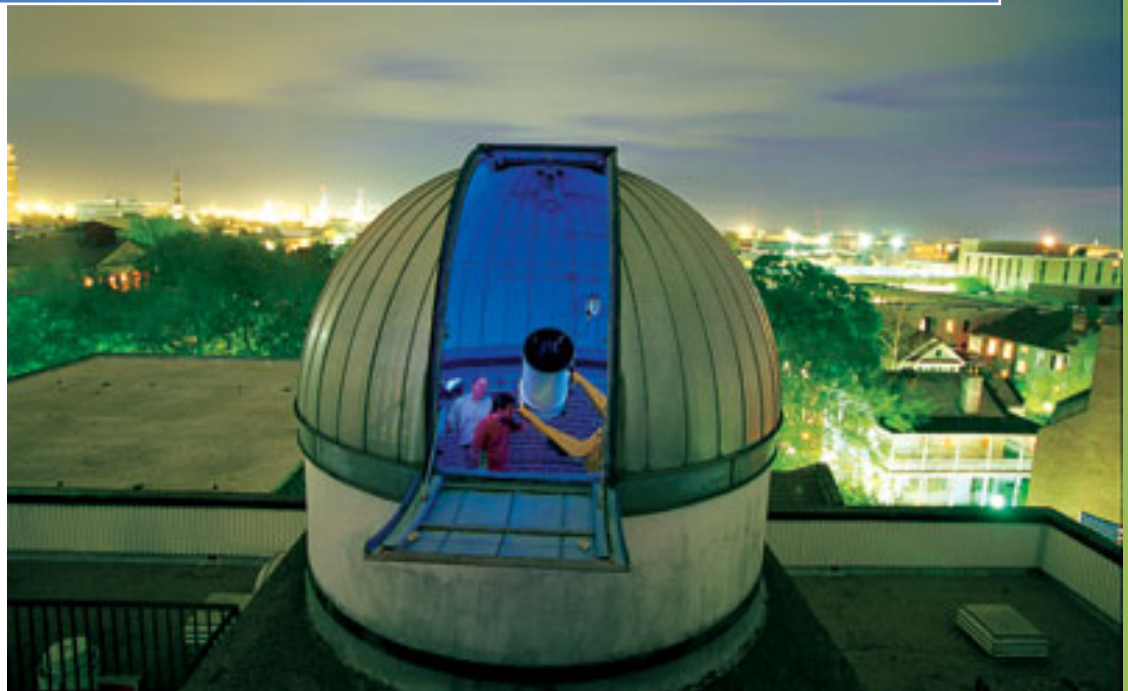


2010

National Survey of Student Engagement (NSSE): A Summary Report for The College of Charleston



Institutional Effectiveness & Planning
College of Charleston

The National Survey of Student Engagement (NSSE) College of Charleston Summary of 2010 Results

Background

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students about the nature and quality of their undergraduate experience. 595 institutions participated in the 2010 administration, resulting in 393,630 student responses (see Appendix A for complete list).

The [five benchmarks](#) are the primary focus of the NSSE. These indicators capture many vital aspects of the student experience. The benchmarks summarized in this report are as follows:

- level of academic challenge
- active and collaborative learning
- student-faculty interaction
- enriching educational experiences
- and supportiveness of campus environment

Date of Administration: Spring semester of 2010

Comparison groups:

- Southeast Public, 62 institutions (see Appendix A)
- Carnegie Classification (19), 66 institutions (see Appendix A)

Target Populations:

- First-year (FY) students = 30% response
- Senior (SR) students = 32% response

Table 1. Response Rates and Sampling Error

	CofC		Southeast Public		Carnegie Class		NSSE 2010	
	FY	SR	FY	SR	FY	SR	FY	SR
Response Rate^a								
Overall	31%		28%		34%		32%	
By class	30%	32%	26%	30%	31%	36%	30%	33%
NSSE sample size ^b	2,166	2,084	113,326	126,595	49,982	48,453	557,470	583,230
Sampling Error^c								
Overall	2.3%		0.3%		0.4%		0.1%	
By class	3.3%	3.1%	0.5%	0.4%	0.7%	0.6%	0.2%	0.2%
Number of respondents ^b	639	664	28,912	38,320	15,709	17,339	165,307	194,857
Total population	2,166	2,084	119,936	131,835	53,612	49,830	586,152	614,122

^a Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses; students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

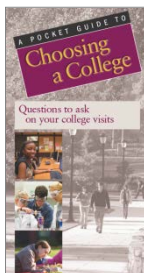
^b This report is based on information from all randomly selected students for both the College of Charleston and the comparison institutions. Targeted and locally administered oversamples (i.e., non-randomly selected students) are not included in this report.

^c Sampling error is an estimate of the margin by which the "true" score for your institution on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of your students reply "very often" to a particular item. If the sampling error is +/- 5%, then the true population value is most likely between 55% and 65%. (Social scientists typically find a sampling error of <5% acceptable.)

The Student Experience in Brief: College of Charleston

Each year the National Survey of Student Engagement (NSSE) asks students at hundreds of colleges and universities to reflect on the time they devote to various learning activities. The topics explored are linked to previous research on student success in college.

Results from NSSE can provide prospective students with insights into how they might learn and develop at a given college. To help in the college exploration process, NSSE developed *A Pocket Guide to Choosing a College* to provide students and parents key questions to ask during campus visits.



The following responses were provided by 1,303 randomly selected CofC students on the 2010 NSSE survey.

Academic Challenge

To what degree is studying and spending time on academic work emphasized?

84% of FY students feel that this institution places substantial emphasis on academics.¹

Do faculty hold students to high standards?

60% of FY students frequently work harder than they thought they could to meet faculty expectations.²

How much time do students spend on homework each week?

38% of FY students spend more than 15 hours per week preparing for class. 11% spend 5 hours or less.

What types of thinking do assignments require?

First-year students report substantial emphasis on the following activities:

- Memorizing facts, ideas, or methods: 75%
- Analyzing basic elements of an idea or theory: 86%
- Synthesizing and organizing ideas: 74%
- Making judgments about value of information: 68%
- Applying theories or concepts: 81%

How much writing is expected?

