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# **NSSE 2013**

## **Engagement Indicators**

College of Charleston

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### 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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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.

##### Summary of Indicator Items

Responses to each item in a given EI are displayed 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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

*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 Institutional 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 Web site: [nsse.iub.edu](http://nsse.iub.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 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 (FY) Students

Theme	Engagement Indicator	Your FY students compared with Southeast Public	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	▽	▽	▽
Learning with Peers	Collaborative Learning	▽	--	--
	Discussions with Diverse Others	--	△	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	△	--

### Seniors

Theme	Engagement Indicator	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and Integrative Learning	△	△	△
	Learning Strategies	▽	▽	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	--	--	--
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	--	▽	--
	Supportive Environment	△	△	△

### Academic Challenge: First-year students

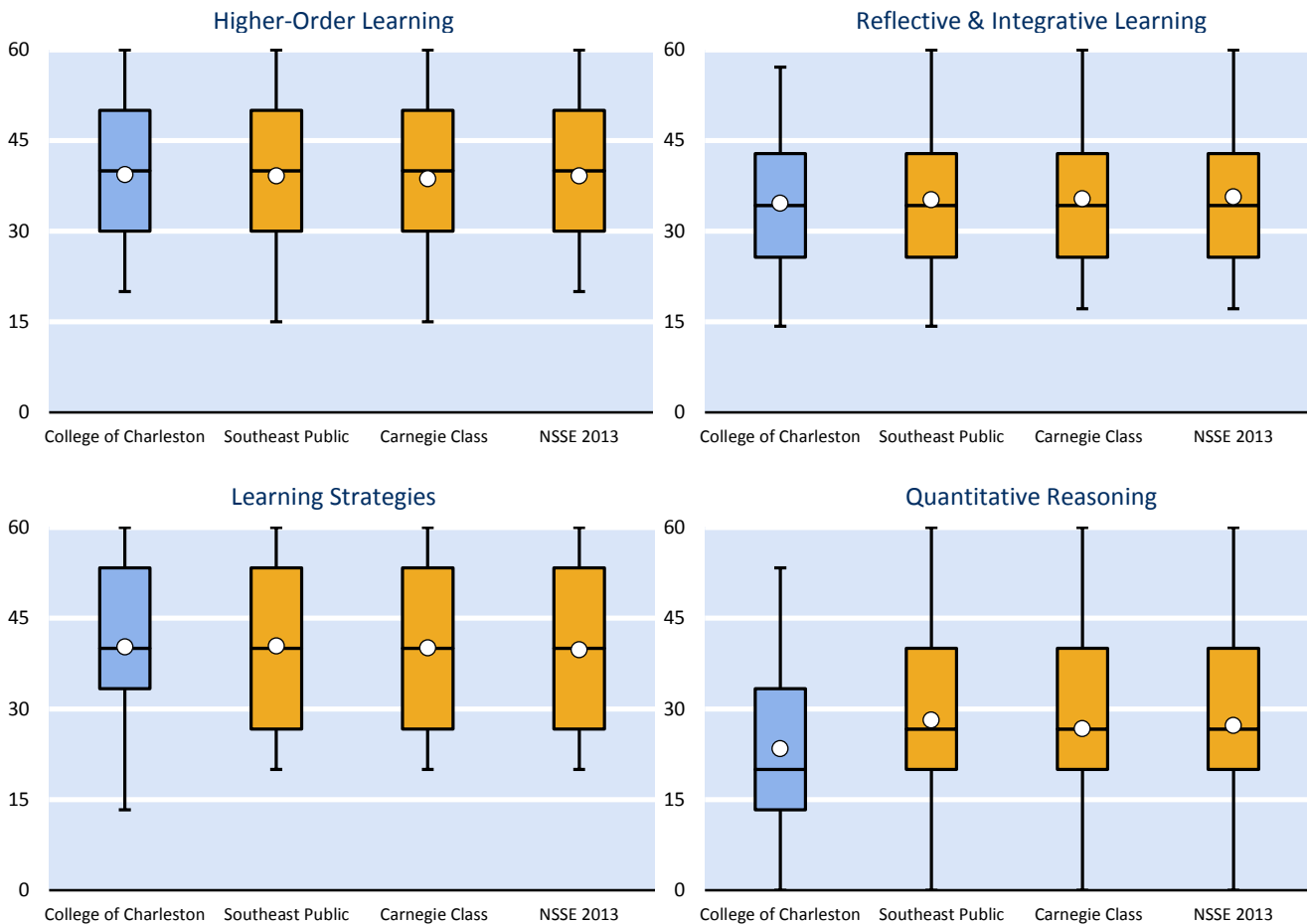
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	College of Charleston Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.4	39.1	.02	38.7	.05	39.1	.02
Reflective & Integrative Learning	34.6	35.2	-.05	35.3	-.06	35.7	-.09
Learning Strategies	40.2	40.4	-.01	40.1	.01	39.8	.03
Quantitative Reasoning	23.4	28.2 ***	-.28	26.8 **	-.20	27.3 ***	-.23

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





































































#### 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.

## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
<b>Higher-Order Learning</b>				
<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 	74 	72 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	76 	72 	71 	73 
4d. Evaluating a point of view, decision, or information source	69 	69 	70 	70 
4e. Forming a new idea or understanding from various pieces of information	66 	68 	69 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	52 	54 	54 	56 
2b. Connected your learning to societal problems or issues	50 	51 	52 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48 	50 	51 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58 	63 	62 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64 	66 	66 	66 
2f. Learned something that changed the way you understand an issue or concept	65 	63 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	77 	76 	77 	78 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83 	81 	81 	81 
9b. Reviewed your notes after class	69 	68 	69 	66 
9c. Summarized what you learned in class or from course materials	66 	66 	65 	64 
<b>Quantitative Reasoning</b>				
<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.)	40 	54 	50 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	27 	40 	37 	38 
6c. Evaluated what others have concluded from numerical information	30 	38 	35 	37 

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 Web site.

