NSSE 2016
Engagement Indicators

University of South Carolina Aiken

Office of Institutional Effectiveness, Research & Compliance

Director: Lloyd A. Dawe, Ph.D.

About this *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in our 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.

Theme	Engagement Indicator
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

Report Sections

Overview (p. 3)
Displays how average EI scores for our first-year and senior students compare with those of students at our comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for our students and those at comparison group institutions. Three views offer varied insights into our EI scores:

Mean Comparisons
Straightforward comparisons of average scores between our 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* our institution and comparison groups.

Performance on Indicator Items
Responses to each item in a given EI are summarized for our institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of our students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. An effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). 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 the institution. Score distributions indicate how EI scores vary among our students and those in our comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help us investigate our 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., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE

national survey of
student engagement

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 USCA students with those in our comparison groups.

Use the following key:

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

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

-- No significant difference.

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

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

First-Year Students

Theme	Engagement Indicator	Our first-year students compared with COPLAC	Our first-year students compared with Carnegie Class	Our first-year students compared with NSSE 2015 & 2016
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	Our seniors compared with COPLAC	Our seniors compared with Carnegie Class	Our seniors compared with NSSE 2015 & 2016
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 our results alongside those of our comparison groups.

Mean Comparisons

	USC Aiken	Our first-year students compared with					
		COPLAC		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	37.3	37.9	-.04	38.1	-.06	38.8	-.10
Reflective & Integrative Learning	34.6	35.8	-.10	34.8	-.02	35.6	-.08
Learning Strategies	39.7	37.9	.13	39.5	.02	39.2	.04
Quantitative Reasoning	28.2	27.1	.07	27.8	.03	28.0	.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
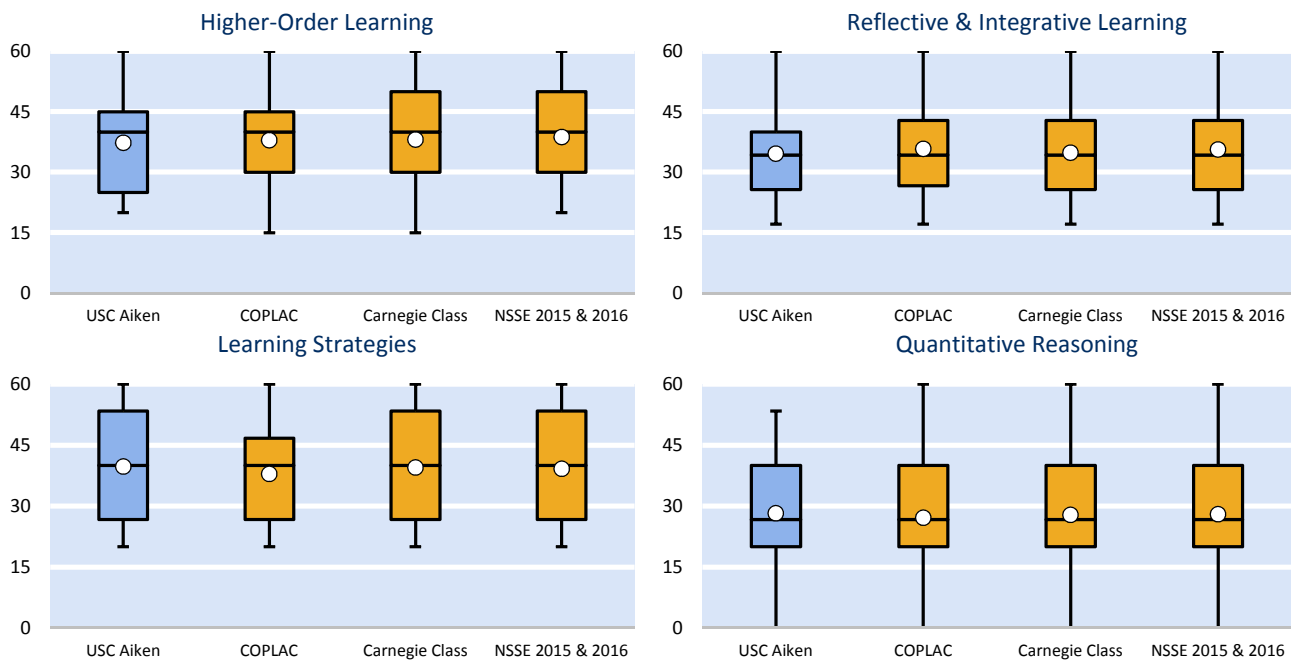
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Academic Challenge: First-year students (continued)

Performance on Indicator Items

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

| | USC Aiken | Percentage point difference between our FY students and | | |
		COPLAC	Carnegie Class	NSSE 2015 & 2016
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	70	+0	+1	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	67	-3	-2	-5
4d. Evaluating a point of view, decision, or information source	72	+2	+3	+2
4e. Forming a new idea or understanding from various pieces of information	65	-3	-3	-4
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	56	+2	+5	+2
2b. Connected your learning to societal problems or issues	58	+2	+7	+5
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	48	-6	-1	-3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	57	-6	-5	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	62	-7	-5	-6
2f. Learned something that changed the way you understand an issue or concept	60	-6	-4	-6
2g. Connected ideas from your courses to your prior experiences and knowledge	76	-1	+2	-0
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	78	+1	-1	-1
9b. Reviewed your notes after class	66	+2	-2	+0
9c. Summarized what you learned in class or from course materials	66	+6	+0	+2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	+3	+1	+1
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	41	+2	+1	+1
6c. Evaluated what others have concluded from numerical information	40	+3	+3	+1

Notes: Refer to the *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in our *Institutional Report* and are 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 our results alongside those of our comparison groups.

