



NSSE 2024

Engagement Indicators

University of North Carolina at Charlotte

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

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 Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with Lg South Public HTI
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 Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with Lg South Public HTI
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

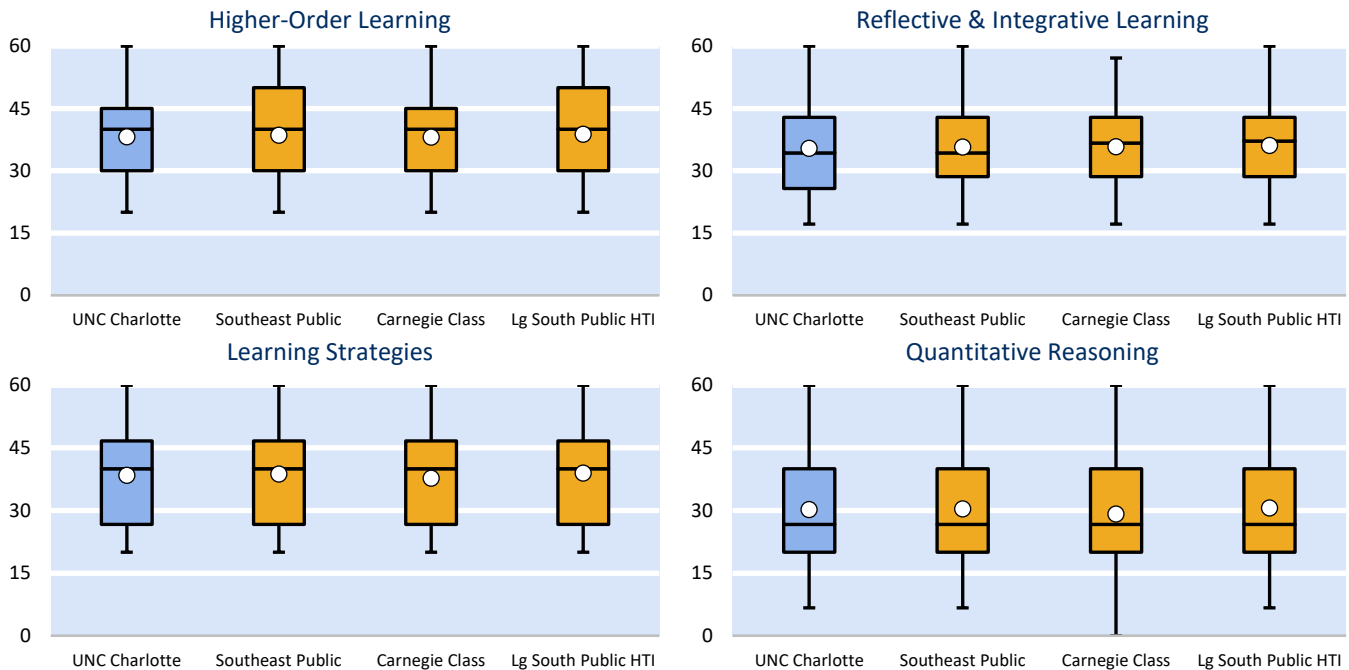
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Charlotte Mean	Your first-year students compared with					
		Southeast Public Mean	Effect size	Carnegie Class Mean	Effect size	Lg South Public HTI Mean	Effect size
Higher-Order Learning	38.2	38.6	-.03	38.1	.01	38.8	-.04
Reflective & Integrative Learning	35.4	35.7	-.03	35.8	-.03	36.1	-.05
Learning Strategies	38.4	38.8	-.02	37.7	.05	39.0	-.04
Quantitative Reasoning	30.2	30.4	-.01	29.1	.07	30.6	-.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.

	UNC Charlotte	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	Lg South Public HTI
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	74	+2	+4	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	-1	-0	-3
4d. Evaluating a point of view, decision, or information source	67	-3	-2	-3
4e. Forming a new idea or understanding from various pieces of information	69	-1	-2	-2
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	55	+1	+1	+0
2b. Connected your learning to societal problems or issues	51	-1	-2	-2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	-0	-2	-2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	62	-3	-3	-4
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	70	-0	-1	-2
2f. Learned something that changed the way you understand an issue or concept	68	+0	-0	+1
2g. Connected ideas from your courses to your prior experiences and knowledge	80	+2	+2	+2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	74	+2	+2	+1
9b. Reviewed your notes after class	64	-4	-0	-4
9c. Summarized what you learned in class or from course materials	65	-3	+1	-3
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	59	+2	+5	+2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-2	+1	-3
6c. Evaluated what others have concluded from numerical information	45	-0	+2	-1

