

This codebook is divided into six sections: (a) NSSE Core (the main survey questions), (b) Engagement Indicators (scale values derived from sets of items), (c) Survey Weights (values used adjust the proportional responses to population parameters), (d) Data Provided by Your Institution (variables used for weights and other institutional records), (e) Data Related to Survey Administration (metadata related to survey procedures), and (f) Appendix (major field and country code lists).

Survey questions are listed in the order that students received them. Response options appear in italics beneath. Variable names appear in brackets (e.g., [askquest]) after each item. Items that are recoded (e.g., reversed response values) or derived (new computed values such as age category or total number of written pages) from original question(s) are shaded and prefaced by a bracket and the word "RECODED" or "DERIVED."

NSSE codebooks correspond to the final data we deliver in the summer and contain information on variables (EIs, recodes, derived variables, etc.) not included in the raw data files available for download in the spring. Like NSSE data, codebooks are subject to revision until the Institutional Report is delivered in August.

NSSE Core

1. During the current school year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Asked questions or contributed to course discussions in other ways [askquest]
- b. Asked another student to help you understand course material [CLaskhelp]
- c. Explained course material to one or more students [CLexplain]
- d. Prepared for exams by discussing or working through course material with other students [CLstudy]
- e. Worked with other students on course projects or assignments [CLproject]
- f. Given a course presentation [present]

2. During the current school year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Combined ideas from different courses when completing assignments [RIintegrate]
- b. Connected your learning to societal problems or issues [RIsocietal]
- c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [RIdiverse]
- d. Examined the strengths and weaknesses of your own views on a topic or issue [RIownview]
- e. Tried to better understand someone else's views by imagining how an issue looks from their perspective [RIperspect]
- f. Learned something that changed the way you understand an issue or concept [RInewview]
- g. Connected ideas from your courses to your prior experiences and knowledge [RIconnect]

3. During the current school year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Talked about career plans with a faculty member [SFcareer]
- b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]
- c. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss]
- d. Discussed your academic performance with a faculty member [SFperform]

4. During the current school year, how much has your coursework emphasized the following?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Memorizing course material [memorize]
- b. Applying facts, theories, or methods to practical problems or new situations [HOapply]
- c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [HOanalyze]
- d. Evaluating a point of view, decision, or information source [HOevaluate]
- e. Forming a new idea or understanding from various pieces of information [HOform]

5. During the current school year, to what extent have your instructors done the following?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Clearly explained course goals and requirements [ETgoals]
- b. Taught course sessions in an organized way [ETorganize]
- c. Used examples or illustrations to explain difficult points [ETexample]
- d. Provided feedback on a draft or work in progress [ETdraftfb]
- e. Provided prompt and detailed feedback on tests or completed assignments [ETfeedback]
- f. Explained in advance the criteria for successfully completing your assignments [etcriteria]
- g. Reviewed and summarized key ideas or concepts [etreview]
- h. Taught in a way that aligns with how you prefer to learn [etprefer]
- i. Enabled you to demonstrate your learning through quizzes, assignments, and other activities [etdemonstrate]

6. During the current school year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude]
- b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]
- c. Evaluated what others have concluded from numerical information [QRevaluate]

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.)

Response options: None=1, 1-2=2, 3-5=3, 6-10=4, 11-15=5, 16-20=6, More than 20 papers=7

- a. Up to 5 pages [wrshort]
- b. Between 6 and 10 pages [wrmed]
- c. 11 pages or more [wrlong]

[RECODED] The following items were recoded from items 7a to 7c using the midpoints of response ranges and an estimate for the unbounded option. Recoded values represent the number of papers, reports, or other writing tasks:

Values: None=0.0, 1-2=1.5, 3-5=4.0, 6-10=8.0, 11-15=13.0, 16-20=18.0, More than 20 papers=23.0

- Up to 5 pages [wrshortnum]
- Between 6 and 10 pages [wrmednum]
- 11 pages or more [wrlongnum]

[DERIVED] Estimated pages of assigned writing, recoded and summed by NSSE from wrshort, wrmed, and wrlong using the midpoints of response ranges and an estimate for unbounded options [wrpages]

8. During the current school year, about how often have you had discussions with people from the following groups?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. People of a race or ethnicity other than your own [DDrace]
- b. People from an economic background other than your own [DDeconomic]
- c. People with religious beliefs other than your own [DDreligion]
- d. People with political views other than your own [DDpolitical]
- e. People with a sexual orientation other than your own [ddsexorient]
- f. People from a country other than your own [ddcountry]

9. During the current school year, about how often have you done the following?

Response options: Very often=4, Often=3, Sometimes=2, Never=1

- a. Identified key information from reading assignments [LSreading]
- b. Reviewed your notes after class [LSnotes]
- c. Summarized what you learned in class or from course materials [LSsummary]

10. During the current school year, to what extent have your courses challenged you to do your best work? [challenge]

Response options: Not at all=1 to Very much=7

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11. Which of the following have you done while in college or do you plan to do before you graduate?

