



## *NSSE 2011 Codebook*

Please note the following for the NSSE data file and codebook:

1. Invalid responses and non-responses are coded as missing “.” in the data file.
2. Changes made in previous years can be viewed in past codebooks, available on the NSSE Web site at [nsse.iub.edu/html/analysis\\_resources.cfm](http://nsse.iub.edu/html/analysis_resources.cfm)

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
<b>Question 1. In your experience at your institution during the current school year, about how often have you done each of the following?</b>			
1a.	clquest	Asked questions in class or contributed to class discussions	
1b.	clpresen	Made a class presentation	
1c.	rewropap	Prepared two or more drafts of a paper or assignment before turning it in	
1d.	integrat	Worked on a paper or project that required integrating ideas or information from various sources	
1e.	divclass	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	
1f.	clunprep	Come to class without completing readings or assignments	
1g.	classgrp	Worked with other students on projects <b>during class</b>	
1h.	occgrp	Worked with classmates <b>outside of class</b> to prepare class assignments	
1i.	intideas	Put together ideas or concepts from different courses when completing assignments or during class discussions	1 = Never 2 = Sometimes 3 = Often 4 = Very often
1j.	tutor	Tutored or taught other students (paid or voluntary)	
1k.	commproj	Participated in a community-based project (e.g., service learning) as part of a regular course	
1l.	itacadem	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	
1m.	email	Used e-mail to communicate with an instructor	
1n.	facgrade	Discussed grades or assignments with an instructor	
1o.	facplans	Talked about career plans with a faculty member or advisor	
1p.	facideas	Discussed ideas from your readings or classes with faculty members outside of class	
1q.	facfeed	Received prompt written or oral feedback from faculty on your academic performance	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
1r.	workhard	Worked harder than you thought you could to meet an instructor's standards or expectations	
1s.	facother	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	
1t.	oocideas	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	
1u.	divrstud	Had serious conversations with students of a different race or ethnicity than your own	
1v.	diffstu2	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	

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

**Question 2. During the current school year, how much has your coursework emphasized the following mental activities?**

2a.	memorize	<b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	
2b.	analyze	<b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	
2c.	synthesz	<b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	
2d.	evaluate	<b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	
2e.	applying	<b>Applying</b> theories or concepts to practical problems or in new situations	

1 = Very little  
2 = Some  
3 = Quite a bit  
4 = Very much

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
<b>Question 3. During the current <i>school year</i>, about how much reading and writing have you done?</b>			
3a.	readasgn	Number of assigned textbooks, books, or book-length packs of course readings	
3b.	readown	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1 = None 2 = 1-4 3 = 5-10 4 = 11-20 5 = More than 20
3c.	writemor	Number of written papers or reports of <b>20 pages or more</b>	
3d.	writemid	Number of written papers or reports <b>between 5 and 19 pages</b>	
3e.	writesml	Number of written papers or reports of <b>fewer than 5 pages</b>	
<b>Question 4. In a <i>typical week</i>, how many homework problem sets do you complete?</b>			
4a.	probseta	Number of problem sets that take you <b>more</b> than an hour to complete	1 = None 2 = 1-2 3 = 3-4 4 = 5-6 5 = More than 6
4b.	probsetb	Number of problem sets that take you <b>less</b> than an hour to complete	
5.	exams	Select the circle that best represents the extent to which your examinations during the current school year have challenged you to do your best work.	1 = Very little 2 = 2 3 = 3 4 = 4 5 = 5 6 = 6 7 = Very much

