
NSSE 2013 Codebook

U.S. Version

Markups by U of Colorado Boulder 4/2014, Lou McClelland

Markups show screen number of the online form. And SAS formats for variables/blocks. Plus some other notes.

Notes pp 2, 3, 5 (at ***) show where cumulative 20% of respondents stopped before reaching end of instrument.

Var names in **yellow highlight** are in v1_v2 dataset.

Text in green, like this, refers to v2 variables NOT yellow-highlighted, which are not in v1_v2

----- Contents of this codebook/PDF

pp 2-8, student ratings (screens 1, 2, 3 of online form)

pp 9-14 student-reported demographics and factual questions (screen 4 of online form)

p 15 - institution-reported variables

p 16 - NSSE vars related to survey administration and CU additions

p 17 - Engagement indicators = Scales calc'd by NSSE from question blocks (p 17 of PDF, duplicate p 16 by NSSE numbering)

pp 18-19 AAUDE items and calcs from them

PBA: NSSECodebook2013Markup2.pdf - final, 5/4/2014 LMCC

Yellow highlight: Variable is in v1_v2 with v1 data.

Item #	Variable name	EI ^a	Variable label	Response value and label
Question 1. During the current school year, about how often have you done the following?				
1a.	askquest		Asked questions or contributed to course discussions in other ways	
1b.	drafts		Prepared two or more drafts of a paper or assignment before turning it in	
1c.	unprepared		Come to class without completing readings or assignments	
1d.	attendart		Attended an art exhibit, play or other arts performance (dance, music, etc.)	1 = Never 2 = Sometimes 3 = Often 4 = Very often
1e.	CLaskhelp	CL	Asked another student to help you understand course material	****3% of R's stopped at/before CLaskhelp
1f.	CLexplain	CL	Explained course material to one or more students	
1g.	CLstudy	CL	Prepared for exams by discussing or working through course material with other students	CLxx vars are new or major change in wording from v1
1h.	CLproject	CL	Worked with other students on course projects or assignments	
1i.	present		Gave a course presentation	
-	unpreparedr		Reverse code of the variable unprepared	1 = Very often 2 = Often 3 = Sometimes 4 = Never
Question 2. During the current school year, about how often have you done the following?				
2a.	RIintegrate	RI	Combined ideas from different courses when completing assignments	**** An additional 3% of R's stopped after/around RIintegrate
2b.	RIsocietal	RI	Connected your learning to societal problems or issues	
2c.	RIdiverse	RI	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	1 = Never 2 = Sometimes 3 = Often 4 = Very often
2d.	RIownview	RI	Examined the strengths and weaknesses of your own views on a topic or issue	howoft.
2e.	RIperspect	RI	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	
2f.	RInewview	RI	Learned something that changed the way you understand an issue or concept	RIsocietal, RIconnect are new
2g.	RIconnect	RI	Connected ideas from your courses to your prior experiences and knowledge	

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On screen 1 lower half

Item #	Variable name	EI ^a	Variable label	Response value and label	
Question 3. During the current school year, about how often have you done the following?					
3a.	SFcareer	SF	Talked about career plans with a faculty member	1 = Never 2 = Sometimes 3 = Often 4 = Very often	howoft.
3b.	SFotherwork	SF	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)		
3c.	SFdiscuss	SF	Discussed course topics, ideas, or concepts with a faculty member outside of class		
3d.new	SFperform	SF	Discussed your academic performance with a faculty member		
Question 4. During the current school year, how much has your coursework emphasized the following?					
4a.	memorize		Memorizing course material	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much	extent.
4b.	HOapply	HO	Applying facts, theories, or methods to practical problems or new situations		
4c.	HOanalyze	HO	Analyzing an idea, experience, or line of reasoning in depth by examining its parts		
4d.	HOevaluate	HO	Evaluating a point of view, decision, or information source		
4e.	HOform	HO	Forming a new idea or understanding from various pieces of information		
Question 5. During the current school year, to what extent have your instructors done the following?					
5a.	ETgoals	ET	Clearly explained course goals and requirements	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much	extent.
5b.	ETorganize	ET	Taught course sessions in an organized way		
5c.	ETexample	ET	Used examples or illustrations to explain difficult points		
5d.	ETdraftfb	ET	Provided feedback on a draft or work in progress		
5e.	ETfeedback	ET	Provided prompt and detailed feedback on tests or completed assignments		
Question 6. During the current school year, about how often have you done the following?					
6a.	QRconclude	QR	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	1 = Never 2 = Sometimes 3 = Often 4 = Very often	howoft.
6b.	QRproblem	QR	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)		
6c.	QRevaluate	QR	Evaluated what others have concluded from numerical information		

see note p 17 on why the HO indicator is not in the v1_v2 dataset.