Mean Comparisons

	USC Aiken	Our seniors compared with					
		COPLAC		Carnegie Class		NSSE 2015 & 2016	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Higher-Order Learning	42.4	41.0	.10	41.2	.09	40.9	.11
Reflective & Integrative Learning	38.5	39.8	-.10	38.4	.01	38.7	-.01
Learning Strategies	42.8	39.7 **	.22	40.9 *	.13	39.9 **	.20
Quantitative Reasoning	30.7	29.7	.06	29.9	.05	30.3	.02

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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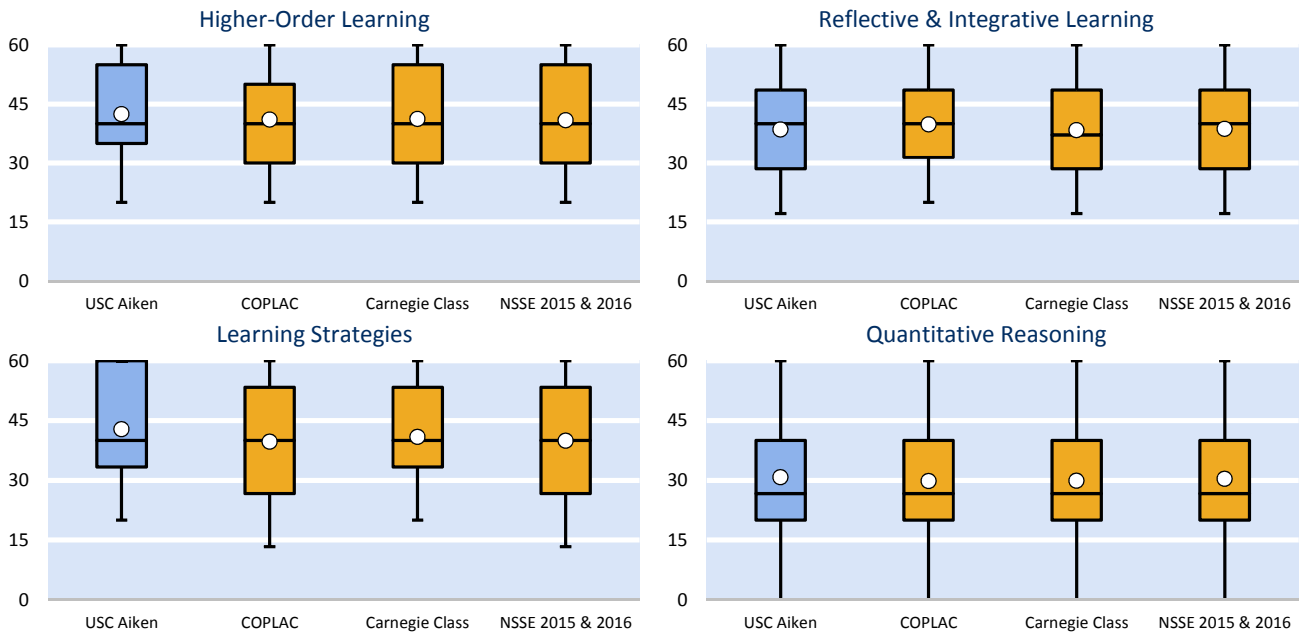
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Academic Challenge: Seniors (continued)

Performance on Indicator Items

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

	USC Aiken	Percentage point difference between our seniors and		
Higher-Order Learning		**COPLAC**	**Carnegie Class**	**NSSE 2015 & 2016**
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%			
4b. Applying facts, theories, or methods to practical problems or new situations	83	+5	+4	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	+4	+4	+4
4d. Evaluating a point of view, decision, or information source	73	+0	-0	+2
4e. Forming a new idea or understanding from various pieces of information	76	+2	+2	+3
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	71	-3	+2	-0
2b. Connected your learning to societal problems or issues	63	-4	-1	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	-1	+3	+3
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	-4	-2	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	-5	-1	-2
2f. Learned something that changed the way you understand an issue or concept	68	-4	-1	-2
2g. Connected ideas from your courses to your prior experiences and knowledge	80	-4	-2	-3
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	83	+1	-0	+2
9b. Reviewed your notes after class	70	+8	+3	+6
9c. Summarized what you learned in class or from course materials	77	+13	+9	+12
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+3	+1	+0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-1	-2	-2
6c. Evaluated what others have concluded from numerical information	45	-0	+2	-1

