



National Survey of Student Engagement

The College Student Report **2005 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. A new system has been developed for showing changes to the College Student Report and/or dataset
 - ~ **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. Please read carefully with regard to NSSE's new sampling variable (smp105). Substantial changes have been made to this item.

Item #	Variable	Description	Response Values
Question 1. In your experience at your institution during the current school year, about how often have you done each of the following?			
1a.	clquest	Asked questions in class or contributed to class discussions	1=Never 2=Sometimes 3=Often 4=Very often
1b.	clpresen	Made a class presentation	1=Never 2=Sometimes 3=Often 4=Very often
1c.	rewropap	Prepared two or more drafts of a paper or assignment before turning it in	1=Never 2=Sometimes 3=Often 4=Very often
1d.	integrat	Worked on a paper or project that required integrating ideas or information from various sources	1=Never 2=Sometimes 3=Often 4=Very often
1e.	divclass	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	1=Never 2=Sometimes 3=Often 4=Very often
1f.	clunprep	Come to class without completing readings or assignments	1=Never 2=Sometimes 3=Often 4=Very often
1g.	classgrp	Worked with other students on projects during class	1=Never 2=Sometimes 3=Often 4=Very often
1h.	occgrp	Worked with classmates outside of class to prepare class assignments	1=Never 2=Sometimes 3=Often 4=Very often



Item #	Variable	Description	Response Values
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)	1=Never 2=Sometimes 3=Often 4=Very often
1k.	commproj	Participated in a community-based project (e.g., service learning) as part of a regular course	1=Never 2=Sometimes 3=Often 4=Very often
1l.	itacadem	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	1=Never 2=Sometimes 3=Often 4=Very often
1m.	email	Used e-mail to communicate with an instructor	1=Never 2=Sometimes 3=Often 4=Very often
1n.	facgrade	Discussed grades or assignments with an instructor	1=Never 2=Sometimes 3=Often 4=Very often
1o.	facplans	Talked about career plans with a faculty member or advisor	1=Never 2=Sometimes 3=Often 4=Very often
1p.	facideas	Discussed ideas from your readings or classes with faculty members outside of class	1=Never 2=Sometimes 3=Often 4=Very often
1q.	facfeed	Received prompt feedback from faculty on your academic performance (written or oral)	1=Never 2=Sometimes 3=Often 4=Very often

Item #	Variable	Description	Response Values
1r.	workhard	Worked harder than you thought you could to meet an instructor's standards or expectations	1=Never 2=Sometimes 3=Often 4=Very often
1s.	facother	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	1=Never 2=Sometimes 3=Often 4=Very often
1t.	oocideas	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	1=Never 2=Sometimes 3=Often 4=Very often
1u.	divrstud	Had serious conversations with students of a different race or ethnicity than your own	1=Never 2=Sometimes 3=Often 4=Very often
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	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	1=Very little 2=Some 3=Quite a bit 4=Very much
2b.	analyze	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	1=Very little 2=Some 3=Quite a bit 4=Very much
2c.	synthesz	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	1=Very little 2=Some 3=Quite a bit 4=Very much

Item #	Variable	Description	Response Values
2d.	evaluate	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	1=Very little 2=Some 3=Quite a bit 4=Very much
2e.	applying	Applying theories or concepts to practical problems or in new situations	1=Very little 2=Some 3=Quite a bit 4=Very much

Question 3. During the current *school year* , about how much reading and writing have you done?