5% of FY students write more than 10 papers between 5 and 19 pages and 18% have written a paper more than 20 pages in length.

How much reading is expected during the school year?

38% of FY students read more than 10 assigned books and packs of course readings. 19% read fewer than 5.

Do exams require students to do their best work?

57% of FY students report that their exams strongly challenge them to do their best work.³

Active Learning

How often are topics from class discussed outside of the classroom?

61% of FY students frequently discuss readings or ideas from coursework outside of class.

Do students work together on projects – inside and outside of class?

44% of FY students frequently work with other students on projects in class, 47% work with peers on assignments outside of class.

How often do students make class presentations?

31% of FY students report that they make frequent presentations in class.

How many students participate in community-based projects in regular courses?

14% of FY students frequently participate in service-learning or community-based projects during a given year. 51% never took part in such activities.

How many students apply their classroom learning to real life through internships or off-campus field experiences?

By their senior year, 66% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.

Do students have opportunities to tutor or teach other students?

22% of seniors frequently assist their fellow students by tutoring or teaching.

Student-Faculty Interaction

Are faculty members accessible and supportive?

52% of FY students say their faculty are available, helpful and sympathetic.

How many students work on research projects with faculty?

By their senior year, 28% of students have done research with a faculty member.

Do students receive prompt feedback on academic performance?

69% of FY students indicate that they frequently get prompt verbal or written feedback from faculty members.

Note: FY= First-Year student SR=Senior student

How often do students talk with advisors or faculty members about their career plans?

88% of seniors at least occasionally discuss career plans with faculty.⁴ 12% never talk with faculty members about career plans.

Do students and faculty members work together on committees and projects outside of course work?

43% of FY students at least occasionally spend time with faculty members on activities other than coursework.



Enriching Educational Experiences

What types of honors courses, learning communities, and other distinctive programs are offered?

During their first year, 22% of students participate in a learning community. By their senior year, 30% of students have taken an independent study class.

How often do students interact with peers with different social, political, or religious views?

65% of FY students say they frequently have serious conversations with students who are different from themselves in terms of their religious, political, or personal beliefs.

How often do students interact with peers from different racial or ethnic backgrounds?

51% of FY students frequently have serious conversations with those of a different race.

How many students study in other countries?

By their senior year, 25% of students have studied abroad.

Do students participate in activities that enhance their spirituality?

26% of FY students frequently engage in spiritually enhancing activities such as worship, meditation, or prayer.

What percentage of students participate in community service?

By the time they are seniors, 72% of students have participated in community service or volunteer work.

Supportive Campus Environment

How well do students get along with other students?

53% of FY students report that their peers are friendly, supportive, and help them feel as if they belong.

Are students satisfied with their overall educational experience?

91% of FY students report a favorable image of this institution; 85% of seniors would choose this school again if they could start their college career over.

How much time do students devote to co-curricular activities?

10% of FY students spend more than 15 hours a week participating in co-curricular activities. 26% spend no time participating in co-curricular activities.

How well do students get along with administrators and staff?

36% of FY students find the administrative personnel and offices helpful, considerate, and flexible.

To what extent does the school help students deal with their academic and social needs?

85% of FY students feel that this institution has a substantial commitment to their academic success. 54% feel well-supported by the institution regarding their social needs.

A Pocket Guide to Choosing a College is available at nse.iub.edu/html/pocket_guide.cfm

Notes:

1. "Substantial" emphasis is defined by combining the responses to values of "Very much" and "Quite a bit."
2. "Frequently" is defined by combining the responses to values of "Very often" and "Often."
3. "Strongly challenge" is defined by combining response values of "6" and "7" on a one-to-seven point scale where 1 is "Very little" and 7 is "Very much."
4. "Occasionally" is defined by combining the responses to values of "Very often," "Often," and "Sometimes."

Data source: National Survey of Student Engagement 2010



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NSSE 2010 Benchmark Comparison Report

Top 50% and 10% Comparison: Summary Table

The NSSE report offers comparisons to schools that scored in the top 50 percent and top 10 percent in a particular benchmark. The table below summarizes the College of Charleston compared to the top 50 and 10 percent in these benchmarks, with the significant values associated.

		<i>CofC compared with</i>						
		CofC	NSSE 2010 Top 50%			NSSE 2010 Top 10%		
		Mean a	Mean a	Sig b	Effect size c	Mean a	Sig b	Effect size c
First-Year	Level of Academic Challenge	54.4	57.2	***	-.22	60.5	***	-.48
	Active and Collaborative Learning	44.2	48.1	***	-.23	52.2	***	-.46
	Student-Faculty Interaction	36.4	39.9	***	-.18	44.1	***	-.36
	Enriching Educational Experiences	31.8	31.1		.05	33.6	***	-.13
	Student Campus Environment	63.7	67.2	***	-.20	70.8	***	-.40
Senior	Level of Academic Challenge	58.5	60.9	***	-.18	63.8	***	-.39
	Active and Collaborative Learning	53.2	56.6	***	-.20	60.3	***	-.40
	Student-Faculty Interaction	46.7	49.3	**	-.12	55.3	***	-.39
	Enriching Educational Experiences	49.3	47.7	*	.09	55.8	***	-.38
	Student Campus Environment	60.1	64.7	***	-.25	68.6	***	-.46

^a Weighted by gender and enroll status (and by inst. Size for comp. groups).

^b *p<.05 **p<.01 ***p<.001 (2-tailed).

^c Mean diff. divided by the pooled standard dev.

Southeast Public and Carnegie Class Comparisons: Summary Table

The benchmark comparison report is presented below for our two “default” comparison groups: Southeast Public Institutions and Carnegie Class institutions (see Appendix A for list). The table below summarizes the College of Charleston’s mean scores for each benchmark compared to these two comparison groups, with the significant values associated.

