

Tightening connections between NSSE results and the interests of campus departments and units is a proven strategy for broadening and strengthening investment in student engagement and increasing data use. Specific NSSE reports and results are likely relevant for different campus departments, units, and committees.

For example, a faculty development committee may be receptive to results on Effective Teaching Practices. A Diversity, Equity & Inclusion office may be most interested in results on Discussions with Diverse Others items and the Quality of Interactions and Supportive Environment indicators. Career services staff may find use in results from students' reported talks with faculty about career plans, first-year students' anticipated participation in internships and other field experiences, and seniors' perceived gains in job- or work-related knowledge and skills.

To stimulate thinking and discussion about the meaning of NSSE results for departments, units, and committees, we mapped NSSE Engagement Indicators, High-Impact Practices, individual survey items, and Topical Modules to a campuswide range of different interest groups.

This mapping is not intended as a strict formula for relating results but, rather, as encouragement to think more broadly about where evidence might be useful.

## INSIDE NSSE ITEM CAMPUSWIDE MAPPING

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Our mapping employed common department and program categories and designations, which users should review to determine what matches the context of their institution's organization and committee structure. Departments, units, committees, areas and offices relevant to NSSE items are listed in Table 1. *NSSE Item Campuswide Mapping* is presented in two versions:

- 1. Engagement Indicators (EIs) & High Impact Practice (HIP) Mapping, and Topical Modules:** NSSE EIs and HIPs are mapped to relevant campus departments, units, committees, areas, and groups in Table 2, and Topical Modules are mapped in Table 5.
- 2. Individual Item Mapping:** NSSE Items are mapped to each individual survey item in Table 3. Viewers can search for items of interest and see units likely to find that item a useful data point. Demographic items are mapped in Table 4 to facilitate important examination and disaggregation by social identities.

**Table 1. Campus Departments, Units, Committees, Areas, & Offices Mapped To NSSE Items**

Academic advising	Counseling/counseling services	Instructional technology	Provost's office
Academic affairs	Cultural centers	Information literacy committee	Quantitative literacy/reasoning
Academic departments	Curriculum Committee	Integrative learning	Recreational & fitness center
Academic support services	Dean of faculty	Interdisciplinary studies	Registration/registrar's office
- Learning Support	Department chairs	International office/student services	Residence life
- Success centers	Disability services	Learning support services	Retention committee/task force
Activities advisors	Diversity, Equity & Inclusion Offices	LGBTQ+ Support Centers or Offices	Scholarship of teaching & learning (SoTL)
Administrative offices	Enrollment management	Library	Service-learning office
Admissions	Equity committees	Multicultural Committees	Social justice studies
Alumni affairs	Faculty development	Parking services	Student Affairs
Area studies	Faculty senate	Political/social science studies	Study abroad programs/office
Athletics	Financial aid	President's office	University & Community Relations
Campus climate committee	First-year experience	Program Board	Tutoring
Career planning & services	General education	Programming Board	Undergraduate research
Center for teaching & learning	Graduate studies	Student Activities	Veterans services
Civic engagement	Greek life	Promotion & tenure committee	Writing Centers & Programs
Community service	Health services/center		
Commuter services			

Engagement Indicators	Relevant Units
<b>THEME: Academic Challenge</b>	
Higher-Order Learning (HO)	Academic success center, Faculty Development, SoTL, Tutoring, Writing center/programs
Reflective & Integrative Learning (RI)	Academic success center, Diversity, Equity & Inclusion Offices, General education, Integrative learning, Interdisciplinary studies, SoTL, Tutoring, Writing center/programs
Learning Strategies (LS)	Academic advising, First-year experience, Retention committee/task force, Tutoring
Quantitative Reasoning (QR)	General education, Quantitative literacy/reasoning
<b>THEME: Learning with Peers</b>	
Collaborative Learning (CL)	Curriculum Committee, Retention committee/task force, SoTL, Student affairs
Discussions with Diverse Others (DD)	Area studies, Cultural centers, Diversity, Equity & Inclusion Offices, Equity committee, First-year experience, International office/student services, Multicultural committee, Retention committee/task force, Student affairs
<b>THEME: Experiences with Faculty</b>	
Student-Faculty Interaction (SF)	Faculty development, Faculty senate, First-year experience, Retention committee/task force
Effective Teaching Practices (ET)	4a-4 & learning, Dean of faculty, Department Chairs, Faculty development, Promotion & tenure committee, SoTL
<b>THEME: Campus Environment</b>	
Quality of Interactions (QI)	Campus climate committee, Diversity, Equity & Inclusion Offices, First-year experience Retention committee/task force, Student affairs
Supportive Environment (SE)	Retention committee/task force, Campus climate committee, Diversity, Equity & Inclusion Offices, First-year experience

