td>
</tr>
<tr>
<td>6f.</td>
<td>chngview</td>
<td>Learned something that changed the way you understand an issue or concept</td>
</tr>
</tbody>
</table>

#### Response Values and Labels

1 = Never  
2 = Sometimes  
3 = Often  
4 = Very often

### Question 7. Which of the following have you done or do you plan to do before you graduate from your institution?

<table>
<thead>
<tr>
<th>Item</th>
<th>Variable</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a.</td>
<td>intern04</td>
<td>Practicum, internship, field experience, co-op experience, or clinical assignment</td>
</tr>
<tr>
<td>7b.</td>
<td>volntr04</td>
<td>Community service or volunteer work</td>
</tr>
<tr>
<td>7c.</td>
<td>lrncom04</td>
<td>Participate in a learning community or some other formal program where groups of students take two or more classes together</td>
</tr>
<tr>
<td>7d.</td>
<td>resrch04</td>
<td>Work on a research project with a faculty member outside of course or program requirements</td>
</tr>
<tr>
<td>7e.</td>
<td>forlng04</td>
<td>Foreign language coursework</td>
</tr>
<tr>
<td>7f.</td>
<td>stdabr04</td>
<td>Study abroad</td>
</tr>
<tr>
<td>7g.</td>
<td>indstd04</td>
<td>Independent study or self-designed major</td>
</tr>
<tr>
<td>7h.</td>
<td>snrx04</td>
<td>Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)</td>
</tr>
</tbody>
</table>

#### Response Values and Labels

1 = Have not decided  
2 = Do not plan to do  
3 = Plan to do  
4 = Done

### Question 8. Mark the box that best represents the quality of your relationships with people at your institution.

<table>
<thead>
<tr>
<th>Item</th>
<th>Relationship Type</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a.</td>
<td>envstu</td>
<td>Relationships with <strong>other students</strong></td>
</tr>
<tr>
<td>8b.</td>
<td>envfac</td>
<td>Relationships with <strong>faculty members</strong></td>
</tr>
<tr>
<td>8c.</td>
<td>envadm</td>
<td>Relationships with <strong>administrative personnel and offices</strong></td>
</tr>
</tbody>
</table>

#### Response Values and Labels

1 = Unfriendly, Unsupportive, Sense of Alienation  
7 = Friendly, Supportive, Sense of Belonging  
1 = Unavailable, Unhelpful, Unsympathetic  
7 = Available, Helpful, Sympathetic  
1 = Unhelpful, Inconsiderate, Rigid  
7 = Helpful, Considerate, Flexible

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<tbody>
<tr>
<td>9a.</td>
<td>acadpr01</td>
<td>Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</td>
<td>1 = 0</td>
</tr>
<tr>
<td>9b.</td>
<td>workon01</td>
<td>Working for pay <strong>on campus</strong></td>
<td>2 = 1-5</td>
</tr>
<tr>
<td>9c.</td>
<td>workof01</td>
<td>Working for pay <strong>off campus</strong></td>
<td>3 = 6-10</td>
</tr>
<tr>
<td>9d.</td>
<td>cocurr01</td>
<td>Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</td>
<td>4 = 11-15</td>
</tr>
<tr>
<td>9e.</td>
<td>social05</td>
<td>Relaxing and socializing (watching TV, partying, etc.)</td>
<td>5 = 16-20</td>
</tr>
<tr>
<td>9f.</td>
<td>carede01</td>
<td>Providing care for dependents living with you (parents, children, spouse, etc.)</td>
<td>6 = 21-25</td>
</tr>
<tr>
<td>9g.</td>
<td>commute</td>
<td>Commuting to class (driving, walking, etc.)</td>
<td>7 = 26-30</td>
</tr>
</tbody>
</table>

**Question 9.** About how many hours do you spend in a typical 7-day week doing each of the following?  
(Question 9 response options were formatted differently on both the paper and online version in 2007 so that the hours appeared **below each box**.)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>10a.</td>
<td>envschol</td>
<td>Spending significant amounts of time studying and on academic work</td>
<td>1 = Very little</td>
</tr>
<tr>
<td>10b.</td>
<td>envsuprt</td>
<td>Providing the support you need to help you succeed academically</td>
<td>2 = Some</td>
</tr>
<tr>
<td>10c.</td>
<td>envdivrs</td>
<td>Encouraging contact among students from different economic, social, and racial or ethnic backgrounds</td>
<td>3 = Quite a bit</td>
</tr>
<tr>
<td>10d.</td>
<td>envnacad</td>
<td>Helping you cope with your non-academic responsibilities (work, family, etc.)</td>
<td>4 = Very much</td>
</tr>
<tr>
<td>10e.</td>
<td>envsocal</td>
<td>Providing the support you need to thrive socially</td>
<td></td>
</tr>
<tr>
<td>10f.</td>
<td>envevent</td>
<td>Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)</td>
<td></td>
</tr>
<tr>
<td>10g.</td>
<td>envcompt</td>
<td>Using computers in academic work</td>
<td></td>
</tr>
</tbody>
</table>

