
NSSE 2026

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 VryHighRsch	Your first-year students compared with Peers	Your first-year students compared with Variedcitysize
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 VryHighRsch	Your seniors compared with Peers	Your seniors compared with Variedcitysize
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

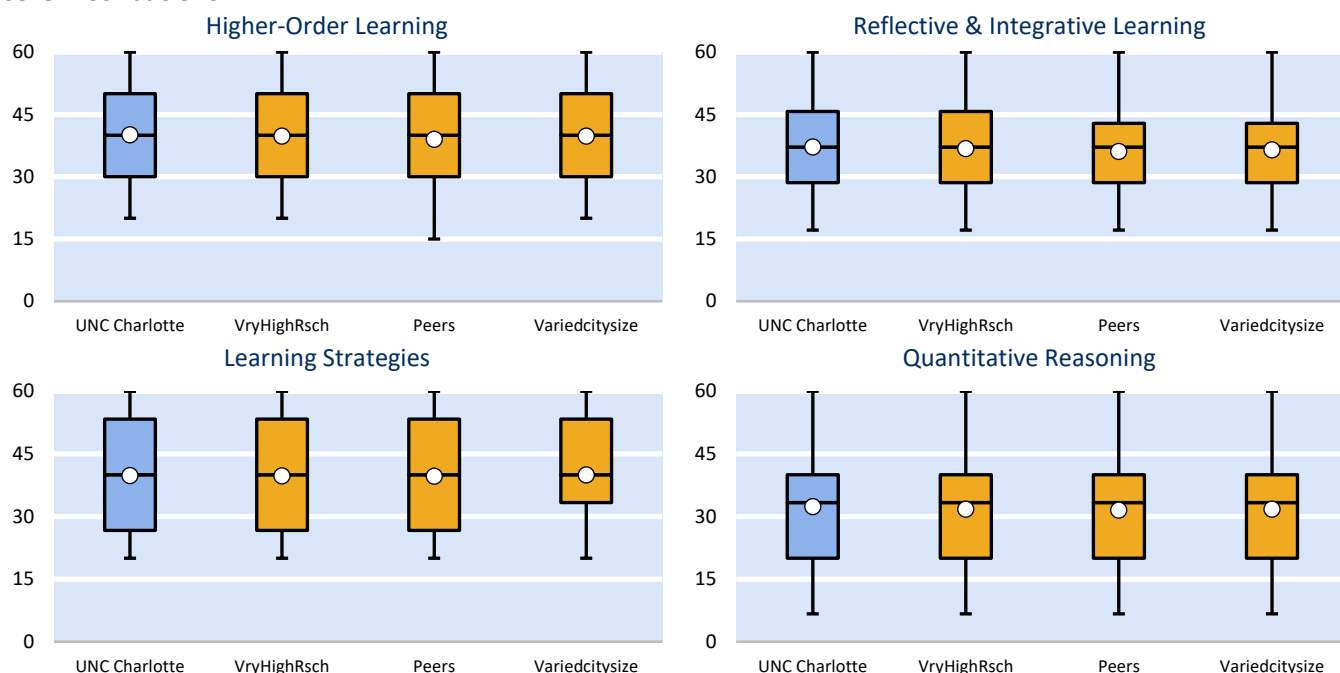
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		VryHighRsch Mean	Effect size	Peers Mean	Effect size	Variedcitysize Mean	Effect size
Higher-Order Learning	40.1	39.8	.02	39.0 *	.08	39.8	.02
Reflective & Integrative Learning	37.2	36.8	.03	36.1 **	.08	36.5	.05
Learning Strategies	39.8	39.7	.01	39.7	.01	39.9	-.01
Quantitative Reasoning	32.4	31.7	.04	31.5	.05	31.8	.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.

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.

		Percentage point difference ^a between your FY students and			
	UNC Charlotte	VryHighRsch	Peers	Variedcitysize	
Higher-Order Learning					
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...					
	%				
4b. Applying facts, theories, or methods to practical problems or new situations	77	+1	+4	+1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	+0	+4	+2	
4d. Evaluating a point of view, decision, or information source	70	+0	-0	+0	
4e. Forming a new idea or understanding from various pieces of information	72	-2	-0	+0	
Reflective & Integrative Learning					
Percentage of students who responded that they "Very often" or "Often"...					
2a. Combined ideas from different courses when completing assignments	60	+5	+6	+4	
2b. Connected your learning to societal problems or issues	57	+1	+5	+3	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	-3	+1	+1	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68	+1	+1	+2	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	73	+1	-0	+0	
2f. Learned something that changed the way you understand an issue or concept	71	-1	+2	+1	
2g. Connected ideas from your courses to your prior experiences and knowledge	78	-2	+1	-2	
Learning Strategies					
Percentage of students who responded that they "Very often" or "Often"...					
9a. Identified key information from reading assignments	75	-4	-2	+0	
9b. Reviewed your notes after class	69	+2	+1	-1	
9c. Summarized what you learned in class or from course materials	69	+0	+1	-1	
Quantitative Reasoning					
Percentage of students who responded that they "Very often" or "Often"...					
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	+1	+1	-1	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	+2	+3	+2	
6c. Evaluated what others have concluded from numerical information	51	+3	+3	+2	

