



NSSE 2020 Topical Module Report

Development of Transferable Skills

Tennessee Technological University

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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	5/31/20
How was this comparison group constructed?	Your institution retained the default comparison group (all module participants).
Group description	All other current- and prior-year (if applicable) NSSE institutions who administered module "Development of Transferable Skills"

Transferable Skills (N=83)

Agnes Scott College (Decatur, GA)*	Missouri State University (Springfield, MO)*
American InterContinental University-Online (Schaumburg, IL)*	Mount St. Mary's University (Emmitsburg, MD)*
Austin Peay State University (Clarksville, TN)*	Newman University (Wichita, KS)
Babson College (Babson Park, MA)	North Carolina State University (Raleigh, NC)
Bellevue University (Bellevue, NE)*	Purdue University Global (Davenport, IA)*
Bethany Lutheran College (Mankato, MN)	Quest University Canada (Squamish, BC)
California Institute of the Arts (Valencia, CA)	Reinhardt University (Waleska, GA)*
Cameron University (Lawton, OK)*	Rensselaer Polytechnic Institute (Troy, NY)
Carson-Newman University (Jefferson City, TN)*	Saint Francis Medical Center College of Nursing (Peoria, IL)
Catawba College (Salisbury, NC)	Saint Louis University (Saint Louis, MO)
Columbia College (Columbia, MO)*	Saint Norbert College (De Pere, WI)
Covenant College (Lookout Mountain, GA)	Savannah College of Art and Design (Savannah, GA)*
CUNY Hunter College (New York, NY)*	St. Catherine University (Saint Paul, MN)
Elizabethtown College (Elizabethtown, PA)	St. John's University-New York (Queens, NY)
Ferris State University (Big Rapids, MI)	Suffolk University (Boston, MA)
Francis Marion University (Florence, SC)	SUNY College at Plattsburgh (Plattsburgh, NY)
Harrisburg University of Science and Technology (Harrisburg, PA)*	SUNY College of Agriculture and Technology at Cobleskill (Cobleskill, NY)
John Carroll University (University Heights, OH)	Texas A&M University - Texarkana (Texarkana, TX)
Kent State University at Stark (Canton, OH)	Tyndale University (Toronto, ON)
LaGrange College (Lagrange, GA)	Union College (Barbourville, KY)*
Lakehead University (Thunder Bay, ON)	Union College (NE) (Lincoln, NE)*
Lane College (Jackson, TN)	United States Military Academy (West Point, NY)
Liberty University (Lynchburg, VA)*	University of Guelph (Guelph, ON)
Loyola Marymount University (Los Angeles, CA)	University of Guelph-Humber (Toronto, ON)
Marietta College (Marietta, OH)	University of Holy Cross (New Orleans, LA)
Meredith College (Raleigh, NC)	University of Houston (Houston, TX)
Messiah College (Mechanicsburg, PA)	University of Houston-Clear Lake (Houston, TX)
Miami University-Hamilton (Hamilton, OH)*	University of Illinois Springfield (Springfield, IL)
Miami University-Middletown (Middletown, OH)*	University of Maine at Farmington (Farmington, ME)
Midland University (Fremont, NE)	University of Massachusetts Amherst (Amherst, MA)

Transferable Skills (N=83), continued

University of Minnesota Duluth (Duluth, MN)
University of Missouri-Kansas City (Kansas City, MO)*
University of Nebraska at Omaha (Omaha, NE)*
University of New England (Biddeford, ME)
University of New Hampshire at Manchester (Manchester, NH)
University of Phoenix - Arizona/ONLINE (Tempe, AZ)*
University of Pikeville (Pikeville, KY)
University of Providence (Great Falls, MT)
University of Southern Indiana (Evansville, IN)*
University of Texas at Arlington, The (Arlington, TX)
University of Texas MD Anderson Cancer Center, The (Houston, TX)
University of the Arts (Philadelphia, PA)
University of the Virgin Islands (Charlotte Amalie, VI)
University of West Florida, The (Pensacola, FL)
University of Wisconsin--Madison (Madison, WI)
University of Wisconsin-Stevens Point (Stevens Point, WI)
Wagner College (Staten Island, NY)
Wayne State University (Detroit, MI)
Wesleyan College, Macon, Georgia (Macon, GA)*
Western Colorado University (Gunnison, CO)
Western University (London, ON)
Wilfrid Laurier University (Waterloo, ON)
Wilkes University (Wilkes-Barre, PA)*

