

University of South Carolina Aiken



About This Report

About Your Multi-Year Report

For institutions participating in multiple NSSE administrations since 2013, the year of the last survey update, this report presents year-to-year results for Engagement Indicators (EIs), High-Impact Practices (HIPs), and key academic challenge items to illustrate patterns of change or stability. It also provides details such as number of respondents, standard deviation, and standard error so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled the *Recommendations for Using Multiple Years of NSSE Data*: nsse.indiana.edu/html/webinars.cfm

This report contains three main parts: (a) a page that provides a quick reference to important information about each year's administration, (b) multi-year figures, and (c) detailed statistics. Key terms and features are illustrated below.

Report sections

Administration Summaries (p. 3)	A summary of respondent counts, response rates, sampling errors, and administration details for each participation year.
Engagement Results by Theme (pp. 4-7)	Results for ten EIs and selected individual survey items are displayed, organized under four broad themes. The Academic Challenge theme is represented by four EIs as well as several individual items. The three remaining engagement themes (Learning with Peers, Experiences with Faculty, and Campus Environment) are each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year student results indicate students who participated in service-learning, a learning community, and research with faculty, and who planned to do an internship or field experience, study abroad, and a culminating senior experience. Senior results indicate students who participated in all six.
Detailed Statistics (pp. 10-13)	Displays detailed information for results including counts, standard errors, and confidence intervals (CIs) for each measure.

Interpreting year-to-year results

When examining year-to-year results, you may wonder whether observed differences signify meaningful change and whether a trend is indicated. Figures display CIs around each score showing the range of values that is estimated to contain the population score 95% of the time. Upper and lower CI bounds are also reported in the Detailed Statistics section.

For further investigation

The Report Builder, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items (including HIPs). It also affords the analysis of results by subpopulation.



Administration Summaries

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The precision of an institution's population estimates can vary between administrations. An important early step in conducting a multi-year analysis is to review data quality. The values in the tables below were drawn from your *Administration Summary* reports.

Response Details by Participation Year

		Fi	rst-year studen	its				Seniors	Full Partial completions 121 16 227 34 256 35	
Year	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c		
2013										
2014	26%	+/- 7.0%	147	126	21	31%	+/- 7.0%	137	121	16
2015										
2016	30%	+/- 6.4%	162	143	19	35%	+/- 4.9%	261	227	34
2017										
2018	28%	+/- 7.1%	138	105	33	31%	+/- 4.8%	291	256	35
2019										
2020										

Administration Details by Participation Year

2020

	Recruitment		Incentives		Report Sample		
Year	method	Sample type	offered	Additional question sets	identified ^d	BCSSE	FSSE
2013							
2014	Email	Census	Yes	None	No	No	No
2015							
2016	Email	Census	Yes	None	No	No	No
2017							
2018	Email	Census	Yes	None	No	No	No
2019							

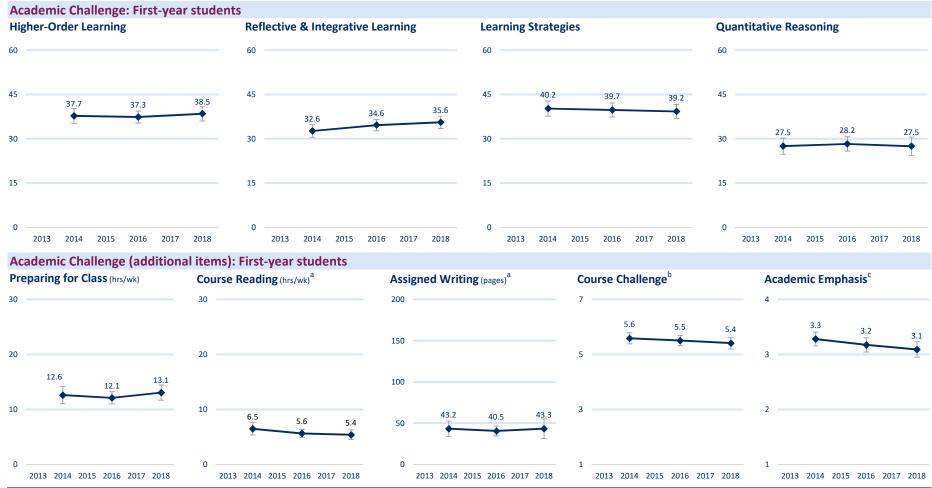
Note: All of your institution's participation years since 2013 (the first year of the updated NSSE) are reported. Years in which your institution did not participate are blank.

