



NSSE 2018
Multi-Year Report
University of South Carolina Aiken

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.

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

Year	First-year students					Seniors				
	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions	Response rate ^a	Sampling error ^b	Total respondents ^c	Full completions	Partial completions
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

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample 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							
2020							

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).

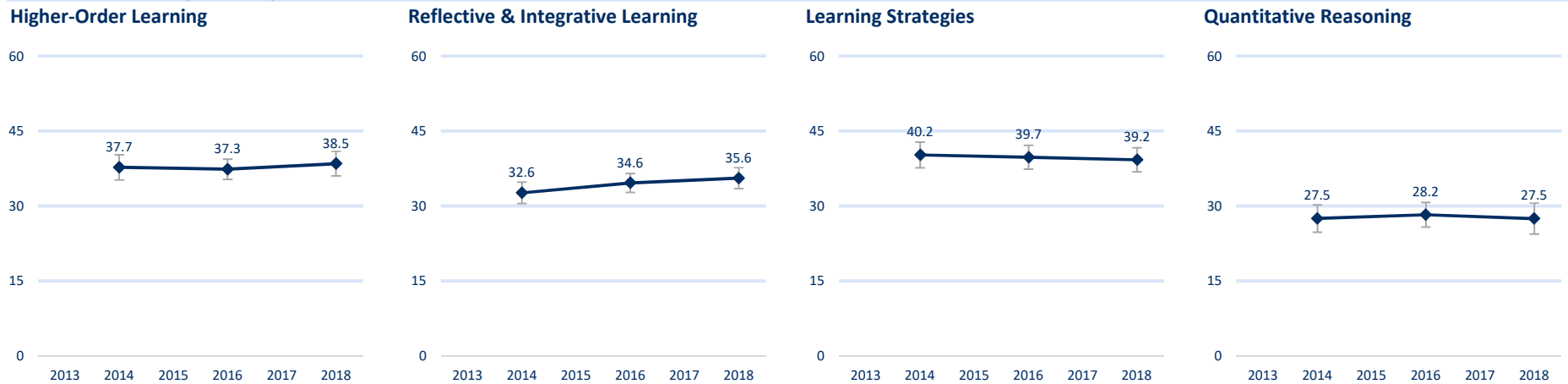
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Engagement Results by Theme

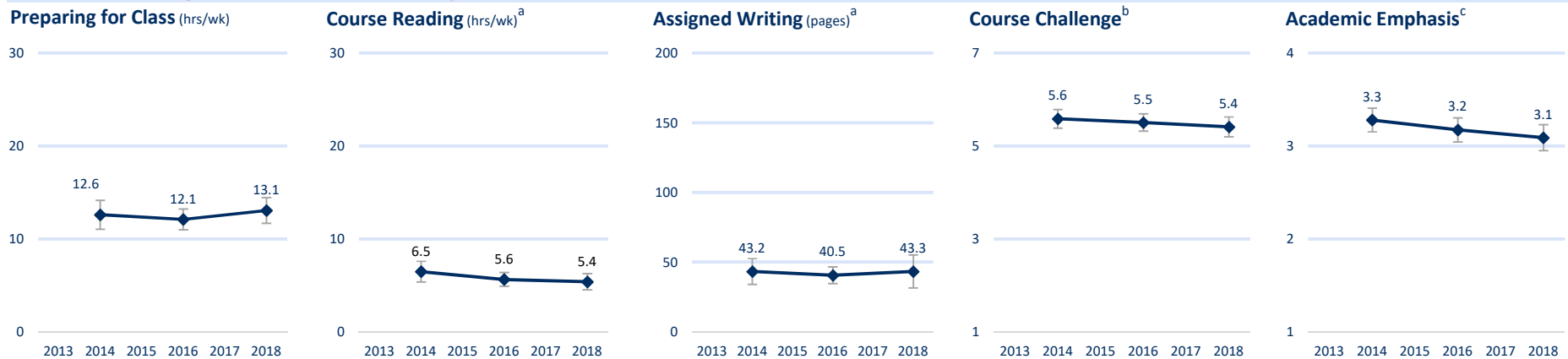
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Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See pages 10-12 for detailed statistics. For more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

Academic Challenge: First-year students



Academic Challenge (additional items): First-year students



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").

