NSSE 2015
Engagement Indicators

University of South Carolina Columbia

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

Report Sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior 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.

Summary of 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 2014 and 2015 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, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be

How Engagement Indicators are Computed

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

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

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

NSSE 2015 Engagement Indicators

Overview

University of South Carolina Columbia

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

Theme	Engagement Indicator	Your first-year students compared with CARNEGIE	Your first-year students compared with AAU	Your first-year students compared with SUG
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 CARNEGIE	Your seniors compared with AAU	Your seniors compared with SUG
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	△	△	△

NSSE 2015 Engagement Indicators

Academic Challenge
University of South Carolina Columbia

## 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

| | USC | *Your first-year students compared with* | | | | | |
| | | CARNEGIE | | AAU | | SUG | |
Engagement Indicator	Mean	Mean	*Effect size*	Mean	*Effect size*	Mean	*Effect size*
Higher-Order Learning	39.5	38.7	.06	38.4 **	.08	38.2 **	.10
Reflective & Integrative Learning	36.4	35.3 **	.09	34.9 ***	.12	34.4 ***	.15
Learning Strategies	39.9	38.9 *	.07	37.9 ***	.14	38.5 **	.10
Quantitative Reasoning	31.7	28.7 ***	.19	27.6 ***	.26	28.6 ***	.19

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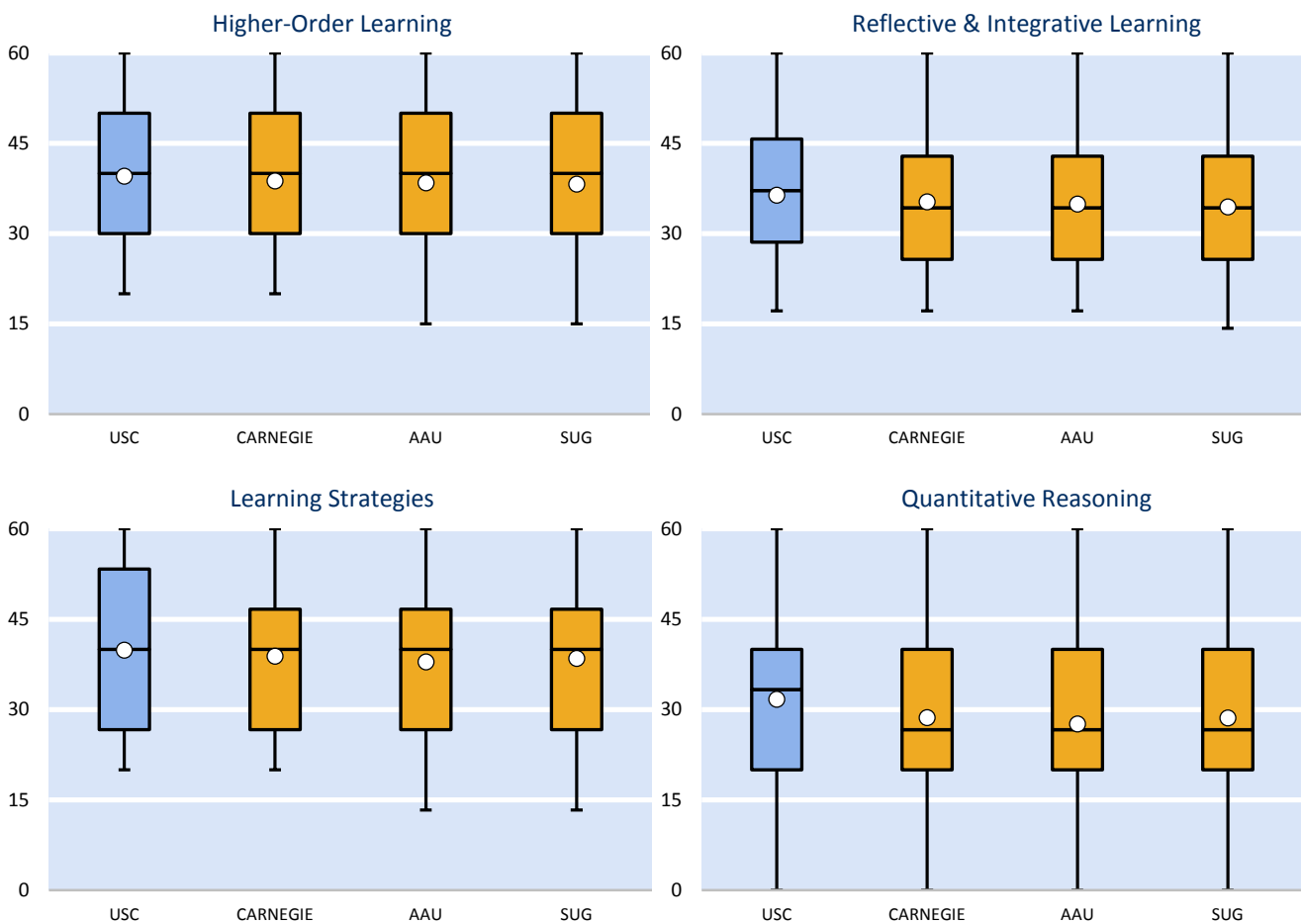
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning

	USC	CARNEGIE	AAU	SUG
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	74	75	76	75
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	73	73	71
4d. Evaluating a point of view, decision, or information source	71	67	64	64
4e. Forming a new idea or understanding from various pieces of information	67	67	65	65

