



NSSE 2016

Engagement Indicators

College of Charleston

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning Reflective & Integrative Learning Learning Strategies Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **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.
- No significant difference.
- ▽ **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.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with CofC Peers	Your first-year students compared with Southeast Public	Your first-year students compared with South Carolina
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	▽
	Discussions with Diverse Others	--	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	▼	--	--
<i>Campus Environment</i>	Quality of Interactions	▼	--	--
	Supportive Environment	▼	--	▼

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with CofC Peers	Your seniors compared with Southeast Public	Your seniors compared with South Carolina
<i>Academic Challenge</i>	Higher-Order Learning	▼	--	--
	Reflective & Integrative Learning	--	△	△
	Learning Strategies	--	▽	--
	Quantitative Reasoning	△	△	△
<i>Learning with Peers</i>	Collaborative Learning	--	△	--
	Discussions with Diverse Others	--	▽	▽
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	△	--
<i>Campus Environment</i>	Quality of Interactions	▼	--	--
	Supportive Environment	--	--	▼

Academic Challenge: First-year students

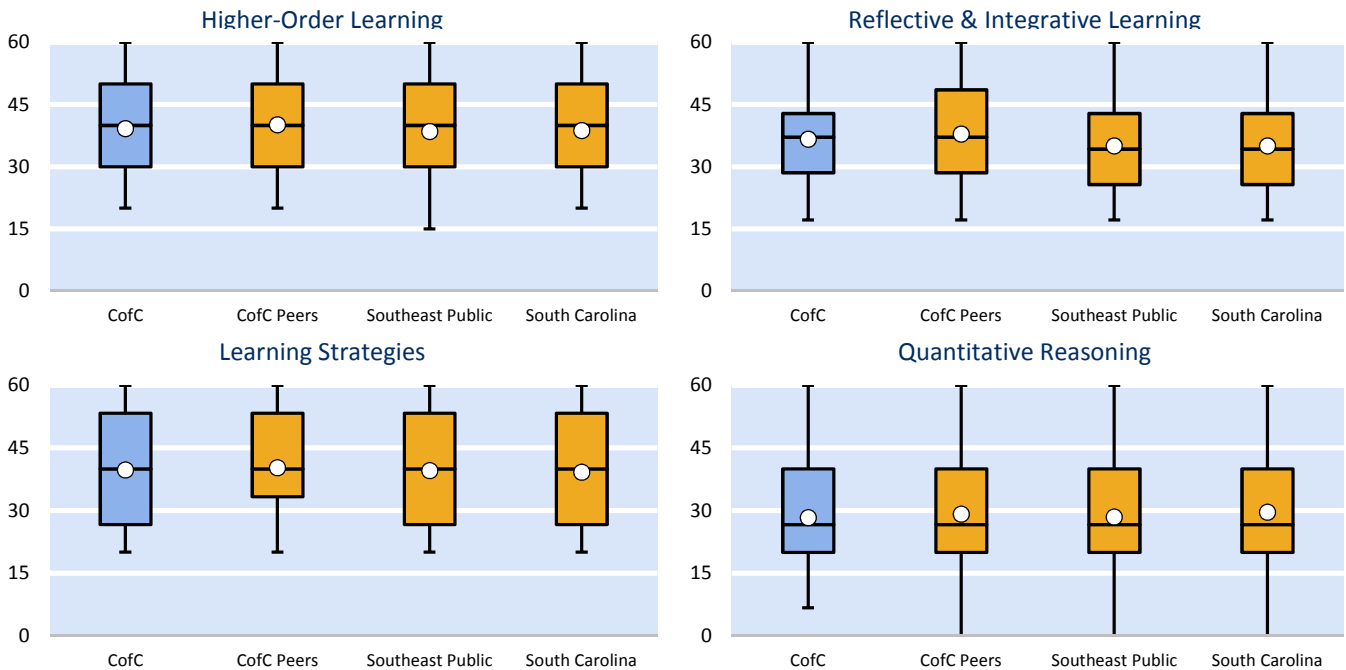
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CofC Mean	Your first-year students compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	40.2	-.07	38.5	.05	38.8	.03
Reflective & Integrative Learning	36.7	37.9	-.10	35.1 **	.13	35.1 **	.13
Learning Strategies	39.8	40.3	-.04	39.6	.01	39.2	.04
Quantitative Reasoning	28.3	29.2	-.05	28.5	-.01	29.6	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	CofC	Percentage point difference ^a between your FY students and		
		CofC Peers	Southeast Public	South Carolina
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	-2	+4	+1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-4	+2	+2
4d. Evaluating a point of view, decision, or information source	74	+0	+5	+5
4e. Forming a new idea or understanding from various pieces of information	71	+1	+3	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	59	+0	+7	+6
2b. Connected your learning to societal problems or issues	62	-4	+10	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	-5	+7	+8
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-2	+1	+2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	-3	+1	+2
2f. Learned something that changed the way you understand an issue or concept	68	+2	+4	+4
2g. Connected ideas from your courses to your prior experiences and knowledge	81	+1	+6	+6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	-1	+5	+5
9b. Reviewed your notes after class	65	-4	-3	-2
9c. Summarized what you learned in class or from course materials	63	-2	-2	-2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+2	+2	-1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	-4	-2	-5
6c. Evaluated what others have concluded from numerical information	41	-0	+1	-1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

