



NSSE 2019 Consortium Report

Sustainability Education Consortium

College of Charleston

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About This Consortium Report

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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 'Sustainability group' column of this report.

Group label	Sustainability group
Date submitted	5/1/19
How was this comparison group constructed?	Your institution retained the default comparison group (all consortium participants).
Group description	Default comparison group

Sustainability group (N=11)

- Dickinson College (Carlisle, PA)
- East Carolina University (Greenville, NC)*
- Harvey Mudd College (Claremont, CA)
- Huston-Tillotson University (Austin, TX)
- Moravian College (Bethlehem, PA)
- New School, The (New York, NY)
- Northland College (Ashland, WI)*
- Texas A&M International University (Laredo, TX)*
- University of Central Oklahoma (Edmond, OK)*
- University of Wisconsin-River Falls (River Falls, WI)
- Wiley College (Marshall, TX)



NSSE 2019 Sustainability Education Consortium

Administration Summary
College of Charleston

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				CofC		Sustainability group		CofC	Sustainability group	
				Count	%	Count	%	Mean	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.	SEC01a	1	Never	53	10	333	14	2.5	2.5	.00
		2	Sometimes	229	43	810	36			
		3	Often	176	33	745	35			
		4	Very often	70	14	335	15			
		Total		528	100	2,223	100			
b. Made significant contributions in a group project.	SEC01b	1	Never	20	4	121	6	3.0	3.0	.02
		2	Sometimes	108	21	457	21			
		3	Often	256	49	956	43			
		4	Very often	143	27	683	30			
		Total		527	100	2,217	100			
c. Integrated knowledge from multiple academic disciplines in working on a project.	SEC01c	1	Never	23	4	136	6	2.8	2.8	-.06
		2	Sometimes	173	34	646	29			
		3	Often	242	46	949	43			
		4	Very often	89	17	489	22			
		Total		527	100	2,220	100			
d. Completed an assignment that evaluates our responsibilities to future generations.	SEC01d	1	Never	86	17	456	20	2.4	2.4	-.01
		2	Sometimes	206	39	751	33			
		3	Often	174	33	671	31			
		4	Very often	62	12	333	15			
		Total		528	100	2,211	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.	SEC02a	1	Very little	64	12	270	12	2.5	2.6	-.03
		2	Some	199	38	813	36			
		3	Quite a bit	175	35	762	36			
		4	Very much	83	16	356	16			
		Total		521	100	2,201	100			
b. Evaluating the moral dimensions of social or environmental problems.	SEC02b	1	Very little	67	13	249	11	2.6	2.6	-.03
		2	Some	176	34	799	37			
		3	Quite a bit	202	40	781	35			
		4	Very much	77	14	370	17			
		Total		522	100	2,199	100			
c. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.	SEC02c	1	Very little	87	16	385	17	2.4	2.5	-.02
		2	Some	192	37	745	34			
		3	Quite a bit	170	33	740	34			
		4	Very much	73	14	330	15			
		Total		522	100	2,200	100			

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				CofC		Sustainability group		CofC	Sustainability group	
				Count	%	Count	%	Mean	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.	SEC03a	1	Never	207	38	992	44	1.9	1.9	.06
		2	Sometimes	190	36	690	31			
		3	Often	94	20	348	16			
		4	Very often	32	6	166	8			
		Total		523	100	2,196	100			
b. Altered your behavior to become more sustainable.	SEC03b	1	Never	55	10	364	19	2.5	2.3 ***	.21
		2	Sometimes	211	40	888	39			
		3	Often	182	36	697	31			
		4	Very often	74	14	246	11			
		Total		522	100	2,195	100			
c. Gone on a field trip in your bioregion.	SEC03c	1	Never	328	61	1,465	68	1.6	1.5	.09
		2	Sometimes	117	23	391	17			
		3	Often	58	13	232	10			
		4	Very often	18	3	105	4			
		Total		521	100	2,193	100			
4. To what extent does your institution emphasize each of the following?										
a. Taking responsibility for the welfare of your communities.	SEC04a	1	Very little	87	16	356	17	2.5	2.4	.04
		2	Some	175	34	829	37			
		3	Quite a bit	190	37	713	33			
		4	Very much	66	12	298	13			
		Total		518	100	2,196	100			
b. Learning about sustainability.	SEC04b	1	Very little	29	6	331	17	2.9	2.5 ***	.49
		2	Some	126	24	769	36			
		3	Quite a bit	219	43	710	32			
		4	Very much	145	27	383	15			
		Total		519	100	2,193	100			
c. Understanding local economies and/or ecosystems.	SEC04c	1	Very little	63	12	456	21	2.6	2.3 ***	.28
		2	Some	177	34	819	38			
		3	Quite a bit	203	40	664	30			
		4	Very much	77	15	261	11			
		Total		520	100	2,200	100			