Reflective & Integrative Learning

	USC	CARNEGIE	AAU	SUG
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	60	56	56	54
2b. Connected your learning to societal problems or issues	59	52	51	48
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	49	47	45
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	61	60	59
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	65	64	63
2f. Learned something that changed the way you understand an issue or concept	68	64	66	61
2g. Connected ideas from your courses to your prior experiences and knowledge	78	76	77	75

Learning Strategies

	USC	CARNEGIE	AAU	SUG
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	80	79	79	77
9b. Reviewed your notes after class	67	63	59	64
9c. Summarized what you learned in class or from course materials	65	62	60	60

Quantitative Reasoning

	USC	CARNEGIE	AAU	SUG
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	55	52	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	49	40	38	39
6c. Evaluated what others have concluded from numerical information	48	41	39	40

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

NSSE 2015 Engagement Indicators

Academic Challenge
University of South Carolina Columbia

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

| | USC | Your seniors compared with | | | | | |
| | | CARNEGIE | | AAU | | SUG | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.8	39.8	.00	38.6 ***	.09	40.0	-.01
Reflective & Integrative Learning	38.5	37.8 *	.05	37.0 ***	.12	37.3 ***	.09
Learning Strategies	38.8	38.7	.01	36.9 ***	.13	39.0	-.01
Quantitative Reasoning	32.6	31.2 ***	.08	30.4 ***	.13	31.4 **	.07

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
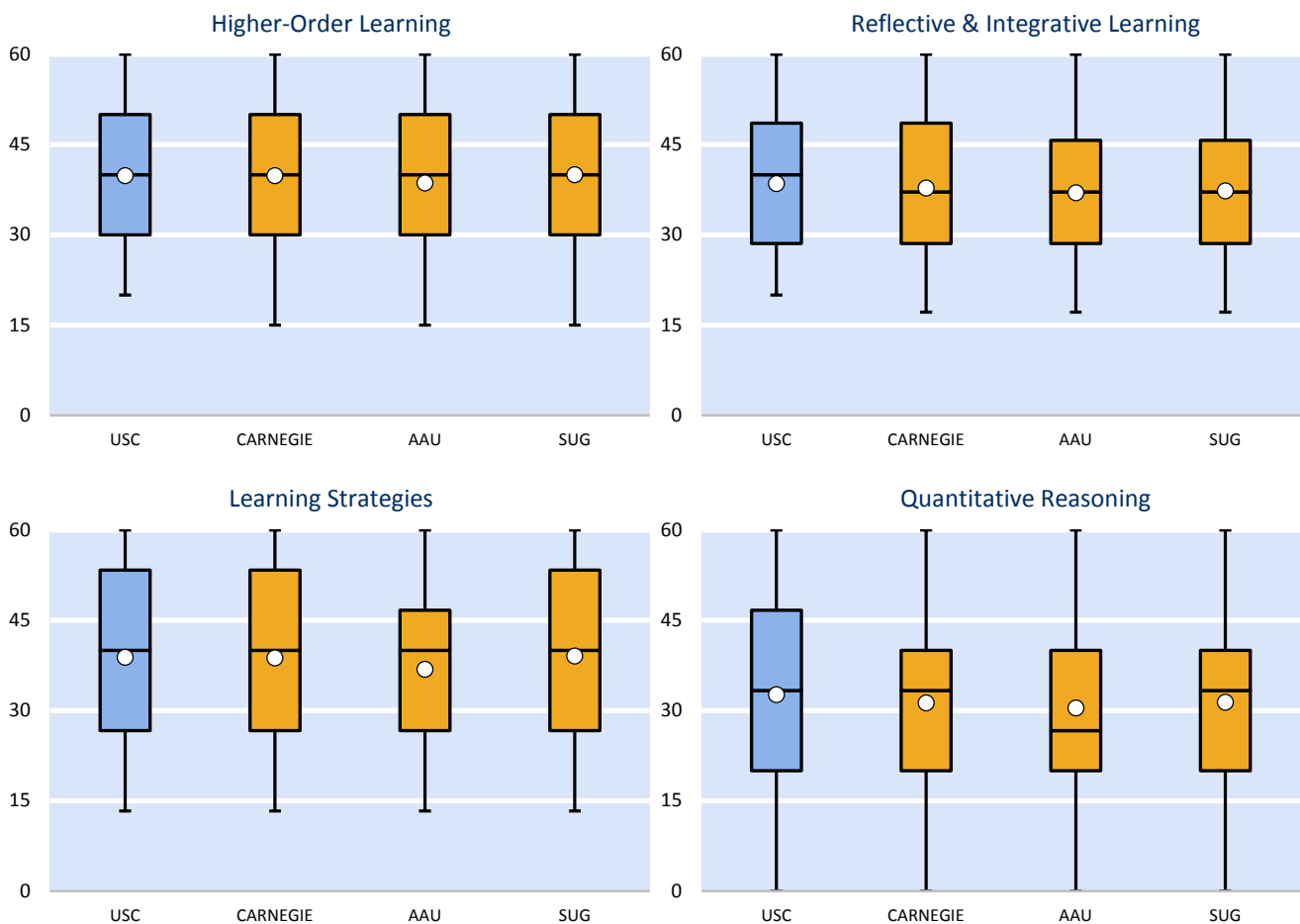
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Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

