



NSSE 2020

Engagement Indicators

University of South Carolina Aiken

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.

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 2019 and 2020 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. The Report Builder and your *Major Field Report* (both to be 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

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.

First-Year Students

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with COPLAC
<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	--	--	--

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with COPLAC
<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	△	△	△

Academic Challenge: First-year students

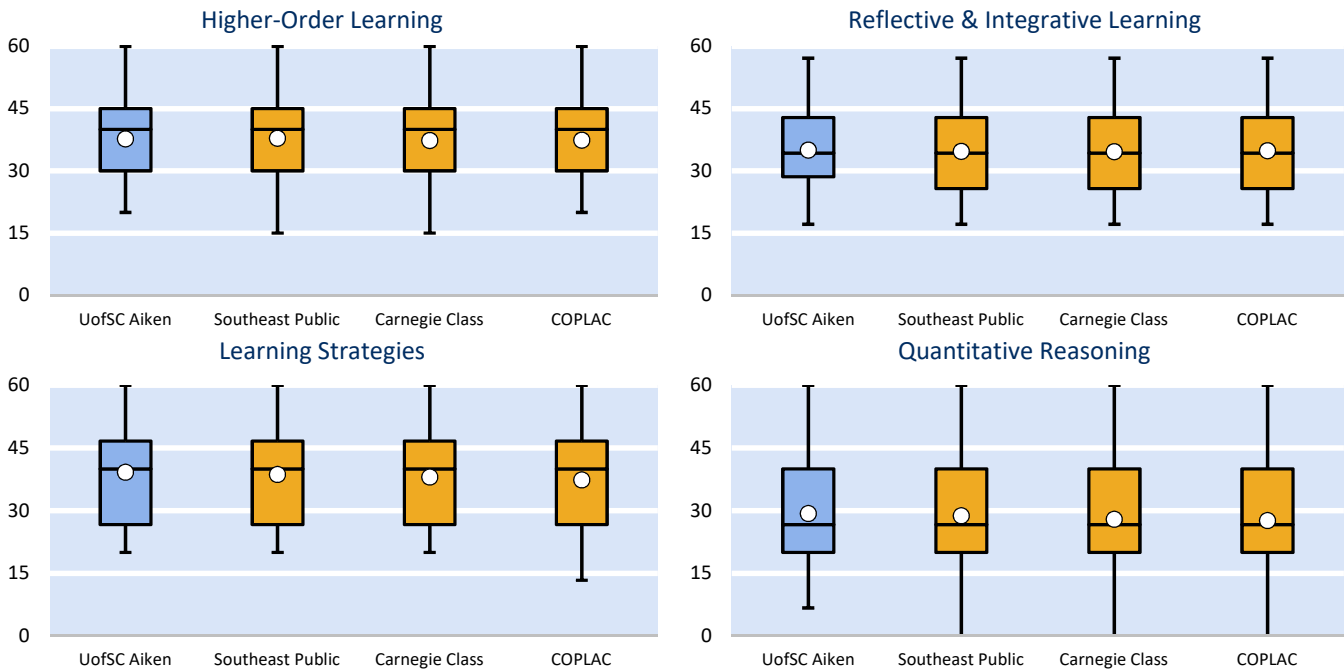
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UofSC Aiken Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		COPLAC	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.7	37.9	-.01	37.4	.03	37.4	.02
Reflective & Integrative Learning	35.0	34.7	.03	34.6	.03	34.8	.02
Learning Strategies	39.2	38.7	.04	38.0	.08	37.4	.13
Quantitative Reasoning	29.3	28.7	.03	28.0	.09	27.6	.11

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.

	UofSC Aiken	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	COPLAC
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	72	+1 	+5 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70	+1 	+3 	+2 
4d. Evaluating a point of view, decision, or information source	71	+3 	+2 	+1 
4e. Forming a new idea or understanding from various pieces of information	74	+6 	+7 	+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	48	-2 	-3 	-3 
2b. Connected your learning to societal problems or issues	53	+4 	+3 	+1 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	+3 	+3 	-0 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3 	+3 	+4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	74	+4 	+5 	+4 
2f. Learned something that changed the way you understand an issue or concept	62	-3 	-3 	-2 
2g. Connected ideas from your courses to your prior experiences and knowledge	74	-2 	-0 	-1 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	+0 	-0 	-1 
9b. Reviewed your notes after class	68	+0 	+2 	+5 
9c. Summarized what you learned in class or from course materials	64	-1 	+1 	+3 
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	+5 	+8 	+12 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	40	-1 	-1 	-1 
6c. Evaluated what others have concluded from numerical information	37	-5 	-2 	-3 

