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# NSSE 2024

## Engagement Indicators

University of South Carolina Aiken

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### About Your Engagement Indicators Report

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

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

### Report Sections

#### Overview (p. 3)

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

#### Theme Reports (pp. 4-13)

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

##### Mean Comparisons

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

##### Score Distributions

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

##### Performance on Indicator Items

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

#### Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of all current- and prior-year institutions.

#### Detailed Statistics (pp. 16-End)

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

### Interpreting Comparisons

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

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

### How Engagement Indicators are Computed

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

For more information on EIs and their psychometric properties, refer to the NSSE website: [nsse.indiana.edu](https://nsse.indiana.edu)

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

### Engagement Indicators: Overview

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

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

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

#### First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Medium SE Public	Your first-year students compared with Carnegie Class	Your first-year students compared with COPLAC
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	--	--
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	△	▲	▲

#### Seniors

Theme	Engagement Indicator	Your seniors compared with Medium SE Public	Your seniors compared with Carnegie Class	Your seniors compared with COPLAC
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	△
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	--	--	--
	Effective Teaching Practices	--	--	--
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

### Academic Challenge: First-year students

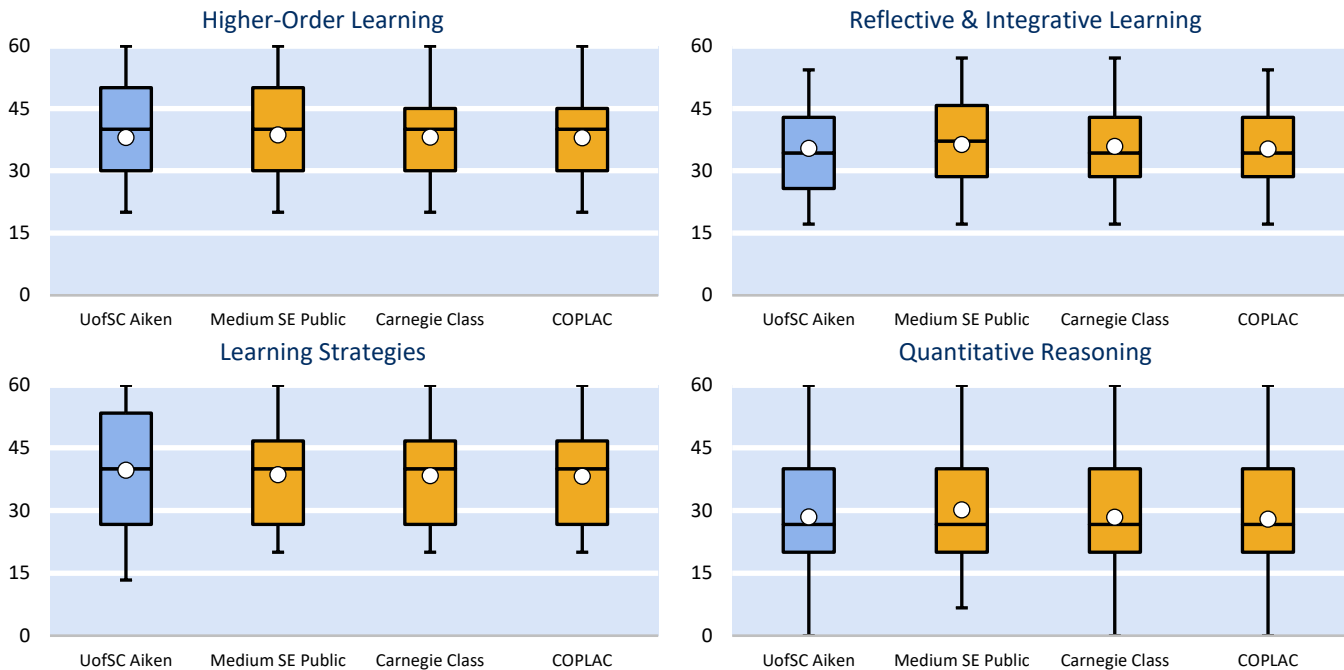
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*,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

#### Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your first-year students compared with					
		Medium SE Public Mean	Effect size	Carnegie Class Mean	Effect size	COPLAC Mean	Effect size
Higher-Order Learning	38.0	38.6	-.05	38.1	-.01	37.9	.01
Reflective & Integrative Learning	35.4	36.3	-.08	35.9	-.04	35.3	.01
Learning Strategies	39.7	38.5	.08	38.3	.10	38.2	.11
Quantitative Reasoning	28.5	30.2	-.10	28.4	.01	28.0	.03