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
<b>Question 6. During the current school year, about how often have you done each of the following?</b>			
6a.	atdart07	Attended an art exhibit, play, dance, music, theater, or other performance	
6b.	exrcse05	Exercised or participated in physical fitness activities	
6c.	worshp05	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	1 = Never 2 = Sometimes 3 = Often 4 = Very often
6d.	ownview	Examined the strengths and weaknesses of your own views on a topic or issue	
6e.	othrview	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	
6f.	chngrview	Learned something that changed the way you understand an issue or concept	
<b>Question 7. Which of the following have you done or do you plan to do before you graduate from your institution?</b>			
7a.	intern04	Practicum, internship, field experience, co-op experience, or clinical assignment	
7b.	volntr04	Community service or volunteer work	
7c.	lrmcom04	Participate in a learning community or some other formal program where groups of students take two or more classes together	
7d.	resrch04	Work on a research project with a faculty member outside of course or program requirements	1 = Have not decided 2 = Do not plan to do 3 = Plan to do 4 = Done
7e.	forlng04	Foreign language coursework	
7f.	stdabr04	Study abroad	
7g.	indstd04	Independent study or self-designed major	
7h.	snrx04	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
<b>Question 8. Select the circle that best represents the quality of your relationships with people at your institution.</b>			
8a.	envstu	Relationships with <b>other students</b>	1 = Unfriendly, Unsupportive, Sense of alienation 7 = Friendly, Supportive, Sense of belonging
8b.	envfac	Relationships with <b>faculty members</b>	1 = Unavailable, Unhelpful, Unsympathetic 7 = Available, Helpful, Sympathetic
8c.	envadm	Relationships with <b>administrative personnel and offices</b>	1 = Unhelpful, Inconsiderate, Rigid 7 = Helpful, Considerate, Flexible
<b>Question 9. About how many hours do you spend in a typical 7-day week doing each of the following?</b>			
9a.	acadpr01	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	
9b.	workon01	Working for pay <b>on campus</b>	1 = 0 hours per week
9c.	workof01	Working for pay <b>off campus</b>	2 = 1-5 3 = 6-10 4 = 11-15
9d.	cocurr01	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	5 = 16-20 6 = 21-25 7 = 26-30
9e.	social05	Relaxing and socializing (watching TV, partying, etc.)	8 = More than 30 hours
9f.	carede01	Providing care for dependents living with you (parents, children, spouse, etc.)	
9g.	commute	Commuting to class (driving, walking, etc.)	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
<b>Question 10. To what extent does your institution emphasize each of the following?</b>			
10a.	envschol	Spending significant amounts of time studying and on academic work	
10b.	envsuprt	Providing the support you need to help you succeed academically	
10c.	envdivrs	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	
10d.	envnacad	Helping you cope with your non-academic responsibilities (work, family, etc.)	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
10e.	envsocial	Providing the support you need to thrive socially	
10f.	envevent	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	
10g.	envcompt	Using computers in academic work	
<b>Question 11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>			
11a.	ngenled	Acquiring a broad general education	
11b.	gnwork	Acquiring job or work-related knowledge and skills	
11c.	gnwrite	Writing clearly and effectively	
11d.	gnspeak	Speaking clearly and effectively	
11e.	gnanaly	Thinking critically and analytically	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
11f.	gnquant	Analyzing quantitative problems	
11g.	gncmpts	Using computing and information technology	
11h.	gnothers	Working effectively with others	
11i.	gncitizn	Voting in local, state, or national elections	
11j.	gninq	Learning effectively on your own	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
11k.	gnself	Understanding yourself	
11l.	gndivers	Understanding people of other racial and ethnic backgrounds	
11m.	gnprobsv	Solving complex real-world problems	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
11n.	gnethics	Developing a personal code of values and ethics	
11o.	gncommun	Contributing to the welfare of your community	
11p.	gnspirit	Developing a deepened sense of spirituality	
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 <i>same institution</i> you are now attending?	1 = Definitely no 2 = Probably no 3 = Probably yes 4 = Definitely yes
15.	birthyr	Select your year of birth:	
–	agebase	Age (Recoded from variable <i>birthyr.</i> )	
–	age	Age category	1 = 19 or younger 2 = 20-23 3 = 24-29 4 = 30-39 5 = 40-55 6 = Over 55

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
16.	sex	Your sex:	1 = Male 2 = Female
17.	internat	Are you an international student or foreign national?	1 = No 2 = Yes
18.	race05	What is your racial or ethnic identification? (Select only one.)	1 = American Indian or other Native American 2 = Asian, Asian American or Pacific Islander 3 = Black or African American 4 = White (non-Hispanic) 5 = Mexican or Mexican American 6 = Puerto Rican 7 = Other Hispanic or Latino 8 = Multiracial 9 = Other 10 = I prefer not to respond
19.	class	What is your current classification in college?	1 = Freshman/first-year 2 = Sophomore 3 = Junior 4 = Senior 5 = Unclassified
20.	enter	Did you begin college at your current institution or elsewhere?	1 = Started here 2 = Started elsewhere