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

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

Academic Challenge: Seniors

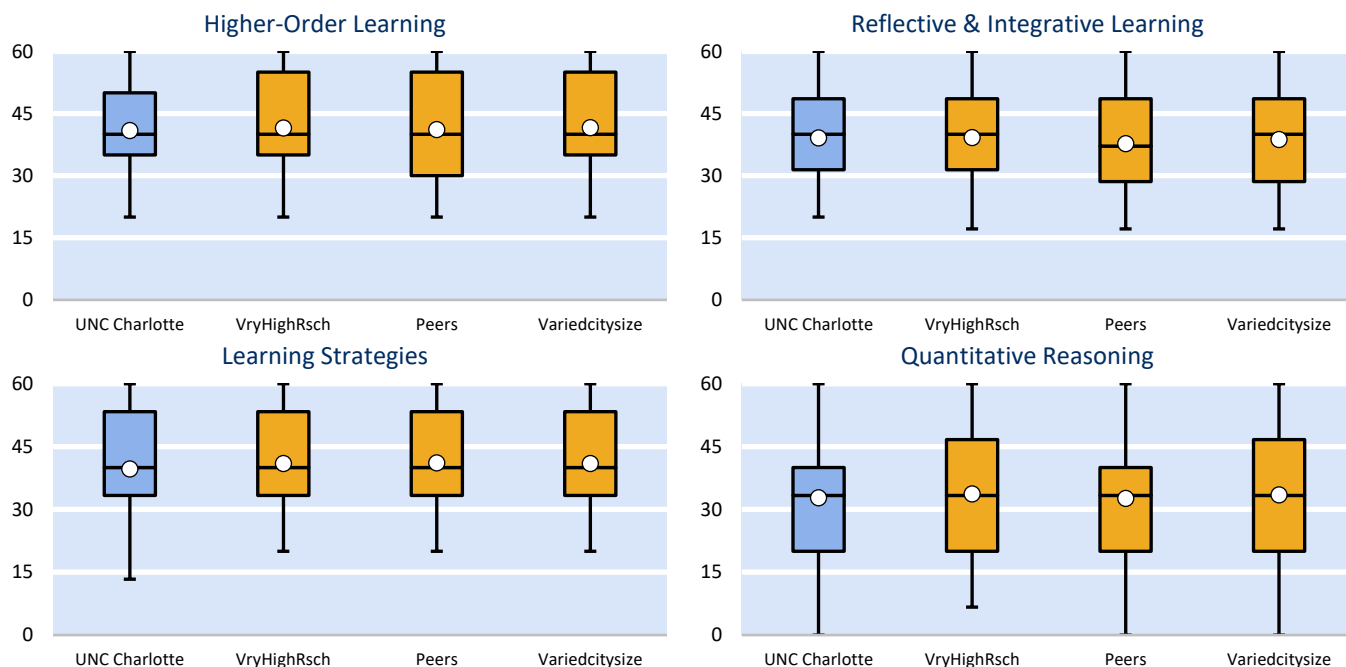
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		VryHighRsch Mean	Effect size	Peers Mean	Effect size	Variedcitysize Mean	Effect size
Higher-Order Learning	40.9	41.5	-.05	41.1	-.02	41.6	-.05
Reflective & Integrative Learning	39.2	39.2	-.01	37.7 **	.11	38.8	.03
Learning Strategies	39.6	40.9 *	-.09	41.1 *	-.10	40.9 *	-.09
Quantitative Reasoning	32.8	33.7	-.05	32.6	.01	33.4	-.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.

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.

		Percentage point difference ^a between your seniors and			
	UNC Charlotte	VryHighRsch	Peers	Variedcitysize	
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	81	-0	+3	+1	
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	77	-1	-0	-2	
4d. Evaluating a point of view, decision, or information source	69	-1	-2	-3	
4e. Forming a new idea or understanding from various pieces of information	73	-2	-1	-1	
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	72	+1	+7	+1	
2b. Connected your learning to societal problems or issues	63	+0	+4	+3	
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+1	+6	+5	
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	+2	+4	+1	
2e. Tried to better understand someone else's views by imagining how an issue looks from their perspective	75	+2	+3	+2	
2f. Learned something that changed the way you understand an issue or concept	74	-2	+1	+0	
2g. Connected ideas from your courses to your prior experiences and knowledge	84	-2	+3	+1	
Learning Strategies					
<i>Percentage of students who responded that they "Very often" or "Often"...</i>					
9a. Identified key information from reading assignments	78	-2	+0	+1	
9b. Reviewed your notes after class	68	+0	-4	-2	
9c. Summarized what you learned in class or from course materials	68	-3	-3	-6	
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.)	64	+2	+4	+1	
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	50	-2	-1	-3	
6c. Evaluated what others have concluded from numerical information	52	-2	+1	-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.