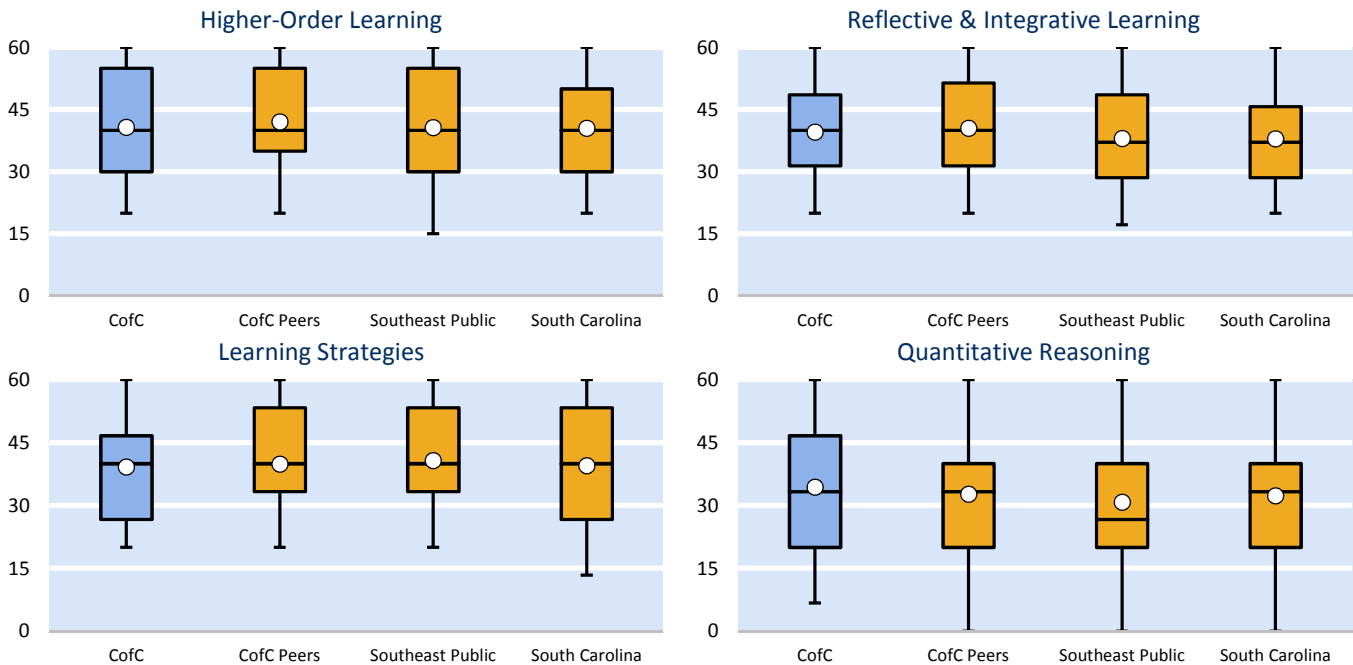
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Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.7	42.1 *	-.10	40.7	.00	40.5	.02
Reflective & Integrative Learning	39.6	40.5	-.07	38.0 **	.12	38.0 **	.12
Learning Strategies	39.2	39.8	-.05	40.7 *	-.10	39.5	-.02
Quantitative Reasoning	34.3	32.7 *	.10	30.8 ***	.21	32.3 **	.12

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions






















































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Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	CofC	Percentage point difference ^a between your seniors and		
		CofC Peers	Southeast Public	South Carolina
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	79	 -3	 -0	 -2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76	 -4	 -0	 -0
4d. Evaluating a point of view, decision, or information source	71	 -4	 +2	 +4
4e. Forming a new idea or understanding from various pieces of information	70	 -6	 -1	 +0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	73	 -5	 +3	 +2
2b. Connected your learning to societal problems or issues	68	 -3	 +7	 +7
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	55	 -4	 +4	 +3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	67	 -2	 +2	 +1
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	 +3	 +4	 +5
2f. Learned something that changed the way you understand an issue or concept	72	 -0	 +4	 +4
2g. Connected ideas from your courses to your prior experiences and knowledge	81	 -6	 -1	 -1
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	84	 -0	 +3	 +3
9b. Reviewed your notes after class	59	 -3	 -8	 -2
9c. Summarized what you learned in class or from course materials	63	 -4	 -5	 -3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	 +2	 +2	 -2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	54	 +3	 +8	 +5
6c. Evaluated what others have concluded from numerical information	57	 +4	 +11	 +7