ETxx vars are new
or major change
(ETfeedback)

QRxx vars are new

*****An additional 8% of R's stopped with QRevaluate -- bottom of screen 1. Total ~14% never made it to screen 2.

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On screen 2 upper half

Item #	Variable name	EI ^a	Variable label	Response value and label
Question 7. During the current school year, about how many papers, reports, or other writing tasks of the following length have you been assigned? (Include those not yet completed.)				
7a.	wrshort		Up to 5 pages	1 = None
			major changes from v1 on all wr... vars	2 = 1-2
7b.	wrmed		Between 6 and 10 pages	3 = 3-5
				4 = 6-10
				5 = 11-15
7c.	wrlong		11 pages or more	6 = 16-20
				7 = More than 20 papers
-	wrshortnum		Estimated number of assigned papers, reports, etc., up to 5 pages (NSSE recode)	0 = None
				1.5 = 1-2
				4 = 3-5
-	wrmednum		Estimated number of assigned papers, reports, etc., between 6 and 10 pages (NSSE recode)	8 = 6-10
				13 = 11-15
				18 = 16-20
-	wrlongnum		Estimated number of assigned papers, reports, etc., 11 pages or more (NSSE recode)	23 = More than 20 papers
	wrpapes		Estimated pages of assigned writing, recoded and summed by NSSE from <i>wrshort</i> , <i>wrmed</i> , and <i>wrlong</i> using the midpoints of response ranges and an estimate for unbounded options	
Question 8. During the current school year, about how often have you had discussions with people from the following groups?				
8a.	DDrace	DD	People of a race or ethnicity other than your own	change in wording/context responsible for change in data/level so not in v1_v2.
8b.	DDeconomic	DD	People from an economic background other than your own	1 = Never
8c.	DDreligion	DD	People with religious beliefs other than your own	2 = Sometimes
8d.	DDpolitical	DD	People with political views other than your own	3 = Often
			Other DD... items were one v1 item split out into three separate items in V2	4 = Very often
Question 9. During the current school year, about how often have you done the following?				
9a.	LSreading	LS	Identified key information from reading assignments	1 = Never
9b.	LSnotes	LS	Reviewed your notes after class	2 = Sometimes
9c.	LSsummary	LS	Summarized what you learned in class or from course materials	3 = Often
				4 = Very often
Question 10.	challenge		During the current school year, to what extent have your courses challenged you to do your best work?	1 = Not at all to 7 = Very Much
			Too big change in wording of challenge item to include in v1_v2	chal.

Item #	Variable name	EI ^a	Variable label	Response value and label
Question 11. Which of the following have you done or do you plan to do before you graduate?				
11a.	intern		Participate in an internship, co-op, field experience, student teaching, or clinical placement	
11b.	leader		Hold a formal leadership role in a student organization or group	new
11c.	learncom		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 or in progress
11d.	abroad		Participate in a study abroad program	
11e.	research		Work with a faculty member on a research project	Too big a change in wording to put in v1_v2
11f.	capstone		Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	
Question 12.				
	servcourse		About how many of your courses at this institution have included a community-based project (service-learning)?	1 = None 2 = Some 3 = Most 4 = All
			Very different items/response options. 2012: Never, Sometimes, Often, Very often. 2013: None, Some, Most, All	serv.
-	HIPsumFY		Number of high-impact practices for first-year students (learncom, servcourse, and research) marked "Done or in progress."	0 = None 1 = One 2 = Two 3 = Three
			HIPsum.. not calc'd for v1_v2 because not all inputs are available from v1	<no format>
-	HIPsumSR		Number of high-impact practices for seniors (learncom, servcourse, research, intern, abroad, and capstone) marked "Done or in progress."	0 = None 1 = One 2 = Two 3 = Three 4 = Four 5 = Five 6 = Six
				<no format>
Question 13. Indicate the quality of your interactions with the following people at your institution.				
13a.	QIstudent	QI	Students	
13b.	QIadvisor	QI	Academic advisors	
13c.	QIfaculty	QI	Faculty	
13d.	QIstaff	QI	Student services staff (career services, student activities, housing, etc.)	1 = Poor to 7 = Excellent 9 = Not applicable (coded as missing)
13e.	QIadmin	QI	Other administrative staff and offices (registrar, financial aid, etc.)	

