NSSE
national survey of
student engagement

NSSE 2016 Consortium Report
Sustainability Education Consortium

College of Charleston

IPEDS: 217819

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NSSE 2016 Sustainability Education Consortium

Administration Summary

College of Charleston

About This Consortium Report

Consortium Coordinator

Meghan Zahniser, Executive Director, Association for the Advancement of Sustainability in Higher Education, meghan@aashe.org

Comparison Group

This section summarizes how your consortium comparison group was identified, including selection criteria and whether the default option was taken. This is followed by the resulting list of institutions represented in the 'SustainEC' column of this report.

Group label	SustainEC
Date submitted	5/20/16
How was this comparison group constructed?	Your institution retained the default comparison group (all consortium participants).
Group description	All other current- and prior-year NSSE institutions sharing your NSSE consortium "Sustainability Education Consortium"

SustainEC (N=18)

Appalachian State University (Boone, NC)*
Aquinas College (Grand Rapids, MI)*
College of New Jersey, The (Ewing, NJ)*
Eastern Mennonite University (Harrisonburg, VA)*
Evergreen State College, The (Olympia, WA)
Louisiana State University and Agricultural & Mechanical College (Baton Rouge, LA)*
Northland College (Ashland, WI)*
Oregon State University (Corvallis, OR)
Philadelphia University (Philadelphia, PA)*
Plymouth State University (Plymouth, NH)*
Pratt Institute (Brooklyn, NY)*
Saint Joseph's College (Standish, ME)
South Dakota State University (Brookings, SD)
University of Central Oklahoma (Edmond, OK)*
University of North Carolina at Asheville (Asheville, NC)*
University of San Francisco (San Francisco, CA)
University of Science and Arts of Oklahoma (Chickasha, OK)
University of the District of Columbia (Washington, DC)*

NSSE 2016 Sustainability Education Consortium

Frequencies and Statistical Comparisons

College of Charleston

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] CofC Count	CofC %	SustainEC Count	SustainEC %	Statistical Comparisons[b] CofC Mean	SustainEC Mean	Effect size[d]
1. In your experience at your institution during the current school year, about how often have you done each of the following?										
a. Completed an assignment that evaluates the sustainability of some activity.	SEC1601a	1	Never	108	27	651	22			
		2	Sometimes	133	36	1,091	38			
		3	Often	103	27	785	26	2.2	2.3 * ▽	-.14
		4	Very often	37	9	387	14			
			Total	381	100	2,914	100			
b. Made significant contributions in a group project.	SEC1601b	1	Never	8	2	191	8			
		2	Sometimes	80	22	707	26			
		3	Often	187	49	1,230	40	3.0	2.8 *** △	.19
		4	Very often	106	27	786	26			
			Total	381	100	2,914	100			
c. Integrated knowledge from multiple academic disciplines in working on a project.	SEC1601c	1	Never	21	6	209	8			
		2	Sometimes	129	34	941	33			
		3	Often	156	42	1,160	38	2.7	2.7	.04
		4	Very often	72	19	590	20			
			Total	378	100	2,900	100			
d. Completed an assignment that evaluates our responsibilities to future generations.	SEC1601d	1	Never	104	26	792	28			
		2	Sometimes	138	38	1,053	36			
		3	Often	100	26	705	24	2.2	2.2	-.01
		4	Very often	34	9	345	12			
			Total	376	100	2,895	100			
2. During the current school year, how much has your coursework emphasized the following mental activities?										
a. Understanding the complex relationships between economic, social, and ecological systems.	SEC1602a	1	Very little	53	14	525	18			
		2	Some	174	46	1,035	37			
		3	Quite a bit	107	29	845	29	2.4	2.4	-.06
		4	Very much	46	12	476	16			
			Total	380	100	2,881	100			
b. Evaluating the moral dimensions of social or environmental problems.	SEC1602b	1	Very little	58	15	444	16			
		2	Some	150	40	1,030	36			
		3	Quite a bit	126	33	910	31	2.4	2.5	-.07
		4	Very much	45	12	492	17			
			Total	379	100	2,876	100			
c. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.	SEC1602c	1	Very little	92	23	639	22			
		2	Some	147	39	1,029	36			
		3	Quite a bit	96	26	762	26	2.3	2.3	-.09
		4	Very much	42	11	426	15			
			Total	377	100	2,856	100			