	USC %	CARNEGIE %	AAU %	SUG %
4b. Applying facts, theories, or methods to practical problems or new situations	79	78	76	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	75	75	73	76
4d. Evaluating a point of view, decision, or information source	66	66	63	65
4e. Forming a new idea or understanding from various pieces of information	68	68	65	68

Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...

|	USC	CARNEGIE	AAU	SUG
2a. Combined ideas from different courses when completing assignments	74	72	70	72
2b. Connected your learning to societal problems or issues	63	61	58	59
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	50	48	47
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	63	60	61
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69	68	65	66
2f. Learned something that changed the way you understand an issue or concept	70	69	69	68
2g. Connected ideas from your courses to your prior experiences and knowledge	84	82	81	82

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

	USC	CARNEGIE	AAU	SUG
9a. Identified key information from reading assignments	80	80	79	79
9b. Reviewed your notes after class	60	59	52	61
9c. Summarized what you learned in class or from course materials	64	62	57	62

Quantitative Reasoning

Percentage of students who responded that they "Very often" or "Often"...

	USC	CARNEGIE	AAU	SUG
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	62	58	56	59
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	51	46	44	46
6c. Evaluated what others have concluded from numerical information	52	48	48	48

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

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

	USC						
		Your first-year students compared with					
		CARNEGIE		AAU		SUG	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.5	33.9	-.03	33.9	-.03	33.8	-.02
Discussions with Diverse Others	42.6	43.1	-.03	42.9	-.02	42.5	.01

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

Score Distributions

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

Summary of Indicator Items

Collaborative Learning	USC	CARNEGIE	AAU	SUG
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	55	55	56	55
1f. Explained course material to one or more students	61	61	62	61
1g. Prepared for exams by discussing or working through course material with other students	54	54	54	53
1h. Worked with other students on course projects or assignments	50	53	52	53

Discussions with Diverse Others	USC	CARNEGIE	AAU	SUG
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	75	77	78	75
8b. People from an economic background other than your own	78	77	75	75
8c. People with religious beliefs other than your own	72	75	75	73
8d. People with political views other than your own	75	72	69	73

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

Learning with Peers: Seniors

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

Mean Comparisons

	USC	Your seniors compared with					
		CARNEGIE		AAU		SUG	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.9	33.8 **	.07	33.6 ***	.09	34.2	.04
Discussions with Diverse Others	43.1	43.4	-.02	43.1	.00	43.5	-.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.

Summary of Indicator Items

Collaborative Learning	USC	CARNEGIE	AAU	SUG
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	48	45	45	46
1f. Explained course material to one or more students	65	61	60	62
1g. Prepared for exams by discussing or working through course material with other students	54	50	49	51
1h. Worked with other students on course projects or assignments	67	65	64	67

Discussions with Diverse Others	USC	CARNEGIE	AAU	SUG
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	77	77	78	77
8b. People from an economic background other than your own	76	77	75	77
8c. People with religious beliefs other than your own	73	75	76	74
8d. People with political views other than your own	77	73	70	75

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

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

	USC							
		Your first-year students compared with						
		CARNEGIE		AAU		SUG		
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size	
Student-Faculty Interaction	21.2	19.5 ***	.12	17.8 ***	.24	19.5 ***	.12	
Effective Teaching Practices	41.3	38.7 ***	.20	37.5 ***	.30	38.9 ***	.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

Student-Faculty Interaction

Effective Teaching Practices

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.

Summary of Indicator Items
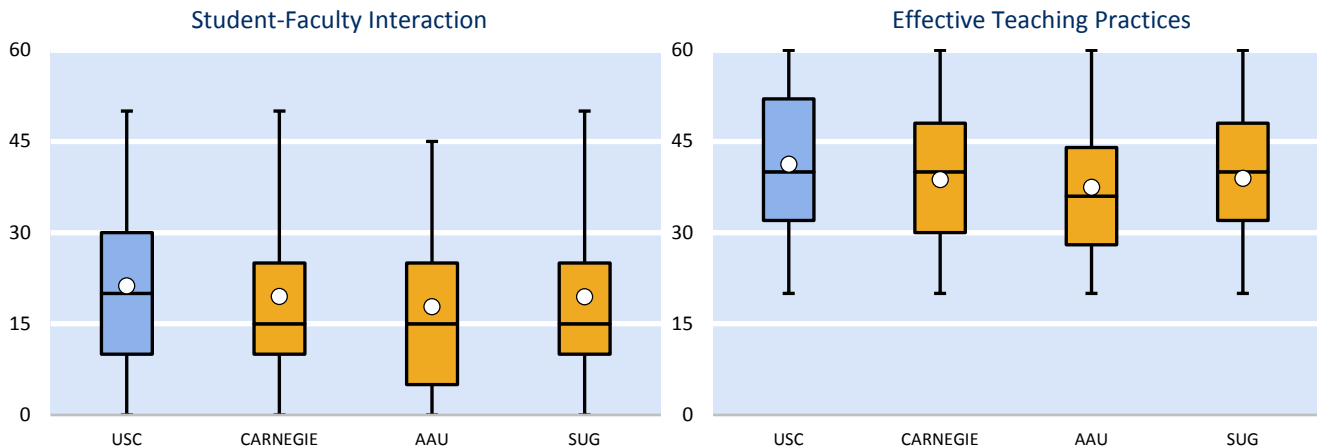
Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	USC %	CARNEGIE %	AAU %	SUG %
3a. Talked about career plans with a faculty member	34	30	26	30
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	22	18	17	17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	24	23	23
3d. Discussed your academic performance with a faculty member	30	25	21	25

Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	USC	CARNEGIE	AAU	SUG
5a. Clearly explained course goals and requirements	84	80	79	81
5b. Taught course sessions in an organized way	83	79	79	81
5c. Used examples or illustrations to explain difficult points	79	77	77	77
5d. Provided feedback on a draft or work in progress	66	59	53	58
5e. Provided prompt and detailed feedback on tests or completed assignments	64	56	52	56

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

Experiences with Faculty: Seniors

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

	USC								
				Your seniors compared with					
		CARNEGIE			AAU			SUG	
Engagement Indicator	Mean	Mean	*Effect size*		Mean	*Effect size*		Mean	*Effect size*
Student-Faculty Interaction	25.4	22.9 ***	.16		21.9 ***	.22		23.4 ***	.12
Effective Teaching Practices	41.0	39.2 ***	.14		37.6 ***	.27		39.7 ***	.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

Student-Faculty Interaction

Effective Teaching Practices

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.

Summary of Indicator Items

Student-Faculty Interaction	USC	CARNEGIE	AAU	SUG
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	48	39	36	41
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	27	26	28
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	35	31	30	32
3d. Discussed your academic performance with a faculty member	33	29	25	30

Effective Teaching Practices	USC	CARNEGIE	AAU	SUG
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	86	81	80	82
5b. Taught course sessions in an organized way	83	79	78	80
5c. Used examples or illustrations to explain difficult points	80	79	78	80
5d. Provided feedback on a draft or work in progress	58	55	49	55
5e. Provided prompt and detailed feedback on tests or completed assignments	68	61	55	62

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.
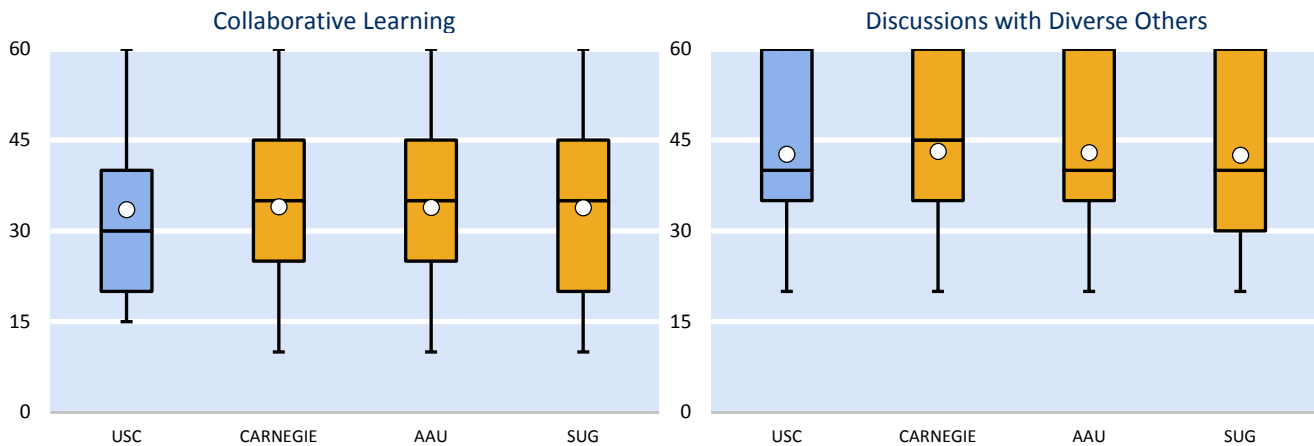
NSSE 2015 Engagement Indicators
Campus Environment
University of South Carolina Columbia

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

| | USC | Your first-year students compared with | | | | | |
| | | CARNEGIE | | AAU | | SUG | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	41.7	40.9 *	.07	39.8 ***	.16	41.9	-.02
Supportive Environment	40.1	37.9 ***	.17	35.9 ***	.32	38.6 ***	.12

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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Summary of Indicator Items

Quality of Interactions

	USC	CARNEGIE	AAU	SUG
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	66	59	56	61
13b. Academic advisors	41	46	42	50
13c. Faculty	50	44	41	48
13d. Student services staff (career services, student activities, housing, etc.)	47	42	39	46
13e. Other administrative staff and offices (registrar, financial aid, etc.)	38	36	34	39

Supportive Environment

	USC	CARNEGIE	AAU	SUG
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	83	78	74	79
14c. Using learning support services (tutoring services, writing center, etc.)	83	78	73	80
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	61	58	60
14e. Providing opportunities to be involved socially	80	76	72	78
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	76	71	77
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	52	44	39	43
14h. Attending campus activities and events (performing arts, athletic events, etc.)	79	73	67	76
14i. Attending events that address important social, economic, or political issues	56	54	51	54