***** Another ~6% of R's stopped at/about QIfaculty, bottom of screen 2. Total 20% never made it to screen 3, but those who DID go to screen 3 generally completed entire rest of the instrument including demographics and AAUDE q's. See also PctValid CU vars, below.

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Item #	Variable name	EI ^a	Variable label	Response value and label
Question 14. How much does your institution emphasize the following?				
14a.	empstudy		Spending significant amounts of time studying and on academic work	
14b.	SEacademic	SE	Providing support to help students succeed academically	
14c.	SElearnsup	SE	Using learning support services (tutoring services, writing center, etc.) new	
14d.	SEdiverse	SE	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
14e.	SEsocial	SE	Providing opportunities to be involved socially Values are too different to recode	
14f.	SEwellness	SE	Providing support for your overall well-being (recreation, health care, counseling, etc.) new	
14g.	SEnonacad	SE	Helping you manage your non-academic responsibilities (work, family, etc.)	
14h.	SEactivities	SE	Attending campus activities and events (performing arts, athletic events, etc.)	
14i.	SEevents	SE	Attending events that address important social, economic, or political issues new	

extent.

Item #	Variable name	EI ^a	Variable label	Response value and label
Question 15. About how many hours do you spend in a typical 7-day week doing the following?				
15a.	tmprep		Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	
15b.	tmcocurr		Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	
15c.	tmworkon		Working for pay on campus	1 = 0 Hours per week
15d.	tmworkoff		Working for pay off campus	2 = 1-5
15e.	tmserve		Doing community service or volunteer work	3 = 6-10
15f.	tmrelax		Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	4 = 11-15
15g.	tmcare		Providing care for dependents (children, parents, etc.)	5 = 16-20
15h.	tmcommute		Commuting to campus (driving, walking, etc.)	6 = 21-25
-	tmprephrs		Estimated hours: <i>tmprep</i> recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options.	7 = 26-30
-	tmcocurhrs		Estimated hours: <i>tmcocurr</i> recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options.	8 = More than 30
-	tmworkonhrs		Estimated hours: <i>tmworkon</i> recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options.	
-	tmworkoffhrs		Estimated hours: <i>tmworkoff</i> recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options.	
-	tmservehrs		Estimated hours: <i>tmserve</i> recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options.	
-	tmrelaxhrs		Estimated hours: <i>tmrelax</i> recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options.	
-	tmcarehrs		Estimated hours: <i>tmcare</i> recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options.	
-	tmcommutehrs		Estimated hours: <i>tmcommute</i> recoded by NSSE using the midpoints of response ranges and an estimate for unbounded options.	
-	tmworkhrs		Estimated number of hours working for pay recoded and summed by NSSE from <i>tmworkonhrs</i> , and <i>tmworkoffhrs</i> using the response range midpoints and an estimate for unbounded options.	

Values are too different to recode

hours. (this is
the format
name)

esthrs. -- use this
format to show
e.g. 28 as 26-30
(could get same
by q 15 items w
format hours.)

esthrs.