**Table 2. Engagement Indicators and High-Impact Practices Mapped to Relevant Units**

High-Impact Practices (HIPs)	Relevant Units
Learning Community Service-Learning Research with Faculty Internship/Co-op/Field Experience Study Abroad Culminating Senior Experience	Retention committee/task force, Student affairs, Individual units or offices responsible for high-impact practices

**Table 3. Individual Survey Items Mapped to Relevant Units (NSSE Items 1–3c)**

Survey Items		Relevant Units
<b>Question 1. During the current school year, about how often have you done the following?</b>		
1a	Asked questions or contributed to course discussions in other ways	Center for teaching & learning, Instructional technology, SoTL
1b	Asked another student to help you understand course material	Academic advising, Academic support services, Center for teaching & learning, 3d, Instructional technology, SoTL, Tutoring, Writing center/programs
1c	Explained course material to one or more students	Academic advising, Academic success center, Academic support services Learning support, Dean of faculty, Center for teaching & learning, Faculty development, Faculty senate, Instructional technology, SoTL, Tutoring
1d	Prepared for exams by discussing or working through course material with other students	Activities advisor, Student activities, Student affairs, SoTL
1e	Worked with other students on course projects or assignments	Academic advising, Academic support services, Academic success center, Center for teaching & learning, Instructional technology, Learning support, SoTL, Tutoring
1f	Given a course presentation	Academic advising, Academic support services, Academic success center, Center for teaching & learning, Instructional technology, Learning, support, SoTL, Tutoring
<b>Question 2. During the current school year, about how often have you done the following?</b>		
2a	Combined ideas from different courses when completing assignments	Academic success center, Center for teaching & learning, Instructional technology, SoTL
2b	Connected your learning to societal problems or issues	Academic success center, Dean of Faculty, Faculty senate, Integrative learning, Political/social science studies, Service-learning office, Social justice studies, University & Community Relations
2c	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	Academic success center, Civic engagement, Diversity, Equity & Inclusion Offices, Equity committee, Integrative learning, Interdisciplinary Studies, Multicultural committee, Service-learning office
2d	Examined the strengths and weaknesses of your own views on a topic or issue	Academic success center, Campus climate committee, Civic Engagement, Diversity, Equity & Inclusion Offices, Integrative learning, Residence life, Service-learning office
2e	Tried to better understand someone else’s views by imagining how an issue looks from their perspective	Academic success center, Campus climate committee, Civic engagement, Curriculum committee, Diversity, Equity & Inclusion Offices, Equity committee, General education, Integrative learning, Residence life, Service-learning office , Writing center/programs
2f	Learned something that changed the way you understand an issue or concept	Academic success center, Civic engagement, Curriculum committee, General education, Integrative learning, Service-learning office
2g	Connected ideas from your courses to your prior experiences and knowledge	Academic success center, Civic engagement, Curriculum committee, General education, Integrative learning, Service-learning office, Writing center/programs
<b>Question 3. During the current school year, about how often have you done the following?</b>		
3a	Talked about career plans with a faculty member	Academic advising, Academic success center, Academic support services, Career planning & services, Faculty development, learning support, Tutoring
3b	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	Activities advisors, Faculty development, Faculty senate, Student activities, Student affairs
3c	Discussed course topics, ideas, or concepts with a faculty member outside of class	Faculty development, Dean of faculty, Faculty senate, Tutoring