Response options: Done or in progress=4, Plan to do=3, Do not plan to do=2, Have not decided=1

- a. Participate in an internship, co-op, field experience, student teaching, or clinical placement [intern]
- b. Hold a formal leadership role in a student organization or group [leader]
- c. Participate in a learning community or some other formal program where groups of students take two or more classes together [learncom]
- d. Participate in a study abroad program [abroad]
- e. Work with a faculty member on a research project [research]
- f. Complete a culminating senior experience (capstone course, senior project or thesis, portfolio, recital, comprehensive exam, etc.) [capstone]

12. About how many of your courses at this institution have included a community-based project (service-learning)? [servcourse]

Response options: All=4, Most=3, Some=2, None=1

[DERIVED] Sum of high-impact practices for first-year students marked 'Done or in progress' for learncom or research or 'All, Most, or Some' for servcourse [HIPsumFY]

[DERIVED] Sum of high-impact practices for seniors marked 'Done or in progress' for learncom, research, intern, abroad, or capstone, or 'All, Most, or Some' for servcourse [HIPsumSR]

13. Indicate the quality of your interactions with the following people at your institution.

Response options: Poor=1 to Excellent=7, Not applicable (coded as missing)=9

- a. Students [QIstudent]
- b. Academic advisors [QIadvisor]
- c. Faculty [QIfaculty]
- d. Student services staff (career services, student activities, housing, etc.) [QIstaff]
- e. Other administrative staff and offices (registrar, financial aid, etc.) [QIadmin]

[RECODED] To accommodate SAS users, recodes of question 13 are included in the data file to include "Not applicable" as a valid response.

Values: Poor=1 to Excellent=7, Not Applicable=9

- Students [QIstudentR]
- Academic advisors [QIadvisorR]
- Faculty [QIfacultyR]
- Student services staff (career services, student activities, housing, etc.) [QIstaffR]
- Other administrative staff and offices (registrar, financial aid, etc.) [QIadminR]

14. How much does your institution emphasize the following?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- a. Spending significant amounts of time studying and on academic work [empstudy]
- b. Providing support to help students succeed academically [SEacademic]
- c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]
- d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]
- e. Providing opportunities to be involved socially [SEsocial]
- f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [SEwellness]
- g. Helping you manage your non-academic responsibilities (work, family, etc.) [SEnonacad]
- h. Attending campus activities and events (performing arts, athletic events, etc.) [SEactivities]
- i. Attending events that address important social, economic, or political issues [SEevents]

15. To what extent do you agree or disagree with the following statements?

Response options: Strongly disagree=1, Disagree=2, Agree=3, Strongly agree=4

- I feel comfortable being myself at this institution. [SBmyself]
- I feel valued by this institution. [SBvalued]
- I feel like part of the community at this institution. [SBcommunity]

16. About how many hours do you spend in a typical 7-day week doing the following?

Response options: 0=1, 1-5=2, 6-10=3, 11-15=4, 16-20=5, 21-25=6, 26-30=7, More than 30 (Hours per week)=8

- Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprep]
- Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr]
- Working for pay **on campus** [tmworkon]
- Working for pay **off campus** [tmworkoff]
- Doing community service or volunteer work [tmsevice]
- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax]
- Providing care for dependents (children, parents, etc.) [tmcare]
- Commuting to campus (driving, walking, etc.) [tmcommute]

[RECODED] Items 16a to 16h were recoded using the midpoints of response ranges and an estimate for the unbounded option. Recoded values represent the number of hours per week.