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
<b>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? (Select all that apply.)</b> (Note: This question is captured as five separate items to account for 'select all that apply' function .)			
	votech05	Vocational or technical school	
	comcol05	Community or junior college	
21.	fouryr05	4-year college other than this one	1 = Checked 2 = Not checked
	none05	None	
	ocol1_05	Other	
22a.	veteran	Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? (Note: Item appeared only in the online instrument.)	1 = No 2 = Yes
22b.	vetpay	<i>(Only students who answered yes to question 22a. received the following question.)</i> As part of your military experience, did you receive combat pay, hostile fire pay, or imminent danger pay?	1 = No 2 = Yes
23.	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? (Note: Item appeared only in the online instrument.)	1 = No 2 = Yes

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
<p>Note: The following question appeared only in the online instrument. Identified student responses to this question are not included in institutional data files. Aggregate results for the item are included in institutional reports.</p> <p><b>Your institution will not receive your identified response to the following question. Only an overall summary of responses will be provided.</b> <b>Do you have any disabilities or impairments? (Select all that apply.)</b></p>			
–	disnone	No, I do not have any disabilities or impairments	
–	dissense	Yes, I have a sensory impairment (vision or hearing)	
–	dismobil	Yes, I have a mobility impairment	
–	dislearn	Yes, I have a learning disability	
–	disdevlp	Yes, I have a developmental disorder (ADHD, Autism spectrum disorder, etc.)	1 = Checked 2 = Not checked
–	dishment	Yes, I have a mental health disorder	
–	dismed	Yes, I have a medical disability not listed above	
–	disother	Yes, I have another disability	
–	disrefus	I choose not to answer	
–	distext	(Write-in value provided by respondents who checked DISOTHER)	
24.	fratsoro	Are you a member of a social fraternity or sorority?	1 = No 2 = Yes

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
25a.	athlete	Are you a student-athlete on a team sponsored by your institution's athletics department?	1 = No 2 = Yes
25b.	athteam	On what team(s) sponsored by your institution's athletics department are you an athlete? (Select all that apply.)	

**NSSE created unique identifiers for each sport team based on values provided in *athteam* .**

sp_baseb	Baseball	
sp_bball	Basketball	
sp_bowl	Bowling	
sp_cc	Cross Country	
sp_fence	Fencing	
sp_fhock	Field Hockey	
sp_footb	Football	
sp_golf	Golf	
sp_gym	Gymnastics	
sp_ihock	Ice Hockey	
sp_track	Track & Field	
sp_lacr	Lacrosse	1 = Team Member
sp_rifle	Rifle	2 = Not a team member
sp_row	Rowing	
sp_ski	Skiing	
sp_socr	Soccer	
sp_softb	Softball	
sp_swim	Swimming & Diving	
sp_tenn	Tennis	
sp_voll	Volleyball	
sp_wpolo	Water Polo	
sp_wrest	Wrestling	
sp_oth	Other, specify:	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>	
			1 = Baseball	13 = Rifle
			2 = Basketball	14 = Rowing
			3 = Bowling	15 = Skiing
			4 = Cross Country	16 = Soccer
			5 = Fencing	17 = Softball
			6 = Field Hockey	18 = Swimming & Diving
			7 = Football	19 = Tennis
			8 = Golf	20 = Volleyball
			9 = Gymnastics	21 = Water Polo
			10 = Ice Hockey	22 = Wrestling
			11 = Track & Field	23 = Other
			12 = Lacrosse	24 = More than one sport
				1 = C- or lower
				2 = C
				3 = C+
				4 = B-
				5 = B
				6 = B+
				7 = A-
				8 = A
26.	grades04	What have most of your grades been up to now at this institution?		

