
NSSE 2025 Topical Module Report

Development of Transferable Skills

University of La Verne

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 and beyond (such as verbal and written fluency, critical thinking, creative thinking, problem solving, project management, and time management). 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.

Comparison group details are in the Selected Comparison Groups report, available in PDF format in your report download folder.

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First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				ULV		Peers USA		ULV	Peers USA	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	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	TRNdebate	1	Never	22	21	75	11	2.2	2.6 ***	-.47
		2	Sometimes	52	46	274	39			
		3	Often	27	28	221	31			
		4	Very often	6	5	155	20			
		Total		107	100	725	100			
b. Made a speech to a group	TRNspeech	1	Never	39	34	137	17	2.0	2.4 ***	-.48
		2	Sometimes	45	41	289	40			
		3	Often	20	22	189	28			
		4	Very often	4	4	108	15			
		Total		108	100	723	100			
c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	TRNgroup	1	Never	11	9	33	5	2.5	2.8 ***	-.40
		2	Sometimes	48	43	224	31			
		3	Often	39	40	304	42			
		4	Very often	10	8	161	22			
		Total		108	100	722	100			
d. Discussed the ethical consequences of a course of action	TRNethical	1	Never	17	16	83	12	2.3	2.5 *	-.22
		2	Sometimes	45	41	281	40			
		3	Often	40	39	242	33			
		4	Very often	6	4	117	15			
		Total		108	100	723	100			
e. Evaluated the credibility of information sources	TRNcred	1	Never	10	9	39	5	2.6	2.8	-.20
		2	Sometimes	38	32	206	30			
		3	Often	44	46	324	45			
		4	Very often	16	13	154	20			
		Total		108	100	723	100			
f. Discussed complex problems with others to develop a better solution	TRNcomplex	1	Never	16	15	57	8	2.4	2.7 **	-.31
		2	Sometimes	40	35	231	33			
		3	Often	40	41	267	37			
		4	Very often	11	9	167	21			
		Total		107	100	722	100			
g. Generated multiple solutions to a problem or task	TRNsolution	1	Never	12	11	29	4	2.5	2.8 ***	-.36
		2	Sometimes	43	39	252	36			
		3	Often	44	44	288	40			
		4	Very often	9	6	151	20			
		Total		108	100	720	100			
h. Combined dissimilar concepts to create a novel idea	TRNcreate	1	Never	27	23	135	19	2.1	2.3	-.18
		2	Sometimes	51	46	312	43			
		3	Often	25	27	200	28			
		4	Very often	5	4	70	9			
		Total		108	100	717	100			
i. Adapted a previously used solution to a new situation	TRNadapt	1	Never	24	21	77	11	2.3	2.5 **	-.31
		2	Sometimes	43	37	268	37			
		3	Often	33	35	269	38			
		4	Very often	8	7	107	14			
		Total		108	100	721	100			