Values: 0 hrs=0, 1-5 hrs=3, 6-10 hrs=8, 11-15 hrs=13, 16-20 hrs=18, 21-25 hrs=23, 26-30 hrs=28, More than 30 hrs=33

- Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [tmprephrs]
- Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurrhrs]
- Working for pay **on campus** [tmworkonhrs]
- Working for pay **off campus** [tmworkoffhrs]
- Doing community service or volunteer work [tmsevicehrs]
- Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelaxhrs]
- Providing care for dependents (children, parents, etc.) [tmcarehrs]
- Commuting to campus (driving, walking, etc.) [tmcommutehrs]

[DERIVED] Estimated number of hours working for pay recoded and summed by NSSE from tmworkonhrs and tmworkoffhrs using the response range midpoints and an estimate for unbounded options [tmworkhrs]

17. Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading? [reading]

Response options: Very little=1, Some=2, About half=3, Most=4, Almost all=5

[DERIVED] Estimated number of hours reading calculated by multiplying tmprephrs by a proportion of reading (Very little=.10; Some=.25; About half=.50; Most=.75; Almost all=.90) [tmreadinghrs]

[RECODED] Collapsed recode of tmreadinghrs [tmreadinghrscol]

Values: 0 hrs=1; More than zero, up to 5 hrs=2; More than 5, up to 10 hrs=3; More than 10, up to 15 hrs=4; More than 15, up to 20 hrs=5; More than 20, up to 25 hrs=6; More than 25 hrs=7

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18. How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

- Writing clearly and effectively [pgwrite]
- Speaking clearly and effectively [pgspeak]
- Thinking critically and analytically [pgthink]
- Analyzing numerical and statistical information [pganalyze]
- Acquiring job- or work-related knowledge and skills [pgwork]
- Working effectively with others [pgothers]
- Developing or clarifying a personal code of values and ethics [pgvalues]
- Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse]
- Solving complex real-world problems [pgprobsolve]
- Being an informed and active citizen [pgcitizen]

19. How would you evaluate your entire educational experience at this institution? [evalexp]

Response options: Excellent=4, Good=3, Fair=2, Poor=1

20. If you could start over again, would you go to the same institution you are now attending? [sameinst]

Response options: Definitely yes=4, Probably yes=3, Probably no=2, Definitely no=1

21. Do you intend to return to this institution next year? [returnexp]

Response options: Yes=1, No=0, Not sure=9

Note: Only non-seniors receive this question.

22. To what extent have the faculty and staff at your institution done a good job helping students adapt to the changes brought on by the COVID-19 pandemic? [covidexp]

Response options: Very much=4, Quite a bit=3, Some=2, Very little=1

23a. How many majors do you plan to complete? (Do not count minors.) [MAJnum]

Response options: One=1, More than one=2

23b. Please enter your major or expected major:

- Major [MAJfirst]

Response options: Text box plus drop-down list of majors (see Appendix A) from NSSE's lookup table.

- OR -

Please enter up to two majors or expected majors (do not enter minors):

- Major [MAJfirst]

Response options: Text box plus drop-down list of majors (see Appendix A) from NSSE's lookup table.

- Second Major [MAJsecond]

Response options: Text box plus drop-down list of majors (see Appendix A) from NSSE's lookup table.

Note: Item wording and second major depend on the respondent's selection on item 23a.

[RECODED] Flag for students who self-selected their major (or first major) from the full list (see Appendix A) [MAJFself]

Values: Did not self-select=0, Self-selected=1

[RECODED] Flag for students who self-selected their second major from the full list (see Appendix A) [MAJSself]

Values: Did not self-select=0, Self-selected=1, Student did not receive question (coded as missing)=-9

[RECODED] Recoded MAJfirst and MAJsecond into one of eleven related-major categories [MAJfirstcol, MAJsecondcol]

Values: Arts and Humanities=1; Biological Sciences, Agriculture, and Natural Resources=2; Physical Sciences, Mathematics, and Computer Science=3; Social Sciences=4; Business=5; Communications, Media, and Public Relations=6; Education=7; Engineering=8; Health Professions=9; Social Service Professions=10; All other=11; Undecided, undeclared=999; Student did not receive this question (coded as missing; applicable for MAJsecondcol only)=-9 (See the list of NSSE major categories and majors in Appendix A)

24. What is your class level? [class]

Response options: Freshman/First-year=1, Sophomore=2, Junior=3, Senior=4, Unclassified=5

25. What type of courses have you taken at this institution this current school year? [coursetype]

Response options: Mostly in-person courses=1, Mostly remote courses (online, web-based, Zoom, etc.)=2, Mostly hybrid or blended courses that combine in-person and remote instruction=3, A balanced mix of the above course types=4

26. What have most of your grades been up to now at this institution? [grades]

Response options: A=8, A-=7, B+=6, B=5, B-=4, C+=3, C=2, C- or lower=1

27. Did you begin college at this institution or elsewhere? [begincol]

Response options: Started here=0, Started elsewhere=1

28. Since graduating from high school, which of the following types of schools have you attended *other than* the one you are now attending? (Select all that apply.)