### Academic Challenge: Seniors

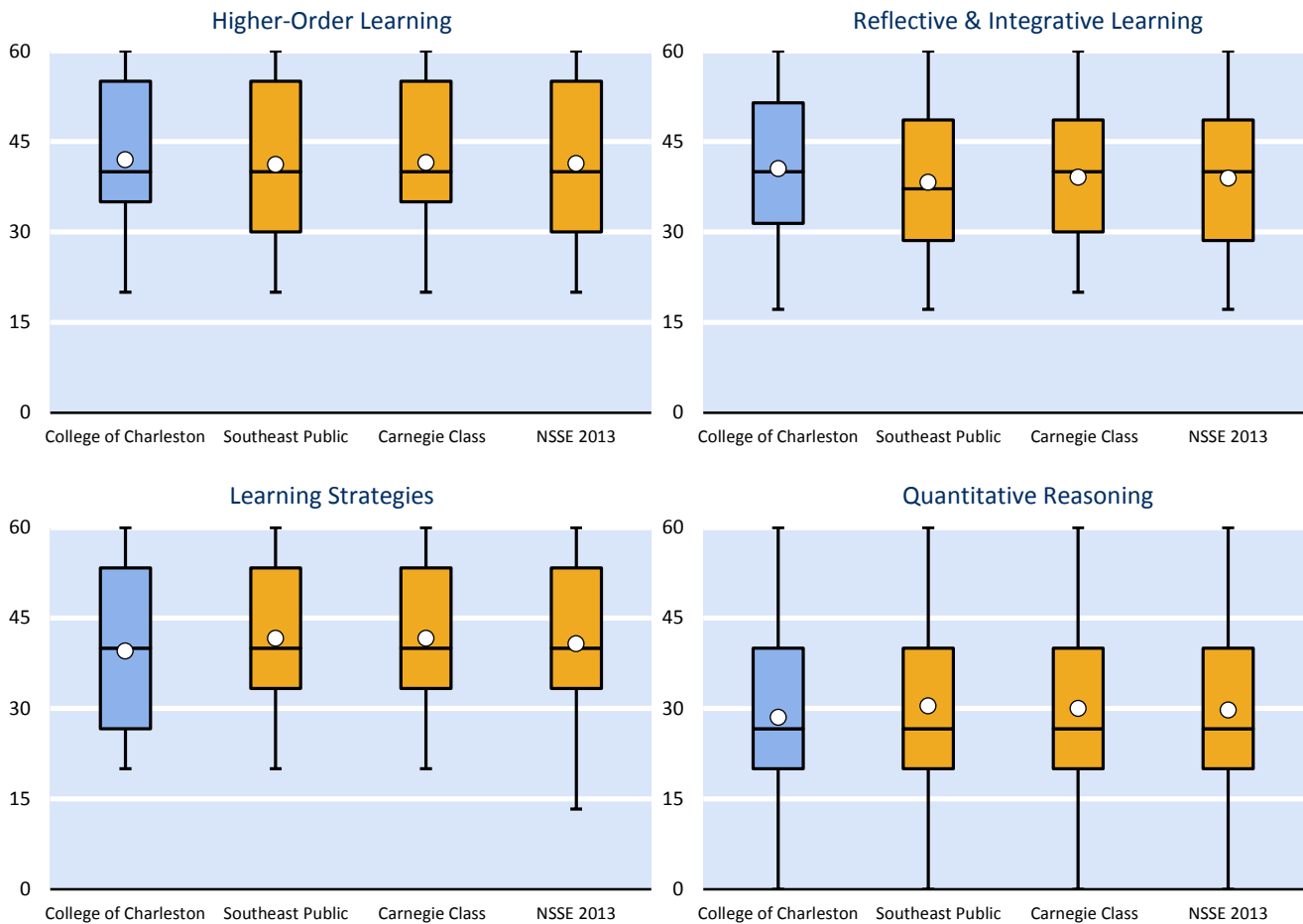
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	College of Charleston Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.0	41.2	.06	41.5	.04	41.3	.05
Reflective & Integrative Learning	40.5	38.2 **	.17	39.1 *	.11	38.9 *	.12
Learning Strategies	39.5	41.6 *	-.14	41.6 *	-.14	40.7	-.08
Quantitative Reasoning	28.5	30.4	-.11	30.0	-.09	29.7	-.07

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





































































#### 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.

## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
<b>Higher-Order Learning</b>				
<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	81 	80 	81 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81 	77 	78 	78 
4d. Evaluating a point of view, decision, or information source	74 	70 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	72 	71 	73 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74 	71 	71 	71 
2b. Connected your learning to societal problems or issues	69 	62 	65 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	63 	52 	58 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	70 	65 	68 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74 	69 	71 	70 
2f. Learned something that changed the way you understand an issue or concept	74 	68 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	88 	83 	84 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	84 	85 	84 
9b. Reviewed your notes after class	58 	68 	68 	65 
9c. Summarized what you learned in class or from course materials	64 	68 	69 	66 
<b>Quantitative Reasoning</b>				
<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.)	49 	56 	55 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40 	45 	46 	44 
6c. Evaluated what others have concluded from numerical information	39 	45 	44 	44 

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 Web site.