- a. Response rates (number of respondents divided by sample size) are adjusted for ineligibility, nondeliverable addresses, and students who were unavailable during the survey administration.
- b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.
- c. Count used to calculate response rates and sampling errors for each Administration Summary report. Includes all census-administered and randomly sampled students, regardless of "Report Sample" designation.
- d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your Administration Summary report(s).



Engagement Results by Theme University of South Carolina Aiken

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions.

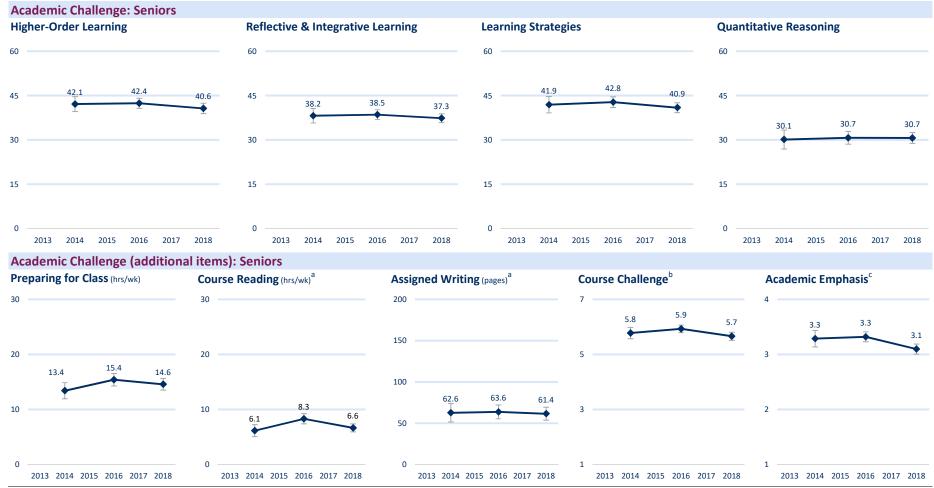
b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").

c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").



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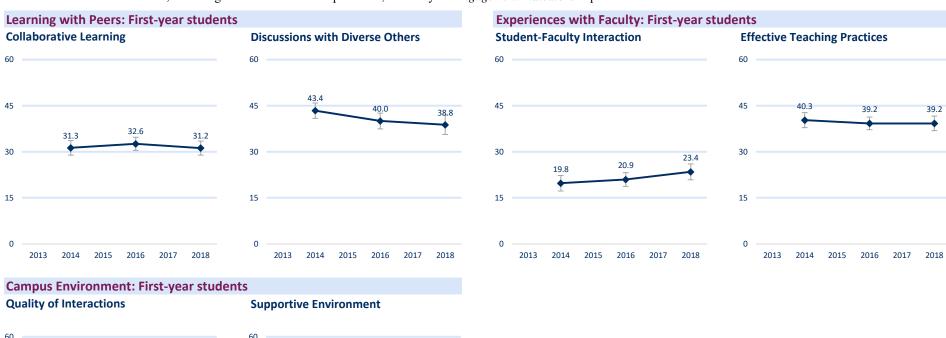
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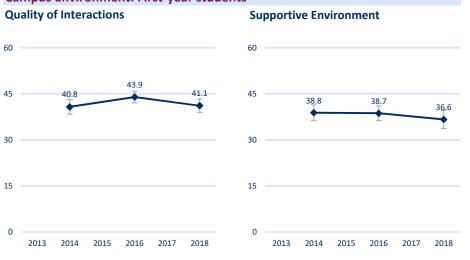


Engagement Results by Theme University of South Carolina Aiken

39.2

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your Engagement Indicators report.







Engagement Results by Theme University of South Carolina Aiken

Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.