Response options: Selected=1, Not selected=0

- Vocational or technical school [attend_voc]
- Community or junior college [attend_com]
- 4-year college or university other than this one [attend_col]
- None [attend_none]
- Other [attend_other]

Note: The item attend_none was disabled if respondent selected 'Started elsewhere' on item 27

29. What is the highest level of education you ever expect to complete? [edaspire]

Response options: Some college but less than a bachelor's degree=1, Bachelor's degree (B.A., B.S., etc.)=2, Master's degree (M.A., M.S., etc.)=3, Doctoral or professional degree (Ph.D., J.D., M.D., etc.)=4

30. What is the highest level of education completed by either of your parents (or those who raised you)? [parented]

Response options: Did not finish high school=1, High school diploma or G.E.D.=2, Attended college but did not complete degree=3, Associate's degree (A.A., A.S., etc.)=4, Bachelor's degree (B.A., B.S., etc.)=5, Master's degree (M.A., M.S., etc.)=6, Doctoral or professional degree (Ph.D., J.D., M.D., etc.)=7

[RECODED] First-generation status (neither parent or anyone who raised you holds a bachelor's degree) [firstgen]

Values: Not first-generation=0, First-generation=1

31. What is your gender identity? [genderid]

Response options: Man=1; Woman=2; Another gender identity, please specify=3; I prefer not to respond=9

- Another gender identity, please specify: [genderid_txt]

Response option: Text box

Note: Item was only given if the respondent selected 'Another gender identity' in item 31

32a. Are you an international student? [internat]

Response options: Yes=1, No=0

32b. What is your country of citizenship? [country22]

Response option: Text box with pull-down country list

Note: See Appendix B for list of country codes and categories.

[RECODED] NSSE recode of country into eight categories [countrycol]

Values: Africa Sub-Saharan=1, Asia=2, Canada=3, Europe=4, Latin America and Caribbean=5, Middle East and North Africa=6, Oceania=7, Unknown region/uncoded=8, Student did not receive this question=-9

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33. How would you describe yourself? (Select all that apply.)

Response options: Selected=1, Not selected=0

- American Indian or Alaska Native [re_amind]
- Asian [re_asian]
- Black or African American [re_black]
- Hispanic or Latina/o [re_latino]
- Middle Eastern or North African [re_mena]
- Native Hawaiian or Other Pacific Islander [re_pacific]
- White [re_white]
- Another race or ethnicity [re_another]
- I prefer not to respond [re_pnr]

[RECODED] Racial/ethnic background (based on re_amind through re_pnr where each student is represented only once. Values 1 through 8 represent students who selected only one racial/ethnic identification; Value 9 represents students who selected more than one racial/ethnic identification. [re_all19]
Values: American Indian or Alaska Native=1, Asian=2, Black or African American=3, Hispanic or Latina/o=4, Middle Eastern or North African=5, Native Hawaiian or Other Pacific Islander=6, White=7, Another race or ethnicity=8, Multiracial=9, I prefer not to respond=10

34. Are you a member of a social fraternity or sorority? [greek]

Response options: Yes=1, No=0

35. Which of the following best describes where you are living while attending college? [living18]

Response options: Campus housing (other than a fraternity or sorority house)=1; Fraternity or sorority house=2; House, apartment, or other residence **within walking distance** to campus=3; House, apartment, or other residence **farther than walking distance** to campus=4; Not applicable: No campus, entirely online program, etc.=5; Not applicable: Homeless or in transition=6

36. Are you a student-athlete on a team sponsored by your institution's athletics department? [athlete]

Response options: Yes=1, No=0

37. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard? [veteran]

Response options: Yes=1, No=0

38a. Do you have a disability or condition that impacts your learning, working, or living activities? [disability21]

Response options: Yes=1, No=0, I prefer not to respond=9

38b. Which of the following impacts your learning, working, or living activities? (Select all that apply.)