**Table 3. Individual Survey Items Mapped to Relevant Units (NSSE Items 3d–8)**

Survey Items		Relevant Units
3d	Discussed your academic performance with a faculty member	Faculty development, Academic advising, Academic success center, b, services, Dean of faculty, Faculty senate
<b>Question 4. During the current school year, how much has your coursework emphasized the following?</b>		
4a	Memorizing course material	Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring
4b	Applying facts, theories, or methods to practical problems or new situations	Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring
4c	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring , Writing center/programs
4d	Evaluating a point of view, decision, or information source	Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring , Writing center/programs
4e	Forming a new idea or understanding from various pieces of information	Academic success center, Center for teaching and learning, Learning support, Faculty development, SoTL, Tutoring, Writing center/programs
<b>Question 5. During the current school year, to what extent have your instructors done the following?</b>		

5a	Clearly explained course goals and requirements	Academic success center, Dean of faculty, Department chairs, Faculty development, SoTL
5b	Taught course sessions in an organized way	Academic success center, Dean of faculty, Department chairs, Faculty development, SoTL
5c	Used examples or illustrations to explain difficult points	Academic success center, Dean of faculty, Department chairs, Faculty development, SoTL
5d	Provided feedback on a draft or work in progress	Academic success center,, Dean of faculty, Department chairs, Faculty development, SoTL, Tutoring, Writing center/programs
5e	Provided prompt and detailed feedback on tests or completed assignments	Academic success center, Dean of faculty, Department chairs, Faculty development, SoTL
<b>Question 6. During the current school year, about how often have you done the following?</b>		
6a	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	General education, Quantitative literacy/reasoning
6b	Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	General education, Quantitative literacy/reasoning
6c	Evaluated what others have concluded from numerical information	General education, Quantitative literacy/reasoning
<b>Question 7. During the current school year, about how many papers, reports, or other writing tasks of the following lengths have you been assigned? (Include those not yet completed.)</b>		
7a	Up to 5 pages	Curriculum committee, General education, Writing center/programs
7b	Between 6 and 10 pages	Curriculum committee, General education, Writing center/programs
7c	11 pages or more	Curriculum committee, General education, Writing center/programs
<b>Question 8. During the current school year, about how often have you had discussions with people from the following groups?</b>		
8a	People of a race or ethnicity other than your own	Cultural centers, Diversity, Equity & Inclusion Offices, Student affairs
8b	People from an economic background other than your own	Cultural centers, Diversity, Equity & Inclusion Offices, Student affairs
8c	People with religious beliefs other than your own	Cultural centers, Diversity, Equity & Inclusion Offices, Student affairs
8d	People with political views other than your own	Cultural centers, Civic engagement, Diversity, Equity & Inclusion Offices, Student affairs
8e	People with sexual orientations other than your own	Cultural centers, Civic engagement, Diversity, Equity & Inclusion Offices, Student affairs, LGBTQ+ Support Services or Offices,
8f	People from countries other than your own	Cultural centers, Civic engagement, Diversity, Equity & Inclusion Offices, Student affairs