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Item #	Variable name	EI ^a	Variable label	Response value and label
Question 16.	tmread		Of the time you spend preparing for class in a typical 7-day week, about how many hours are on assigned reading ?	1 = 0 Hours per week
				2 = 1-5
				3 = 6-10
				4 = 11-15
				5 = 16-20
				6 = 21-25
				7 = 26-30
				8 = More than 30
Very different items/response options.. 2012: None, 1-4 5-10, 11-20, More than 20. 2013: 0 Hours per week, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30.				hours.
-	tmreadhrs		Estimated hours: <i>tmread</i> recoded by NSSE using response range midpoints.	esthrs.
Question 17. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?				
17a.	pgwrite		Writing clearly and effectively	extent.
17b.	pgspeak		Speaking clearly and effectively	
17c.	pgthink		Thinking critically and analytically	
17d.	pganalyze		Analyzing numerical and statistical information	
17e.	pgwork		Acquiring job- or work-related knowledge and skills	
17f.	pgothers		Working effectively with others	
17g.	pgvalues		Developing or clarifying a personal code of values and ethics	
17h.	pgdiverse		Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	
17i.	pgprobsolve		Solving complex real-world problems	Too big of a change in the wording of the question
17j.	pgcitizen		Being an informed and active citizen	
				new
Question 18.	evalexp		How would you evaluate your entire educational experience at this institution?	1 = Poor
				2 = Fair
				3 = Good
				4 = Excellent
				eval.
Question 19.	sameinst		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
				defin.

Demographics portion - all remaining student-response q's are on screen 4,
followed by screens with NSSE module(s) if any and then consortium optionals
(AAUDE questions) if any



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Item #	Variable name	EI ^a	Variable label	Response value and label	
Question 20.	class		What is your class level?	1 = Freshman/first-year	
				2 = Sophomore	
				3 = Junior	
				4 = Senior	
				5 = Unclassified	
lvl.					
Question 21.	fulltime		Thinking about this current academic term, are you a full-time student?	0 = No	
				1 = Yes	
yesno.					
Question 22.					
22a.	coursenum		How many courses are you taking for credit this current academic term?	new	0 = 0
					1 = 1
					2 = 2
					3 = 3
					4 = 4
					5 = 5
					6 = 6
					7 = 7 or more
22b.	onlinenum		Of these, how many are <i>entirely online</i> ?	major change	0 = 0
					1 = 1
					2 = 2
					3 = 3
					4 = 4
					5 = 5
					6 = 6
					7 = 7 or more
svnpls.					
-	allonline		Student taking all courses online	0 = No	
				1 = Yes	
yesno.					

NSSE classifications of majors and placement into categories/disciplines changed. Use CIP codes when using v1 and V2 data together

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Item #	Variable name	EI ^a	Variable label	Response value and label
			1 = Arts and Humanities	6 = Communications, Media, & Public Relations
			2 = Biological Sciences, Agriculture, & Natural Resources	7 = Education
–	MAJfirstcol		Recoded write-in major variables MAJfirst and	8 = Engineering
–	MAJsecondcol		MAJsecond into related-major categories listed at right.	9 = Health Professions
			3 = Physical Sciences, Mathematics, & Computer Science	10 = Social Service Professions
			4 = Social Sciences	11 = All Other
			5 = Business	999 = Undecided, undeclared
see prior page				
				1 = C- or lower
				2 = C
				3 = C+
				4 = B-
				5 = B
				6 = B+
				7 = A-
				8 = A
Question 24.	grades		What have most of your grades been up to now at this institution?	grds.
				0 = Started here
Question 25.	begincol		Did you begin college at this institution or elsewhere?	1 = Started elsewhere begcol.
Question 26.	Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)			
26a.	attend_voc		Vocational or technical school	
26b.	attend_com		Community or junior college	
26c.	attend_col		4-year college or university other than this one	0 = Not selected
26d.	attend_none		None	1 = Selected
26e.	attend_other		Other	selec.

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SAS format

Item #	Variable name	EI ^a	Variable label		Response value and label
Question 27.	edaspire		What is the highest level of education you ever expect to complete?	aspr. new	1 = Some college but less than a bachelor's degree 2 = Bachelor's degree (B.A., B.S., etc.) 3 = Master's degree (M.A., M.S., etc.) 4 = Doctoral or professional degree (Ph.D., J.D., M.D., etc.)
Question 28.	parented		What is the highest level of education completed by either of your parents (or those who raised you)?	paredu.	1 = Did not finish high school 2 = High school diploma/G.E.D. 3 = Attended college but did not complete degree 4 = Associate's degree (A.A., A.S., etc.) 5 = Bachelor's degree (B.A., B.S., etc.) 6 = Master's degree (M.A., M.S., etc.) 7 = Doctoral or professional degree (Ph.D., J.D., M.D., etc.)
–	firstgen		First-Generation Status (neither parent/guardian holds a bachelor's degree)	yesno.	0 = No 1 = Yes
Question 29.	gender		What is your gender?	gen.	0 = Female 1 = Male
Question 30.	birthyear		Enter your year of birth (e.g., 1994): 19[]	Variable not in dataset	Write-in response
–	age		Age (Recoded from variable birthyear)	<no format>	
–	agecat		Age category	agebin.	1 = 19 or younger 2 = 20-23 3 = 24-29 4 = 30-39 5 = 40-55 6 = Over 55
Question 31.	internat		Are you an international student or foreign national?	yesno.	0 = No 1 = Yes