Response options: Selected=1, Not selected=0

Sensory disability

- Blind or low vision [dis_vision]
- Deaf or hard of hearing [dis_hearing]

Physical disability

- Mobility condition that affects walking [dis_walking]
- Mobility condition that does not affect walking [dis_nonwalking]
- Speech or communication disorder [dis_speech]
- Traumatic or acquired brain injury (TBI) [dis_brain]

Mental health or developmental disability

- Anxiety [dis_anxiety]
- Attention deficit or hyperactivity disorder (ADD or ADHD) [dis_adhd]
- Autism spectrum [dis_autism]
- Depression [dis_depress]
- Post-Traumatic Stress Disorder (PTSD)
- Another mental health or developmental disability (schizophrenia, eating disorder, etc.) [dis_othmental]

Another disability or condition

- Chronic medical condition (asthma, diabetes, Crohn's disease, etc.) [dis_chronic]
- Learning disability [dis_learning]
- Intellectual disability [dis_intellect]
- Disability or condition not listed [dis_notlisted]

Note: Items were only given if the respondent selected 'Yes' to item 38a

39. Which of the following best describes your sexual orientation? [sexorient17]

Response options: Straight (heterosexual)=1; Bisexual=2; Gay=3; Lesbian=4; Queer=5; Questioning or unsure=6; Another sexual orientation=7, please specify: [Text box]; I prefer not to respond=9

- Another sexual orientation, please specify: [sexorient17_txt]

Response option: Text box

Note: Item was only given if the respondent selected 'Another sexual orientation' in item 39

40. Prompt for open-ended comments (Institutions select one of four questions for the end of the NSSE questionnaire.) [commprompt]

Options:

1 = 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;

2 = What has been most satisfying about your experience so far at this institution, and what has been most disappointing?;

3 = Please describe the most significant learning experience you have had so far at this institution.;

4 = What one change would most improve the educational experience at this institution, and what one thing should not be changed?

OR use school provided question

Note: Item found in the Student Comments data file

- Additional comment [addcomm]

Response option: Text box with a 5,000 character limit

Note: Item found in the Student Comments data file.

[DERIVED] Respondent entered a comment in *addcomm* [FinalComm]

Values: Did not enter a comment=0, Entered a comment=1

Note: Item found in the Student Comments data file

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Engagement Indicators

Engagement Indicators are sets of items that have been grouped into ten key dimensions of student engagement, organized within four themes. 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 website at <https://nsse.indiana.edu/nsse/survey-instruments/engagement-indicators.html>

Higher-Order Learning [HO]

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

Reflective & Integrative Learning [RI]

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, Rlownview, Rlperspective, RInewview, Rlconnect

Learning Strategies [LS]

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

Quantitative Reasoning [QR]

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

Collaborative Learning [CL]

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

Discussions with Diverse Others [DD]

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, DDreligious, DDpolitical

Student-Faculty Interaction [SF]

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

Effective Teaching Practices [ET]

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

Quality of Interactions [QI]

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

Supportive Environment [SE]

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, SEonacad, SEactivities, SEevents

Survey Weights

NSSE creates weights for randomly selected and census-administered first-year and senior respondents based on institution-reported enrollment status (part-time/full-time) and sex. 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 a full discussion about this topic at <https://nsse.indiana.edu/nsse/reports-data/weighting.html>

Weight 1 [WEIGHT1]

Institution-reported sex and enrollment status for first-year and senior students within an institution. Replicates the original number of respondents for each institution and is used to produce frequency statistics for each institution.

Weight 2 [WEIGHT2]

Institution-reported sex and enrollment status weight up to population for first-year and senior students within an institution. Multiplies the number of respondents to match the institution's overall population size.

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Data Provided by Your Institution

Institution-reported: Sex [IRsex19]

Values: Female=0, Male=1, Another=2, Unknown=9

Institution-reported: Race or ethnicity [IRrace]

Values: American Indian or Alaska Native=1, Asian=2, Black or African American=3, Hispanic or Latina/o=4, Native Hawaiian or Other Pacific Islander=5, White=6, Other=7, Foreign or nonresident=8, Two or more races/ethnicities=9, Unknown=10

Institution-reported: class [IRclass]

Values: Freshman (1st year)=1, Sophomore (2nd year)=2, Junior (3rd year)=3, Senior (4th year), Other=5

Institution-reported: First-time first-year (FTFY) student [IRftfy]

Values: Not first-time first-year=0, First-time first-year=1

Institution-reported: Enrollment status [IREnrollment]

Values: Not full-time=0, Full-time=1

Institution-reported: Sample for reporting [IRreportme]

Values: Excluded from reports=0, Included in reports=1

Institution-reported: Birth year [IRbirthyear]

[RECODED] Age recoded from IRbirthyear [IRage]

[RECODED] Age category [IRagecol]