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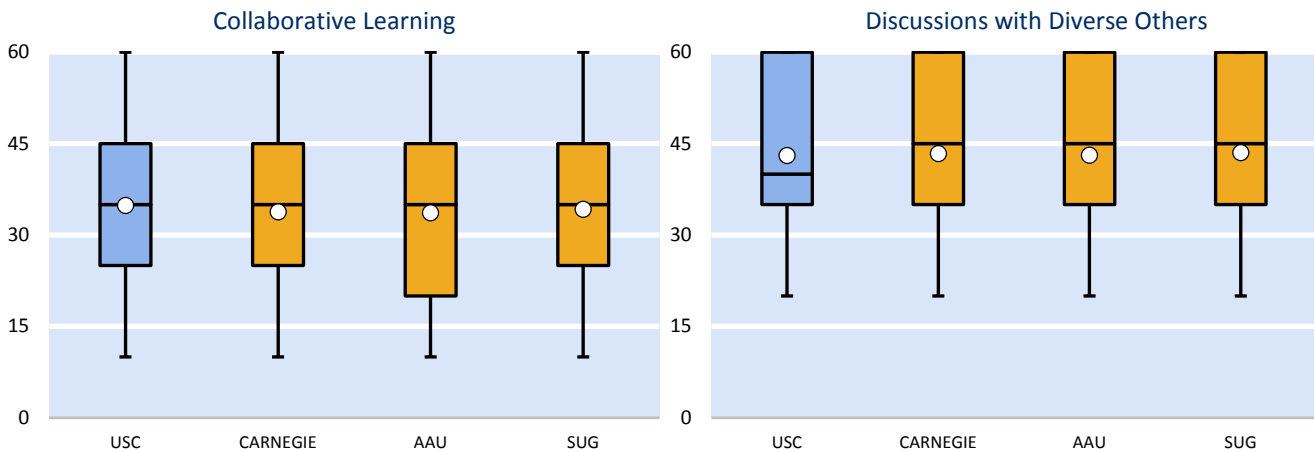
NSSE national survey of student engagement

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

	USC								
		Your seniors compared with							
		CARNEGIE			AAU			SUG	
Engagement Indicator	Mean	Mean	Effect size		Mean	Effect size		Mean	Effect size
Quality of Interactions	40.4	41.0	-.04		39.7 *	.06		42.2 ***	-.15
Supportive Environment	35.6	33.7 ***	.13		32.0 ***	.27		34.8 *	.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).

Score Distributions

Quality of Interactions — Supportive Environment

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.

Summary of Indicator Items

Quality of Interactions

	USC	CARNEGIE	AAU	SUG
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	65	62	59	65
13b. Academic advisors	43	46	41	49
13c. Faculty	53	52	48	56
13d. Student services staff (career services, student activities, housing, etc.)	37	39	35	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	31	34	31	38

Supportive Environment

	USC	CARNEGIE	AAU	SUG
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	77	69	63	71
14c. Using learning support services (tutoring services, writing center, etc.)	70	64	59	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	50	52	48	52
14e. Providing opportunities to be involved socially	74	69	66	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	68	65	70
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	31	28	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	65	60	69
14i. Attending events that address important social, economic, or political issues	45	46	44	47

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

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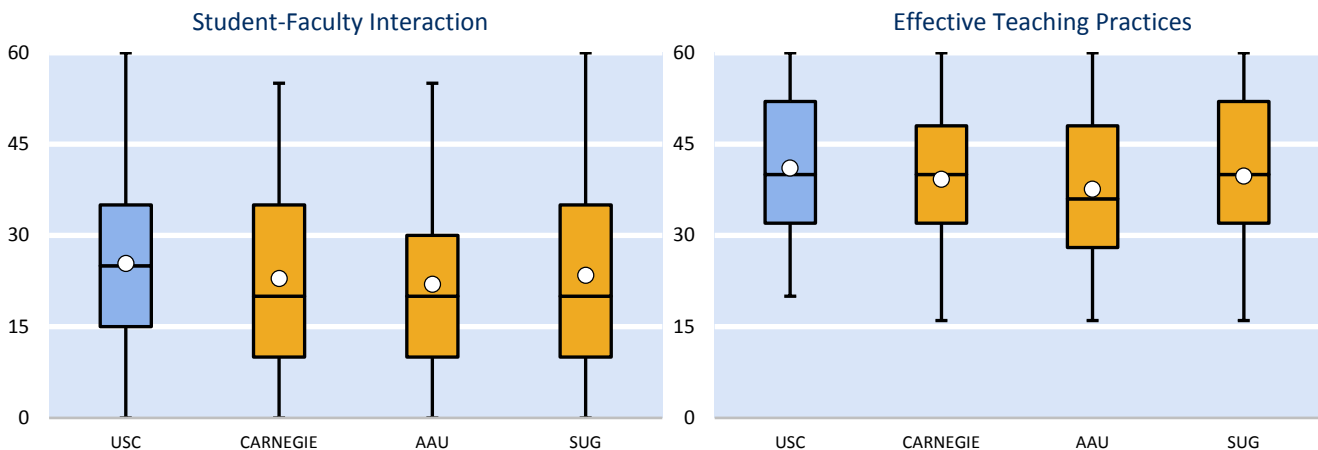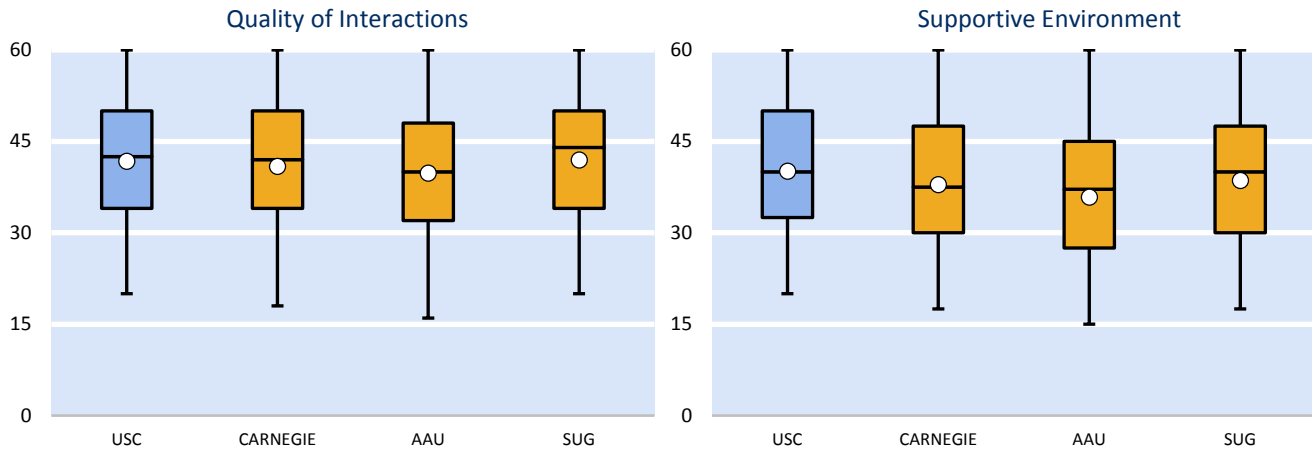
Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see **nsse.indiana.edu/html/position_policies.cfm**), the results below are designed to compare the engagement of 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 2014 and 2015 NSSE institutions, and