		<i>CofC compared with</i>						
		CofC	NSSE 2010 Southeast Public			NSSE 2010 Carnegie Class (19)		
		Mean a	Mean a	Sig b	Effect size c	Mean a	Sig b	Effect size c
First-Year	Level of Academic Challenge	54.4	52.8	**	.12	53.6		.06
	Active and Collaborative Learning	44.2	42.9	*	-.23	44.4		-.01
	Student-Faculty Interaction	36.4	35.4		.06	35.5		.05
	Enriching Educational Experiences	31.8	27.4	***	.32	26.8	***	.38
	Student Campus Environment	63.7	62.1	*	.08	62.5		.06
Senior	Level of Academic Challenge	58.5	56.5	***	.14	57.9		.04
	Active and Collaborative Learning	53.2	50.8	***	.13	53.3		.00
	Student-Faculty Interaction	46.7	42.3	***	.21	43.8	***	.14
	Enriching Educational Experiences	49.3	39.2	***	.57	40.1	***	.51
	Student Campus Environment	60.1	59.0		.05	60.9		-.05

^a Weighted by gender and enroll status (and by inst. Size for comp. groups).

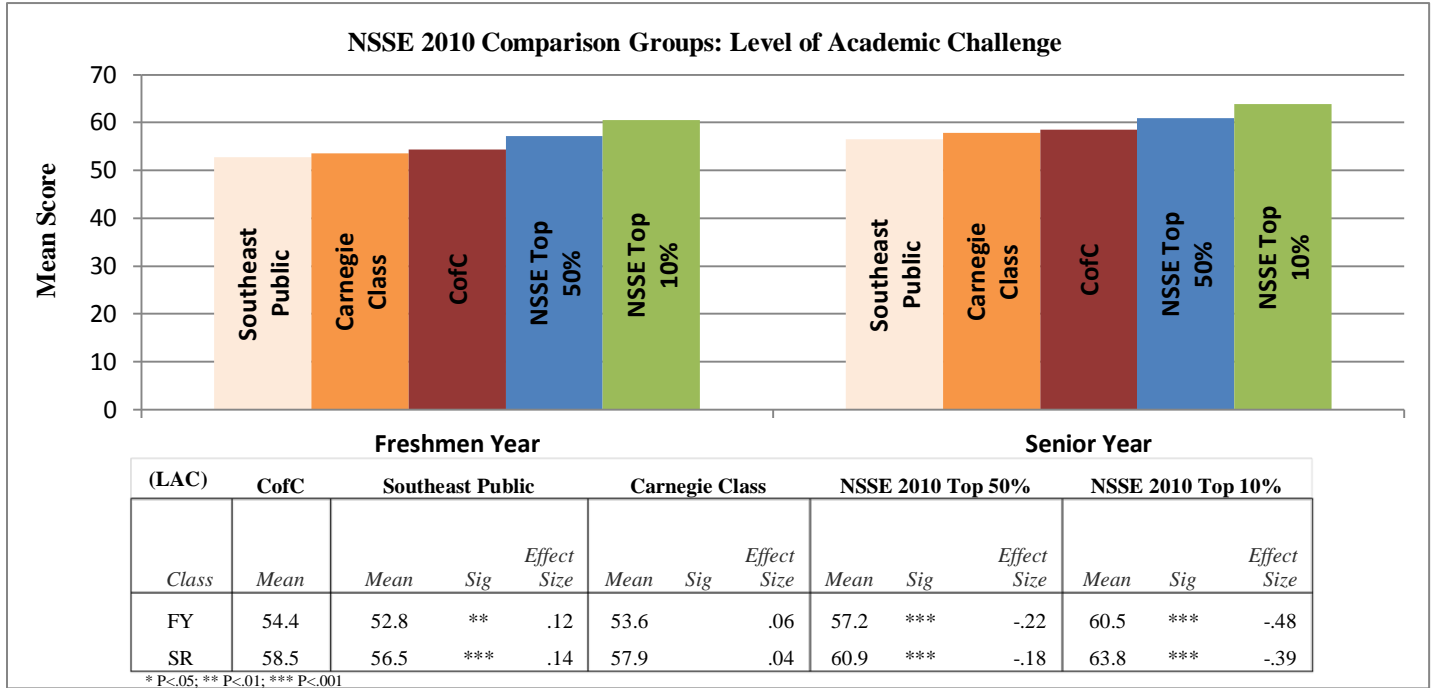
^b *p<.05 **p<.01 ***p<.001 (2-tailed).

^c Mean diff. divided by the pooled standard dev.

1) LEVEL OF ACADEMIC CHALLENGE - Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Key Points:

- College of Charleston students report that they are not as academically challenged as other college students; mean score ranks significantly below the mean of the top 50 percent and top 10 percent institutions.
- Reading, writing, and time spent studying are contributing factors to the lack of rigor.
- Both freshmen and senior students reported having coursework that emphasized critical thinking skills.



Level of Academic Challenge Individual Items:	Respondent Mean	
	FY	SR
Number of written papers or reports of 20 pages or more. [Range: 1 to 5; FY = 593, SR = 635]	1.23	1.64
Number of written papers or reports between 5 and 19 pages. [Range: 1 to 5; FY = 594, SR = 636]	2.23	2.64
Working harder than you thought you could to meet an instructor's standards or expectations. [Range: 1 to 4; FY = 601, SR = 637]	2.72	2.76
Number of written papers or reports of fewer than 5 pages. [Range: 1 to 5; FY = 597, SR = 638]	2.96	3.08
Number of assigned textbooks, books, or book-length packs of course readings. [Range: 1 to 5; FY = 596, SR = 636]	3.31	3.4
Coursework emphasizes: Making of judgments about the value of information, arguments, or methods. [Range: 1 to 4; FY = 594, SR = 634]	2.91	3.06
Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory. [Range: 1 to 4; FY = 599, SR = 631]	3.29	2.76
Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program). [Range: 1 to 8; FY = 587, SR = 629]	4.27	4.12
Coursework emphasizes: Applying theories or concepts to practical problems or in new situations. [Range: 1 to 4; FY = 596, SR = 622]	3.19	3.32
Campus environment emphasizes: Spending significant amount of time studying and on academic work. [Range: 1 to 4; FY = 578, SR = 622]	3.21	3.19
Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships. [Range: 1 to 4; FY = 594, SR = 631]	3.02	3.19