Learning with Peers: First-year students

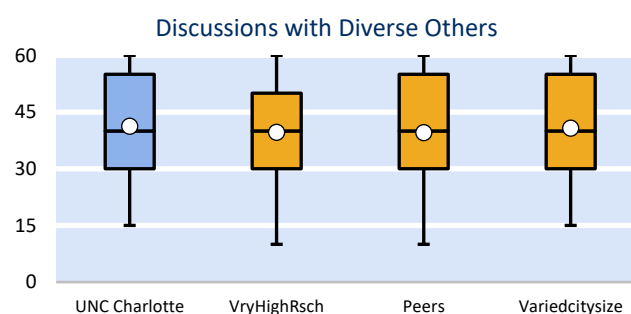
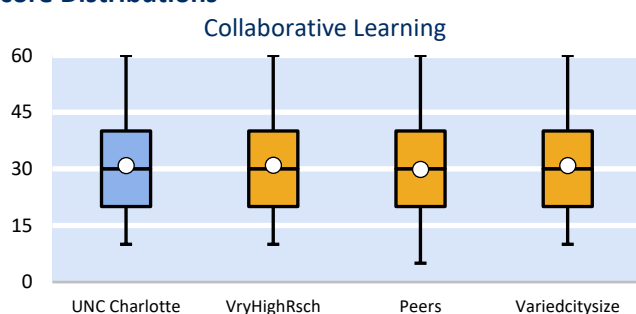
Collaborating with others in mastering difficult material and interacting with peers from different backgrounds prepares students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		VryHighRsch Mean	VryHighRsch Effect size	Peers Mean	Peers Effect size	Variedcitysize Mean	Variedcitysize Effect size
Collaborative Learning	30.8	30.9	.00	29.8 *	.07	30.8	.00
Discussions with Diverse Others	41.3	39.6 ***	.11	39.6 **	.10	40.7	.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).

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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.

		Percentage point difference ^a between your FY students and			
	UNC Charlotte	VryHighRsch	Peers	Variedcitysize	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...	%				
1b. Asked another student to help you understand course material	45	-2	-1	-1	
1c. Explained course material to one or more students	50	+2	+6	+1	
1d. Prepared for exams by discussing or working through course material with other students	41	-3	-1	-5	
1e. Worked with other students on course projects or assignments	60	+2	+4	+7	
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	80	+3	+4	+3	
8b. People from economic backgrounds other than your own	78	+4	+5	+3	
8c. People with religious beliefs other than your own	73	+2	+3	+2	
8d. People with political views other than your own	59	+6	+3	-5	

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Learning with Peers: Seniors

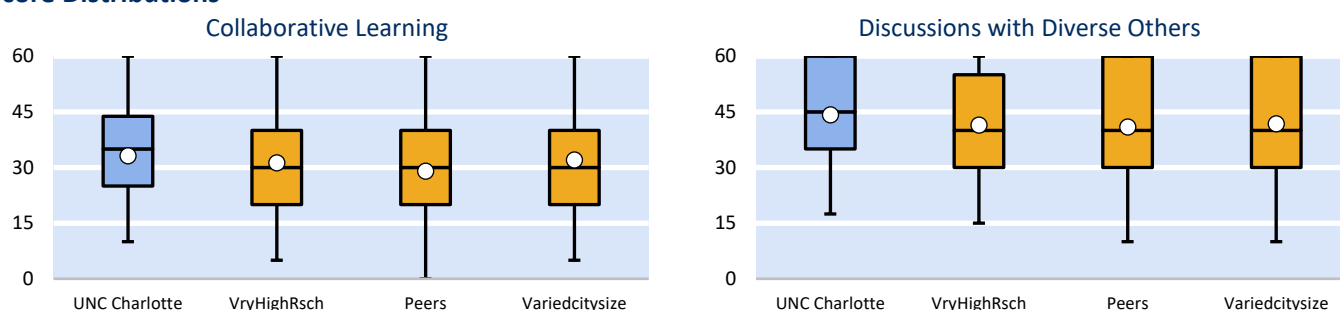
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Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
		VryHighRsch		Peers		Variedcitysize	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.2	31.3 ***	.12	29.0 ***	.26	32.0 *	.07
Discussions with Diverse Others	44.2	41.5 ***	.18	40.9 ***	.20	41.8 ***	.15

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

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		Percentage point difference ^a between your seniors and			
	UNC Charlotte	VryHighRsch	Peers	Variedcitysize	
Collaborative Learning					
Percentage of students who responded that they "Very often" or "Often"...		%			
1b. Asked another student to help you understand course material	48	+6	+8	+6	
1c. Explained course material to one or more students	56	+5	+11	+3	
1d. Prepared for exams by discussing or working through course material with other students	44	+3	+6	+1	
1e. Worked with other students on course projects or assignments	70	+6	+14	+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	83	+4	+5	+5	
8b. People from economic backgrounds other than your own	79	+2	+4	+3	
8c. People with religious beliefs other than your own	76	+3	+6	+5	
8d. People with political views other than your own	67	+10	+7	+1	