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Item #	Variable name	ET ^a	Variable label	Response value and label
Question 32. What is your racial or ethnic identification? (Select all that apply.)				
32a.	re_amind		American Indian or other Alaska Native	
32b.	re_asian		Asian	
32c.	re_black		Black or African American	
32d.	re_latino		Hispanic or Latino	0 = Not selected
32e.	re_pacific		Native Hawaiian or Other Pacific Islander	1 = Selected
32f.	re_white		White	
32g.	re_other		Other	
32f.	re_pnr		I prefer not to respond	
				1 = American Indian or other Native American
				2 = Asian
				3 = Black or African American
				4 = Hispanic or Latino
				5 = Native Hawaiian or Other Pacific Islander
				6 = White
				7 = Other
				8 = Multiracial
				9 = I prefer not to respond
–	re_all		Racial/ethnic background based on re_amind through re_pnr where each student is represented only once. 1 through 7 represent students who selected only one racial/ethnic identification; 8 represents students who selected more than one racial/ethnic identification.	
				0 = No
				1 = Yes

see N_RaceEth below

Variable N_RaceEth, CU calc from re_ items, has the number of options in Q.32 selected (1, 2, . . . 7 possible), or zero if only re_pnr was selected. Not available for v1 because "multiracial" was one option on a single-dimension item so is not comparable. No format on N_RaceEth.

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Item #	Variable name	EI ^a	Variable label	Response value and label
Question 34.	living		Which of the following best describes where you are living while attending college?	1 = Dormitory or other campus housing (not fraternity/sorority house)
				2 = Fraternity or sorority house
				3 = Residence (house, apartment, etc.) <i>within</i> walking distance of the institution
				4 = Residence (house, apartment, etc.) <i>farther</i> <i>than</i> walking distance to the institution
				5 = None of the above
Question 35.	athlete		Are you a student-athlete on a team sponsored by your institution's athletics department?	0 = No 1 = Yes yesno.
Question 36.	veteran		Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	0 = No 1 = Yes yesno.
Question 37.				
37a.	disability		Have you been diagnosed with any disability or impairment?	0 = No 1 = Yes 9 = I prefer not to respond
37b.			[If answered "yes"] Which of the following have been diagnosed? (Select all that apply)	9's --> .P, SAS special missing value, in dataset
	dis_sense		A sensory impairment (vision or hearing)	
	dis_mobility		A mobility impairment	
	dis_learning		A learning disability (e.g., ADHD, dyslexia)	
	dis_mental		A mental health disorder	
	dis_other		A disability or impairment not listed above	
–	disability_all		Students' disability identification based on disability and dis_sense through dis_other where each student is represented only once. 1 through 5 represent students who selected only one disability or impairment; 6 represents students who selected more than one disability or impairment.	0 = Not selected 1 = Selected
				1 = A sensory impairment 2 = A mobility impairment 3 = A learning disability 4 = A mental health disorder 5 = A disability or impairment not listed above 6 = More than one disability or impairment 7 = No disability or impairment 8 = Prefer not to respond
Question 38.	sexorient		Which of the following best describes your sexual orientation? (Optional question administered per institution request.)	1 = Heterosexual 2 = Gay 3 = Lesbian 4 = Bisexual 5 = Questioning/unsure 9 = I prefer not to respond
				orien. new

