



NSSE 2022

Engagement Indicators

College of Charleston

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right. The specific items within each EI are listed below, starting on page 5.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2021 and 2022 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2018). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. Your NSSE Tableau dashboards and Report Builder (released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

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

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups. Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Note: It is important to interpret the direction of differences relative to your institutional context. You may not see all of these symbols in your report.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with CofC Peers	Your first-year students compared with Southeast Public	Your first-year students compared with South Carolina
Academic Challenge	Higher-Order Learning	--	△	△
	Reflective & 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 CofC Peers	Your seniors compared with Southeast Public	Your seniors compared with South Carolina
Academic Challenge	Higher-Order Learning	▼	--	△
	Reflective & 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

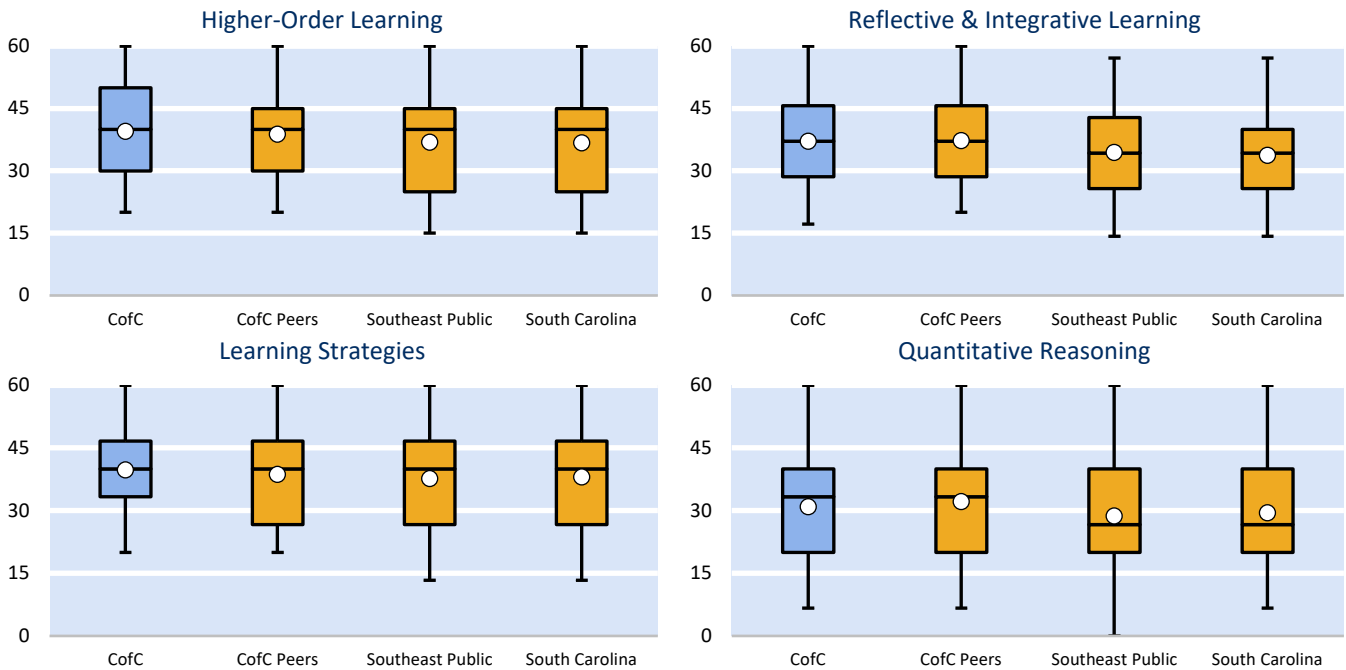
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	CofC Mean	Your first-year students compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.5	38.9	.05	37.0 ***	.19	36.8 ***	.20
Reflective & Integrative Learning	37.2	37.4	-.01	34.5 ***	.22	33.8 ***	.28
Learning Strategies	39.8	38.7	.08	37.7 ***	.15	38.0 **	.13
Quantitative Reasoning	30.9	32.2	-.08	28.7 ***	.15	29.5 *	.10

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	CofC	Percentage point difference ^a between your FY students and		
		CofC Peers	Southeast Public	South Carolina
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-2	+4	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+3	+9	+8
4d. Evaluating a point of view, decision, or information source	76	+2	+9	+11
4e. Forming a new idea or understanding from various pieces of information	76	+4	+8	+10
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	58	-2	+11	+10
2b. Connected your learning to societal problems or issues	60	-2	+11	+13
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	67	+6	+16	+19
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-4	+2	+4
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	73	-2	+4	+6
2f. Learned something that changed the way you understand an issue or concept	69	+0	+5	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	79	-1	+5	+6
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	+2	+7	+7
9b. Reviewed your notes after class	70	+3	+4	+2
9c. Summarized what you learned in class or from course materials	72	+4	+8	+7
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-5	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	-3	+8	+6
6c. Evaluated what others have concluded from numerical information	50	-0	+10	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