3a.	readasgn	Number of assigned textbooks, books, or book-length packs of course readings	1=None 2=Between 1 and 4 3=Between 5 and 10 4=Between 11 and 20 5=More than 20
3b.	readown	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1=None 2=Between 1 and 4 3=Between 5 and 10 4=Between 11 and 20 5=More than 20
3c.	writemor	Number of written papers or reports of 20 pages or more	1=None 2=Between 1 and 4 3=Between 5 and 10 4=Between 11 and 20 5=More than 20
3d.	writemid	Number of written papers or reports between 5 and 19 pages	1=None 2=Between 1 and 4 3=Between 5 and 10 4=Between 11 and 20 5=More than 20
3e.	writesml	Number of written papers or reports of fewer than 5 pages	1=None 2=Between 1 and 4 3=Between 5 and 10 4=Between 11 and 20 5=More than 20

Item #	Variable	Description	Response Values
Question 4. In a typical week, how many homework problem sets do you complete?			
4a.	probseta	Number of problem sets that take you more 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 less than an hour to complete	1=None 2=1-2 3=3-4 4=5-6 5=More than 6
5.	exams	Mark the box that best represents the extent to which your examinations during the current school year challenged you to do your best work.	1=Very little 2= 3= 4= 5= 6= 7=Very much
Question 6. During the current school year, about how often have you done each of the following?			
6a.**	atdart05	Attended an art exhibit, gallery, play, dance, or other theater performance	1=Never 2=Sometimes 3=Often 4=Very often
6b.**	excrcse05	Exercised or participated in physical fitness activities	1=Never 2=Sometimes 3=Often 4=Very often
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	1=Never 2=Sometimes 3=Often 4=Very often

Item #	Variable	Description	Response Values
6e.***	othrview	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	1=Never 2=Sometimes 3=Often 4=Very often
6f.***	chngrview	Learned something that changed the way you understand an issue or concept	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? *Even though 2005 variable names for question 7 differ from 2004, items are identical in content and form between the two years. The response set for this question was changed on the 2004 survey. Subsequent analysis on 2004 data showed the items were not comparable between 2004 and prior years, and thus the variable names are changed for the 2005 administration dataset and codebook.*

7a.	intern04	Practicum, internship, field experience, co-op experience, or clinical assignment	1=Have not decided 2=Do not plan to do 3=Plan to do 4=Done
7b.	volntr04	Community service or volunteer work	1=Have not decided 2=Do not plan to do 3=Plan to do 4=Done
7c.	lrncom04	Participate in a learning community or some other formal program where groups of students take two or more classes together	1=Have not decided 2=Do not plan to do 3=Plan to do 4=Done
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	1=Have not decided 2=Do not plan to do 3=Plan to do 4=Done
7f.	stdabr04	Study abroad	1=Have not decided 2=Do not plan to do 3=Plan to do 4=Done



Item #	Variable	Description	Response Values
7g.	indstd04	Independent study or self-designed major	1=Have not decided 2=Do not plan to do 3=Plan to do 4=Done
7h.*	snrx04	Culminating senior experience (capstone course, thesis, project, comprehensive exam, etc.)	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.

8a.	envstu	Relationships with: Other Students	1=Unfriendly, Unsupportive, Sense of Alienation 2= 3= 4= 5= 6= 7=Friendly, Supportive, Sense of Belonging
8b.	envfac	Relationships with: Faculty Members	1=Unavailable, Unhelpful, Unsympathetic 2= 3= 4= 5= 6= 7=Available, Helpful, Sympathetic
8c.	envadm	Relationships with: Administrative Personnel and Offices	1=Unhelpful, Inconsiderate, Rigid 2= 3= 4= 5= 6= 7=Helpful, Considerate, Flexible

Item #	Variable	Description	Response Values
Question 9. About how many hours do you spend in a typical 7-day week doing each of the following? (# of hours per week)			
9a.	acadpr01	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	1=0 hours 2=1-5 hours 3=6-10 hours 4=11-15 hours 5=16-20 hours 6=21-25 hours 7=26-30 hours 8=More than 30 hours
9b.	workon01	Working for pay on campus	1=0 hours 2=1-5 hours 3=6-10 hours 4=11-15 hours 5=16-20 hours 6=21-25 hours 7=26-30 hours 8=More than 30 hours
9c.	workof01	Working for pay off campus	1=0 hours 2=1-5 hours 3=6-10 hours 4=11-15 hours 5=16-20 hours 6=21-25 hours 7=26-30 hours 8=More than 30 hours
9d.	cocurr01	Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)	1=0 hours 2=1-5 hours 3=6-10 hours 4=11-15 hours 5=16-20 hours 6=21-25 hours 7=26-30 hours 8=More than 30 hours