NSSE 2025 Development of Transferable Skills

Frequencies and Statistical Comparisons

University of La Verne

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				ULV		Peers USA		ULV	Peers USA	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
j. Referred to online content (tutorial, forum, webpage, etc.) to solve a problem	TRNnonsolve	1	Never	9	6	31	4	2.7	2.9 ** ▽	-.29
		2	Sometimes	39	36	201	30			
		3	Often	45	44	281	39			
		4	Very often	15	14	203	27			
		Total		108	100	716	100			
k. Referred to online content (tutorial, forum, webpage, etc.) to learn a new skill or procedure	TRNnonskill	1	Never	8	6	32	4	2.7	2.8	-.13
		2	Sometimes	38	34	230	33			
		3	Often	44	44	277	38			
		4	Very often	18	17	182	24			
		Total		108	100	721	100			
l. Used project management tools to plan, organize, or schedule tasks	TRNproject	1	Never	12	10	79	12	2.5	2.6	-.05
		2	Sometimes	41	39	245	36			
		3	Often	39	40	252	34			
		4	Very often	15	12	142	18			
		Total		107	100	718	100			
m. Used a daily or weekly "to do" list	TRNtodo	1	Never	12	12	77	13	2.7	2.9	-.19
		2	Sometimes	36	34	169	25			
		3	Often	28	28	182	25			
		4	Very often	32	26	291	37			
		Total		108	100	719	100			
n. Prioritized what tasks need to be accomplished	TRNtasks	1	Never	2	1	15	3	3.1	3.2	-.14
		2	Sometimes	22	21	104	16			
		3	Often	40	42	262	37			
		4	Very often	42	35	339	44			
		Total		106	100	720	100			
o. Worked longer hours than usual to meet deadlines (i.e., after midnight, before dawn)	TRNhours	1	Never	6	5	61	9	2.9	2.8	.06
		2	Sometimes	34	31	212	30			
		3	Often	31	33	201	29			
		4	Very often	37	31	243	32			
		Total		108	100	717	100			
p. Written something (paper, report, article, etc.) that used information from a variety of sources (books, journals, Internet, databases, etc.)	TRNwrsources	1	Never	1	1	17	2	3.1	3.1	-.01
		2	Sometimes	29	25	156	23			
		3	Often	41	44	291	41			
		4	Very often	37	31	256	34			
		Total		108	100	720	100			
q. Written something (paper, report, article, etc.) that assessed the conclusions of a published work	TRNwrassess	1	Never	8	8	87	12	2.7	2.6	.11
		2	Sometimes	37	31	246	35			
		3	Often	44	44	238	34			
		4	Very often	19	17	147	19			
		Total		108	100	718	100			

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Frequencies and Statistical Comparisons

University of La Verne

First-Year Students

				Frequency Distributions ^a				Statistical Comparisons ^b		
				ULV		Peers USA		ULV	Peers USA	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	
r. Written something (paper, report, article, etc.) that included ideas from more than one academic discipline	TRNwrideas	1	Never	7	6	86	11	2.7	2.6	.18
		2	Sometimes	38	34	272	39			
		3	Often	43	41	222	31			
		4	Very often	19	18	138	18			
		Total		107	100	718	100			
s. Written something (paper, report, article, etc.) that presented multiple viewpoints or perspectives	TRNwrviews	1	Never	6	6	41	6	2.7	2.7	.01
		2	Sometimes	37	32	252	36			
		3	Often	42	43	270	38			
		4	Very often	22	19	153	20			
		Total		107	100	716	100			

NSSE 2025 Development of Transferable Skills

Frequencies and Statistical Comparisons

University of La Verne

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				ULV		Peers USA		ULV	Peers USA	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	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	TRNdebate	1	Never	44	23	99	15	2.4	2.5 *	-.16
		2	Sometimes	79	34	262	37			
		3	Often	62	27	207	29			
		4	Very often	36	17	150	20			
		Total		221	100	718	100			
b. Made a speech to a group	TRNspeech	1	Never	54	25	132	18	2.3	2.5 **	-.22
		2	Sometimes	82	36	272	36			
		3	Often	62	28	174	24			
		4	Very often	24	11	141	21			
		Total		222	100	719	100			
c. Worked in a group with people who differed from you in terms of background, political orientation, points of view, etc.	TRNgroup	1	Never	16	9	57	8	2.8	2.7	.04
		2	Sometimes	62	29	248	33			
		3	Often	91	39	256	36			
		4	Very often	52	24	159	23			
		Total		221	100	720	100			
d. Discussed the ethical consequences of a course of action	TRNethical	1	Never	25	13	88	13	2.6	2.6	.01
		2	Sometimes	80	36	259	37			
		3	Often	76	34	244	34			
		4	Very often	41	18	127	17			
		Total		222	100	718	100			
e. Evaluated the credibility of information sources	TRNcred	1	Never	21	11	45	7	2.9	2.8	.03
		2	Sometimes	50	22	202	29			
		3	Often	82	35	280	39			
		4	Very often	69	31	191	25			
		Total		222	100	718	100			
f. Discussed complex problems with others to develop a better solution	TRNcomplex	1	Never	22	11	46	7	2.7	2.8	-.10
		2	Sometimes	64	29	206	29			
		3	Often	87	38	287	41			
		4	Very often	49	23	176	23			
		Total		222	100	715	100			
g. Generated multiple solutions to a problem or task	TRNsolution	1	Never	14	8	38	5	2.8	2.9	-.08
		2	Sometimes	66	29	202	28			
		3	Often	93	40	294	42			
		4	Very often	48	23	182	24			
		Total		221	100	716	100			
h. Combined dissimilar concepts to create a novel idea	TRNcreate	1	Never	39	19	136	20	2.4	2.3	.03
		2	Sometimes	94	41	300	42			
		3	Often	60	26	175	24			
		4	Very often	29	14	107	15			
		Total		222	100	718	100			
i. Adapted a previously used solution to a new situation	TRNadapt	1	Never	22	11	64	9	2.6	2.7	-.09
		2	Sometimes	88	38	248	34			
		3	Often	74	33	265	39			
		4	Very often	37	18	135	18			
		Total		221	100	712	100			