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
27.	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 <b>walking distance</b> of the institution 3 = Residence (house, apartment, etc.) within <b>driving distance</b> of the institution 4 = Fraternity or sorority house 5 = None of the above
28a.	fathredu	What is the highest level of education that your <b>father</b> completed?	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.)
28b.	mothredu	What is the highest level of education that your <b>mother</b> completed?	
29a.	majrprim	Please enter your major(s) or your expected major(s). Primary major (Enter only one.):	
29b.	majrsecd	If applicable, second major (not minor, concentration, etc.):	

Item #	Variable	Variable Label	Response Values and Labels
<p>Note: The variables <i>majrscod</i> and <i>majrscod</i> were created by NSSE staff; <i>majrprim</i> and <i>majrsecd</i> were recoded into one of the 85 majors below. The 2000 Classification of Instructional Programs (CIP) was used to guide recodes.</p>			
–	majrscod	Primary major code (Recode of primary major variable <i>majrprim</i> into one of 85 major codes.)	<p><b>Arts and Humanities</b></p> <p>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</p> <p><b>Biological Sciences</b></p> <p>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</p> <p><b>Business</b></p> <p>20 = Accounting 21 = Business administration (general) 22 = Finance 23 = International business 24 = Marketing 25 = Management 26 = Other business</p> <p><b>Education</b></p> <p>27 = Business education 28 = Elementary/middle school education 29 = Music or art education 30 = Physical education or recreation 31 = Secondary education 32 = Special education 33 = Other education</p> <p><b>Engineering</b></p> <p>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</p> <p><b>Physical Sciences</b></p> <p>42 = Astronomy 43 = Atmospheric science (including meteorology) 44 = Chemistry 45 = Earth science (including geology) 46 = Mathematics 47 = Physics 48 = Statistics 49 = Other physical science</p> <p><b>Professional (other)</b></p> <p>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</p> <p><b>Social Sciences</b></p> <p>63 = Anthropology 64 = Economics 65 = Ethnic studies 66 = Geography 67 = Political science (includes govt, int. relations) 68 = Psychology 69 = Social work 70 = Sociology 71 = Gender studies 72 = Other social science</p> <p><b>Other</b></p> <p>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 <b>85 = Undecided</b></p>
–	majrscod	Secondary major code (Recode of secondary major variable <i>majrsecd</i> into one of 85 major codes.)	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>	
–	majrpcol	Recoded write-in major variables <i>majrprim</i> and <i>majrsecd</i> into one of ten major fields listed at right.	1 = Arts and Humanities	6 = Physical Sciences
–	majrscol		2 = Biological Sciences	7 = Professional (other)
			3 = Business	8 = Social Sciences
			4 = Education	9 = Other
			5 = Engineering	10 = Undecided
–	majrpdbl	Second (double) major provided in <i>majrprim</i> .		1 = Not double major
–	majrsdbl	Second (double) major provided in <i>majrsecd</i> .		2 = Double major
–	lastname	Please print the first three letters of your last name: (Item appears on locally administered paper surveys only.)		

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
<b>Data Provided by Your Institution</b>			
–	gender	Institution reported: Gender	1 = Male 2 = Female
–	ethnicit	Institution reported: Race or ethnicity	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
–	classran	Institution reported: Class level	1 = Freshman/First-year student 2 = Sophomore 3 = Junior 4 = Senior 5 = Unclassified
–	enrollmt	Institution reported: Enrollment status	1 = Part-time 2 = Full-time
–	studid	Student ID	
–	actt	Institution reported: Composite ACT score	
–	sat_m	Institution reported: SAT math score	
–	sat_v	Institution reported: SAT verbal or critical reading score	
–	sat_w	Institution reported: SAT writing score (if newer form of SAT taken)	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
–	group1	First school-provided group identifier	
–	group2	Second school-provided group identifier	
–	group3	Third school-provided group identifier	
–	group4	Fourth school-provided group identifier	
–	group5	Fifth school-provided group identifier	
<b>Data Related to Survey Administration</b>			
–	smp105	Sample type	1 = Base random sample 2 = Standard random oversample (first-year students and seniors only) 3 = Requested random oversample (first-year students and seniors only) 4 = Targeted oversample 5 = Locally administered sample or oversample
–	inelig	Identifies respondents that did not meet NSSE criteria at time of survey completion (December graduate, not retained by institution, etc.)	1 = Eligible 2 = Ineligible
–	modecomp	Mode of completion on The College Student Report	1 = Paper 2 = Web
–	surveyid	Unique survey number assigned by NSSE	
–	bsurvid	Identifies respondents who also completed BCSSE	
–	unitid	Institution unit ID (IPEDS or ESIS)	
–	respmode	Primary contact mode of respondent	1 = Paper mailing & some e-mail contacts 2 = E-mail contacts only 3 = E-mail contacts & a paper questionnaire 4 = Locally administered paper survey 5 = E-mail contacts & a paper postcard mailing
–	logdate	Date survey returned (paper) or logged in (web)	
–	duration	Length of time spent on web survey	