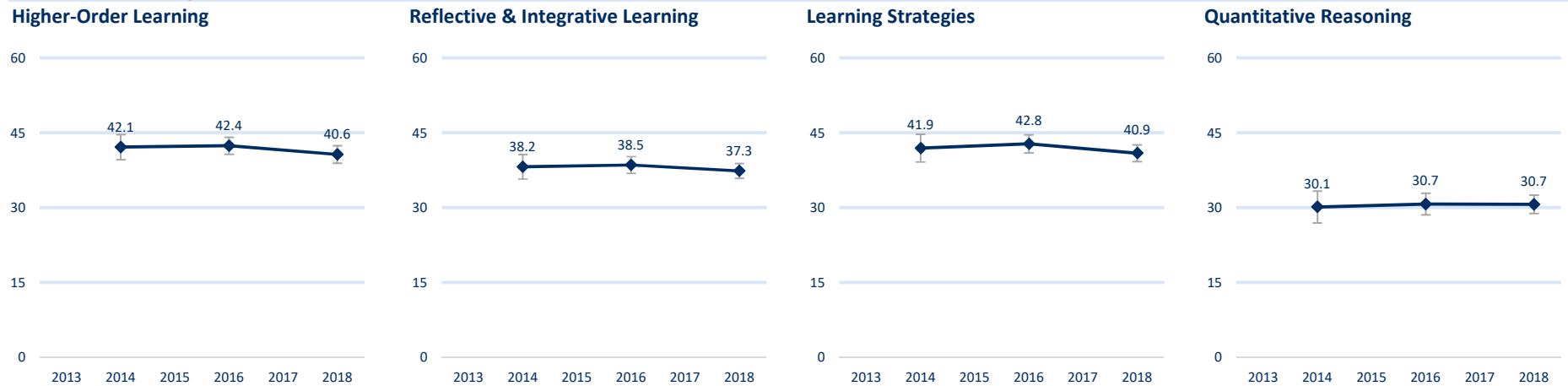
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Engagement Results by Theme

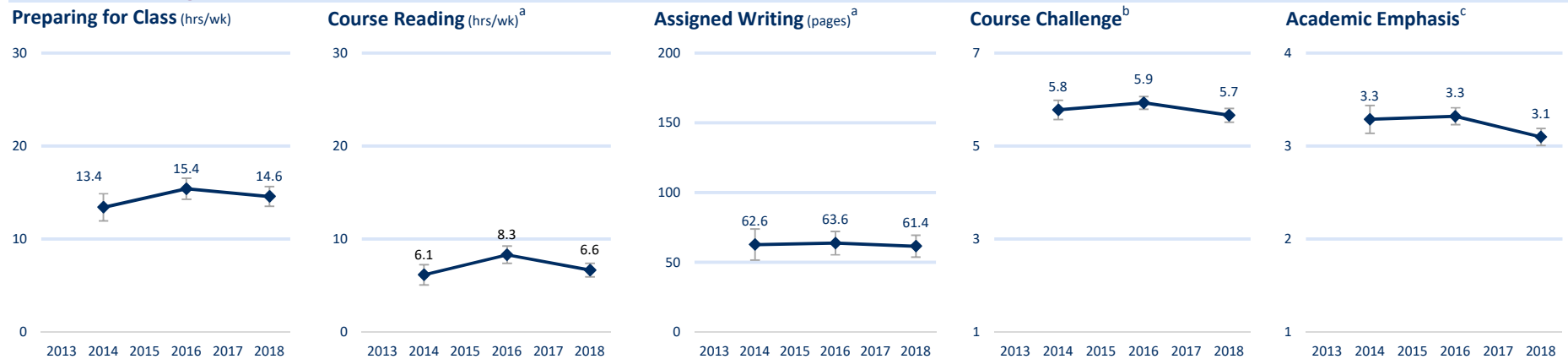
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Academic Challenge: Seniors