Item #	Variable	Description	Response Values
9e.**	social05	Relaxing and socializing (watching TV, partying, etc.)	1=0 hours 2=1-5 hours 3=6-10 hours 4=11-15 hours 5=16-20 hours 6=21-25 hours 7=26-30 hours 8=More than 30 hours
9f.	carede01	Providing care for dependents living with you (parents, children, spouse, etc.)	1=0 hours 2=1-5 hours 3=6-10 hours 4=11-15 hours 5=16-20 hours 6=21-25 hours 7=26-30 hours 8=More than 30 hours
9g.	commute	Commuting to class (driving, walking, etc.)	1=0 hours 2=1-5 hours 3=6-10 hours 4=11-15 hours 5=16-20 hours 6=21-25 hours 7=26-30 hours 8=More than 30 hours

Question 10. To what extent does your institution emphasize each of the following?

10a.	envschol	Spending significant amounts of time studying and on academic work	1=Very little 2=Some 3=Quite a bit 4=Very much
10b.	envsuprt	Providing the support you need to help you succeed academically	1=Very little 2=Some 3=Quite a bit 4=Very much

Item #	Variable	Description	Response Values
10c.	envdivrs	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1=Very little 2=Some 3=Quite a bit 4=Very much
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	1=Very little 2=Some 3=Quite a bit 4=Very much
10f.	envevent	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	1=Very little 2=Some 3=Quite a bit 4=Very much
10g.	envcompt	Using computers in academic work	1=Very little 2=Some 3=Quite a bit 4=Very much

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

11a.	gngenled	Acquiring a broad general education	1=Very little 2=Some 3=Quite a bit 4=Very much
11b.	gnwork	Acquiring job or work-related knowledge and skills	1=Very little 2=Some 3=Quite a bit 4=Very much
11c.	gnwrite	Writing clearly and effectively	1=Very little 2=Some 3=Quite a bit 4=Very much

Item #	Variable	Description	Response Values
11d.	gnspeak	Speaking clearly and effectively	1=Very little 2=Some 3=Quite a bit 4=Very much
11e.	gnanaly	Thinking critically and analytically	1=Very little 2=Some 3=Quite a bit 4=Very much
11f.	gnquant	Analyzing quantitative problems	1=Very little 2=Some 3=Quite a bit 4=Very much
11g.	gncmpts	Using computing and information technology	1=Very little 2=Some 3=Quite a bit 4=Very much
11h.	gnothers	Working effectively with others	1=Very little 2=Some 3=Quite a bit 4=Very much
11i.	gncitizn	Voting in local, state, or national elections	1=Very little 2=Some 3=Quite a bit 4=Very much
11j.	gninq	Learning effectively on your own	1=Very little 2=Some 3=Quite a bit 4=Very much
11k.	gnself	Understanding yourself	1=Very little 2=Some 3=Quite a bit 4=Very much

Item #	Variable	Description	Response Values
11l.	gndivers	Understanding people of other racial and ethnic backgrounds	1=Very little 2=Some 3=Quite a bit 4=Very much
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	1=Very little 2=Some 3=Quite a bit 4=Very much
11o.	gncommun	Contributing to the welfare of your community	1=Very little 2=Some 3=Quite a bit 4=Very much
11p.	gnspirit	Developing a deepened sense of spirituality	1=Very little 2=Some 3=Quite a bit 4=Very much
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



Item #	Variable	Description	Response Values
15.	birthyr	Write in your year of birth: 19____	
	agebase***	Age	
	age	Age category	1=19 or younger 2=20-23 3=24-29 4 =30-39 5=40-55 6=Over 55
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? (Mark only one.)	1=American Indian or other Native American 2=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