High-Impact Practices

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Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students Research with Faculty Service-Learning Learning Community (Some, most, or all courses) (Done or in progress) (Done or in progress) 100% 100% 100% Overall first-year HIP participation The figure below displays the percentages of firstyear students who participated in one, and two or 75% 75% 75% 63% 63% more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty. 50% 50% 50% 100% 25% 25% 25% 14% 0% 0% 75% 2013 2014 2015 2016 2017 2013 2014 2015 2016 2017 2013 2014 2015 2016 2017 Internship/Field Experience **Study Abroad Culminating Senior Experience** (Plan to do) (Plan to do) (Plan to do) 50% 100% 100% 100% 75% 25% 50% 50% 50% 2013 2014 2015 2016 2017 2018 25% 25% 25% Participated in two or more HIPs Participated in one HIP 2014 2015 2016 2017 2018 2013 2014 2015 2016 2017 2013 2014 2015 2016 2017 2018 2013



High-Impact Practices

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Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors Research with Faculty Service-Learning Learning Community (Done or in progress) (Some, most, or all courses) (Done or in progress) 100% 100% 100% **Overall senior HIP participation** The figure below displays the percentages of seniors who participated in one, and two or more, 75% 75% 75% HIPs. The figure includes all six HIPs. 50% 50% 50% 31% 32% 22% 100% 25% 25% 25% 75% 75% 2013 2014 2015 2016 2017 2018 2013 2014 2015 2016 2017 2018 2013 2014 2015 2016 2017 2018 55% Internship/Field Experience **Study Abroad Culminating Senior Experience** (Done or in progress) (Done or in progress) (Done or in progress) 50% 100% 100% 100% 26% 75% 75% 75% 25% 50% 50% 50% 2013 2014 2015 2016 2017 2018 25% 25% 25% Participated in two or more HIPs Participated in one HIP 0% 2013 2014 2015 2016 2017 2018 2013 2014 2015 2016 2017 2013 2014 2015 2016 2017 2018



NSSE 2018 Multi-Year Report Detailed Statistics: Engagement Indicators and Additional Items University of South Carolina Aiken