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</tr>
</thead>
<tbody>
<tr>
<td>11a</td>
<td>gngenled</td>
<td>Acquiring a broad general education</td>
<td>1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much</td>
</tr>
<tr>
<td>11b</td>
<td>gnwork</td>
<td>Acquiring job or work-related knowledge and skills</td>
<td></td>
</tr>
<tr>
<td>11c</td>
<td>gnspeak</td>
<td>Thinking critically and analytically</td>
<td></td>
</tr>
<tr>
<td>11d</td>
<td>gnanaly</td>
<td>Analyzing quantitative problems</td>
<td></td>
</tr>
<tr>
<td>11e</td>
<td>gnquant</td>
<td>Using computing and information technology</td>
<td></td>
</tr>
<tr>
<td>11f</td>
<td>gncmpts</td>
<td>Working effectively with others</td>
<td></td>
</tr>
<tr>
<td>11g</td>
<td>gnothers</td>
<td>Voting in local, state, or national elections</td>
<td></td>
</tr>
<tr>
<td>11h</td>
<td>gnself</td>
<td>Learning effectively on your own</td>
<td></td>
</tr>
<tr>
<td>11i</td>
<td>gndivers</td>
<td>Understanding yourself</td>
<td></td>
</tr>
<tr>
<td>11j</td>
<td>gnself</td>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td></td>
</tr>
<tr>
<td>11k</td>
<td>gndivers</td>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td></td>
</tr>
<tr>
<td>11l</td>
<td>gnself</td>
<td>Understanding yourself</td>
<td></td>
</tr>
<tr>
<td>11m</td>
<td>gnself</td>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td></td>
</tr>
<tr>
<td>11n</td>
<td>gnself</td>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td></td>
</tr>
<tr>
<td>11o</td>
<td>gnself</td>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td></td>
</tr>
<tr>
<td>11p</td>
<td>gnself</td>
<td>Developing a deepened sense of spirituality</td>
<td></td>
</tr>
</tbody>
</table>

Question 11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

12. advise Overall, how would you evaluate the quality of academic advising you have received at your institution?  
1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

13. entirexp How would you evaluate your entire educational experience at this institution?  
1 = Poor, 2 = Fair, 3 = Good, 4 = Excellent

14. samecoll If you could start over again, would you go to the same institution you are now attending?  
1 = Definitely no, 2 = Probably no, 3 = Probably yes, 4 = Definitely yes

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<tbody>
<tr>
<td>15.</td>
<td>birthyr</td>
<td>Write in your year of birth: 19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>agebase</td>
<td>Age (computed from birthyr)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>age</td>
<td>Age category</td>
<td>1 = 19 or younger</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = 20-23</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = 24-29</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = 30-39</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 = 40-55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 = Over 55</td>
</tr>
<tr>
<td>16.</td>
<td>sex</td>
<td>Your sex</td>
<td>1 = Male</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = Female</td>
</tr>
<tr>
<td>17.</td>
<td>internat</td>
<td>Are you an international student or foreign national?</td>
<td>1 = No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = Yes</td>
</tr>
<tr>
<td>18.</td>
<td>race05</td>
<td>What is your racial or ethnic identification? (Mark only one.)</td>
<td>1 = American Indian or other Native American</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = Asian, Asian American or Pacific Islander</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = Black or African American</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = White (non-Hispanic)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 = Mexican or Mexican American</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>6 = Puerto Rican</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7 = Other Hispanic or Latino</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8 = Multiracial</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>9 = Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>10 = I prefer not to respond</td>
</tr>
<tr>
<td>19.</td>
<td>class</td>
<td>What is your current classification in college?</td>
<td>1 = Freshman/first-year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = Sophomore</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3 = Junior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 = Senior</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5 = Unclassified</td>
</tr>
<tr>
<td>20.</td>
<td>enter</td>
<td>Did you begin college at your current institution or elsewhere?</td>
<td>1 = Started here</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 = Started elsewhere</td>
</tr>
</tbody>
</table>

