



National Survey of Student Engagement

The College Student Report

NSSE 2008 Canadian Codebook

Please note the following for the NSSE data file and codebook:

1. Invalid responses and non-responses are coded as missing “.” in the data file.
2. Changes to the questionnaire and/or data file from the previous year are identified by the following:
 - ~ **One** asterisk (*) denotes a variable that has been revised slightly from last year.
 - ~ **Two** asterisks (**) denote a variable that has been revised significantly from last year and given a new name.
 - ~ **Three** asterisks (***) denote a new variable.
3. Changes made in previous years can be viewed in past codebooks, available on the NSSE Web site at www.nsse.iub.edu/html/institutional_reports.cfm.

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
Question 1. In your experience at your institution during the current school year, about how often have you done each of the following?			
1a.	clquest	Asked questions in class or contributed to class discussions	
1b.	clpresen	Made a class presentation	
1c.	rewropap	Prepared two or more drafts of a paper or assignment before turning it in	
1d.	integrat	Worked on a paper or project that required integrating ideas or information from various sources	
1e.	divclass	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	
1f.	clunprep	Come to class without completing readings or assignments	
1g.	classgrp	Worked with other students on projects during class	
1h.	ocgrp	Worked with classmates outside of class to prepare class assignments	
1i.	intideas	Put together ideas or concepts from different courses when completing assignments or during class discussions	
1j.	tutor	Tutored or taught other students (paid or voluntary)	
1k.	commproj	Participated in a community-based project (e.g., service learning) as part of a regular course	
1l.	itacadem	Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	
1m.	email	Used e-mail to communicate with an instructor	
1n.	facgrade	Discussed grades or assignments with an instructor	
1o.	facplans	Talked about career plans with a faculty member or advisor	
1p.	facideas	Discussed ideas from your readings or classes with faculty members outside of class	
1q.	facfeed	Received prompt written or oral feedback from faculty on your academic performance	

1 = Never
2 = Sometimes
3 = Often
4 = Very often



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1r.	workhard	Worked harder than you thought you could to meet an instructor's standards or expectations	
1s.	facother	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	
1t.	oocideas	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	1 = Never 2 = Sometimes 3 = Often 4 = Very often
1u.	divrstud	Had serious conversations with students of a different race or ethnicity than your own	
1v.	diffstu2	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	

Question 2. During the current school year, how much has your coursework emphasized the following mental activities?

2a.	memorize	Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	
2b.	analyze	Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	
2c.	synthesz	Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
2d.	evaluate	Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	
2e.	applying	Applying theories or concepts to practical problems or in new situations	

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Question 3. During the current <i>school year</i> , about how much reading and writing have you done?			
3a.	readasgn	Number of assigned textbooks, books, or book-length packs of course readings	
3b.	readown	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	1 = None 2 = 1-4
3c.	writemor	Number of written papers or reports of <u>20 pages or more</u>	3 = 5-10 4 = 11-20
3d.	writemid	Number of written papers or reports <u>between 5 and 19 pages</u>	5 = More than 20
3e.	writesml	Number of written papers or reports of <u>fewer than 5 pages</u>	
Question 4. In a <i>typical week</i> , how many homework problem sets or problem-based homework assignments do you complete?			
4a.	probseta	Number of problem sets that take you more than an hour to complete	1 = None 2 = 1-2 3 = 3-4
4b.	probsetb	Number of problem sets that take you less than an hour to complete	4 = 5-6 5 = More than 6
5.	exams	Select the circle that best represents the extent to which your examinations during the current school year challenged you to do your best work.	1 = Very little 7 = Very much