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Experiences with Faculty: First-year students

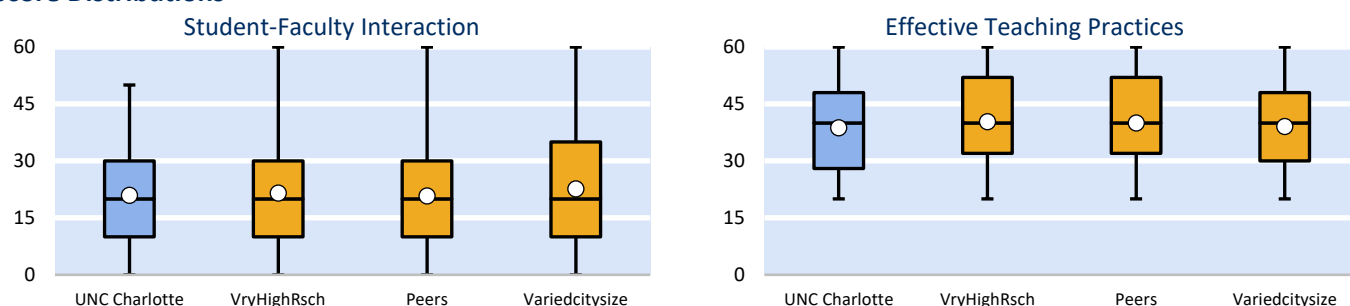
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		VryHighRsch		Peers		Variedcitysize	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	21.0	21.5	-.03	20.8	.01	22.6 ***	-.10
Effective Teaching Practices	38.7	40.3 ***	-.12	39.9 **	-.09	39.1	-.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).

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		Percentage point difference ^a between your FY students and			
Student-Faculty Interaction	UNC Charlotte	VryHighRsch	Peers	Variedcitysize	
Percentage of students who responded that they "Very often" or "Often"...		%			
3a. Talked about career plans with a faculty member	36	-1	+1	-3	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	23	-1	-1	-4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	-0	+0	-2	
3d. Discussed your academic performance with a faculty member	28	-1	-1	-3	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	78	-5	-4	-1	
5b. Taught course sessions in an organized way	73	-6	-4	-2	
5c. Used examples or illustrations to explain difficult points	75	-4	-2	-0	
5d. Provided feedback on a draft or work in progress	59	-4	-6	-3	
5e. Provided prompt and detailed feedback on tests or completed assignments	58	-5	-4	-1	

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Experiences with Faculty: Seniors

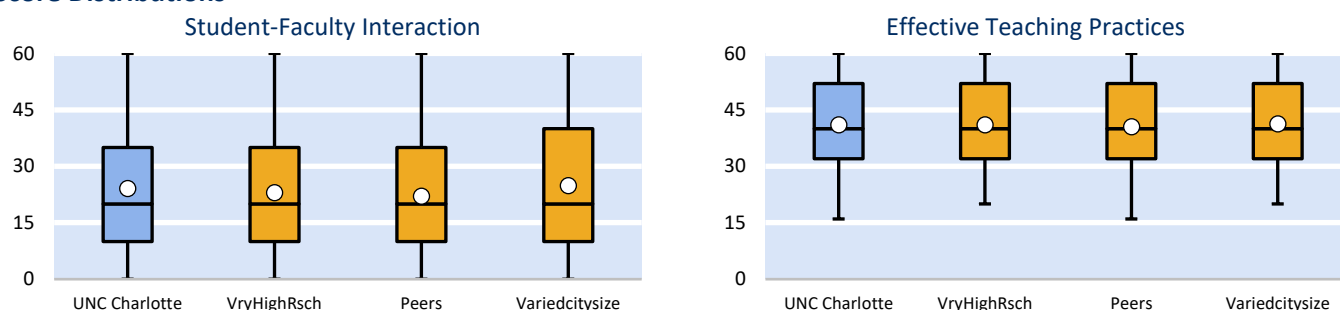
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Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
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		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.1	22.9	.07	22.0 **	.12	24.8	-.04
Effective Teaching Practices	41.0	40.9	.00	40.5	.03	41.3	-.02

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		Percentage point difference ^a between your seniors and			
	UNC Charlotte	VryHighRsch	Peers	Variedcitysize	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	42	+2	+3		-1
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	-1	+2		-3
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	33	+2	+4		-2
3d. Discussed your academic performance with a faculty member	33	+5	+3		-1
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	85	+0	+3	+2	
5b. Taught course sessions in an organized way	75	-7	-3		-5
5c. Used examples or illustrations to explain difficult points	77	-4	-0		-1
5d. Provided feedback on a draft or work in progress	65	+3	+1	+0	
5e. Provided prompt and detailed feedback on tests or completed assignments	66	+4	+3	+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