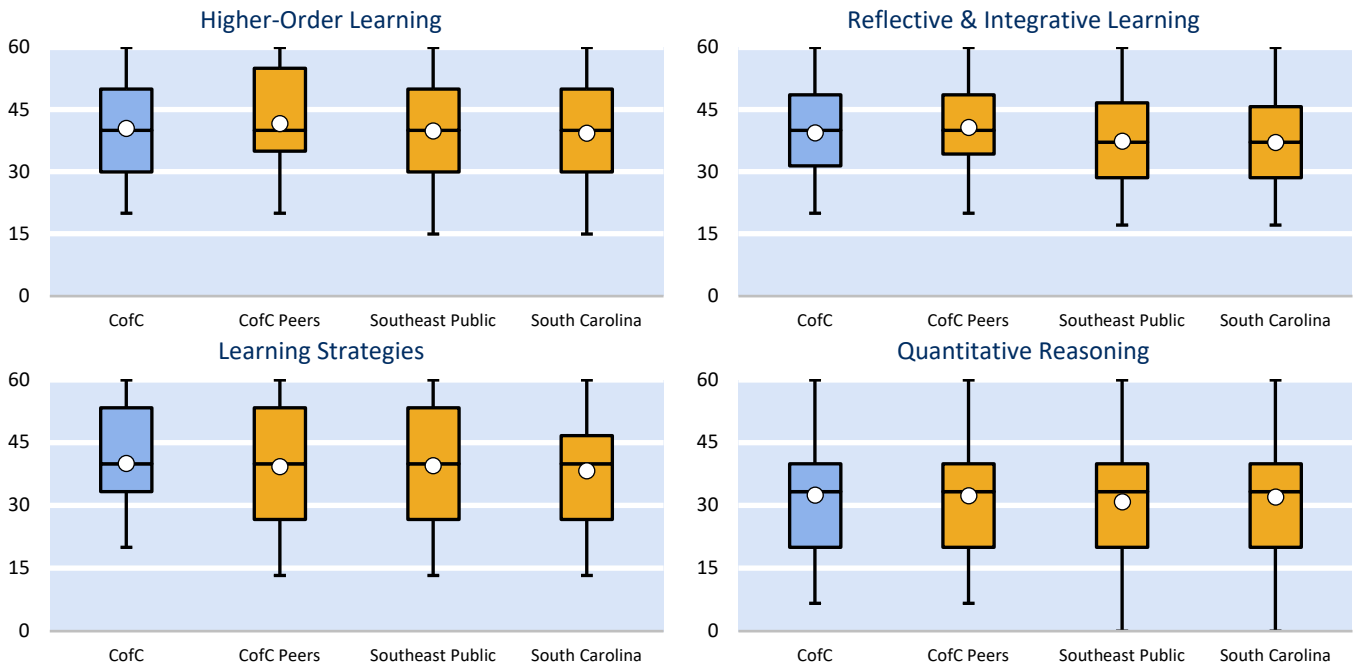
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.5	41.7 *	-.09	39.9	.05	39.4 *	.08
Reflective & Integrative Learning	39.5	40.8 **	-.11	37.4 ***	.15	37.1 ***	.18
Learning Strategies	40.0	39.2	.06	39.5	.04	38.3 ***	.12
Quantitative Reasoning	32.5	32.3	.01	30.8 **	.10	32.0	.03

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

	CofC	Percentage point difference ^a between your seniors and		
		CofC Peers	Southeast Public	South Carolina
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	75	-5	-0	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	78	+1	+4	+5
4d. Evaluating a point of view, decision, or information source	75	-2	+4	+6
4e. Forming a new idea or understanding from various pieces of information	77	-1	+5	+6
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	71	-5	+6	+6
2b. Connected your learning to societal problems or issues	70	-1	+12	+11
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	64	+1	+13	+13
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	-4	+3	+5
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	-3	+3	+3
2f. Learned something that changed the way you understand an issue or concept	74	-1	+5	+7
2g. Connected ideas from your courses to your prior experiences and knowledge	83	-5	+1	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+1	+4	+5
9b. Reviewed your notes after class	68	+3	+1	+6
9c. Summarized what you learned in class or from course materials	70	+1	+2	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	60	+3	+3	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	-1	+5	+2
6c. Evaluated what others have concluded from numerical information	52	+0	+6	+1

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

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Learning with Peers: First-year students

