
NSSE 2020 Topical Module Report

Development of Transferable Skills

University of New Hampshire at Manchester

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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 'Transferable Skills' column of this report.

Group label	Transferable Skills
Date submitted	5/29/20
How was this comparison group constructed?	Your institution added or removed institutions from the default comparison group (all module participants)
Group description	All other current NSSE institutions who administered module "Development of Transferable Skills"

Transferable Skills (N=58)

Babson College (Babson Park, MA)	Tennessee Technological University (Cookeville, TN)
Bethany Lutheran College (Mankato, MN)	Texas A&M University - Texarkana (Texarkana, TX)
California Institute of the Arts (Valencia, CA)	Tyndale University (Toronto, ON)
Catawba College (Salisbury, NC)	United States Military Academy (West Point, NY)
Covenant College (Lookout Mountain, GA)	University of Guelph (Guelph, ON)
Elizabethtown College (Elizabethtown, PA)	University of Guelph-Humber (Toronto, ON)
Ferris State University (Big Rapids, MI)	University of Holy Cross (New Orleans, LA)
Francis Marion University (Florence, SC)	University of Houston (Houston, TX)
John Carroll University (University Heights, OH)	University of Houston-Clear Lake (Houston, TX)
Kent State University at Stark (Canton, OH)	University of Illinois Springfield (Springfield, IL)
LaGrange College (Lagrange, GA)	University of Maine at Farmington (Farmington, ME)
Lakehead University (Thunder Bay, ON)	University of Massachusetts Amherst (Amherst, MA)
Lane College (Jackson, TN)	University of Minnesota Duluth (Duluth, MN)
Loyola Marymount University (Los Angeles, CA)	University of New England (Biddeford, ME)
Marietta College (Marietta, OH)	University of Pikeville (Pikeville, KY)
Meredith College (Raleigh, NC)	University of Providence (Great Falls, MT)
Messiah College (Mechanicsburg, PA)	University of Texas at Arlington, The (Arlington, TX)
Midland University (Fremont, NE)	University of Texas MD Anderson Cancer Center, The (Houston, TX)
Newman University (Wichita, KS)	University of the Arts (Philadelphia, PA)
North Carolina State University (Raleigh, NC)	University of the Virgin Islands (Charlotte Amalie, VI)
Quest University Canada (Squamish, BC)	University of West Florida, The (Pensacola, FL)
Rensselaer Polytechnic Institute (Troy, NY)	University of Wisconsin--Madison (Madison, WI)
Saint Francis Medical Center College of Nursing (Peoria, IL)	University of Wisconsin-Stevens Point (Stevens Point, WI)
Saint Louis University (Saint Louis, MO)	Wagner College (Staten Island, NY)
Saint Norbert College (De Pere, WI)	Wayne State University (Detroit, MI)
St. Catherine University (Saint Paul, MN)	Western Colorado University (Gunnison, CO)
St. John's University-New York (Queens, NY)	Western University (London, ON)
Suffolk University (Boston, MA)	Wilfrid Laurier University (Waterloo, ON)
SUNY College at Plattsburgh (Plattsburgh, NY)	
SUNY College of Agriculture and Technology at Cobleskill (Cobleskill, NY)	