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Learning with Peers: First-year students

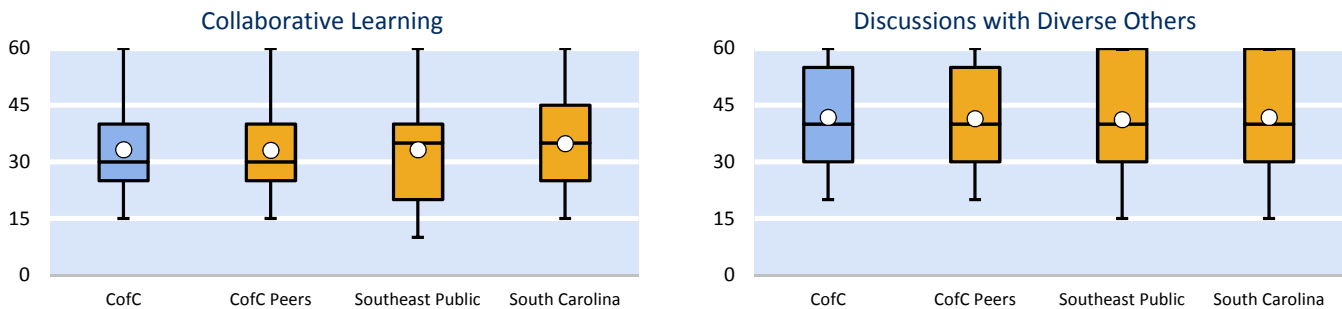
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CofC Mean	Your first-year students compared with					
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Collaborative Learning	CofC %	Percentage point difference ^a between your FY students and		
		CofC Peers	Southeast Public	South Carolina
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	52	+1	-1	-6
1f. Explained course material to one or more students	56	-4	-4	-7
1g. Prepared for exams by discussing or working through course material with other students	52	+1	+1	-5
1h. Worked with other students on course projects or assignments	55	-1	+1	-1
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	71	+4	-2	-3
8b. People from an economic background other than your own	76	+1	+2	+1
8c. People with religious beliefs other than your own	72	-2	+3	+3
8d. People with political views other than your own	76	+2	+5	+3

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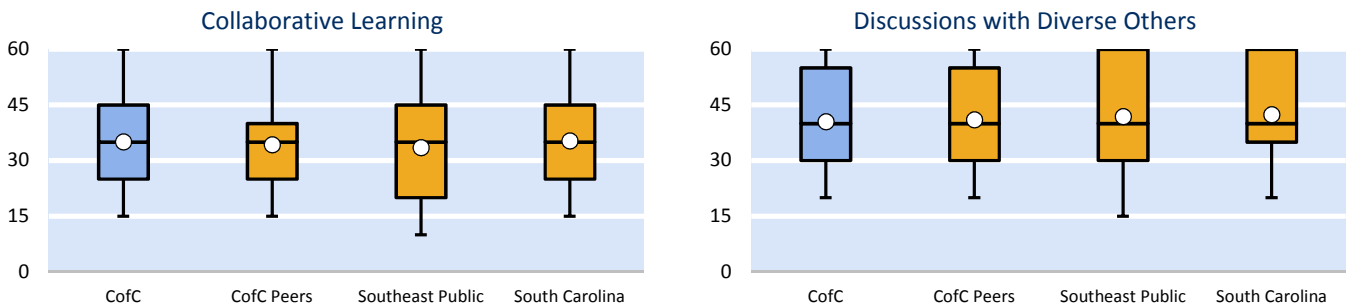
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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	47	+5	+3	-3
1f. Explained course material to one or more students	65	+1	+4	-1
1g. Prepared for exams by discussing or working through course material with other students	54	+3	+4	-2
1h. Worked with other students on course projects or assignments	69	-3	+4	+2
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	66	-1	-8	-9
8b. People from an economic background other than your own	71	-1	-4	-5
8c. People with religious beliefs other than your own	69	-4	-1	-2
8d. People with political views other than your own	71	-4	-1	-4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: First-year students