**Table 3. Individual Survey Items Mapped to Relevant Units (NSSE Items 9–14)**

Survey Items		Relevant Units
<b>Question 9. During the current school year, about how often have you done the following?</b>		
9a	Identified key information from reading assignments	Academic advising, Academic success center, Learning support, SoTL, Tutoring
9b	Reviewed your notes after class	Academic advising, Academic success center, Learning support, SoTL, Tutoring
9c	Summarized what you learned in class or from course materials	Academic advising Academic success center, Learning support, SoTL, Tutoring
<b>Question 10. During the current school year, to what extent have your courses challenged you to do your best work?</b>		Academic advising, Academic success center, Academic support services, Center for teaching & learning, Tutoring, SoTL
<b>Question 11. Which of the following have you done or do you plan to do before you graduate?</b>		
11a	Participate in an internship, co-op, field experience, student teaching, or clinical placement	Academic departments, Career planning & services
11b	Hold a formal leadership role in a student organization or group	Activities advisors, Student Activities, Student affairs
11c	Participate in a learning community or some other formal program where groups of students take two or more classes together	Academic departments, Residence life
11d	Participate in a study abroad program	Study abroad programs/office
11e	Work with a faculty member on a research project	Undergraduate research, Academic departments
11f	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	Academic departments, General education, Information literacy committee
<b>Question 12. About how many of your courses at this institution have included a community-based project (service-learning)?</b>		Center for teaching & learning, Civic engagement, Community service, Service-learning office
<b>Question 13. Indicate the quality of your interactions with the following people at your institution.</b>		
13a	Students	Activities advisors, Campus climate committee, Residence life, Student activities, Student affairs
13b	Academic advisors	Academic advising, Campus climate committee,
13c	Faculty	Campus climate committee, Dean of faculty, Faculty senate, Provost's office
13d	Student services staff (career services, student activities, housing, etc.)	Campus climate committee, Student affairs
13e	Other administrative staff and offices (registrar, financial aid, etc.)	Administrative offices, Campus climate committee, Student affairs
<b>Question 14. How much does your institution emphasize the following?</b>		
14a	Spending significant amounts of time studying and on academic work	Academic affairs, Academic success center, Commuter services, Department chairs, Residence life, Student affairs
14b	Providing support to help students succeed academically	Academic advising, Academic support services, Learning support, Tutoring
14c	Using learning support services (tutoring services, writing center, etc.)	Academic advising, Learning support, SoTL, Tutoring
14d	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	Activities advisors, Student activities, Student affairs, program board,
14e	Providing opportunities to be involved socially	Activities advisors, Athletics, Commuter services, Greek life, Residence life, Student activities, Student affairs
14f	Providing support for your overall well-being (recreation, health care, counseling, etc.)	Campus climate committee, Counseling/counseling services, Health services/center, Recreational & fitness center
14g	Helping you manage your nonacademic responsibilities (work, family, etc.)	Academic support services, Counseling/counseling services, Learning support
14h	Attending campus activities and events (performing arts, athletic events, etc.)	Activities advisors, Student activities, Student affairs
14i	Attending events that address important social, economic, or political issues	Activities advisors, Diversity, Equity & Inclusion Offices, Political/social science studies, Program board, Student activities, Student affairs , Civic Engagement

**Table 3. Individual Survey Items Mapped to Relevant Units (NSSE Items 15–19)**

Survey Items		Relevant Units
<b>Question 15. To what extent do you agree or disagree with the following statements?</b>		
15a	I feel comfortable being myself at this institution.	Activities advisors, Student activities, Student affairs, Administrative offices, President’s office, Provost’s office, Counseling/counseling services, Cultural centers (African American, women’s, etc.), Disability services, 18h, , Equity committee, office, Multicultural committee, Veterans services, First-year experience, Retention committee/task force
15b	I feel valued by this institution.	Academic advising, 15b, Academic support services, Learning support, Tutoring, Academic affairs, Academic departments, Department chairs, Activities advisors, Student activities, Student affairs, Administrative offices, President’s office, Provost’s office, Counseling/counseling services, Cultural centers (African American, women’s, etc.), Disability services, Diversity, Equity & Inclusion Offices, Equity committee, LGBTQ+ Student Support offices, Multicultural committee, Veterans services, First-year experience, Retention committee/task force
15c	I feel like part of the community at this institution.	Activities advisors, Student activities, Student affairs, Administrative offices, President’s office, Provost’s office, Alumni affairs, Athletics, Campus climate committee, Commuter services, Greek life, 1/center, Parking services, Recreational & fitness center, Residence life, Civic engagement, 15c, Service-learning office, Social justice studies, University & Community Relations, Counseling/counseling services, Cultural centers (African American, women’s, etc.), Disability services, Diversity, Equity & Inclusion Offices, Equity committee, LGBTQ+ Student Support offices, Multicultural committee, Veterans services, First-year experience, Retention committee/task force
<b>Question 16. About how many hours do you spend in a typical 7-day week doing the following?</b>		
16a	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	Center for teaching & learning, Commuter services, Faculty senate, Library, Residence life, Student affairs
16b	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	Activities Advisors, Alumni affairs, Student affairs
16c	Working for pay <b>on campus</b>	Career planning & services, Student affairs
16d	Working for pay <b>off campus</b>	Career planning & services, Financial aid, Student affairs
16e	Doing community service or volunteer work	Community service, Service-learning office, University & Community Relations, Student Affairs
16f	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	Counseling/counseling services, Student Affairs
16g	Providing care for dependents (children, parents, etc.)	Counseling/counseling services, Student Affairs
16h	Commuting to campus (driving, walking, etc.)	Commuter services, Parking services
<b>Question 17. Of the time you spend preparing for class in a typical 7-day week, about how much is on <i>assigned reading</i>?</b>		Center for teaching & learning, Writing center/programs
<b>Question 18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</b>		