Item #	Variable	Variable Label	Response Values and Labels
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**Weights**

*NSSE creates weights for randomly selected first-year and senior respondents based on part-time/full-time status and gender. Use weights to replicate NSSE benchmark scores, means, and the frequency column percentages. However, if you are interested in intra-institutional comparisons, 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. Both weights listed below will reproduce your institution's report statistics, but the Ns will differ. See NSSE's website for more detailed information about this topic.*

–	WEIGHT1	Gender, FT/PT weight for FY,SR within an institution: Replicates the original number of respondents for each institution and is used to produce means, frequency, and benchmark statistics for each institution. A full discussion of NSSE weighting is available on NSSE's institutional reporting page. <b><a href="http://nsse.iub.edu/links/institutional_reporting">nsse.iub.edu/links/institutional_reporting</a></b>	
–	WEIGHT2	Gender, FT/PT weight up to pop for FY,SR within an institution: Multiplies the number of respondents to match the institution's overall population size. A full discussion of NSSE weighting is available on NSSE's institutional reporting page. <b><a href="http://nsse.iub.edu/links/institutional_reporting">nsse.iub.edu/links/institutional_reporting</a></b>	

Student-Level Benchmark 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 benchmark scores, the precursors to these five institution-level benchmarks, are the student's average responses to items within the group, after all items have been placed on a 100-point scale. Student-level benchmark scores are created for randomly sampled first-year and senior students that answered three-fifths or more of the items within the group. 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. The benchmark score for an institution is the weighted mean of these student-level scores. For more detailed information about how benchmarks are calculated, visit the NSSE Web site. [nsse.iub.edu/links/institutional\\_reporting](http://nsse.iub.edu/links/institutional_reporting)

<i>Variable</i>	<i>Description</i>	<i>Component Items</i>
AC	<b>Level of Academic Challenge:</b> Index that measures time spent preparing for class, amount of reading and writing, deep learning, and institutional expectations for academic performance.	readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol
ACa	<b>Level of Academic Challenge (adjusted):</b> 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 questionnaire (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.	readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol
ACL	<b>Active and Collaborative Learning:</b> 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.	clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas
SFI	<b>Student-Faculty Interaction:</b> 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	facgrade, facideas, facplans, facfeed, facother, resrch04
SFc	<b>Student-Faculty Interaction (Comparable):</b> Student-Faculty Interaction recomputed without <i>RESRCH04</i> so that data collected prior to 2004 can be compared with data collected in 2004 and beyond. Multiyear comparisons that only contain data collected since 2004 do not need to use SFc, and can use SFI. For additional detail see <a href="http://www.nsse.iub.edu/html/Part-time_Adjustment.cfm">www.nsse.iub.edu/html/Part-time Adjustment.cfm</a>	facgrade, facideas, facplans, facfeed, facother (Note: Excludes <i>resrch04</i> .)

<i>Variable</i>	<i>Description</i>	<i>Component Items</i>
EEE	<b>Enriching Educational Experiences:</b> 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. (Note: Because question 7 was rescaled in 2004, year-to-year comparisons of <i>EEE</i> scores with years prior to 2004 are invalid.)	diffstu2, divrstud, envdivrs, cocurr01, itacadem, intern04, volIntr04, lrncom04, forlng04, stdabr04, indstd04, snrx04
SCE	<b>Supportive Campus Environment:</b> 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.	envsocial, envsuprt, envnacadm, envstu, envfac, envadm