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
Question 6. During the current school year, about how often have you done each of the following?			
6a.	atdart07	Attended an art exhibit, play, dance, music, theater, or other performance	
6b.	exrcse05	Exercised or participated in physical fitness activities	
6c.	worshp05	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	1 = Never 2 = Sometimes 3 = Often 4 = Very often
6d.	ownview	Examined the strengths and weaknesses of your own views on a topic or issue	
6e.	othrview	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	
6f.	chngrview	Learned something that changed the way you understand an issue or concept	
Question 7. Which of the following have you done or do you plan to do before you graduate from your institution?			
7a.	intern04	Practicum, internship, field experience, co-op experience, or clinical assignment	
7b.	volIntr04	Community service or volunteer work	
7c.	lncom04	Participate in a learning community or some other formal program where groups of students take two or more classes together	
7d.	resrch04	Work on a research project with a faculty member outside of course or program requirements	1 = Have not decided 2 = Do not plan to do 3 = Plan to do 4 = Done
7e.	forlng04	Coursework in a foreign or additional language	
7f.	stdabr04	Study abroad	
7g.	indstd04	Independent study or self-designed major	
7h.	snrx04	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	

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Question 8. Select the circle that best represents the quality of your relationships with people at your institution.			
8a.	envstu	Quality: Relationships with <u>other students</u>	1 = Unfriendly, Unsupportive, Sense of alienation 7 = Friendly, Supportive, Sense of belonging
8b.	envfac	Quality: Relationships with <u>faculty members</u>	1 = Unavailable, Unhelpful, Unsympathetic 7 = Available, Helpful, Sympathetic
8c.	envadm	Quality: Relationships with <u>administrative personnel and offices</u>	1 = Unhelpful, Inconsiderate, Rigid 7 = Helpful, Considerate, Flexible
Question 9. About how many hours do you spend in a typical 7-day week doing each of the following?			
9a.	acadpr01	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	
9b.	workon01	Working for pay <u>on campus</u>	1 = 0
9c.	workof01	Working for pay <u>off campus</u>	2 = 1-5 3 = 6-10
9d.	cocurr01	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	4 = 11-15 5 = 16-20 6 = 21-25
9e.	social05	Relaxing and socializing (watching TV, partying, etc.)	7 = 26-30 8 = More than 30 hours
9f.	carede01	Providing care for dependents living with you (parents, children, spouse, etc.)	
9g.	commute	Commuting to class (driving, walking, etc.)	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
Question 10. To what extent does your institution emphasize each of the following?			
10a.	envschol	Spending significant amounts of time studying and on academic work	
10b.	envsuprt	Providing the support you need to help you succeed academically	
10c.	envdivrs	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	1 = Very little
10d.	envnacad	Helping you cope with your non-academic responsibilities (work, family, etc.)	2 = Some
10e.	envsocal	Providing the support you need to thrive socially	3 = Quite a bit
10f.	envevent	Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	4 = Very much
10g.	envcompt	Using computers in academic work	
Question 11. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?			
11a.	gngenled	Acquiring a broad general education	
11b.	gnwork	Acquiring job or work-related knowledge and skills	
11c.	gnwrite	Writing clearly and effectively	
11d.	gnspeak	Speaking clearly and effectively	
11e.	gnanaly	Thinking critically and analytically	1 = Very little
11f.	gnquant	Analyzing quantitative problems	2 = Some
11g.	gncmpts	Using computing and information technology	3 = Quite a bit
11h.	gnothers	Working effectively with others	4 = Very much
11i.	gncitizn	Voting in local, provincial, or federal elections	
11j.	gninq	Learning effectively on your own	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
11k.	gnself	Understanding yourself	
11l.	gndivers	Understanding people of other racial and ethnic backgrounds	
11m.	gnprobsv	Solving complex real-world problems	1 = Very little 2 = Some 3 = Quite a bit 4 = Very much
11n.	gnethics	Developing a personal code of values and ethics	
11o.	gncommun	Contributing to the welfare of your community	
11p.	gnspirit	Developing a deepened sense of spirituality	
12.	advise	Overall, how would you evaluate the quality of academic advising you have received at your institution?	1 = Poor 2 = Fair 3 = Good 4 = Excellent
13.	entirexp	How would you evaluate your entire educational experience at this institution?	1 = Poor 2 = Fair 3 = Good 4 = Excellent
14.	samecoll	If you could start over again, would you go to the <i>same institution</i> you are now attending?	1 = Definitely no 2 = Probably no 3 = Probably yes 4 = Definitely yes
15.	birthyr	Select your year of birth:	
	agebase	Age (Recoded from <i>birthyr.</i>)	
	age	Age category	1 = 19 or younger 2 = 20-23 3 = 24-29 4 = 30-39 5 = 40-55 6 = Over 55