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

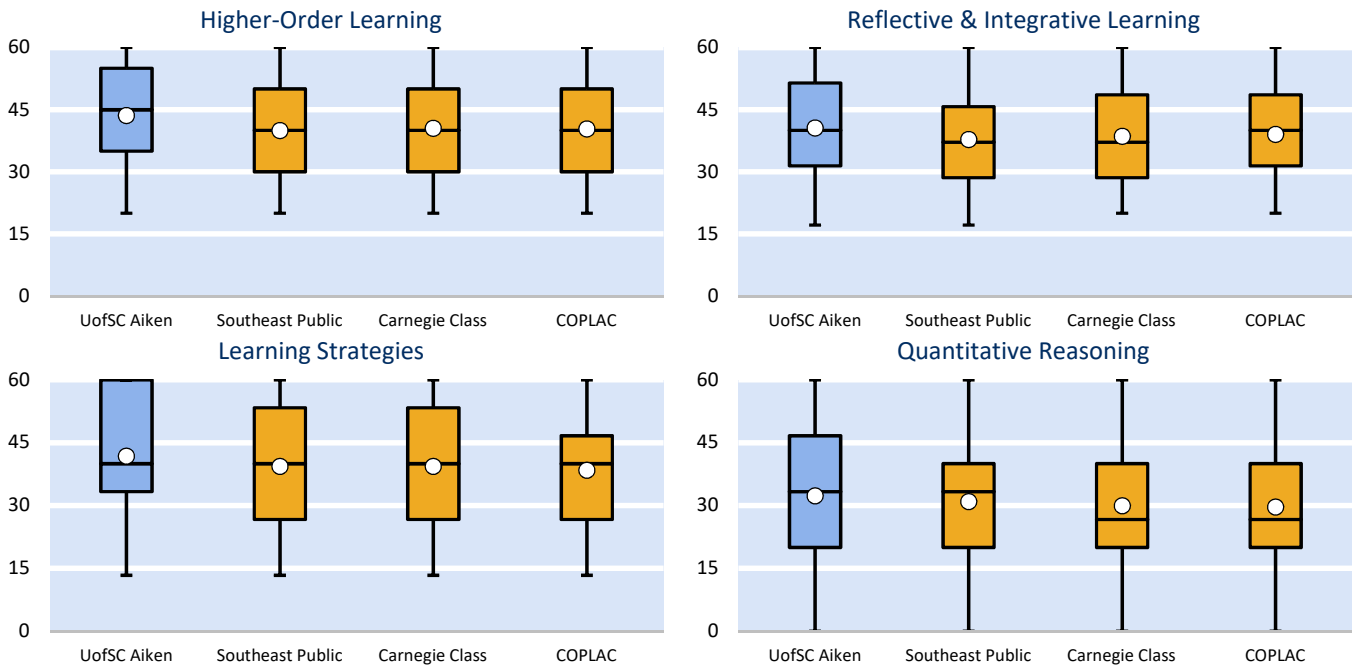
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Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your seniors compared with					
		Southeast Public Mean	Effect size	Carnegie Class Mean	Effect size	COPLAC Mean	Effect size
Higher-Order Learning	43.6	40.0 ***	.26	40.6 ***	.22	40.4 ***	.24
Reflective & Integrative Learning	40.6	37.8 **	.23	38.5 *	.17	39.0	.13
Learning Strategies	41.8	39.3 *	.17	39.4 *	.17	38.4 ***	.23
Quantitative Reasoning	32.3	30.9	.08	29.9 *	.15	29.6 *	.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).

Score Distributions






















































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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.

	UofSC Aiken	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	COPLAC
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	82	+4 	+4 	+5 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	84	+9 	+9 	+9 
4d. Evaluating a point of view, decision, or information source	81	+12 	+7 	+9 
4e. Forming a new idea or understanding from various pieces of information	77	+5 	+3 	+3 
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	69	+1 	+2 	-2 
2b. Connected your learning to societal problems or issues	68	+10 	+6 	+5 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	60	+10 	+4 	+3 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71	+6 	+3 	+4 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+3 	+2 	+2 
2f. Learned something that changed the way you understand an issue or concept	77	+6 	+6 	+4 
2g. Connected ideas from your courses to your prior experiences and knowledge	84	+2 	+1 	-0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	82	+5 	+2 	+2 
9b. Reviewed your notes after class	73	+8 	+9 	+13 
9c. Summarized what you learned in class or from course materials	72	+5 	+5 	+9 
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.)	62	+5 	+8 	+9 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	+5 	+7 	+7 
6c. Evaluated what others have concluded from numerical information	50	+2 	+5 	+4 

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.