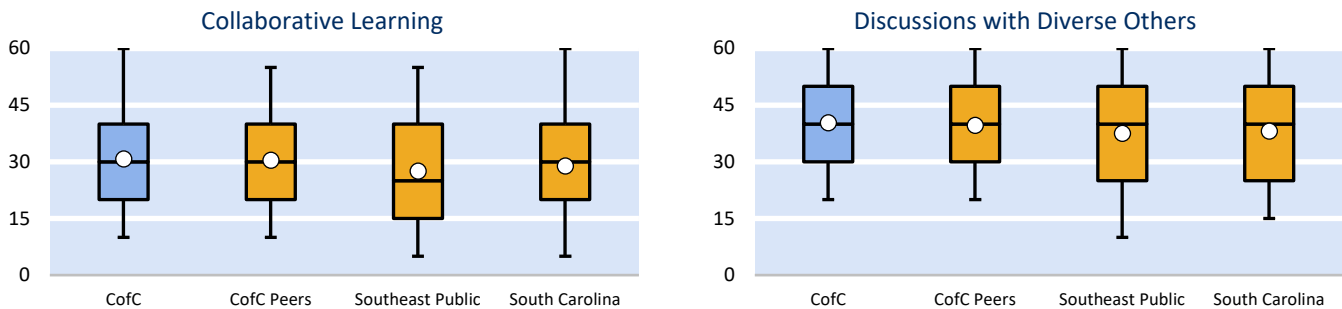
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	CofC Mean	Your first-year students compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	30.7	30.4	.03	27.5 ***	.22	28.9 ***	.13
Discussions with Diverse Others	40.3	39.6	.05	37.5 ***	.17	38.1 ***	.15

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

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Collaborative Learning	CofC %	Percentage point difference ^a between your FY students and		
		CofC Peers	Southeast Public	South Carolina
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	46	+3	+4	+0
1c. Explained course material to one or more students	50	+1	+6	+2
1d. Prepared for exams by discussing or working through course material with other students	42	-2	+6	+3
1e. Worked with other students on course projects or assignments	55	-0	+12	+13
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	70	+3	+4	+5
8b. People from an economic background other than your own	74	+2	+8	+7
8c. People with religious beliefs other than your own	73	+1	+10	+9
8d. People with political views other than your own	68	+0	+7	+1

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Learning with Peers: Seniors

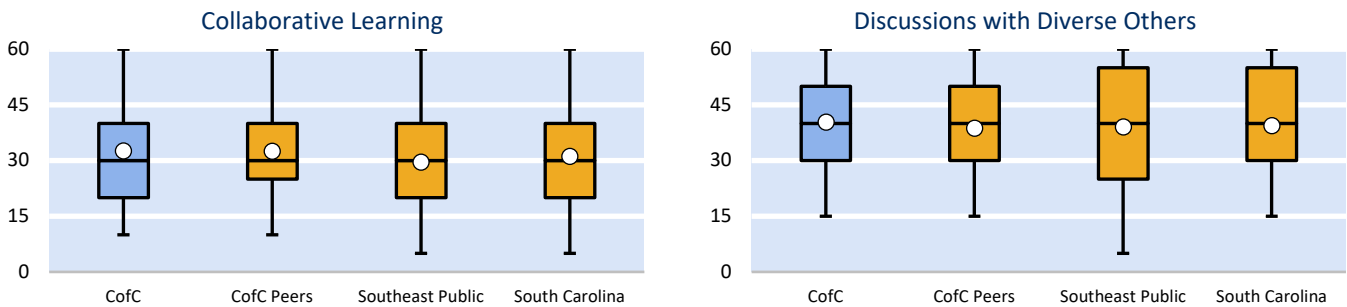
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Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.7	32.6	.00	29.6 ***	.19	31.2 **	.10
Discussions with Diverse Others	40.4	38.8 **	.11	39.1 **	.08	39.4	.06

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

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Collaborative Learning	CofC %	Percentage point difference ^a between your seniors and		
		CofC Peers	Southeast Public	South Carolina
Percentage of students who responded that they "Very often" or "Often"...	%			
1b. Asked another student to help you understand course material	45	+1	+5	+2
1c. Explained course material to one or more students	60	+3	+10	+6
1d. Prepared for exams by discussing or working through course material with other students	45	+3	+7	+3
1e. Worked with other students on course projects or assignments	62	-8	+5	+1
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of a race or ethnicity other than your own	71	+6	+2	+3
8b. People from an economic background other than your own	76	+5	+6	+5
8c. People with religious beliefs other than your own	73	+5	+7	+9
8d. People with political views other than your own	68	+2	+4	-0

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Experiences with Faculty: First-year students