Academic Challenge (additional items): Seniors



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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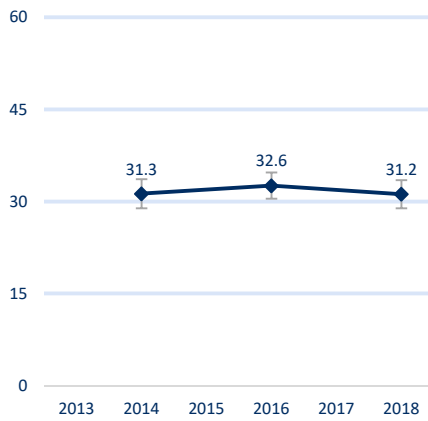
Engagement Results by Theme

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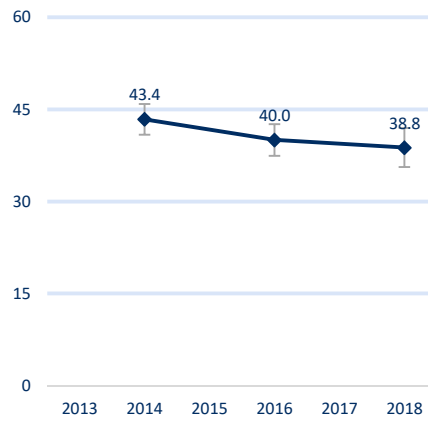
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: First-year students