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

NSSE 2016 Sustainability Education Consortium

Frequencies and Statistical Comparisons

College of Charleston

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] CofC Count	CofC %	SustainEC Count	SustainEC %	Statistical Comparisons[b] CofC Mean	SustainEC Mean	Effect size[d]
3. During the current school year, about how often have you done each of the following?										
a. Participated in a campus or community sustainability project.	SEC1603a	1	Never	217	57	1,464	51			
		2	Sometimes	106	28	930	32			
		3	Often	39	10	346	12	1.6	1.7 * ▽	-.13
		4	Very often	16	4	149	6			
			Total	378	100	2,889	100			
b. Altered your behavior to become more sustainable.	SEC1603b	1	Never	91	23	599	21			
		2	Sometimes	160	43	1,188	41			
		3	Often	88	24	792	28	2.2	2.3	-.05
		4	Very often	40	11	296	10			
			Total	379	100	2,875	100			
c. Gone on a field trip in your bioregion.	SEC1603c	1	Never	274	72	1,944	67			
		2	Sometimes	74	20	612	20			
		3	Often	20	6	200	7	1.4	1.5 ** ▽	-.14
		4	Very often	8	2	116	5			
			Total	376	100	2,872	100			
4. To what extent does your institution emphasize each of the following?										
a. Taking responsibility for the welfare of your communities.	SEC1604a	1	Very little	47	13	405	14			
		2	Some	156	40	946	33			
		3	Quite a bit	127	35	983	34	2.5	2.6 * ▽	-.11
		4	Very much	48	12	546	18			
			Total	378	100	2,880	100			
b. Learning about sustainability.	SEC1604b	1	Very little	68	18	429	15			
		2	Some	134	36	942	34			
		3	Quite a bit	129	35	879	30	2.4	2.5 ** ▽	-.15
		4	Very much	47	12	626	20			
			Total	378	100	2,876	100			
c. Understanding local economies and/or ecosystems.	SEC1604c	1	Very little	84	21	556	19			
		2	Some	155	41	1,073	37			
		3	Quite a bit	92	26	785	28	2.3	2.4 * ▽	-.13
		4	Very much	44	11	447	15			
			Total	375	100	2,861	100			

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

NSSE 2016 Sustainability Education Consortium

Frequencies and Statistical Comparisons

College of Charleston

First-Year Students

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] CofC Count	CofC %	SustainEC Count	SustainEC %	Statistical Comparisons[b] CofC Mean	SustainEC Mean	Effect size[d]
5. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?										
a. Articulating a vision of a just and sustainable society.	SEC1605a	1	Very little	71	19	485	17			
		2	Some	180	47	1,132	40			
		3	Quite a bit	91	24	850	30	2.2	2.4 ** ▽	-.16
		4	Very much	37	10	401	13			
			Total	379	100	2,868	100			
b. Acquiring skills to lead or facilitate group activities.	SEC1605b	1	Very little	54	15	342	12			
		2	Some	146	39	1,042	36			
		3	Quite a bit	130	35	1,003	34	2.4	2.6 * ▽	-.12
		4	Very much	49	12	480	17			
			Total	379	100	2,867	100			
c. Understanding the consequences of your choices.	SEC1605c	1	Very little	37	10	270	10			
		2	Some	116	31	820	28			
		3	Quite a bit	160	42	1,164	40	2.7	2.7	-.10
		4	Very much	64	17	619	22			
			Total	377	100	2,873	100			
d. Understanding the economic dimensions of sustainability.	SEC1605d	1	Very little	86	23	594	20			
		2	Some	162	43	1,114	40			
		3	Quite a bit	84	23	784	27	2.2	2.3 * ▽	-.12
		4	Very much	45	12	374	14			
			Total	377	100	2,866	100			
e. Acquiring the skills to help organizations become more sustainable.	SEC1605e	1	Very little	98	26	626	22			
		2	Some	142	38	1,059	38			
		3	Quite a bit	92	24	799	27	2.2	2.3 * ▽	-.12
		4	Very much	44	12	374	14			
			Total	376	100	2,858	100			
f. Understanding issues of social justice.	SEC1605f	1	Very little	62	16	435	17			
		2	Some	143	39	970	34			
		3	Quite a bit	106	28	907	31	2.5	2.5	-.04
		4	Very much	67	18	540	18			
			Total	378	100	2,852	100			
g. Persevering in achieving long-term goals despite adversity.	SEC1605g	1	Very little	49	13	319	11			
		2	Some	118	31	895	31			
		3	Quite a bit	132	35	1,033	36	2.6	2.7	-.04
		4	Very much	79	21	606	22			
			Total	378	100	2,853	100			