Notes: Refer to the *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in the *Institutional Report* and 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.
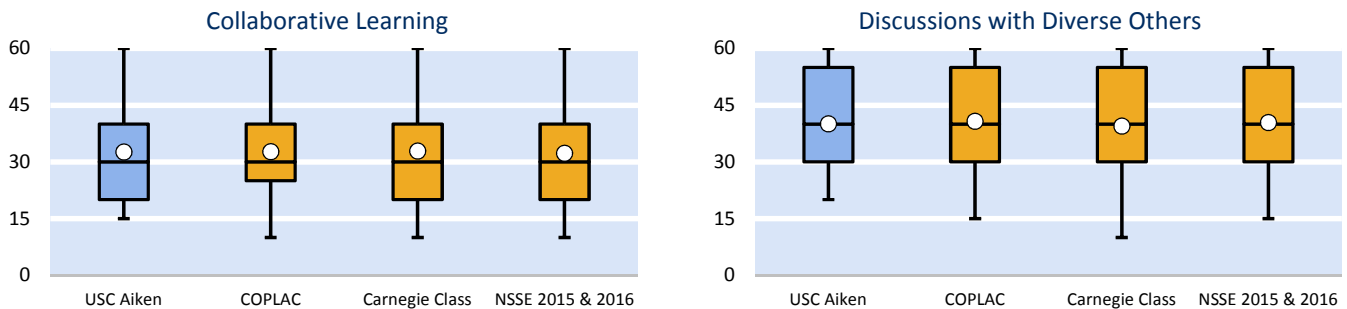
Learning with Peers: First-year students

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

Mean Comparisons

| | USC Aiken | Our first-year students compared with | | | | | |
| | | COPLAC | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.6	32.7	-.01	32.8	-.02	32.3	.02
Discussions with Diverse Others	40.0	40.7	-.05	39.5	.03	40.4	-.02

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

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| Collaborative Learning | USC Aiken | Percentage point difference between our FY students and | | |
		COPLAC	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	43	-9	-6	-8
1f. Explained course material to one or more students	58	-1	+0	+0
1g. Prepared for exams by discussing or working through course material with other students	50	+0	-1	+0
1h. Worked with other students on course projects or assignments	54	-1	-2	+0

Discussions with Diverse Others	USC Aiken	COPLAC	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	75	+4	+6	+4
8b. People from an economic background other than your own	70	-5	-1	-3
8c. People with religious beliefs other than your own	59	-12	-5	-9
8d. People with political views other than your own	67	-2	+1	-1

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NSSE 2016 Engagement Indicators

Learning with Peers
University of South Carolina Aiken
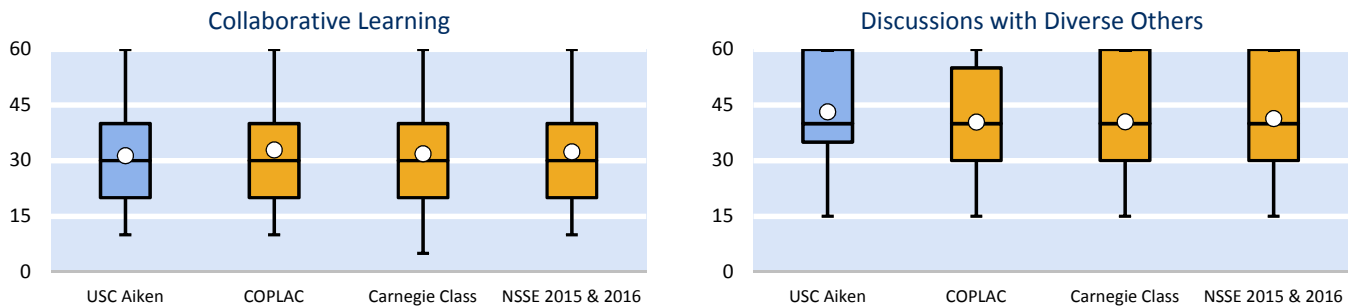
Learning with Peers: Seniors

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

Mean Comparisons

| | USC Aiken | Our seniors compared with | | | | | |
| | | COPLAC | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.4	32.9	-.11	31.9	-.04	32.4	-.07
Discussions with Diverse Others	43.2	40.4 **	.18	40.5 *	.17	41.3	.12

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Score Distributions

Collaborative Learning / Discussions with Diverse Others

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| | USC Aiken | Percentage point difference between our seniors and | | |
Collaborative Learning		COPLAC	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
1e. Asked another student to help you understand course material	37	-5	-2	-4
1f. Explained course material to one or more students	57	-4	-1	-1
1g. Prepared for exams by discussing or working through course material with other students	44	-2	-3	-2
1h. Worked with other students on course projects or assignments	59	-6	-2	-5
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	81	+12	+9	+8
8b. People from an economic background other than your own	78	+4	+5	+4
8c. People with religious beliefs other than your own	69	-1	+2	-0
8d. People with political views other than your own	74	+8	+5	+4