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

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

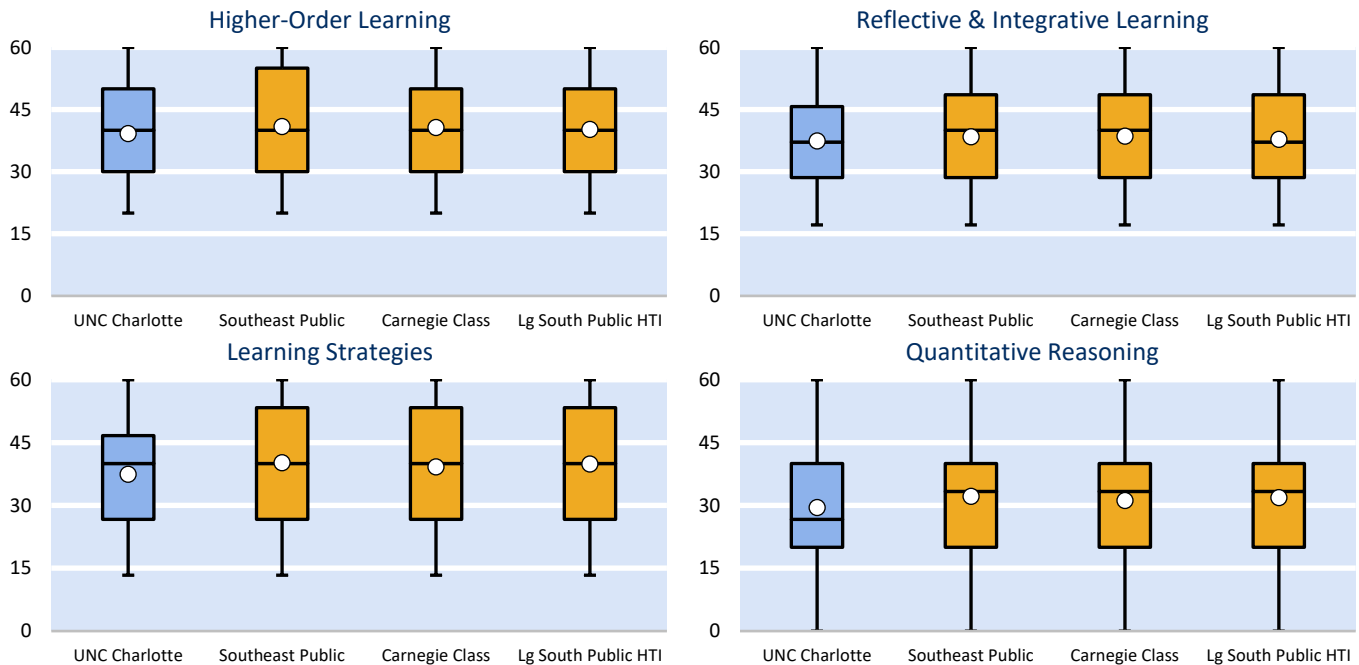
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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	UNC Charlotte Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		Lg South Public HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.2	40.9 **	-.12	40.7 *	-.11	40.2	-.08
Reflective & Integrative Learning	37.4	38.4	-.08	38.5 *	-.09	37.8	-.03
Learning Strategies	37.4	40.2 ***	-.19	39.1 *	-.12	39.9 ***	-.17
Quantitative Reasoning	29.5	32.1 ***	-.16	31.1 *	-.10	31.8 **	-.14

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.

	UNC Charlotte	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	Lg South Public HTI
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	76	-2	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-2	-3	-2
4d. Evaluating a point of view, decision, or information source	70	-1	-1	+0
4e. Forming a new idea or understanding from various pieces of information	72	-1	-1	-0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	68	-2	-1	-1
2b. Connected your learning to societal problems or issues	56	-4	-5	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-0	-2	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	-2	-2	+0
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	+1	-0	+2
2f. Learned something that changed the way you understand an issue or concept	70	-2	-3	-1
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-2	+0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	73	-3	-4	-1
9b. Reviewed your notes after class	61	-8	-4	-9
9c. Summarized what you learned in class or from course materials	63	-7	-4	-7
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	-3	-1	-3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	44	-6	-3	-5
6c. Evaluated what others have concluded from numerical information	42	-8	-5	-8

