



NSSE 2019

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 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 2018 and 2019 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, 2018). 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 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

Rocconi, L.M., & Gonyea, R.M. (2018). Contextualizing effect sizes in the National Survey of Student Engagement: An empirical analysis. *Research & Practice in Assessment*, 13 (Summer/Fall), pp. 22-38.








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

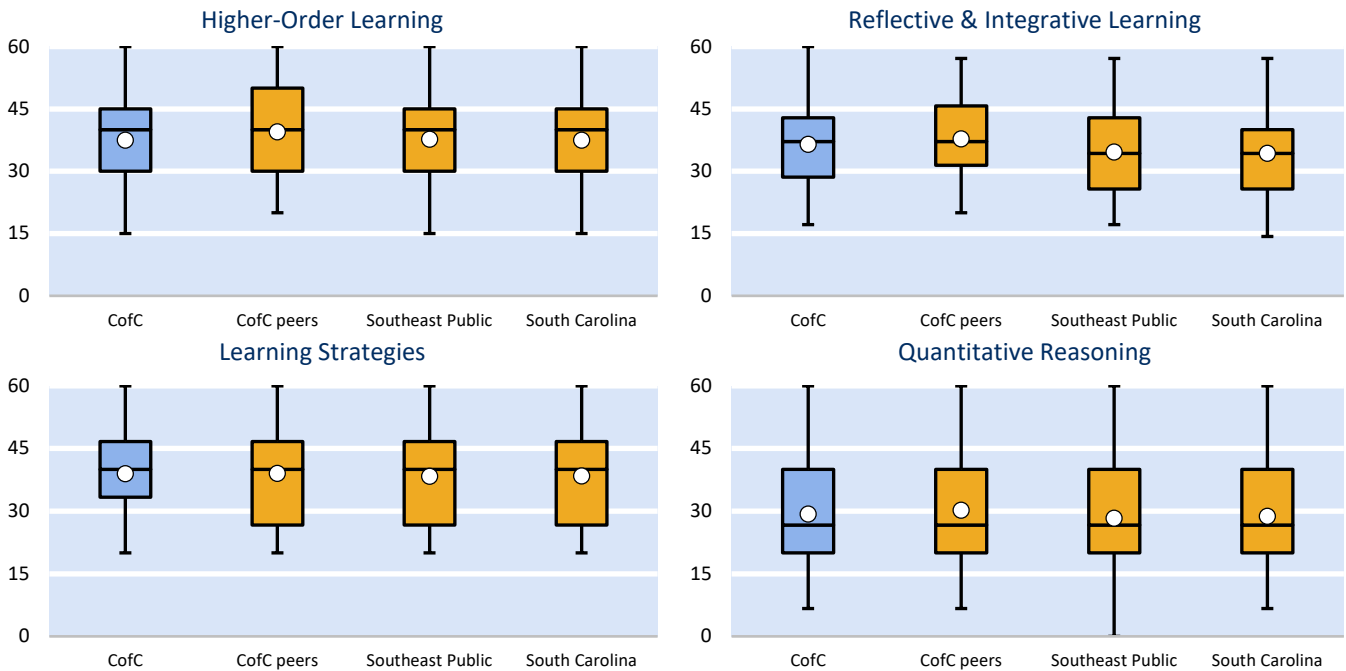
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	37.5	39.5 ***	-.17	37.7	-.02	37.5	.00
Reflective & Integrative Learning	36.5	37.8 *	-.11	34.7 ***	.15	34.3 ***	.18
Learning Strategies	39.0	39.0	-.01	38.4	.04	38.4	.04
Quantitative Reasoning	29.3	30.2	-.06	28.3	.06	28.8	.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.

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. Dark red 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	71	-4	+1	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	-5	+2	+2
4d. Evaluating a point of view, decision, or information source	71	-6	+3	+3
4e. Forming a new idea or understanding from various pieces of information	68	-5	+1	+2
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	54	-5	+3	+4
2b. Connected your learning to societal problems or issues	60	-2	+12	+12
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	-1	+11	+12
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-4	+4	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-5	+3	+4
2f. Learned something that changed the way you understand an issue or concept	70	-0	+5	+8
2g. Connected ideas from your courses to your prior experiences and knowledge	77	-6	+2	+4
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	76	-3	+3	+2
9b. Reviewed your notes after class	71	+3	+3	+3
9c. Summarized what you learned in class or from course materials	68	+1	+4	+4
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.)	53	-2	-1	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-5	+3	+3
6c. Evaluated what others have concluded from numerical information	44	-3	+5	+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.