Survey Items		Relevant Units
18a	Writing clearly and effectively	General education, Tutoring, Writing Center/Programs
18b	Speaking clearly and effectively	General education, Tutoring
18c	Thinking critically and analytically	General education, Tutoring
18d	Analyzing numerical and statistical information	General education, Tutoring
18e	Acquiring job- or work-related knowledge and skills	Career planning & services, General education
18f	Working effectively with others	General education
18g	Developing or clarifying a personal code of values and ethics	General education, Social justice studies
18h	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	Campus climate committee, Cultural centers, Diversity, Equity & Inclusion Offices, General education, Multicultural committee, Political/social science studies, Residence life, Social justice studies, SoTL, Student affairs
18i	Solving complex real-world problems	General education, Social justice studies
18j	Being an informed and active citizen	Civic engagement, Community service, General education, Social justice studies
<b>Question 19. How would you evaluate your entire educational experience at this institution?</b>		Alumni affairs, Dean of faculty, Enrollment management, President's office, Retention committee/task force, Student affairs
<b>Question 20. If you could start over again, would you go to the <i>same institution</i> you are now attending?</b>		Alumni affairs, Enrollment management, Provost's office, Retention committee/task force, Student affairs
<b>Question 21 Do you intend to return to this institution next year? [ Only non-seniors receive this question]</b>		Retention committee/task force, Enrollment management, Provost's office

## Demographic Survey Items Mapped to Relevant Units (NSSE Items 21–39)

NSSE results can also be made more relevant to campus departments and units by disaggregating results (by major, first-generation status, racial-ethnic group, transfer status, residential status, Greek affiliation, High-Impact Practice participation, etc.). NSSE’s Major Field Reports, featuring results for up to ten customized categories of related majors presented alongside comparison groups in the same categories, were intentionally designed to inform department-level improvements in teaching and learning.

Deans, department chairs, and faculty may not derive much diagnostic value from institution-wide results, but when the results for their schools or departments are compared to those of other majors on campus or these same majors at comparable institutions the information may get more traction. Disaggregation can also be conducted for the department of residence life, comparing results for students

living on campus with those of students living off campus on the Supportive Environment and Quality of Interactions indicators (for additional examples, see *Fostering Student Engagement Campuswide—Annual Results 2011*).

The following NSSE items are demographically focused and are designed, in part, to be a pathway for disaggregating data. NSSE results can be disaggregated by student responses to any one of the items listed below. Selecting one of the items as a way to look within results may make results more interesting to specific campus audiences. For example, sort data by student responses to “Are you an international student?” These results can then be shared with academic advising, admissions, and international student services for discussions on concurrence and variance in student survey responses.