Item #	Variable	Description	Response Values
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.)			
<i>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.</i>			
21.**	votech05	Vocational or technical school	1=Checked
	comcol05	Community or junior college	1=Checked
	fouryr05	4-year college other than this one	1=Checked
	none05	None	1=Checked
	ocol1_05	Other	1=Checked
	ocol2_05	Other, specify:	
22.	enrlment	Thinking about this current academic term, how would you characterize your enrollment?	1=Less than full-time 2=Full-time
23.	fratsoro	Are you a member of a social fraternity or sorority?	1=No 2=Yes
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)?	
	teamcd05**	Created by recoding athteam into one of 23 sports or to reflect multiple team participation	1=Baseball 2=Basketball 3=Bowling 4=Cross Country 5=Fencing 6=Field Hockey 7=Football 8=Golf 9=Gymnastics 10=Ice Hockey 11=Track & Field 12=Lacrosse 13=Rifle 14=Rowing 15=Skiing 16=Soccer 17=Softball 18=Swimming & Diving 19=Tennis 20=Volleyball 21=Water Polo 22=Wrestling 23=Other 24=More than one sport



Item #	Variable	Description	Response Values
--------	----------	-------------	-----------------

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

	sp_baseb ***	Baseball	1=Team Member
	sp_bball ***	Basketball	1=Team Member
	sp_bowl ***	Bowling	1=Team Member
	sp_cc ***	Cross Country	1=Team Member
	sp_fence ***	Fencing	1=Team Member
	sp_fhock ***	Field Hockey	1=Team Member
	sp_footb ***	Football	1=Team Member
	sp_golf ***	Golf	1=Team Member
	sp_gym ***	Gymnastics	1=Team Member
	sp_ihock ***	Ice Hockey	1=Team Member
	sp_track ***	Track & Field	1=Team Member
	sp_lacr ***	Lacrosse	1=Team Member
	sp_rifle ***	Rifle	1=Team Member
	sp_row ***	Rowing	1=Team Member
	sp_ski ***	Skiing	1=Team Member
	sp_socr ***	Soccer	1=Team Member
	sp_softb ***	Softball	1=Team Member
	sp_swim ***	Swimming & Diving	1=Team Member
	sp_tenn ***	Tennis	1=Team Member
	sp_voll ***	Volleyball	1=Team Member
	sp_wpolo ***	Water Polo	1=Team Member
	sp_wrest ***	Wrestling	1=Team Member
	sp_oth ***	Other	1=Team Member

Item #	Variable	Description	Response Values
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 4=Fraternity or sorority house

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

27a.	fathredu	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.	mothredu	Mother'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.)
28.	majrprim	Please print your primary major or your expected primary major.	
29.	majrsecd	If applicable, please print your second major or your expected second major (not minor, concentration, etc.).	

Item #	Variable	Description	Response Values
--------	----------	-------------	-----------------

The variables *majrpcod* 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. Any questions should be directed to NSSE at 812-856-5824.

Item #	Variable	Description	Response Values
	<i>majrpcod</i> and <i>majrscod</i>	Created by recoding write-in majors (<i>majrprim</i> and <i>majrsecd</i>)	<p>Arts and Humanities 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 & humanities</p> <p>Biological Sciences 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>Business 20=Accounting 21=Business administration (general) 22=Finance 23=International business 24=Marketing 25=Management 26=Other business</p> <p>Education 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>Engineering 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>Physical Science 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>Professional 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>Social Science 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</p> <p>Other 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</p>



Item #	Variable	Description	Response Values
	majrpcol and majrscol	Created by recoding write-in majors (majrprim and majrsecd) into one of ten major fields	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
	majrpdbl	Primary major (majrprim): double major	1=Not double major 2=Double major
	majrsdbl	Secondary major (majrsecd): double major	1=Not double major 2=Double major