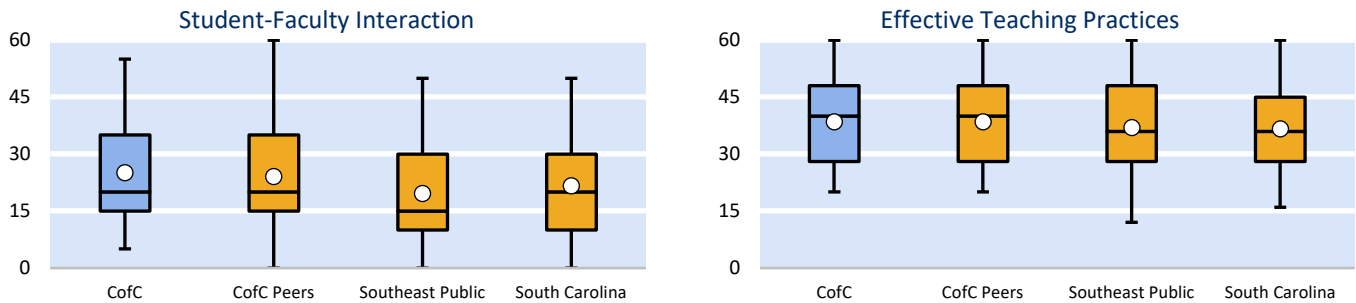
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	CofC Mean	Your first-year students compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	25.0	24.0	.07	19.5 ***	.37	21.6 ***	.23
Effective Teaching Practices	38.4	38.5	.00	37.0 **	.11	36.6 ***	.14

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Student-Faculty Interaction	CofC %	Percentage point difference ^a between your FY students and		
		CofC Peers	Southeast Public	South Carolina
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+5	+11	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	26	+0	+8	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+1	+10	+7
3d. Discussed your academic performance with a faculty member	41	+5	+13	+11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-0	+3	+2
5b. Taught course sessions in an organized way	72	-0	+3	+3
5c. Used examples or illustrations to explain difficult points	72	-1	+3	+3
5d. Provided feedback on a draft or work in progress	69	+3	+9	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	62	+0	+7	+6

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Experiences with Faculty: Seniors

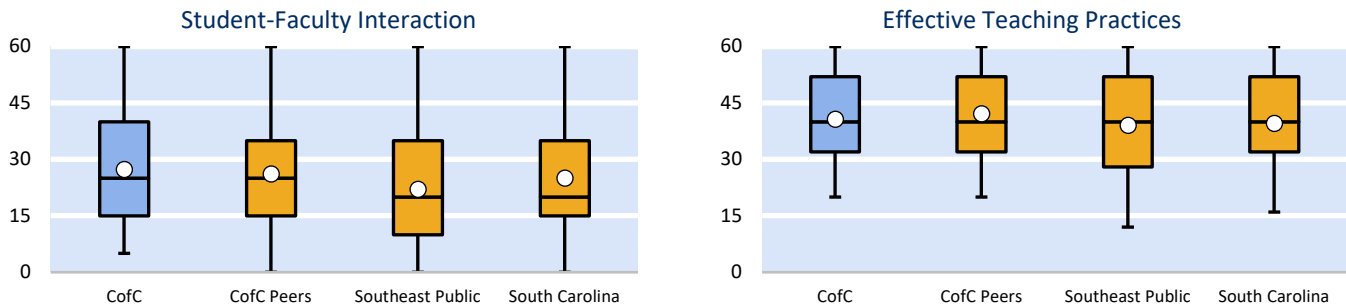
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Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC Peers Mean	CofC Peers Effect size	Southeast Public Mean	Southeast Public Effect size	South Carolina Mean	South Carolina Effect size
Student-Faculty Interaction	27.3	26.1 *	.08	22.0 ***	.32	25.0 ***	.14
Effective Teaching Practices	40.7	42.1 **	-.11	39.0 ***	.11	39.5 *	.08

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3b. Worked w/faculty on activities other than coursework(committees, student groups, etc.)	35	+4	+10	+4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	+2	+11	+7
3d. Discussed your academic performance with a faculty member	41	+6	+10	+8
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	81	-2	+3	+2
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5d. Provided feedback on a draft or work in progress	71	-1	+10	+10
5e. Provided prompt and detailed feedback on tests or completed assignments	68	-1	+7	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