			First-year st	udents				Seniors		
		2013 2014	2015 2016	2017 2018 2	019 2020	2013	2014	2015 2016 2017	2018	2019
cademic Challenge										
Higher-Order Learning	Mean	37.7	37.3	38.5			42.1	42.4	40.6	
inglier-order ceaning	n	131	154	120			126	247	270	
	SD	14.7	12.9	13.7			14.4	13.6	14.8	
	SE	1.28	1.04	1.25			1.29	.87	.90	
	Clupper bound	40.2	39.4	40.9			44.6	44.1	42.4	
	Ci lower bound	35.2	35.3	36.0			39.6	40.7	38.9	
Reflective & Integrative		32.6	34.6	35.6			38.2	38.5	37.3	
		135	157	123			133	253	280	
Learning	SD	12.7	12.2	11.9			14.4	13.6	12.6	
	SE	1.10	.97	1.07			1.25	.86	.75	
	Clupper bound	34.8	36.5	37.7			40.6	40.2	38.8	
	Ci lower bound	30.5	32.7	33.5			35.7	36.9	35.9	
	Mean	40.2	39.7	39.2			41.9	42.8	40.9	
Learning Strategies	0	126	139	110			120	238	260	
	so.	14.8	14.2	12.8			15.5	14.2	13.8	
	SE SE	1.31	1.21	1.22			1.42	.92	.86	
	Clupper bound	42.8 37.6	42.1 37.4	41.6 96.8			44.7 39.1	44.6 41.0	42.6 39.2	
	Ci lower bound									
Quantitative Reasoning	Mean	27.5	28.2	27.5			30.1	30.7	30.7	
	n	134	152	111			129	247	265	
	SD	16.2	15.5	16.6			18.4	17.3	15.4	
	SE	1.40	1.26	1.58			1.62	1.10	.94	
	Cl upper bound	30.2	30.7	30.6			33.3	32.9	32.5	
	Ci lower bound	24.7	25.8	24.4			26.9	28.5	28.8	
cademic Challenge (add	itional items)									
Preparing for Class	Mean	12.6	12.1	13.1			13.4	15.4	14.6	
	n	114	139	108			113	228	257	
(hours/week)	50	8.5	6.7	7.4			7.9	8.7	8.7	
	S.	79	57	.71			75	58	54	
	Clupper bound	14.1	13.2	14.4			14.9	16.5	15.6	
	Ci lower bound	11.0	11.0	11.7			11.9	14.3	13.5	
		6.5	5.6	5.4			6.1	83	6.6	
Course Reading	Mean	6.5 113	5.6 138	5.4 108			6.1 111	8.3 225	6.6 253	
Estimated hours per week	so so	113	138	108 4.6			5.9	7.1	253 6.0	
calculated from two survey questions.										
questions.	SE	.57	.38	.45			.56	.47	-38	
	Cl upper bound Cl lower bound	7.6 5.4	6.4 4.9	6.3 4.5			7.2 5.0	9.2 7.4	7.4 5.9	
stes: n = Number of respondents; SD										
cademic Challenge (add										
Assigned Writing	Mean	43.2	40.5	43.3			62.6	63.6	61.4	
Estimated number of pages	n	120	140	112			111	232	267	
calculated from three survey	50	52.0	36.5	63.8			60.0	64.9	65.6	
questions.	S.	4.74	3.09	6.04			5.68	4.26	4.02	
questions.	Clupper bound	52.5	46.6	55.1			73.7	72.0	69.3	
	Ci lower bound	33.9	34.5	31.4			51.5	55.3	53.6	
Course Challenge	Mean	5.6	5.5	5.4			5.8	5.9	5.7	
Extent to which courses	n	129	142	110			122	240	264	
challenged students to do their	SD	1.2	1.1	1.1			1.2	1.1	1.2	
best work (1 = "Not at all" to 7 =	SE	.10	.09	.11			.11	.07	.08	
"Very much").	Clupper bound	5.8	5.7	5.6			6.0	6.1	5.8	
	Ci lower bound	5.4	5.3	5.2			5.6	5.8	5.5	
		3.3	3.2	3.1			3.3	3.3	3.1	
Academic Emphasis	Mean							229	258	
Academic Emphasis	Mean	115	138	109			111			
Perceived institutional emphasis		115						0.7		
Perceived institutional emphasis on spending significant time	n SD	115 0.7	138 0.8	0.7			0.8	0.7	0.8	
Perceived institutional emphasis on spending significant time studying and on academic work (1	so se	115 0.7 .06	138 0.8 .07	0.7			0.8	0.7	0.8	
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 =	n SD SE CI upper bound	115 0.7 .06 3.4	138 0.8 .07 3.3	0.7 .07 3.2			0.8 .08 3.4	0.7 .05 3.4	0.8 .05 3.2	
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very	so se	115 0.7 .06	138 0.8 .07	0.7			0.8	0.7	0.8	
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very	n SD SE CI upper bound	115 0.7 .06 3.4	138 0.8 .07 3.3 3.0	0.7 .07 3.2			0.8 .08 3.4	0.7 .05 3.4	0.8 .05 3.2 3.0	
Perceived institutional emphasis on spending significant time studying and on ecademic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very corning with Peers	n SD SE CI upper bound	115 0.7 .06 3.4	138 0.8 .07 3.3	0.7 .07 3.2			0.8 .08 3.4	0.7 .05 3.4	0.8 .05 3.2	
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Octor a bit," and 4 = "Very coming with Peers	n SD SE CI upper bound CI lower bound	115 0.7 .06 3.4 3.2	138 0.8 .07 3.3 3.0	0.7 .07 3.2 3.0			0.8 .08 3.4 3.1	0.7 .05 3.4 3.2	0.8 .05 3.2 3.0	
Perceived institutional emphasis on spending significant time studying and on ecademic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very corning with Peers	n SD SE CI upper bound CI lower bound Mean n	115 0.7 .06 3.4 3.2 31.3	138 0.8 .07 3.3 3.0 32.6 154	0.7 .07 3.2 3.0 31.2 135			0.8 .08 3.4 3.1 32.8 133	0.7 .05 3.4 3.2 31.4 255	0.8 .05 3.2 3.0 33.9 287	
Perceived institutional emphasis on spending significant time studying and on ecademic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very corning with Peers	n SD SE CI upper bound CI lower bound Mean n SD	115 0.7 .06 3.4 3.2 31.3 137 14.1	138 0.8 .07 3.3 3.0 32.6 154 13.6	0.7 .07 3.2 3.0 31.2 135 13.6			0.8 .08 3.4 3.1 32.8 133 14.0	0.7 .05 3.4 3.2 31.4 255 15.2	0.8 .05 3.2 3.0	