Item #	Variable	Variable Label	Response Values and Labels
16.	sex	Your sex:	1 = Male 2 = Female
17.	intrn_ca	Are you a Canadian citizen?	1 = No 2 = Yes
Question 18. Ethno-cultural information is collected to support programs that promote equal opportunity for everyone. Are you ... Select all that apply:			
<i>(Since this question asks respondents to select all options that apply, fifteen separate variables reflecting each response are found in the dataset.)</i>			
18.	eth_ca1	White	1 = Checked 2 = Not checked
	eth_ca2	North American Indian	
	eth_ca3	Métis	
	eth_ca4	Inuit	
	eth_ca5	Chinese	
	eth_ca6	South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)	
	eth_ca7	Black	
	eth_ca8	Filipino	
	eth_ca9	Latin American	
	eth_ca10	Southeast Asian (e.g., Cambodian, Indonesian, Laotian, Vietnamese, etc.)	
	eth_ca11	Arab (e.g., Saudi, Egyptian, etc.)	
	eth_ca12	West Asian (e.g., Afghan, Iranian, etc.)	
	eth_ca13	Japanese	
	eth_ca14	Korean	
	eth_ca15	Other	
19.	ancst_ca	To which ethnic or cultural group(s) did your ancestors belong? For example, Canadian, French, English, Chinese, Italian, German, Scottish, Irish, Cree, Micmac, Métis, Inuit, East Indian, Ukrainian, Dutch, Polish, Portuguese, Filipino, Jewish, Greek, Jamaican, Vietnamese, Lebanese, etc. Specify as many groups as applicable.	
20.	class	What is your current classification in university?	1 = 1st year 2 = 2nd year 3 = 3rd year 4 = 4th year 5 = Unclassified
21.	enter	Did you begin university at your current institution or elsewhere?	1 = Started here 2 = Started elsewhere

Item #	Variable	Variable Label	Response Values and Labels
Question 22. Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Select all that apply.) (Note: This question is captured as five separate items to account for 'select all that apply' function.)			
22.	voc05_ca	Community college (vocational or technical courses not at university level)	1 = Checked 2 = Not checked
	com05_ca	Community college (university credit/transfer courses)	
	fry05_ca	University other than this one	
	gen05_ca	CEGEP (general or pre-university program)	
	prf05_ca	CEGEP (professional or technical program)	
	trn05_ca	Private training institution	
	non05_ca	None	
	oth05_ca	Other	
23.	enrlment	Thinking about this current academic term...How would you characterize your enrollment?	1 = Less than full-time 2 = Full-time
	disted	Thinking about this current academic term...Are you taking all courses entirely online? (Note: Item appeared only in the online instrument.)	1 = No 2 = Yes
24.	fratsoro	Are you a member of a social fraternity or sorority?	1 = No 2 = Yes
25a.	athlete	Are you a student-athlete on a team sponsored by your institution's athletics department?	1 = No 2 = Yes
25b.	athteam	On what team(s) sponsored by your institution's athletics department are you an athlete?	
			1 = Baseball 2 = Basketball 3 = Bowling 4 = Cross Country 5 = Fencing 6 = Field Hockey 7 = Football 8 = Golf 9 = Gymnastics 10 = Ice Hockey 11 = Track & Field 12 = Lacrosse
	teamcd05	Recoded variable <i>athteam</i> into one of 23 sports or to reflect multiple team participation	13 = Rifle 14 = Rowing 15 = Skiing 16 = Soccer 17 = Softball 18 = Swimming & Diving 19 = Tennis 20 = Volleyball 21 = Water Polo 22 = Wrestling 23 = Other, specify: 24 = More than one sport