Learning with Peers: First-year students

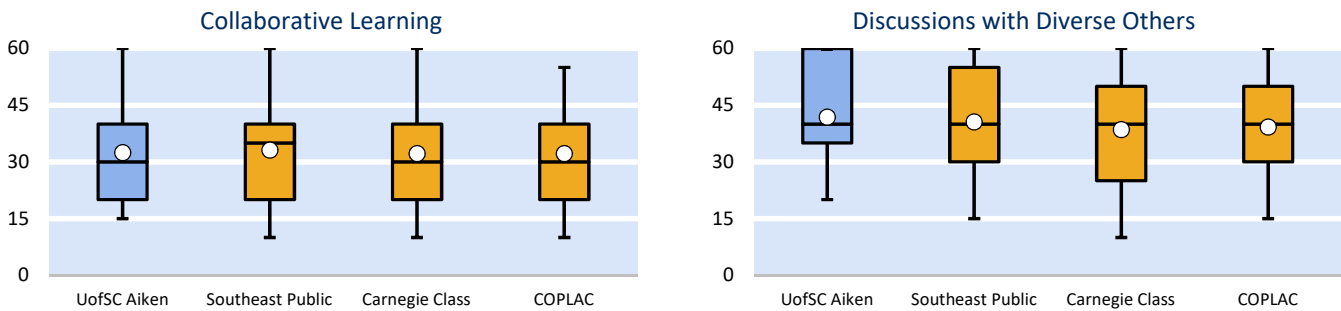
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		COPLAC	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.5	33.1	-.05	32.2	.02	32.2	.02
Discussions with Diverse Others	41.8	40.6	.08	38.5 *	.21	39.2 *	.18

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.

Collaborative Learning	UofSC Aiken	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	COPLAC
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
1e. Asked another student to help you understand course material	52	-2	+2	-1
1f. Explained course material to one or more students	59	-0	+3	+2
1g. Prepared for exams by discussing or working through course material with other students	51	-1	+2	+3
1h. Worked with other students on course projects or assignments	52	-3	-5	-3
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	76	+4	+7	+8
8b. People from an economic background other than your own	79	+6	+8	+7
8c. People with religious beliefs other than your own	68	+0	+6	+1
8d. People with political views other than your own	72	+4	+9	+7

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: Seniors

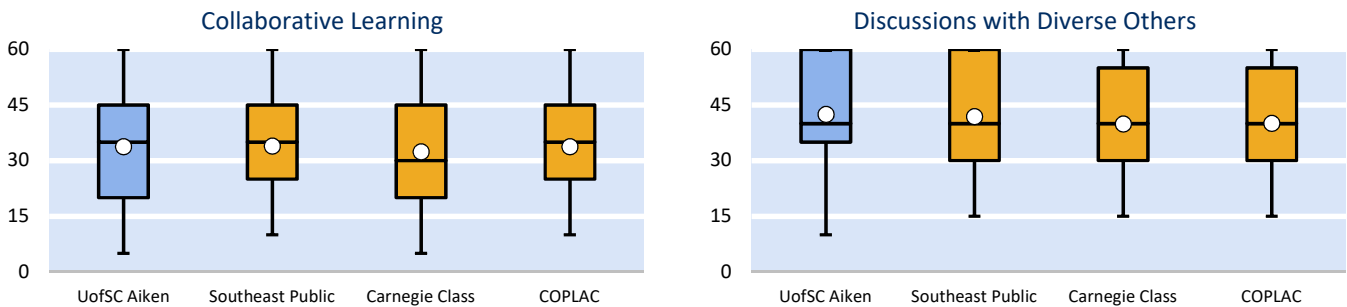
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Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		COPLAC	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.7	34.0	-.02	32.4	.09	33.8	.00
Discussions with Diverse Others	42.5	41.9	.04	39.9 *	.16	40.0 *	.17

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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	UofSC Aiken %	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	COPLAC
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	47	-0	+5	+1
1f. Explained course material to one or more students	62	+0	+2	-1
1g. Prepared for exams by discussing or working through course material with other students	53	+2	+5	+3
1h. Worked with other students on course projects or assignments	63	-3	+1	-4
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	81	+5	+10	+10
8b. People from an economic background other than your own	77	+0	+4	+2
8c. People with religious beliefs other than your own	69	-2	+5	+1
8d. People with political views other than your own	72	+2	+5	+9

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Experiences with Faculty: First-year students