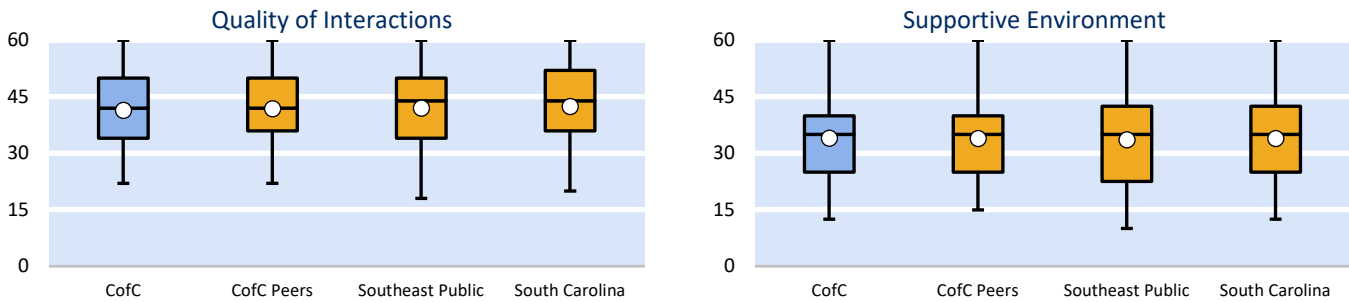
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CofC Mean	Your first-year students compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.5	41.8	-.03	42.0	-.04	42.5	-.09
Supportive Environment	34.1	34.0	.01	33.7	.03	34.0	.01

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	CofC	Percentage point difference ^a between your FY students and		
		CofC Peers	Southeast Public	South Carolina
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	45	-4	-3	-6
13b. Academic advisors	50	+0	-3	-5
13c. Faculty	49	-1	+1	+0
13d. Student services staff (career services, student activities, housing, etc.)	37	-5	-10	-10
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+4	-1	-0
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-1	-1	-3
14c. Using learning support services (tutoring services, writing center, etc.)	74	+3	+3	+0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+6	+5	+6
14e. Providing opportunities to be involved socially	65	-4	+1	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	59	-4	-5	-6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-2	-1	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	65	+1	+6	+3
14i. Attending events that address important social, economic, or political issues	50	+6	+8	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

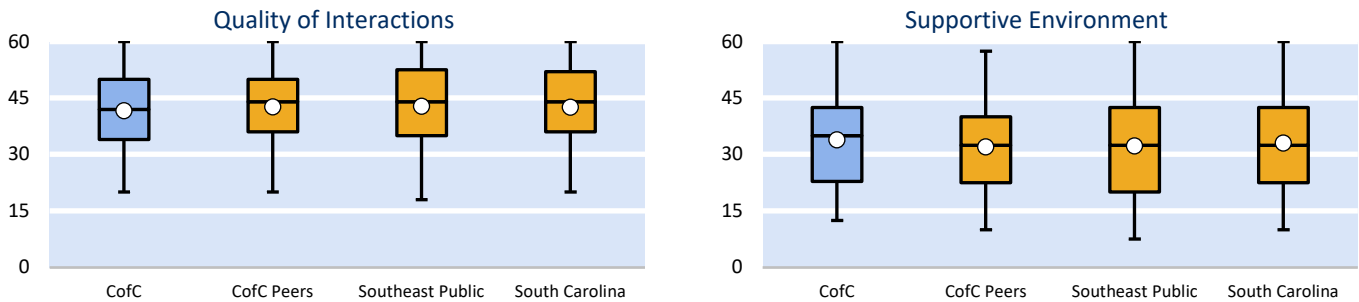
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	CofC Mean	Your seniors compared with					
		CofC Peers		Southeast Public		South Carolina	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	42.7 *	-.09	42.9 **	-.09	42.6 *	-.08
Supportive Environment	33.9	32.0 ***	.14	32.3 ***	.11	33.1	.06

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	CofC	Percentage point difference ^a between your seniors and		
		CofC Peers	Southeast Public	South Carolina
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	55	-2	-3	-3
13b. Academic advisors	44	-6	-10	-8
13c. Faculty	56	-4	+1	+2
13d. Student services staff (career services, student activities, housing, etc.)	39	-5	-8	-7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	40	-2	-6	-0
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	+2	+2	-1
14c. Using learning support services (tutoring services, writing center, etc.)	72	+6	+7	+2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	+4	-1	+3
14e. Providing opportunities to be involved socially	68	+0	+5	+2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+3	+3	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	+5	+1	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	64	+6	+9	+1
14i. Attending events that address important social, economic, or political issues	50	+9	+9	+9

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE’s policy is not to rank institutions (see go.iu.edu/NSSE-PnP), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2021 and 2022 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2021 and 2022 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students		CofC Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.5	39.2	.02	✓	42.1 ***	-.19	
	Reflective and Integrative Learning	37.2	36.9	.03	✓	39.2 ***	-.17	
	Learning Strategies	39.8	39.6	.02	✓	42.9 ***	-.22	
	Quantitative Reasoning	30.9	30.2	.05	✓	33.3 ***	-.15	
<i>Learning with Peers</i>	Collaborative Learning	30.7	31.8 *	-.08		35.4 ***	-.35	
	Discussions with Diverse Others	40.3	39.8	.03	✓	42.6 ***	-.16	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	25.0	24.3	.05	✓	27.8 ***	-.18	
	Effective Teaching Practices	38.4	40.3 ***	-.13		43.3 ***	-.36	
<i>Campus Environment</i>	Quality of Interactions	41.5	45.1 ***	-.31		48.2 ***	-.54	
	Supportive Environment	34.1	35.9 **	-.14		39.1 ***	-.38	