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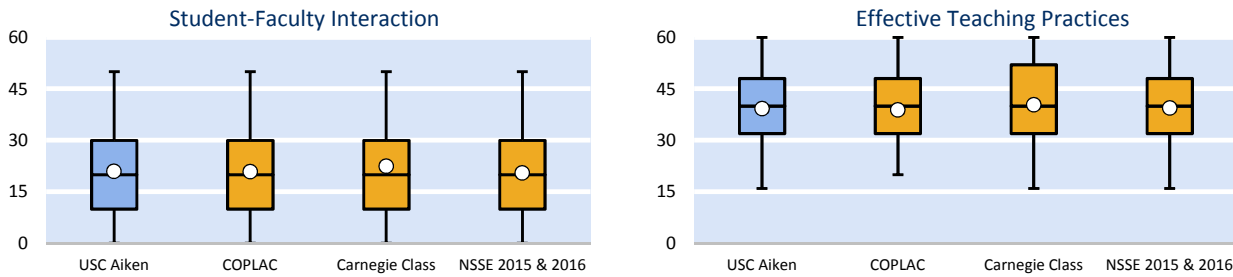
Experiences with Faculty: First-year students

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 our results alongside those of our comparison groups.

Mean Comparisons

	USC Aiken	COPLAC		Carnegie Class		NSSE 2015 & 2016	
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	20.9	20.9	.01	22.4	-.10	20.5	.03
Effective Teaching Practices	39.2	38.9	.03	40.3	-.08	39.4	-.01

Our first-year students compared with

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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Percentage point difference between our FY students and

Student-Faculty Interaction	USC Aiken	COPLAC	Carnegie Class	NSSE 2015 & 2016
Percentage of students who responded that they "Very often" or "Often"...	%			
3a. Talked about career plans with a faculty member	32	+0	-5	-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	+2	-1	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-0	-4	+0
3d. Discussed your academic performance with a faculty member	31	+0	-3	+2

Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	74	-4	-5	-5
5b. Taught course sessions in an organized way	76	+0	+1	-1
5c. Used examples or illustrations to explain difficult points	72	-3	-4	-4
5d. Provided feedback on a draft or work in progress	68	+4	-1	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+3	+0	+5

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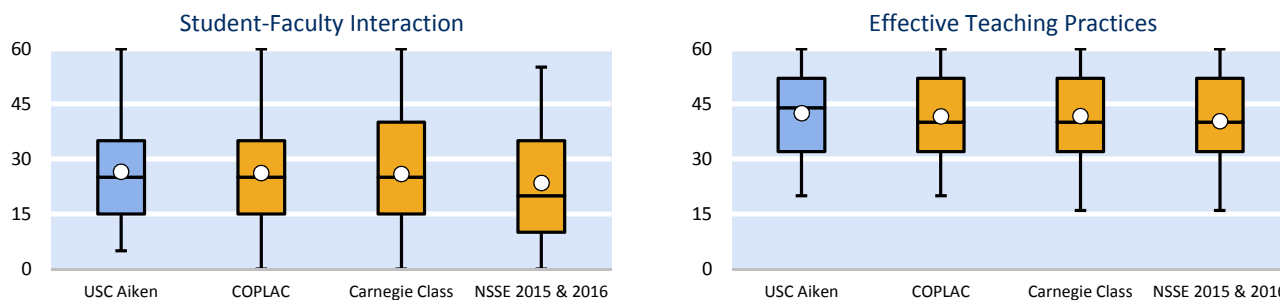
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Mean Comparisons

| | USC Aiken | *Our seniors compared with* | | | | | |
| | | COPLAC | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Student-Faculty Interaction	26.5	26.2	.02	25.9	.04	23.5 **	.19
Effective Teaching Practices	42.5	41.6	.07	41.6	.06	40.3 *	.16

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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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-3	-2	+1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	38	-1	+0	+6
3d. Discussed your academic performance with a faculty member	44	+6	+5	+11
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have…				
5a. Clearly explained course goals and requirements	85	+2	+3	+4
5b. Taught course sessions in an organized way	81	+0	+1	+2
5c. Used examples or illustrations to explain difficult points	80	-0	+1	+2
5d. Provided feedback on a draft or work in progress	72	+4	+5	+11
5e. Provided prompt and detailed feedback on tests or completed assignments	74	+6	+5	+8

Notes: Refer to the *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in the *Institutional Report* and 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 our results alongside those of our comparison groups.