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

#### Score Distributions



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

#### Academic Challenge: 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 <sup>a</sup> between your FY students and		
		Medium SE Public	Carnegie Class	COPLAC
<b>Higher-Order Learning</b>				
<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	68	-1	-2	-1
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	64	-4	-5	-5
4d. Evaluating a point of view, decision, or information source	71	-1	-0	+1
4e. Forming a new idea or understanding from various pieces of information	65	-6	-6	-6
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	53	-2	-3	-0
2b. Connected your learning to societal problems or issues	42	-10	-9	-10
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	45	-12	-9	-11
2d. Examined the strengths and weaknesses of your own views on a topic or issue	59	-8	-6	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+5	+4	+6
2f. Learned something that changed the way you understand an issue or concept	68	-1	-0	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	77	+4	-1	-0
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	72	+2	-1	-2
9b. Reviewed your notes after class	63	-3	-3	-2
9c. Summarized what you learned in class or from course materials	69	+1	+3	+4
<b>Quantitative Reasoning</b>				
<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.)	49	-5	-3	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	-3	+2	+2
6c. Evaluated what others have concluded from numerical information	37	-7	-3	-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

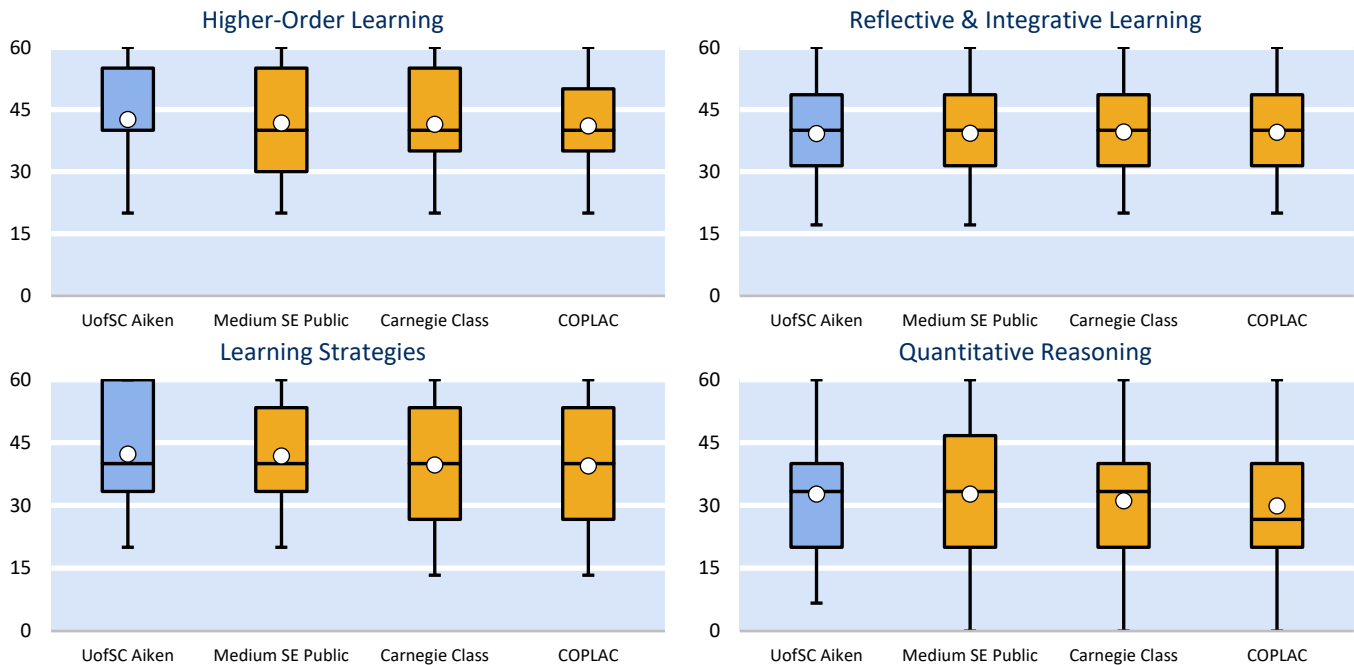
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 seniors compared with					
		Medium SE Public Mean	Effect size	Carnegie Class Mean	Effect size	COPLAC Mean	Effect size
Higher-Order Learning	42.6	41.7	.06	41.5	.08	41.1	.11
Reflective & Integrative Learning	39.2	39.3	-.01	39.5	-.03	39.5	-.02
Learning Strategies	42.2	41.8	.03	39.6	.17	39.4 *	.19
Quantitative Reasoning	32.7	32.6	.00	31.0	.10	29.9	.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



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

## Academic Challenge: Seniors (continued)

### Performance on Indicator Items

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

	UofSC Aiken	Percentage point difference <sup>a</sup> between your seniors and		
		Medium SE Public	Carnegie Class	COPLAC
<b>Higher-Order Learning</b>				
<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	83	+6	+5	+4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+4	+1	+3
4d. Evaluating a point of view, decision, or information source	80	+4	+5	+5
4e. Forming a new idea or understanding from various pieces of information	75	-2	-2	-0
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	77	+9	+6	+4
2b. Connected your learning to societal problems or issues	68	+4	+2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	-2	-3	-4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-4	-4	-5
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	71	-3	-4	-3
2f. Learned something that changed the way you understand an issue or concept	71	-4	-2	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+2	-0	+1
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+0	+0	-0
9b. Reviewed your notes after class	71	-1	+5	+8
9c. Summarized what you learned in class or from course materials	76	+2	+8	+7
<b>Quantitative Reasoning</b>				
<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.)	58	-0	+3	+5
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	52	-1	+3	+6
6c. Evaluated what others have concluded from numerical information	51	+2	+4	+6