Values: 19 or younger=1, 20-23=2, 24-29=3, 30-39=4, 40-55=5, Over 55=6

Institution-reported: Student ID [studentID]

Institution-reported: Composite ACT score [actcomp]

Institution-reported: SAT math score [satm]

Institution-reported: SAT verbal or critical reading score [satv]

Institution-reported: SAT writing score (if newer form of SAT taken) [satw]

Institution-reported: SAT math score (new) [rSATm]

Institution-reported: SAT writing score (new) [rSATewr]

Group 1: First school-provided group identifier [group1]

Group 2: Second school-provided group identifier [group2]

Group 3: Third school-provided group identifier [group3]

Group 4: Fourth school-provided group identifier [group4]

Group 5: Fifth school-provided group identifier [group5]

Data Related to Survey Administration

Sample type [sample]

Values: Census=1, Random sample=2, Requested random oversample (FY/SR only)=3, Targeted oversample=4, Locally administered sample or oversample=5, Experimental oversample=6, Submitted in error=7

Institution unit ID (IPEDS or ESIS) [unitid]

Values: IPEDS or ESIS designated ID number

Survey ID: Unique survey number assigned by NSSE [surveyID]

Values: Census=1, Random sample=2, Requested random oversample (FY/SR only)=3, Targeted oversample=4, Locally administered sample or oversample=5, Experimental oversample=6, Submitted in error=7

BCSSE Survey ID: Identifies respondents who also completed BCSSE (BCSSE survey ID) [bsurvid]

NSSE Eligibility: Identifies respondents that met NSSE criteria at time of survey completion [eligible]

Values: No=0, Yes=1

Mode by which respondent completed survey [modecomp]

Values: Paper survey=1, Web survey=2

Device with which respondent answered survey [mobiledevice]

Values: Desktop device=0, Mobile device=1, Combination desktop and mobile completion=2

Operating system with which respondent began survey [os_firstLogin]

Operating system with which respondent finished survey [os_lastLogin]

Browser with which respondent began survey [browser_firstLogin]

Browser with which respondent finished survey [browser_lastLogin]

Respondent's first login to survey was via the LMS link [lms_consent]

Values: No=0, Yes=1

Respondent finished survey via LMS link [lms_complete]

Values: No=0, Yes=1

Date survey returned (paper) or logged in (web) [logdate]

Summation of every page submit in minutes [duration]

Appendix A: Full list of NSSE's major categories for MAJfirstcode and MAJsecondcode

Arts & Humanities

- 1 = Arts, fine and applied
- 2 = Architecture
- 3 = Art history
- 4 = English (language and literature)
- 5 = French (language and literature)
- 6 = Spanish (language and literature)
- 7 = Other language and literature
- 8 = History
- 9 = Humanities (general)
- 10 = Music
- 11 = Philosophy
- 12 = Religion
- 13 = Theater or drama
- 14 = Other fine and performing arts
- 15 = Other humanities

Biological Science, Agriculture, & Natural Resources

- 16 = Biology (general)
- 17 = Agriculture
- 18 = Biochemistry or biophysics
- 19 = Biomedical science
- 20 = Botany
- 21 = Cell and molecular biology
- 22 = Environmental science/studies
- 23 = Marine science
- 24 = Microbiology or bacteriology
- 25 = Natural resources and conservation
- 26 = Natural science
- 27 = Neuroscience
- 28 = Physiology and developmental biology
- 29 = Zoology
- 30 = Other agr. and natural resources
- 31 = Other biological Sciences

Physical Science, Mathematics, & Computer Science

- 32 = Physical sciences (general)
- 33 = Astronomy
- 34 = Atmospheric sciences (meteorology)
- 35 = Chemistry
- 36 = Computer science
- 37 = Earth science (including geology)
- 38 = Mathematics
- 39 = Physics
- 40 = Statistics
- 41 = Other physical sciences

Social Sciences

- 42 = Social sciences (general)
- 43 = Anthropology
- 44 = Economics
- 45 = Ethnic studies
- 46 = Gender studies
- 47 = Geography
- 48 = International relations
- 49 = Political science
- 50 = Psychology
- 51 = Sociology
- 52 = Other social sciences

Business

- 53 = Accounting
- 54 = Business administration
- 55 = Entrepreneurial studies
- 56 = Finance
- 57 = Hospitality and tourism
- 58 = International business
- 59 = Management
- 60 = Management information systems
- 61 = Marketing
- 62 = Organizational leadership or behavior
- 63 = Supply chain and operations management
- 64 = Other business