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Item #	Variable name	EI ^a	Variable label	Response value and label
Data Provided by Your Institution				
–	IRgender		Institution-reported: Gender	gen. 0 = Female 1 = Male
–	IRrace		Institution-reported: Race or ethnicity	ireth. 1 = American Indian or Alaska Native 2 = Asian 3 = Black or African American 4 = Hispanic or Latino 5 = Native Hawaiian or Other Pacific Islander 6 = White 7 = Other 8 = Foreign or Nonresident alien 9 = Two or more races/ethnicities 10 = Unknown
–	IRclass		Institution-reported: Class level	irlvl. 1 = Freshman (1st year) 2 = Sophomore (2nd year) 3 = Junior (3rd year) 4 = Senior (4th year) 5 = Other
–	IRenrollment		Institution-reported: Enrollment status	irenrl. 0 = Not full-time 1 = Full-time
–	IRftfy		Institution-reported first-time first-year student	yesno. new 0 = No 1 = Yes
–	studentID		Institution-reported: Student ID	not in dataset
–	PopID		Unique population number	
–	actcomp		Institution-reported: Composite ACT score	<no format on PopID, ACT, SAT>
–	satm		Institution-reported: SAT math score	
–	satv		Institution-reported: SAT verbal or critical reading score	CU calc: SATT, V+M
–	satw		Institution-reported: SAT writing score (if newer form of SAT taken)	
–	group1		First school-provided group identifier	Group vars not in dataset
–	group2		Second school-provided group identifier	
–	group3		Third school-provided group identifier	
–	group4		Fourth school-provided group identifier	
–	group5		Fifth school-provided group identifier	

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Item #	Variable name	ET ^a	Variable label	Response value and label
Data Related to Survey Administration				
–	sample		Sample type	<p>samp.</p> <p>1 = Census 2 = Random sample 3 = Requested random oversample (FY/SR only) 4 = Targeted oversample 5 = Locally administered sample or oversample 6 = Experimental oversample</p>
–	eligible		Identifies respondents that met NSSE criteria at time of survey completion	<p>yesno.</p> <p>0 = No 1 = Yes</p>
–	modecomp		Mode of completion on The College Student Report	<p>cmplt.</p> <p>1 = Paper survey 2 = Web survey</p>
–	surveyid		Unique survey number assigned by NSSE	<no format>
–	unitid		Institution unit ID (IPEDS or ESIS)	varname IPEDS, no format, variable INST has name
–	logdate		Date survey returned (paper) or logged in (web)	*** Dataset var logdate - format MMDDYY10.; dataset var logdatetime (added by CU) format datetime. These are both SAS formats permanently attached. If you want TIME, extract from logdatetime.
–	duration		Summation of every page submit in minutes	no format

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 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. Both weights listed below will reproduce your institution's report statistics, but the N's 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 frequency statistics for each institution. A full discussion of NSSE weighting is at http://nsse.iub.edu/html/weighting.cfm .
–	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 at http://nsse.iub.edu/html/weighting.cfm .

no format on WEIGHT vars

CU added vars PctValidQ1_19 and PctValidQ20_36 (demographics) -- N of items with a valid response. Format pvalid. for PctValidQ1_19 shows the "stopping points" marked in this codebook.

NSSE 2013 Codebook

U.S. Version

Engagement Indicators

Engagement Indicators are sets of items that have been grouped into ten key dimensions of student engagement, which fit into four themes adapted from the former Benchmarks of Effective Educational Practice. EI scores are calculated for each student and range from 0 to 60. The EI score for an institution is the weighted mean of these student-level scores. For more detailed information about how Engagement Indicators are calculated, visit the NSSE Web site.