    (b) institutions with average scores placing them in the top 10% of all 2014 and 2015 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

| | | USC | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.5	41.0 ***	-.11		43.0 ***	-.26	
	Reflective and Integrative Learning	36.4	37.6 ***	-.10		39.6 ***	-.25	
	Learning Strategies	39.9	41.6 ***	-.12		44.4 ***	-.32	
	Quantitative Reasoning	31.7	29.4 ***	.14	✓	31.5	.01	✓
Learning with Peers	Collaborative Learning	33.5	35.2 ***	-.12		37.3 ***	-.28	
	Discussions with Diverse Others	42.6	43.4	-.05	✓	45.5 ***	-.20	
Experiences with Faculty	Student-Faculty Interaction	21.2	24.0 ***	-.19		27.2 ***	-.37	
	Effective Teaching Practices	41.3	42.3 **	-.08		44.6 ***	-.25	
Campus Environment	Quality of Interactions	41.7	44.0 ***	-.19		45.8 ***	-.35	
	Supportive Environment	40.1	39.4	.05	✓	41.3 **	-.09	

Seniors

| | | USC | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.8	43.5 ***	-.26		45.3 ***	-.40	
	Reflective and Integrative Learning	38.5	41.3 ***	-.22		43.1 ***	-.37	
	Learning Strategies	38.8	42.5 ***	-.25		44.8 ***	-.42	
	Quantitative Reasoning	32.6	31.7 *	.05	✓	33.6 *	-.06	
Learning with Peers	Collaborative Learning	34.9	35.7 *	-.06		38.2 ***	-.24	
	Discussions with Diverse Others	43.1	43.9 *	-.05		45.9 ***	-.18	
Experiences with Faculty	Student-Faculty Interaction	25.4	29.8 ***	-.27		34.1 ***	-.53	
	Effective Teaching Practices	41.0	43.1 ***	-.15		45.1 ***	-.31	
Campus Environment	Quality of Interactions	40.4	45.0 ***	-.40		46.7 ***	-.53	
	Supportive Environment	35.6	36.1	-.04	✓	38.8 ***	-.23	

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 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. 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.