Perceived institutional emphasis on spending significant time studying and on ecademic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very corning with Peers	n SD SE CI upper bound CI lower bound Mean n SD SE	115 0.7 .06 3.4 3.2 31.3 137 14.1	138 0.8 .07 3.3 3.0 32.6 154 13.6 1.10	0.7 .07 3.2 3.0 31.2 135 13.6 1.17			0.8 .08 3.4 3.1 32.8 133 14.0 1.22	0.7 .05 3.4 3.2 31.4 255 15.2 .95	0.8 .05 3.2 3.0 33.9 287 14.9	
Perceived institutional emphasis on spending significant time studying and on ecademic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very corning with Peers	n SD SE CI upper bound CI lower bound Mean n SD SE CI upper bound	115 0.7 .05 3.4 3.2 31.3 137 14.1 1.21 33.6	138 0.8 .07 3.3 3.0 32.6 154 13.6 1.10 34.7	0.7 .07 3.2 3.0 81.2 135 13.6 1.17			0.8 .08 3.4 3.1 32.8 133 14.0 1.22 35.1	0.7 .05 3.4 3.2 31.4 255 15.2 .95 33.2	0.8 .05 3.2 3.0 33.9 287 14.9 .88 35.7	
Perceived institutional enghasis on spending significant time studying and on scademic work (1 = "Very tisk", 2 = "Very tisk"	n SD SE CI upper bound CI lower bound Mean n SD SE CI upper bound	115 0.7 .06 3.4 3.2 31.3 137 14.1 1.21 33.6 28.9	138 0.8 .07 3.3 3.0 32.6 154 13.6 1.10 34.7 30.4	0.7 .07 3.2 3.0 81.2 135 13.6 1.17 33.5 28.9			0.8 .08 3.4 3.1 32.8 133 14.0 1.22 35.1 30.4	0.7 .05 3.4 3.2 31.4 255 15.2 .95 33.2 29.5	0.8 .05 3.2 3.0 33.9 287 14.9 .88 35.7 32.2	
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very earning with Peers	n SD SE CI upper bound CI lower bound n SD SE CI upper bound CI lower bound Mean n SD SE CI upper bound CI lower bound Mean Mean	115 0.7 .06 3.4 3.2 31.3 137 14.1 1.21 33.6 28.9	138 0.8 .07 3.3 3.0 32.6 154 13.6 1.10 34.7 30.4	0.7 .07 3.2 3.0 31.2 135 13.6 1.17 33.5 28.9			0.8 .08 3.4 3.1 32.8 133 14.0 1.22 35.1 30.4	0.7 .05 3.4 3.2 31.4 255 15.2 .95 33.2 29.5	0.8 .05 3.2 3.0 33.9 287 14.9 .88 35.7 32.2 41.1	
Perceived institutional emphasis on spending significant time studying and on scadenic work (1 = "Very title", 2 = "Young title	n SD SE CI upper bound CI lower bound Mean n SD SC CI upper bound CI lower bound Mean An Mean	115 0.7 .06 3.4 3.2 31.3 137 14.1 1.21 33.6 28.9 43.4 128	138 0.8 .07 3.3 3.0 32.6 154 13.6 1.10 34.7 30.4 40.0 144	0.7 .07 3.2 3.0 31.2 135 13.6 1.17 33.5 28.9 38.8 109			0.8 .08 3.4 3.1 32.8 133 14.0 1.22 35.1 30.4 45.7 122	0.7 .05 .3.4 .3.2 .31.4 .255 .552 .95 .33.2 .205 .43.2 .209	0.8 .05 3.2 3.0 33.9 287 14.9 .88 35.7 32.2 41.1 259	
Perceived institutional emphasis on spending significant time studying and on scadenic work (1 = "Very title", 2 = "Young title	n SS SE CI upper bound Crilower bound SS SO	115 0.7 0.5 3.4 3.2 31.3 137 14.1 1.21 33.6 28.9 43.4 128	138 0.8 .07 3.3 3.0 32.6 154 13.6 1.10 34.7 30.4 46.0 144 15.7	0.7 .07 3.2 3.0 31.2 135 13.6 1.17 33.5 28.9 38.8 109 16.8			0.8 .08 3.4 3.1 32.8 133 14.0 1.22 35.1 30.4 45.7 122 15.8	0.7 .05 .3.4 .3.2 .3.4 .2.5 .5 .15.2 .3.5 .33.2 .2.5 .2.5 .2.5 .2.5 .2.5	0.8 .06 3.2 3.0 33.9 287 14.9 .88 35.7 32.2 41.1 259 15.3	
Perceived institutional emphasis on spending significant time studying and on scadenic work (1 = "Very title", 2 = "Young title	n SD SE CI upper bound CI lower bound Mean n SD SC CI upper bound CI lower bound Mean An Mean	115 0.7 .06 3.4 3.2 31.3 137 14.1 1.21 33.6 28.9 43.4 128	138 0.8 .07 3.3 3.0 32.6 154 13.6 1.10 34.7 30.4 40.0 144	0.7 .07 3.2 3.0 31.2 135 13.6 1.17 33.5 28.9 38.8 109			0.8 .08 3.4 3.1 32.8 133 14.0 1.22 35.1 30.4 45.7 122	0.7 .05 .3.4 .3.2 .31.4 .255 .552 .95 .33.2 .205 .43.2 .209	0.8 .05 3.2 3.0 33.9 287 14.9 .88 35.7 32.2 41.1 259	
Perceived institutional emphasis on spending significant time studying and on scadenic work (1 = "Very title", 2 = "Young title	n SS CI upper bound Ci lower bound Mean n SD SS CI upper bound Ci lower bound Mean n SD SS S	115 0.7 .05 3.4 3.2 31.3 137 14.1 1.21 33.6 28.9 43.4 128 14.5	138 0.8 .07 3.3 3.0 92.6 154 13.6 1.10 34.7 30.4 46.0 144 15.7 1.31	0.7 .07 3.2 3.0 31.2 13.5 13.6 1.17 33.5 23.9 38.8 109 16.8 1.61			0.8 .08 3.4 3.1 32.8 133 14.0 1.22 35.1 30.4 45.7 122 15.8	05 314 32 314 255 152 95 332 225 432 239 161 1.04	0.8 .05 3.2 3.0 33.9 287 14.9 .88 35.7 32.2 41.1 259 15.3 .95	
on sproding significant time studying and on academic work (1 = "Yery lettle," 2 = "Sone," 1" "Quita a bit," and 4 = "Very earning with Peers Collaborative Learning	n SS SE CI upper bound Crilower bound SS SO	115 0.7 0.5 3.4 3.2 31.3 137 14.1 1.21 33.6 28.9 43.4 128	138 0.8 .07 3.3 3.0 32.6 154 13.6 1.10 34.7 30.4 46.0 144 15.7	0.7 .07 3.2 3.0 31.2 135 13.6 1.17 33.5 28.9 38.8 109 16.8			0.8 .08 3.4 3.1 32.8 133 14.0 1.22 35.1 30.4 45.7 122 15.8 1.43	0.7 .05 .3.4 .3.2 .3.4 .2.5 .5 .15.2 .3.5 .33.2 .2.5 .2.5 .2.5 .2.5 .2.5	0.8 .06 3.2 3.0 33.9 287 14.9 .88 35.7 32.2 41.1 259 15.3	