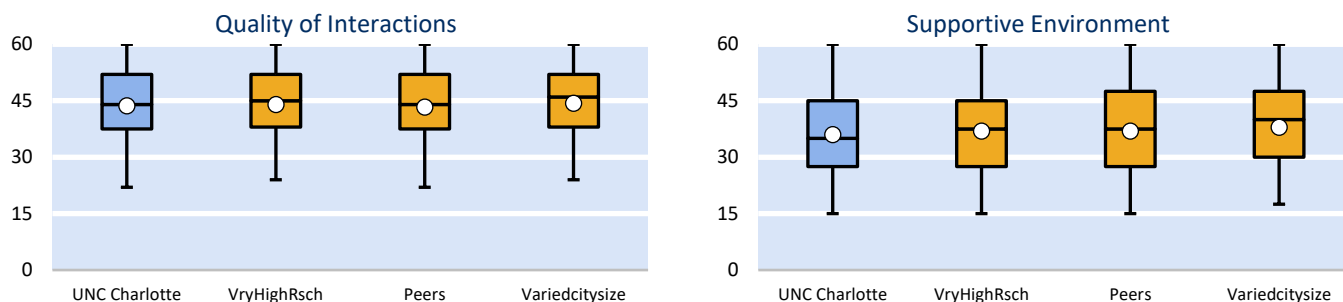
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your first-year students compared with					
		VryHighRsch Mean	Effect size	Peers Mean	Effect size	Variedcitysize Mean	Effect size
Quality of Interactions	43.7	44.0	-.03	43.3	.03	44.3	-.06
Supportive Environment	36.0	37.0 *	-.07	36.9 *	-.07	37.9 ***	-.15

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.

		Percentage point difference ^a between your FY students and			
Quality of Interactions	UNC Charlotte	VryHighRsch	Peers	Variedcitysize	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...					
13a. Students	53	-1	+2	-1	
13b. Academic advisors	48	-6	-3	-6	
13c. Faculty	53	-3	+0	-1	
13d. Student services staff (career services, student activities, housing, etc.)	53	+2	+4	-1	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+3	+1	-0	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	72	-3	-3	-4	
14c. Using learning support services (tutoring services, writing center, etc.)	71	-5	-6	-6	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	63	-3	-4	+0	
14e. Providing opportunities to be involved socially	73	-1	-0	-4	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	70	-4	-2	-5	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	43	-3	-5	-6	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+0	+2	-7	
14i. Attending events that address important social, economic, or political issues	45	-2	-3	-4	

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

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

Campus Environment: Seniors

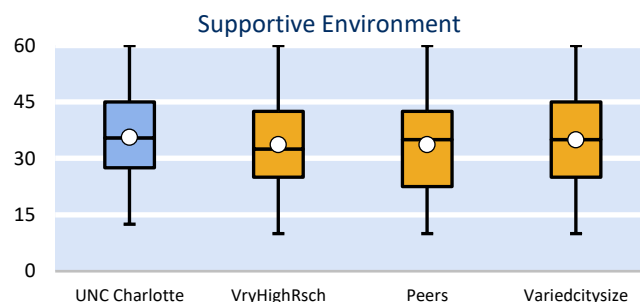
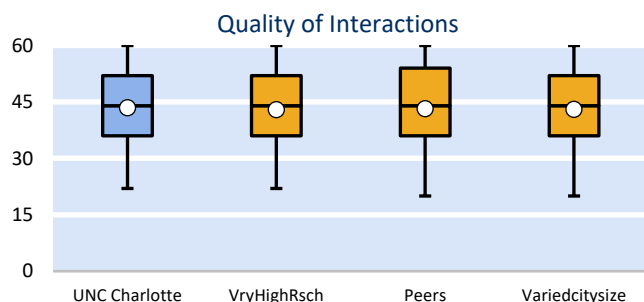
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
		VryHighRsch Mean	Effect size	Peers Mean	Effect size	Variedcitysize Mean	Effect size
Quality of Interactions	43.5	43.0	.04	43.2	.03	43.0	.04
Supportive Environment	35.7	33.7 **	.14	33.7 **	.13	35.0	.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



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.

		Percentage point difference ^a between your seniors and			
Quality of Interactions	UNC Charlotte	VryHighRsch	Peers	Variedcitysize	
Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...	%				
13a. Students	60	+2	+3	-0	
13b. Academic advisors	49	+0	-1	+2	
13c. Faculty	58	-0	+2	+2	
13d. Student services staff (career services, student activities, housing, etc.)	45	-1	-4	-3	
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+2	-2	+1	
Supportive Environment					
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...					
14b. Providing support to help students succeed academically	73	+2	+2	+2	
14c. Using learning support services (tutoring services, writing center, etc.)	71	+3	+2	+3	
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	67	+7	+4	+7	
14e. Providing opportunities to be involved socially	72	+4	+6	-1	
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+7	+9	+2	
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	40	+7	+1	-2	
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	+7	+11	+1	
14i. Attending events that address important social, economic, or political issues	43	+5	+2	+2	