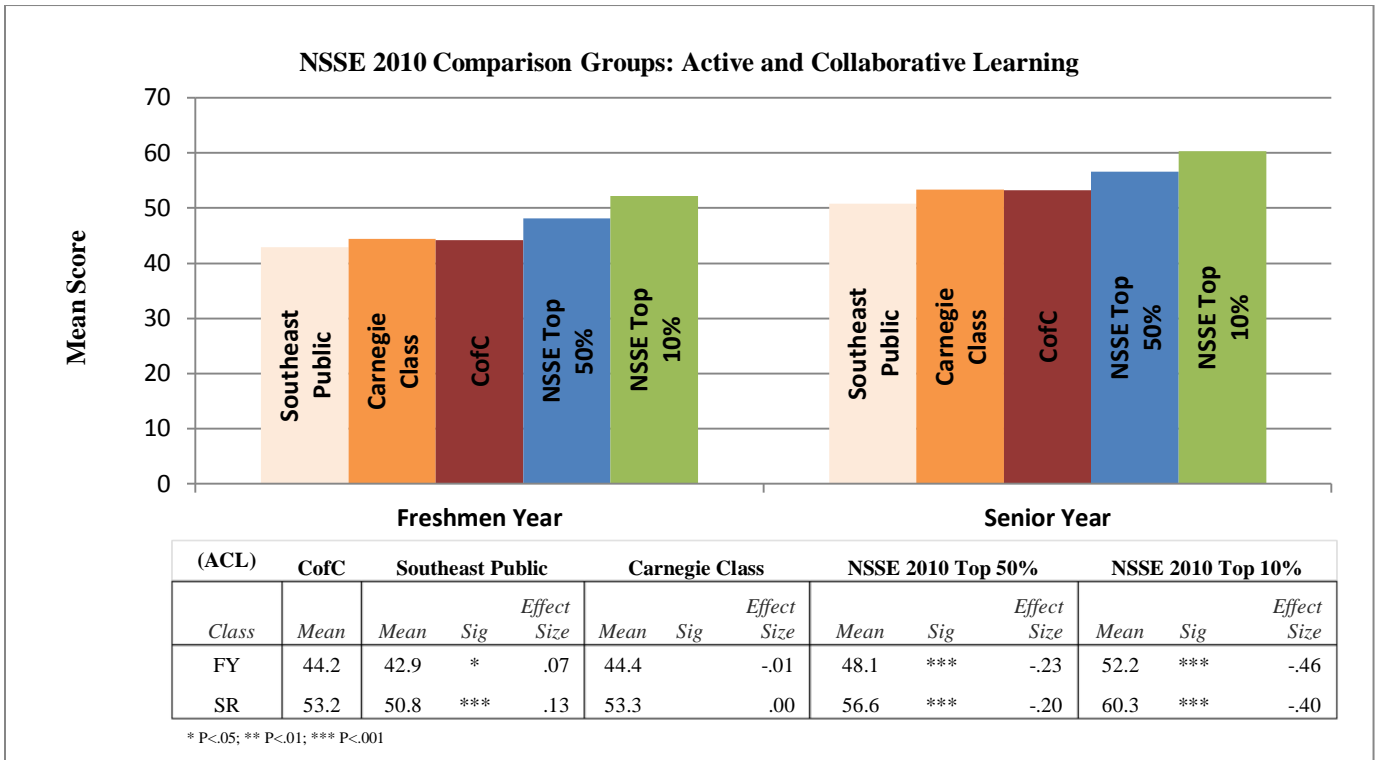
- Mean score falls in bottom third of the range (items of concern)
- Mean score falls in the middle third of the range (items of moderate concern)
- Mean scores fall in the top third of the range (items of strength)

Technical note: The determination for red, yellow, or green codes was determined by dividing the range of possible choices for each question into thirds. Range of 1 to 4: 1-1.9/ 2-2.9/ 3-4; Range of 1 to 5: 1-2.33/2.34-3.67/3.68-5.0; Range of 1 to 8: 1-3.33/3.34-5.67/ 5.68-8

2) ACTIVE AND COLLABORATIVE LEARNING - Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

Key Points:

- In comparison to the top 50 percent and top 10 percent schools in this category, College of Charleston ranked significantly below the mean.
- Particularly low were student self-reports of participating in course-based community projects and mentoring other students.
- Seniors report greater contributions to class discussions and discussing academic concepts outside of class.



Active and Collaborative Learning Individual Items:	Respondent Means	
	FY	SR
Participated in a community-based project as part of a regular course [Range: 1 to 4; FY = 613, SR = 641]	1.68	1.70
Tutored or taught other students (paid or voluntary) [Range: 1 to 4; FY = 616, SR = 639]	1.65	1.82
Worked with other students on projects during class [Range: 1 to 4; FY = 633, SR = 662]	2.42	2.50
Worked with classmates outside of class [Range: 1 to 4; FY = 636, SR = 663]	2.49	2.90
Made a class presentation [Range: 1 to 4; FY = 636, SR = 659]	2.25	2.87
Discussed ideas from your readings or classes with others outside of class [Range: 1 to 4; FY = 602, SR = 639]	2.77	3.02
Asked questions in class or contributed to class discussions [Range: 1 to 4; FY = 638, SR = 659]	2.94	3.31