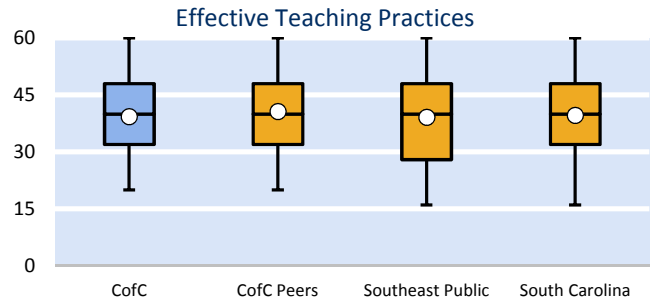
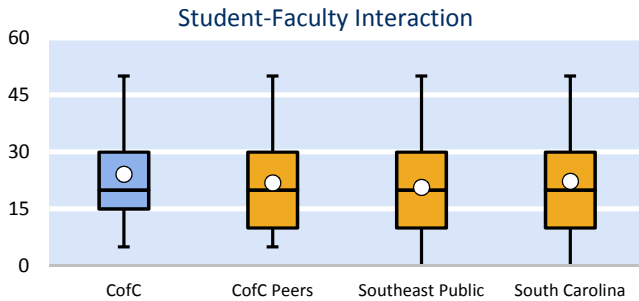
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CofC Mean	Your first-year students compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.1	21.9 **	.16	20.7 ***	.23	22.3 *	.12
Effective Teaching Practices	39.3	40.6 *	-.11	39.1	.01	39.6	-.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	CofC	Percentage point difference ^a between your FY students and		
		CofC Peers	Southeast Public	South Carolina
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	43	+6	+9	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	+2	+0	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+7	+8	+5
3d. Discussed your academic performance with a faculty member	40	+10	+9	+7
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	-2	+2	+1
5b. Taught course sessions in an organized way	74	-10	-2	-2
5c. Used examples or illustrations to explain difficult points	75	-4	+0	-1
5d. Provided feedback on a draft or work in progress	70	+4	+7	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	62	-3	+2	-0

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Experiences with Faculty: Seniors

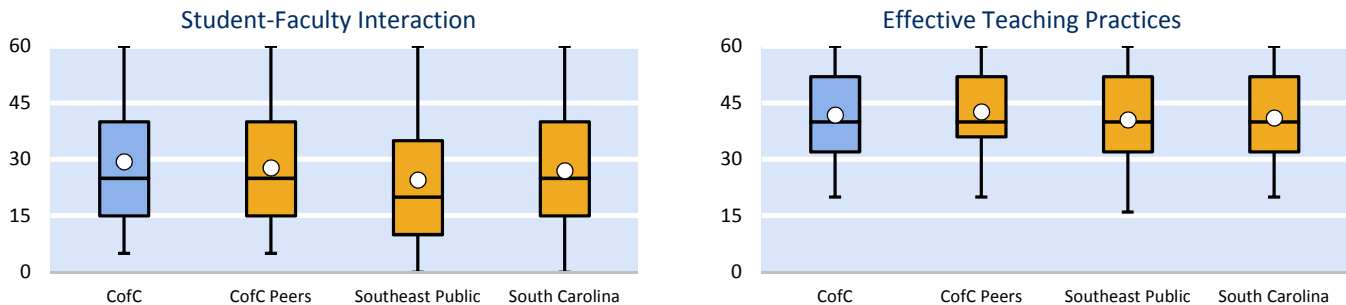
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	29.3	27.7 *	.10	24.5 ***	.29	26.9 **	.15
Effective Teaching Practices	41.7	42.6	-.07	40.5 *	.09	41.0	.05

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Student-Faculty Interaction	CofC %	Percentage point difference ^a between your seniors and		
		CofC Peers	Southeast Public	South Carolina
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	56	+5	+12	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	37	+2	+9	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	+3	+10	+6
3d. Discussed your academic performance with a faculty member	41	+4	+6	+4
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	83	-5	+1	-1
5b. Taught course sessions in an organized way	80	-5	+2	-2
5c. Used examples or illustrations to explain difficult points	83	-2	+5	+2
5d. Provided feedback on a draft or work in progress	67	-0	+5	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	69	-5	+3	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

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Campus Environment: First-year students