Experiences with Faculty								
Student-Faculty	Mean	19.8	20.9	23.4	27.3	26.5	27.7	
Interaction	n	135	154	122	130	248	270	
interaction	SD	15.0	14.3	14.6	16.9	16.1	16.3	
	SE	1.29	1.15	1.32	1.48	1.02	.99	
	Cl upper bound	22.3	23.2	26.0	30.2	28.5	29.6	
	Ci lower bound	17.2	18.7	20.8	24.4	24.5	25.7	
Effective Teaching	Mean	40.3	39.2	39.2	45.2	42.5	39.7	
Practices	n	136	155	117	131	250	270	
riactices	SD	14.6	13.1	13.1	14.1	13.6	13.8	
	SE	1.25	1.05	1.21	1.24	.86	.84	
	Cl upper bound	42.7	41.3	41.6	47.7	44.1	41.3	
	Ci lower bound	37.8	37.2	36.9	42.8	40.8	38.0	
ampus Environment								
Quality of Interactions	Mean	40.8	43.9	41.1	45.7	45.0	44.2	
	n	122	136	107	119	229	246	
	SD	13.4	11.2	11.6	12.0	11.5	12.3	
	SE	1.21	.96	1.12	1.10	.76	.78	
	Cl upper bound	43.1	45.8	43.3	47.9	46.5	45.7	
	Ci lower bound	38.4	42.1	38.9	43.5	43.5	42.6	
Supportive	Mean	38.8	38.7	36.6	39.7	36.5	36.2	
Environment	n	115	137	106	112	227	255	
Environment	SD	13.9	14.4	15.6	14.3	14.6	14.5	
	SE	1.29	1.23	1.52	1.35	.97	.91	
	Cl upper bound	41.4	41.1	39.6	42.3	38.4	38.0	
iotes: n = Number of respondents: SD	Ci lower bound	36.3	36.2	33.7	37.0	34.6	34.4	