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

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

### Learning with Peers: First-year students

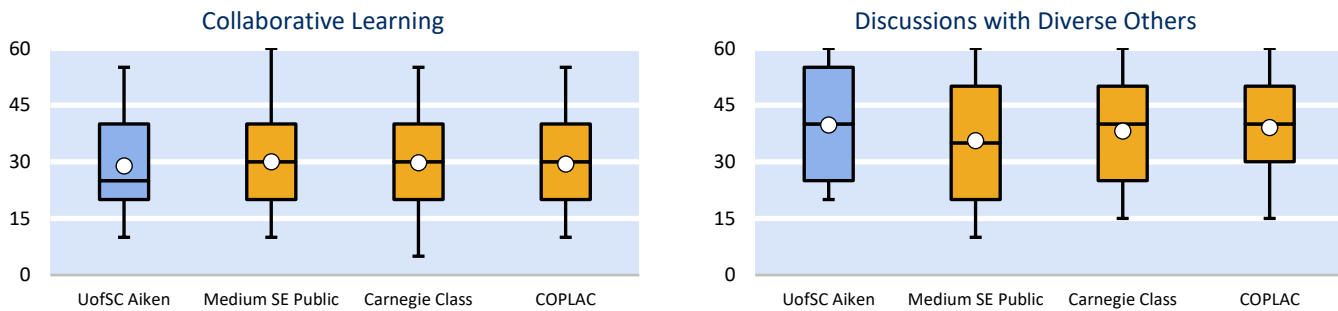
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your first-year students compared with					
		Medium SE Public		Carnegie Class		COPLAC	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	28.9	30.0	-.07	29.7	-.06	29.4	-.03
Discussions with Diverse Others	39.8	35.5 *	.26	38.2	.10	39.1	.05

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 <sup>a</sup> between your FY students and		
		Medium SE Public	Carnegie Class	COPLAC
<b>Collaborative Learning</b>				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	43	-0	-0	+2
1c. Explained course material to one or more students	43	-7	-5	-4
1d. Prepared for exams by discussing or working through course material with other students	45	+4	+5	+6
1e. Worked with other students on course projects or assignments	44	-6	-8	-9
<b>Discussions with Diverse Others</b>				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	70	+11	+1	-0
8b. People from economic backgrounds other than your own	68	+3	-2	-4
8c. People with religious beliefs other than your own	67	+9	+4	-1
8d. People with political views other than your own	72	+18	+11	+12

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: Seniors

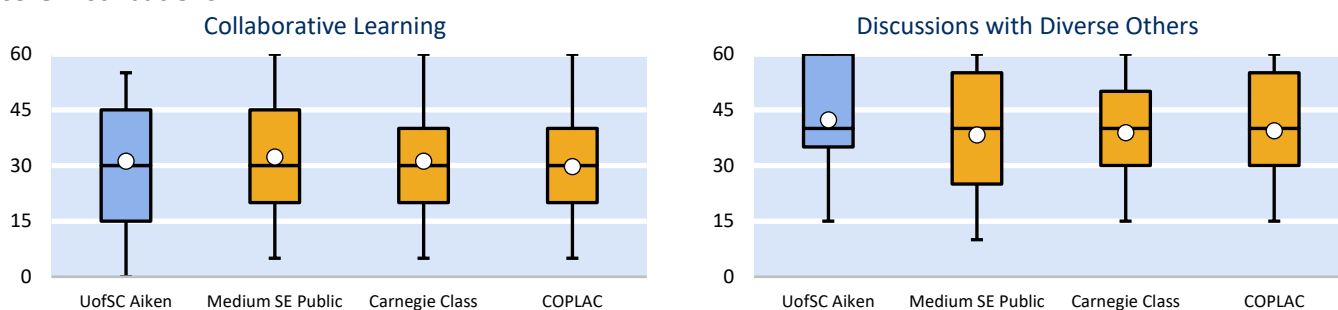
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

#### Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your seniors compared with					
		Medium SE Public Effect size		Carnegie Class Effect size		COPLAC Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.2	32.3	-.07	31.2	.00	29.7	.10
Discussions with Diverse Others	42.3	38.3 **	.25	38.8 *	.22	39.4 *	.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).