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UNH Manchester		Transferable Skills		UNH Manchester	Transferable Skills	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	4	18	2,720	15	2.4	2.5	-.09
		2	Sometimes	9	41	6,487	38			
		3	Often	6	23	5,144	30			
		4	Very often	5	18	2,873	17			
		Total		24	100	17,224	100			
b. Made a speech to a group	TRN01b	1	Never	4	20	5,921	34	2.3	2.0	.33
		2	Sometimes	10	39	6,929	40			
		3	Often	8	32	3,098	18			
		4	Very often	2	9	1,287	8			
		Total		24	100	17,235	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	1	5	1,119	6	2.6	2.8	-.15
		2	Sometimes	9	39	5,866	34			
		3	Often	11	43	6,678	39			
		4	Very often	3	13	3,555	21			
		Total		24	100	17,218	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	3	13	2,601	15	2.4	2.4	-.03
		2	Sometimes	10	45	6,839	40			
		3	Often	8	32	5,456	31			
		4	Very often	3	11	2,313	13			
		Total		24	100	17,209	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	2	11	989	6	2.9	2.8	.19
		2	Sometimes	5	20	5,643	32			
		3	Often	9	36	7,156	42			
		4	Very often	8	34	3,427	20			
		Total		24	100	17,215	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	1	5	942	5	2.9	2.8	.12
		2	Sometimes	7	29	5,605	32			
		3	Often	10	39	7,307	42			
		4	Very often	6	27	3,357	20			
		Total		24	100	17,211	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	2	9	1,288	7	2.8	2.7	.11
		2	Sometimes	6	25	5,902	34			
		3	Often	10	43	6,787	39			
		4	Very often	6	23	3,239	19			
		Total		24	100	17,216	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UNH Manchester		Transferable Skills		UNH Manchester	Transferable Skills	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	0	0	780	5	3.2	2.9	.29
		2	Sometimes	5	23	4,403	27			
		3	Often	9	36	6,785	38			
		4	Very often	10	41	5,255	29			
		Total		24	100	17,223	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	2	7	2,034	13	2.8	2.6	.26
		2	Sometimes	6	27	5,961	35			
		3	Often	10	43	5,966	34			
		4	Very often	6	23	3,229	18			
		Total		24	100	17,190	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	1	5	1,702	11	2.8	2.6	.22
		2	Sometimes	4	16	5,814	34			
		3	Often	16	68	6,335	36			
		4	Very often	3	11	3,325	19			
		Total		24	100	17,176	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	0	0	1,364	9	3.1	2.7 **	.45
		2	Sometimes	4	16	5,808	34			
		3	Often	14	61	6,633	38			
		4	Very often	6	23	3,382	19			
		Total		24	100	17,187	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UNH Manchester		Transferable Skills		UNH Manchester	Transferable Skills	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	13	22	3,033	16	2.5	2.5	-.05
		2	Sometimes	20	29	6,703	36			
		3	Often	20	28	5,207	28			
		4	Very often	15	20	3,750	20			
		Total		68	100	18,693	100			
b. Made a speech to a group	TRN01b	1	Never	11	15	4,480	24	2.5	2.3	.21
		2	Sometimes	22	36	7,377	40			
		3	Often	26	35	4,272	23			
		4	Very often	10	13	2,550	13			
		Total		69	100	18,679	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	3	5	1,176	6	2.9	2.9	.02
		2	Sometimes	20	31	5,515	29			
		3	Often	25	36	6,998	37			
		4	Very often	21	28	4,993	27			
		Total		69	100	18,682	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	8	12	2,269	13	2.6	2.6	.05
		2	Sometimes	21	33	6,791	36			
		3	Often	26	37	6,176	33			
		4	Very often	14	18	3,447	18			
		Total		69	100	18,683	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	4	7	845	5	2.9	2.9	-.01
		2	Sometimes	13	19	4,846	26			
		3	Often	33	48	7,624	41			
		4	Very often	19	26	5,357	29			
		Total		69	100	18,672	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	5	8	737	4	3.0	3.0	.00
		2	Sometimes	13	19	4,692	25			
		3	Often	28	41	7,842	42			
		4	Very often	23	31	5,396	29			
		Total		69	100	18,667	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	4	7	1,034	6	2.9	2.9	-.02
		2	Sometimes	15	25	5,110	27			
		3	Often	31	42	7,436	39			
		4	Very often	19	26	5,110	28			
		Total		69	100	18,690	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				UNH Manchester		Transferable Skills		UNH Manchester	Transferable Skills	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	2	3	715	4	3.3	3.1 *	.25
		2	Sometimes	7	13	3,732	22			
		3	Often	21	33	6,325	34			
		4	Very often	38	51	7,920	40			
		Total		68	100	18,692	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	4	6	1,905	11	3.0	2.7 *	.24
		2	Sometimes	15	24	5,397	30			
		3	Often	24	35	5,959	31			
		4	Very often	26	35	5,400	27			
		Total		69	100	18,661	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	4	6	1,450	9	2.9	2.8	.15
		2	Sometimes	16	25	5,569	31			
		3	Often	28	39	6,425	34			
		4	Very often	21	30	5,224	26			
		Total		69	100	18,668	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	3	5	1,309	8	3.1	2.8 *	.31
		2	Sometimes	13	21	5,779	32			
		3	Often	28	38	6,725	36			
		4	Very often	25	36	4,852	25			
		Total		69	100	18,665	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UNH Manchester	UNH Manchester	Transferable Skills	UNH Manchester	Transferable Skills	UNH Manchester	Transferable Skills	Comparisons with: Transferable Skills		
TRN01a	24	2.40	2.48	.205	.006	1.00	0.95	29,335	.679	-.09
TRN01b	24	2.30	2.00	.186	.005	0.91	0.91	29,347	.106	.33
TRN01c	24	2.62	2.75	.162	.005	0.79	0.86	29,308	.462	-.15
TRN01d	24	2.41	2.43	.176	.005	0.86	0.90	29,288	.886	-.03
TRN01e	24	2.93	2.76	.206	.005	1.00	0.84	29,321	.344	.19
TRN01f	24	2.88	2.77	.183	.005	0.89	0.83	29,304	.556	.12
TRN01g	24	2.80	2.70	.188	.005	0.91	0.86	29,305	.583	.11
TRN02a	24	3.18	2.92	.164	.005	0.80	0.87	29,322	.152	.29
TRN02b	24	2.82	2.58	.182	.005	0.88	0.93	29,276	.204	.26
TRN02c	24	2.84	2.64	.142	.005	0.69	0.91	23	.173	.22
TRN02d	24	3.07	2.68	.130	.005	0.63	0.88	23	.006	.45

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	UNH Manchester	UNH Manchester	Transferable Skills	UNH Manchester	Transferable Skills	UNH Manchester	Transferable Skills	Comparisons with: Transferable Skills		
TRN01a	67	2.47	2.52	.128	.006	1.05	0.99	32,380	.681	-.05
TRN01b	68	2.46	2.26	.111	.005	0.92	0.97	32,368	.076	.21
TRN01c	68	2.87	2.85	.106	.005	0.88	0.89	32,364	.855	.02
TRN01d	68	2.61	2.57	.112	.005	0.93	0.93	32,365	.699	.05
TRN01e	68	2.92	2.93	.104	.005	0.86	0.86	32,342	.944	-.01
TRN01f	68	2.96	2.96	.111	.005	0.92	0.83	32,331	.979	.00
TRN01g	68	2.87	2.89	.107	.005	0.89	0.87	32,381	.875	-.02
TRN02a	67	3.32	3.10	.100	.005	0.82	0.88	32,380	.043	.25
TRN02b	68	2.98	2.75	.112	.005	0.92	0.98	68	.042	.24
TRN02c	68	2.92	2.78	.109	.005	0.90	0.93	32,346	.207	.15
TRN02d	68	3.06	2.77	.106	.005	0.87	0.91	32,329	.010	.31

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 ; z -tests use Cohen's h .
- 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 or z -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.
- j. Statistical comparison uses z -test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.
- k. Mean represents the proportion who responded (depending on the item) "Done or in progress" or "Yes."

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.