Detailed Statistics: High-Impact Practices
University of South Carolina Aiken

				Firet	t-vear s	tudents			-,				Senio	rc			
		2013	2014	2015	ı-year s 2016	2017	2018	2010	2020	2013	2014	2015	2016	2017	2018	2019	2020
	%	2013	53	2015	63	2017	63	2019	2020	2013	70	2015	65	2017	64	2019	2020
Service-Learning ^a	n		125		142		109				122		239		259		
	SE		4.5		4.1		4.6				4.2		3.1		3.0		
	CI upper bound (%)		62		71		72				78		71		70		
	CI lower bound (%)		44		55		54				61		59		59		
Lagraina Communitua	%		5		14		2			-	31		26		22		
Learning Community ^a	n		127		143		109				122		237		261		
	SE		1.9		2.9		1.5				4.2		2.9		2.6		
	CI upper bound (%)		9		19		5				39		32		27		
	CI lower bound (%)		1		8		0				23		21		17		
Research with Faculty ^a	%		5		7		4				32		20		23		
Research with raculty	n		125		142		109				122		236		263		
	SE		1.9		2.2		1.8				4.2		2.6		2.6		
	CI upper bound (%)		8		11		7				40		25		28		
	CI lower bound (%)		1		3		0				24		15		18		
Internship or Field	%		77		68		76				55		44		38		
Experience ^b	n		127		143		109				122		241		263		
•	SE		3.8		3.9		4.1				4.5		3.2		3.0		
(First-year results: Plan to do)	CI upper bound (%)		84		76		84				64		50		44		
	CI lower bound (%)		69 25		60 29		68 24			-	46 4		38 7		32		
Study Abroad ^b			2 5 126		29 142		2 4 109				4 122		237		6 261		
(First-year results: Plan to do)	n SE		3.9		3.8		4.1				1.8		1.6		1.5		
	CI upper bound (%)		3.9		3.6		32				8		1.0		9		
	CI lower bound (%)		17		22		16				1		3		3		
Culminating Senior	%		52		60		60				58		38		35		
	n		125		142		109				120		239		257		
Experience ^b	SE		4.5		4.1		4.7				4.5		3.1		3.0		
(First-year results: Plan to do)	CI upper bound (%)		61		68		69				67		44		41		
	CI lower bound (%)		44		52		51				49		32		30		
Overall HIP Participat	ion ^c																
Participated in one HIP	%		50		50		59				18		33		26		
r dreicipated in one rin	n		128		143		109				122		241		265		
	SE		4.4		4.2		4.7				3.5		3.0		2.7		
	CI upper bound (%)		59		58		68				25		39		32		
	CI lower bound (%)		41		41		50				11		27		21		
Participated in two or	%		6		15		4		Ť		75		55		55		
more HIPs	n		128		143		109				122		241		265		
HIGHE FILES	SE		2.1		3.0		1.8				3.9		3.2		3.1		
	CI upper bound (%)		10		21		7				82		61		61		
	CI lower bound (%)		2		9		0				67		48		49		

Notes: n = Number of respondents; SE = Standard error of the proportion (sqrt[(p*(1-p))/(n-1)]) where p is the proportion; upper and lower bounds represent the 95% confidence interval (p+/-1.96 * SE).

a. Results are the percentage who had done the activity.

b. First-year results are the percentage who planned to do the activity; Senior results are the percentage who had done the activity.

c. First-year results are limited to participation in a Learning Community, Service-Learning, and Research with Faculty; senior results include all six HIPs.