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#### Performance on Indicator Items

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Collaborative Learning	UofSC Aiken	Percentage point difference <sup>a</sup> between your seniors and		
		Medium SE Public	Carnegie Class	COPLAC
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	43	-1	+2	+5
1c. Explained course material to one or more students	55	-0	+1	+5
1d. Prepared for exams by discussing or working through course material with other students	44	-1	+4	+7
1e. Worked with other students on course projects or assignments	62	+2	+0	+2
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People of races or ethnicities other than your own	82	+14	+11	+12
8b. People from economic backgrounds other than your own	78	+8	+5	+6
8c. People with religious beliefs other than your own	73	+11	+10	+8
8d. People with political views other than your own	76	+16	+15	+14

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### Experiences with Faculty: First-year students

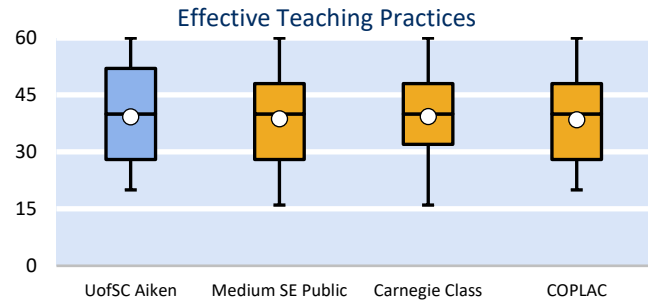
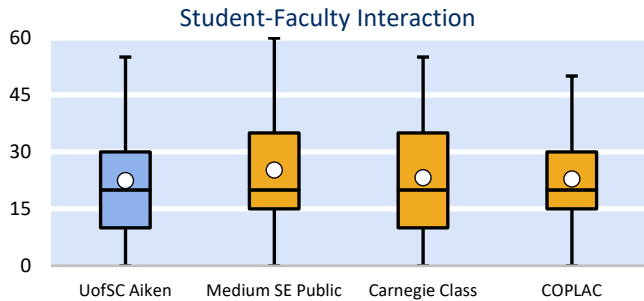
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		Medium SE Public Effect size		Carnegie Class Effect size		COPLAC Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.4	25.2	-.18	23.2	-.05	22.9	-.03
Effective Teaching Practices	39.2	38.7	.04	39.3	-.01	38.4	.06

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

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Student-Faculty Interaction	UofSC Aiken %	Percentage point difference <sup>a</sup> between your FY students and		
		Medium SE 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	43	-1	+1	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	25	-5	-0	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	-8	-3	-2
3d. Discussed your academic performance with a faculty member	29	-13	-5	-4
<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	75	+0	-2	-1
5b. Taught course sessions in an organized way	63	-4	-11	-12
5c. Used examples or illustrations to explain difficult points	74	+4	-0	+1
5d. Provided feedback on a draft or work in progress	68	+0	-1	+2
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+5	+4	+6

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

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### Experiences with Faculty: Seniors

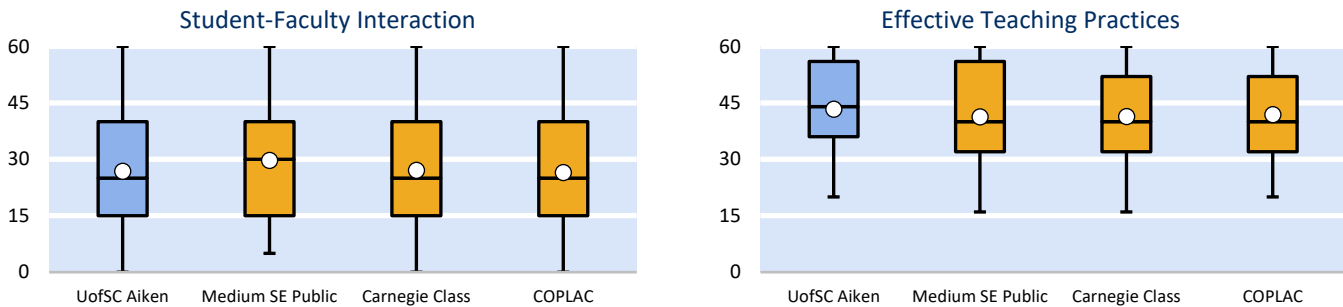
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Effective Teaching Practices	43.2	41.2	.14	41.3	.14	41.8	.10

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3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	30	-10	-4	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	39	-4	+0	+1
3d. Discussed your academic performance with a faculty member	44	-6	+4	+6
<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	83	+2	+1	+1
5b. Taught course sessions in an organized way	73	-0	-5	-7
5c. Used examples or illustrations to explain difficult points	79	+3	+2	+0
5d. Provided feedback on a draft or work in progress	72	+2	+3	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	76	+7	+6	+5