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</thead>
</table>
| 21.    | votech05      | Vocational or technical school | 1 = Checked  
2 = Not checked |
|        | comcol05      | Community or junior college | 1 = Checked  
2 = Not checked |
|        | fouryr05      | 4-year college other than this one | 1 = Checked  
2 = Not checked |
|        | none05        | None | 1 = Checked  
2 = Not checked |
|        | ocol1_05      | Other | 1 = Checked  
2 = Not checked |

**Question 21.** Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

*This question asks students to select all options that apply. To permit multiple responses, the question is represented in this codebook by five separate items that the student either checks or does not check.*

<table>
<thead>
<tr>
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</thead>
</table>
| 22.    | enrlment      | Thinking about this current academic term, how would you characterize your enrollment? | 1 = Less than full-time  
2 = Full-time |
|        | disted        | Thinking about this current academic term, are you taking all courses entirely online? *(This item appeared only on the online instrument.)* | 1 = No  
2 = Yes |

<table>
<thead>
<tr>
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<th>Variable Name</th>
<th>Variable Label</th>
<th>Response Values and Labels</th>
</tr>
</thead>
</table>
| 23.    | fratsoro      | Are you a member of a social fraternity or sorority? | 1 = No  
2 = Yes |

* Slight revision from last year; ** Significant revision from last year so new variable name created; *** New variable
# The College Student Report
## 2007 Codebook

<table>
<thead>
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</tr>
</thead>
</table>
| 24a.   | athlete       | Are you a student-athlete on a team sponsored by your institution’s athletics department? | 1 = No  
2 = Yes |
| 24b.   | athteam       | On what team(s) are you an athlete (e.g., football, swimming)? | |

<table>
<thead>
<tr>
<th>Value</th>
<th>Label</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Baseball</td>
</tr>
<tr>
<td>2</td>
<td>Basketball</td>
</tr>
<tr>
<td>3</td>
<td>Bowling</td>
</tr>
<tr>
<td>4</td>
<td>Cross Country</td>
</tr>
<tr>
<td>5</td>
<td>Fencing</td>
</tr>
<tr>
<td>6</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>7</td>
<td>Football</td>
</tr>
<tr>
<td>8</td>
<td>Golf</td>
</tr>
<tr>
<td>9</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>10</td>
<td>Ice Hockey</td>
</tr>
<tr>
<td>11</td>
<td>Track &amp; Field</td>
</tr>
<tr>
<td>12</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>13</td>
<td>Rifle</td>
</tr>
<tr>
<td>14</td>
<td>Rowing</td>
</tr>
<tr>
<td>15</td>
<td>Skiing</td>
</tr>
<tr>
<td>16</td>
<td>Soccer</td>
</tr>
<tr>
<td>17</td>
<td>Softball</td>
</tr>
<tr>
<td>18</td>
<td>Swimming &amp; Diving</td>
</tr>
<tr>
<td>19</td>
<td>Tennis</td>
</tr>
<tr>
<td>20</td>
<td>Volleyball</td>
</tr>
<tr>
<td>21</td>
<td>Water Polo</td>
</tr>
<tr>
<td>22</td>
<td>Wrestling</td>
</tr>
<tr>
<td>23</td>
<td>Other</td>
</tr>
<tr>
<td>24</td>
<td>More than one sport</td>
</tr>
</tbody>
</table>

* NSSE created identifiers for sports team based on values in athteam.

* Slight revision from last year; ** Significant revision from last year so new variable name created; *** New variable
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 25.   | grades04      | What have most of your grades been up to now at this institution? | 1 = C- or lower  
2 = C  
3 = C+  
4 = B-  
5 = B  
6 = B+  
7 = A-  
8 = A |
| 26.   | livenow       | Which of the following best describes where you are living now while attending college? | 1 = Dormitory or other campus housing (not fraternity/sorority house)  
2 = Residence (house, apartment, etc.) within walking distance of the institution  
3 = Residence (house, apartment, etc.) within driving distance of the institution  
4 = Fraternity or sorority house |

**What is the highest level of education that your parent(s) completed? (Mark one box per column.)**

<table>
<thead>
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</tr>
</thead>
</table>
| 27a.  | fathedu       | Father’s educational attainment | 1 = Did not finish high school  
2 = Graduated from high school  
3 = Attended college but did not complete degree  
4 = Completed an associate’s degree (A.A., A.S., etc.)  
5 = Completed a bachelor’s degree (B.A., B.S., etc.)  
6 = Completed a master’s degree (M.A., M.S., etc.)  
7 = Completed a doctoral degree (Ph.D., J.D., M.D., etc.) |
| 27b.  | mothedu       | Mother’s educational attainment |