Mean Comparisons

| | USC Aiken | Our first-year students compared with | | | | | |
| | | COPLAC | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.9	42.1	.16	42.0	.15	41.8 *	.17
Supportive Environment	38.7	36.4	.17	36.7	.14	36.8	.13

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 our students responded to each EI item, and the difference, in percentage points, between our students and those of our comparison group. Blue bars indicate how much **higher** our institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** our institution's percentage is from that of the comparison group.

| | USC Aiken | Percentage point difference between our FY students and | | |
Quality of Interactions		COPLAC	Carnegie Class	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	47	-6	-8	-9
13b. Academic advisors	56	+7	+3	+6
13c. Faculty	59	+7	+6	+9
13d. Student services staff (career services, student activities, housing, etc.)	50	+4	+4	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+3	+1	+4
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	+2	+1	+0
14c. Using learning support services (tutoring services, writing center, etc.)	77	-0	-0	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-1	-0	-1
14e. Providing opportunities to be involved socially	75	+2	+4	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	-3	-1	-4
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	45	+5	-1	+1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	79	+11	+12	+13
14i. Attending events that address important social, economic, or political issues	61	+5	+9	+9

Notes: Refer to the *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in the *Institutional Report* and 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.
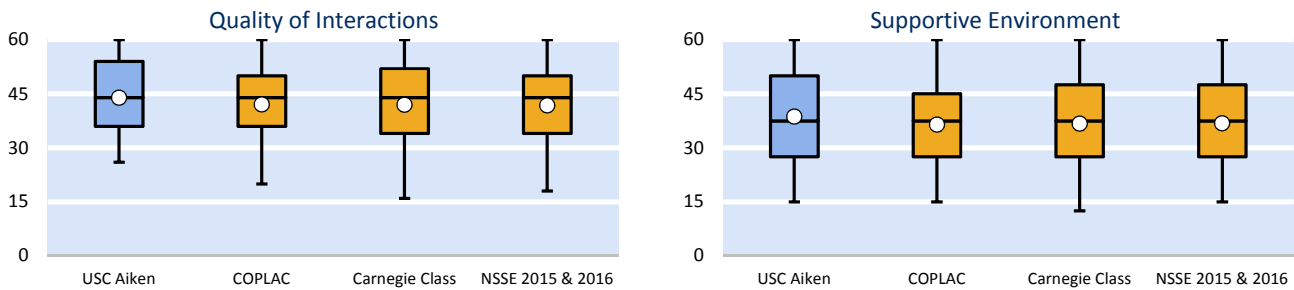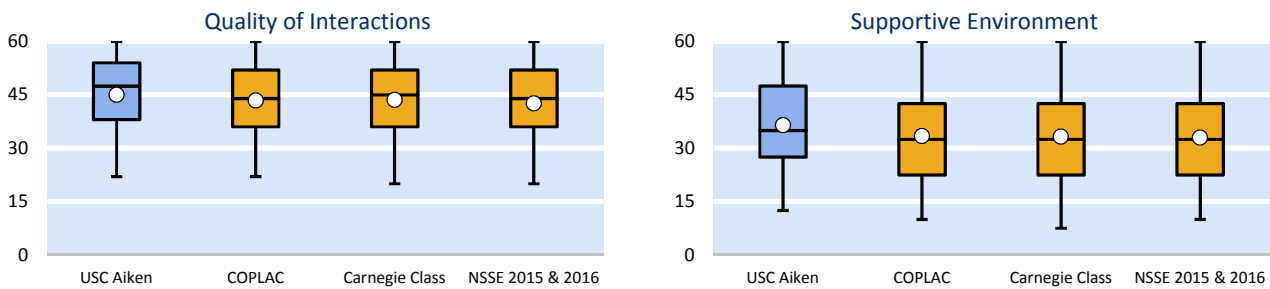
Campus Environment: Seniors

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 our results alongside those of our comparison groups.

Mean Comparisons

| | USC Aiken | | Our seniors compared with | | | | |
| | | COPLAC | | Carnegie Class | | NSSE 2015 & 2016 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.0	43.4 *	.14	43.6	.12	42.6 **	.20
Supportive Environment	36.5	33.4 **	.22	33.3 **	.22	32.9 ***	.25

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. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

| | | Percentage point difference between our seniors and | | |
Quality of Interactions	USC Aiken	COPLAC	Carnegie Class	NSSE 2015 & 2016
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%			
13a. Students	59	-0	-4	-3
13b. Academic advisors	66	+10	+5	+13
13c. Faculty	67	+2	+5	+8
13d. Student services staff (career services, student activities, housing, etc.)	51	+9	+8	+9
13e. Other administrative staff and offices (registrar, financial aid, etc.)	48	+4	+2	+6
Supportive Environment				
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	78	+6	+3	+6
14c. Using learning support services (tutoring services, writing center, etc.)	70	+3	+0	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	+4	+3	+4
14e. Providing opportunities to be involved socially	69	+3	+3	+3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	+2	+7	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	+6	+2	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	72	+14	+14	+16
14i. Attending events that address important social, economic, or political issues	63	+11	+18	+18

Notes: Refer to the *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in the *Institutional Report* and 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.