Academic Challenge: Seniors

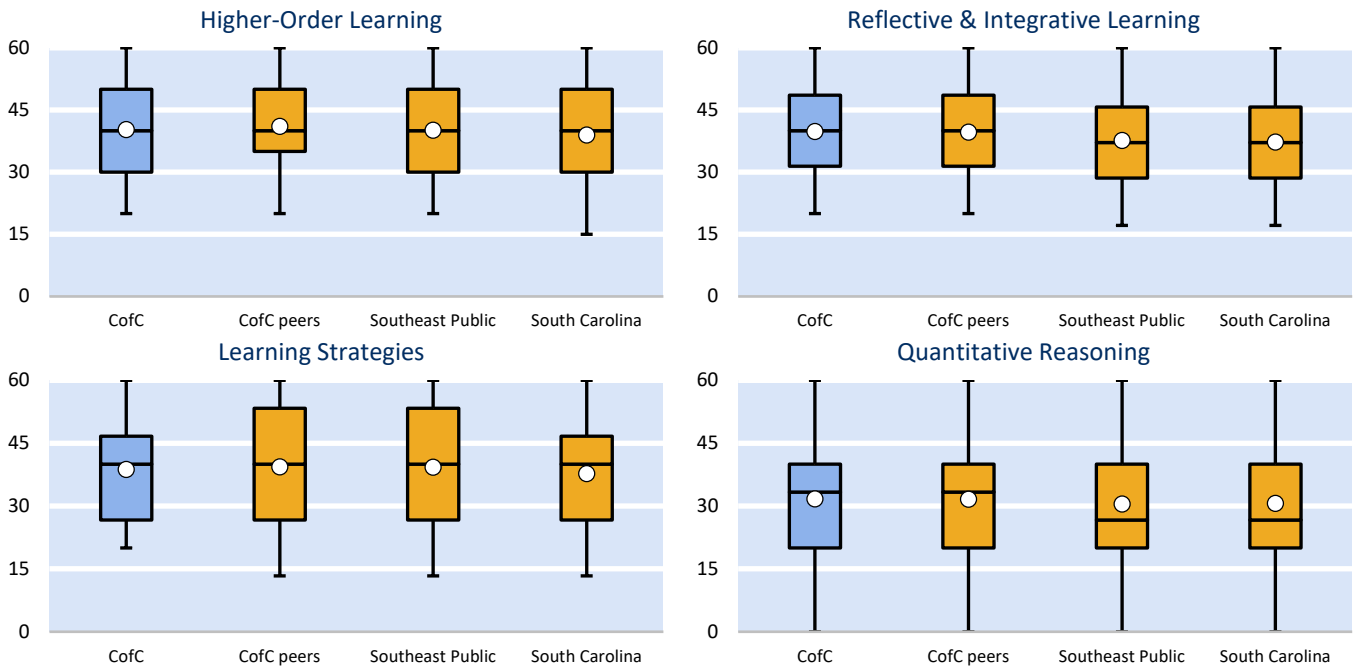
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		CofC peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.3	41.1	-.06	40.1	.01	38.9 **	.10
Reflective & Integrative Learning	39.8	39.7	.01	37.7 ***	.17	37.3 ***	.20
Learning Strategies	38.7	39.3	-.04	39.3	-.04	37.7	.07
Quantitative Reasoning	31.6	31.6	.00	30.5 *	.07	30.6	.06

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: 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. Dark red 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	76	-5	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	-2	+1	+3
4d. Evaluating a point of view, decision, or information source	72	-3	+3	+7
4e. Forming a new idea or understanding from various pieces of information	73	-1	+3	+7
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	76	+3	+8	+7
2b. Connected your learning to societal problems or issues	69	+2	+9	+9
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+2	+9	+10
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	-1	+4	+6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	-1	+3	+5
2f. Learned something that changed the way you understand an issue or concept	73	-1	+3	+6
2g. Connected ideas from your courses to your prior experiences and knowledge	86	-1	+3	+5
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	81	+0	+3	+5
9b. Reviewed your notes after class	62	-0	-3	+3
9c. Summarized what you learned in class or from course materials	63	-4	-3	-0
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.)	57	+1	+0	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48	-1	+3	+4
6c. Evaluated what others have concluded from numerical information	53	+3	+8	+7

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Learning with Peers: First-year students