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

First-Year Students

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				CofC		Sustainability group		CofC	Sustainability group	
				Count	%	Count	%	Mean	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.	SEC05a	1	Very little	58	11	368	17	2.5	2.4 ***	.17
		2	Some	199	38	853	40			
		3	Quite a bit	193	38	690	31			
		4	Very much	68	13	277	12			
		Total		518	100	2,188	100			
b. Acquiring skills to lead or facilitate group activities.	SEC05b	1	Very little	60	11	248	11	2.5	2.6	-.04
		2	Some	190	36	775	35			
		3	Quite a bit	203	40	801	37			
		4	Very much	63	13	365	16			
		Total		516	100	2,189	100			
c. Understanding the consequences of your choices.	SEC05c	1	Very little	39	7	133	6	2.7	2.8 *	-.12
		2	Some	155	30	604	27			
		3	Quite a bit	230	45	925	42			
		4	Very much	94	18	529	25			
		Total		518	100	2,191	100			
d. Understanding the economic dimensions of sustainability.	SEC05d	1	Very little	66	12	390	18	2.5	2.4 **	.13
		2	Some	201	39	843	39			
		3	Quite a bit	180	35	646	30			
		4	Very much	70	14	299	13			
		Total		517	100	2,178	100			
e. Acquiring the skills to help organizations become more sustainable.	SEC05e	1	Very little	71	14	408	18	2.5	2.4 *	.10
		2	Some	193	37	799	37			
		3	Quite a bit	182	36	662	31			
		4	Very much	71	14	299	14			
		Total		517	100	2,168	100			
f. Understanding issues of social justice.	SEC05f	1	Very little	46	9	286	14	2.8	2.6 ***	.21
		2	Some	141	27	742	34			
		3	Quite a bit	211	41	708	33			
		4	Very much	118	23	441	19			
		Total		516	100	2,177	100			
g. Persevering in achieving long-term goals despite adversity.	SEC05g	1	Very little	44	9	175	8	2.7	2.8	-.08
		2	Some	155	30	645	29			
		3	Quite a bit	224	44	837	39			
		4	Very much	91	18	519	24			
		Total		514	100	2,176	100			