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

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

### Campus Environment: First-year students

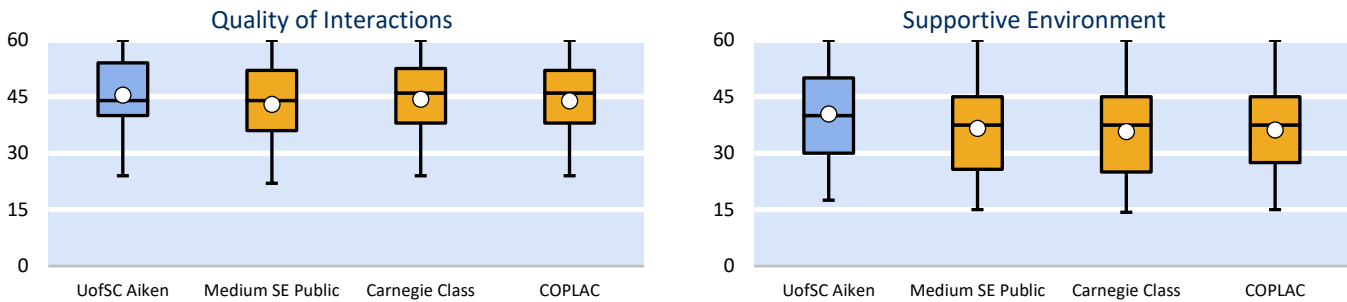
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your first-year students compared with					
		Medium SE Public Mean	Effect size	Carnegie Class Mean	Effect size	COPLAC Mean	Effect size
Quality of Interactions	45.5	43.0	.21	44.3	.10	44.0	.14
Supportive Environment	40.5	36.6 *	.27	35.8 **	.35	36.2 **	.33

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 <sup>a</sup> between your FY students and		
		Medium SE 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	-1	-1	-1
13b. Academic advisors	58	+5	-1	+3
13c. Faculty	66	+17	+9	+11
13d. Student services staff (career services, student activities, housing, etc.)	58	+11	+8	+6
13e. Other administrative staff and offices (registrar, financial aid, etc.)	61	+15	+9	+11
<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	76	+5	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	83	+10	+9	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+7	+5	+1
14e. Providing opportunities to be involved socially	81	+9	+9	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	+3	+6	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	53	+8	+13	+14
14h. Attending campus activities and events (performing arts, athletic events, etc.)	82	+12	+15	+13
14i. Attending events that address important social, economic, or political issues	53	+0	+4	+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.

### Campus Environment: Seniors

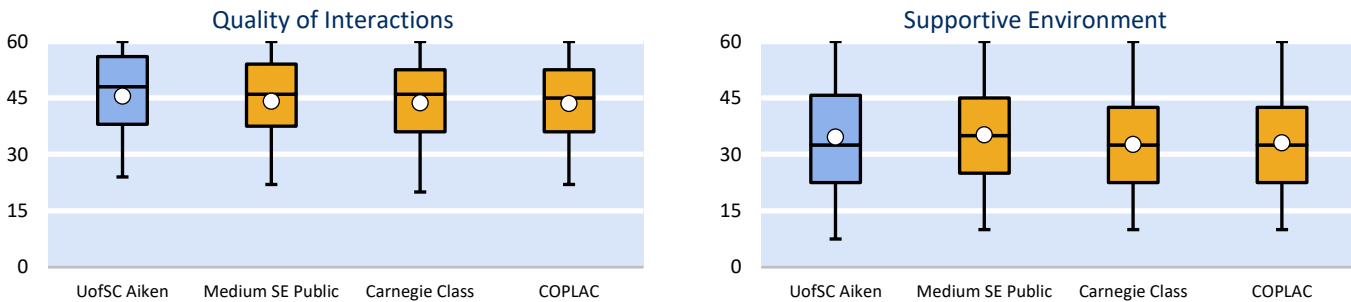
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

#### Mean Comparisons

Engagement Indicator	UofSC Aiken Mean	Your seniors compared with					
		Medium SE Public Effect size		Carnegie Class Effect size		COPLAC Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.6	44.2	.11	43.7	.15	43.5	.17
Supportive Environment	34.6	35.2	-.04	32.7	.13	33.1	.10

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

#### Score Distributions



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

#### 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 <sup>a</sup> between your seniors and		
		Medium SE 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	65	+3	+7	+7
13b. Academic advisors	64	+5	+5	+10
13c. Faculty	69	+10	+8	+7
13d. Student services staff (career services, student activities, housing, etc.)	51	+3	+4	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	53	+4	+5	+6
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	69	-2	-1	-1
14c. Using learning support services (tutoring services, writing center, etc.)	65	-4	-3	-4
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-5	-4	-4
14e. Providing opportunities to be involved socially	64	-4	-2	-2
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-4	+1	+0
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	35	-4	+3	+2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+3	+11	+11
14i. Attending events that address important social, economic, or political issues	55	+2	+13	+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](https://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<sup>a</sup> for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2023 and 2024 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2023 and 2024 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<sup>b</sup> 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