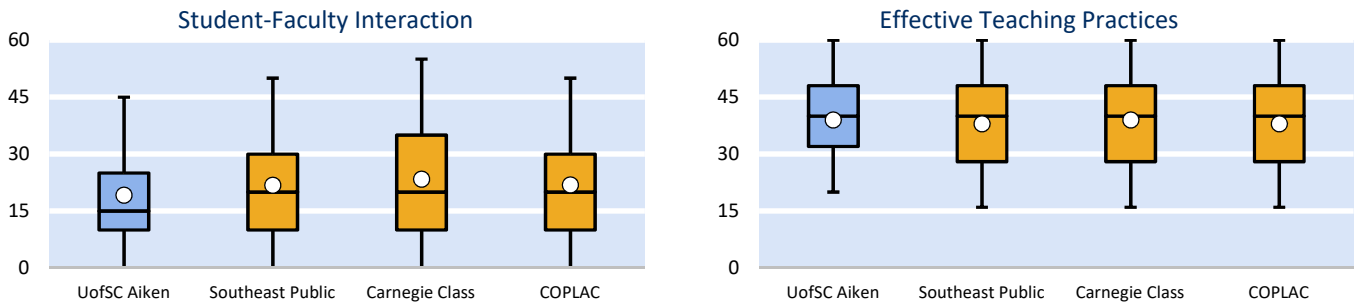
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UofSC Aiken Mean	Your first-year students compared with					
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	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.2	21.7 *	-.17	23.3 ***	-.28	21.8 *	-.19
Effective Teaching Practices	38.9	38.0	.07	38.9	.00	37.9	.08

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Student-Faculty Interaction	UofSC Aiken %	Percentage point difference ^a between your FY students and			
		Southeast Public	Carnegie Class	COPLAC	
Percentage of students who responded that they "Very often" or "Often"...					
3a. Talked about career plans with a faculty member	30	-10	-12	-6	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	16	-5	-8	-4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+1	-3	+0	
3d. Discussed your academic performance with a faculty member	25	-6	-11	-7	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	75	-1	-1	-1	
5b. Taught course sessions in an organized way	68	-5	-5	-5	
5c. Used examples or illustrations to explain difficult points	75	+2	+2	+3	
5d. Provided feedback on a draft or work in progress	69	+8	+2	+5	
5e. Provided prompt and detailed feedback on tests or completed assignments	65	+8	+1	+5	

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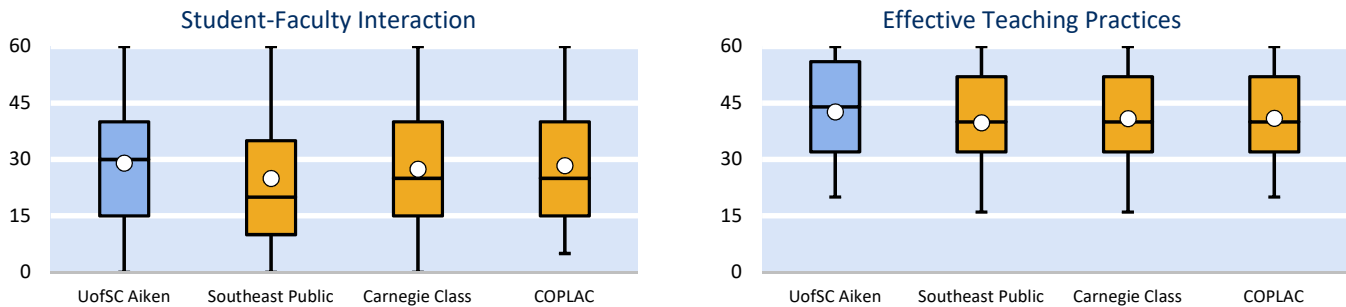
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Student-Faculty Interaction	UofSC Aiken %	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	COPLAC
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	54	+9	+2	+2
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	34	+4	+1	-1
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	44	+10	+5	+1
3d. Discussed your academic performance with a faculty member	50	+15	+8	+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	+1	+0
5b. Taught course sessions in an organized way	74	-3	-3	-5
5c. Used examples or illustrations to explain difficult points	80	+3	+3	-0
5d. Provided feedback on a draft or work in progress	72	+10	+4	+5
5e. Provided prompt and detailed feedback on tests or completed assignments	69	+6	+1	+2