Collaborative Learning

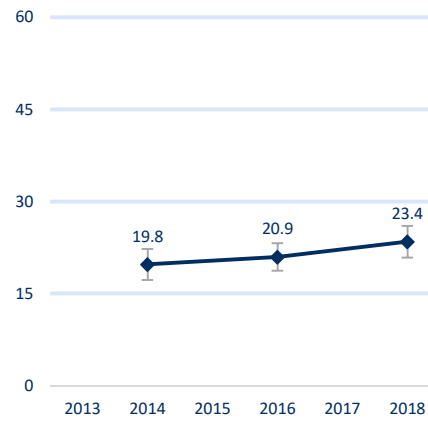


Discussions with Diverse Others

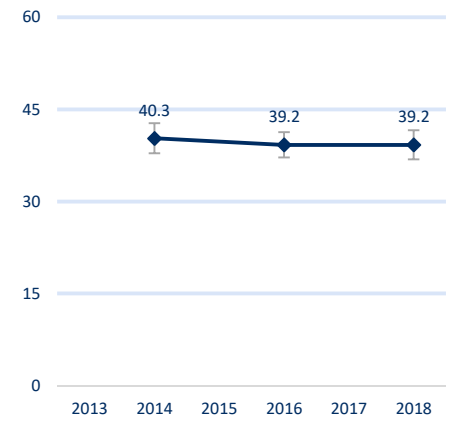


Experiences with Faculty: First-year students

Student-Faculty Interaction

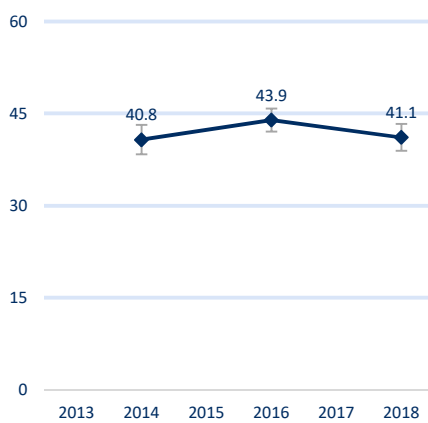


Effective Teaching Practices

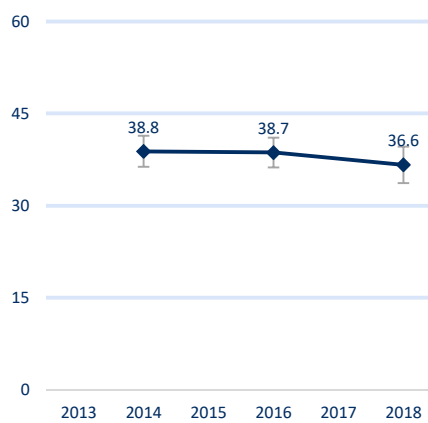


Campus Environment: First-year students

Quality of Interactions



Supportive Environment



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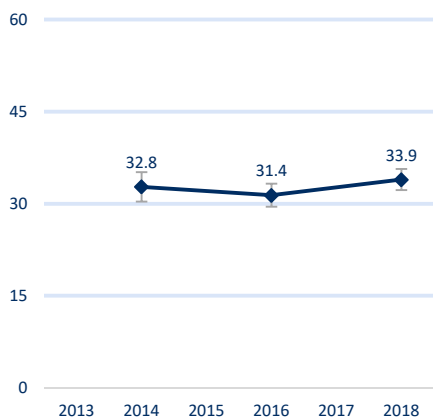
Engagement Results by Theme

University of South Carolina Aiken

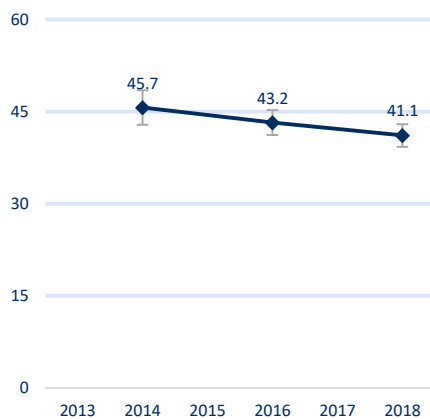
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