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

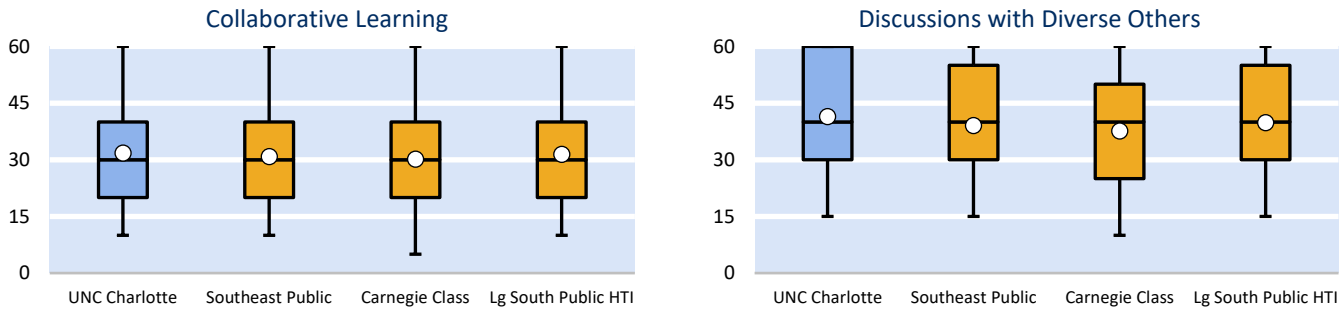
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		Lg South Public HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.7	30.8	.06	30.2 **	.11	31.4	.02
Discussions with Diverse Others	41.4	39.0 ***	.15	37.6 ***	.24	39.8 *	.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).

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Collaborative Learning	UNC Charlotte	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	Lg South Public HTI
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	51	+4	+4	+3
1c. Explained course material to one or more students	53	+1	+4	+1
1d. Prepared for exams by discussing or working through course material with other students	44	+1	+3	-1
1e. Worked with other students on course projects or assignments	59	+6	+6	+4
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	79	+10	+12	+7
8b. People from economic backgrounds other than your own	76	+4	+6	+2
8c. People with religious beliefs other than your own	71	+5	+9	+3
8d. People with political views other than your own	64	+1	+7	-1

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Learning with Peers: Seniors

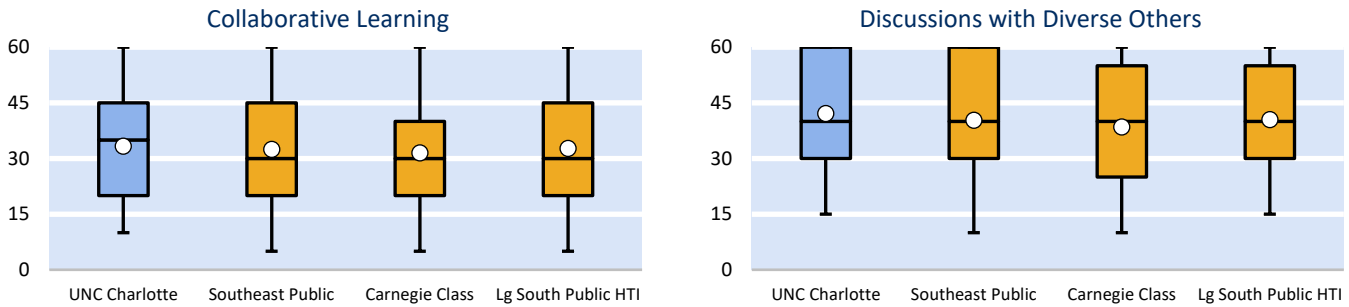
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions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

Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		Lg South Public HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.3	32.5	.06	31.5 **	.12	32.7	.04
Discussions with Diverse Others	42.1	40.3 *	.11	38.6 ***	.22	40.5 *	.10

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

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	UNC Charlotte	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	Lg South Public HTI
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
1b. Asked another student to help you understand course material	49	+4	+6	+2
1c. Explained course material to one or more students	58	+2	+4	+2
1d. Prepared for exams by discussing or working through course material with other students	45	+1	+4	-0
1e. Worked with other students on course projects or assignments	69	+5	+6	+5
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	79	+7	+10	+5
8b. People from economic backgrounds other than your own	76	+3	+6	+2
8c. People with religious beliefs other than your own	72	+5	+9	+6
8d. People with political views other than your own	64	-1	+5	-1

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Experiences with Faculty: First-year students