Theme	Engagement Indicator	UofSC Aiken Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	38.0	39.8	-.14		42.4 **	-.35	
	Reflective and Integrative Learning	35.4	37.3	-.16		39.9 ***	-.39	
	Learning Strategies	39.7	40.2	-.04	✓	43.1 *	-.24	
	Quantitative Reasoning	28.5	30.8	-.15		33.3 **	-.31	
Learning with Peers	Collaborative Learning	28.9	33.4 **	-.32		36.7 ***	-.57	
	Discussions with Diverse Others	39.8	40.7	-.06	✓	44.2 **	-.32	
Experiences with Faculty	Student-Faculty Interaction	22.4	25.4	-.19		29.9 ***	-.48	
	Effective Teaching Practices	39.2	40.8	-.11		43.6 **	-.31	
Campus Environment	Quality of Interactions	45.5	45.7	-.02	✓	48.7 *	-.27	
	Supportive Environment	40.5	37.1 *	.26	✓	40.4	.00	✓

#### Seniors

Theme	Engagement Indicator	UofSC Aiken Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.6	42.4	.01	✓	44.9 *	-.18	
	Reflective and Integrative Learning	39.2	40.6	-.11		43.2 ***	-.33	
	Learning Strategies	42.2	41.2	.07	✓	44.1	-.13	
	Quantitative Reasoning	32.7	32.8	-.01	✓	36.2 *	-.22	
Learning with Peers	Collaborative Learning	31.2	34.7 *	-.25		38.0 ***	-.50	
	Discussions with Diverse Others	42.3	41.4	.06	✓	44.1	-.12	
Experiences with Faculty	Student-Faculty Interaction	26.7	29.9 *	-.20		34.9 ***	-.51	
	Effective Teaching Practices	43.2	42.5	.06	✓	45.2	-.15	
Campus Environment	Quality of Interactions	45.6	45.4	.01	✓	48.1 *	-.21	
	Supportive Environment	34.6	34.6	.00	✓	38.0 *	-.24	

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

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

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

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UofSC Aiken (N = 93)	38.0	14.6	1.52	20	30	40	50	60				
Medium SE Public	38.6	13.7	.27	20	30	40	50	60	2,623	-.6	.667	-.046
Carnegie Class	38.1	12.9	.20	20	30	40	45	60	95	-.1	.935	-.010
COPLAC	37.9	12.8	.35	20	30	40	45	60	102	.1	.964	.006
Top 50%	39.8	13.2	.04	20	30	40	50	60	113,091	-1.8	.187	-.137
Top 10%	42.4	12.5	.11	20	35	40	55	60	93	-4.4	.005	-.349
<b>Reflective &amp; Integrative Learning</b>												
UofSC Aiken (N = 97)	35.4	12.1	1.23	17	26	34	43	54				
Medium SE Public	36.3	12.3	.23	17	29	37	46	57	2,968	-1.0	.455	-.077
Carnegie Class	35.9	11.7	.18	17	29	34	43	57	4,508	-.5	.666	-.044
COPLAC	35.3	11.7	.31	17	29	34	43	54	1,526	.1	.939	.008
Top 50%	37.3	12.0	.04	17	29	37	46	60	101,770	-1.9	.116	-.160
Top 10%	39.9	11.7	.11	20	31	40	49	60	12,006	-4.5	.000	-.387
<b>Learning Strategies</b>												
UofSC Aiken (N = 80)	39.7	15.3	1.71	13	27	40	53	60				
Medium SE Public	38.5	14.2	.30	20	27	40	47	60	2,378	1.1	.494	.078
Carnegie Class	38.3	13.6	.23	20	27	40	47	60	3,719	1.3	.389	.097
COPLAC	38.2	13.7	.39	20	27	40	47	60	1,281	1.5	.357	.106
Top 50%	40.2	13.9	.05	20	33	40	53	60	91,431	-.5	.728	-.039
Top 10%	43.1	14.5	.10	20	33	40	60	60	20,585	-3.5	.031	-.242
<b>Quantitative Reasoning</b>												
UofSC Aiken (N = 86)	28.5	16.9	1.83	0	20	27	40	60				
Medium SE Public	30.2	16.1	.33	7	20	27	40	60	2,453	-1.7	.340	-.105
Carnegie Class	28.4	15.5	.25	0	20	27	40	60	3,821	.1	.959	.006
COPLAC	28.0	15.1	.43	0	20	27	40	60	1,306	.5	.763	.034
Top 50%	30.8	15.5	.05	7	20	33	40	60	108,143	-2.4	.157	-.153
Top 10%	33.3	15.4	.11	7	20	33	40	60	20,479	-4.8	.004	-.312
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UofSC Aiken (N = 102)	28.9	13.3	1.31	10	20	25	40	55				
Medium SE Public	30.0	14.3	.25	10	20	30	40	60	3,290	-1.0	.464	-.074
Carnegie Class	29.7	14.1	.20	5	20	30	40	55	4,972	-.8	.577	-.056
COPLAC	29.4	13.6	.35	10	20	30	40	55	1,641	-.5	.737	-.034
Top 50%	33.4	13.9	.04	10	25	35	40	60	124,093	-4.5	.001	-.322
Top 10%	36.7	13.7	.09	15	25	35	45	60	23,254	-7.8	.000	-.568
<b>Discussions with Diverse Others</b>												
UofSC Aiken (N = 82)	39.8	15.1	1.67	20	25	40	55	60				
Medium SE Public	35.5	16.3	.34	10	20	35	50	60	2,404	4.2	.021	.259
Carnegie Class	38.2	15.3	.25	15	25	40	50	60	3,768	1.6	.349	.105
COPLAC	39.1	15.3	.44	15	30	40	50	60	1,285	.7	.687	.046
Top 50%	40.7	14.9	.05	20	30	40	55	60	101,770	-.9	.570	-.063
Top 10%	44.2	13.8	.13	20	35	45	60	60	10,897	-4.5	.003	-.324

