

Using NSSE Nuggets to Gather Information From the National Survey of Student Engagement

Nuggets: "Constructs, approaches proven useful at institutions to generate interest in results, to study educational issues; generally helpful for advancing improvement agenda[s]." (From the NSSE web page at http://nsse.iub.edu/webinars/TuesdaysWithNSSE/2009_03_24_BeyondNSSE/NSSE_Nuggets_Webinar_Kinzie_2009.pdf, retrieved September 22, 2009)

The purpose of this handout is to show some ways that individual questions from the National Survey of Student Engagement might be grouped to provide insights on particular behaviors or outcomes. Individual departments may develop other groups of questions that relate to student experiences and intended learning outcomes in their programs and activities.

For more on NSSE nuggets (scales and scalelets), go to http://nsse.iub.edu/html/syntax_library.cfm/. To see NSSE questions and responses by their year of administration at UNI, go to the Office of Academic Assessment web page at <https://www.uni.edu/assessment/data/nssedata.shtml> and use your CAT ID to enter the page.

Note: Questions in the groupings below are identified by a NSSE descriptor (e.g., GNWORK), which can be traced across yearly versions of the National Survey of Student Engagement and by their survey item number from the 2009 NSSE.



Gains in Practical Competence

- 11b. Acquiring job or work-related knowledge and skills (GNWORK)
- 11h. Working effectively with others (GNOTHERS)
- 11g. Using computing and information technology (GNCMPTS)
- 11f. Analyzing quantitative problems (GNQUANT)
- 11m. Solving complex real-world problems (GNPROBSV)

Gains in General Education

- 11c. Writing clearly and effectively (GNWRITE)
- 11d. Speaking clearly and effectively (GNSPEAK)
- 11a. Acquiring a broad general education (GNGENLED)
- 11e. Thinking critically and analytically (GNANALY)

Gains in Personal and Social Development

- 11n. Developing a personal code of values and ethics (GNETHICS)
- 11k. Understanding yourself (GNSELF)
- 11l. Understanding people of other racial and ethnic backgrounds (GNDIVERS)
- 11i. Voting in local, state, or national elections (GNCITIZN)
- 11j. Learning effectively on your own (GNINQ)
- 11o. Contributing to the welfare of your community (GNCOMMUN)
- 11p. Developing a deepened sense of spirituality (GNSPIRIT)

Higher order thinking

- 2b. Emphasis on Analyzing the basic elements of an idea, experience, or theory (ANALYZE)
- 2c. Emphasis on Synthesizing and organizing ideas, information, or experiences (SYNTHESZ)
- 2d. Emphasis on Making judgments about the value of information, arguments, or methods (EVALUATE)
- 2e. Emphasis on Applying theories or concepts to practical problems or in new situations (APPLYING)

Integrated learning

- 1d. Worked on a paper or project that required integrating ideas or information from various sources (INTEGRAT)
- 1e. Included diverse perspectives in class discussions or writing assignments (DIVCLASS)
- 1i. Put together ideas or concepts from different courses when completing assignments or during class discussions (INTIDEAS)
- 1p. Discussed ideas from your readings or classes with faculty members outside of class (FACIDEAS)
- 1t. Discussed ideas from your readings or classes with others outside of class (OOCIDEAS)

Reflective learning

- 6d. Examined the strengths and weaknesses of your own views on a topic or issue (OWNVIEW)
- 6e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective (OTHRVIEW)
- 6f. Learned something that changed the way you understand an issue or concept (CHNGVIEW)

NSSE Project Deep—Integrative Learning

(For more on Project Deep, go to <http://nsse.iub.edu/institute/index.cfm?view=deep/index>.)

- 1d. Integrating ideas or information from various sources (INTEGRAT)
- 1e. Included diverse perspectives in class discussions/writing (DIVCLASS)
- 1i. Put together ideas from different courses (INTIDEAS)
- 1p. Discussed ideas with faculty members outside of class (FACIDEAS)
- 1t. Discussed ideas with others outside of class (OOCIDEAS)
- 2b. Analyzing the basic elements of an idea, experience, or theory (ANALYZE)
- 2c. Synthesizing & organizing ideas, info., or experiences (SYNTHESZ)
- 2d. Making judgments about the value of information (EVALUATE)
- 2e. Applying theories to practical problems or in new situations (APPLYING)
- 6d. Examined the strengths and weaknesses of your own views (OWNVIEW)
- 6e. Tried to better understand someone else's views (OTHRVIEW)
- 6f. Learned something that changed how you understand an issue (CHNGVIEW)

NSSE Scaletts (Pike)

These scaletts were created by Gary Pike (2006). Pike defined a scalett as “a set of survey questions related to a specific aspect of the educational experiences of a group of students.” (2006, p. 552) Pike conducted a generalizability study that provided evidence that the twelve scaletts he tested “yielded dependable college experience mean scores based on relatively few (i.e., 25 to 50) respondents.” (2006, p. 551)

See “The Convergent and Discriminant Validity of NSSE Scalett Scores” from the *Journal of College Student Development*, September/October 2006 (Vol. 47, No. 5, pp. 551-564), available from <http://cpr.iub.edu/uploads/Pike%20JCSD%20NSSE%20Scalett%20Paper%202006.pdf> (retrieved September 22, 2009).