**Table 4. Demographic Survey Items Mapped to Relevant Units (NSSE Items 21–39)**

Demographic Items (*subject to change, these reflect NSSE 2023)	Relevant Units
<b>Question 22a.</b> How many majors do you plan to complete? Please enter your major(s) or expected major(s).	Academic advising, Academic support services, First-year experience, Registration/registrar’s office, Department chairs
<b>22b. [If answered “One”] Please enter your major or expected major: [Text box]</b>	
<b>22c. [If answered “More than one”] Please enter up to two majors or expected majors (do not enter minors): [Text box]</b>	Programs and academic departments, learning support services
<b>23. What is your class level? Response options: Freshman/first-year, Sophomore, Junior, Senior, Unclassified</b>	
<b>24. What types of courses have you taken at this institution this current school year?</b>	Center for teaching & learning, Curriculum Committee
<b>Question 25.</b> What have most of your grades been up to now at this institution?	Retention committee/task force, Student Affairs
<b>Question 26.</b> Did you begin college at this institution or elsewhere?	Admissions
<b>Question 27.</b> Since graduating from high school, which of the following types of schools have you attended other than the one you are now attending? Vocational or technical, community or junior college, 4-year college or university other than this one, none, other	Admissions
<b>Question 28.</b> What is the highest level of education you ever expect to complete?	Academic advising, Career planning & services, Graduate studies
<b>Question 29.</b> What is the highest level of education completed by your parent(s), guardian(s), or those who raised you	
<b>Question 30.</b> How would you describe your gender identity?	LGBTQ+ Support services offices
<b>Question 31.</b> How would you describe your sexual orientation? (Select all that apply.)	LGBTQ+ Support services offices
<b>Question 32.</b> How would you describe yourself? (Select all that apply.)	Admissions, Multicultural committee
<b>Question 33a.</b> Are you an international student?	Admissions, International office/student services
Question 33b. [if answered “yes”] What is your country of citizenship?	International affairs
Question 33c. [If answered “no”] What is the 5-digit ZIP code of your home address during your last year of high school?	
<b>34a. Do you have a disability or condition that impacts your learning, working, or living activities?</b>	Disability services

<b>34b. [If answered “yes”] Which of the following impacts your learning, working, or living activities? (Select all that apply.)</b>	Disability Services
<b>Question 35.</b> To which of the following social or service Greek letter organizations do you belong? (Select all that apply.)	Greek life, Student affairs
<b>Question 36.</b> Which of the following best describes where you are living while attending college?	Commuter services, Residence life
<b>Question 37.</b> Are you a student-athlete on a team sponsored by your institution’s athletics department?	Athletics
<b>Question 38.</b> Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	Veterans services
<b>Open Ended Comment Prompt (Institutions choose their prompt):</b>	
<p><b>Question 39.</b> Prompt for Open-Ended Comments (Institutions select one of four questions for the end of the NSSE questionnaire or writes their own question.)</p> <ul style="list-style-type: none"> <li>• If you have any additional comments or feedback that you’d like to share on the quality of your educational experience, please enter them below.</li> <li>• What has been most satisfying about your experience so far at this institution, and what has been most disappointing?</li> <li>• Please describe the most significant learning experience you have had so far at this institution.</li> <li>• What one change would most improve the educational experience at this institution, and what one thing should not be changed?</li> </ul>	Student responses to open-ended prompts can provide insights relevant to strategic planning, quality improvement projects, educational effectiveness assessment, etc., and may have relevance to departments and units.

## Topical Modules Mapped to Institutional Departments, Units, Committees, and Interest Groups

Institutions can append Topical Modules—question sets on designated topics of interest—to the core survey. Topical modules make it possible for institutions to delve deeper into important aspects of the student experience and to inform campus discussions on student learning and improvement with additional survey data. Module results are particularly useful for topical discussions among campus faculty, staff, and administrators. For conversations about writing and student learning, for example, Experiences with Writing

provides items about interactivity, meaning-making, and clarity in assignments.

To inspire thinking about likely linkages between the modules and campus needs, we mapped the NSSE Topical Modules to departments, units, and committees as well. Our mapping employed common department and program categories and designations, which users should revise, as appropriate, to match the context of their own institution’s organization and committee structure.