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

NSSE 2016 Sustainability Education Consortium

Frequencies and Statistical Comparisons

College of Charleston

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] CofC Count	CofC %	SustainEC Count	SustainEC %	Statistical Comparisons[b] CofC Mean	SustainEC Mean	Effect size[d]
1. In your experience at your institution during the current school year, about how often have you done each of the following?										
a. Completed an assignment that evaluates the sustainability of some activity.	SEC1601a	1	Never	128	29	844	23			
		2	Sometimes	154	37	1,339	35			
		3	Often	87	20	977	25	2.2	2.4 *** ▽	-.20
		4	Very often	58	14	677	18			
			Total	427	100	3,837	100			
b. Made significant contributions in a group project.	SEC1601b	1	Never	10	2	88	3			
		2	Sometimes	59	15	514	14			
		3	Often	149	35	1,316	34	3.3	3.3	-.04
		4	Very often	210	47	1,921	49			
			Total	428	100	3,839	100			
c. Integrated knowledge from multiple academic disciplines in working on a project.	SEC1601c	1	Never	12	3	151	4			
		2	Sometimes	89	21	850	23			
		3	Often	162	38	1,421	37	3.1	3.0	.05
		4	Very often	163	37	1,409	36			
			Total	426	100	3,831	100			
d. Completed an assignment that evaluates our responsibilities to future generations.	SEC1601d	1	Never	124	30	832	23			
		2	Sometimes	135	33	1,299	34			
		3	Often	85	20	947	24	2.3	2.4 ** ▽	-.14
		4	Very often	79	17	739	19			
			Total	423	100	3,817	100			
2. During the current school year, how much has your coursework emphasized the following mental activities?										
a. Understanding the complex relationships between economic, social, and ecological systems.	SEC1602a	1	Very little	83	20	597	16			
		2	Some	131	32	1,185	30			
		3	Quite a bit	104	25	1,097	29	2.5	2.6	-.09
		4	Very much	99	24	944	24			
			Total	417	100	3,823	100			
b. Evaluating the moral dimensions of social or environmental problems.	SEC1602b	1	Very little	78	18	530	15			
		2	Some	132	31	1,148	30			
		3	Quite a bit	117	29	1,169	31	2.5	2.6	-.10
		4	Very much	93	22	966	25			
			Total	420	100	3,813	100			
c. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.	SEC1602c	1	Very little	110	27	850	23			
		2	Some	135	31	1,146	30			
		3	Quite a bit	89	22	940	25	2.3	2.5 * ▽	-.11
		4	Very much	82	20	861	22			
			Total	416	100	3,797	100			

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

NSSE 2016 Sustainability Education Consortium

Frequencies and Statistical Comparisons

College of Charleston

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] CofC Count	CofC %	SustainEC Count	SustainEC %	Statistical Comparisons[b] CofC Mean	SustainEC Mean	Effect size[d]
3. During the current school year, about how often have you done each of the following?										
a. Participated in a campus or community sustainability project.	SEC1603a	1	Never	227	55	1,955	52			
		2	Sometimes	114	26	1,195	30			
		3	Often	44	11	412	11	1.7	1.7	.00
		4	Very often	38	8	259	7			
			Total	423	100	3,821	100			
b. Altered your behavior to become more sustainable.	SEC1603b	1	Never	73	18	740	21			
		2	Sometimes	166	38	1,540	40			
		3	Often	117	27	1,023	26	2.4	2.3 * △	.10
		4	Very often	67	16	509	13			
			Total	423	100	3,812	100			
c. Gone on a field trip in your bioregion.	SEC1603c	1	Never	269	63	2,393	64			
		2	Sometimes	91	22	835	21			
		3	Often	28	7	321	9	1.6	1.6	.03
		4	Very often	34	8	251	6			
			Total	422	100	3,800	100			
4. To what extent does your institution emphasize each of the following?										
a. Taking responsibility for the welfare of your communities.	SEC1604a	1	Very little	96	22	557	16			
		2	Some	174	40	1,301	35			
		3	Quite a bit	103	27	1,183	31	2.3	2.5 *** ▽	-.27
		4	Very much	48	11	774	19			
			Total	421	100	3,815	100			
b. Learning about sustainability.	SEC1604b	1	Very little	88	21	614	17			
		2	Some	166	39	1,199	32			
		3	Quite a bit	114	28	1,127	29	2.3	2.5 *** ▽	-.24
		4	Very much	51	12	871	21			
			Total	419	100	3,811	100			
c. Understanding local economies and/or ecosystems.	SEC1604c	1	Very little	116	26	770	21			
		2	Some	161	37	1,349	35			
		3	Quite a bit	98	26	1,018	27	2.2	2.4 *** ▽	-.20
		4	Very much	44	11	655	17			
			Total	419	100	3,792	100			