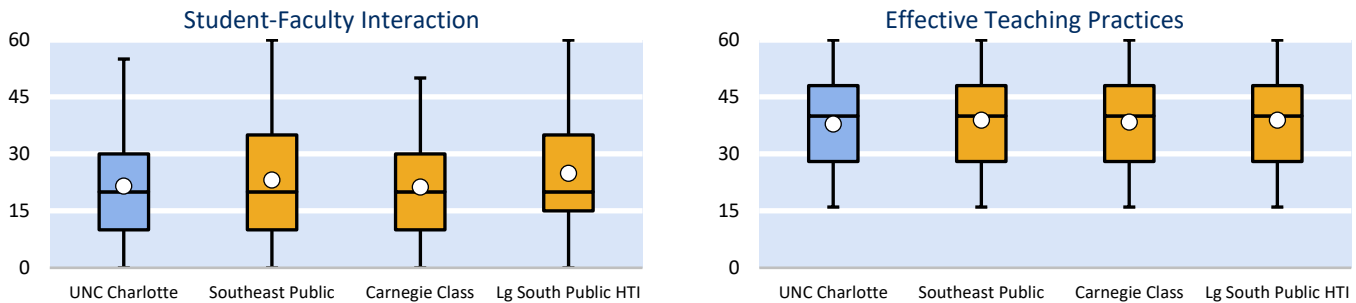
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	UNC Charlotte Mean	Your first-year students compared with					
		Southeast Public Effect size		Carnegie Class Effect size		Lg South Public HTI Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.5	23.1 **	-.10	21.2	.02	24.8 ***	-.21
Effective Teaching Practices	37.9	38.8 *	-.07	38.4	-.04	38.9	-.08

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

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Student-Faculty Interaction	UNC Charlotte	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	Lg South Public HTI
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	35	-5	-1	-9
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	24	-1	+2	-4
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	29	-1	+2	-3
3d. Discussed your academic performance with a faculty member	28	-6	-2	-11
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	77	-0	-0	+0
5b. Taught course sessions in an organized way	74	+0	+1	-1
5c. Used examples or illustrations to explain difficult points	74	-0	+1	+1
5d. Provided feedback on a draft or work in progress	57	-8	-7	-9
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-3	-2	-4

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

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Experiences with Faculty: Seniors

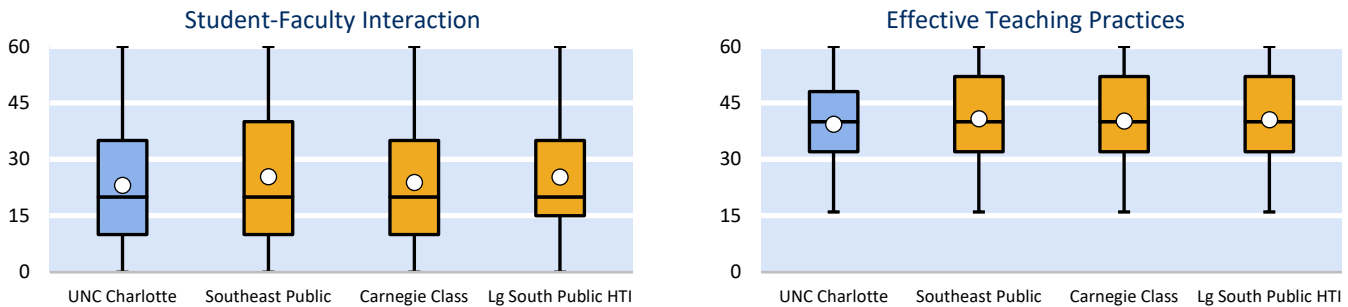
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Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
		Southeast Public Effect size		Carnegie Class Effect size		Lg South Public HTI Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.0	25.3 **	-.13	23.8	-.05	25.3 **	-.13
Effective Teaching Practices	39.3	40.7 *	-.10	40.1	-.06	40.5	-.09

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<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	38	-7	-4	-7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-4	-1	-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	-3	-0	-3
3d. Discussed your academic performance with a faculty member	32	-4	-1	-3
<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	76	-4	-4	-4
5b. Taught course sessions in an organized way	76	-1	+0	-1
5c. Used examples or illustrations to explain difficult points	74	-4	-4	-4
5d. Provided feedback on a draft or work in progress	65	-1	+1	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-1	-0	-1

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

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

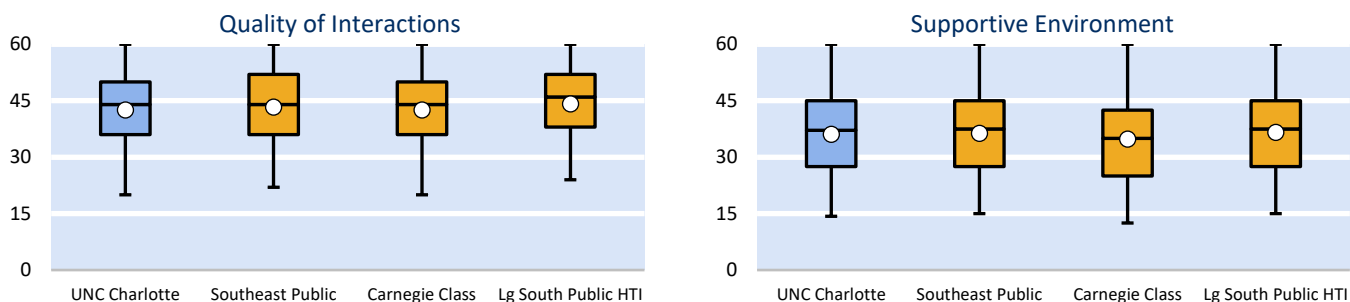
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		Lg South Public HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.6	43.4	-.07	42.6	.00	44.2 **	-.15
Supportive Environment	36.1	36.4	-.02	34.8 *	.10	36.6	-.04