### Learning with Peers: First-year students

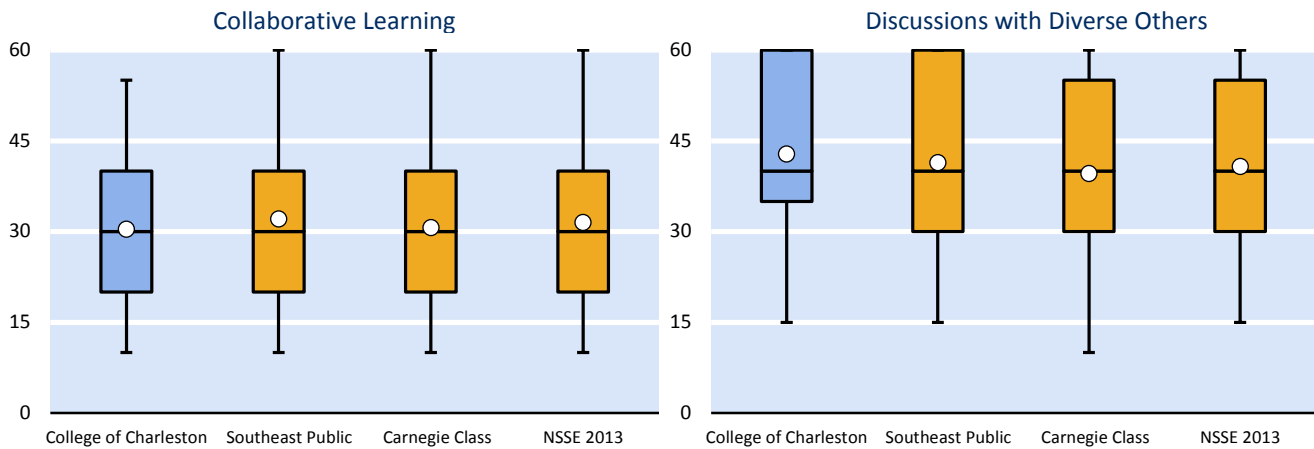
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	College of Charleston Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.4	32.1 *	-.12	30.6	-.02	31.5	-.08
Discussions with Diverse Others	42.8	41.4	.09	39.5 **	.20	40.7	.13

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

#### 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.

#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	46	49	46	48
1f. Explained course material to one or more students	53	58	53	56
1g. Prepared for exams by discussing or working through course material with other students	45	50	46	48
1h. Worked with other students on course projects or assignments	47	49	49	50

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	69	72	66	71
8b. People from an economic background other than your own	78	74	70	73
8c. People with religious beliefs other than your own	75	68	67	68
8d. People with political views other than your own	79	71	68	70

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 Web site.



### Learning with Peers: Seniors

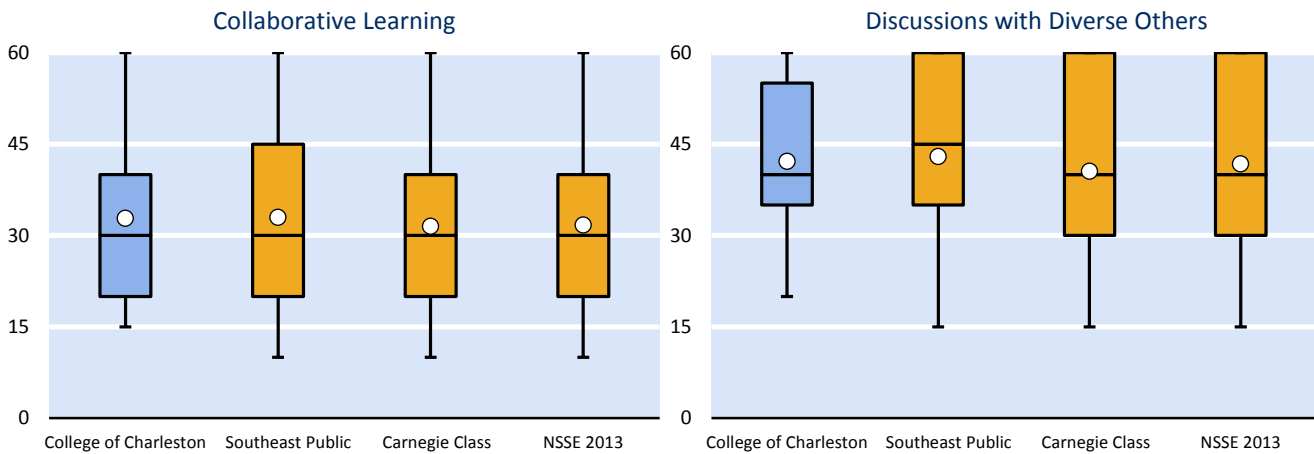
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	College of Charleston Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.8	33.0	-.01	31.5	.09	31.7	.08
Discussions with Diverse Others	42.2	43.0	-.05	40.6	.10	41.8	.03

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

#### Score Distributions



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#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	42	41	38	38
1f. Explained course material to one or more students	60	60	56	57
1g. Prepared for exams by discussing or working through course material with other students	49	48	45	44
1h. Worked with other students on course projects or assignments	66	63	61	63

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	66	75	68	72
8b. People from an economic background other than your own	74	77	72	75
8c. People with religious beliefs other than your own	75	72	69	70
8d. People with political views other than your own	81	75	72	72

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 Web site.