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

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

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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 2025 and 2026 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2025 and 2026 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	✓
Academic Challenge	Higher-Order Learning	40.1	40.5	-.03	✓	43.1 ***	-.23	
	Reflective and Integrative Learning	37.2	38.0 **	-.07		40.5 ***	-.28	
	Learning Strategies	39.8	41.2 ***	-.10		44.0 ***	-.30	
	Quantitative Reasoning	32.4	31.6	.05	✓	34.6 ***	-.14	
Learning with Peers	Collaborative Learning	30.8	33.2 ***	-.17		36.3 ***	-.40	
	Discussions with Diverse Others	41.3	41.1	.01	✓	43.8 ***	-.19	
Experiences with Faculty	Student-Faculty Interaction	21.0	25.9 ***	-.32		29.9 ***	-.56	
	Effective Teaching Practices	38.7	41.7 ***	-.22		45.0 ***	-.45	
Campus Environment	Quality of Interactions	43.7	46.6 ***	-.27		49.2 ***	-.46	
	Supportive Environment	36.0	38.3 ***	-.17		41.1 ***	-.39	

Seniors

Theme	Engagement Indicator	UNC Charlotte Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.9	43.1 ***	-.16		45.8 ***	-.39	
	Reflective and Integrative Learning	39.2	41.4 ***	-.18		44.2 ***	-.42	
	Learning Strategies	39.6	42.3 ***	-.19		44.9 ***	-.38	
	Quantitative Reasoning	32.8	34.1	-.08	✓	37.1 ***	-.27	
Learning with Peers	Collaborative Learning	33.2	34.8 **	-.11		38.7 ***	-.41	
	Discussions with Diverse Others	44.2	41.9 ***	.15	✓	44.9	-.05	✓
Experiences with Faculty	Student-Faculty Interaction	24.1	30.8 ***	-.41		35.1 ***	-.69	
	Effective Teaching Practices	41.0	43.6 ***	-.19		46.7 ***	-.45	
Campus Environment	Quality of Interactions	43.5	46.5 ***	-.26		49.3 ***	-.48	
	Supportive Environment	35.7	36.3	-.04	✓	39.5 ***	-.29	

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.

NSSE 2026 Engagement Indicators

Detailed Statistics^a

University of North Carolina at Charlotte

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 = 1262)	40.1	13.2	.37	20	30	40	50	60				
VryHighRsch	39.8	13.3	.14	20	30	40	50	60	1,613	.3	.444	.023
Peers	39.0	14.0	.22	15	30	40	50	60	2,235	1.1	.013	.078
Variedcitysize	39.8	13.5	.15	20	30	40	50	60	1,673	.3	.426	.024
Top 50%	40.5	13.1	.04	20	30	40	50	60	1,293	-.4	.284	-.030
Top 10%	43.1	12.7	.11	20	35	40	55	60	1,499	-3.0	.000	-.233
Reflective & Integrative Learning												
UNC Charlotte (N = 1411)	37.2	12.2	.33	17	29	37	46	60				
VryHighRsch	36.8	12.3	.12	17	29	37	46	60	1,803	.4	.271	.031
Peers	36.1	12.6	.19	17	29	37	43	60	2,439	1.1	.005	.084
Variedcitysize	36.5	12.4	.13	17	29	37	43	60	1,878	.7	.056	.054
Top 50%	38.0	11.9	.04	20	29	37	46	60	1,452	-.9	.007	-.075
Top 10%	40.5	11.8	.11	20	31	40	49	60	1,771	-3.4	.000	-.285
Learning Strategies												
UNC Charlotte (N = 1147)	39.8	13.8	.41	20	27	40	53	60				
VryHighRsch	39.7	13.7	.15	20	27	40	53	60	1,461	.1	.740	.010
Peers	39.7	14.1	.24	20	27	40	53	60	1,987	.2	.715	.012
Variedcitysize	39.9	13.8	.16	20	33	40	53	60	1,503	-.1	.837	-.007
Top 50%	41.2	13.8	.05	20	33	40	53	60	1,181	-1.4	.001	-.099
Top 10%	44.0	14.1	.11	20	33	40	60	60	1,312	-4.2	.000	-.297
Quantitative Reasoning												
UNC Charlotte (N = 1177)	32.4	15.0	.44	7	20	33	40	60				
VryHighRsch	31.7	15.5	.16	7	20	33	40	60	1,523	.7	.162	.042
Peers	31.5	16.1	.27	7	20	33	40	60	2,116	.9	.091	.055
Variedcitysize	31.8	15.6	.18	7	20	33	40	60	1,578	.6	.217	.037
Top 50%	31.6	15.5	.05	7	20	33	40	60	1,208	.8	.067	.052
Top 10%	34.6	15.6	.13	7	20	33	40	60	1,393	-2.2	.000	-.143
Learning with Peers												
Collaborative Learning												
UNC Charlotte (N = 1545)	30.8	14.1	.36	10	20	30	40	60				
VryHighRsch	30.9	14.5	.13	10	20	30	40	60	1,991	-.1	.858	-.005
Peers	29.8	14.8	.21	5	20	30	40	60	2,705	1.0	.013	.071
Variedcitysize	30.8	14.7	.15	10	20	30	40	60	2,093	.0	.932	.002
Top 50%	33.2	13.9	.04	10	25	35	40	60	1,591	-2.3	.000	-.168
Top 10%	36.3	13.6	.10	15	25	35	45	60	1,789	-5.5	.000	-.399
Discussions with Diverse Others												
UNC Charlotte (N = 1159)	41.3	15.3	.45	15	30	40	55	60				
VryHighRsch	39.6	15.5	.16	10	30	40	50	60	1,487	1.6	.001	.105
Peers	39.6	16.4	.28	10	30	40	55	60	2,099	1.7	.001	.104
Variedcitysize	40.7	15.5	.18	15	30	40	55	60	1,532	.5	.277	.034
Top 50%	41.1	14.5	.05	20	30	40	55	60	1,188	.1	.759	.010
Top 10%	43.8	13.8	.14	20	35	45	60	60	1,382	-2.6	.000	-.185