*2019 participant

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Tennessee Tech		Transferable Skills		Tennessee Tech	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	59	17	3,578	16	2.4	2.5	-.08
		2	Sometimes	140	39	8,397	38			
		3	Often	104	30	6,514	29			
		4	Very often	49	14	3,755	17			
		Total		352	100	22,244	100			
b. Made a speech to a group	TRN01b	1	Never	78	21	7,601	36	2.3	2.0 ***	.36
		2	Sometimes	132	38	8,607	38			
		3	Often	90	26	4,202	18			
		4	Very often	51	14	1,849	8			
		Total		351	100	22,259	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	23	6	1,733	8	2.8	2.7	.05
		2	Sometimes	109	33	7,472	33			
		3	Often	143	40	8,434	37			
		4	Very often	76	21	4,605	22			
		Total		351	100	22,244	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	46	13	3,394	15	2.4	2.4	.02
		2	Sometimes	150	44	8,839	40			
		3	Often	104	30	6,968	30			
		4	Very often	50	14	3,028	14			
		Total		350	100	22,229	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	16	4	1,257	6	2.8	2.8	-.05
		2	Sometimes	123	36	7,194	32			
		3	Often	136	40	9,091	40			
		4	Very often	77	20	4,696	22			
		Total		352	100	22,238	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	24	6	1,201	5	2.7	2.8	-.10
		2	Sometimes	124	36	7,189	31			
		3	Often	128	37	9,322	41			
		4	Very often	75	20	4,516	22			
		Total		351	100	22,228	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	23	6	1,736	8	2.7	2.7	-.02
		2	Sometimes	129	38	7,695	35			
		3	Often	132	38	8,578	37			
		4	Very often	67	18	4,225	20			
		Total		351	100	22,234	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		
				Tennessee Tech		Transferable Skills		Tennessee Tech	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	38	12	915	4	2.7	3.0 ***	-0.39
		2	Sometimes	109	32	5,512	25			
		3	Often	123	35	8,740	38			
		4	Very often	80	21	7,073	33			
			Total	350	100	22,240	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	63	19	2,649	13	2.4	2.6 ***	-0.25
		2	Sometimes	138	40	7,711	35			
		3	Often	97	27	7,586	33			
		4	Very often	52	14	4,243	20			
			Total	350	100	22,189	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	60	17	2,156	10	2.4	2.7 ***	-0.29
		2	Sometimes	134	40	7,510	34			
		3	Often	96	27	8,106	35			
		4	Very often	57	15	4,413	21			
			Total	347	100	22,185	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	49	14	1,652	8	2.5	2.7 ***	-0.19
		2	Sometimes	123	37	7,590	35			
		3	Often	108	31	8,468	37			
		4	Very often	69	19	4,484	21			
			Total	349	100	22,194	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		
				Tennessee Tech		Transferable Skills		Tennessee Tech	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	75	18	4,794	16	2.4	2.5 *	-0.10 ▽
		2	Sometimes	149	37	10,924	35			
		3	Often	117	28	8,911	28			
		4	Very often	70	17	6,390	21			
		Total		411	100	31,019	100			
b. Made a speech to a group	TRN01b	1	Never	80	21	8,611	29	2.4	2.2 ***	.18 △
		2	Sometimes	158	39	11,568	37			
		3	Often	98	23	6,668	21			
		4	Very often	75	17	4,179	13			
		Total		411	100	31,026	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	29	8	2,394	7	2.8	2.8	-.03
		2	Sometimes	115	28	9,293	29			
		3	Often	163	39	11,094	36			
		4	Very often	106	24	8,233	28			
		Total		413	100	31,014	100			
d. Discussed the ethical consequences of a course of action	TRN01d	1	Never	58	15	3,610	12	2.5	2.6	-.08
		2	Sometimes	141	35	10,749	35			
		3	Often	135	32	10,415	33			
		4	Very often	78	18	6,246	20			
		Total		412	100	31,020	100			
e. Creatively thought about new ideas or about ways to improve things	TRN01e	1	Never	18	5	1,323	5	2.9	3.0	-.09
		2	Sometimes	110	28	7,556	24			
		3	Often	172	41	12,706	41			
		4	Very often	113	26	9,409	30			
		Total		413	100	30,994	100			
f. Critically evaluated multiple solutions to a problem	TRN01f	1	Never	16	4	1,170	4	2.9	3.0	-.06
		2	Sometimes	103	25	7,431	24			
		3	Often	173	42	12,981	42			
		4	Very often	119	28	9,420	31			
		Total		411	100	31,002	100			
g. Discussed complex problems with others to develop a better solution	TRN01g	1	Never	22	6	1,863	6	2.9	2.9	.00
		2	Sometimes	101	25	8,317	27			
		3	Often	177	43	12,157	39			
		4	Very often	112	26	8,687	28			
		Total		412	100	31,024	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				Tennessee Tech		Transferable Skills		Tennessee Tech	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	37	10	1,007	4	2.7	3.2 ***	-.55
		2	Sometimes	136	34	5,414	18			
		3	Often	125	30	10,107	32			
		4	Very often	114	27	14,489	46			
			Total	412	100	31,017	100			
b. Assessed the conclusions of a published work	TRN02b	1	Never	63	16	3,111	11	2.5	2.8 ***	-.32
		2	Sometimes	158	40	8,738	29			
		3	Often	113	27	9,816	31			
		4	Very often	76	18	9,284	29			
			Total	410	100	30,949	100			
c. Included ideas from more than one academic discipline	TRN02c	1	Never	52	13	2,264	8	2.5	2.9 ***	-.33
		2	Sometimes	155	39	8,671	29			
		3	Often	120	29	10,607	34			
		4	Very often	83	19	9,408	29			
			Total	410	100	30,950	100			
d. Presented multiple viewpoints or perspectives	TRN02d	1	Never	46	12	1,928	7	2.6	2.8 ***	-.31
		2	Sometimes	153	39	9,189	30			
		3	Often	126	29	11,315	36			
		4	Very often	86	19	8,537	27			
			Total	411	100	30,969	100			