<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
NSSE created unique identifiers for each sport team based on values provided in <i>athteam</i> .			
	sp_baseb	Baseball	
	sp_bball	Basketball	
	sp_bowl	Bowling	
	sp_cc	Cross Country	
	sp_fence	Fencing	
	sp_fhock	Field Hockey	
	sp_footb	Football	
	sp_golf	Golf	
	sp_gym	Gymnastics	
	sp_ihock	Ice Hockey	
	sp_track	Track & Field	
	sp_lacr	Lacrosse	1 = Team Member
	sp_rifle	Rifle	2 = Not a team member
	sp_row	Rowing	
	sp_ski	Skiing	
	sp_socr	Soccer	
	sp_softb	Softball	
	sp_swim	Swimming & Diving	
	sp_tenn	Tennis	
	sp_voll	Volleyball	
	sp_wpolo	Water Polo	
	sp_wrest	Wrestling	
	sp_oth	Other	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
26.	grades04	What have most of your grades been up to now at this institution?	1 = C- or lower 2 = C 3 = C+ 4 = B- 5 = B 6 = B+ 7 = A- 8 = A
27.	livenow	Which of the following best describes where you are living now while attending university?	1 = Room or apartment in university residence or campus housing 2 = Off-campus accommodation within walking distance of campus 3 = Off-campus accommodation within driving distance of campus
28a.	fathr_ca	What is the highest level of education that your <u>father</u> completed?	1 = Did not finish high school 2 = Graduated from high school 3 = Some or completed college or CEGEP 4 = Attended university without earning degree 5 = Completed a bachelor's degree (B.A., B.Sc., etc.) 6 = Completed a master's degree (M.A., M.Sc., etc.) 7 = Completed a doctoral degree (Ph.D., J.D., M.D., etc.)
28b.	mothr_ca	What is the highest level of education that your <u>mother</u> completed?	
29a.	majrprim	Please enter your major(s) or your expected major(s).	
29b.	majrsecd	If applicable, second major (not minor, concentration, etc.):	

Item #	Variable	Variable Label	Response Values and Labels
<p>Note: The variables <i>majrpcod</i> and <i>majrscod</i> were created by NSSE staff; <i>majrprim</i> and <i>majrsecd</i> were recoded into one of the 85 majors below. The 2000 Classification of Instructional Programs (CIP) was used to guide recodes.</p>			
			<p>Arts and Humanities 1 = Art, fine and applied 2 = English (language and literature) 3 = History 4 = Journalism 5 = Language and literature (except English) 6 = Music 7 = Philosophy 8 = Speech 9 = Theater or drama 10 = Theology or religion 11 = Other arts & humanities</p> <p>Biological Sciences 12 = Biology (general) 13 = Biochemistry or biophysics 14 = Botany 15 = Environmental science 16 = Marine (life) science 17 = Microbiology or bacteriology 18 = Zoology 19 = Other biological science</p> <p>Business 20 = Accounting 21 = Business administration (general) 22 = Finance 23 = International business 24 = Marketing 25 = Management 26 = Other business</p> <p>Education 27 = Business education 28 = Elementary/middle school education 29 = Music or art education 30 = Physical education or recreation 31 = Secondary education 32 = Special education 33 = Other education</p> <p>Engineering 34 = Aero-/astronautical engineering 35 = Civil engineering 36 = Chemical engineering 37 = Electrical or electronic engineering 38 = Industrial engineering 39 = Materials engineering 40 = Mechanical engineering 41 = General/other engineering</p> <p>Physical Science 42 = Astronomy 43 = Atmospheric science (including meteorology) 44 = Chemistry 45 = Earth science (including geology) 46 = Mathematics 47 = Physics 48 = Statistics 49 = Other physical science</p> <p>Professional 50 = Architecture 51 = Urban Planning 52 = Health technology (medical, dental, laboratory) 53 = Law 54 = Library/archival science 55 = Medicine 56 = Dentistry 57 = Veterinarian 58 = Nursing 59 = Pharmacy 60 = Allied health/other medical 61 = Therapy (occupational, physical, speech) 62 = Other professional</p> <p>Social Science 63 = Anthropology 64 = Economics 65 = Ethnic studies 66 = Geography 67 = Political science (including government, international) 68 = Psychology 69 = Social work 70 = Sociology 71 = Gender studies 72 = Other social science</p> <p>Other 73 = Agriculture 74 = Communications 75 = Computer science 76 = Family Studies 77 = Natural resources and conservation 78 = Kinesiology 79 = Criminal justice 80 = Military science 81 = Parks, recreation, leisure studies, sports management 82 = Public administration 83 = Technical/vocational 84 = Other field 85 = Undecided</p>
	majrpcod	Primary major code	
	majrscod	Secondary major code	