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

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Frequencies and Statistical Comparisons

University of La Verne

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				ULV		Peers USA		ULV	Peers USA	
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	Effect size ^d
j. Referred to online content (tutorial, forum, webpage, etc.) to solve a problem	TRNonsolve	1	Never	9	6	23	3	2.9	3.1 **	-.23 ▽
		2	Sometimes	66	29	148	20			
		3	Often	77	33	282	41			
		4	Very often	69	32	262	36			
		Total		221	100	715	100			
k. Referred to online content (tutorial, forum, webpage, etc.) to learn a new skill or procedure	TRNonskill	1	Never	8	5	27	3	2.9	3.0	-.12
		2	Sometimes	66	29	177	25			
		3	Often	77	34	263	38			
		4	Very often	70	32	245	34			
		Total		221	100	712	100			
l. Used project management tools to plan, organize, or schedule tasks	TRNproject	1	Never	16	8	76	11	2.7	2.7	-.02
		2	Sometimes	73	34	205	29			
		3	Often	83	36	260	37			
		4	Very often	48	22	170	24			
		Total		220	100	711	100			
m. Used a daily or weekly "to do" list	TRNtodo	1	Never	18	9	69	10	2.9	3.0	-.10
		2	Sometimes	65	31	164	25			
		3	Often	50	23	157	23			
		4	Very often	86	37	323	42			
		Total		219	100	713	100			
n. Prioritized what tasks need to be accomplished	TRNtasks	1	Never	2	1	7	1	3.3	3.4	-.15
		2	Sometimes	37	18	87	13			
		3	Often	70	32	224	32			
		4	Very often	111	48	392	54			
		Total		220	100	710	100			
o. Worked longer hours than usual to meet deadlines (i.e., after midnight, before dawn)	TRNhours	1	Never	9	4	50	6	3.1	3.0	.05
		2	Sometimes	56	25	184	27			
		3	Often	71	33	189	28			
		4	Very often	84	38	292	39			
		Total		220	100	715	100			
p. Written something (paper, report, article, etc.) that used information from a variety of sources (books, journals, Internet, databases, etc.)	TRNwrsources	1	Never	5	3	33	5	3.3	3.1	.13
		2	Sometimes	35	17	128	19			
		3	Often	70	32	226	33			
		4	Very often	110	48	325	43			
		Total		220	100	712	100			
q. Written something (paper, report, article, etc.) that assessed the conclusions of a published work	TRNwrassess	1	Never	22	11	78	11	2.9	2.7 *	.17 △
		2	Sometimes	46	22	214	32			
		3	Often	73	34	216	31			
		4	Very often	77	34	204	27			
		Total		218	100	712	100			

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Frequencies and Statistical Comparisons

University of La Verne

Seniors

				Frequency Distributions ^a				Statistical Comparisons ^b		
				ULV		Peers USA		ULV	Peers USA	Effect size ^d
Item wording or description	Variable name	Values ^c	Response options	Count	%	Count	%	Mean	Mean	
r. Written something (paper, report, article, etc.) that included ideas from more than one academic discipline	TRNwrideas	1	Never	14	6	71	11	3.0	2.7 ***	.29
		2	Sometimes	53	25	230	32			
		3	Often	70	33	227	33			
		4	Very often	80	36	186	24			
		Total		217	100	714	100			
s. Written something (paper, report, article, etc.) that presented multiple viewpoints or perspectives	TRNwrviews	1	Never	13	7	67	9	3.0	2.7 ***	.27
		2	Sometimes	50	22	233	34			
		3	Often	84	38	228	33			
		4	Very often	73	33	185	24			
		Total		220	100	713	100			