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>28a.</td>
<td>majrprim</td>
<td>Please print your primary major or your expected primary major.</td>
<td></td>
</tr>
<tr>
<td>28b.</td>
<td>majrsecd</td>
<td>If applicable, please print your second major or your expected second major (not minor, concentration, etc.).</td>
<td></td>
</tr>
</tbody>
</table>

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<tr>
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<th>Variable Label</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>majrscod</td>
<td>Primary major code</td>
<td>1 = Art, fine and applied, 2 = English (language and literature), 3 = History, 4 = Journalism, 5 = Language and literature (except English), 6 = Music, 7 = Philosophy, 8 = Speech, 9 = Theater or drama, 10 = Theology or religion, 11 = Other arts &amp; humanities, 12 = Biology (general), 13 = Biochemistry or biophysics, 14 = Botany, 15 = Environmental science, 16 = Marine (life) science, 17 = Microbiology or bacteriology, 18 = Zoology, 19 = Other biological science, 20 = Accounting, 21 = Business administration (general), 22 = Finance, 23 = International business, 24 = Marketing, 25 = Management, 26 = Other business, 27 = Business education, 28 = Elementary/secondary school education, 29 = Music or art education, 30 = Physical education or recreation, 31 = Secondary education, 32 = Special education, 33 = Other education, 34 = Aero/astronautical engineering, 35 = Civil engineering, 36 = Chemical engineering, 37 = Electrical or electronic engineering, 38 = Industrial engineering, 39 = Materials engineering, 40 = Mechanical engineering, 41 = General/other engineering, 42 = Astronomy, 43 = Atmospheric science (including meteorology), 44 = Chemistry, 45 = Earth science (including geology), 46 = Mathematics, 47 = Physics, 48 = Statistics, 49 = Other physical science, 50 = Architecture, 51 = Urban planning, 52 = Health technology (medical, dental, laboratory), 53 = Law, 54 = Library/archival science, 55 = Medicine, 56 = Dentistry, 57 = Veterinarian, 58 = Nursing, 59 = Pharmacy, 60 = Allied health/other medical, 61 = Therapy (occupational, physical, speech), 62 = Other professional, 63 = Anthropology, 64 = Economics, 65 = Ethnic studies, 66 = Geography, 67 = Political science (including government, international relations), 68 = Psychology, 69 = Social work, 70 = Sociology, 71 = Gender studies, 72 = Other social science, 73 = Agriculture, 74 = Communications, 75 = Computer science, 76 = Family studies, 77 = Natural resources and conservation, 78 = Kinesiology, 79 = Criminal justice, 80 = Military science, 81 = Parks, recreation, leisure studies, sports management, 82 = Public administration, 83 = Technical/vocational, 84 = Other field, 85 = Undecided</td>
</tr>
</tbody>
</table>

The variables majrscod and majrscod were created by NSSE staff; majrprim and majrsecd were recoded into one of the 85 majors below. Whenever possible, we used the CIP 2000 major categorization to guide the recodings.

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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>majrancol</td>
<td>Created by recoding write-in majors (majrprim and majrsecd) into one of ten major fields listed at right.</td>
<td>1 = Arts and humanities 2 = Biological science 3 = Business 4 = Education 5 = Engineering 6 = Physical science 7 = Professional 8 = Social science 9 = Other 10 = Undecided</td>
</tr>
<tr>
<td></td>
<td>majrscol</td>
<td>ten major fields listed at right.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>majrdbl</td>
<td>Primary major (majrprim): double major</td>
<td>1 = Not double major 2 = Double major</td>
</tr>
<tr>
<td></td>
<td>majrsdbl</td>
<td>Secondary major (majrsecd): double major</td>
<td></td>
</tr>
</tbody>
</table>