NSSE 2016 Engagement Indicators
Comparisons with High-Performing Institutions
University of South Carolina Aiken

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), the results below are designed to compare the engagement of USC Aiken students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

    (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 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 our average score was at least comparable to that of the high-performing group. However, the presence of a check mark does not necessarily mean that our 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

| | | USC Aiken | Our first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.3	40.5 **	-.23		42.7 ***	-.39	
	Reflective and Integrative Learning	34.6	37.4 **	-.22		39.5 ***	-.39	
	Learning Strategies	39.7	41.2	-.10		43.7 ***	-.28	
	Quantitative Reasoning	28.2	29.4	-.08	✓	31.3 *	-.19	
Learning with Peers	Collaborative Learning	32.6	35.2 *	-.19		37.3 ***	-.35	
	Discussions with Diverse Others	40.0	42.7 *	-.17		44.3 ***	-.28	
Experiences with Faculty	Student-Faculty Interaction	20.9	23.8 *	-.19		26.9 ***	-.37	
	Effective Teaching Practices	39.2	41.6 *	-.17		43.8 ***	-.34	
Campus Environment	Quality of Interactions	43.9	44.1	-.01	✓	45.9	-.16	
	Supportive Environment	38.7	39.2	-.04	✓	40.9	-.17	

Seniors

| | | USC Aiken | Our seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.4	43.1	-.05	✓	44.7 **	-.17	
	Reflective and Integrative Learning	38.5	41.0 **	-.19		42.9 ***	-.35	
	Learning Strategies	42.8	42.2	.04	✓	44.5	-.12	
	Quantitative Reasoning	30.7	31.8	-.06	✓	33.2 *	-.15	
Learning with Peers	Collaborative Learning	31.4	35.8 ***	-.32		37.9 ***	-.47	
	Discussions with Diverse Others	43.2	43.3	-.01	✓	45.1	-.12	
Experiences with Faculty	Student-Faculty Interaction	26.5	29.6 **	-.19		33.0 ***	-.40	
	Effective Teaching Practices	42.5	42.7	-.02	✓	44.5 *	-.15	
Campus Environment	Quality of Interactions	45.0	45.3	-.03	✓	46.9 *	-.16	
	Supportive Environment	36.5	35.7	.06	✓	38.1	-.11	

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 (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers.

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

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
USC Aiken (N = 154)	37.3	12.9	1.04	20	25	40	45	60				
COPLAC	37.9	13.3	.19	15	30	40	45	60	4,927	-.6	.589	-.044
Carnegie Class	38.1	14.1	.12	15	30	40	50	60	12,887	-.8	.489	-.056
NSSE 2015 & 2016	38.8	13.7	.03	20	30	40	50	60	267,215	-1.4	.198	-.104
Top 50%	40.5	13.6	.04	20	30	40	50	60	125,259	-3.2	.004	-.234
Top 10%	42.7	13.7	.08	20	35	40	55	60	26,787	-5.3	.000	-.390
Reflective & Integrative Learning												
USC Aiken (N = 157)	34.6	12.2	.97	17	26	34	40	60				
COPLAC	35.8	12.4	.18	17	27	34	43	60	5,115	-1.2	.219	-.100
Carnegie Class	34.8	12.5	.11	17	26	34	43	60	13,474	-.2	.812	-.019
NSSE 2015 & 2016	35.6	12.5	.02	17	26	34	43	60	279,483	-1.0	.309	-.081
Top 50%	37.4	12.5	.03	17	29	37	46	60	131,677	-2.8	.005	-.223
Top 10%	39.5	12.8	.08	20	31	40	49	60	25,179	-4.9	.000	-.386
Learning Strategies												
USC Aiken (N = 139)	39.7	14.2	1.21	20	27	40	53	60				
COPLAC	37.9	13.6	.20	20	27	40	47	60	4,551	1.8	.123	.133
Carnegie Class	39.5	14.1	.13	20	27	40	53	60	11,687	.3	.815	.020
NSSE 2015 & 2016	39.2	14.1	.03	20	27	40	53	60	244,527	.6	.638	.040
Top 50%	41.2	14.1	.04	20	33	40	53	60	109,811	-1.4	.233	-.101
Top 10%	43.7	14.3	.08	20	33	47	60	60	28,349	-4.0	.001	-.281
Quantitative Reasoning												
USC Aiken (N = 152)	28.2	15.5	1.26	0	20	27	40	53				
COPLAC	27.1	15.5	.22	0	20	27	40	60	4,985	1.1	.373	.073
Carnegie Class	27.8	16.3	.14	0	20	27	40	60	13,031	.4	.750	.026
NSSE 2015 & 2016	28.0	16.2	.03	0	20	27	40	60	270,363	.2	.857	.015
Top 50%	29.4	16.1	.04	0	20	27	40	60	155,636	-1.2	.352	-.075
Top 10%	31.3	16.2	.08	0	20	33	40	60	37,093	-3.0	.021	-.188
Learning with Peers												
Collaborative Learning												
USC Aiken (N = 154)	32.6	13.6	1.10	15	20	30	40	60				
COPLAC	32.7	13.5	.19	10	25	30	40	60	5,242	-.1	.911	-.009
Carnegie Class	32.8	13.9	.12	10	20	30	40	60	13,916	-.3	.820	-.018
NSSE 2015 & 2016	32.3	14.5	.03	10	20	30	40	60	289,298	.3	.810	.019
Top 50%	35.2	13.8	.04	15	25	35	45	60	144,072	-2.6	.017	-.192
Top 10%	37.3	13.6	.08	15	25	40	45	60	30,472	-4.7	.000	-.348
Discussions with Diverse Others												
USC Aiken (N = 144)	40.0	15.7	1.31	20	30	40	55	60				
COPLAC	40.7	14.8	.22	15	30	40	55	60	4,630	-.7	.590	-.046
Carnegie Class	39.5	16.4	.15	10	30	40	55	60	11,915	.5	.704	.032
NSSE 2015 & 2016	40.4	16.0	.03	15	30	40	55	60	247,640	-.4	.790	-.022
Top 50%	42.7	15.2	.04	20	35	40	60	60	128,423	-2.6	.037	-.174
Top 10%	44.3	15.1	.08	20	35	45	60	60	39,734	-4.3	.001	-.285