### Experiences with Faculty: First-year students

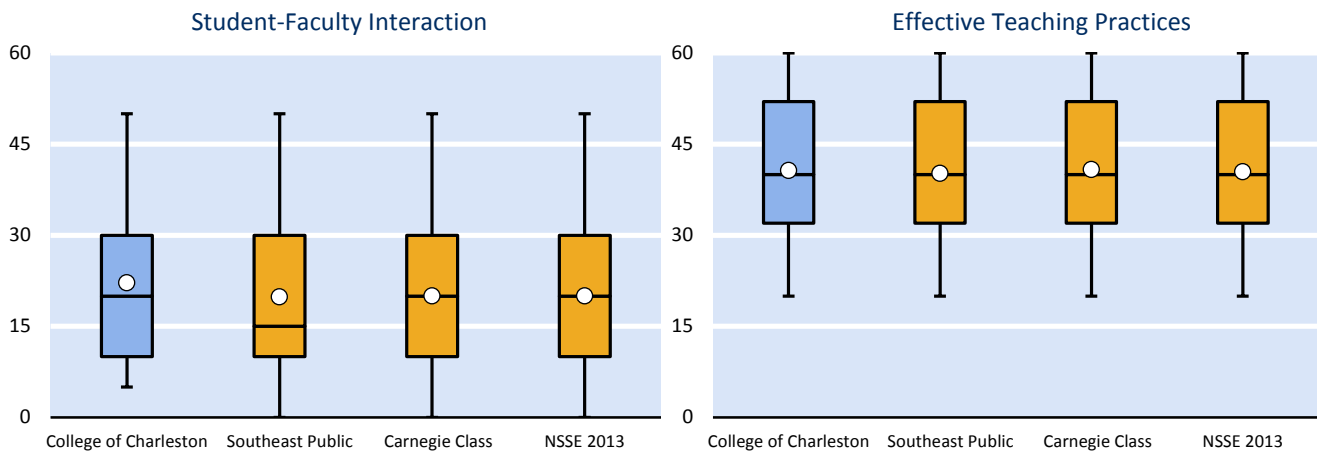
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	College of Charleston Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.1	19.8 *	.16	20.0 *	.15	20.0 *	.15
Effective Teaching Practices	40.6	40.2	.03	40.8	-.01	40.4	.02

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

#### 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.

#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	42	31	33	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	18	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	24	24	24
3d. Discussed your academic performance with a faculty member	32	28	29	28

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	81	81	81	82
5b. Taught course sessions in an organized way	80	79	80	80
5c. Used examples or illustrations to explain difficult points	82	78	78	78
5d. Provided feedback on a draft or work in progress	65	64	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	63	61	66	63

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 Web site.

### Experiences with Faculty: Seniors

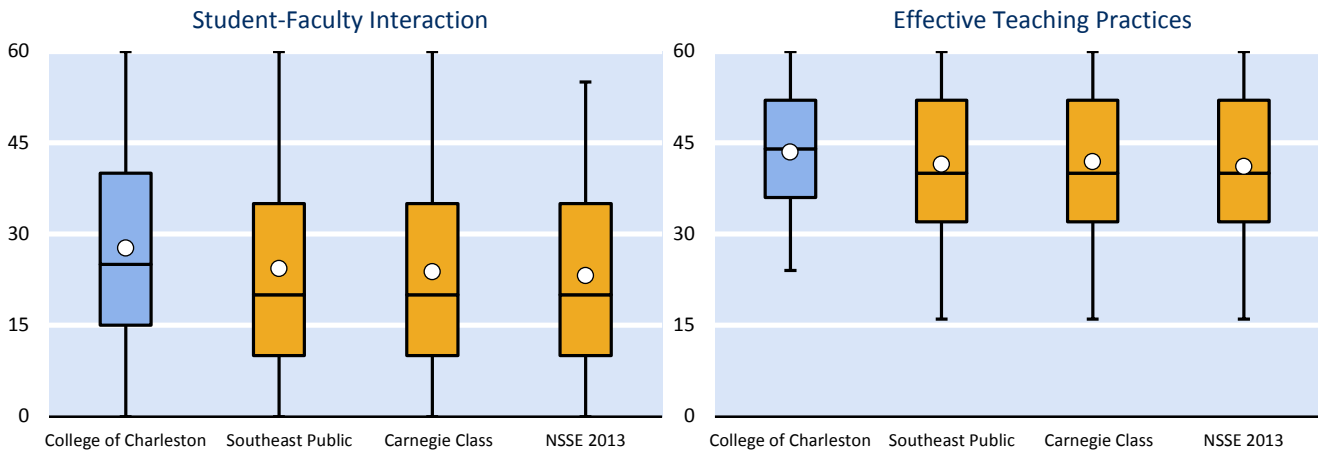
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#### Mean Comparisons

Engagement Indicator	College of Charleston Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	27.7	24.3 ***	.20	23.8 ***	.24	23.2 ***	.28
Effective Teaching Practices	43.5	41.5 **	.15	41.9 *	.12	41.1 ***	.17

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

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#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	53	43	43	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	29	27	26	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	34	34	32
3d. Discussed your academic performance with a faculty member	41	35	34	32

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	88	83	84	83
5b. Taught course sessions in an organized way	89	81	83	82
5c. Used examples or illustrations to explain difficult points	85	80	80	79
5d. Provided feedback on a draft or work in progress	67	62	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	72	68	71	68

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 Web site.