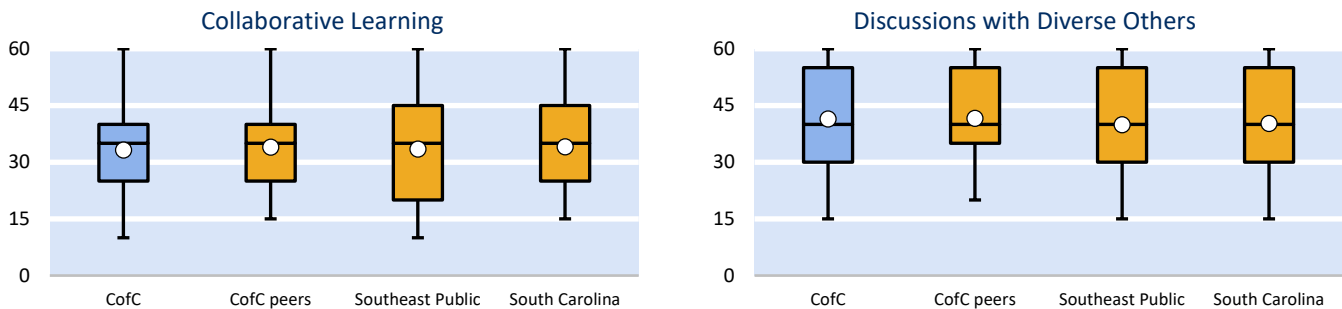
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		CofC peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	34.0	-.06	33.4	-.02	34.0	-.06
Discussions with Diverse Others	41.4	41.6	-.01	39.9 *	.10	40.2	.08

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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	56	+1	+1	-2
1f. Explained course material to one or more students	59	-3	-0	-2
1g. Prepared for exams by discussing or working through course material with other students	54	-0	+2	-0
1h. Worked with other students on course projects or assignments	57	-1	+2	+1
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	75	+5	+5	+4
8b. People from an economic background other than your own	76	-1	+4	+3
8c. People with religious beliefs other than your own	74	-0	+8	+8
8d. People with political views other than your own	72	-2	+5	+3

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Learning with Peers: Seniors

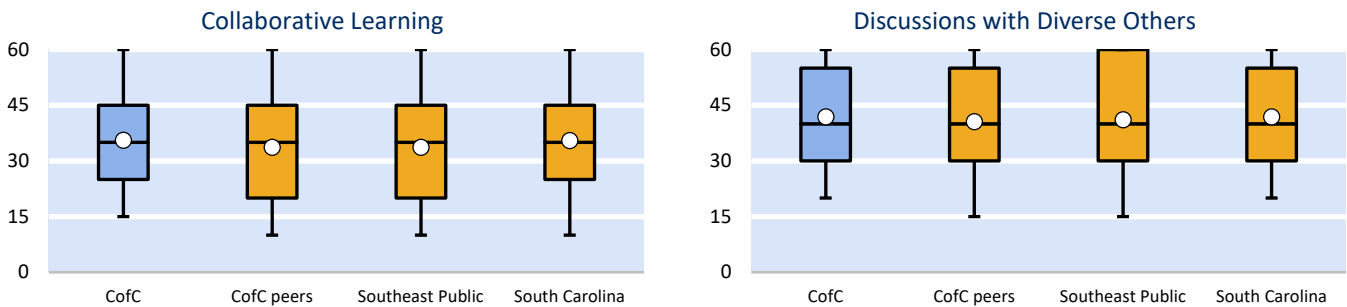
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Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	33.7 ***	.13	33.7 ***	.13	35.5	.01
Discussions with Diverse Others	41.9	40.6 *	.09	41.1	.05	41.9	.00

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Collaborative Learning	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>				
1e. Asked another student to help you understand course material	50	+4	+4	-1
1f. Explained course material to one or more students	67	+6	+5	+1
1g. Prepared for exams by discussing or working through course material with other students	58	+10	+8	+4
1h. Worked with other students on course projects or assignments	69	-0	+4	+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 of a race or ethnicity other than your own	74	+5	+2	-0
8b. People from an economic background other than your own	77	+3	+2	+1
8c. People with religious beliefs other than your own	75	+4	+6	+6
8d. People with political views other than your own	74	+3	+3	-1

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Experiences with Faculty: First-year students