**Data Provided by Your Institution**

<table>
<thead>
<tr>
<th>Variable Name</th>
<th>Variable Label</th>
<th>Response Values and Labels</th>
</tr>
</thead>
<tbody>
<tr>
<td>gender</td>
<td>Institution reported: Gender</td>
<td>1 = Male 2 = Female</td>
</tr>
<tr>
<td>ethnicit</td>
<td>Institution reported: Ethnicity</td>
<td>1 = African American/Black 2 = American Indian/Alaska Native 3 = Asian/Pacific Islander 4 = Caucasian/White 5 = Hispanic 6 = Other 7 = Foreign 8 = Multi-racial/ethnic 9 = Unknown</td>
</tr>
<tr>
<td>classran</td>
<td>Institution reported: Class rank</td>
<td>1 = Freshman/First-year student 2 = Sophomore 3 = Junior 4 = Senior 5 = Other</td>
</tr>
<tr>
<td>enrollmt</td>
<td>Institution reported: Enrollment status</td>
<td>1 = Part-time 2 = Full-time</td>
</tr>
<tr>
<td>studid</td>
<td>Student ID</td>
<td></td>
</tr>
<tr>
<td>lastname</td>
<td>First three letters of last name provided by respondent (applies to certain locally administered surveys only)</td>
<td></td>
</tr>
<tr>
<td>satt</td>
<td>SAT Total score</td>
<td></td>
</tr>
<tr>
<td>satm</td>
<td>SAT Math score</td>
<td></td>
</tr>
<tr>
<td>satv</td>
<td>SAT Verbal score</td>
<td></td>
</tr>
</tbody>
</table>
| actt          | ACT Total score | ** Slight revision from last year; ** Significant revision from last year so new variable name created; *** New variable
<table>
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<th>Variable Label</th>
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</tr>
</thead>
<tbody>
<tr>
<td>***</td>
<td>satrr</td>
<td>New SAT Critical Reading score</td>
<td>1 = Base random sample</td>
</tr>
<tr>
<td>***</td>
<td>satrm</td>
<td>New SAT Math score</td>
<td>2 = Standard random oversample (first-year students and seniors only)</td>
</tr>
<tr>
<td>***</td>
<td>satrw</td>
<td>New SAT Writing score</td>
<td>3 = Requested random oversample (first-year students and seniors only)</td>
</tr>
<tr>
<td>***</td>
<td>satrt</td>
<td>New SAT Total score</td>
<td>4 = Targeted oversample</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Miscellaneous Data</td>
<td>5 = Locally administered sample or oversample</td>
</tr>
<tr>
<td></td>
<td>smpl05</td>
<td>Sample type</td>
<td>1 = Eligible</td>
</tr>
<tr>
<td></td>
<td>inelig</td>
<td>Identifies respondents that did not meet NSSE criteria at time of survey completion</td>
<td>2 = Ineligible</td>
</tr>
<tr>
<td></td>
<td>modecomp</td>
<td>Mode of completion on The College Student Report</td>
<td>1 = Paper</td>
</tr>
<tr>
<td></td>
<td>surveyid</td>
<td>Unique survey number assigned by NSSE</td>
<td>2 = Web</td>
</tr>
<tr>
<td></td>
<td>bsurvid</td>
<td>Identifies respondents who also completed BCSSE</td>
<td></td>
</tr>
<tr>
<td></td>
<td>unitid</td>
<td>Unique institutional identifier (most often IPEDS number)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>respmode</td>
<td>Primary contact mode of respondent</td>
<td>1 = Paper mailing &amp; some e-mail contacts</td>
</tr>
<tr>
<td></td>
<td>group1</td>
<td>First school-provided group identifier</td>
<td>2 = E-mail contacts only</td>
</tr>
<tr>
<td></td>
<td>group2</td>
<td>Second school-provided group identifier</td>
<td>3 = E-mail contacts &amp; some paper mailing</td>
</tr>
<tr>
<td></td>
<td>group3</td>
<td>Third school-provided group identifier</td>
<td>4 = Locally administered paper survey</td>
</tr>
<tr>
<td></td>
<td>group4</td>
<td>Fourth school-provided group identifier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>group5</td>
<td>Fifth school-provided group identifier</td>
<td></td>
</tr>
<tr>
<td></td>
<td>logdate</td>
<td>Date survey returned (paper) or logged in (web)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>duration</td>
<td>Length of time spent on web survey</td>
<td></td>
</tr>
</tbody>
</table>