### Campus Environment: First-year students

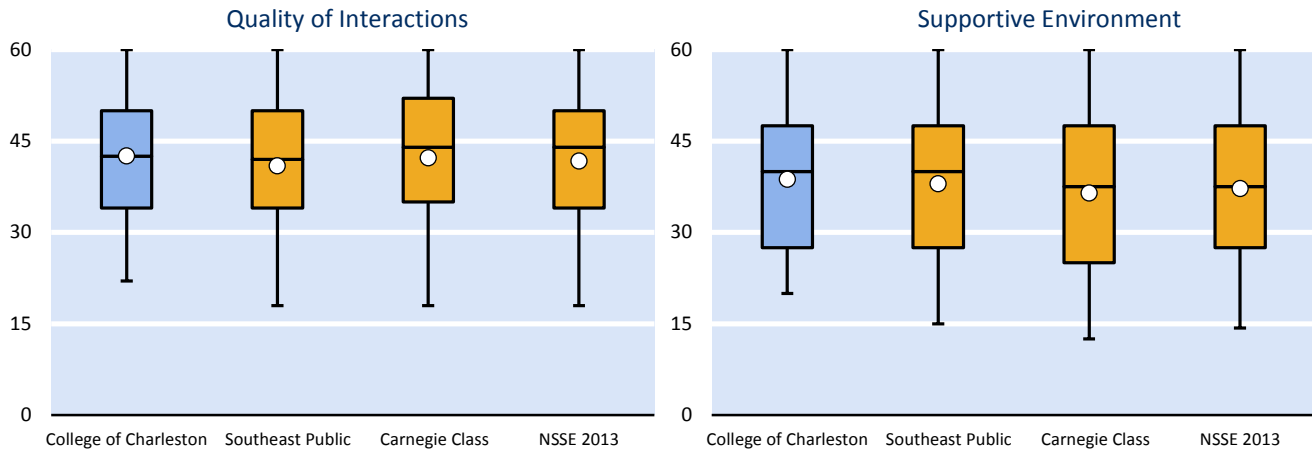
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	College of Charleston Mean	Your first-year students compared with					
		Southeast Public Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Quality of Interactions	42.5	40.9	.13	42.2	.02	41.7	.07
Supportive Environment	38.7	38.0	.05	36.4 **	.16	37.2	.11

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

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
13a. Students	58	59	60	60
13b. Academic advisors	58	46	50	49
13c. Faculty	55	48	54	51
13d. Student services staff (career services, student activities, housing, etc.)	44	43	45	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	40	45	42

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	85	78	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	85	79	76	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	52	57	58	58
14e. Providing opportunities to be involved socially	73	74	70	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	74	69	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	44	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	78	72	65	68
14i. Attending events that address important social, economic, or political issues	61	55	52	53

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 Web site.

### Campus Environment: Seniors

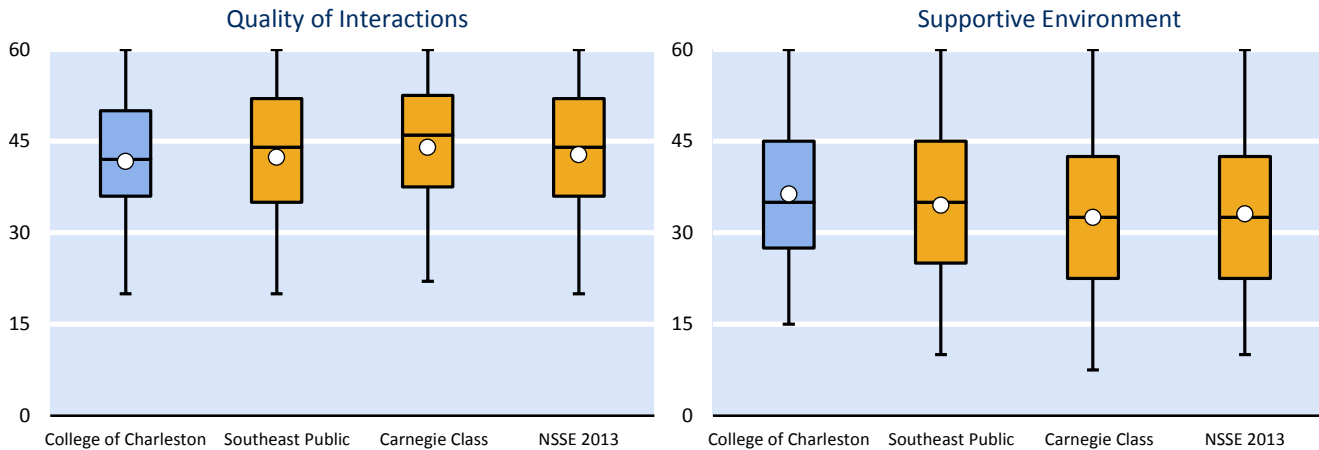
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	College of Charleston Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	42.4	-.06	44.0 ***	-.20	42.8	-.10
Supportive Environment	36.3	34.5 *	.13	32.5 ***	.26	33.1 ***	.23