**Table 5. Topical Modules Mapped to Institutional Departments, Units, Committees, and Interest Groups**

Module Name	Module Description	Relevant Units
<b>Academic Advising</b> (Available 2013–2019; revised in 2020; Updated in 2025)	The original module examines students’ experiences with academic advising including frequency, accessibility, and types of information provided. It also asks students to identify their primary source of advice. The module complements a question on the core survey about the quality of students’ interactions with academic advisors. Updated for NSSE 2020, this set examines students’ experiences with academic advising, including frequency of interaction with advisors and advising practices that reflect NACADA core values. It also asks students to identify who has been most helpful.	Academic advising, Academic Affairs, Academic Leadership, Academic Departments , Department Chairs, Faculty Development, Registration/registrar’s office, Retention committee/task force
<b>Career &amp; Workforce Preparation</b>	This module represents <a href="#">a collaboration between NSSE and Strada Education Network</a> to assess how the college experience prepares students for their future. Questions address institutional contributions to students’ career plans, influences on their goals, confidence in work-related skills, career exploration in the curriculum, and use of career resources and services.	Academic Advising, Academic Affairs, Academic Departments, Academic Leadership, Admissions/enrollment management, career planning & Services, curriculum committee, Department chairs, general education, Pres/Provost’s Office
<b>Civic Engagement</b> (Updated in 2025)	Adapted from a pilot survey developed by the American Association of State Colleges and Universities, this module asks students to assess their conflict resolution skills and examines how often students have engaged with local or campus and state/national/global issues. The module complements questions on the core survey about service-learning, community service, volunteer work, and about becoming an informed and active citizen. The 2025 items align with the Civic Learning and Democracy Engagement (CLDE) Framework ( <a href="http://collegeciviclearning.org">collegeciviclearning.org</a> ).	Civic Engagement, Community service, Cultural centers, first-year experience, Political/social science studies, Service-learning office, Social justice studies, University & Community Relations
<b>Development of Transferable Skills</b>	Adapted from a survey piloted by the American Association of State Colleges and Universities, this module examines activities that develop useful and transferable skills for the workplace such as verbal and written fluency and analytic inquiry. The module complements core survey questions about higher-order learning, reflective and integrative learning, and students’ perceptions of their development in a variety of areas.	Career planning & services, Curriculum committee, General education, Integrative learning, Interdisciplinary studies
<b>Experiences with Diverse Perspectives</b> (Available 2013–2016; replaced in 2017 by Inclusiveness and Engagement with Cultural Diversity)	This module examines activities that promote greater understanding of societal differences. The module complements questions on the core survey about experiences with people from different backgrounds, diverse perspectives in course discussions and assignments, and the extent to which institutions encourage contact among students from different backgrounds.	Campus climate committee, diversity, equity, and inclusion offices, first-year experience, Cultural centers, General education, Student affairs

## Topical Modules Mapped to Institutional Departments, Units, Committees, and Interest Groups (continued)

Module Name	Module Description	Relevant Units
<b>Experiences with Information Literacy</b> (Updated in 2024)	Developed in collaboration with college and university librarians, this module asks students about their use of information and how much their instructors emphasized the proper use of information sources. This module complements questions on the core survey about higher-order learning and how much writing students do.	Curriculum committee, General education, Library, Provost's office, Information literacy committee
<b>Experiences with Online Learning</b> (Updated in 2024)	This module, first offered during the 2021 administration, was developed in collaboration with <a href="#">Quality Matters</a> (QM), a leader in online learning quality assurance. Based in part on Standards from the QM Higher Education Rubric (6th Ed.) it was updated in accordance with the QM Higher Education Rubric (7th Ed.) that was released in July 2023. The questions in the module measure aspects of students' online experience that signify high quality. The module also assesses how students engage in online and hybrid courses, their degree of comfort with online learning and experience of support, and ideas about how the online learning experience can be improved.	Academic Advising, Academic Affairs, Academic Departments, Academic leadership, Academic Support services, Admissions/enrollment management, curriculum committee, department chairs, instructional technology, registration/registrar's office
<b>Experiences with Writing</b> (Updated in 2025)	This module is the result of an ongoing collaboration between NSSE and the Council of Writing Program Administrators. Touching on three aspects of good writing assignments— interactivity, meaning-making, and clarity—the questions complement those on the core survey about how much writing students do, the nature of their course assignments, and perceived gains in written expression.	Academic affairs, academic departments, Academic success center, Academic Learning support, curriculum committee, general education, Integrative learning, Interdisciplinary studies, Tutoring, Writing center/programs
<b>First-Year Experiences and Senior Transitions</b> (Updated in 2025)	This module includes a set of items only for first-year students and a set only for seniors (based on institution-reported class level), with questions adapted from the Beginning College Survey of Student Engagement and the Strategic National Arts Alumni Project (with partial support from the National Endowment for the Arts), respectively. The first-year items focus on academic perseverance, help-seeking behaviors, and institutional commitment, while the senior items explore post-graduation plans, links between the academic major and future plans, and confidence in skill development.	Academic advising, Career planning & services, counseling/counseling services, financial aid, First-year experience, Learning support, Success centers, Retention committee/task force, Student affairs
<b>Global Learning Experiences</b> (Added in 2016; replaces Global Perspectives— Cognitive and Social; Updated in 2025)	NSSE's Global Learning module assesses student experiences and coursework that emphasize global affairs, world cultures, nationalities, religions, and other international topics. The module complements items on the core NSSE questionnaire about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad.	Area studies, Cultural centers, International office/student services, service learning office, Study abroad programs/office, Diversity, equity and Inclusion offices,
<b>Global Perspectives— Cognitive and Social</b> (Available 2013–2015; replaced in 2016 by Global Learning)	Partnering with the Global Perspective Institute, NSSE derived a short module from the Global Perspective Inventory (GPI) to probe the cognitive and social elements of a global perspective, asking about experiences with global learning and views on intercultural understanding. This module complements questions on the core survey about student experiences with people from different backgrounds, course emphasis on integrative and reflective learning, and participation in study abroad.	Area studies, Cultural centers, International office/student services, Study abroad programs/office, service learning office, diversity, equity and inclusion offices
<b>HIP Quality</b> (Updated in 2023)	This module—originally developed for the <a href="#">Assessing Quality and Equity in High-Impact Practices</a> project, supported by Lumina Foundation—explores the extent to which HIP experiences incorporate elements theorized to account for their	Academic Advising, academic affairs, academic departments, academic leadership, academic