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	UNC Charlotte	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	Lg South Public HTI
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	50	-2	-1	-4
13b. Academic advisors	49	-8	-5	-13
13c. Faculty	51	-1	+0	-3
13d. Student services staff (career services, student activities, housing, etc.)	45	-2	-0	-3
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	-0	+2	-2
<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	75	+2	+4	+2
14c. Using learning support services (tutoring services, writing center, etc.)	76	+1	+3	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	64	+3	+5	+3
14e. Providing opportunities to be involved socially	71	-2	+2	-3
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+4	+7	+2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	+0	+2	-2
14h. Attending campus activities and events (performing arts, athletic events, etc.)	66	-5	+2	-6
14i. Attending events that address important social, economic, or political issues	44	-3	-1	-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

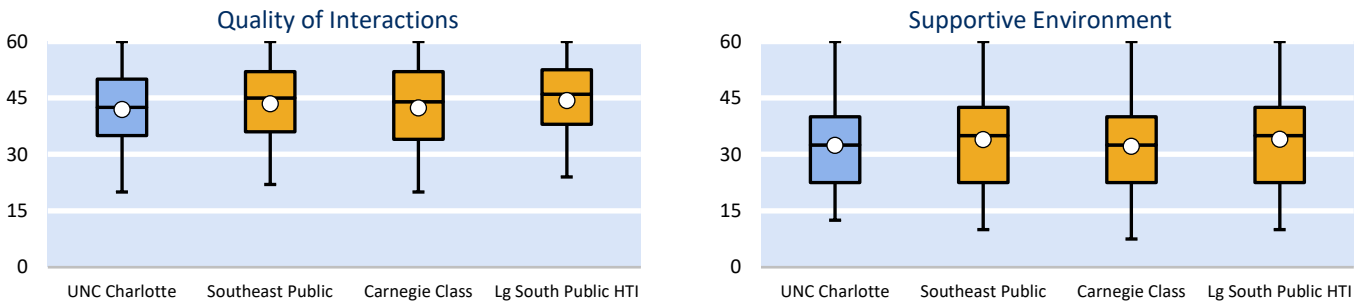
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		Lg South Public HTI	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.0	43.5 *	-.13	42.4	-.03	44.3 ***	-.20
Supportive Environment	32.4	33.9 *	-.11	32.2	.02	34.0 *	-.11

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

Score Distributions



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

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	UNC Charlotte	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	Lg South Public HTI
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	59	-1	+1	-2
13b. Academic advisors	45	-8	-5	-11
13c. Faculty	55	-4	-2	-5
13d. Student services staff (career services, student activities, housing, etc.)	43	-5	-1	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-5	-2	-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	70	+0	+3	-0
14c. Using learning support services (tutoring services, writing center, etc.)	65	-2	+0	-2
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	57	-0	+2	-1
14e. Providing opportunities to be involved socially	62	-7	-2	-8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	62	-1	+2	-2
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	30	-4	-2	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	61	-2	+6	-3
14i. Attending events that address important social, economic, or political issues	33	-9	-6	-8

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

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

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Comparisons with Top 50% and Top 10% Institutions

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

- (a) institutions with average scores placing them in the top 50% of all 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^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

Theme	Engagement Indicator	UNC Charlotte Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.2	39.8 ***	-.12		42.4 ***	-.33	
	Reflective and Integrative Learning	35.4	37.3 ***	-.16		39.9 ***	-.38	
	Learning Strategies	38.4	40.2 **	-.13		43.1 ***	-.33	
	Quantitative Reasoning	30.2	30.8	-.04	✓	33.3 ***	-.20	
<i>Learning with Peers</i>	Collaborative Learning	31.7	33.4 ***	-.12		36.7 ***	-.36	
	Discussions with Diverse Others	41.4	40.7	.05	✓	44.2 ***	-.20	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	21.5	25.4 ***	-.25		29.9 ***	-.54	
	Effective Teaching Practices	37.9	40.8 ***	-.21		43.6 ***	-.40	
<i>Campus Environment</i>	Quality of Interactions	42.6	45.7 ***	-.27		48.7 ***	-.52	
	Supportive Environment	36.1	37.1 *	-.08		40.4 ***	-.34	