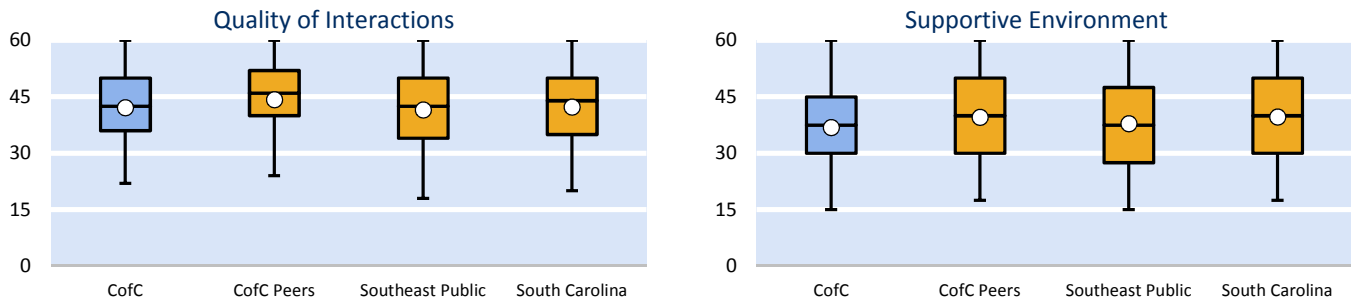
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CofC Mean	Your first-year students compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.1	44.2 ***	-.19	41.5	.05	42.3	-.01
Supportive Environment	36.9	39.6 ***	-.21	37.9	-.07	39.7 ***	-.21

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	CofC	Percentage point difference ^a between your FY students and		
		CofC Peers	Southeast Public	South Carolina
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	51	-10	-3	-9
13b. Academic advisors	60	+2	+10	+11
13c. Faculty	51	-7	+3	+0
13d. Student services staff (career services, student activities, housing, etc.)	41	-11	-3	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-9	-3	-3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	82	-0	+4	+0
14c. Using learning support services (tutoring services, writing center, etc.)	82	-3	+3	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-7	-4	-5
14e. Providing opportunities to be involved socially	71	-9	-3	-6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	-6	-2	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	-4	-3	-6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	-3	-1	-7
14i. Attending events that address important social, economic, or political issues	56	-5	+2	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

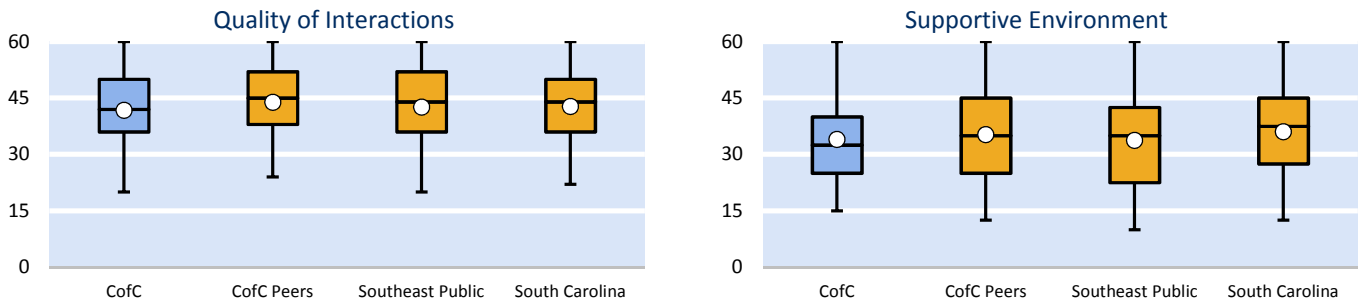
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Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.8	43.9 ***	-.20	42.7	-.07	42.8	-.09
Supportive Environment	34.1	35.3	-.09	33.8	.02	36.0 **	-.15

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	CofC	Percentage point difference ^a between your seniors and		
		CofC Peers	Southeast Public	South Carolina
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	-4	-3	-6
13b. Academic advisors	47	-7	-7	-6
13c. Faculty	61	-11	+3	+3
13d. Student services staff (career services, student activities, housing, etc.)	38	-13	-6	-4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	36	-7	-5	-3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	77	-0	+5	-2
14c. Using learning support services (tutoring services, writing center, etc.)	78	+5	+10	+4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	43	-8	-10	-10
14e. Providing opportunities to be involved socially	66	-7	-1	-5
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	-3	+5	-1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-1	-0	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	60	-5	-2	-11
14i. Attending events that address important social, economic, or political issues	53	+1	+8	+3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	CofC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	39.2	40.5 *	-.09		42.7 ***	-.25	
Academic	Reflective and Integrative Learning	36.7	37.4	-.06	✓	39.5 ***	-.22	
Challenge	Learning Strategies	39.8	41.2 *	-.10		43.7 ***	-.28	
	Quantitative Reasoning	28.3	29.4	-.07	✓	31.3 ***	-.18	
Learning	Collaborative Learning	33.2	35.2 ***	-.15		37.3 ***	-.30	
with Peers	Discussions with Diverse Others	41.8	42.7	-.06	✓	44.3 ***	-.17	
Experiences	Student-Faculty Interaction	24.1	23.8	.02	✓	26.9 ***	-.18	
with Faculty	Effective Teaching Practices	39.3	41.6 ***	-.17		43.8 ***	-.34	
Campus	Quality of Interactions	42.1	44.1 ***	-.16		45.9 ***	-.31	
Environment	Supportive Environment	36.9	39.2 ***	-.17		40.9 ***	-.30	