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 = 1332)	21.0	15.1	.41	0	10	20	30	50				
VryHighRsch	21.5	16.0	.16	0	10	20	30	60	1,742	-.5	.224	-.034
Peers	20.8	16.3	.25	0	10	20	30	60	2,400	.2	.673	.013
Variedcitysize	22.6	16.1	.17	0	10	20	35	60	1,821	-1.6	.000	-.103
Top 50%	25.9	15.4	.06	5	15	25	35	60	1,397	-5.0	.000	-.321
Top 10%	29.9	16.2	.17	5	20	26	40	60	1,803	-8.9	.000	-.556
Effective Teaching Practices												
UNC Charlotte (N = 1255)	38.7	13.1	.37	20	28	40	48	60				
VryHighRsch	40.3	13.0	.13	20	32	40	52	60	1,593	-1.6	.000	-.119
Peers	39.9	13.5	.22	20	32	40	52	60	2,165	-1.2	.005	-.091
Variedcitysize	39.1	13.4	.15	20	30	40	48	60	1,666	-.3	.398	-.025
Top 50%	41.7	13.4	.05	20	32	40	52	60	1,301	-3.0	.000	-.221
Top 10%	45.0	13.9	.13	20	36	48	60	60	1,558	-6.3	.000	-.454
Campus Environment												
Quality of Interactions												
UNC Charlotte (N = 1024)	43.7	11.4	.36	22	38	44	52	60				
VryHighRsch	44.0	11.2	.13	24	38	45	52	60	1,298	-.3	.372	-.030
Peers	43.3	11.6	.21	22	38	44	52	60	1,768	.4	.388	.031
Variedcitysize	44.3	11.1	.13	24	38	46	52	60	1,321	-.7	.082	-.059
Top 50%	46.6	11.1	.05	26	40	48	56	60	1,063	-3.0	.000	-.268
Top 10%	49.2	12.1	.11	25	43	52	60	60	1,213	-5.5	.000	-.459
Supportive Environment												
UNC Charlotte (N = 1080)	36.0	13.3	.41	15	28	35	45	60				
VryHighRsch	37.0	13.5	.15	15	28	38	45	60	1,375	-1.0	.027	-.071
Peers	36.9	13.7	.24	15	28	38	48	60	1,857	-.9	.047	-.068
Variedcitysize	37.9	13.2	.15	18	30	40	48	60	1,401	-1.9	.000	-.146
Top 50%	38.3	13.1	.05	18	30	40	48	60	1,115	-2.3	.000	-.172
Top 10%	41.1	12.8	.15	20	33	40	53	60	1,401	-5.1	.000	-.395

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.