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
University of South Carolina Aiken

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
USC Aiken (N = 154)	20.9	14.3	1.15	0	10	20	30	50				
COPLAC	20.9	13.9	.20	0	10	20	30	50	4,997	.1	.932	.007
Carnegie Class	22.4	15.0	.13	0	10	20	30	50	13,166	-1.5	.222	-.099
NSSE 2015 & 2016	20.5	14.7	.03	0	10	20	30	50	272,872	.5	.697	.031
Top 50%	23.8	15.0	.05	0	15	20	35	55	88,402	-2.9	.018	-.191
Top 10%	26.9	16.0	.13	5	15	25	40	60	157	-6.0	.000	-.372
Effective Teaching Practices												
USC Aiken (N = 155)	39.2	13.1	1.05	16	32	40	48	60				
COPLAC	38.9	12.7	.18	20	32	40	48	60	5,026	.4	.723	.029
Carnegie Class	40.3	14.0	.12	16	32	40	52	60	13,185	-1.1	.344	-.076
NSSE 2015 & 2016	39.4	13.4	.03	16	32	40	48	60	273,484	-.2	.853	-.015
Top 50%	41.6	13.4	.04	20	32	40	52	60	110,819	-2.3	.032	-.173
Top 10%	43.8	13.5	.09	20	36	44	56	60	23,250	-4.6	.000	-.338
Campus Environment												
Quality of Interactions												
USC Aiken (N = 136)	43.9	11.2	.96	26	36	44	54	60				
COPLAC	42.1	11.5	.18	20	36	44	50	60	4,435	1.9	.063	.162
Carnegie Class	42.0	13.2	.12	16	34	44	52	60	11,332	2.0	.080	.151
NSSE 2015 & 2016	41.8	12.5	.03	18	34	44	50	60	235,203	2.2	.043	.173
Top 50%	44.1	11.8	.04	22	38	46	52	60	92,950	-.1	.891	-.012
Top 10%	45.9	12.1	.09	22	40	48	56	60	19,915	-1.9	.063	-.160
Supportive Environment												
USC Aiken (N = 137)	38.7	14.4	1.23	15	28	38	50	60				
COPLAC	36.4	12.8	.20	15	28	38	45	60	143	2.2	.076	.174
Carnegie Class	36.7	14.2	.14	13	28	38	48	60	10,864	2.0	.110	.137
NSSE 2015 & 2016	36.8	13.9	.03	15	28	38	48	60	228,193	1.8	.126	.131
Top 50%	39.2	13.3	.04	18	30	40	50	60	106,506	-.5	.646	-.039
Top 10%	40.9	13.3	.08	20	33	40	53	60	26,661	-2.2	.053	-.166

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 SEM) 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 our institution and that of the comparison group occurred by chance.