Seniors

Theme	Engagement Indicator	CofC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
	Higher-Order Learning	40.7	43.1 ***	-.18		44.7 ***	-.29	
Academic	Reflective and Integrative Learning	39.6	41.0 **	-.11		42.9 ***	-.27	
Challenge	Learning Strategies	39.2	42.2 ***	-.21		44.5 ***	-.37	
	Quantitative Reasoning	34.3	31.7 ***	.15	✓	33.2	.07	✓
Learning	Collaborative Learning	35.0	35.8	-.05	✓	37.9 ***	-.21	
with Peers	Discussions with Diverse Others	40.5	43.3 ***	-.18		45.1 ***	-.29	
Experiences	Student-Faculty Interaction	29.3	29.6	-.01	✓	33.0 ***	-.23	
with Faculty	Effective Teaching Practices	41.7	42.7	-.07	✓	44.5 ***	-.21	
Campus	Quality of Interactions	41.8	45.3 ***	-.31		46.9 ***	-.43	
Environment	Supportive Environment	34.1	35.7 **	-.12		38.1 ***	-.29	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CofC (N = 474)	39.2	12.7	.58	20	30	40	50	60				
CofC Peers	40.2	13.1	.33	20	30	40	50	60	2,018	-.9	.169	-.072
Southeast Public	38.5	13.8	.07	15	30	40	50	60	489	.7	.216	.053
South Carolina	38.8	13.7	.23	20	30	40	50	60	629	.5	.461	.034
Top 50%	40.5	13.6	.04	20	30	40	50	60	479	-1.3	.028	-.095
Top 10%	42.7	13.7	.10	20	35	40	55	60	500	-3.4	.000	-.251
Reflective & Integrative Learning												
CofC (N = 491)	36.7	11.9	.54	17	29	37	43	60				
CofC Peers	37.9	12.6	.31	17	29	37	49	60	854	-1.2	.055	-.096
Southeast Public	35.1	12.6	.07	17	26	34	43	60	505	1.6	.003	.128
South Carolina	35.1	12.6	.21	17	26	34	43	60	642	1.6	.004	.132
Top 50%	37.4	12.5	.04	17	29	37	46	60	96,876	-.7	.220	-.055
Top 10%	39.5	12.8	.09	20	31	40	49	60	520	-2.8	.000	-.221
Learning Strategies												
CofC (N = 431)	39.8	13.3	.64	20	27	40	53	60				
CofC Peers	40.3	13.3	.35	20	33	40	53	60	1,853	-.5	.493	-.038
Southeast Public	39.6	14.1	.08	20	27	40	53	60	31,114	.1	.828	.011
South Carolina	39.2	14.2	.25	20	27	40	53	60	567	.5	.445	.037
Top 50%	41.2	14.1	.05	20	33	40	53	60	435	-1.4	.029	-.100
Top 10%	43.7	14.3	.10	20	33	47	60	60	450	-4.0	.000	-.280
Quantitative Reasoning												
CofC (N = 477)	28.3	15.2	.70	7	20	27	40	60				
CofC Peers	29.2	16.2	.41	0	20	27	40	60	2,035	-.8	.312	-.053
Southeast Public	28.5	16.2	.09	0	20	27	40	60	34,765	-.2	.823	-.010
South Carolina	29.6	15.8	.26	0	20	27	40	60	4,077	-1.3	.085	-.084
Top 50%	29.4	16.1	.05	0	20	27	40	60	114,640	-1.1	.122	-.071
Top 10%	31.3	16.2	.10	0	20	33	40	60	495	-3.0	.000	-.184
Learning with Peers												
Collaborative Learning												
CofC (N = 523)	33.2	13.8	.60	15	25	30	40	60				
CofC Peers	33.0	13.4	.33	15	25	30	40	60	2,213	.2	.796	.013
Southeast Public	33.2	14.3	.07	10	20	35	40	60	37,642	.0	.988	.001
South Carolina	34.8	13.9	.22	15	25	35	45	60	4,393	-1.6	.011	-.118
Top 50%	35.2	13.8	.04	15	25	35	45	60	106,531	-2.0	.001	-.147
Top 10%	37.3	13.6	.09	15	25	40	45	60	22,854	-4.1	.000	-.302
Discussions with Diverse Others												
CofC (N = 440)	41.8	15.0	.72	20	30	40	55	60				
CofC Peers	41.4	14.4	.38	20	30	40	55	60	1,878	.4	.638	.026
Southeast Public	41.2	15.8	.09	15	30	40	60	60	31,523	.6	.423	.038
South Carolina	41.7	15.0	.26	15	30	40	60	60	3,749	.1	.916	.005
Top 50%	42.7	15.2	.05	20	35	40	60	60	94,489	-.9	.228	-.058
Top 10%	44.3	15.1	.09	20	35	45	60	60	29,601	-2.5	.000	-.168