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

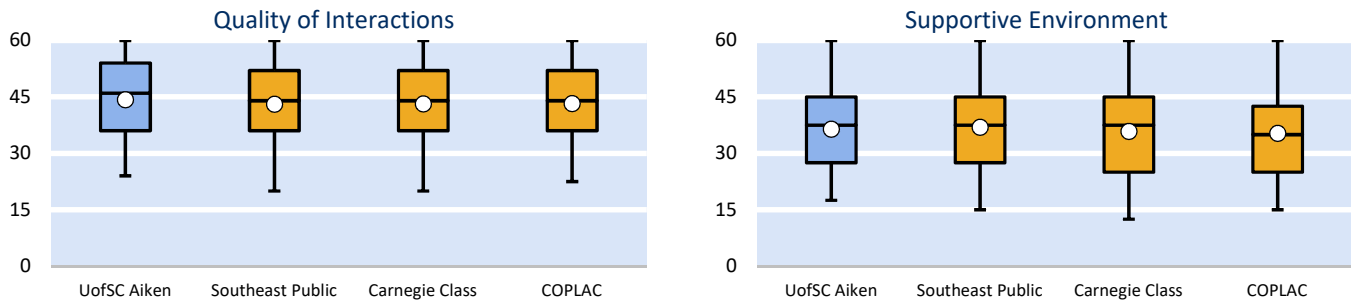
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		COPLAC	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.2	43.1	.10	43.2	.09	43.3	.09
Supportive Environment	36.4	36.9	-.04	35.8	.04	35.3	.08

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	UofSC Aiken	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	COPLAC
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	49	-4	-2	-3
13b. Academic advisors	52	-2	-2	+1
13c. Faculty	56	+5	+1	+2
13d. Student services staff (career services, student activities, housing, etc.)	51	+3	+3	+3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	51	+6	+2	+5
<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	70	-5	-4	-3
14c. Using learning support services (tutoring services, writing center, etc.)	73	-5	-1	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-9	-7	-6
14e. Providing opportunities to be involved socially	71	-3	+1	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	-7	-1	-3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	-1	-2	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	-3	+1	+3
14i. Attending events that address important social, economic, or political issues	60	+11	+13	+11

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

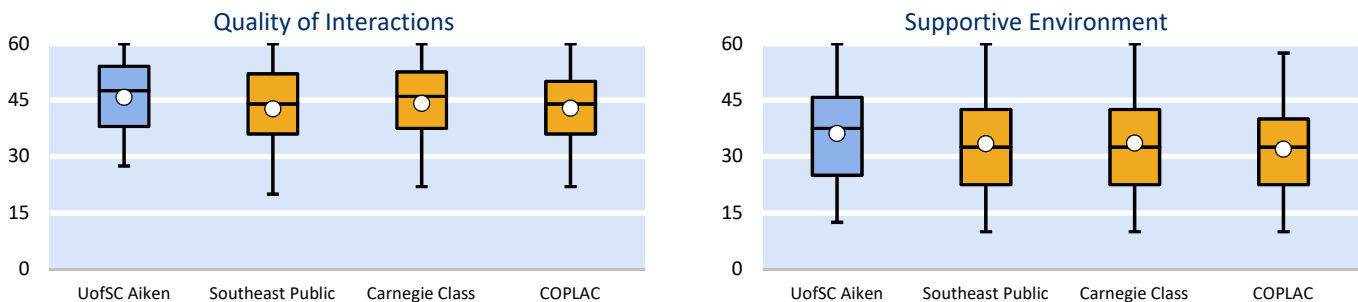
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		COPLAC	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.8	42.7 ***	.25	44.1 *	.14	42.9 ***	.26
Supportive Environment	36.1	33.5 **	.19	33.6 **	.18	32.0 ***	.30

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	UofSC Aiken %	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	COPLAC
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	62	+3	+3	+5
13b. Academic advisors	67	+15	+5	+14
13c. Faculty	60	+4	-2	-1
13d. Student services staff (career services, student activities, housing, etc.)	52	+7	+6	+8
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+4	-1	+3
<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	74	+3	+1	+5
14c. Using learning support services (tutoring services, writing center, etc.)	68	+2	-2	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	62	+6	+5	+10
14e. Providing opportunities to be involved socially	73	+5	+7	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	67	+3	+6	+10
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	41	+8	+7	+12
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	+8	+11	+15
14i. Attending events that address important social, economic, or political issues	58	+16	+14	+13

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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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		UofSC Aiken Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	37.7	39.3	-.12		41.4 ***	-.29	
	Reflective and Integrative Learning	35.0	36.7	-.14		39.0 ***	-.34	
	Learning Strategies	39.2	39.9	-.05	✓	42.3 **	-.22	
	Quantitative Reasoning	29.3	29.4	-.01	✓	31.4	-.14	
<i>Learning with Peers</i>	Collaborative Learning	32.5	35.2 *	-.20		37.4 ***	-.36	
	Discussions with Diverse Others	41.8	41.5	.02	✓	43.6	-.12	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	19.2	24.5 ***	-.36		28.1 ***	-.58	
	Effective Teaching Practices	38.9	40.5	-.12		42.3 **	-.24	
<i>Campus Environment</i>	Quality of Interactions	44.2	45.2	-.08	✓	47.2 **	-.25	
	Supportive Environment	36.4	37.9	-.11		40.0 ***	-.28	