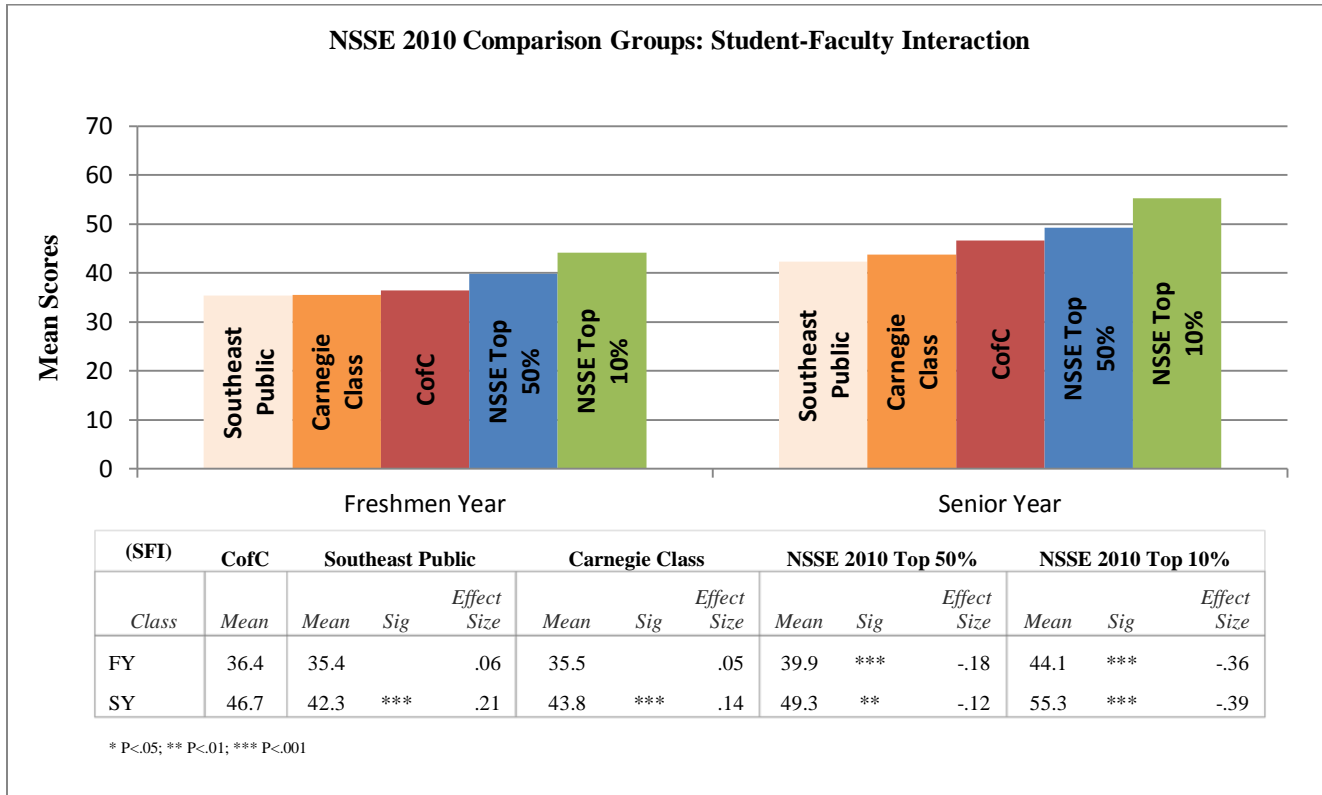
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3) STUDENT-FACULTY INTERACTION - Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

Key Points:

- Students rate the College of Charleston significantly below the mean when compared to the top 50 percent and top 10 percent schools for student-faculty interaction.
- The lowest scoring items were interacting with faculty unrelated to coursework and discussing ideas from class or readings with faculty.



Student-Faculty Interaction Individual Items:	Respondent Means	
	FY	SR
Worked with faculty members on activities other than coursework [Range: 1 to 4; FY = 601, SR = 636]	1.60	1.89
Discussed ideas from your readings or classes with faculty members outside of class [Range: 1 to 4; FY = 616, SR = 643]	1.86	2.19
Talked about career plans with a faculty member or advisor [Range: 1 to 4; FY = 615, SR = 642]	2.33	2.54
Work on a research project with a faculty member outside of course or program requirements [Range: 1 to 4; FY = 590, SR = 626]	2.20	2.54
Discussed grades or assignments with an instructor [Range: 1 to 4; FY = 616, SR = 640]	2.73	2.95
Received prompt written or oral feedback from faculty on your academic performance [Range: 1 to 4; FY = 601, SR = 637]	2.85	2.97

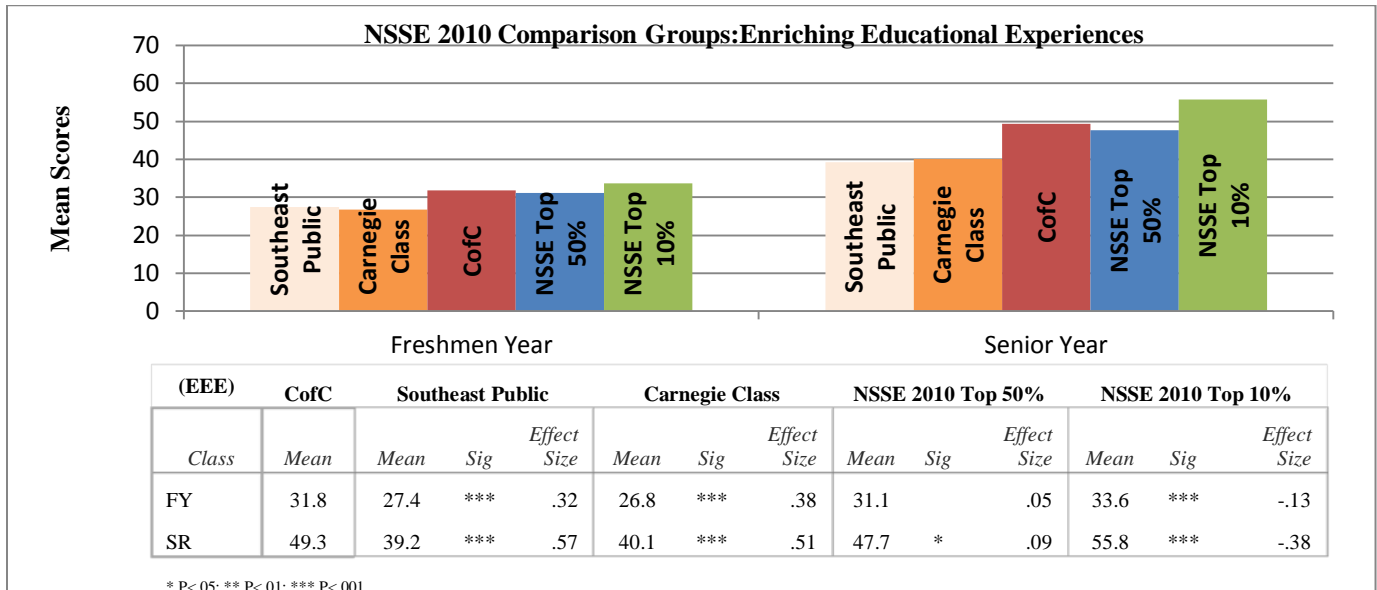
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- Mean scores fall in the top third of the range (items of strength)

