



NSSE 2015 Topical Module

Development of Transferable Skills

Indiana University-Purdue University Indianapolis

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About This Topical Module

Adapted from a pilot survey that was developed 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 questions on the core survey about higher-order learning, reflective and integrative learning, and students' perceptions of their development in a variety of areas. Complementary FSSE set available.

Comparison Group

This section summarizes how this module's comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'Pub research TSkills' column of this report.

Group label	Pub research TSkills
Date submitted	6/8/15
How was this comparison group constructed?	Your institution customized this comparison group by selecting institutions from all module participants.
Group description	Public Research Institutions who completed the development of transferable skills module.

Pub research TSkills (N=10)

Clemson University (Clemson, SC)
 Florida State University (Tallahassee, FL)*
 Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)
 Mississippi State University (Mississippi State, MS)*
 New Mexico State University (Las Cruces, NM)*
 South Dakota State University (Brookings, SD)*
 University at Buffalo, State University of New York (Buffalo, NY)*
 University of Illinois at Urbana-Champaign (Urbana, IL)
 University of Maryland (College Park, MD)*
 University of Wisconsin-Milwaukee (Milwaukee, WI)*

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				IUPUI		Pub research		IUPUI	Pub research	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, whether course-related or not, about how often have you done the following?										
a. Discussed or debated an issue of social, political, or philosophical importance	TRN01a	1	Never	77	16	659	13	2.5	2.5	-.05
		2	Sometimes	179	39	1,922	39			
		3	Often	110	25	1,449	30			
		4	Very often	88	19	850	18			
		Total		454	100	4,880	100			
b. Made a speech to a group	TRN01b	1	Never	48	10	1,373	28	2.8	2.1 ***	.77
		2	Sometimes	123	29	2,094	43			
		3	Often	149	33	984	20			
		4	Very often	128	28	406	9			
		Total		448	100	4,857	100			
c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	TRN01c	1	Never	22	5	322	7	2.8	2.7 **	.15
		2	Sometimes	139	31	1,680	34			
		3	Often	175	38	1,883	39			
		4	Very often	118	26	979	20			
		Total		454	100	4,864	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	67	15	718	15	2.5	2.4	.09
		2	Sometimes	169	37	2,067	42			
		3	Often	142	32	1,454	30			
		4	Very often	75	16	624	13			
		Total		453	100	4,863	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	22	5	299	6	2.8	2.8	.09
		2	Sometimes	136	30	1,647	33			
		3	Often	182	41	1,831	38			
		4	Very often	111	24	1,088	23			
		Total		451	100	4,865	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	29	6	284	6	2.8	2.8	.07
		2	Sometimes	135	30	1,646	34			
		3	Often	176	38	1,890	38			
		4	Very often	109	25	1,046	22			
		Total		449	100	4,866	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	30	6	432	9	2.8	2.7 **	.14
		2	Sometimes	148	32	1,743	35			
		3	Often	165	37	1,715	35			
		4	Very often	110	25	947	20			
		Total		453	100	4,837	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the Endnotes page for a key to the triangle symbols.

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				IUPUI		Pub research TSkils		IUPUI	Pub research TSkils	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that:										
a. Used information from a variety of sources (books, journals, Internet, databases, etc.)	TRN02a	1	Never	16	4	219	5	3.1	2.9 ***	.19
		2	Sometimes	91	21	1,326	28			
		3	Often	172	38	1,812	36			
		4	Very often	175	37	1,526	30			
			Total	454	100	4,883	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	56	12	780	16	2.7	2.5 ***	.21
		2	Sometimes	136	31	1,736	36			
		3	Often	154	34	1,524	31			
		4	Very often	107	23	837	16			
			Total	453	100	4,877	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	46	10	646	14	2.7	2.6 **	.15
		2	Sometimes	144	32	1,673	35			
		3	Often	156	35	1,618	33			
		4	Very often	107	23	936	19			
			Total	453	100	4,873	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	38	8	471	10	2.8	2.6 **	.14
		2	Sometimes	137	32	1,692	35			
		3	Often	164	36	1,710	35			
		4	Very often	113	24	985	20			
			Total	452	100	4,858	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				IUPUI		Pub research		IUPUI	Pub research	Effect size ^d
				Count	%	Count	%	Mean	Mean	
1. During the current school year, whether course-related or not, about how often have you done the following?										
a. Discussed or debated an issue of social, political, or philosophical importance	TRN01a	1	Never	124	18	1,141	13	2.6	2.6	-.02
		2	Sometimes	235	32	2,930	36			
		3	Often	184	25	2,280	29			
		4	Very often	181	25	1,681	22			
		Total		724	100	8,032	100			
b. Made a speech to a group	TRN01b	1	Never	154	22	1,330	16	2.4	2.4	-.04
		2	Sometimes	269	37	3,330	42			
		3	Often	168	23	2,045	26			
		4	Very often	132	18	1,289	16			
		Total		723	100	7,994	100			
c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	TRN01c	1	Never	52	8	424	5	2.9	2.9	.06
		2	Sometimes	188	26	2,358	30			
		3	Often	230	31	2,967	37			
		4	Very often	254	35	2,256	28			
		Total		724	100	8,005	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	98	15	1,029	13	2.6	2.5 *	.08
		2	Sometimes	234	32	3,102	39			
		3	Often	227	31	2,461	31			
		4	Very often	163	22	1,411	18			
		Total		722	100	8,003	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	46	7	316	4	2.9	3.0	-.08
		2	Sometimes	181	25	1,968	25			
		3	Often	255	35	3,051	38			
		4	Very often	236	33	2,661	34			
		Total		718	100	7,996	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	41	6	308	4	3.0	3.0 *	-.08
		2	Sometimes	189	27	1,961	24			
		3	Often	259	35	3,091	39			
		4	Very often	237	33	2,631	34			
		Total		726	100	7,991	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	53	8	430	5	2.9	2.9	-.02
		2	Sometimes	186	25	2,167	27			
		3	Often	254	35	2,924	36			
		4	Very often	229	32	2,432	31			
		Total		722	100	7,953	100			