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 2026 Engagement Indicators

Detailed Statistics^a

University of North Carolina at Charlotte

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 = 599)	40.9	13.3	.54	20	35	40	50	60				
VryHighRsch	41.5	13.5	.12	20	35	40	55	60	661	-.6	.252	-.047
Peers	41.1	14.3	.21	20	30	40	55	60	781	-.2	.678	-.017
Variedcitysize	41.6	14.0	.14	20	35	40	55	60	679	-.7	.209	-.050
Top 50%	43.1	13.4	.05	20	35	40	55	60	608	-2.2	.000	-.165
Top 10%	45.8	12.6	.14	20	40	45	60	60	685	-4.9	.000	-.389
Reflective & Integrative Learning												
UNC Charlotte (N = 643)	39.2	12.6	.50	20	31	40	49	60				
VryHighRsch	39.2	12.9	.11	17	31	40	49	60	709	-.1	.888	-.006
Peers	37.7	13.5	.19	17	29	37	49	60	833	1.4	.008	.106
Variedcitysize	38.8	13.2	.13	17	29	40	49	60	728	.4	.441	.030
Top 50%	41.4	12.3	.05	20	34	40	51	60	654	-2.2	.000	-.181
Top 10%	44.2	11.7	.15	23	37	46	54	60	757	-5.0	.000	-.424
Learning Strategies												
UNC Charlotte (N = 529)	39.6	14.1	.61	13	33	40	53	60				
VryHighRsch	40.9	14.4	.14	20	33	40	53	60	582	-1.3	.040	-.090
Peers	41.1	14.7	.22	20	33	40	53	60	671	-1.4	.028	-.099
Variedcitysize	40.9	14.7	.15	20	33	40	53	60	595	-1.3	.046	-.086
Top 50%	42.3	14.3	.05	20	33	40	53	60	536	-2.7	.000	-.185
Top 10%	44.9	13.9	.12	20	40	47	60	60	571	-5.2	.000	-.376
Quantitative Reasoning												
UNC Charlotte (N = 548)	32.8	16.3	.70	0	20	33	40	60				
VryHighRsch	33.7	16.4	.15	7	20	33	47	60	602	-.9	.228	-.052
Peers	32.6	16.9	.25	0	20	33	40	60	696	.2	.789	.012
Variedcitysize	33.4	17.1	.17	0	20	33	47	60	617	-.6	.386	-.037
Top 50%	34.1	16.5	.06	7	20	33	47	60	554	-1.3	.067	-.078
Top 10%	37.1	15.9	.15	13	27	40	47	60	596	-4.3	.000	-.270
Learning with Peers												
Collaborative Learning												
UNC Charlotte (N = 689)	33.2	14.8	.56	10	25	35	44	60				
VryHighRsch	31.3	15.7	.13	5	20	30	40	60	766	1.9	.001	.125
Peers	29.0	16.3	.22	0	20	30	40	60	910	4.2	.000	.258
Variedcitysize	32.0	15.6	.14	5	20	30	40	60	782	1.2	.047	.075
Top 50%	34.8	14.3	.05	10	25	35	45	60	700	-1.6	.004	-.114
Top 10%	38.7	13.4	.14	15	30	40	50	60	777	-5.5	.000	-.407
Discussions with Diverse Others												
UNC Charlotte (N = 535)	44.2	15.5	.67	17	35	45	60	60				
VryHighRsch	41.5	15.5	.15	15	30	40	55	60	587	2.7	.000	.177
Peers	40.9	16.9	.25	10	30	40	60	60	696	3.3	.000	.197
Variedcitysize	41.8	16.4	.17	10	30	40	60	60	604	2.4	.000	.149
Top 50%	41.9	15.2	.05	20	30	40	55	60	540	2.3	.001	.154
Top 10%	44.9	14.2	.16	20	35	45	60	60	599	-.7	.326	-.047

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 = 621)	24.1	16.9	.68	0	10	20	35	60				
VryHighRsch	22.9	16.7	.15	0	10	20	35	60	682	1.1	.100	.068
Peers	22.0	17.1	.24	0	10	20	35	60	787	2.0	.005	.120
Variedcitysize	24.8	17.3	.17	0	10	20	40	60	700	-.8	.284	-.043
Top 50%	30.8	16.3	.09	5	20	30	40	60	642	-6.7	.000	-.410
Top 10%	35.1	15.9	.23	10	20	35	45	60	774	-11.0	.000	-.688
Effective Teaching Practices												
UNC Charlotte (N = 590)	41.0	13.8	.57	16	32	40	52	60				
VryHighRsch	40.9	13.2	.12	20	32	40	52	60	643	.1	.927	.004
Peers	40.5	14.3	.21	16	32	40	52	60	753	.5	.425	.034
Variedcitysize	41.3	14.1	.14	20	32	40	52	60	662	-.3	.638	-.020
Top 50%	43.6	13.4	.06	20	36	44	56	60	600	-2.6	.000	-.194
Top 10%	46.7	12.8	.15	20	40	48	60	60	669	-5.7	.000	-.445
Campus Environment												
Quality of Interactions												
UNC Charlotte (N = 476)	43.5	11.2	.51	22	36	44	52	60				
VryHighRsch	43.0	11.9	.12	22	36	44	52	60	529	.5	.329	.043
Peers	43.2	12.9	.21	20	36	44	54	60	641	.3	.565	.025
Variedcitysize	43.0	12.2	.13	20	36	44	52	60	541	.5	.367	.039
Top 50%	46.5	11.7	.05	24	40	48	56	60	484	-3.0	.000	-.257
Top 10%	49.3	11.9	.10	25	43	52	60	60	514	-5.7	.000	-.481
Supportive Environment												
UNC Charlotte (N = 508)	35.7	13.3	.59	13	28	35	45	60				
VryHighRsch	33.7	13.9	.13	10	25	33	43	60	560	2.0	.001	.143
Peers	33.7	14.7	.22	10	23	35	43	60	663	2.0	.002	.135
Variedcitysize	35.0	14.5	.15	10	25	35	45	60	575	.7	.282	.046
Top 50%	36.3	14.0	.06	13	28	38	45	60	517	-.6	.313	-.043
Top 10%	39.5	13.4	.20	18	30	40	50	60	628	-3.9	.000	-.289

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.

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.