Seniors		CofC Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	40.5	41.9 **	-.10		44.2 ***	-.28	
	Reflective and Integrative Learning	39.5	40.3	-.06	✓	42.7 ***	-.28	
	Learning Strategies	40.0	41.1 *	-.07		43.4 ***	-.24	
	Quantitative Reasoning	32.5	32.4	.00	✓	35.3 ***	-.18	
<i>Learning with Peers</i>	Collaborative Learning	32.7	34.0 **	-.09		37.9 ***	-.38	
	Discussions with Diverse Others	40.4	40.4	.00	✓	43.2 ***	-.19	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	27.3	28.8 **	-.09		33.2 ***	-.37	
	Effective Teaching Practices	40.7	41.9 **	-.09		44.5 ***	-.28	
<i>Campus Environment</i>	Quality of Interactions	41.7	45.6 ***	-.32		48.0 ***	-.50	
	Supportive Environment	33.9	34.3	-.02	✓	37.4 ***	-.24	

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

a. Precision-weighted means were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2021 and 2022 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either positive or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CofC (N = 657)	39.5	12.8	.50	20	30	40	50	60				
CofC Peers	38.9	12.7	.24	20	30	40	45	60	3,569	.7	.222	.053
Southeast Public	37.0	13.8	.06	15	25	40	45	60	673	2.6	.000	.185
South Carolina	36.8	13.7	.21	15	25	40	45	60	912	2.8	.000	.202
Top 50%	39.2	13.3	.04	20	30	40	50	60	97,695	.3	.572	.022
Top 10%	42.1	13.0	.13	20	35	40	55	60	11,406	-2.5	.000	-.193
Reflective & Integrative Learning												
CofC (N = 705)	37.2	12.1	.45	17	29	37	46	60				
CofC Peers	37.4	11.7	.21	20	29	37	46	60	3,802	-.1	.767	-.012
Southeast Public	34.5	12.5	.05	14	26	34	43	57	66,005	2.8	.000	.221
South Carolina	33.8	12.5	.19	14	26	34	40	57	5,202	3.4	.000	.276
Top 50%	36.9	12.1	.04	17	29	37	46	60	97,926	.3	.488	.026
Top 10%	39.2	11.8	.10	20	31	40	49	60	14,031	-2.0	.000	-.169
Learning Strategies												
CofC (N = 613)	39.8	13.4	.54	20	33	40	47	60				
CofC Peers	38.7	13.5	.26	20	27	40	47	60	3,404	1.1	.070	.081
Southeast Public	37.7	14.1	.06	13	27	40	47	60	628	2.1	.000	.147
South Carolina	38.0	13.7	.22	13	27	40	47	60	832	1.7	.003	.126
Top 50%	39.6	14.1	.05	20	27	40	53	60	622	.2	.695	.015
Top 10%	42.9	14.3	.11	20	33	40	60	60	667	-3.2	.000	-.221
Quantitative Reasoning												
CofC (N = 609)	30.9	15.1	.61	7	20	33	40	60				
CofC Peers	32.2	14.8	.28	7	20	33	40	60	3,430	-1.2	.065	-.083
Southeast Public	28.7	15.5	.07	0	20	27	40	60	56,439	2.3	.000	.146
South Carolina	29.5	14.8	.24	7	20	27	40	60	4,486	1.5	.024	.098
Top 50%	30.2	15.3	.05	7	20	27	40	60	102,924	.8	.211	.051
Top 10%	33.3	15.5	.13	7	20	33	40	60	13,911	-2.3	.000	-.150
Learning with Peers												
Collaborative Learning												
CofC (N = 760)	30.7	13.5	.49	10	20	30	40	60				
CofC Peers	30.4	13.2	.23	10	20	30	40	55	4,031	.3	.533	.025
Southeast Public	27.5	14.6	.05	5	15	25	40	55	778	3.3	.000	.223
South Carolina	28.9	14.3	.20	5	20	30	40	60	1,042	1.9	.000	.133
Top 50%	31.8	13.9	.05	10	20	30	40	60	90,537	-1.1	.029	-.080
Top 10%	35.4	13.5	.11	15	25	35	45	60	17,310	-4.7	.000	-.347
Discussions with Diverse Others												
CofC (N = 616)	40.3	14.3	.58	20	30	40	50	60				
CofC Peers	39.6	14.2	.27	20	30	40	50	60	3,421	.7	.295	.047
Southeast Public	37.5	16.4	.07	10	25	40	50	60	633	2.8	.000	.169
South Carolina	38.1	14.9	.24	15	25	40	50	60	840	2.2	.001	.147
Top 50%	39.8	15.1	.05	15	30	40	55	60	625	.5	.435	.030
Top 10%	42.6	14.2	.14	20	35	40	55	60	11,256	-2.3	.000	-.162