Seniors		UofSC Aiken Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	43.6	41.7 *	.14	✓	43.2	.03	✓
	Reflective and Integrative Learning	40.6	39.8	.07	✓	41.8	-.09	✓
	Learning Strategies	41.8	40.7	.08	✓	42.7	-.06	✓
	Quantitative Reasoning	32.3	31.4	.05	✓	33.4	-.07	✓
<i>Learning with Peers</i>	Collaborative Learning	33.7	35.9 *	-.16		38.4 ***	-.34	
	Discussions with Diverse Others	42.5	42.1	.03	✓	43.8	-.08	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	29.0	29.7	-.04	✓	33.2 ***	-.26	
	Effective Teaching Practices	42.6	41.8	.06	✓	43.7	-.09	✓
<i>Campus Environment</i>	Quality of Interactions	45.8	45.2	.05	✓	47.4 *	-.14	
	Supportive Environment	36.1	34.6	.11	✓	36.8	-.05	✓

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 2019 and 2020 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 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	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UofSC Aiken (N = 145)	37.7	12.3	1.02	20	30	40	45	60				
Southeast Public	37.9	13.6	.05	15	30	40	45	60	68,449	-.2	.885	-.012
Carnegie Class	37.4	13.6	.12	15	30	40	45	60	148	.4	.726	.026
COPLAC	37.4	12.8	.19	20	30	40	45	60	4,621	.3	.772	.024
Top 50%	39.3	13.1	.03	20	30	40	50	60	180,079	-1.6	.141	-.122
Top 10%	41.4	12.8	.07	20	35	40	50	60	34,629	-3.7	.001	-.286
Reflective & Integrative Learning												
UofSC Aiken (N = 149)	35.0	11.7	.96	17	29	34	43	57				
Southeast Public	34.7	12.2	.04	17	26	34	43	57	75,233	.3	.748	.026
Carnegie Class	34.6	12.1	.10	17	26	34	43	57	14,749	.4	.690	.033
COPLAC	34.8	11.8	.17	17	26	34	43	57	4,983	.2	.853	.015
Top 50%	36.7	11.8	.03	17	29	37	46	57	175,843	-1.7	.084	-.142
Top 10%	39.0	11.7	.07	20	31	40	49	60	27,738	-4.0	.000	-.337
Learning Strategies												
UofSC Aiken (N = 140)	39.2	13.7	1.16	20	27	40	47	60				
Southeast Public	38.7	13.9	.05	20	27	40	47	60	64,013	.5	.667	.036
Carnegie Class	38.0	13.9	.12	20	27	40	47	60	12,776	1.1	.336	.082
COPLAC	37.4	13.7	.21	13	27	40	47	60	4,389	1.8	.126	.132
Top 50%	39.9	13.7	.04	20	33	40	53	60	152,505	-.7	.523	-.054
Top 10%	42.3	14.1	.08	20	33	40	53	60	33,740	-3.1	.009	-.223
Quantitative Reasoning												
UofSC Aiken (N = 137)	29.3	14.6	1.25	7	20	27	40	60				
Southeast Public	28.7	15.6	.06	0	20	27	40	60	65,312	.5	.687	.034
Carnegie Class	28.0	15.4	.14	0	20	27	40	60	13,034	1.3	.314	.086
COPLAC	27.6	15.1	.23	0	20	27	40	60	4,453	1.7	.205	.110
Top 50%	29.4	15.2	.03	7	20	27	40	60	198,344	-.1	.912	-.009
Top 10%	31.4	15.3	.07	7	20	33	40	60	41,979	-2.1	.109	-.137
Learning with Peers												
Collaborative Learning												
UofSC Aiken (N = 159)	32.5	13.4	1.06	15	20	30	40	60				
Southeast Public	33.1	14.3	.05	10	20	35	40	60	83,133	-.7	.558	-.047
Carnegie Class	32.2	14.2	.11	10	20	30	40	60	15,806	.3	.814	.019
COPLAC	32.2	13.3	.18	10	20	30	40	55	5,384	.2	.828	.017
Top 50%	35.2	13.7	.03	15	25	35	45	60	228,876	-2.7	.013	-.198
Top 10%	37.4	13.5	.06	15	30	40	45	60	48,050	-4.9	.000	-.365
Discussions with Diverse Others												
UofSC Aiken (N = 141)	41.8	14.5	1.22	20	35	40	60	60				
Southeast Public	40.6	15.7	.06	15	30	40	55	60	64,661	1.2	.351	.079
Carnegie Class	38.5	15.8	.14	10	25	40	50	60	12,872	3.3	.014	.208
COPLAC	39.2	14.5	.22	15	30	40	50	60	4,440	2.6	.037	.179
Top 50%	41.5	15.0	.03	20	30	40	55	60	203,126	.4	.772	.024
Top 10%	43.6	14.5	.07	20	35	45	60	60	42,194	-1.8	.143	-.124