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

NSSE 2016 Sustainability Education Consortium

Frequencies and Statistical Comparisons

College of Charleston

Seniors

Item wording or description	Variable name	Values[c]	Response options	Frequency Distributions[a] CofC Count	CofC %	SustainEC Count	SustainEC %	Statistical Comparisons[b] CofC Mean	SustainEC Mean		Effect size[d]
5. To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?											
a. Articulating a vision of a just and sustainable society.	SEC1605a	1	Very little	88	21	644	18				
		2	Some	174	41	1,356	36				
		3	Quite a bit	105	26	1,116	29	2.3	2.5	*** ▽	-.17
		4	Very much	51	12	684	17				
			Total	418	100	3,800	100				
b. Acquiring skills to lead or facilitate group activities.	SEC1605b	1	Very little	35	9	265	7				
		2	Some	106	27	880	23				
		3	Quite a bit	164	39	1,458	38	2.8	2.9	* ▽	-.12
		4	Very much	111	26	1,196	31				
			Total	416	100	3,799	100				
c. Understanding the consequences of your choices.	SEC1605c	1	Very little	39	9	303	9				
		2	Some	117	28	963	25				
		3	Quite a bit	158	39	1,435	37	2.8	2.9		-.09
		4	Very much	101	24	1,101	29				
			Total	415	100	3,802	100				
d. Understanding the economic dimensions of sustainability.	SEC1605d	1	Very little	107	25	784	21				
		2	Some	170	40	1,330	35				
		3	Quite a bit	92	24	1,032	27	2.2	2.4	*** ▽	-.18
		4	Very much	47	11	653	17				
			Total	416	100	3,799	100				
e. Acquiring the skills to help organizations become more sustainable.	SEC1605e	1	Very little	105	25	847	23				
		2	Some	160	39	1,312	34				
		3	Quite a bit	97	24	1,004	26	2.2	2.4	* ▽	-.12
		4	Very much	50	13	626	16				
			Total	412	100	3,789	100				
f. Understanding issues of social justice.	SEC1605f	1	Very little	67	16	526	15				
		2	Some	131	32	1,195	31				
		3	Quite a bit	128	32	1,099	29	2.6	2.6		-.08
		4	Very much	86	20	974	25				
			Total	412	100	3,794	100				
g. Persevering in achieving long-term goals despite adversity.	SEC1605g	1	Very little	55	13	418	12				
		2	Some	126	30	1,062	28				
		3	Quite a bit	134	32	1,243	32	2.7	2.8		-.09
		4	Very much	100	25	1,060	28				
			Total	415	100	3,783	100				

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

NSSE 2016 Sustainability Education Consortium

Detailed Statistics[e]

College of Charleston

First-Year Students

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
								Comparisons with:		
	CofC	CofC	SustainEC	CofC	SustainEC	CofC	SustainEC	SustainEC		
SEC1601a	376	2.18	2.32	.05	.02	0.94	0.97	4,248	.012	-.14
SEC1601b	376	3.01	2.84	.04	.01	0.76	0.90	482	.000	.19
SEC1601c	373	2.73	2.70	.04	.01	0.83	0.88	457	.476	.04
SEC1601d	371	2.18	2.19	.05	.02	0.93	0.98	4,218	.901	-.01
SEC1602a	376	2.39	2.45	.04	.02	0.87	0.96	470	.245	-.06
SEC1602b	375	2.43	2.49	.05	.02	0.88	0.95	463	.179	-.07
SEC1602c	372	2.25	2.34	.05	.02	0.94	0.98	455	.077	-.09
SEC1603a	374	1.62	1.73	.04	.01	0.84	0.89	4,220	.021	-.13
SEC1603b	375	2.23	2.27	.05	.01	0.92	0.91	4,204	.339	-.05
SEC1603c	371	1.38	1.49	.04	.01	0.69	0.82	480	.002	-.14
SEC1604a	374	2.46	2.57	.04	.02	0.87	0.95	465	.025	-.11
SEC1604b	374	2.41	2.55	.05	.02	0.91	0.98	460	.005	-.15
SEC1604c	371	2.28	2.40	.05	.02	0.92	0.96	451	.015	-.13
SEC1605a	375	2.25	2.40	.04	.01	0.87	0.92	460	.002	-.16
SEC1605b	375	2.44	2.55	.05	.01	0.88	0.91	4,196	.029	-.12
SEC1605c	373	2.66	2.75	.05	.01	0.87	0.91	4,200	.067	-.10
SEC1605d	373	2.23	2.34	.05	.02	0.93	0.95	4,194	.030	-.12
SEC1605e	372	2.21	2.33	.05	.02	0.96	0.96	4,182	.031	-.12
SEC1605f	374	2.47	2.51	.05	.02	0.96	0.97	4,178	.492	-.04
SEC1605g	374	2.64	2.68	.05	.02	0.96	0.94	4,181	.437	-.04