Technical note: The determination for red, yellow, or green codes was determined by dividing the range of possible choices for each question into thirds. Range of 1 to 4: 1-1.9/ 2-2.9/ 3-4

4) ENRICHING EDUCATIONAL EXPERIENCES - Complementary learning opportunities enhance academic programs. Diversity experiences teach students valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

Key Points:

- College of Charleston seniors reported enriching educational experiences slightly higher than the top 50 percent institutions, but reported significantly lower experiences compared to those in the top 10 percent institutions.
- Participation in independent studies and learning communities had particularly low mean scores.
- CofC students rate the institution fairly low in its efforts to promote diversity.
- CofC students reported low mean scores in regards to time spent participating in co-curricular activities.



Enriching Educational Experiences Individual Items	Respondent Means	
	FY	SR
Independent study or self-designed major [Range: 1 to 4; FY = 589, SR = 624]	1.94	2.57
Participate in a learning community or some other formal program where groups of students take two or more classes together [Range: 1 to 4; FY = 587, SR = 627]	2.36	2.35
Institutional emphases: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds [Range: 1 to 4; FY = 578, SR = 622]	2.59	2.37
Hours per 7-day week spent: Participating in co-curricular activities [Range: 1 to 8; FY = 585, SR = 629]	2.47	2.38
Study abroad [Range: 1 to 4; FY = 590, SR = 623]	2.60	2.51
Culminating senior experience [Range: 1 to 4; FY = 592, SR = 630]	2.05	3.08
Used an electronic medium to discuss or complete an assignment [Range: 1 to 4; FY = 613, SR = 643]	2.52	2.82
Had serious conversations with students of a different race or ethnicity than your own [Range: 1 to 4; Freshmen = 603, Senior = 643]	2.63	2.75
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values [Range: 1 to 4; FY = 604, SR = 639]	2.89	2.94
Practicum, internship, field experience, co-op experience, or clinical assignment [Range: 1 to 4; FY = 594, SR = 630]	2.83	3.43
Community service or volunteer work [Range: 1 to 4; FY = 592, SR = 624]	3.29	3.53
Foreign language coursework [Range: 1 to 4; FY = 591, SR = 630]	3.42	3.62

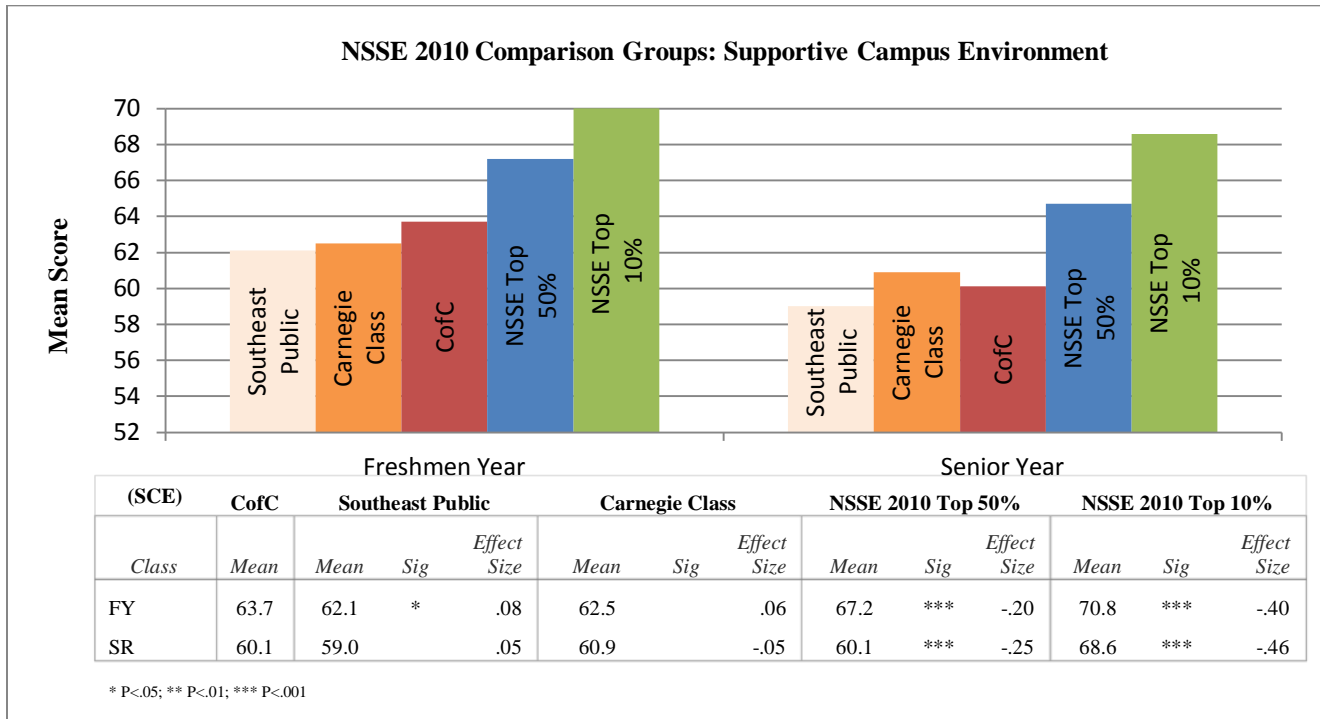
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- Mean scores fall in the top third of the range (items of strength)

Technical note: The determination for red, yellow, or green codes was determined by dividing the range of possible choices for each question into thirds. Range of 1 to 4: 1-1.9/ 2-2.9/ 3-4; Range of 1 to 8: 1-3.33/3.34-5.67/ 5.68-8

5) SUPPORTIVE CAMPUS ENVIRONMENT - Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Key Points:

- When compared to the top 50 percent and top 10 percent institutions, College of Charleston mean scores were significantly below the mean.
- Students rated the institution low in terms of helping students cope with non-academic responsibilities.
- Mean scores were low for students' perception that the institution provided the support they needed to thrive socially.
- However, CofC students reported the institution provides the support they need to thrive academically.
- Students also reported having positive relationships with other students and faculty.