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### Weights

NSSE creates weights for randomly selected first-year and senior respondents based on part-time/full-time status, gender, and institutional enrollment size. Use weights to replicate NSSE benchmark scores, means, and the frequency column percentages. However, we encourage schools interested in intra-institutional weighting to consider a more sophisticated weighting system that takes into account response rate differences among additional student subpopulations. NSSE's weights are not appropriate for intra-institutional comparisons in most cases as the response rate differences among subgroups may not be the same as the ones that exist institution-wide at your school. All three weights below will reproduce your institution's statistics shown in this report, but the N's will differ.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>WEIGHT1</td>
<td>Weight used to calculate average institutional benchmark scores on reports prior to 2007. This weight replicates the original number of respondents for each institution. It is no longer used for NSSE reporting purposes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEIGHT2</td>
<td>Although not used for NSSE reports, this intermediary weight variable multiplies the number of respondents to match the institution's overall population size.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEIGHT3</td>
<td>Weight used in creating 2007 NSSE reports (e.g., Mean, Frequency, and Benchmark). Using this weight ensures that each institution contributes a proportional amount of respondents to reference groups found in NSSE reports based upon overall population size.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Student-Level Index Scores.** To facilitate conversations about student engagement and its importance to student learning, collegiate quality, and institutional improvement, NSSE created five institution-level indicators or benchmarks of effective educational practice: (1) Level of academic challenge; (2) Active and collaborative learning; (3) Student-faculty interaction; (4) Enriching educational experiences; and (5) Supportive campus environment. Student-level index scores are the precursors to these five institution-level benchmarks. An index score is the student's average response to items within the index, after all items have been placed on a 100-point scale. Index scores are created for randomly sampled first-year and senior students that answered three-fifths or more of the items within the group. The benchmark score for an institution is the weighted mean of these student index scores. Not only can institutions replicate their benchmark scores with this information, but they can also perform intra-institutional comparisons (e.g., department, college, etc.) to dig deeper into their data. For more detailed information about how index scores and benchmarks are calculated, visit the NSSE Web site at www.nsse.iub.edu/html/2007_inst_report.htm.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Description</th>
<th>Component Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC</td>
<td><strong>Level of Academic Challenge:</strong> Index that measures time spent preparing for class, amount of reading and writing, deep learning, and institutional expectations for academic performance.</td>
<td>readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol</td>
</tr>
<tr>
<td>ACa</td>
<td><strong>Level of Academic Challenge (adjusted):</strong> Same as AC, but adjusted for part-time enrollment status. This is the version given in your Benchmark Comparisons report. Because part-time students spend less time in classes, they are likely to report lower numbers for several items on The College Student Report (e.g., hours spent preparing for class, number of papers written, number of assigned books read). Using full-time/part-time ratios from the entire U.S. NSSE cohort, we adjust part-time student scores to make them resemble those of full-time students when we create the benchmarks. Thus schools with large populations of part-time students are not negatively impacted by this population.</td>
<td>readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol</td>
</tr>
<tr>
<td>ACL</td>
<td><strong>Active and Collaborative Learning:</strong> Index that measures extent of class participation, working collaboratively with other students inside and outside of class, tutoring and involvement with a community-based project.</td>
<td>clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas</td>
</tr>
<tr>
<td>SFI</td>
<td><strong>Student-Faculty Interaction:</strong> Index that measures extent of talking with faculty members and advisors, discussing ideas from classes with faculty members outside of class, getting prompt feedback on academic performance, and working with faculty on research projects</td>
<td>facgrade, facideas, facplans, facfeed, facother, resrch04</td>
</tr>
<tr>
<td>SFe</td>
<td><strong>Student-Faculty Interaction (comparative):</strong> Same as SFI, but excludes the 'resrch04' item (rescaled in 2004). Use for year-to-year comparisons with 2003, 2002, and 2001 administrations; not needed for comparisons with 2004 or 2005.</td>
<td>facgrade, facideas, facplans, facfeed, facother (excludes resrch04)</td>
</tr>
<tr>
<td>EEE</td>
<td><strong>Enriching Educational Experiences:</strong> Index that measures extent of interaction with students of different racial or ethnic backgrounds or with different political opinions or values, using electronic technology, and participating in activities such as internships, community service, study abroad, co-curricular activities, and culminating senior experience. <strong>Because question 7 was rescaled in 2004, year-to-year comparisons of EEE scores with years prior to 2004 are invalid.</strong></td>
<td>diffstu2, divrstud, envdivrs, cocurr01, itacadem, intern04, volntr04, lrncom04, forling04, stdabr04, indstd04, snrx04</td>
</tr>
<tr>
<td>SCE</td>
<td><strong>Supportive Campus Environment:</strong> Index that measures extent to which students perceive the campus helps them succeed academically and socially, assists them in coping with non-academic responsibilities, and promotes supportive relations among students and their peers, faculty members, and administrative personnel and offices</td>
<td>envsocal, envsuprt, envnacad, envstu, envfac, envadm</td>
</tr>
</tbody>
</table>

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