	<p>educational benefits and enables participating institutions to examine quality and equity concerns related to high-quality HIP experiences. Students who indicated on the core NSSE that they had done or are doing at least one HIP receive a set of questions—Questions for HIP Participants—probing their experience, while those who have not done any of the HIPs receive an open-ended item—Question for HIP Non-Participants—to describe another powerful learning experience they may have had.</p>	<p>support services, career planning and services, diversity, equity and inclusion offices, first year experience</p>
<p><b>Inclusiveness and Engagement with Cultural Diversity</b> (Added in 2017; replaces Experiences with Diverse Perspectives)</p>	<p>This module examines environments, processes, and activities that reflect the engagement and validation of cultural diversity and promote greater understanding of societal differences. Questions explore students’ exposure to inclusive teaching practices and intercultural learning; perceptions of institutional values and commitment regarding diversity; and participation in diversity-related programming and coursework. Questions measuring inclusiveness of the campus environment are based on the recently launched Culturally Engaging Campus Environments survey.</p>	<p>Campus Climate committee, diversity, equity and inclusion offices, Cultural centers, equity committees, first-year experience, General education, Student affairs</p>
<p><b>Learning with Technology</b> (Available 2013-2020)</p>	<p>Developed in partnership with EDUCAUSE, these questions examine the role of technology in student learning, focusing on usage, contribution to learning, and perceptions of institutional support. This module complements core survey questions about learning with peers, quality of interactions with others, and institutional emphasis on academic support.</p>	<p>Academic affairs, academic support services – Learning support , success centers, Library, Faculty senate, Instructional technology, Retention committee/task force, SoTL</p>
<p><b>Mental Health &amp; Wellbeing</b> (Added in 2023)</p>	<p>The Mental Health and Well-Being Topical Module provides colleges and universities an opportunity to understand and address current concerns about students’ emotional, psychological, and social wellness. Results will help institutions promote well-being by purposefully creating supportive environments and providing necessary resources for students to thrive. This module assesses students’ experiences related to a range of dimensions for mental health and well-being. It also examines sources of support and explores students’ perceptions about campus resources. Some components for this set were influenced by the Butler University <a href="#">Student Well-Being Institutional Support Survey</a> (SWISS).</p>	<p>Academic Advising academic affairs, academic departments, academic leadership, academic support services, counseling/ counseling services, cultural and resource centers (Race/ethnicity, LGBTQ+, Women's etc.) disability services, diversity, equity &amp; inclusion offices, faculty development (CTL, SoTL), Health services/center, LGBTQ+ Support services or offices, Recreation &amp; Fitness Center, Student Activities</p>