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	ULV	ULV	Peers USA	ULV	Peers USA	ULV	Peers USA	Comparisons with: Peers USA		
TRNdebate	109	2.18	2.60	.079	.031	.82	.92	144	.000	-.47
TRNspeech	109	1.96	2.40	.081	.032	.84	.94	145	.000	-.48
TRNgroup	109	2.47	2.80	.074	.028	.77	.83	142	.000	-.40
TRNethical	109	2.31	2.51	.076	.030	.79	.89	145	.018	-.22
TRNcred	109	2.63	2.80	.079	.028	.83	.82	137	.052	-.20
TRNcomplex	109	2.44	2.72	.081	.030	.85	.89	139	.002	-.31
TRNsolution	109	2.46	2.75	.074	.028	.77	.82	141	.000	-.36
TRNcreate	109	2.11	2.27	.076	.030	.80	.87	144	.059	-.18
TRNadapt	109	2.27	2.54	.083	.030	.87	.87	137	.003	-.31
TRNnon solve	109	2.65	2.89	.076	.029	.79	.85	142	.004	-.29
TRNnon skill	109	2.71	2.83	.077	.029	.81	.85	141	.173	-.13
TRNproject	109	2.53	2.58	.079	.031	.82	.91	143	.581	-.05
TRNtodo	109	2.66	2.86	.095	.036	1.00	1.05	141	.053	-.19
TRNtasks	108	3.11	3.22	.075	.028	.78	.81	137	.175	-.14
TRNhours	109	2.90	2.83	.087	.034	.91	.98	143	.512	.06
TRNwsource	109	3.05	3.06	.073	.028	.77	.81	141	.920	-.01
TRNw assess	109	2.71	2.61	.081	.032	.84	.93	144	.266	.11
TRNw ideas	109	2.72	2.56	.080	.031	.83	.91	143	.057	.18
TRNw reviews	108	2.74	2.73	.081	.029	.84	.85	136	.887	.01

Seniors

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
		ULV	Peers USA	ULV	Peers USA	ULV	Peers USA	Comparisons with:		
	ULV	ULV	Peers USA	ULV	Peers USA	ULV	Peers USA	Peers USA		
TRNdebate	221	2.37	2.53	.068	.031	1.01	.97	319	.036	-.16
TRNspeech	222	2.26	2.49	.064	.033	.96	1.02	347	.002	-.22
TRNgroup	221	2.77	2.74	.061	.029	.91	.90	327	.593	.04
TRNethical	222	2.56	2.55	.063	.030	.93	.91	327	.934	.01
TRNcred	222	2.85	2.83	.066	.029	.99	.88	309	.709	.03
TRNcomplex	222	2.72	2.81	.063	.028	.94	.87	316	.182	-.10
TRNsolution	221	2.79	2.86	.060	.027	.89	.85	319	.274	-.08
TRNcreate	222	2.36	2.34	.063	.031	.94	.96	334	.712	.03
TRNadapt	221	2.58	2.66	.062	.029	.92	.88	322	.255	-.09
TRNnonsolve	221	2.91	3.11	.062	.026	.91	.81	306	.004	-.23
TRNnonskill	221	2.92	3.03	.061	.028	.90	.85	317	.116	-.12
TRNproject	219	2.72	2.74	.061	.031	.90	.94	338	.829	-.02
TRNtodo	218	2.87	2.98	.069	.034	1.02	1.04	328	.162	-.10
TRNtasks	219	3.28	3.39	.054	.024	.80	.74	310	.054	-.15
TRNhours	219	3.05	3.00	.060	.031	.89	.96	345	.471	.05
TRNwrsources	219	3.26	3.14	.056	.029	.83	.89	344	.065	.13
TRNwrassess	217	2.91	2.74	.067	.032	.99	.98	319	.022	.17
TRNwrideas	217	2.98	2.71	.063	.031	.93	.95	327	.000	.29
TRNwrviews	219	2.98	2.72	.061	.030	.91	.93	333	.000	.27

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. Comparison group details are in the Selected Comparison Groups report, linked in the Data & Reports table on the Institution Interface.
- 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 Ns 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. You may not see all of these symbols in your report.