Communications, Media, & Public Relations

- 65 = Communications (general)
- 66 = Broadcast communications
- 67 = Journalism
- 68 = Mass communications and media studies
- 69 = Public relations and advertising
- 70 = Speech
- 71 = Telecommunications
- 72 = Other communications

Education

- 73 = Education (general)
- 74 = Business education
- 75 = Early childhood education
- 76 = Elementary, middle school education
- 77 = Mathematics education
- 78 = Music or art education
- 79 = Physical education
- 80 = Secondary education
- 81 = Social studies education
- 82 = Special education
- 83 = Other education

Engineering

- 84 = Engineering (general)
- 85 = Aero-, aeronautical engineering
- 86 = Bioengineering
- 87 = Biomedical engineering
- 88 = Chemical engineering
- 89 = Civil engineering
- 90 = Computer engineering and technology
- 91 = Electrical or electronic engineering
- 92 = Industrial engineering
- 93 = Materials engineering
- 94 = Mechanical engineering
- 95 = Petroleum engineering
- 96 = Software engineering
- 97 = Other engineering

Health Professions

- 98 = Allied health
- 99 = Dentistry
- 100 = Health science
- 101 = Health technology (medical, dental, laboratory)
- 102 = Healthcare administration and policy
- 103 = Kinesiology
- 104 = Medicine
- 105 = Nursing
- 106 = Nutrition and dietetics
- 107 = Occupational safety and health
- 108 = Occupational therapy
- 109 = Pharmacy
- 110 = Physical therapy
- 111 = Rehabilitation sciences
- 112 = Speech therapy
- 113 = Veterinary science
- 114 = Other health professions

Social Service Professions

- 115 = Criminal justice
- 116 = Criminology
- 117 = Forensics
- 118 = Justice administration
- 119 = Law
- 120 = Military science
- 121 = Public administration, policy
- 122 = Public safety and emergency management
- 123 = Social work
- 124 = Urban planning

Other majors (not categorized)

- 125 = Computer information systems
- 126 = Family and consumer studies
- 127 = General studies
- 128 = Information systems
- 129 = Information technology
- 130 = Liberal arts and sciences
- 131 = Multi, Interdisciplinary studies
- 132 = Network security and systems
- 133 = Other computer science and technology
- 134 = Parks, recreation, leisure studies, sports management
- 135 = Professional studies (general)
- 136 = Technical, vocational studies
- 137 = Theological studies, ministry
- 138 = Other, not listed
- 998 = Unrecognized write-in
- 999 = Undecided, undeclared

-9 = Student did not receive this question (coded as missing; applicable for MAJsecondcode only)