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CofC (N = 483)	24.1	14.0	.64	5	15	20	30	50				
CofC Peers	21.9	14.2	.36	5	10	20	30	50	2,063	2.2	.003	.156
Southeast Public	20.7	14.9	.08	0	10	20	30	50	35,282	3.4	.000	.228
South Carolina	22.3	14.6	.24	0	10	20	30	50	4,108	1.8	.012	.122
Top 50%	23.8	15.0	.06	0	15	20	35	55	490	.3	.671	.018
Top 10%	26.9	16.0	.15	5	15	25	40	60	539	-2.8	.000	-.177
Effective Teaching Practices												
CofC (N = 485)	39.3	12.0	.54	20	32	40	48	60				
CofC Peers	40.6	12.4	.31	20	32	40	48	60	2,045	-1.4	.031	-.112
Southeast Public	39.1	13.5	.07	16	28	40	48	60	501	.2	.783	.011
South Carolina	39.6	13.4	.22	16	32	40	48	60	656	-.4	.528	-.028
Top 50%	41.6	13.4	.05	20	32	40	52	60	491	-2.3	.000	-.171
Top 10%	43.8	13.5	.10	20	36	44	56	60	519	-4.5	.000	-.337
Campus Environment												
Quality of Interactions												
CofC (N = 428)	42.1	11.1	.53	22	36	43	50	60				
CofC Peers	44.2	10.7	.29	24	40	46	52	60	1,831	-2.1	.000	-.195
Southeast Public	41.5	12.5	.07	18	34	43	50	60	443	.6	.236	.051
South Carolina	42.3	11.9	.21	20	35	44	50	60	569	-.1	.812	-.012
Top 50%	44.1	11.8	.05	22	38	46	52	60	68,894	-1.9	.001	-.164
Top 10%	45.9	12.1	.10	22	40	48	56	60	458	-3.7	.000	-.309
Supportive Environment												
CofC (N = 417)	36.9	12.7	.62	15	30	38	45	60				
CofC Peers	39.6	13.1	.36	18	30	40	50	60	1,762	-2.7	.000	-.208
Southeast Public	37.9	13.8	.08	15	28	38	48	60	431	-1.0	.112	-.072
South Carolina	39.7	13.3	.24	18	30	40	50	60	3,457	-2.8	.000	-.212
Top 50%	39.2	13.3	.05	18	30	40	50	60	421	-2.3	.000	-.173
Top 10%	40.9	13.3	.09	20	33	40	53	60	436	-4.0	.000	-.301