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

IPEDS: 218645

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
USC Aiken (N = 247)	42.4	13.6	.87	20	35	40	55	60				
COPLAC	41.0	13.9	.18	20	30	40	50	60	6,092	1.4	.132	.098
Carnegie Class	41.2	13.9	.12	20	30	40	55	60	14,034	1.2	.172	.088
NSSE 2015 & 2016	40.9	14.1	.02	20	30	40	55	60	370,561	1.5	.086	.109
Top 50%	43.1	13.8	.04	20	35	40	55	60	132,979	-.7	.396	-.054
Top 10%	44.7	13.7	.07	20	40	45	60	60	41,564	-2.3	.009	-.167
Reflective & Integrative Learning												
USC Aiken (N = 253)	38.5	13.6	.86	17	29	40	49	60				
COPLAC	39.8	12.8	.16	20	31	40	49	60	6,297	-1.3	.115	-.101
Carnegie Class	38.4	12.9	.11	17	29	37	49	60	14,573	.2	.855	.012
NSSE 2015 & 2016	38.7	13.0	.02	17	29	40	49	60	385,149	-.2	.843	-.012
Top 50%	41.0	12.7	.03	20	31	40	51	60	139,321	-2.4	.002	-.192
Top 10%	42.9	12.5	.07	20	34	43	54	60	35,096	-4.3	.000	-.346
Learning Strategies												
USC Aiken (N = 238)	42.8	14.2	.92	20	33	40	60	60				
COPLAC	39.7	14.4	.19	13	27	40	53	60	5,745	3.1	.001	.216
Carnegie Class	40.9	14.6	.13	20	33	40	53	60	13,296	1.9	.047	.130
NSSE 2015 & 2016	39.9	14.8	.03	13	27	40	53	60	346,817	2.9	.002	.197
Top 50%	42.2	14.5	.04	20	33	40	60	60	161,400	.5	.572	.037
Top 10%	44.5	14.2	.07	20	33	47	60	60	43,725	-1.7	.067	-.119
Quantitative Reasoning												
USC Aiken (N = 247)	30.7	17.3	1.10	0	20	27	40	60				
COPLAC	29.7	17.2	.22	0	20	27	40	60	6,179	1.0	.389	.056
Carnegie Class	29.9	16.9	.14	0	20	27	40	60	14,287	.8	.439	.050
NSSE 2015 & 2016	30.3	17.0	.03	0	20	27	40	60	375,844	.4	.736	.021
Top 50%	31.8	16.9	.04	0	20	33	40	60	209,373	-1.1	.326	-.063
Top 10%	33.2	16.8	.07	0	20	33	47	60	57,943	-2.5	.019	-.150
Learning with Peers												
Collaborative Learning												
USC Aiken (N = 255)	31.4	15.2	.95	10	20	30	40	60				
COPLAC	32.9	14.3	.18	10	20	30	40	60	6,376	-1.6	.087	-.109
Carnegie Class	31.9	14.7	.12	5	20	30	40	60	14,705	-.5	.572	-.036
NSSE 2015 & 2016	32.4	14.9	.02	10	20	30	40	60	394,438	-1.1	.258	-.071
Top 50%	35.8	13.9	.03	15	25	35	45	60	255	-4.4	.000	-.317
Top 10%	37.9	13.7	.07	15	30	40	50	60	257	-6.5	.000	-.475
Discussions with Diverse Others												
USC Aiken (N = 239)	43.2	16.1	1.04	15	35	40	60	60				
COPLAC	40.4	15.4	.21	15	30	40	55	60	5,815	2.8	.006	.180
Carnegie Class	40.5	16.3	.14	15	30	40	60	60	13,354	2.7	.011	.165
NSSE 2015 & 2016	41.3	16.1	.03	15	30	40	60	60	349,943	1.9	.071	.117
Top 50%	43.3	15.9	.04	15	35	45	60	60	196,904	-.1	.923	-.006
Top 10%	45.1	15.8	.07	20	35	50	60	60	57,438	-1.9	.068	-.118

NSSE 2016 Engagement Indicators

Detailed Statistics[a]
University of South Carolina Aiken

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
USC Aiken (N = 248)	26.5	16.1	1.02	5	15	25	35	60				
COPLAC	26.2	16.2	.21	0	15	25	35	60	6,185	.3	.754	.020
Carnegie Class	25.9	16.6	.14	0	15	25	40	60	14,306	.6	.569	.036
NSSE 2015 & 2016	23.5	16.3	.03	0	10	20	35	55	376,688	3.0	.004	.185
Top 50%	29.6	16.1	.06	5	20	30	40	60	80,511	-3.1	.003	-.190
Top 10%	33.0	16.3	.14	5	20	30	45	60	13,440	-6.5	.000	-.400
Effective Teaching Practices												
USC Aiken (N = 250)	42.5	13.6	.86	20	32	44	52	60				
COPLAC	41.6	13.5	.17	20	32	40	52	60	6,235	.9	.303	.067
Carnegie Class	41.6	14.2	.12	16	32	40	52	60	14,400	.8	.351	.059
NSSE 2015 & 2016	40.3	13.9	.02	16	32	40	52	60	379,486	2.2	.014	.155
Top 50%	42.7	13.7	.04	20	32	44	56	60	120,257	-.3	.765	-.019
Top 10%	44.5	13.4	.08	20	36	44	56	60	27,745	-2.0	.016	-.152
Campus Environment												
Quality of Interactions												
USC Aiken (N = 229)	45.0	11.5	.76	22	38	48	54	60				
COPLAC	43.4	11.4	.16	22	36	44	52	60	5,570	1.6	.035	.142
Carnegie Class	43.6	12.1	.11	20	36	45	52	60	12,855	1.4	.074	.119
NSSE 2015 & 2016	42.6	12.0	.02	20	36	44	52	60	332,324	2.4	.002	.203
Top 50%	45.3	11.5	.03	24	40	48	54	60	113,128	-.3	.680	-.027
Top 10%	46.9	11.9	.06	24	40	50	56	60	36,081	-1.9	.018	-.157
Supportive Environment												
USC Aiken (N = 227)	36.5	14.6	.97	13	28	35	48	60				
COPLAC	33.4	13.9	.19	10	23	33	43	60	5,520	3.0	.001	.219
Carnegie Class	33.3	14.7	.13	8	23	33	43	60	12,660	3.2	.001	.220
NSSE 2015 & 2016	32.9	14.4	.03	10	23	33	43	60	330,376	3.6	.000	.248
Top 50%	35.7	13.9	.04	13	25	35	45	60	122,373	.8	.394	.057
Top 10%	38.1	13.9	.09	15	28	40	48	60	24,534	-1.6	.089	-.113

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 SEM) 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 our institution and that of the comparison group occurred by chance.

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

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