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

#### 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.

#### Summary of Indicator Items

##### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
13a. Students	61	66	66	65
13b. Academic advisors	49	52	59	53
13c. Faculty	68	59	65	61
13d. Student services staff (career services, student activities, housing, etc.)	35	42	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	40	47	43

##### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	College of Charleston	Southeast Public	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	79	73	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	77	68	65	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	42	52	52	52
14e. Providing opportunities to be involved socially	77	70	64	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	67	59	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	33	33	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	64	53	56
14i. Attending events that address important social, economic, or political issues	54	49	46	45

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 Web site.

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### Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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		College of Charleston Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.4	40.9	-.11	✓	42.7 ***	-.25	
	Reflective and Integrative Learning	34.6	37.6 ***	-.24		39.4 ***	-.39	
	Learning Strategies	40.2	41.9	-.11	✓	44.3 ***	-.29	
	Quantitative Reasoning	23.4	28.8 ***	-.33		30.5 ***	-.44	
Learning with Peers	Collaborative Learning	30.4	34.5 ***	-.30		37.1 ***	-.49	
	Discussions with Diverse Others	42.8	43.2	-.03	✓	45.7 **	-.19	
Experiences with Faculty	Student-Faculty Interaction	22.1	23.4	-.08	✓	26.7 ***	-.28	
	Effective Teaching Practices	40.6	42.8 *	-.16		44.7 ***	-.29	
Campus Environment	Quality of Interactions	42.5	44.4 *	-.16		46.3 ***	-.31	
	Supportive Environment	38.7	39.5	-.06	✓	41.4 **	-.21	
Seniors		College of Charleston Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.0	43.5 *	-.11		45.3 ***	-.24	
	Reflective and Integrative Learning	40.5	41.1	-.05	✓	43.1 ***	-.20	
	Learning Strategies	39.5	43.2 ***	-.25		45.4 ***	-.42	
	Quantitative Reasoning	28.5	31.1 **	-.15		32.5 ***	-.24	
Learning with Peers	Collaborative Learning	32.8	35.0 **	-.16		37.5 ***	-.35	
	Discussions with Diverse Others	42.2	44.1 *	-.12		45.8 ***	-.23	
Experiences with Faculty	Student-Faculty Interaction	27.7	29.7 *	-.12		34.6 ***	-.43	
	Effective Teaching Practices	43.5	43.3	.02	✓	45.4 **	-.14	
Campus Environment	Quality of Interactions	41.7	45.8 ***	-.36		47.6 ***	-.52	
	Supportive Environment	36.3	36.2	.01	✓	39.1 ***	-.22	

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

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

### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
College of Charleston (N = 235)	39.4	14.0	.91	20	30	40	50	60				
Southeast Public	39.1	14.3	.14	15	30	40	50	60	10,719	.2	.802	.017
Carnegie Class	38.7	14.0	.21	15	30	40	50	60	4,670	.7	.469	.048
NSSE 2013	39.1	13.8	.05	20	30	40	50	60	66,044	.2	.794	.017
Top 50%	40.9	13.6	.08	20	30	40	50	60	29,837	-1.5	.093	-.110
Top 10%	42.7	13.7	.16	20	35	40	55	60	7,121	-3.4	.000	-.246
<b>Reflective and Integrative Learning</b>												
College of Charleston (N = 249)	34.6	12.3	.78	14	26	34	43	57				
Southeast Public	35.2	12.9	.12	14	26	34	43	60	11,169	-.6	.471	-.046
Carnegie Class	35.3	12.7	.19	17	26	34	43	60	4,865	-.7	.364	-.059
NSSE 2013	35.7	12.6	.05	17	26	34	43	60	68,770	-1.1	.168	-.087
Top 50%	37.6	12.5	.07	17	29	37	46	60	29,810	-3.0	.000	-.241
Top 10%	39.4	12.5	.15	20	31	40	49	60	7,596	-4.8	.000	-.386
<b>Learning Strategies</b>												
College of Charleston (N = 227)	40.2	13.9	.92	13	33	40	53	60				
Southeast Public	40.4	14.3	.15	20	27	40	53	60	9,778	-.2	.857	-.012
Carnegie Class	40.1	14.0	.22	20	27	40	53	60	4,384	.2	.872	.011
NSSE 2013	39.8	14.2	.06	20	27	40	53	60	61,498	.5	.620	.033
Top 50%	41.9	14.1	.09	20	33	40	53	60	26,174	-1.6	.085	-.115
Top 10%	44.3	14.2	.19	20	33	47	60	60	6,101	-4.1	.000	-.288
<b>Quantitative Reasoning</b>												
College of Charleston (N = 238)	23.4	15.3	.99	0	13	20	33	53				
Southeast Public	28.2	16.7	.16	0	20	27	40	60	250	-4.7	.000	-.283
Carnegie Class	26.8	16.2	.24	0	20	27	40	60	4,746	-3.3	.002	-.205
NSSE 2013	27.3	16.4	.06	0	20	27	40	60	67,130	-3.8	.000	-.234
Top 50%	28.8	16.3	.08	0	20	27	40	60	37,998	-5.4	.000	-.330
Top 10%	30.5	16.2	.18	0	20	27	40	60	8,266	-7.0	.000	-.436
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
College of Charleston (N = 269)	30.4	12.4	.76	10	20	30	40	55				
Southeast Public	32.1	14.2	.13	10	20	30	40	60	285	-1.7	.030	-.118
Carnegie Class	30.6	14.3	.21	10	20	30	40	60	310	-.2	.765	-.017
NSSE 2013	31.5	14.2	.05	10	20	30	40	60	271	-1.1	.159	-.075
Top 50%	34.5	13.7	.08	15	25	35	45	60	274	-4.1	.000	-.297
Top 10%	37.1	13.6	.17	15	25	35	45	60	296	-6.7	.000	-.495
<b>Discussions with Diverse Others</b>												
College of Charleston (N = 232)	42.8	14.6	.96	15	35	40	60	60				
Southeast Public	41.4	16.2	.16	15	30	40	60	60	245	1.4	.147	.088
Carnegie Class	39.5	16.4	.25	10	30	40	55	60	265	3.2	.001	.199
NSSE 2013	40.7	16.0	.06	15	30	40	55	60	62,224	2.0	.053	.127
Top 50%	43.2	15.4	.09	20	35	45	60	60	30,356	-.4	.673	-.028
Top 10%	45.7	15.0	.19	20	40	50	60	60	6,398	-2.9	.004	-.194



### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
College of Charleston (N = 246)	22.1	14.2	.91	5	10	20	30	50				
Southeast Public	19.8	14.7	.14	0	10	15	30	50	10,935	2.3	.014	.159
Carnegie Class	20.0	14.6	.22	0	10	20	30	50	4,773	2.2	.024	.148
NSSE 2013	20.0	14.5	.06	0	10	20	30	50	67,358	2.1	.021	.147
Top 50%	23.4	15.0	.10	0	10	20	35	55	21,287	-1.3	.189	-.084
Top 10%	26.7	16.4	.29	0	15	25	40	60	296	-4.5	.000	-.277
<b>Effective Teaching Practices</b>												
College of Charleston (N = 245)	40.6	12.8	.82	20	32	40	52	60				
Southeast Public	40.2	13.5	.13	20	32	40	52	60	10,991	.5	.605	.033
Carnegie Class	40.8	13.4	.20	20	32	40	52	60	4,799	-.2	.847	-.013
NSSE 2013	40.4	13.3	.05	20	32	40	52	60	67,829	.2	.801	.016
Top 50%	42.8	13.3	.09	20	35	44	56	60	24,091	-2.2	.012	-.162
Top 10%	44.7	13.8	.18	20	36	48	60	60	6,397	-4.0	.000	-.292
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
College of Charleston (N = 221)	42.5	11.3	.76	22	34	43	50	60				
Southeast Public	40.9	12.8	.13	18	34	42	50	60	9,548	1.6	.060	.128
Carnegie Class	42.2	12.6	.20	18	35	44	52	60	4,212	.3	.718	.025
NSSE 2013	41.7	12.5	.05	18	34	44	50	60	59,533	.8	.316	.068
Top 50%	44.4	11.6	.08	22	38	46	53	60	20,336	-1.8	.021	-.156
Top 10%	46.3	12.0	.16	23	40	48	56	60	5,797	-3.7	.000	-.310
<b>Supportive Environment</b>												
College of Charleston (N = 219)	38.7	12.4	.84	20	28	40	48	60				
Southeast Public	38.0	14.0	.15	15	28	40	48	60	232	.7	.383	.053
Carnegie Class	36.4	14.3	.23	13	25	38	48	60	252	2.3	.010	.159
NSSE 2013	37.2	14.0	.06	14	28	38	48	60	220	1.5	.069	.110
Top 50%	39.5	13.2	.08	18	30	40	50	60	26,744	-.8	.343	-.064
Top 10%	41.4	12.9	.18	20	33	43	53	60	5,486	-2.7	.002	-.211