#### Detailed Statistics: First-Year Students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UofSC Aiken (N = 95)	22.4	15.9	1.63	0	10	20	30	55				
Medium SE Public	25.2	16.0	.31	0	15	20	35	60	2,773	-2.8	.092	-.175
Carnegie Class	23.2	15.3	.24	0	10	20	35	55	4,290	-.8	.623	-.051
COPLAC	22.9	14.7	.40	0	15	20	30	50	1,463	-.4	.780	-.030
Top 50%	25.4	15.3	.06	5	15	25	35	60	64,844	-2.9	.063	-.190
Top 10%	29.9	15.5	.17	5	20	30	40	60	8,003	-7.4	.000	-.479
<b>Effective Teaching Practices</b>												
UofSC Aiken (N = 90)	39.2	13.8	1.46	20	28	40	52	60				
Medium SE Public	38.7	14.1	.28	16	28	40	48	60	2,639	.6	.713	.040
Carnegie Class	39.3	13.3	.21	16	32	40	48	60	4,082	-.1	.948	-.007
COPLAC	38.4	12.5	.35	20	28	40	48	60	1,384	.8	.571	.062
Top 50%	40.8	13.5	.05	20	32	40	52	60	82,212	-1.5	.284	-.113
Top 10%	43.6	14.1	.12	20	36	44	56	60	15,119	-4.3	.004	-.307
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UofSC Aiken (N = 76)	45.5	10.3	1.18	24	40	44	54	60				
Medium SE Public	43.0	11.9	.25	22	36	44	52	60	2,240	2.5	.073	.209
Carnegie Class	44.3	11.4	.20	24	38	46	53	60	3,475	1.1	.390	.100
COPLAC	44.0	11.0	.33	24	38	46	52	60	1,221	1.5	.245	.138
Top 50%	45.7	11.5	.05	24	40	48	54	60	61,365	-.2	.863	-.020
Top 10%	48.7	11.9	.11	24	42	52	60	60	11,882	-3.2	.018	-.271
<b>Supportive Environment</b>												
UofSC Aiken (N = 78)	40.5	13.6	1.54	18	30	40	50	60				
Medium SE Public	36.6	13.9	.30	15	26	38	45	60	2,257	3.8	.017	.275
Carnegie Class	35.8	13.6	.23	14	25	38	45	60	3,581	4.7	.003	.345
COPLAC	36.2	12.9	.38	15	28	38	45	60	1,236	4.2	.005	.328
Top 50%	37.1	13.0	.05	17	28	38	45	60	74,117	3.4	.023	.258
Top 10%	40.4	12.6	.16	20	33	40	50	60	6,212	.0	.992	.001