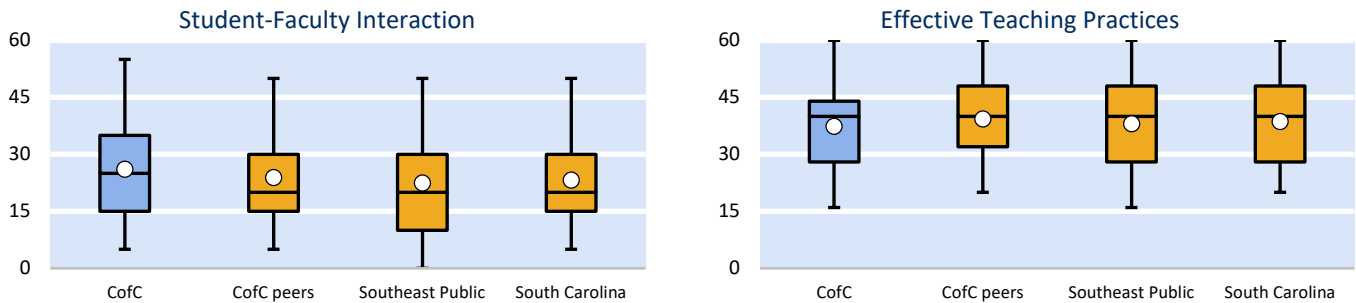
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	26.0	23.9 ***	.16	22.5 ***	.24	23.2 ***	.21
Effective Teaching Practices	37.3	39.3 ***	-.16	38.0	-.05	38.7 *	-.10

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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	49	+6	+7	+5
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+4	+5	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	+5	+7	+7
3d. Discussed your academic performance with a faculty member	41	+5	+7	+6
<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	73	-8	-3	-5
5b. Taught course sessions in an organized way	72	-6	-1	-2
5c. Used examples or illustrations to explain difficult points	72	-5	-1	-2
5d. Provided feedback on a draft or work in progress	66	-0	+4	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-2	+4	+2

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Experiences with Faculty: Seniors

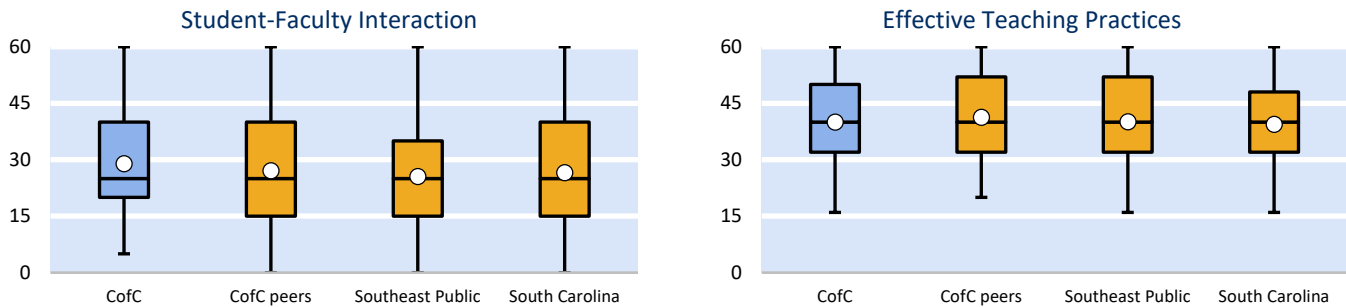
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Student-Faculty Interaction	28.9	27.0 **	.12	25.5 ***	.21	26.5 ***	.15
Effective Teaching Practices	39.9	41.3 **	-.11	40.0	-.01	39.3	.04

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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+2	+5	+3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+5	+8	+6
3d. Discussed your academic performance with a faculty member	43	+6	+5	+5
<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	81	-3	-0	+0
5b. Taught course sessions in an organized way	77	-5	-1	-1
5c. Used examples or illustrations to explain difficult points	79	-1	+2	+2
5d. Provided feedback on a draft or work in progress	66	-3	+4	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	66	-2	+1	+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: First-year students