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CofC (N = 677)	25.0	15.0	.58	5	15	20	35	55				
CofC Peers	24.0	15.3	.28	0	15	20	35	60	3,673	1.0	.117	.067
Southeast Public	19.5	14.9	.06	0	10	15	30	50	62,744	5.5	.000	.369
South Carolina	21.6	14.8	.23	0	10	20	30	50	4,949	3.4	.000	.230
Top 50%	24.3	15.1	.07	5	15	20	35	55	49,653	.7	.224	.047
Top 10%	27.8	15.3	.17	5	15	25	40	60	9,092	-2.8	.000	-.182
Effective Teaching Practices												
CofC (N = 655)	38.4	12.8	.50	20	28	40	48	60				
CofC Peers	38.5	12.8	.24	20	28	40	48	60	3,585	.0	.970	-.002
Southeast Public	37.0	14.0	.06	12	28	36	48	60	671	1.5	.003	.106
South Carolina	36.6	13.8	.21	16	28	36	45	60	913	1.8	.001	.136
Top 50%	40.3	13.8	.05	16	32	40	52	60	669	-1.9	.000	-.134
Top 10%	43.3	13.7	.13	20	36	44	56	60	749	-4.9	.000	-.357
Campus Environment												
Quality of Interactions												
CofC (N = 567)	41.5	11.2	.47	22	34	42	50	60				
CofC Peers	41.8	11.1	.21	22	36	42	50	60	3,264	-.4	.451	-.035
Southeast Public	42.0	12.6	.06	18	34	44	50	60	582	-.6	.241	-.044
South Carolina	42.5	12.1	.20	20	36	44	52	60	4,170	-1.0	.053	-.088
Top 50%	45.1	11.9	.05	22	38	48	54	60	55,191	-3.7	.000	-.308
Top 10%	48.2	12.5	.12	23	42	50	60	60	644	-6.7	.000	-.543
Supportive Environment												
CofC (N = 590)	34.1	12.9	.53	13	25	35	40	60				
CofC Peers	34.0	12.9	.25	15	25	35	40	60	3,331	.1	.833	.010
Southeast Public	33.7	14.2	.06	10	23	35	43	60	605	.4	.424	.030
South Carolina	34.0	13.8	.22	13	25	35	43	60	4,353	.1	.863	.008
Top 50%	35.9	13.6	.05	13	26	38	45	60	62,587	-1.8	.001	-.136
Top 10%	39.1	13.3	.16	18	30	40	50	60	7,572	-5.0	.000	-.378