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												
UofSC Aiken (N = 146)	19.2	13.7	1.13	0	10	15	25	45				
Southeast Public	21.7	15.0	.06	0	10	20	30	50	146	-2.6	.024	-.172
Carnegie Class	23.3	15.0	.13	0	10	20	35	55	149	-4.2	.000	-.278
COPLAC	21.8	14.1	.21	0	10	20	30	50	4,772	-2.7	.023	-.190
Top 50%	24.5	14.7	.04	5	15	20	35	55	146	-5.3	.000	-.361
Top 10%	28.1	15.5	.12	5	15	25	40	60	149	-8.9	.000	-.579
Effective Teaching Practices												
UofSC Aiken (N = 144)	38.9	12.8	1.07	20	32	40	48	60				
Southeast Public	38.0	13.4	.05	16	28	40	48	60	68,009	1.0	.395	.071
Carnegie Class	38.9	13.6	.12	16	28	40	48	60	13,561	.0	.999	.000
COPLAC	37.9	12.9	.19	16	28	40	48	60	4,594	1.0	.370	.076
Top 50%	40.5	13.2	.04	20	32	40	52	60	131,690	-1.6	.146	-.121
Top 10%	42.3	14.1	.07	16	32	44	56	60	144	-3.3	.002	-.237
Campus Environment												
Quality of Interactions												
UofSC Aiken (N = 137)	44.2	11.8	1.01	24	36	46	54	60				
Southeast Public	43.1	11.9	.05	20	36	44	52	60	60,007	1.2	.248	.099
Carnegie Class	43.2	12.3	.11	20	36	44	52	60	12,100	1.0	.321	.085
COPLAC	43.3	11.1	.17	23	36	44	52	60	4,204	1.0	.305	.089
Top 50%	45.2	11.2	.03	24	38	46	54	60	123,078	-.9	.331	-.083
Top 10%	47.2	11.6	.07	25	40	50	58	60	29,756	-3.0	.003	-.255
Supportive Environment												
UofSC Aiken (N = 140)	36.4	13.4	1.14	18	28	38	45	60				
Southeast Public	36.9	13.5	.05	15	28	38	45	60	61,709	-.5	.656	-.038
Carnegie Class	35.8	13.8	.13	13	25	38	45	60	12,354	.6	.625	.042
COPLAC	35.3	13.0	.20	15	25	35	43	60	4,299	1.1	.327	.084
Top 50%	37.9	13.1	.03	18	30	38	48	60	148,506	-1.5	.183	-.113
Top 10%	40.0	12.9	.08	18	33	40	50	60	26,335	-3.6	.001	-.280