Supportiveness of Campus Environment Individual Items	Respondent Means	
	FY	SR
Institutional emphasis: Helping you cope with your non-academic responsibilities [Range: 1 to 4; FY = 576, SR = 623]	2.35	2.42
Institutional Emphasis: Providing the support you need to thrive socially [Range: 1 to 4; FY = 572, SR = 621]	2.58	2.42
Relationships with administrative personnel and offices [Range: 1 to 7; FY = 588, SR = 630]	4.88	4.44
Institutional emphasis: Providing the support you need to help you succeed academically [Range: 1 to 4; FY = 571, SR = 619]	3.24	3.04
Relationships with other students Range: 1 to 7; FY = 591, SR = 630]	5.36	5.54
Relations with faculty members [Range: 1 to 7; FY = 591, SR = 626]	5.37	5.59

- Mean score falls in bottom third of the range (items of concern)
- Mean score falls in the middle third of the range (items of moderate concern)
- Mean scores fall in the top third of the range (items of strength)

Technical note: The determination for red, yellow, or green codes was determined by dividing the range of possible choices for each question into thirds. Range of 1 to 4: 1-1.9/ 2-2.9/ 3-4; Range of 1 to 7: 1-2.9/3-4.9/ 5-7

First-Year Students: Expectations and Experiences
(Combined BCSSE 2009 and NSSE 2010 Report)

Key Points:

- Consistently, students' expectations about their upcoming academic experience are not being met in their first year of college.
- This is particularly true for working with faculty outside the classroom setting, making class presentations, and discussing academic concepts with faculty members outside of class.

Longitudinal differences in expectations and experiences from BCSSE 2009 and NSSE 2010	
BCSSE/NSSE Item	Difference in Expected vs. Actual
How often did you or expect to work with faculty members on activities other than coursework? (BCSSE Often/Very Often = 46.8%, NSSE Often/Very Often = 12.4%)	↓34%
How often did you or expect to make a class presentation? (BCSSE Often/Very Often = 59.6%, NSSE Often/Very Often = 29.3%)	↓30%
How often did you or expect to discuss ideas from your readings or classes with teacher/faculty members outside of class? (BCSSE Often/Very Often = 50.2%, NSSE Often/Very Often = 20.6%)	↓30%
How often did you or expect to work with classmates outside of class to prepare class assignments? (BCSSE Often/Very Often = 70.8%, NSSE Often/Very Often = 45.7%)	↓25%
How often did you or expect to put together ideas or concepts from different courses when completing assignments or during class discussions? (BCSSE Often/Very Often = 80.3%, NSSE Often/Very Often = 57.9%)	↓22%
How often did you or expect to have serious conversations with students of a different race or ethnicity than your own? (BCSSE Often/Very Often = 70.3%, NSSE Often/Very Often = 50.4%)	↓20%
How often did you or expect to work on a paper or project that requires integrating ideas or information from various sources? (BCSSE Often/Very Often = 93%, NSSE Often/Very Often = 74.4%)	↓19%
How often did you or expect to discuss grades or assignments with a teacher/instructor? (BCSSE Often/Very Often = 69.2%, NSSE Often/Very Often = 55.1%)	↓14%
How often did you or expect to ask questions in class or contribute to class discussions? (BCSSE Often/Very Often = 83%, NSSE Often/Very Often = 65.6%)	↓17%
How often did you or expect to try to better understand someone else's views by imagining how an issue looks from his or her perspective? (BCSSE Often/Very Often = 80.8%, NSSE Often/Very Often = 64%)	↓17%
How often did you or expect to have serious conversations with students who are very different from you in terms of religious beliefs, political opinions or values? (BCSSE Often/Very Often = 73.4%, NSSE Often/Very Often = 64.9%)	↓9%
How often did you or expect to discuss ideas from your readings with others outside of class? (BCSSE Often/Very Often = 64.2%, NSSE Often/Very Often = 61.8%)	↓2%

Appendix A

Comparison Group 1: Southeastern Public Institutions

Alabama A&M University	Lander University	University of Mississippi
Alcorn State University	Louisiana Tech University	University of Montevallo
Arkansas State University- Jonesboro	Macon State College	The University of New Orleans
Auburn University	Marshall University	University of North Carolina at Asheville
Auburn University at Montgomery	McNeese State University	University of North Carolina at Chapel Hill
Bluefield State College	Mississippi State University	University of South Carolina Aiken
Christopher Newport University	Nicholls State University	University of South Carolina – Beaufort
The Citadel	Norfolk State University	University of South Florida
Clayton State University	Norfolk State University	University of Southern Mississippi
Clemson University	Old Dominion University	The University of Tennessee Martin
Coastal Carolina University	Shepherd University	The University of Tennessee, Knoxville
Dalton State College	Southeastern Louisiana University	University of West Georgia
Delta State University	Southern University and A&M College	Virginia Commonwealth University
Fayetteville State University	Southern University at New Orleans	The University of Tennessee Martin
Florida Atlantic University	Tennessee State University	Knoxville
Florida Gulf Coast University	Troy University	University of West Georgia
Florida International University	The University of Alabama	Virginia Commonwealth University
Francis Marion University	University of Arkansas	Virginia Military Institute
Georgia Gwinnett College	University of Arkansas – Fort Smith	West Virginia University
Grambling State University	University of Arkansas at Little Rock	Winston-Salem State University
Henderson State University	University of Louisiana at Lafayette	
Jackson State University	University of Louisiana Monroe	
Jacksonville State University	University of Mary Washington	