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

NSSE 2020 Development of Transferable Skills

Detailed Statistics^e

Tennessee Technological University

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Tennessee Tech	Tennessee Tech	Transferable Skills	Tennessee Tech	Transferable Skills	Tennessee Tech	Transferable Skills	Comparisons with: Transferable Skills		
TRN01a	351	2.40	2.47	.050	.007	0.93	0.95	19,790	.158	-.08
TRN01b	350	2.33	1.99	.052	.007	0.96	0.94	361	.000	.36
TRN01c	350	2.76	2.72	.046	.006	0.85	0.90	363	.378	.05
TRN01d	348	2.44	2.43	.047	.007	0.88	0.91	19,751	.779	.02
TRN01e	351	2.75	2.79	.044	.006	0.82	0.85	19,791	.364	-.05
TRN01f	350	2.71	2.80	.046	.006	0.86	0.84	19,781	.058	-.10
TRN01g	350	2.68	2.70	.045	.006	0.84	0.88	19,781	.767	-.02
TRN02a	349	2.65	2.99	.050	.006	0.94	0.87	359	.000	-.39
TRN02b	349	2.36	2.60	.051	.007	0.94	0.94	19,750	.000	-.25
TRN02c	346	2.41	2.67	.051	.007	0.95	0.91	19,734	.000	-.29
TRN02d	348	2.54	2.71	.051	.006	0.95	0.88	358	.001	-.19

NSSE 2020 Development of Transferable Skills

Detailed Statistics^e

Tennessee Technological University

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	Tennessee Tech	Tennessee Tech	Transferable Skills	Tennessee Tech	Transferable Skills	Tennessee Tech	Transferable Skills	Comparisons with: Transferable Skills		
TRN01a	411	2.43	2.54	.048	.006	0.97	0.99	26,471	.036	-.10
TRN01b	411	2.36	2.18	.049	.006	0.99	0.99	26,475	.000	.18
TRN01c	413	2.81	2.84	.044	.006	0.90	0.92	26,477	.515	-.03
TRN01d	412	2.53	2.61	.047	.006	0.95	0.94	26,468	.090	-.08
TRN01e	413	2.89	2.97	.042	.005	0.85	0.85	26,454	.066	-.09
TRN01f	410	2.94	2.99	.041	.005	0.84	0.84	26,460	.256	-.06
TRN01g	412	2.89	2.90	.042	.005	0.85	0.88	26,485	.977	.00
TRN02a	412	2.73	3.20	.047	.005	0.96	0.86	421	.000	-.55
TRN02b	409	2.47	2.78	.047	.006	0.96	0.98	26,411	.000	-.32
TRN02c	409	2.54	2.85	.047	.006	0.95	0.93	421	.000	-.33
TRN02d	410	2.56	2.84	.046	.006	0.93	0.90	421	.000	-.31

See the endnotes on the last page of this report.

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.