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												
UofSC Aiken (N = 237)	43.6	13.3	.87	20	35	45	55	60				
Southeast Public	40.0	13.8	.05	20	30	40	50	60	81,286	3.6	.000	.261
Carnegie Class	40.6	13.6	.13	20	30	40	50	60	11,800	3.0	.001	.222
COPLAC	40.4	13.4	.20	20	30	40	50	60	4,852	3.2	.000	.238
Top 50%	41.7	13.4	.03	20	35	40	55	60	175,925	1.9	.033	.139
Top 10%	43.2	13.3	.06	20	35	40	55	60	42,777	.4	.645	.030
Reflective & Integrative Learning												
UofSC Aiken (N = 252)	40.6	13.6	.86	17	31	40	51	60				
Southeast Public	37.8	12.6	.04	17	29	37	46	60	253	2.8	.001	.225
Carnegie Class	38.5	12.5	.11	20	29	37	49	60	260	2.1	.017	.166
COPLAC	39.0	12.4	.18	20	31	40	49	60	273	1.6	.066	.130
Top 50%	39.8	12.2	.03	20	31	40	49	60	252	.8	.341	.067
Top 10%	41.8	12.0	.07	20	34	40	51	60	255	-1.1	.187	-.094
Learning Strategies												
UofSC Aiken (N = 228)	41.8	14.9	.99	13	33	40	60	60				
Southeast Public	39.3	14.6	.05	13	27	40	53	60	77,182	2.5	.011	.168
Carnegie Class	39.4	14.5	.14	13	27	40	53	60	11,384	2.4	.012	.167
COPLAC	38.4	14.5	.22	13	27	40	47	60	4,650	3.4	.001	.234
Top 50%	40.7	14.5	.03	20	33	40	53	60	194,924	1.1	.247	.077
Top 10%	42.7	14.4	.06	20	33	40	60	60	62,965	-.9	.357	-.061
Quantitative Reasoning												
UofSC Aiken (N = 232)	32.3	16.7	1.10	0	20	33	47	60				
Southeast Public	30.9	16.2	.06	0	20	33	40	60	78,225	1.3	.213	.082
Carnegie Class	29.9	16.2	.15	0	20	27	40	60	11,455	2.4	.027	.146
COPLAC	29.6	16.7	.25	0	20	27	40	60	4,701	2.7	.018	.160
Top 50%	31.4	16.1	.03	0	20	33	40	60	249,266	.9	.415	.054
Top 10%	33.4	15.9	.07	7	20	33	40	60	49,013	-1.1	.302	-.068
Learning with Peers												
Collaborative Learning												
UofSC Aiken (N = 264)	33.7	16.3	1.00	5	20	35	45	60				
Southeast Public	34.0	15.0	.05	10	25	35	45	60	264	-.2	.822	-.015
Carnegie Class	32.4	15.2	.13	5	20	30	45	60	272	1.3	.199	.086
COPLAC	33.8	14.2	.20	10	25	35	45	60	283	.0	.962	-.003
Top 50%	35.9	14.0	.03	15	25	35	45	60	263	-2.2	.030	-.157
Top 10%	38.4	13.6	.07	15	30	40	50	60	265	-4.6	.000	-.341
Discussions with Diverse Others												
UofSC Aiken (N = 230)	42.5	16.8	1.11	10	35	40	60	60				
Southeast Public	41.9	15.7	.06	15	30	40	60	60	77,632	.6	.540	.040
Carnegie Class	39.9	15.9	.15	15	30	40	55	60	11,433	2.6	.014	.163
COPLAC	40.0	14.7	.22	15	30	40	55	60	248	2.5	.030	.166
Top 50%	42.1	15.5	.03	15	30	40	60	60	230	.5	.681	.029
Top 10%	43.8	15.3	.06	20	35	45	60	60	231	-1.3	.257	-.082

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												
UofSC Aiken (N = 244)	29.0	18.0	1.15	0	15	30	40	60				
Southeast Public	24.9	16.4	.06	0	10	20	35	60	244	4.1	.000	.250
Carnegie Class	27.4	16.4	.15	0	15	25	40	60	251	1.7	.154	.101
COPLAC	28.3	15.9	.23	5	15	25	40	60	263	.7	.544	.044
Top 50%	29.7	15.9	.05	5	20	30	40	60	244	-.6	.579	-.040
Top 10%	33.2	16.0	.13	10	20	35	45	60	249	-4.2	.000	-.263
Effective Teaching Practices												
UofSC Aiken (N = 236)	42.6	14.5	.94	20	32	44	56	60				
Southeast Public	39.7	14.0	.05	16	32	40	52	60	236	2.8	.003	.202
Carnegie Class	40.8	14.0	.13	16	32	40	52	60	244	1.8	.060	.128
COPLAC	40.9	13.5	.20	20	32	40	52	60	256	1.7	.078	.126
Top 50%	41.8	13.7	.04	20	32	40	52	60	236	.8	.402	.058
Top 10%	43.7	13.4	.07	20	36	44	56	60	238	-1.1	.226	-.086
Campus Environment												
Quality of Interactions												
UofSC Aiken (N = 212)	45.8	11.0	.75	28	38	48	54	60				
Southeast Public	42.7	12.1	.05	20	36	44	52	60	71,858	3.0	.000	.249
Carnegie Class	44.1	12.0	.12	22	38	46	53	60	10,734	1.6	.048	.137
COPLAC	42.9	11.3	.17	22	36	44	50	60	4,472	2.9	.000	.257
Top 50%	45.2	11.7	.03	24	38	48	54	60	158,428	.5	.505	.046
Top 10%	47.4	12.0	.05	24	40	50	58	60	50,886	-1.6	.049	-.135
Supportive Environment												
UofSC Aiken (N = 223)	36.1	14.0	.94	13	25	38	46	60				
Southeast Public	33.5	14.2	.05	10	23	33	43	60	75,128	2.7	.005	.188
Carnegie Class	33.6	14.4	.14	10	23	33	43	60	11,074	2.5	.009	.177
COPLAC	32.0	13.9	.21	10	23	33	40	58	4,581	4.1	.000	.296
Top 50%	34.6	14.0	.03	13	25	35	45	60	165,076	1.5	.102	.109
Top 10%	36.8	14.1	.08	13	28	38	48	60	29,777	-.7	.478	-.048

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.