Seniors

Theme	Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	39.2	42.4 ***	-.24		44.9 ***	-.44	
	Reflective and Integrative Learning	37.4	40.6 ***	-.26		43.2 ***	-.49	
	Learning Strategies	37.4	41.2 ***	-.26		44.1 ***	-.47	
	Quantitative Reasoning	29.5	32.8 ***	-.20		36.2 ***	-.42	
<i>Learning with Peers</i>	Collaborative Learning	33.3	34.8 *	-.10		38.0 ***	-.34	
	Discussions with Diverse Others	42.1	41.4	.05	✓	44.1 *	-.14	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.0	29.9 ***	-.42		34.9 ***	-.73	
	Effective Teaching Practices	39.3	42.5 ***	-.23		45.2 ***	-.45	
<i>Campus Environment</i>	Quality of Interactions	42.0	45.4 ***	-.29		48.1 ***	-.50	
	Supportive Environment	32.4	34.6 ***	-.16		38.0 ***	-.41	

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 ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNC Charlotte (N = 764)	38.2	13.2	.48	20	30	40	45	60				
Southeast Public	38.6	13.5	.10	20	30	40	50	60	19,727	-.4	.462	-.027
Carnegie Class	38.1	13.3	.09	20	30	40	45	60	21,068	.1	.877	.006
Lg South Public HTI	38.8	13.5	.22	20	30	40	50	60	4,539	-.6	.264	-.044
Top 50%	39.8	13.2	.05	20	30	40	50	60	69,093	-1.6	.001	-.124
Top 10%	42.4	12.5	.14	20	35	40	55	60	8,623	-4.2	.000	-.333
Reflective & Integrative Learning												
UNC Charlotte (N = 838)	35.4	12.4	.43	17	26	34	43	60				
Southeast Public	35.7	12.3	.08	17	29	34	43	60	21,897	-.3	.455	-.026
Carnegie Class	35.8	12.1	.08	17	29	37	43	57	23,093	-.4	.354	-.033
Lg South Public HTI	36.1	12.5	.19	17	29	37	43	60	5,000	-.7	.150	-.055
Top 50%	37.3	12.0	.05	17	29	37	46	60	62,319	-1.9	.000	-.158
Top 10%	39.9	11.7	.14	20	31	40	49	60	1,017	-4.5	.000	-.383
Learning Strategies												
UNC Charlotte (N = 705)	38.4	14.4	.54	20	27	40	47	60				
Southeast Public	38.8	13.8	.11	20	27	40	47	60	759	-.3	.555	-.024
Carnegie Class	37.7	13.8	.10	20	27	40	47	60	19,291	.7	.176	.052
Lg South Public HTI	39.0	13.9	.24	20	27	40	47	60	4,111	-.6	.338	-.040
Top 50%	40.2	13.9	.06	20	33	40	53	60	721	-1.8	.001	-.128
Top 10%	43.1	14.5	.13	20	33	40	60	60	13,104	-4.7	.000	-.327
Quantitative Reasoning												
UNC Charlotte (N = 724)	30.2	15.6	.58	7	20	27	40	60				
Southeast Public	30.4	15.7	.12	7	20	27	40	60	18,252	-.2	.798	-.010
Carnegie Class	29.1	15.6	.11	0	20	27	40	60	19,721	1.1	.065	.070
Lg South Public HTI	30.6	16.0	.27	7	20	27	40	60	4,209	-.4	.523	-.026
Top 50%	30.8	15.5	.06	7	20	33	40	60	65,342	-.6	.283	-.040
Top 10%	33.3	15.4	.14	7	20	33	40	60	13,055	-3.0	.000	-.198
Learning with Peers												
Collaborative Learning												
UNC Charlotte (N = 897)	31.7	14.0	.47	10	20	30	40	60				
Southeast Public	30.8	14.5	.09	10	20	30	40	60	24,363	.9	.062	.063
Carnegie Class	30.2	14.2	.09	5	20	30	40	60	25,238	1.6	.001	.111
Lg South Public HTI	31.4	14.5	.21	10	20	30	40	60	5,534	.4	.494	.025
Top 50%	33.4	13.9	.05	10	25	35	40	60	74,976	-1.7	.000	-.120
Top 10%	36.7	13.7	.12	15	25	35	45	60	14,896	-5.0	.000	-.361
Discussions with Diverse Others												
UNC Charlotte (N = 706)	41.4	15.8	.60	15	30	40	60	60				
Southeast Public	39.0	15.8	.12	15	30	40	55	60	18,022	2.4	.000	.153
Carnegie Class	37.6	15.7	.11	10	25	40	50	60	19,477	3.9	.000	.245
Lg South Public HTI	39.8	15.4	.26	15	30	40	55	60	4,147	1.6	.013	.103
Top 50%	40.7	14.9	.06	20	30	40	55	60	720	.7	.211	.050
Top 10%	44.2	13.8	.17	20	35	45	60	60	826	-2.8	.000	-.200