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				CofC		Sustainability group		CofC	Sustainability group	
				Count	%	Count	%	Mean	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.	SEC01a	1	Never	149	22	416	18	2.4	2.4	-.07
		2	Sometimes	232	34	810	36			
		3	Often	181	27	627	28			
		4	Very often	113	17	389	17			
		Total		675	100	2,242	100			
b. Made significant contributions in a group project.	SEC01b	1	Never	15	2	76	4	3.4	3.2 ***	.20
		2	Sometimes	68	11	355	16			
		3	Often	226	33	770	34			
		4	Very often	363	54	1,034	45			
		Total		672	100	2,235	100			
c. Integrated knowledge from multiple academic disciplines in working on a project.	SEC01c	1	Never	17	3	71	4	3.1	3.0 *	.09
		2	Sometimes	125	19	487	22			
		3	Often	282	42	921	41			
		4	Very often	247	36	768	34			
		Total		671	100	2,247	100			
d. Completed an assignment that evaluates our responsibilities to future generations.	SEC01d	1	Never	118	18	446	20	2.5	2.5	.04
		2	Sometimes	221	33	710	32			
		3	Often	193	28	616	28			
		4	Very often	143	21	466	20			
		Total		675	100	2,238	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.	SEC02a	1	Very little	81	13	340	15	2.7	2.6	.08
		2	Some	208	32	705	31			
		3	Quite a bit	212	31	692	31			
		4	Very much	168	25	504	22			
		Total		669	100	2,241	100			
b. Evaluating the moral dimensions of social or environmental problems.	SEC02b	1	Very little	80	12	290	14	2.7	2.6	.03
		2	Some	214	32	709	31			
		3	Quite a bit	217	32	716	32			
		4	Very much	159	24	522	23			
		Total		670	100	2,237	100			
c. Comprehending ways in which human activities may exceed the carrying capacity of systems that support us.	SEC02c	1	Very little	126	19	478	22	2.5	2.4 **	.11
		2	Some	192	29	704	31			
		3	Quite a bit	204	30	622	28			
		4	Very much	147	22	420	19			
		Total		669	100	2,224	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				CofC		Sustainability group		CofC	Sustainability group	
				Count	%	Count	%	Mean	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.	SEC03a	1	Never	276	42	1,084	49	2.0	1.8 **	.13
		2	Sometimes	213	31	646	28			
		3	Often	104	16	292	13			
		4	Very often	72	11	208	9			
		Total		665	100	2,230	100			
b. Altered your behavior to become more sustainable.	SEC03b	1	Never	67	10	399	19	2.6	2.4 ***	.23
		2	Sometimes	230	35	842	37			
		3	Often	240	37	647	29			
		4	Very often	125	18	343	15			
		Total		662	100	2,231	100			
c. Gone on a field trip in your bioregion.	SEC03c	1	Never	392	58	1,467	66	1.7	1.5 ***	.17
		2	Sometimes	141	21	429	19			
		3	Often	82	13	197	9			
		4	Very often	52	8	139	6			
		Total		667	100	2,232	100			
4. To what extent does your institution emphasize each of the following?										
a. Taking responsibility for the welfare of your communities.	SEC04a	1	Very little	106	16	411	19	2.4	2.4	.07
		2	Some	253	38	842	37			
		3	Quite a bit	217	32	676	30			
		4	Very much	92	14	301	13			
		Total		668	100	2,230	100			
b. Learning about sustainability.	SEC04b	1	Very little	65	10	405	19	2.8	2.4 ***	.36
		2	Some	177	27	792	35			
		3	Quite a bit	262	39	646	29			
		4	Very much	161	24	383	17			
		Total		665	100	2,226	100			
c. Understanding local economies and/or ecosystems.	SEC04c	1	Very little	109	16	508	23	2.5	2.3 ***	.20
		2	Some	221	34	814	36			
		3	Quite a bit	221	33	588	27			
		4	Very much	115	17	313	14			
		Total		666	100	2,223	100			

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

Seniors

Item wording or description	Variable name	Values ^c	Response options	Frequency Distributions ^a				Statistical Comparisons ^b		
				CofC		Sustainability group		CofC	Sustainability group	Effect size ^d
				Count	%	Count	%	Mean	Mean	
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.	SEC05a	1	Very little	92	14	424	20	2.5	2.4 ***	.17
		2	Some	241	37	849	38			
		3	Quite a bit	212	32	617	28			
		4	Very much	114	17	318	14			
		Total		659	100	2,208	100			
b. Acquiring skills to lead or facilitate group activities.	SEC05b	1	Very little	49	8	184	9	2.8	2.8	.04
		2	Some	180	28	616	28			
		3	Quite a bit	257	39	828	37			
		4	Very much	173	26	584	26			
		Total		659	100	2,212	100			
c. Understanding the consequences of your choices.	SEC05c	1	Very little	47	7	166	8	2.9	2.9	.03
		2	Some	167	25	573	26			
		3	Quite a bit	263	40	875	39			
		4	Very much	182	28	594	27			
		Total		659	100	2,208	100			
d. Understanding the economic dimensions of sustainability.	SEC05d	1	Very little	108	16	462	21	2.5	2.4 **	.12
		2	Some	222	34	761	34			
		3	Quite a bit	210	32	637	29			
		4	Very much	117	18	345	16			
		Total		657	100	2,205	100			
e. Acquiring the skills to help organizations become more sustainable.	SEC05e	1	Very little	124	19	473	22	2.4	2.4	.04
		2	Some	228	35	745	33			
		3	Quite a bit	192	29	638	30			
		4	Very much	109	17	343	16			
		Total		653	100	2,199	100			
f. Understanding issues of social justice.	SEC05f	1	Very little	80	12	299	15	2.8	2.6 ***	.14
		2	Some	163	25	683	31			
		3	Quite a bit	240	37	705	31			
		4	Very much	173	26	514	23			
		Total		656	100	2,201	100			
g. Persevering in achieving long-term goals despite adversity.	SEC05g	1	Very little	66	10	211	10	2.8	2.8	.00
		2	Some	172	26	589	27			
		3	Quite a bit	243	37	809	36			
		4	Very much	177	26	597	27			
		Total		658	100	2,206	100			