NSSE 2015 Engagement Indicators

Detailed Statistics[a]
University of South Carolina Columbia

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
USC (N = 1161)	39.5	13.8	.40	20	30	40	50	60				
CARNEGIE	38.7	13.6	.07	20	30	40	50	60	38,592	.8	.056	.057
AAU	38.4	13.6	.10	15	30	40	50	60	20,342	1.1	.008	.080
SUG	38.2	13.9	.11	15	30	40	50	60	18,286	1.3	.002	.096
Top 50%	41.0	13.7	.04	20	30	40	55	60	114,505	-1.5	.000	-.106
Top 10%	43.0	13.8	.09	20	35	40	55	60	24,160	-3.5	.000	-.255
Reflective & Integrative Learning												
USC (N = 1202)	36.4	12.6	.36	17	29	37	46	60				
CARNEGIE	35.3	12.6	.06	17	26	34	43	60	40,242	1.1	.002	.090
AAU	34.9	12.4	.09	17	26	34	43	60	21,188	1.5	.000	.119
SUG	34.4	12.7	.09	14	26	34	43	60	19,159	2.0	.000	.155
Top 50%	37.6	12.7	.04	17	29	37	46	60	122,550	-1.2	.001	-.096
Top 10%	39.6	12.8	.08	20	31	40	49	60	25,736	-3.2	.000	-.250
Learning Strategies												
USC (N = 1110)	39.9	14.0	.42	20	27	40	53	60				
CARNEGIE	38.9	14.1	.08	20	27	40	47	60	35,775	1.0	.023	.069
AAU	37.9	14.1	.10	13	27	40	47	60	19,259	1.9	.000	.138
SUG	38.5	14.1	.11	13	27	40	47	60	16,550	1.4	.002	.097
Top 50%	41.6	14.1	.04	20	33	40	53	60	102,938	-1.7	.000	-.123
Top 10%	44.4	14.0	.09	20	33	47	60	60	24,416	-4.5	.000	-.323
Quantitative Reasoning												
USC (N = 1170)	31.7	16.5	.48	0	20	33	40	60				
CARNEGIE	28.7	16.2	.08	0	20	27	40	60	39,209	3.0	.000	.188
AAU	27.6	16.0	.11	0	20	27	40	60	1,304	4.1	.000	.255
SUG	28.6	16.2	.12	0	20	27	40	60	18,571	3.1	.000	.192
Top 50%	29.4	16.6	.04	0	20	27	40	60	150,578	2.3	.000	.141
Top 10%	31.5	16.5	.10	0	20	33	40	60	29,814	.2	.669	.013
Learning with Peers												
Collaborative Learning												
USC (N = 1231)	33.5	13.9	.40	15	20	30	40	60				
CARNEGIE	33.9	14.2	.07	10	25	35	45	60	41,492	-.5	.242	-.034
AAU	33.9	14.3	.10	10	25	35	45	60	21,764	-.4	.340	-.028
SUG	33.8	14.3	.10	10	20	35	45	60	20,078	-.3	.419	-.024
Top 50%	35.2	13.8	.04	15	25	35	45	60	137,983	-1.7	.000	-.123
Top 10%	37.3	13.8	.08	15	25	35	50	60	31,604	-3.8	.000	-.275
Discussions with Diverse Others												
USC (N = 1117)	42.6	14.7	.44	20	35	40	60	60				
CARNEGIE	43.1	15.3	.08	20	35	45	60	60	1,195	-.5	.284	-.031
AAU	42.9	15.3	.11	20	35	40	60	60	1,268	-.3	.577	-.017
SUG	42.5	15.3	.12	20	30	40	60	60	1,295	.2	.741	.010
Top 50%	43.4	15.4	.04	20	35	45	60	60	1,138	-.7	.093	-.048
Top 10%	45.5	14.8	.09	20	40	50	60	60	30,570	-2.9	.000	-.197

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
USC (N = 1176)	21.2	14.8	.43	0	10	20	30	50				
CARNEGIE	19.5	14.4	.07	0	10	15	25	50	39,321	1.7	.000	.120
AAU	17.8	14.3	.10	0	5	15	25	45	20,740	3.4	.000	.239
SUG	19.5	14.2	.11	0	10	15	25	50	1,324	1.8	.000	.123
Top 50%	24.0	15.2	.05	0	15	20	35	55	1,212	-2.8	.000	-.185
Top 10%	27.2	16.1	.14	5	15	25	40	60	1,427	-6.0	.000	-.375
Effective Teaching Practices												
USC (N = 1187)	41.3	12.7	.37	20	32	40	52	60				
CARNEGIE	38.7	12.8	.07	20	30	40	48	60	39,571	2.5	.000	.199
AAU	37.5	12.5	.09	20	28	36	44	60	20,936	3.8	.000	.303
SUG	38.9	12.9	.10	20	32	40	48	60	18,760	2.3	.000	.182
Top 50%	42.3	13.2	.04	20	32	40	52	60	1,220	-1.1	.004	-.082
Top 10%	44.6	13.3	.10	20	36	44	56	60	1,361	-3.4	.000	-.255
Campus Environment												
Quality of Interactions												
USC (N = 1089)	41.7	11.6	.35	20	34	43	50	60				
CARNEGIE	40.9	11.9	.07	18	34	42	50	60	34,509	.9	.019	.072
AAU	39.8	12.2	.09	16	32	40	48	60	18,014	2.0	.000	.162
SUG	41.9	11.9	.10	20	34	44	50	60	15,979	-.2	.589	-.017
Top 50%	44.0	11.7	.04	22	38	46	52	60	81,175	-2.3	.000	-.193
Top 10%	45.8	11.9	.09	23	40	48	55	60	18,020	-4.1	.000	-.348
Supportive Environment												
USC (N = 1067)	40.1	12.8	.39	20	33	40	50	60				
CARNEGIE	37.9	13.2	.07	18	30	38	48	60	1,142	2.2	.000	.168
AAU	35.9	13.3	.10	15	28	37	45	60	1,213	4.2	.000	.318
SUG	38.6	13.2	.11	18	30	40	48	60	1,244	1.5	.000	.115
Top 50%	39.4	13.4	.04	18	30	40	50	60	1,091	.7	.091	.050
Top 10%	41.3	13.0	.09	20	33	40	53	60	1,175	-1.2	.002	-.094