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNC Charlotte (N = 799)	21.5	15.6	.55	0	10	20	30	55				
Southeast Public	23.1	15.6	.11	0	10	20	35	60	20,682	-1.6	.005	-.102
Carnegie Class	21.2	15.1	.10	0	10	20	30	50	22,051	.3	.633	.017
Lg South Public HTI	24.8	15.8	.25	0	15	20	35	60	4,759	-3.4	.000	-.212
Top 50%	25.4	15.3	.08	5	15	25	35	60	39,951	-3.9	.000	-.252
Top 10%	29.9	15.5	.22	5	20	30	40	60	5,580	-8.4	.000	-.539
Effective Teaching Practices												
UNC Charlotte (N = 764)	37.9	13.7	.50	16	28	40	48	60				
Southeast Public	38.8	13.3	.10	16	28	40	48	60	19,575	-1.0	.048	-.073
Carnegie Class	38.4	13.3	.09	16	28	40	48	60	20,976	-.5	.302	-.038
Lg South Public HTI	38.9	13.3	.22	16	28	40	48	60	4,505	-1.0	.057	-.076
Top 50%	40.8	13.5	.06	20	32	40	52	60	50,476	-2.9	.000	-.215
Top 10%	43.6	14.1	.15	20	36	44	56	60	9,851	-5.7	.000	-.404
Campus Environment												
Quality of Interactions												
UNC Charlotte (N = 637)	42.6	11.9	.47	20	36	44	50	60				
Southeast Public	43.4	11.6	.09	22	36	44	52	60	16,532	-.8	.085	-.070
Carnegie Class	42.6	11.7	.09	20	36	44	50	60	17,746	.0	.997	.000
Lg South Public HTI	44.2	11.0	.19	24	38	46	52	60	865	-1.7	.001	-.149
Top 50%	45.7	11.5	.06	24	40	48	54	60	37,744	-3.1	.000	-.274
Top 10%	48.7	11.9	.14	24	42	52	60	60	7,776	-6.2	.000	-.516
Supportive Environment												
UNC Charlotte (N = 683)	36.1	13.3	.51	14	28	37	45	60				
Southeast Public	36.4	13.5	.10	15	28	38	45	60	17,119	-.2	.642	-.018
Carnegie Class	34.8	13.5	.10	13	25	35	43	60	18,624	1.3	.014	.096
Lg South Public HTI	36.6	13.3	.23	15	28	38	45	60	3,968	-.5	.363	-.038
Top 50%	37.1	13.0	.06	18	28	38	45	60	44,818	-1.0	.049	-.076
Top 10%	40.4	12.6	.21	20	33	40	50	60	4,439	-4.3	.000	-.338