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

First-Year Students

Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	CofC	CofC	Sustainability group	CofC	Sustainability group	CofC	Sustainability group			
SEC01a	524	2.51	2.50	.037	.017	0.85	0.92	748	.936	.00
SEC01b	522	2.99	2.97	.035	.016	0.79	0.87	753	.700	.02
SEC01c	523	2.75	2.80	.034	.015	0.78	0.85	750	.201	-.06
SEC01d	524	2.40	2.41	.039	.018	0.90	0.97	750	.767	-.01
SEC02a	517	2.54	2.56	.039	.016	0.90	0.90	3,540	.592	-.03
SEC02b	518	2.55	2.58	.039	.016	0.89	0.90	3,540	.568	-.03
SEC02c	518	2.44	2.46	.041	.017	0.92	0.94	3,541	.736	-.02
SEC03a	519	1.94	1.88	.040	.017	0.91	0.96	729	.165	.06
SEC03b	517	2.53	2.34	.038	.017	0.86	0.91	3,519	.000	.21
SEC03c	516	1.58	1.51	.037	.015	0.84	0.85	3,520	.056	.09
SEC04a	512	2.46	2.42	.040	.017	0.91	0.92	3,515	.371	.04
SEC04b	513	2.92	2.46	.038	.017	0.86	0.94	740	.000	.49
SEC04c	514	2.57	2.32	.039	.017	0.88	0.93	3,529	.000	.28
SEC05a	512	2.53	2.38	.038	.016	0.85	0.90	3,508	.000	.17
SEC05b	510	2.55	2.59	.038	.016	0.85	0.89	3,508	.393	-.04
SEC05c	511	2.74	2.85	.037	.016	0.84	0.87	3,514	.011	-.12
SEC05d	511	2.51	2.38	.039	.017	0.88	0.93	3,497	.006	.13
SEC05e	511	2.50	2.40	.040	.017	0.90	0.94	3,476	.030	.10
SEC05f	511	2.77	2.58	.040	.017	0.90	0.95	718	.000	.21
SEC05g	508	2.71	2.78	.038	.017	0.86	0.90	3,490	.094	-.08

Seniors





Variable name	N	Mean		Standard error ^f		Standard deviation ^g		DF ^h	Sig. ⁱ	Effect size ^d
	CofC	CofC	Sustainability group	CofC	Sustainability group	CofC	Sustainability group			
SEC01a	671	2.38	2.45	.039	.017	1.01	0.98	4,181	.121	-.07
SEC01b	668	3.38	3.21	.030	.014	0.78	0.85	1,001	.000	.20
SEC01c	667	3.12	3.04	.031	.014	0.81	0.84	4,186	.029	.09
SEC01d	671	2.52	2.48	.039	.017	1.01	1.03	4,171	.341	.04
SEC02a	665	2.68	2.60	.038	.017	0.99	1.00	4,174	.056	.08
SEC02b	666	2.67	2.64	.038	.017	0.97	0.99	4,169	.447	.03
SEC02c	663	2.54	2.43	.040	.017	1.04	1.03	4,145	.010	.11
SEC03a	662	1.95	1.82	.039	.017	1.01	0.98	4,154	.002	.13
SEC03b	656	2.63	2.40	.035	.016	0.90	0.96	959	.000	.23
SEC03c	662	1.70	1.54	.038	.015	0.97	0.89	884	.000	.17
SEC04a	664	2.43	2.37	.036	.016	0.92	0.94	4,156	.124	.07
SEC04b	660	2.78	2.43	.036	.017	0.92	0.98	964	.000	.36
SEC04c	662	2.51	2.32	.037	.017	0.96	0.98	4,139	.000	.20
SEC05a	655	2.52	2.36	.037	.016	0.94	0.96	4,111	.000	.17
SEC05b	654	2.83	2.79	.035	.016	0.91	0.93	4,117	.372	.04
SEC05c	655	2.88	2.85	.035	.015	0.90	0.91	4,112	.497	.03
SEC05d	653	2.52	2.40	.038	.017	0.97	0.99	4,104	.004	.12
SEC05e	649	2.44	2.40	.038	.017	0.98	0.99	4,090	.376	.04
SEC05f	652	2.76	2.62	.038	.017	0.98	1.00	926	.001	.14
SEC05g	654	2.80	2.80	.037	.016	0.95	0.96	4,109	.943	.00

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 N s 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.