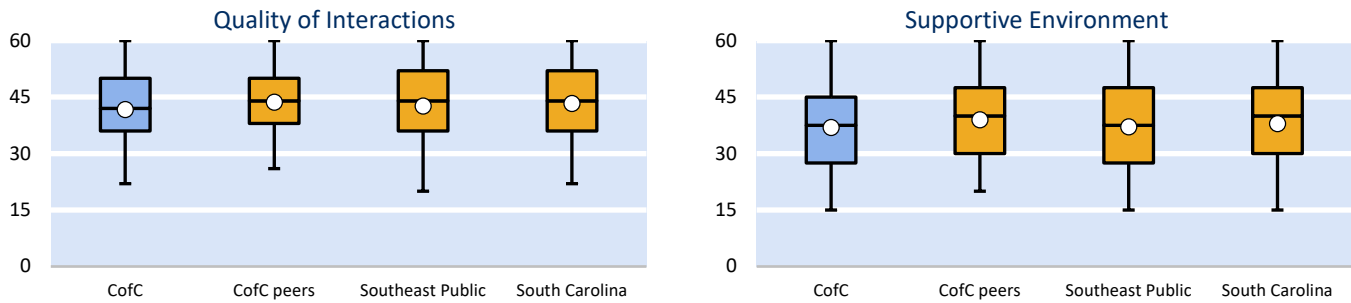
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your 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	41.7	43.6 ***	-.18	42.7	-.08	43.3 **	-.14
Supportive Environment	37.0	39.0 ***	-.16	37.1	-.01	38.0	-.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.

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. Dark red 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	44	-9	-7	-9
13b. Academic advisors	57	+0	+3	+2
13c. Faculty	50	-5	+1	-1
13d. Student services staff (career services, student activities, housing, etc.)	38	-9	-9	-9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-8	-6	-9
<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	74	-7	-2	-6
14c. Using learning support services (tutoring services, writing center, etc.)	77	-5	-2	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	-2	+3	+5
14e. Providing opportunities to be involved socially	75	-5	+2	+0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	75	-5	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	-5	-0	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	70	-3	+1	-5
14i. Attending events that address important social, economic, or political issues	62	+4	+13	+11

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

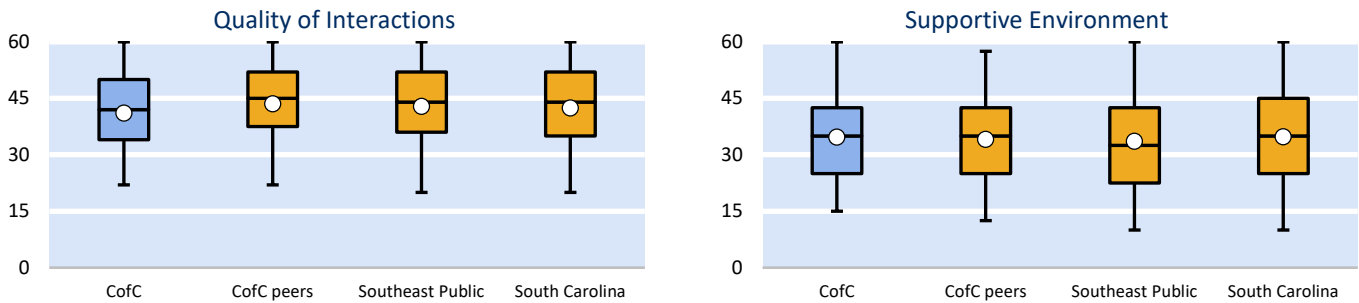
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.1	43.6 ***	-.22	42.9 ***	-.15	42.4 **	-.11
Supportive Environment	34.7	34.1	.04	33.6 *	.08	34.8	-.01

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. Dark red 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	53	-5	-5	-5
13b. Academic advisors	43	-9	-10	-7
13c. Faculty	56	-6	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	38	-8	-6	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	-7	-5	-2
<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	74	-1	+2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	74	+4	+6	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-2	-1	+0
14e. Providing opportunities to be involved socially	70	-1	+3	-0
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	+1	+5	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	33	+1	+1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+3	+4	-5
14i. Attending events that address important social, economic, or political issues	54	+6	+11	+10

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/links/PNP), 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 2018 and 2019 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2018 and 2019 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		CofC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.5	39.3 ***	-.15		41.0 ***	-.27	
	Reflective and Integrative Learning	36.5	36.8	-.02	✓	38.8 ***	-.19	
	Learning Strategies	39.0	39.9	-.07	✓	42.5 ***	-.25	
	Quantitative Reasoning	29.3	29.3	.00	✓	30.8 *	-.10	
<i>Learning with Peers</i>	Collaborative Learning	33.2	35.4 ***	-.16		37.7 ***	-.33	
	Discussions with Diverse Others	41.4	41.3	.01	✓	43.2 **	-.13	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.0	24.9	.08	✓	28.0 **	-.12	
	Effective Teaching Practices	37.3	40.6 ***	-.25		42.7 ***	-.38	
<i>Campus Environment</i>	Quality of Interactions	41.7	44.9 ***	-.27		47.1 ***	-.45	
	Supportive Environment	37.0	38.1 *	-.09		40.1 ***	-.24	