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
CofC (N = 879)	40.5	12.9	.44	20	30	40	50	60				
CofC Peers	41.7	13.2	.20	20	35	40	55	60	5,374	-1.2	.015	-.090
Southeast Public	39.9	14.3	.04	15	30	40	50	60	895	.6	.140	.045
South Carolina	39.4	14.2	.18	15	30	40	50	60	1,190	1.1	.017	.080
Top 50%	41.9	13.7	.04	20	35	40	55	60	891	-1.4	.002	-.101
Top 10%	44.2	13.1	.12	20	35	45	60	60	1,006	-3.7	.000	-.285
Reflective & Integrative Learning												
CofC (N = 924)	39.5	12.7	.42	20	31	40	49	60				
CofC Peers	40.8	12.0	.17	20	34	40	49	60	1,267	-1.3	.004	-.106
Southeast Public	37.4	13.4	.04	17	29	37	47	60	938	2.1	.000	.154
South Carolina	37.1	13.3	.16	17	29	37	46	60	1,218	2.4	.000	.179
Top 50%	40.3	12.5	.04	20	31	40	50	60	126,283	-.8	.051	-.064
Top 10%	42.7	11.7	.11	23	34	43	51	60	1,048	-3.3	.000	-.277
Learning Strategies												
CofC (N = 840)	40.0	14.1	.48	20	33	40	53	60				
CofC Peers	39.2	14.1	.22	13	27	40	53	60	5,145	.8	.130	.057
Southeast Public	39.5	14.9	.04	13	27	40	53	60	854	.6	.227	.040
South Carolina	38.3	14.9	.19	13	27	40	47	60	1,122	1.8	.001	.121
Top 50%	41.1	14.6	.04	20	33	40	53	60	849	-1.0	.032	-.072
Top 10%	43.4	14.2	.09	20	33	40	60	60	896	-3.4	.000	-.239
Quantitative Reasoning												
CofC (N = 844)	32.5	16.0	.55	7	20	33	40	60				
CofC Peers	32.3	16.0	.24	7	20	33	40	60	5,174	.2	.803	.009
Southeast Public	30.8	16.8	.05	0	20	33	40	60	857	1.7	.003	.099
South Carolina	32.0	16.2	.21	0	20	33	40	60	6,832	.5	.415	.030
Top 50%	32.4	16.5	.04	7	20	33	40	60	169,335	.0	.969	.001
Top 10%	35.3	16.0	.11	7	20	33	47	60	20,549	-2.9	.000	-.180
Learning with Peers												
Collaborative Learning												
CofC (N = 946)	32.7	14.7	.48	10	20	30	40	60				
CofC Peers	32.6	14.0	.20	10	25	30	40	60	1,297	.0	.928	.003
Southeast Public	29.6	16.1	.04	5	20	30	40	60	961	3.1	.000	.189
South Carolina	31.2	15.3	.18	5	20	30	40	60	8,112	1.4	.006	.095
Top 50%	34.0	14.6	.04	10	25	35	45	60	133,069	-1.4	.004	-.094
Top 10%	37.9	13.7	.10	15	30	40	50	60	1,037	-5.2	.000	-.379
Discussions with Diverse Others												
CofC (N = 847)	40.4	14.3	.49	15	30	40	50	60				
CofC Peers	38.8	14.8	.23	15	30	40	50	60	5,141	1.6	.004	.109
Southeast Public	39.1	16.9	.05	5	25	40	55	60	864	1.3	.008	.078
South Carolina	39.4	15.8	.20	15	30	40	55	60	1,156	1.0	.069	.062
Top 50%	40.4	15.9	.04	15	30	40	55	60	858	.0	.963	.001
Top 10%	43.2	15.1	.12	20	35	45	60	60	955	-2.8	.000	-.187

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
CofC (N = 899)	27.3	16.3	.54	5	15	25	40	60				
CofC Peers	26.1	16.2	.24	0	15	25	35	60	5,504	1.3	.032	.078
Southeast Public	22.0	16.7	.05	0	10	20	35	60	121,832	5.4	.000	.320
South Carolina	25.0	16.5	.20	0	15	20	35	60	7,468	2.3	.000	.140
Top 50%	28.8	16.2	.06	5	15	25	40	60	65,784	-1.5	.007	-.090
Top 10%	33.2	16.1	.18	10	20	35	45	60	9,279	-5.9	.000	-.367
Effective Teaching Practices												
CofC (N = 882)	40.7	13.3	.45	20	32	40	52	60				
CofC Peers	42.1	13.1	.20	20	32	40	52	60	5,373	-1.4	.003	-.110
Southeast Public	39.0	14.8	.04	12	28	40	52	60	898	1.6	.000	.110
South Carolina	39.5	14.0	.18	16	32	40	52	60	1,170	1.1	.019	.081
Top 50%	41.9	14.1	.04	16	32	40	56	60	897	-1.3	.004	-.091
Top 10%	44.5	13.6	.10	20	36	44	56	60	976	-3.8	.000	-.281
Campus Environment												
Quality of Interactions												
CofC (N = 802)	41.7	11.9	.42	20	34	42	50	60				
CofC Peers	42.7	11.7	.18	20	36	44	50	60	4,851	-1.0	.022	-.089
Southeast Public	42.9	13.0	.04	18	35	44	53	60	816	-1.2	.006	-.090
South Carolina	42.6	12.1	.16	20	36	44	52	60	6,380	-1.0	.036	-.079
Top 50%	45.6	12.3	.04	22	38	48	56	60	117,961	-3.9	.000	-.320
Top 10%	48.0	12.5	.07	22	40	50	60	60	35,763	-6.3	.000	-.503
Supportive Environment												
CofC (N = 819)	33.9	13.4	.47	13	23	35	43	60				
CofC Peers	32.0	13.5	.21	10	23	33	40	58	5,029	1.9	.000	.138
Southeast Public	32.3	15.0	.05	8	20	33	43	60	834	1.6	.001	.108
South Carolina	33.1	14.1	.19	10	23	33	43	60	6,659	.8	.135	.056
Top 50%	34.3	14.7	.04	10	23	35	45	60	833	-.3	.478	-.023
Top 10%	37.4	14.5	.14	13	28	38	48	60	969	-3.5	.000	-.242

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SE) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.