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

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

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

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

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

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

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

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
UNC Charlotte (N = 474)	39.2	13.2	.61	20	30	40	50	60				
Southeast Public	40.9	14.1	.09	20	30	40	55	60	494	-1.7	.007	-.118
Carnegie Class	40.7	14.0	.08	20	30	40	50	60	492	-1.5	.017	-.105
Lg South Public HTI	40.2	13.8	.20	20	30	40	50	60	5,411	-1.0	.118	-.075
Top 50%	42.4	13.6	.06	20	35	40	55	60	482	-3.2	.000	-.237
Top 10%	44.9	12.8	.17	20	40	45	60	60	6,260	-5.7	.000	-.443
Reflective & Integrative Learning												
UNC Charlotte (N = 511)	37.4	12.8	.57	17	29	37	46	60				
Southeast Public	38.4	13.2	.08	17	29	40	49	60	531	-1.0	.073	-.078
Carnegie Class	38.5	13.0	.08	17	29	40	49	60	29,658	-1.1	.049	-.088
Lg South Public HTI	37.8	13.1	.18	17	29	37	49	60	5,794	-.4	.524	-.029
Top 50%	40.6	12.4	.05	20	31	40	51	60	55,968	-3.2	.000	-.258
Top 10%	43.2	11.8	.16	23	34	43	54	60	5,860	-5.8	.000	-.486
Learning Strategies												
UNC Charlotte (N = 433)	37.4	14.9	.72	13	27	40	47	60				
Southeast Public	40.2	14.7	.10	13	27	40	53	60	23,605	-2.8	.000	-.191
Carnegie Class	39.1	14.6	.09	13	27	40	53	60	26,300	-1.8	.013	-.120
Lg South Public HTI	39.9	14.7	.22	13	27	40	53	60	5,064	-2.5	.001	-.169
Top 50%	41.2	14.5	.06	20	33	40	53	60	67,829	-3.8	.000	-.260
Top 10%	44.1	14.2	.16	20	33	47	60	60	8,749	-6.7	.000	-.471
Quantitative Reasoning												
UNC Charlotte (N = 436)	29.5	15.8	.76	0	20	27	40	60				
Southeast Public	32.1	16.9	.11	0	20	33	40	60	454	-2.7	.000	-.160
Carnegie Class	31.1	16.6	.10	0	20	33	40	60	451	-1.7	.030	-.101
Lg South Public HTI	31.8	16.6	.24	0	20	33	40	60	528	-2.4	.003	-.143
Top 50%	32.8	16.5	.06	7	20	33	40	60	441	-3.4	.000	-.205
Top 10%	36.2	16.2	.19	7	20	40	47	60	7,688	-6.7	.000	-.417
Learning with Peers												
Collaborative Learning												
UNC Charlotte (N = 543)	33.3	14.0	.60	10	20	35	45	60				
Southeast Public	32.5	15.7	.09	5	20	30	45	60	568	.9	.158	.055
Carnegie Class	31.5	15.4	.09	5	20	30	40	60	565	1.8	.003	.119
Lg South Public HTI	32.7	15.7	.21	5	20	30	45	60	681	.6	.346	.039
Top 50%	34.8	14.2	.06	10	25	35	45	60	67,293	-1.4	.019	-.101
Top 10%	38.0	13.6	.15	15	30	40	50	60	9,125	-4.7	.000	-.344
Discussions with Diverse Others												
UNC Charlotte (N = 438)	42.1	16.3	.78	15	30	40	60	60				
Southeast Public	40.3	16.4	.11	10	30	40	60	60	23,790	1.8	.021	.111
Carnegie Class	38.6	16.3	.10	10	25	40	55	60	26,457	3.6	.000	.219
Lg South Public HTI	40.5	16.0	.23	15	30	40	55	60	5,111	1.6	.044	.101
Top 50%	41.4	15.6	.06	15	30	40	60	60	442	.8	.334	.049
Top 10%	44.1	14.5	.16	20	35	45	60	60	476	-2.0	.013	-.136

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
UNC Charlotte (N = 489)	23.0	16.8	.76	0	10	20	35	60				
Southeast Public	25.3	16.9	.11	0	10	20	40	60	26,267	-2.3	.003	-.134
Carnegie Class	23.8	16.5	.10	0	10	20	35	60	28,704	-.8	.305	-.047
Lg South Public HTI	25.3	16.6	.23	0	15	20	35	60	5,576	-2.2	.005	-.134
Top 50%	29.9	16.3	.09	5	20	30	40	60	30,855	-6.9	.000	-.423
Top 10%	34.9	16.1	.28	10	20	35	45	60	3,680	-11.8	.000	-.733
Effective Teaching Practices												
UNC Charlotte (N = 467)	39.3	13.4	.62	16	32	40	48	60				
Southeast Public	40.7	14.2	.09	16	32	40	52	60	486	-1.4	.022	-.101
Carnegie Class	40.1	13.9	.08	16	32	40	52	60	27,849	-.8	.228	-.056
Lg South Public HTI	40.5	13.9	.20	16	32	40	52	60	5,395	-1.2	.073	-.087
Top 50%	42.5	13.8	.06	20	32	44	56	60	50,464	-3.2	.000	-.229
Top 10%	45.2	13.1	.17	20	36	48	60	60	6,582	-5.9	.000	-.452
Campus Environment												
Quality of Interactions												
UNC Charlotte (N = 397)	42.0	12.0	.60	20	35	43	50	60				
Southeast Public	43.5	12.1	.08	22	36	45	52	60	21,589	-1.6	.012	-.128
Carnegie Class	42.4	12.5	.08	20	34	44	52	60	23,901	-.4	.498	-.034
Lg South Public HTI	44.3	11.4	.18	24	38	46	53	60	4,623	-2.3	.000	-.204
Top 50%	45.4	12.0	.05	22	38	48	55	60	49,213	-3.4	.000	-.286
Top 10%	48.1	12.3	.13	23	42	50	60	60	9,805	-6.2	.000	-.501
Supportive Environment												
UNC Charlotte (N = 425)	32.4	13.4	.65	13	23	33	40	60				
Southeast Public	33.9	14.5	.10	10	23	35	43	60	443	-1.5	.021	-.105
Carnegie Class	32.2	14.3	.09	8	23	33	40	60	441	.2	.710	.017
Lg South Public HTI	34.0	14.2	.21	10	23	35	43	60	518	-1.6	.019	-.114
Top 50%	34.6	14.2	.06	10	25	35	45	60	432	-2.2	.001	-.158
Top 10%	38.0	13.7	.20	15	28	40	48	60	5,215	-5.6	.000	-.407

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.