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
College of Charleston (N = 327)	42.0	13.6	.75	20	35	40	55	60				
Southeast Public	41.2	14.3	.12	20	30	40	55	60	15,411	.8	.301	.058
Carnegie Class	41.5	14.0	.17	20	35	40	55	60	7,167	.5	.518	.037
NSSE 2013	41.3	14.0	.04	20	30	40	55	60	102,758	.7	.387	.048
Top 50%	43.5	13.7	.07	20	35	40	55	60	39,533	-1.5	.046	-.111
Top 10%	45.3	13.6	.13	20	40	45	60	60	11,881	-3.3	.000	-.241
<b>Reflective and Integrative Learning</b>												
College of Charleston (N = 338)	40.5	12.5	.68	17	31	40	51	60				
Southeast Public	38.2	13.2	.11	17	29	37	49	60	16,040	2.3	.002	.172
Carnegie Class	39.1	12.9	.15	20	30	40	49	60	7,428	1.4	.050	.109
NSSE 2013	38.9	13.0	.04	17	29	40	49	60	106,701	1.6	.023	.124
Top 50%	41.1	12.6	.06	20	31	40	51	60	39,125	-.6	.382	-.048
Top 10%	43.1	12.6	.12	20	34	43	54	60	10,864	-2.6	.000	-.203
<b>Learning Strategies</b>												
College of Charleston (N = 304)	39.5	14.1	.81	20	27	40	53	60				
Southeast Public	41.6	14.7	.12	20	33	40	53	60	14,397	-2.1	.012	-.145
Carnegie Class	41.6	14.6	.18	20	33	40	53	60	6,862	-2.1	.014	-.144
NSSE 2013	40.7	14.7	.05	13	33	40	53	60	97,708	-1.2	.154	-.082
Top 50%	43.2	14.4	.07	20	33	40	60	60	46,545	-3.6	.000	-.254
Top 10%	45.4	14.0	.12	20	40	47	60	60	13,968	-5.9	.000	-.420
<b>Quantitative Reasoning</b>												
College of Charleston (N = 324)	28.5	17.9	1.00	0	20	27	40	60				
Southeast Public	30.4	17.5	.14	0	20	27	40	60	15,677	-1.9	.054	-.108
Carnegie Class	30.0	17.0	.20	0	20	27	40	60	7,290	-1.5	.129	-.086
NSSE 2013	29.7	17.3	.05	0	20	27	40	60	104,617	-1.2	.217	-.069
Top 50%	31.1	17.2	.07	0	20	33	40	60	58,484	-2.6	.006	-.153
Top 10%	32.5	17.0	.14	0	20	33	40	60	16,138	-4.0	.000	-.236
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
College of Charleston (N = 359)	32.8	13.4	.70	15	20	30	40	60				
Southeast Public	33.0	14.6	.12	10	20	30	45	60	378	-.2	.809	-.012
Carnegie Class	31.5	14.5	.17	10	20	30	40	60	7,476	1.3	.098	.090
NSSE 2013	31.7	14.6	.04	10	20	30	40	60	361	1.1	.121	.075
Top 50%	35.0	13.8	.07	15	25	35	45	60	44,512	-2.2	.003	-.159
Top 10%	37.5	13.5	.17	15	25	40	50	60	6,949	-4.7	.000	-.349
<b>Discussions with Diverse Others</b>												
College of Charleston (N = 307)	42.2	14.5	.83	20	35	40	55	60				
Southeast Public	43.0	16.1	.13	15	35	45	60	60	322	-.8	.344	-.050
Carnegie Class	40.6	16.2	.20	15	30	40	60	60	342	1.6	.057	.101
NSSE 2013	41.8	16.1	.05	15	30	40	60	60	308	.4	.627	.025
Top 50%	44.1	15.9	.07	20	35	45	60	60	310	-1.9	.021	-.122
Top 10%	45.8	15.7	.12	20	40	50	60	60	319	-3.7	.000	-.234

### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
College of Charleston (N = 334)	27.7	16.4	.90	0	15	25	40	60				
Southeast Public	24.3	16.7	.13	0	10	20	35	60	15,719	3.4	.000	.204
Carnegie Class	23.8	16.5	.20	0	10	20	35	60	7,292	3.9	.000	.238
NSSE 2013	23.2	16.3	.05	0	10	20	35	55	104,680	4.5	.000	.278
Top 50%	29.7	16.1	.11	5	20	30	40	60	21,903	-2.0	.025	-.124
Top 10%	34.6	16.0	.31	10	20	35	45	60	2,976	-6.9	.000	-.428
<b>Effective Teaching Practices</b>												
College of Charleston (N = 335)	43.5	11.7	.64	24	36	44	52	60				
Southeast Public	41.5	13.9	.11	16	32	40	52	60	354	2.0	.002	.146
Carnegie Class	41.9	13.9	.17	16	32	40	52	60	380	1.6	.016	.116
NSSE 2013	41.1	13.8	.04	16	32	40	52	60	337	2.4	.000	.173
Top 50%	43.3	13.7	.07	20	36	44	56	60	342	.2	.744	.015
Top 10%	45.4	13.5	.17	20	36	48	60	60	382	-1.9	.004	-.143
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
College of Charleston (N = 301)	41.7	11.3	.65	20	36	42	50	60				
Southeast Public	42.4	12.1	.10	20	35	44	52	60	315	-.7	.270	-.060
Carnegie Class	44.0	11.9	.15	22	38	46	53	60	6,584	-2.3	.001	-.196
NSSE 2013	42.8	11.9	.04	20	36	44	52	60	94,214	-1.2	.095	-.097
Top 50%	45.8	11.5	.06	24	40	48	55	60	31,483	-4.1	.000	-.359
Top 10%	47.6	11.6	.12	24	42	50	58	60	9,300	-6.0	.000	-.518
<b>Supportive Environment</b>												
College of Charleston (N = 287)	36.3	13.1	.77	15	28	35	45	60				
Southeast Public	34.5	14.5	.13	10	25	35	45	60	301	1.8	.021	.126
Carnegie Class	32.5	14.6	.18	8	23	33	43	60	319	3.8	.000	.261
NSSE 2013	33.1	14.4	.05	10	23	33	43	60	288	3.3	.000	.226
Top 50%	36.2	13.7	.07	13	28	38	45	60	34,744	.1	.863	.010
Top 10%	39.1	13.1	.18	18	30	40	50	60	5,733	-2.8	.000	-.216

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm$  1.96 \* SEM.

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.