Data Provided by Your Institution

gender	Institution reported: Gender	1=Male 2=Female
ethnicit	Institution reported: 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 rank	1=Freshman/First-year student 2=Sophomore 3=Junior 4=Senior 5=Other
enrollmt	Institution reported: Enrollment Status	1=Part-time 2=Full-time
studid	Student ID (as provided by institution in population file)	
studid1	Local questionnaire write-in of student ID	
studid2	Local questionnaire bubble-in of student ID	
satt	SAT Total score	
satm	SAT Math score	
satv	SAT Verbal score	
actt	ACT Total score	

Item #	Variable	Description	Response Values
Miscellaneous Data			
	smpl05 **	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
	targetos ***	Identifies respondents from targeted oversample (smpl05=4) that are included in Institutional Report (Frequencies/Means)	1=Included in Institutional Report 2=Excluded from Institutional Report
	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 <i>The College Student Report</i>	1=Paper 2=Web
	surveyid	Unique survey number assigned by NSSE	
	ipeds	Institutional IPEDS (unit ID) number	
	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	
	logdate	Date survey returned (paper) or logged in (web)	
	duration	Length of time spent on web survey	



Student-Level Index Scores. To facilitate conversations about student engagement and its importance to student learning, collegiate quality level indicators or benchmarks of effective educational practice (as reported during the late fall each year): (1) Level of academic challenge (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 learning, after all items have been placed on a 100-point scale. Index scores are only created for randomly sampled first-year and senior students of items. The benchmark score for an institution is the weighted mean of these student index scores. Not only can institutions replicate their intra-institutional comparisons (e.g., department, college, etc.) to dig deeper into their data. For more detailed information about how index NSSE's website (<http://www.indiana.edu/%7EEnsse/html/benchmark.htm>).

Variable	Description
AC***	Academic Challenge: Index that measures time spent preparing for class, amount of reading and writing, deep learning, and institutional expectations for academic performance (unadjusted for part-time enrollment status)
ACa***	Academic Challenge Adjusted : Index that measures time spent preparing for class, amount of reading and writing, deep learning, and institutional expectations for academic performance (adjusted for part-time enrollment status and used for final benchmark calculation) <i>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). For this reason, we use national full-time/part-time ratios to adjust part-time student scores to make them resemble those of full-time students when we create the benchmarks. This prevents schools with large populations of part-time students from being negatively impacted by this population.</i>
ACL***	Active and Collaborative Learning: 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
SFI***	Student Faculty Interaction: 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
SF _c ***	Student Faculty Interaction--Comparative: Same as SFI, but excludes <i>resrch04</i> item. Used for comparisons with 2003, 2002, and 2001 administrations; not needed for 2004 comparisons.
EEE***	Enriching Educational Experiences: 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.
SCE***	Supportive Campus Environment: 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

Weights. Use weights to replicate NSSE benchmark scores. NSSE weights by part-time/full-time status and gender for first-year and senior students. We use a more sophisticated weighting system that may take into account between-group response rate differences that may exist at their institution comparisons in most cases as the response rate differences among subgroups may not be the same as the ones that exist institution-wide at year

WEIGHT1***	Weight used during the calculation of institutional Benchmark Scores. Based on enrollment status and gender, and done separately for first-year and senior respondents.
------------	---

* Slight revision from last year; ** Significant revision from last year so new variable name created; *** New variable

The College Student Report

2005 Codebook

ality, and institutional improvement, NSSE created five institution-
; (2) Active and collaborative learning; (3) Student-faculty interaction;

to survey items related to, for example, active and collaborative
dents that answered three-fifths or more of the items within the group
r benchmark scores with this information, but they can also perform
: scores and benchmarks are calculated, see the relevant syntax file on

Component Items
readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol
readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol
clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas
facgrade, facideas, facplans, facfeed, facother, resrch04
facgrade, facideas, facplans, facfeed, facother (excludes resrch04)
diffstu2, divrstud, envdivrs, cocurr01, itacadem, intern04, volntr04, lncom04, forlng04, stdabr04, indstd04, snrx04
envsocial, envsuprt, envnacad, envstu, envfac, envadm

ior respondents only. We encourage schools interested in weighting to
itions. NSSE's weights are not appropriate for intra-institutional
/our school.