<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>	
	majrpol	Recoded write-in major variables <i>majrprim</i> and <i>majrsecd</i> into one of ten major fields listed at right.	1 = Arts and humanities	6 = Physical science
	majrscol		2 = Biological science	7 = Professional
			3 = Business	8 = Social science
			4 = Education	9 = Other
			5 = Engineering	10 = Undecided
	majrdbl	Second (double) major provided in <i>majrprim</i> .		1 = Not double major
	majrsdbl	Second (double) major provided in <i>majrsecd</i> .		2 = Double major

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
Data Provided by Your Institution			
	gender	Institution reported: Gender	1 = Male 2 = Female
	classran	Institution reported: Class rank	1 = 1st year 2 = 2nd year 3 = 3rd year 4 = 4th year/5th year 5 = Unclassified
	enrollmt	Institution reported: Enrollment status	1 = Part-time 2 = Full-time
	studid	Student ID (as provided by institution in population file)	

<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
Miscellaneous Data			
			1 = Base random sample 2 = Standard random oversample (first-year and fourth-year students only) 3 = Requested random oversample (first-year and fourth-year students only) 4 = Targeted oversample 5 = Locally administered sample or oversample
smp105	Sample type		
inelig	Identifies respondents that did not meet NSSE criteria at time of survey completion (Ex: December graduate, not retained by institution, etc.)		1 = Eligible 2 = Ineligible
modecomp	Mode of completion		1 = Paper 2 = Web
surveyid	Unique survey number assigned by NSSE		
bsurvid	Identifies respondents who also completed BCSSE		
unitid	Unique institutional identifier		
respmode	Primary contact mode of respondent		1 = Paper mailing & some e-mail contacts 2 = E-mail contacts only 3 = E-mail contacts & some paper mailing 4 = Locally administered paper survey
group1	First school-provided group identifier		
group2	Second school-provided group identifier		
group3	Third school-provided group identifier		
group4	Fourth school-provided group identifier		
group5	Fifth school-provided group identifier		
logdate	Date survey returned (paper) or logged in (web)		
duration	Length of time spent on web survey		
*** degtrm_ca	Institution reported: Degree term		1 = Three-year degree program 2 = Four-year degree program 9 = Not provided/Not applic.



<i>Item #</i>	<i>Variable</i>	<i>Variable Label</i>	<i>Response Values and Labels</i>
Weights			
<i>NSSE creates weights for randomly selected first-year and senior respondents based on part-time/full-time status and gender. Use weights to replicate NSSE benchmark scores, means, and the frequency column percentages. However, we encourage schools interested in intra-institutional weighting to consider a more sophisticated weighting system that takes into account response rate differences among additional student subpopulations. NSSE's weights are not appropriate for intra-institutional comparisons in most cases as the response rate differences among subgroups may not be the same as the ones that exist institution-wide at your school. Both weights listed below will reproduce your institution's report statistics, but the N's will differ. See NSSE's website for more detailed information about this topic.</i>			
weight1		Replicates the original number of respondents for each institution and is used to produce means, frequency, and benchmark statistics for each institution.	
weight2		Multiplies the number of respondents to match the institution's overall population size.	