Comparison Group 2: Carnegie Class Institutions (19)

Abilene Christian University	Grambling State University	Southern University at New Orleans
Alcorn State University	Henderson State University	The State University of New York at Geneseo
Alvernia University	Husson University	Stetson University
American International College	Jacksonville University	Truman State University
Anna Maria College	LeTourneau University	Tusculum College
Assumption College	Lincoln Memorial University	University of Guam
Bethel University	Manhattan College	University of Mary Washington
Butler University	Midwestern State University	University of Michigan – Flint
California State University San Marcos	Mills College	University of Minnesota – Duluth
Centenary College	Misericordia University	University of Nebraska at Kearney
Chestnut Hill College	Mount Saint Mary College	University of Scranton
Cheyney University of Pennsylvania	Mountain State University	University of Southern Indiana
Columbia College Chicago	New Mexico Institute of Mining and Technology	The University of Tampa
Concordia University Chicago	Newman University	The University of Tennessee martin
Daemen College	Nicholls State University	The University of Texas at Brownsville
Davenport University	North Central College	The University of Texas of the Permian Basin
Delta State University	North Park University	University of Washington Tacoma
Drury University	Norwich University	Ursuline College
Eastern Connecticut State University	Palm Beach Atlantic University – West Palm Beach	Wayland Baptist University
Ferris State University	Purdue University – Calumet Campus	Waynesburg University
Gallaudet University	Queens University of Charlotte	Westminster College
Georgian Court University	Rockford College	

To see all participating institutions, [click here](#).

Appendix B

NSSE 2010 Survey Demographics

NSSE 2010 Survey Demographics		NSSE 2010 Sample CofC		NSSE 2010 Population CofC		
Student Characteristics		FY	SR	FY	SR	
<i>Enrollment Status</i>	Full-time	100%	94%	99%	90%	
	Less than full-time	0%	6%	1%	10%	
<i>Gender</i>	Female	76%	72%	67%	64%	
	Male	24%	28%	33%	36%	
<i>Race/Ethnicity</i>	Am. Indian/Native American	0%	0%	--	--	
	Asian/Asian Am./Pacific Isl.	2%	2%			
	Black/African American	5%	5%	5%	6%	
	White (non-Hispanic)	81%	80%	83%	83%	
	Mexican/Mexican American	1%	0%	--	--	
	Puerto Rican	0%	1%	--	--	
	Other Hispanic or Latino	2%	1%	--	--	
	Multiracial	2%	2%	--	--	
	Other	2%	1%	13%	11%	
	I prefer not to respond	5%	8%	--	--	
	<i>SAT Scores</i>	Math Mean	578.43	591.30	572	584
		Verbal Mean	576.54	596.95	571	587
Writing Mean		575.66	594.03	568	586	
<i>Transfer Status</i>	Transfer students	9%	28%	9%	27%	

Appendix C

NSSE 2010 Multi-Year Benchmark Report: Data Quality Indicators College of Charleston

An important early step in conducting a multi-year analysis is to review the quality of your data for both first-year and senior respondents in each year. The precision of an institution's population estimates can vary from one year to the next. The values in this table were drawn from the Respondent Characteristics reports from each NSSE administration.

Data Quality Indicators for Each NSSE Participation Year							
Year	Mode	Response Rate		Sampling Error		Number of Respondents	
		FY	SR	FY	SR	FY	SR
2003	Web	15%	15%	9.4%	9.5%	105	101
2005	Web	26%	21%	5.0%	6.0%	333	237
2010	Web	30%	32%	3.3%	3.1%	639	664

NSSE 2010 Multi-Year Benchmark Report: Detailed Statistics^a College of Charleston

		First-Year Students			Seniors		
		<i>2003</i>	<i>2005</i>	<i>2010</i>	<i>2003</i>	<i>2005</i>	<i>2010</i>
Level of Academic Challenge (LAC)	Mean	55.9	52.6	54.4	57.5	56.0	58.5
	n	98	313	598	94	223	637
	SD	12.1	11.9	12.3	12.8	12.4	12.9
	SEM	1.22	.67	.50	1.32	.83	.51
Active and Collaborative Learning (ACL)	Mean	41.1	42.2	44.2	52.9	51.1	53.2
	n	98	331	637	94	229	663
	SD	12.8	15.7	14.7	17.2	15.3	15.7
	SEM	1.29	.86	.58	1.77	1.01	.61
Student Faculty Interaction (SFC)^b	Mean	42.9	40.8	42.5	48.3	52.1	50.3
	n	98	316	616	94	224	642
	SD	18.3	19.1	19.1	20.5	20.1	20.7
	SEM	1.84	1.07	.77	2.11	1.34	.82
Student Faculty Interaction (SFI)^b	Mean	-	34.7	36.4	-	47.4	46.7
	n	-	313	603	-	224	641
	SD	-	16.8	17.2	-	19.6	21.0
	SEM	-	.95	.70	-	1.31	.83
Enriching Educational Experiences (EEE)^c	Mean	-	29.6	31.8	-	45.3	49.3
	n	-	311	593	-	221	629
	SD	-	12.5	12.9	-	16.3	16.8
	SEM	-	.71	.53	-	1.10	.67
Supportive Campus Environment (SCE)	Mean	65.4	61.1	63.7	62.1	58.0	60.1
	n	98	305	579	94	217	623
	SD	15.6	16.2	17.4	16.0	17.1	17.5
	SEM	1.57	.93	.72	1.64	1.16	.70

a n=number of respondents; SD=standard deviation; SEM=standard error of the mean.

b Due to a change to the 'research with faculty' item in 2004, statistics for 'SFC' (the alternate version of student-faculty interaction that does not include that item) are reported for all years, and 'SFI' is reported beginning with 2004.

c 2001-2003 'EEE' scores are not provided because they are not comparable with those of later years. This is because response options for several of 'EEE' items were substantially altered in 2004.