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CofC (N = 531)	40.7	13.7	.60	20	30	40	55	60				
CofC Peers	42.1	13.5	.33	20	35	40	55	60	2,207	-1.3	.048	-.099
Southeast Public	40.7	14.3	.07	15	30	40	55	60	39,117	.0	.957	.002
South Carolina	40.5	13.7	.21	20	30	40	50	60	4,672	.2	.723	.016
Top 50%	43.1	13.8	.05	20	35	40	55	60	86,844	-2.4	.000	-.175
Top 10%	44.7	13.7	.08	20	40	45	60	60	27,349	-4.0	.000	-.289
Reflective & Integrative Learning												
CofC (N = 556)	39.6	12.9	.55	20	31	40	49	60				
CofC Peers	40.5	12.5	.30	20	31	40	51	60	2,313	-.9	.131	-.074
Southeast Public	38.0	13.2	.07	17	29	37	49	60	40,724	1.5	.006	.117
South Carolina	38.0	12.6	.19	20	29	37	46	60	4,880	1.6	.006	.123
Top 50%	41.0	12.7	.04	20	31	40	51	60	90,266	-1.4	.008	-.113
Top 10%	42.9	12.5	.08	20	34	43	54	60	23,172	-3.3	.000	-.265
Learning Strategies												
CofC (N = 489)	39.2	13.5	.61	20	27	40	47	60				
CofC Peers	39.8	14.0	.35	20	33	40	53	60	2,056	-.7	.352	-.048
Southeast Public	40.7	14.8	.08	20	33	40	53	60	504	-1.5	.014	-.103
South Carolina	39.5	14.7	.23	13	27	40	53	60	642	-.3	.594	-.024
Top 50%	42.2	14.5	.04	20	33	40	60	60	493	-3.1	.000	-.212
Top 10%	44.5	14.2	.08	20	33	47	60	60	507	-5.3	.000	-.374
Quantitative Reasoning												
CofC (N = 538)	34.3	17.2	.74	7	20	33	47	60				
CofC Peers	32.7	17.0	.41	0	20	33	40	60	2,242	1.7	.049	.098
Southeast Public	30.8	17.1	.09	0	20	27	40	60	39,627	3.6	.000	.208
South Carolina	32.3	16.6	.26	0	20	33	40	60	4,720	2.1	.007	.123
Top 50%	31.7	16.9	.05	0	20	33	40	60	135,900	2.6	.000	.153
Top 10%	33.2	16.8	.09	0	20	33	47	60	37,449	1.1	.122	.067
Learning with Peers												
Collaborative Learning												
CofC (N = 583)	35.0	13.7	.57	15	25	35	45	60				
CofC Peers	34.3	12.9	.30	15	25	35	40	60	936	.8	.240	.058
Southeast Public	33.5	14.8	.07	10	20	35	45	60	602	1.5	.009	.101
South Carolina	35.4	14.2	.21	15	25	35	45	60	5,012	-.3	.618	-.022
Top 50%	35.8	13.9	.04	15	25	35	45	60	115,573	-.8	.191	-.054
Top 10%	37.9	13.7	.09	15	30	40	50	60	26,390	-2.8	.000	-.208
Discussions with Diverse Others												
CofC (N = 495)	40.5	14.8	.66	20	30	40	55	60				
CofC Peers	41.0	14.5	.36	20	30	40	55	60	2,092	-.5	.493	-.035
Southeast Public	41.9	16.2	.09	15	30	40	60	60	511	-1.4	.035	-.087
South Carolina	42.4	15.0	.24	20	35	40	60	60	4,411	-1.9	.007	-.129
Top 50%	43.3	15.9	.04	15	35	45	60	60	499	-2.8	.000	-.177
Top 10%	45.1	15.8	.08	20	35	50	60	60	509	-4.6	.000	-.290

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CofC (N = 537)	29.3	15.7	.68	5	15	25	40	60				
CofC Peers	27.7	16.1	.39	5	15	25	40	60	2,252	1.6	.041	.101
Southeast Public	24.5	16.4	.08	0	10	20	35	60	39,769	4.8	.000	.295
South Carolina	26.9	16.1	.25	0	15	25	40	60	4,753	2.4	.001	.148
Top 50%	29.6	16.2	.07	5	20	30	40	60	52,096	-.2	.731	-.015
Top 10%	33.0	16.3	.18	5	20	30	45	60	9,099	-3.7	.000	-.227
Effective Teaching Practices												
CofC (N = 544)	41.7	12.9	.55	20	32	40	52	60				
CofC Peers	42.6	12.5	.30	20	36	40	52	60	2,267	-.9	.135	-.074
Southeast Public	40.5	14.1	.07	16	32	40	52	60	561	1.2	.032	.085
South Carolina	41.0	13.3	.20	20	32	40	52	60	4,764	.7	.255	.052
Top 50%	42.7	13.7	.05	20	32	44	56	60	78,056	-1.0	.082	-.075
Top 10%	44.5	13.4	.10	20	36	44	56	60	18,389	-2.8	.000	-.209
Campus Environment												
Quality of Interactions												
CofC (N = 485)	41.8	11.2	.51	20	36	42	50	60				
CofC Peers	43.9	10.8	.27	24	38	45	52	60	2,043	-2.1	.000	-.197
Southeast Public	42.7	12.0	.06	20	36	44	52	60	500	-.9	.083	-.074
South Carolina	42.8	11.3	.18	22	36	44	50	60	4,304	-1.0	.058	-.091
Top 50%	45.3	11.5	.04	24	40	48	54	60	73,914	-3.6	.000	-.309
Top 10%	46.9	11.9	.08	24	40	50	56	60	507	-5.1	.000	-.431
Supportive Environment												
CofC (N = 480)	34.1	12.8	.58	15	25	33	40	60				
CofC Peers	35.3	13.7	.36	13	25	35	45	60	868	-1.3	.062	-.095
Southeast Public	33.8	14.5	.08	10	23	35	43	60	497	.3	.648	.019
South Carolina	36.0	13.7	.22	13	28	38	45	60	4,210	-2.0	.003	-.146
Top 50%	35.7	13.9	.05	13	25	35	45	60	486	-1.7	.005	-.119
Top 10%	38.1	13.9	.11	15	28	40	48	60	514	-4.0	.000	-.290

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

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c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

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