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 <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
UofSC Aiken (N = 132)	42.6	14.1	1.23	20	40	40	55	60				
Medium SE Public	41.7	14.2	.30	20	30	40	55	60	2,344	.8	.520	.058
Carnegie Class	41.5	13.6	.20	20	35	40	55	60	4,581	1.1	.365	.080
COPLAC	41.1	13.4	.37	20	35	40	50	60	1,455	1.5	.220	.112
Top 50%	42.4	13.6	.05	20	35	40	55	60	80,785	.1	.909	.010
Top 10%	44.9	12.8	.14	20	40	45	60	60	8,571	-2.3	.039	-.181
<b>Reflective &amp; Integrative Learning</b>												
UofSC Aiken (N = 139)	39.2	12.5	1.06	17	31	40	49	60				
Medium SE Public	39.3	13.2	.27	17	31	40	49	60	2,532	-1	.947	-.006
Carnegie Class	39.5	12.6	.18	20	31	40	49	60	4,896	-3	.766	-.026
COPLAC	39.5	12.7	.34	20	31	40	49	60	1,553	-3	.787	-.024
Top 50%	40.6	12.4	.04	20	31	40	51	60	81,021	-1.4	.186	-.112
Top 10%	43.2	11.8	.13	23	34	43	54	60	7,940	-4.0	.000	-.335
<b>Learning Strategies</b>												
UofSC Aiken (N = 127)	42.2	15.2	1.35	20	33	40	60	60				
Medium SE Public	41.8	14.6	.32	20	33	40	53	60	2,192	.4	.755	.029
Carnegie Class	39.6	14.6	.23	13	27	40	53	60	4,290	2.6	.053	.174
COPLAC	39.4	14.4	.41	13	27	40	53	60	1,382	2.8	.038	.194
Top 50%	41.2	14.5	.05	20	33	40	53	60	98,295	1.0	.424	.071
Top 10%	44.1	14.2	.13	20	33	47	60	60	12,256	-1.9	.138	-.133
<b>Quantitative Reasoning</b>												
UofSC Aiken (N = 124)	32.7	16.1	1.44	7	20	33	40	60				
Medium SE Public	32.6	17.2	.38	0	20	33	47	60	2,228	.0	.981	.002
Carnegie Class	31.0	17.1	.26	0	20	33	40	60	4,374	1.6	.292	.096
COPLAC	29.9	17.2	.48	0	20	27	40	60	1,405	2.8	.082	.164
Top 50%	32.8	16.5	.05	7	20	33	40	60	106,010	-1	.920	-.009
Top 10%	36.2	16.2	.16	7	20	40	47	60	10,701	-3.5	.017	-.217
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
UofSC Aiken (N = 139)	31.2	17.4	1.48	0	15	30	45	55				
Medium SE Public	32.3	16.1	.32	5	20	30	45	60	151	-1.1	.466	-.068
Carnegie Class	31.2	15.4	.22	5	20	30	40	60	144	.0	.986	-.002
COPLAC	29.7	15.6	.40	5	20	30	40	60	159	1.5	.321	.097
Top 50%	34.7	14.2	.05	10	25	35	45	60	138	-3.5	.018	-.248
Top 10%	38.0	13.6	.12	15	30	40	50	60	140	-6.8	.000	-.498
<b>Discussions with Diverse Others</b>												
UofSC Aiken (N = 127)	42.3	15.7	1.40	15	35	40	60	60				
Medium SE Public	38.3	16.3	.36	10	25	40	55	60	2,219	4.1	.006	.252
Carnegie Class	38.8	15.6	.24	15	30	40	50	60	4,327	3.5	.013	.224
COPLAC	39.4	16.1	.45	15	30	40	55	60	1,392	2.9	.050	.183
Top 50%	41.4	15.6	.05	15	30	40	60	60	101,596	1.0	.483	.062
Top 10%	44.1	14.5	.13	20	35	45	60	60	11,923	-1.8	.173	-.122

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SE <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
UofSC Aiken (N = 137)	26.7	16.8	1.43	0	15	25	40	60				
Medium SE Public	29.7	17.4	.36	5	15	30	40	60	2,435	-2.9	.056	-.168
Carnegie Class	27.0	16.7	.25	0	15	25	40	60	4,718	-.3	.856	-.016
COPLAC	26.5	16.5	.44	0	15	25	40	60	1,506	.3	.855	.016
Top 50%	29.9	16.3	.08	5	20	30	40	60	44,426	-3.2	.022	-.196
Top 10%	34.9	16.1	.24	10	20	35	45	60	4,792	-8.2	.000	-.507
<b>Effective Teaching Practices</b>												
UofSC Aiken (N = 131)	43.2	14.4	1.26	20	36	44	56	60				
Medium SE Public	41.2	14.8	.31	16	32	40	56	60	2,361	2.0	.129	.136
Carnegie Class	41.3	13.9	.21	16	32	40	52	60	4,570	1.9	.120	.138
COPLAC	41.8	13.8	.38	20	32	40	52	60	1,457	1.4	.268	.102
Top 50%	42.5	13.8	.05	20	32	44	56	60	72,919	.8	.521	.056
Top 10%	45.2	13.1	.14	20	36	48	60	60	9,050	-2.0	.084	-.152
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
UofSC Aiken (N = 110)	45.6	12.1	1.15	24	38	48	56	60				
Medium SE Public	44.2	12.4	.28	22	38	46	54	60	2,043	1.4	.262	.110
Carnegie Class	43.7	12.4	.20	20	36	46	53	60	4,038	1.8	.127	.147
COPLAC	43.5	12.0	.35	22	36	45	53	60	1,279	2.0	.095	.166
Top 50%	45.4	12.0	.05	22	38	48	55	60	71,196	.1	.899	.012
Top 10%	48.1	12.3	.10	23	42	50	60	60	13,832	-2.6	.029	-.209
<b>Supportive Environment</b>												
UofSC Aiken (N = 122)	34.6	16.3	1.48	8	23	33	46	60				
Medium SE Public	35.2	14.7	.33	10	25	35	45	60	133	-.6	.676	-.043
Carnegie Class	32.7	14.3	.22	10	23	33	43	60	127	1.9	.198	.134
COPLAC	33.1	13.9	.40	10	23	33	43	60	139	1.5	.336	.104
Top 50%	34.6	14.2	.05	10	25	35	45	60	122	.0	.984	-.002
Top 10%	38.0	13.7	.16	15	28	40	48	60	124	-3.4	.026	-.244

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.