See the endnotes on the last page of this report.

NSSE 2016 Sustainability Education Consortium

Detailed Statistics[e]

College of Charleston

Seniors

Variable name	N	Mean		Standard error[f]		Standard deviation[g]		DF[h]	Sig.[i]	Effect size[d]
								Comparisons with:		
	CofC	CofC	SustainEC	CofC	SustainEC	CofC	SustainEC	SustainEC		
SEC1601a	425	2.18	2.38	.05	.02	1.00	1.02	529	.000	-.20
SEC1601b	426	3.27	3.30	.04	.01	0.81	0.80	4,174	.430	-.04
SEC1601c	424	3.09	3.04	.04	.01	0.84	0.87	4,161	.348	.05
SEC1601d	422	2.25	2.40	.05	.02	1.07	1.04	4,144	.008	-.14
SEC1602a	416	2.53	2.62	.05	.02	1.06	1.02	4,149	.093	-.09
SEC1602b	419	2.55	2.65	.05	.02	1.03	1.01	4,139	.058	-.10
SEC1602c	416	2.35	2.46	.05	.02	1.08	1.07	4,126	.042	-.11
SEC1603a	422	1.72	1.72	.05	.01	0.95	0.91	4,154	.960	.00
SEC1603b	422	2.42	2.32	.05	.02	0.97	0.95	4,142	.044	.10
SEC1603c	421	1.60	1.57	.04	.01	0.92	0.89	4,132	.614	.03
SEC1604a	419	2.27	2.53	.05	.02	0.93	0.97	526	.000	-.27
SEC1604b	417	2.31	2.55	.05	.02	0.93	1.01	531	.000	-.24
SEC1604c	417	2.20	2.40	.05	.02	0.95	1.00	525	.000	-.20
SEC1605a	417	2.29	2.46	.05	.02	0.93	0.98	523	.001	-.17
SEC1605b	415	2.82	2.93	.04	.02	0.91	0.91	4,120	.024	-.12
SEC1605c	414	2.78	2.87	.04	.02	0.91	0.93	4,125	.080	-.09
SEC1605d	415	2.22	2.40	.05	.02	0.95	1.00	523	.000	-.18
SEC1605e	411	2.24	2.36	.05	.02	0.97	1.01	515	.016	-.12
SEC1605f	411	2.55	2.64	.05	.02	0.98	1.01	4,110	.108	-.08
SEC1605g	414	2.69	2.77	.05	.02	0.99	0.99	4,101	.096	-.09

See the endnotes on the last page of this report.

Endnotes

a. Column percentages are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Percentages may not sum to 100 due to rounding. Counts are unweighted; column percentages cannot be replicated from counts.

b. All statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Unless otherwise noted, statistical comparisons are two-tailed independent *t* -tests. Items with categorical response sets are left blank.

c. These are the values used to calculate means. For the majority of items, these values match the codes in the data file and codebook.

d. Effect size for independent *t*- tests uses Cohen's *d* ; *z*- tests use Cohen's *h* .

e. Statistics are weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Categorical items are not listed.

f. The 95% confidence interval for the population mean is equal to the sample mean plus or minus 1.96 times the standard error of the mean.

g. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

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

i. Statistical comparisons are two-tailed independent *t* -tests or *z* -tests. Statistical significance represents the probability that the difference between your students' mean and that of the students in the comparison group is due to chance.

j. Statistical comparison uses *z*- test to compare the proportion who responded (depending on the item) "Done or in progress" or "Yes" with all who responded otherwise.

k. Mean represents the proportion who responded (depending on the item) “Done or in progress” or "Yes."

Key to symbols:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to item wording and your institutional context.