nsse.iub.edu/links/institutional_reporting

NOTE all range 0 to 60

Variable name	Description	Items
No formats - just 5.1 on all indicators		
HO	Higher-Order Learning: Amount coursework emphasized challenging learning tasks including applying learned information to practical problems, analyzing ideas and experiences, evaluating information from other sources, and forming new ideas from various pieces of information.	Items 4b-e: HOapply, HOanalyze, HOevaluate, HOform
RI	Reflective and Integrative Learning: How often students made connections with prior knowledge, other courses, and societal issues, took into account diverse perspectives, and reflected on their own views while examining the views of others.	Items 2a-g: RIntegrate, RSocietal, RIdiverse, RIownview, RIperspect, RInewview, RIconnect
LS	Learning Strategies: How often students enacted basic strategies for academic success, such as identifying key information in readings, reviewing notes after class, and summarizing course material.	Items 9a-c: LSreading, LSnotes, LSsummary
QR	Quantitative Reasoning: How often students engaged with numerical and statistical information across the curriculum, and used this information to reach conclusions, examine real-world problems, and evaluate what others have concluded.	Items 6a-c: QRconclude, QRproblem, QRevaluate
CL	Collaborative Learning: How often students collaborated with others in mastering difficult material by asking for help, explaining material to others, preparing for exams, and working on group projects.	Items 1e-h: CLaskhelp, CLexplain, CLstudy, CLproject
DD	Discussions with Diverse Others: How often students had discussions with people who differ from themselves in terms of race or ethnicity, economic background, religious belief, or political views.	Items 8a-d: DDrace, DDeconomic, DDreligion, DDpolitical
SF	Student-Faculty Interaction: How often students had meaningful, substantive interactions with faculty members and advisors, such as talking about career plans, working on committees or student groups, discussing course material outside of class, or discussing their academic performance.	Items 3a-d: SFcareer, SFotherwork, SFdiscuss, SFperform
ET	Effective Teaching Practices: Amount instructors emphasized student comprehension and learning with clear explanations and organization, use of illustrative examples, and providing formative and effective feedback.	Items 5a-e: ETgoals, ETorganize, ETexample, ETdraftfb, ETfeedback
QI	Quality of Interactions: How students rated their interactions with important people in their learning environment, including other students, advisors, faculty, student services, and other administrative staff members.	Items 13a-e: QIstudent, QIadvisor, QIfaculty, QIstaff, QIadmin
SE	Supportive Environment: Amount the institution emphasized help for students to persist and learn through academic support programs, encouraged diverse interactions, and provided social opportunities, campus activities, health and wellness, and support for non-academic responsibilities.	Items 14b-i: SEacademic, SElearnsup, SEdiverse, SESocial, SEwellness, SENonacad, SEactivities, SEevents

HO is the only "indicator" in v2 with all contributing items available in v1_v2. We have not calc'd an HO variable in v1_v2, but you could, from the four HOxx items.

AAUDE items and calcs from them

\\cvcn.colorado.edu\pba\ia\IR\survey\NSSE\AAUDE\13\NSSE_2013_Consortium3_AAUE_Codebook.xlsx
See also L:\IR\survey\NSSE\AAUDE\13\ItemComparisonLongitudinal.xlsx

Varnames, formats in CU SAS datasets added 4/2014, LMcC, from
matchVars_v2



Association of American Universities Data Exchange 2013 Consortium Codebook

Item #	NSSE Variable	Variable Label	Response Value and Labels	Notes	Notes 2	In CU SAS datasets		
						Var Name	Format	In v1_v2
1.	AAU1301	Consider the size of the lower-division classes you've taken at this university – have they generally been:	1=Far larger than you'd like 2=Somewhat larger 3=OK in size 4=Smaller than you'd like 9=Not applicable/have taken no lower-division courses here	v1: AAU01		AAU01	size.	yes
2.	AAU1302	Consider the size of the upper-division classes you've taken at this university – have they generally been:	1=Far larger than you'd like 2=Somewhat larger 3=OK in size 4=Smaller than you'd like 9=Not applicable/have taken no upper-division courses here	v1: AAu02		AAU02	size.	yes
3.	AAU1303	How would you rate the quality of instruction in lower-division courses?	1=Poor 2=Fair 3=Good 4=Excellent 9=Not applicable/have taken no lower-division courses here	Skipped if q1 = 9. AAU03	Option 4 presented first on list	AAU03	eval.	yes
4.	AAU1304	How would you rate the quality of instruction in upper-division courses?	1=Poor 2=Fair 3=Good 4=Excellent 9=Not applicable/have taken no upper-division courses here	Skipped if q2 = 9. AAU04	Option 4 presented first on list	AAU04	eval.	yes
5.	AAU1305	Would you say that the courses you need to take for your major have been available:	1=Hardly ever 2=Some of the time 3=Most of the time 4=Always or nearly always 9=Not applicable (haven't tried to take any yet)	v1: AAU05	Option 4 presented first on list	AAU05	need.	yes
6.	AAU1306	Would you say that the courses you need to take for your general education requirements have been available:	1=Hardly ever 2=Some of the time 3=Most of the time 4=Always or nearly always 9=Not applicable (haven't tried to take any yet)	v1: AAU06	Option 4 presented first on list	AAU06	need.	yes
7.	AAU1307	How would you rate the academic quality of this university in general ?	1=Poor 2=Fair 3=Good 4=Excellent	v1: AAU07	Option 4 presented first on list	AAU07	eval.	yes
8.	AAU1308	How would you rate the academic quality of your major program ?	1=Poor 2=Fair 3=Good 4=Excellent 9=No major yet	v1: AAU08	Option 4 presented first on list	AAU08	eval.	yes