*p<.05, **p<.01, ***p<.001 (2-tailed); Refer to the Endnotes page for a key to the triangle symbols.

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				IUPUI		Pub research TSkils		IUPUI	Pub research TSkils	Effect size ^d
				Count	%	Count	%	Mean	Mean	
2. During the current school year, whether course-related or not, about how often have you written something (paper, report, article, blog, etc.) that:										
a. Used information from a variety of sources (books, journals, Internet, databases, etc.)	TRN02a	1	Never	33	5	431	5	3.2	3.0 ***	.17
		2	Sometimes	134	19	1,996	25			
		3	Often	204	29	2,523	31			
		4	Very often	353	47	3,067	38			
			Total	724	100	8,017	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	101	15	1,189	14	2.7	2.6 *	.09
		2	Sometimes	192	27	2,658	33			
		3	Often	220	30	2,210	28			
		4	Very often	210	28	1,948	24			
			Total	723	100	8,005	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	60	9	973	12	2.8	2.7 **	.12
		2	Sometimes	220	31	2,555	32			
		3	Often	221	31	2,403	30			
		4	Very often	221	29	2,065	26			
			Total	722	100	7,996	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	60	9	852	11	2.8	2.7 ***	.14
		2	Sometimes	217	31	2,759	35			
		3	Often	222	31	2,468	31			
		4	Very often	218	29	1,909	24			
			Total	717	100	7,988	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	IUPUI	IUPUI	Pub research TSkils	IUPUI	Pub research TSkils	IUPUI	Pub research TSkils	Comparisons with: Pub research TSkils		
TRN01a	455	2.47	2.53	.05	.01	0.98	0.94	6,399	.269	-.05
TRN01b	449	2.80	2.09	.05	.01	0.97	0.91	509	.000	.77
TRN01c	455	2.85	2.72	.04	.01	0.86	0.86	6,377	.003	.15
TRN01d	454	2.50	2.41	.04	.01	0.93	0.90	6,369	.054	.09
TRN01e	452	2.85	2.77	.04	.01	0.85	0.87	527	.063	.09
TRN01f	451	2.83	2.77	.04	.01	0.88	0.86	6,379	.147	.07
TRN01g	454	2.79	2.67	.04	.01	0.89	0.90	6,350	.004	.14
TRN02a	455	3.09	2.92	.04	.01	0.85	0.88	6,401	.000	.19
TRN02b	454	2.68	2.48	.04	.01	0.96	0.95	6,389	.000	.21
TRN02c	454	2.70	2.56	.04	.01	0.93	0.95	6,384	.002	.15
TRN02d	453	2.77	2.64	.04	.01	0.91	0.91	6,365	.005	.14

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	IUPUI	IUPUI	Pub research TSkils	IUPUI	Pub research TSkils	IUPUI	Pub research TSkils	Comparisons with: Pub research TSkils		
TRN01a	725	2.57	2.59	.04	.01	1.05	0.97	825	.644	-.02
TRN01b	725	2.38	2.42	.04	.01	1.02	0.94	826	.322	-.04
TRN01c	725	2.93	2.88	.04	.01	0.96	0.88	824	.150	.06
TRN01d	723	2.61	2.53	.04	.01	0.99	0.92	825	.040	.08
TRN01e	720	2.94	3.01	.03	.01	0.92	0.86	821	.053	-.08
TRN01f	727	2.95	3.02	.03	.01	0.91	0.85	832	.046	-.08
TRN01g	723	2.91	2.93	.03	.01	0.94	0.89	9,827	.602	-.02
TRN02a	726	3.18	3.02	.03	.01	0.91	0.92	9,894	.000	.17
TRN02b	725	2.71	2.62	.04	.01	1.03	1.01	9,875	.021	.09
TRN02c	723	2.81	2.70	.04	.01	0.96	0.98	847	.002	.12
TRN02d	719	2.81	2.67	.04	.01	0.96	0.95	9,854	.000	.14

Endnotes

- a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.
- b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent t -tests. Items with categorical response sets are left blank.
- c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.
- d. Effect size for independent t -tests uses Cohen's d .
- e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.
- f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.
- g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.
- h. Degrees of freedom used to compute the t -tests. Values differ from N s due to weighting and whether equal variances were assumed.
- i. Statistical comparisons are two-tailed independent t -tests. Statistical significance represents the probability that the difference between your students' mean and that of the comparison group is due to chance.

Key to symbols:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.