Seniors		CofC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.3	41.8 **	-.11		43.0 ***	-.20	
	Reflective and Integrative Learning	39.8	39.9	-.01	✓	41.6 ***	-.15	
	Learning Strategies	38.7	40.8 ***	-.15		42.6 ***	-.27	
	Quantitative Reasoning	31.6	31.3	.02	✓	32.7	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	35.6	36.1	-.04	✓	38.6 ***	-.22	
	Discussions with Diverse Others	41.9	42.0	-.01	✓	43.5 **	-.11	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	28.9	29.9	-.06	✓	33.9 ***	-.32	
	Effective Teaching Practices	39.9	41.8 ***	-.13		43.5 ***	-.27	
<i>Campus Environment</i>	Quality of Interactions	41.1	45.2 ***	-.34		47.4 ***	-.52	
	Supportive Environment	34.7	34.8	.00	✓	37.0 ***	-.16	

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 2018 and 2019 institutions, separately by class. 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CofC (N = 621)	37.5	12.7	.51	15	30	40	45	60				
CofC peers	39.5	12.3	.24	20	30	40	50	60	3,249	-2.1	.000	-.167
Southeast Public	37.7	13.5	.06	15	30	40	45	60	639	-.2	.650	-.017
South Carolina	37.5	13.4	.19	15	30	40	45	60	813	.0	.961	-.002
Top 50%	39.3	13.0	.04	20	30	40	50	60	131,933	-1.9	.000	-.145
Top 10%	41.0	13.0	.07	20	35	40	50	60	34,496	-3.6	.000	-.274
Reflective & Integrative Learning												
CofC (N = 640)	36.5	12.2	.48	17	29	37	43	60				
CofC peers	37.8	11.2	.21	20	31	37	46	57	898	-1.3	.017	-.110
Southeast Public	34.7	12.2	.05	17	26	34	43	57	50,214	1.9	.000	.152
South Carolina	34.3	12.1	.17	14	26	34	40	57	5,872	2.2	.000	.181
Top 50%	36.8	11.8	.03	17	29	37	46	57	132,233	-.3	.568	-.023
Top 10%	38.8	11.8	.07	20	31	40	46	60	28,022	-2.2	.000	-.190
Learning Strategies												
CofC (N = 589)	39.0	13.6	.56	20	33	40	47	60				
CofC peers	39.0	13.1	.26	20	27	40	47	60	3,105	-.1	.902	-.006
Southeast Public	38.4	13.8	.07	20	27	40	47	60	43,631	.6	.290	.044
South Carolina	38.4	13.6	.20	20	27	40	47	60	5,033	.5	.360	.040
Top 50%	39.9	13.7	.04	20	33	40	53	60	113,508	-.9	.107	-.067
Top 10%	42.5	14.0	.09	20	33	40	53	60	616	-3.5	.000	-.249
Quantitative Reasoning												
CofC (N = 589)	29.3	15.0	.62	7	20	27	40	60				
CofC peers	30.2	14.7	.29	7	20	27	40	60	3,127	-.9	.173	-.062
Southeast Public	28.3	15.5	.07	0	20	27	40	60	44,472	1.0	.126	.063
South Carolina	28.8	15.1	.22	7	20	27	40	60	5,129	.5	.436	.034
Top 50%	29.3	15.2	.04	7	20	27	40	60	137,659	.0	.945	.003
Top 10%	30.8	15.2	.08	7	20	33	40	60	37,444	-1.5	.021	-.096
Learning with Peers												
Collaborative Learning												
CofC (N = 676)	33.2	13.4	.52	10	25	35	40	60				
CofC peers	34.0	13.0	.24	15	25	35	40	60	3,648	-.8	.172	-.058
Southeast Public	33.4	14.4	.06	10	20	35	45	60	694	-.2	.652	-.016
South Carolina	34.0	13.8	.18	15	25	35	45	60	6,392	-.8	.147	-.059
Top 50%	35.4	13.7	.04	15	25	35	45	60	144,136	-2.2	.000	-.162
Top 10%	37.7	13.6	.08	15	30	40	50	60	31,534	-4.5	.000	-.328
Discussions with Diverse Others												
CofC (N = 596)	41.4	15.3	.63	15	30	40	55	60				
CofC peers	41.6	13.9	.28	20	35	40	55	60	839	-.2	.808	-.012
Southeast Public	39.9	15.7	.08	15	30	40	55	60	44,094	1.5	.018	.097
South Carolina	40.2	15.3	.23	15	30	40	55	60	5,090	1.2	.084	.075
Top 50%	41.3	14.9	.04	20	30	40	55	60	136,264	.1	.896	.005
Top 10%	43.2	14.4	.08	20	35	40	60	60	31,163	-1.8	.002	-.127