Appendix B: Alphabetic Country of Citizenship List

1 = Afghanistan	46 = Chile	89 = Georgia	134 = Libya	177 = Panama	219 = Stateless
2 = Akrotiri	47 = China	90 = Germany	135 = Liechtenstein	178 = Papua New Guinea	220 = Sudan
3 = Albania	48 = Christmas Island	91 = Ghana	136 = Lithuania	179 = Paracel Islands	221 = Suriname
4 = Algeria	49 = Clipperton Island	92 = Gibraltar	137 = Luxembourg	180 = Paraguay	222 = Svalbard
5 = Andorra	50 = Cocos (Keeling) Islands	93 = Glorioso Islands	138 = Macau	181 = Peru	223 = Swaziland
6 = Angola	51 = Colombia	94 = Greece	139 = Macedonia	182 = Philippines	224 = Sweden
7 = Anguilla	52 = Comoros	95 = Greenland	140 = Madagascar	183 = Pitcairn Islands	225 = Switzerland
8 = Antigua & Barbuda	53 = Congo (Brazzaville)	96 = Grenada	141 = Malawi	184 = Poland	226 = Syria
9 = Argentina	54 = Congo (Kinshasa)	97 = Guadeloupe	142 = Malaysia	185 = Portugal	227 = Taiwan
10 = Armenia	55 = Cook Islands	98 = Guatemala	143 = Maldives	186 = Qatar	228 = Tajikistan
11 = Aruba	56 = Coral Sea Islands	99 = Guernsey	144 = Mali	187 = Reunion	229 = Tanzania
12 = Ashmore & Cartier Islands	57 = Costa Rica	100 = Guinea	145 = Malta	188 = Romania	230 = Thailand
13 = Australia	58 = Côte D'Ivoire	101 = Guinea-Bissau	146 = Marshall Islands	189 = Russia	231 = Timor-Leste
14 = Austria	59 = Croatia	102 = Guyana	147 = Martinique	190 = Rwanda	232 = Togo
15 = Azerbaijan	60 = Cuba	103 = Haiti	148 = Mauritania	191 = Saint Barthelemy	233 = Tokelau
16 = Bahamas	61 = Curacao	104 = Heard & McDonald Islands	149 = Mauritius	192 = Saint Helena, Ascension, & Tristan Da Cunha	234 = Tonga
17 = Bahrain	62 = Cyprus	105 = Honduras	150 = Mayotte	193 = Saint Lucia	235 = Trinidad & Tobago
18 = Bangladesh	63 = Czech Republic	106 = Hong Kong	151 = Mexico	194 = Saint Martin	236 = Tromelin Island
19 = Barbados	64 = Denmark	107 = Hungary	152 = Micronesia, Federated States of	195 = Samoa	237 = Tunisia
20 = Bassas Da India	65 = Dhekelia	108 = Iceland	153 = Moldova	196 = San Marino	238 = Turkey
21 = Belarus	66 = Djibouti	109 = India	154 = Monaco	197 = Sao Tome & Principe	239 = Turkmenistan
22 = Belgium	67 = Dominica	110 = Indonesia	155 = Mongolia	198 = Saudi Arabia	240 = Turks & Caicos Islands
23 = Belize	68 = Dominican Republic	111 = Iran	156 = Montenegro	199 = Senegal	241 = Tuvalu
24 = Benin	69 = Ecuador	112 = Iraq	157 = Montserrat	200 = Serbia	242 = Uganda
25 = Bermuda	70 = Egypt	113 = Ireland	158 = Morocco	201 = Seychelles	243 = Ukraine
26 = Bhutan	71 = El Salvador	114 = Isle of Man	159 = Mozambique	202 = Sierra Leone	244 = United Arab Emirates
27 = Bolivia	72 = Equatorial Guinea	115 = Israel	160 = Namibia	203 = Singapore	245 = United Kingdom
28 = Bosnia & Herzegovina	73 = Eritrea	116 = Italy	161 = Nauru	204 = Sint Maarten	246 = Unknown
29 = Botswana	74 = Estonia	117 = Jamaica	162 = Nepal	205 = Slovakia	247 = Uruguay
30 = Bouvet Island	75 = Ethiopia	118 = Jan Mayen	163 = Netherlands	206 = Slovenia	248 = Uzbekistan
31 = Brazil	76 = Etorofu, Hamomai, Kunashiri, & Shikotan Islands	119 = Japan	164 = Neutral Zone	207 = Solomon Islands	249 = Vanuatu
32 = British Indian Ocean Territory	77 = Europa Island	120 = Jersey	165 = New Caledonia	208 = Somalia	250 = Vatican City
33 = British Virgin Islands	78 = Falkland Islands (Islas Malvinas)	121 = Jordan	166 = New Zealand	209 = South Africa	251 = Venezuela
34 = Brunei	79 = Faroe Islands	122 = Juan De Nova Island	167 = Nicaragua	210 = South Georgia & the South Sandwich Islands	252 = Vietnam
35 = Bulgaria	80 = Fiji	123 = Kazakhstan	168 = Niger	211 = South Korea	253 = Wallis & Futuna Islands
36 = Burkina Faso	81 = Finland	124 = Kenya	169 = Nigeria	212 = South Sudan	254 = West Bank
37 = Burma	82 = France	125 = Kiribati	170 = Niue	213 = Spain	255 = Western Sahara
38 = Burundi	83 = French Guiana	126 = Kosovo	171 = Norfolk Island	214 = Spratly Islands	256 = Yemen
39 = Cambodia	84 = French Polynesia	127 = Kuwait	172 = North Korea	215 = Sri Lanka	257 = Zambia
40 = Cameroon	85 = French Southern & Antarctic Lands	128 = Kyrgyzstan	173 = Norway	216 = St Kitts & Nevis	258 = Zimbabwe
41 = Canada	86 = Gabon	129 = Laos	174 = Oman	217 = St Pierre & Miquelon	
42 = Cape Verde	87 = Gaza Strip	130 = Latvia	175 = Pakistan	218 = St Vincent & the Grenadines	
43 = Cayman Islands		131 = Lebanon	176 = Palau		
44 = Central African Republic		132 = Lesotho	259 = Palestinian Territories		
45 = Chad		133 = Liberia			

-9 = Student did not receive this question