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national survey of student engagement				2013 Consortium Codebook		In CU SAS datasets				
Item #	NSSE Variable	Variable Label	Response Value and Labels	Notes	Notes 2	Var Name	Format	In v1_v2		
9.	AAU1309	How would you rate the quality of academic advising you have received from your university?	1=Poor 2=Fair 3=Good 4=Excellent 9=Not applicable	v1: AAU09	Option 4 presented first on list	AAU09	eval.	yes		
10.	AAU1310	At this university, students have to run around from one place to another to get the information or approvals they need.. CAUTION - in v1, followed items on academic advising. In v2, advising items dropped. Every 2013 school shows more agreement 2013 than in last v1 admin. Response scales were identical	1=Strongly disagree 2=Disagree 3=Agree 4=Strongly agree 9=Not applicable	v1: AAU14	Option 4 presented first on list	AAU10	agre.	yes		
11.	AAU1311	I expect to complete a bachelor's degree: (AND SEE BACH, below)	1= I may well not complete a bachelor's degree 2=At another college or university 3=At this university in more than 5 years total 4=At this university in more than 4 years but within 5 years total 5=At this university in a total of 4 years or less	v1: AAU15	Don't know order presented in	AAU11	comp.	yes		
12.	AAU1312	To what extent has your experience at this institution contributed to your acquiring a broad general education?	1=Very little 2=Some 3=Quite a bit 4=Very much	v1: base (not AAU) item 11a gngenled	Option 4 presented first on list	AAU12	extent.	yes		
Question 13. Please rate the following as obstacles to your academic progress during the current academic year.				v1: AAU17, pick one/biggest - see AAU17v1 below						
13a.	AAU1313a	Money, work obligations, finances	1=Not an obstacle at all 2=Minor obstacle 3=Moderate obstacle 4=Major obstacle	see gold section below		AAU13a	obst.	No. See var AAU17v1, below		
13b.	AAU1313b	Family obligations				AAU13b	obst.			
13c.	AAU1313c	Difficulties getting the courses you need				AAU13c	obst.			
13d.	AAU1313d	Lack of good academic advising				AAU13d	obst.			
13e.	AAU1313e	Lack of personal motivation				AAU13e	obst.			
13f.	AAU1313f	Poor academic performance				AAU13f	obst.			
13g.	AAU1313g	Personal health issues, physical or mental				AAU13g	obst.			
Additional variables		--Ratings, obstacles to own acad prgrss: Average (1=not, 4=major) (AAU (1-4 as above)				AAU13Avg	5.1	No.		
		--Ratings, obstacles to own acad prgrss: N valid, of 7 possible (AAU13 calc)				AAU13NValid	5.0			
		--Ratings, obstacles to own acad prgrss: N=1=not an obstacle, of 7 (AAU13 calc)				AAU13N_1	5.0			
		--Ratings, obstacles to own acad prgrss: N=3-4=moderate/major, of 7 (AAU13 calc)				AAU13N_34	5.0			
		--Answered any AAUDE questions (AAU calc)	0/1			AAUDEQ	yesno.	yes		
		AAUDE v1 q17 Biggest obstacle to academic progress (pick one). Compare to AAU13xx in v2. This is the ONLY v1-only variable in convert_v1_v2 dataset, for use as ref vs. AAU13xx variables from v2. Change in question too great to recode.				AAU17v1	obstac2_.	In V1 only		
		V1 item 17, w response alts separated by // From the list below, choose one item that best describes the biggest obstacle to your academic progress. / Lack of personal motivation / Money, work obligations, finances / Difficulties getting the courses you need / Lack of good academic advising / Poor academic performance / Family obligations / I have no real obstacles.				from v1 only but in v1_v2				
aaudur		Summation in minutes of AAU questions answered (AAU)				aaudur	5.0	no		
		--Expecting bachelors at this school (1=yes, 0=no) (AAU11 calc)				BACH	yesno.	yes.		