Course Challenge

- 1r. How often have you . . . worked harder than you thought you could to meet an instructor’s standards or expectations? (WORKHARD)
- 1f. How often have you . . . come to class without completing readings or assignments? {Reverse Scored} (CLUNPREP)
- 5. To what extent have . . . your examinations during the current school year challenged you to do your best work? (EXAMS)
- 9a. How many hours a week do you spend . . . preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)? (ACADPR01)
- 10a. To what extent does your institution emphasize . . . spending significant amounts of time studying and on academic work? (ENVSCHOL)

Writing

- 1c. How often have you . . . prepared two or more drafts of a paper or assignment before turning it in? (REWROPAP)
- 1d. How often have you . . . worked on a paper or project that required integrating ideas or information from various sources? (INTEGRAT)
- 3c. During the current school year . . . number of written papers or reports of 20 pages or more? (WRITEMOR)
- 3d. During the current school year . . . number of written papers or reports between 5 and 19 pages? (WRITEMID)
- 3e. During the current school year . . . number of written papers or reports of fewer than 5 pages? (WRITESML)

(Continue on the next page)

Pike's Scafelets, continued

Higher-Order Thinking Skills

- 2a. During the current school year, to what extent has your coursework emphasized . . . memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form? {Reverse Scored} (MEMORIZE)
- 2b. During the current school year, to what extent has your coursework emphasized . . . analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components? (ANALYZE)
- 2c. During the current school year, to what extent has your coursework emphasized . . . synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships? (SYNTHESZ)
- 2d. During the current school year, to what extent has your coursework emphasized . . . 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? (EVALUATE)
- 2e. During the current school year, to what extent has your coursework emphasized . . . Applying theories or concepts to practical problems or in new situations? (APPLYING)

Active Learning

- 1a. How often have you . . . asked questions in class or contributed to class discussions? (CLQUEST)
- 1b. How often have you . . . made a class presentation? (CLPRESEN)
- 1k. How often have you . . . participated in a community-based project as part of a regular course? (COMMPROJ)

Collaborative Learning

- 1g. How often have you . . . worked with other students on projects during class? (CLASSGRP)
- 1h. How often have you . . . worked with classmates outside of class to prepare class assignments? (OCCGRP)
- 1j. How often have you . . . tutored or taught other students (paid or voluntary)? (TUTOR)
- 1t. How often have you . . . discussed ideas from your readings or classes with others outside of class (students, family members, coworkers, etc.)? (OOCIDEAS)

Course Interaction

- 1n. How often have you . . . discussed grades or assignments with an instructor? (FACGRADE)
- 1p. How often have you . . . discussed ideas from your readings or classes with faculty members outside of class? (FACIDEAS)
- 1q. How often have you . . . received prompt feedback from faculty on your academic performance (written or oral)? (FACFEED)

Pike's Scalelets, continued

Out-of-Class Interaction

- 1o. How often have you . . . talked about career plans with a faculty member or advisor? (FACPLANS)
- 1s. How often have you . . . worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)? (FACOTHER)
- 7d. Have you, or do you plan to . . . work on a research project with a faculty member outside of course or program requirements? (RESEARCH)

Varied Experiences

- 7a. Have you, or do you plan to . . . participate in a practicum, internship, field experiences, co-op experience, or clinical assignment? (INTERN)
- 7b. Have you, or do you plan to . . . participate in community service or volunteer work? (VOLUNTEER)
- 7c. Have you, or do you plan to . . . participate in a learning community or some other formal program where groups of students take two or more classes together? (LEARNCOM)
- 7e. Have you, or do you plan to . . . take foreign language coursework? (FORLANG)
- 7f. Have you, or do you plan to . . . study abroad? (STUDYABR)
- 7g. Have you, or do you plan to . . . participate in an independent study or self-designed major? (INDSTUDY)
- 7h. Have you, or do you plan to . . . participate in a culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)? (SENIORX)
- 9d. How many hours a week do you spend . . . participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.)? (COCURR01)
- 10f. To what extent does your institution emphasize . . . attending campus events and activities (special speakers, cultural performances, athletic events, etc.)? (ENVEVENT)

Information Technology

- 1l. How often have you . . . used an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment? (ITACADEM)
- 1m. How often have you . . . used e-mail to communicate with an instructor? (EMAIL)
- 10g. To what extent does your institution emphasize . . . using computers in academic work? (ENVCOMPT)

Pike's Scalelets, continued

Diversity

- 1u. How often have you . . . had serious conversations with students of a different race or ethnicity than your own? (DIVRSTUD)
- 1v. How often have you . . . had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values? (DIFFSTU2)
- 10c. To what extent does your institution emphasize . . . encouraging contact among students from different economic, social, and racial or ethnic backgrounds? (ENVDIVRS)

Support for Student Success

- 10b. To what extent does your institution emphasize . . . providing the support you need to help you succeed academically? (ENVSUPRT)
- 10d. To what extent does your institution emphasize . . . helping you cope with your non-academic responsibilities (work, family, etc.)? (ENVNACAD)
- 10e. To what extent does your institution emphasize . . . providing the support you need to thrive socially? (ENVSOCAL)

Interpersonal Environment

- 8a. Quality of your relationships with . . . other students? (ENVSTU)
- 8b. Quality of your relationships with . . . faculty members? (ENVFAC)
- 8c. Quality of your relationships with . . . administrative personnel and offices? (ENVADM)

Gains in Practical Skills

- 11g. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . using computing and information technology? (GNCMPTS)
- 11f. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . analyzing quantitative problems? (GNQUANT)
- 11b. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . acquiring job or work-related knowledge and skills? (GNWORK)

Gains in General Education

- 11c. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . writing clearly and effectively? (GNWRITE)
- 11d. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . speaking clearly and effectively? (GNSPEAK)
- 11e. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . thinking critically and analytically? (GNANALY)
- 11a. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in . . . acquiring a broad general education? (NGENLED)