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

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

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

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

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

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

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

NSSE 2015 Engagement Indicators

Detailed Statistics[a]
University of South Carolina Columbia

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
USC (N = 1667)	39.8	13.8	.34	20	30	40	50	60				
CARNEGIE	39.8	14.2	.06	15	30	40	50	60	57,794	.0	.977	.001
AAU	38.6	13.9	.09	15	30	40	50	60	26,952	1.2	.001	.087
SUG	40.0	14.3	.09	15	30	40	50	60	28,395	-.2	.674	-.011
Top 50%	43.5	13.8	.04	20	35	40	55	60	1,712	-3.6	.000	-.264
Top 10%	45.3	13.6	.07	20	40	45	60	60	1,834	-5.5	.000	-.401
Reflective & Integrative Learning												
USC (N = 1723)	38.5	12.7	.31	20	29	40	49	60				
CARNEGIE	37.8	13.2	.05	17	29	37	49	60	1,833	.7	.020	.055
AAU	37.0	13.0	.08	17	29	37	46	60	27,938	1.5	.000	.118
SUG	37.3	13.3	.08	17	29	37	46	60	1,962	1.2	.000	.089
Top 50%	41.3	12.7	.04	20	31	40	51	60	124,142	-2.8	.000	-.217
Top 10%	43.1	12.5	.07	20	34	43	54	60	32,050	-4.6	.000	-.367
Learning Strategies												
USC (N = 1613)	38.8	14.6	.36	13	27	40	53	60				
CARNEGIE	38.7	14.9	.06	13	27	40	53	60	54,543	.1	.748	.008
AAU	36.9	14.7	.09	13	27	40	47	60	25,647	2.0	.000	.135
SUG	39.0	15.1	.10	13	27	40	53	60	1,845	-.2	.605	-.013
Top 50%	42.5	14.6	.04	20	33	40	60	60	156,837	-3.6	.000	-.250
Top 10%	44.8	14.2	.07	20	33	47	60	60	42,253	-6.0	.000	-.422
Quantitative Reasoning												
USC (N = 1692)	32.6	17.2	.42	0	20	33	47	60				
CARNEGIE	31.2	17.3	.07	0	20	33	40	60	58,819	1.4	.001	.081
AAU	30.4	17.1	.11	0	20	27	40	60	27,429	2.2	.000	.129
SUG	31.4	17.3	.10	0	20	33	40	60	28,844	1.3	.003	.074
Top 50%	31.7	17.3	.04	0	20	33	40	60	206,821	.9	.033	.052
Top 10%	33.6	16.9	.08	0	20	33	47	60	47,332	-1.0	.019	-.058
Learning with Peers												
Collaborative Learning												
USC (N = 1737)	34.9	14.1	.34	10	25	35	45	60				
CARNEGIE	33.8	14.6	.06	10	25	35	45	60	1,845	1.1	.002	.073
AAU	33.6	14.4	.09	10	20	35	45	60	1,977	1.2	.000	.085
SUG	34.2	14.7	.09	10	25	35	45	60	1,966	.6	.066	.044
Top 50%	35.7	13.9	.03	15	25	35	45	60	173,100	-.8	.013	-.060
Top 10%	38.2	13.7	.07	15	30	40	50	60	36,243	-3.3	.000	-.241
Discussions with Diverse Others												
USC (N = 1632)	43.1	15.2	.38	20	35	40	60	60				
CARNEGIE	43.4	15.7	.07	20	35	45	60	60	1,738	-.3	.458	-.018
AAU	43.1	15.1	.10	20	35	45	60	60	25,958	.0	.929	-.002
SUG	43.5	15.7	.10	20	35	45	60	60	1,865	-.5	.244	-.029
Top 50%	43.9	15.9	.04	20	35	45	60	60	1,660	-.8	.026	-.053
Top 10%	45.9	15.4	.07	20	40	50	60	60	49,276	-2.8	.000	-.184

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
USC (N = 1683)	25.4	15.8	.39	0	15	25	35	60				
CARNEGIE	22.9	15.8	.07	0	10	20	35	55	58,916	2.5	.000	.158
AAU	21.9	15.4	.10	0	10	20	30	55	27,398	3.4	.000	.223
SUG	23.4	16.1	.10	0	10	20	35	60	28,977	1.9	.000	.121
Top 50%	29.8	16.2	.06	5	20	30	40	60	1,758	-4.4	.000	-.270
Top 10%	34.1	16.5	.15	5	20	35	45	60	2,245	-8.7	.000	-.530
Effective Teaching Practices												
USC (N = 1703)	41.0	13.3	.32	20	32	40	52	60				
CARNEGIE	39.2	13.4	.06	16	32	40	48	60	59,395	1.8	.000	.137
AAU	37.6	12.9	.08	16	28	36	48	60	27,639	3.4	.000	.266
SUG	39.7	13.7	.08	16	32	40	52	60	29,155	1.3	.000	.097
Top 50%	43.1	13.6	.04	20	36	44	56	60	1,756	-2.0	.000	-.150
Top 10%	45.1	13.4	.09	20	36	48	60	60	22,829	-4.1	.000	-.307
Campus Environment												
Quality of Interactions												
USC (N = 1589)	40.4	11.3	.28	20	34	42	48	60				
CARNEGIE	41.0	11.8	.05	20	34	42	50	60	52,733	-.5	.092	-.043
AAU	39.7	11.7	.08	18	32	40	48	58	24,775	.7	.013	.064
SUG	42.2	11.8	.08	20	35	44	50	60	25,544	-1.7	.000	-.145
Top 50%	45.0	11.4	.04	24	38	46	54	60	106,482	-4.5	.000	-.397
Top 10%	46.7	11.8	.07	24	40	50	56	60	28,085	-6.3	.000	-.533
Supportive Environment												
USC (N = 1588)	35.6	13.5	.34	15	28	35	45	60				
CARNEGIE	33.7	14.0	.06	10	23	34	43	60	1,696	1.9	.000	.133
AAU	32.0	13.6	.09	10	23	33	40	58	24,813	3.6	.000	.266
SUG	34.8	14.1	.09	11	25	35	45	60	1,833	.8	.030	.054
Top 50%	36.1	13.9	.04	13	26	38	45	60	1,633	-.5	.150	-.035
Top 10%	38.8	13.7	.09	15	30	40	50	60	23,577	-3.2	.000	-.231

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

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

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

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

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

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

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