Student-Level Benchmark Scores. To facilitate conversations about student engagement and its importance to student learning, collegiate quality, and institutional improvement, NSSE created five institution-level indicators or benchmarks of effective educational practice: (1) Level of Academic Challenge; (2) Active and Collaborative Learning; (3) Student-Faculty Interaction; (4) Enriching Educational Experiences; and (5) Supportive Campus Environment. Student-level benchmark scores, the precursors to these five institution-level benchmarks, are the student's average responses to items within the group, after all items have been placed on a 100-point scale. Student-level benchmark scores are created for randomly sampled first-year and fourth-year students that answered three-fifths or more of the items within the group. Not only can institutions replicate their benchmark scores with this information, but they can also perform intra-institutional comparisons (e.g., department, student groups, etc.) to dig deeper into their data. The benchmark score for an institution is the *weighted mean* of these student-level scores. For more detailed information about how benchmarks are calculated, visit the NSSE Web site at www.nsse.iub.edu/html/2008_inst_report.htm.

<i>Variable</i>	<i>Description</i>	<i>Component Items</i>
AC	Level of Academic Challenge: Index that measures time spent preparing for class, amount of reading and writing, deep learning, and institutional expectations for academic performance.	readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol
ACa	Level of Academic Challenge (adjusted): Same as AC, but adjusted for part-time enrollment status. This is the version given in your Benchmark Comparisons report. Because part-time students spend less time in classes, they are likely to report lower numbers for several items on the questionnaire (e.g., hours spent preparing for class, number of papers written, number of assigned books read). Using full-time/part-time ratios from the entire NSSE cohort, we adjust part-time student scores to make them resemble those of full-time students when we create the benchmarks. Thus schools with large populations of part-time students are not negatively impacted by this population.	readasgn, writemor, writemid, writesml, analyze, synthesz, evaluate, applying, workhard, acadpr01, envschol
ACL	Active and Collaborative Learning: Index that measures extent of class participation, working collaboratively with other students inside and outside of class, tutoring and involvement with a community-based project.	clquest, clpresen, classgrp, occgrp, tutor, commproj, oocideas
SFI	Student-Faculty Interaction: Index that measures extent of talking with faculty members and advisors, discussing ideas from classes with faculty members outside of class, getting prompt feedback on academic performance, and working with faculty on research projects	facgrade, facideas, facplans, facfeed, facother, resrch04
SFc	Student-Faculty Interaction (comparative): Same as SFI, but excludes the <i>resrch04</i> item (<i>rescaled in 2004</i>). Use for year-to-year comparisons with 2003, 2002, and 2001 administrations; not needed for comparisons with 2004 or 2005.	facgrade, facideas, facplans, facfeed, facother (Note: Excludes <i>resrch04</i> .)



<i>Variable</i>	<i>Description</i>	<i>Component Items</i>
EEE	Enriching Educational Experiences: Index that measures extent of interaction with students of different racial or ethnic backgrounds or with different political opinions or values, using electronic technology, and participating in activities such as internships, community service, study abroad, co-curricular activities, and culminating senior experience. (Note: Because question 7 was rescaled in 2004, year-to-year comparisons of <i>EEE</i> scores with years prior to 2004 are invalid.)	diffstu2, divrstud, envdivrs, cocurr01, itacadem, intern04, volintr04, lrncom04, forlng04, stdabr04, indstd04, snrx04
SCE	Supportive Campus Environment: Index that measures extent to which students perceive the campus helps them succeed academically and socially, assists them in coping with non-academic responsibilities, and promotes supportive relations among students and their peers, faculty members, and administrative personnel and offices	envsocial, envsuprt, envnacadm, envstu, envfac, envadm