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 622)	26.0	14.4	.58	5	15	25	35	55				
CofC peers	23.9	13.9	.26	5	15	20	30	50	3,359	2.2	.000	.155
Southeast Public	22.5	15.0	.07	0	10	20	30	50	47,991	3.6	.000	.240
South Carolina	23.2	14.0	.20	5	15	20	30	50	5,542	2.9	.000	.206
Top 50%	24.9	14.8	.05	5	15	20	35	55	89,311	1.1	.060	.076
Top 10%	28.0	15.5	.13	5	15	25	40	60	687	-1.9	.001	-.124
Effective Teaching Practices												
CofC (N = 614)	37.3	12.7	.51	16	28	40	44	60				
CofC peers	39.3	12.2	.24	20	32	40	48	60	3,242	-1.9	.000	-.158
Southeast Public	38.0	13.5	.06	16	28	40	48	60	632	-.7	.172	-.052
South Carolina	38.7	13.1	.19	20	28	40	48	60	5,289	-1.3	.017	-.102
Top 50%	40.6	13.2	.04	20	32	40	52	60	621	-3.3	.000	-.249
Top 10%	42.7	14.0	.09	20	32	44	56	60	649	-5.4	.000	-.384
Campus Environment												
Quality of Interactions												
CofC (N = 569)	41.7	11.8	.49	22	36	42	50	60				
CofC peers	43.6	10.5	.21	26	38	44	50	60	792	-1.9	.000	-.177
Southeast Public	42.7	12.1	.06	20	36	44	52	60	41,209	-.9	.072	-.076
South Carolina	43.3	11.4	.17	22	36	44	52	60	4,800	-1.6	.002	-.141
Top 50%	44.9	11.4	.04	24	38	46	54	60	92,173	-3.1	.000	-.273
Top 10%	47.1	11.8	.08	24	40	50	58	60	23,516	-5.3	.000	-.455
Supportive Environment												
CofC (N = 583)	37.0	12.8	.53	15	28	38	45	60				
CofC peers	39.0	12.3	.25	20	30	40	48	60	3,058	-2.0	.000	-.160
Southeast Public	37.1	13.5	.07	15	28	38	48	60	600	-.2	.743	-.013
South Carolina	38.0	13.5	.21	15	30	40	48	60	4,886	-1.0	.087	-.075
Top 50%	38.1	13.2	.04	18	30	40	48	60	109,279	-1.2	.034	-.088
Top 10%	40.1	13.2	.09	18	30	40	50	60	23,181	-3.1	.000	-.235

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 SE) 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CofC (N = 778)	40.3	13.1	.47	20	30	40	50	60				
CofC peers	41.1	13.2	.21	20	35	40	50	60	4,672	-.7	.152	-.056
Southeast Public	40.1	13.9	.06	20	30	40	50	60	61,890	.2	.694	.014
South Carolina	38.9	13.9	.17	15	30	40	50	60	7,650	1.4	.009	.099
Top 50%	41.8	13.5	.04	20	35	40	55	60	148,717	-1.5	.002	-.109
Top 10%	43.0	13.5	.07	20	35	40	55	60	810	-2.7	.000	-.202
Reflective & Integrative Learning												
CofC (N = 811)	39.8	11.8	.42	20	31	40	49	60				
CofC peers	39.7	12.1	.19	20	31	40	49	60	4,876	.1	.791	.010
Southeast Public	37.7	12.7	.05	17	29	37	46	60	833	2.1	.000	.166
South Carolina	37.3	12.6	.15	17	29	37	46	60	1,023	2.5	.000	.201
Top 50%	39.9	12.2	.03	20	31	40	49	60	141,289	-.1	.814	-.008
Top 10%	41.6	12.2	.07	20	34	40	51	60	861	-1.8	.000	-.147
Learning Strategies												
CofC (N = 752)	38.7	13.3	.49	20	27	40	47	60				
CofC peers	39.3	14.4	.23	13	27	40	53	60	1,127	-.6	.255	-.043
Southeast Public	39.3	14.6	.06	13	27	40	53	60	774	-.6	.229	-.040
South Carolina	37.7	14.5	.18	13	27	40	47	60	969	1.0	.066	.066
Top 50%	40.8	14.4	.04	20	33	40	53	60	759	-2.1	.000	-.146
Top 10%	42.6	14.3	.06	20	33	40	60	60	777	-3.9	.000	-.272
Quantitative Reasoning												
CofC (N = 761)	31.6	16.1	.58	0	20	33	40	60				
CofC peers	31.6	15.9	.26	0	20	33	40	60	4,545	.0	.972	.001
Southeast Public	30.5	16.3	.07	0	20	27	40	60	59,996	1.2	.049	.072
South Carolina	30.6	16.0	.20	0	20	27	40	60	7,375	1.0	.097	.064
Top 50%	31.3	16.0	.04	7	20	33	40	60	190,282	.4	.531	.023
Top 10%	32.7	15.8	.07	7	20	33	40	60	53,523	-1.1	.057	-.070
Learning with Peers												
Collaborative Learning												
CofC (N = 845)	35.6	13.4	.46	15	25	35	45	60				
CofC peers	33.7	14.6	.23	10	20	35	45	60	1,282	1.9	.000	.133
Southeast Public	33.7	15.2	.06	10	20	35	45	60	871	1.9	.000	.128
South Carolina	35.5	14.5	.16	10	25	35	45	60	1,070	.1	.882	.005
Top 50%	36.1	14.0	.03	15	25	35	45	60	853	-.5	.258	-.037
Top 10%	38.6	13.5	.08	15	30	40	50	60	27,119	-3.0	.000	-.223
Discussions with Diverse Others												
CofC (N = 754)	41.9	13.6	.49	20	30	40	55	60				
CofC peers	40.6	15.0	.24	15	30	40	55	60	1,151	1.3	.016	.090
Southeast Public	41.1	16.0	.07	15	30	40	60	60	780	.8	.101	.051
South Carolina	41.9	14.9	.18	20	30	40	55	60	975	.0	.971	.001
Top 50%	42.0	15.6	.04	15	30	40	60	60	761	-.2	.757	-.010
Top 10%	43.5	15.4	.07	20	35	45	60	60	782	-1.6	.001	-.107

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^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 = 789)	28.9	15.5	.55	5	20	25	40	60				
CofC peers	27.0	16.3	.26	0	15	25	40	60	1,162	1.9	.002	.117
Southeast Public	25.5	16.4	.07	0	15	25	35	60	810	3.4	.000	.207
South Carolina	26.5	16.2	.19	0	15	25	40	60	7,911	2.4	.000	.149
Top 50%	29.9	15.9	.06	5	20	30	40	60	76,654	-.9	.100	-.059
Top 10%	33.9	15.8	.15	10	20	35	45	60	12,409	-5.0	.000	-.316
Effective Teaching Practices												
CofC (N = 783)	39.9	12.9	.46	16	32	40	50	60				
CofC peers	41.3	12.6	.20	20	32	40	52	60	4,675	-1.3	.007	-.106
Southeast Public	40.0	14.0	.06	16	32	40	52	60	806	-.1	.810	-.008
South Carolina	39.3	13.5	.16	16	32	40	48	60	991	.6	.230	.044
Top 50%	41.8	13.6	.04	20	32	40	52	60	793	-1.8	.000	-.134
Top 10%	43.5	13.5	.07	20	36	44	56	60	823	-3.6	.000	-.265
Campus Environment												
Quality of Interactions												
CofC (N = 733)	41.1	11.3	.42	22	34	42	50	60				
CofC peers	43.6	11.0	.18	22	38	45	52	60	4,253	-2.4	.000	-.221
Southeast Public	42.9	12.2	.05	20	36	44	52	60	755	-1.8	.000	-.146
South Carolina	42.4	12.0	.15	20	35	44	52	60	935	-1.3	.004	-.108
Top 50%	45.2	11.8	.03	23	38	48	54	60	740	-4.0	.000	-.342
Top 10%	47.4	12.0	.06	24	40	50	58	60	759	-6.2	.000	-.522
Supportive Environment												
CofC (N = 726)	34.7	12.9	.48	15	25	35	43	60				
CofC peers	34.1	13.4	.22	13	25	35	43	58	4,410	.6	.274	.044
Southeast Public	33.6	14.2	.06	10	23	33	43	60	748	1.1	.018	.081
South Carolina	34.8	13.9	.17	10	25	35	45	60	931	-.1	.878	-.006
Top 50%	34.8	13.9	.04	13	25	35	45	60	735	.0	.924	-.003
Top 10%	37.0	14.0	.09	13	28	38	48	60	776	-2.2	.000	-.161

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 SE) 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.