Learning with Peers: Seniors

Collaborative Learning

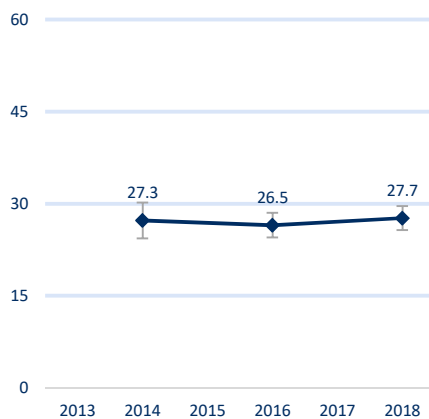


Discussions with Diverse Others

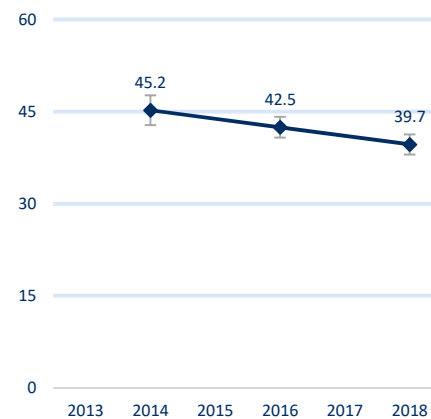


Experiences with Faculty: Seniors

Student-Faculty Interaction

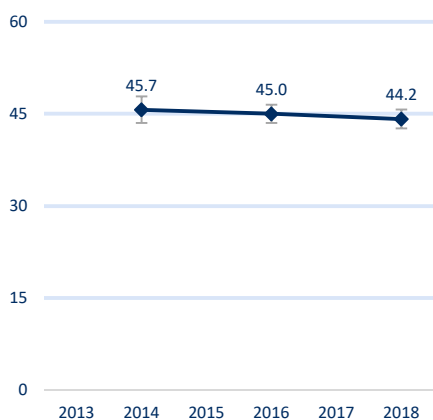


Effective Teaching Practices

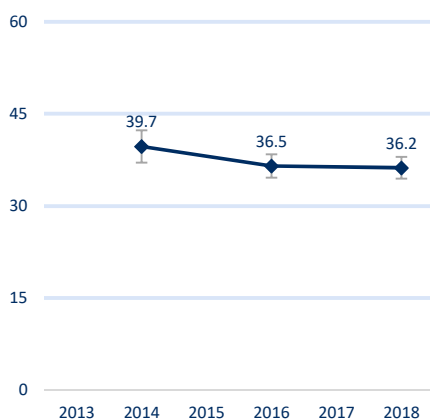


Campus Environment: Seniors

Quality of Interactions



Supportive Environment

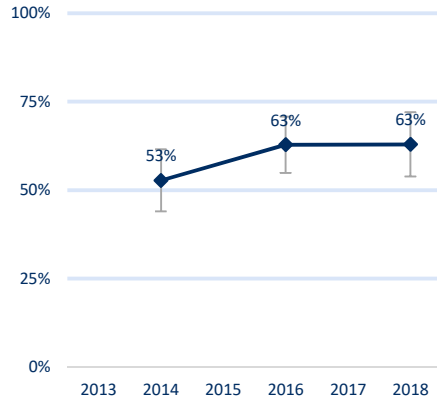


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 13 for detailed statistics.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

High-Impact Practices: First-year students

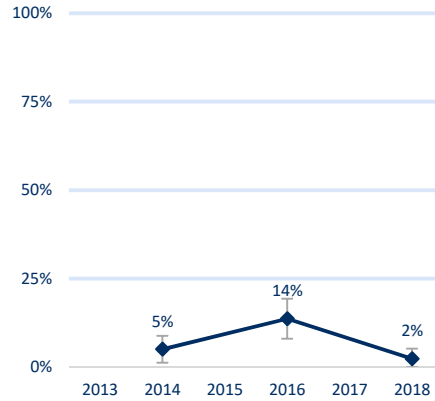
Service-Learning

(Some, most, or all courses)



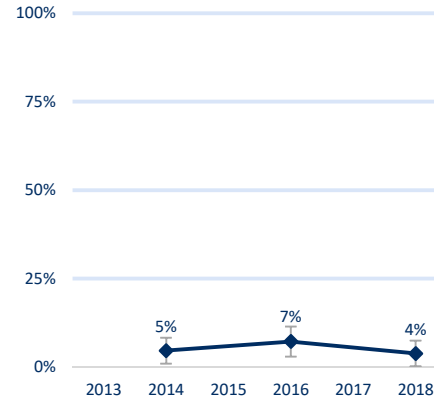
Learning Community

(Done or in progress)



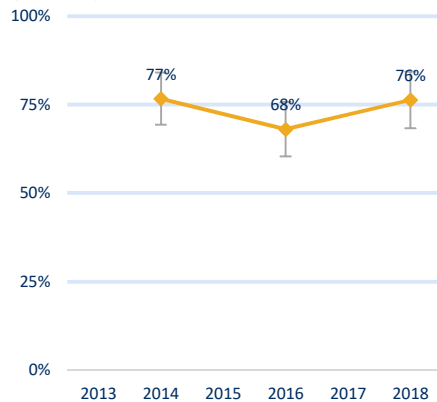
Research with Faculty

(Done or in progress)



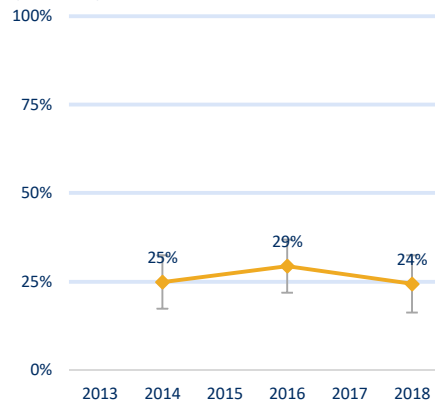
Internship/Field Experience

(Plan to do)



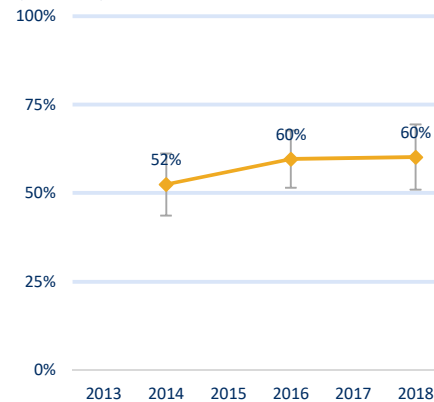
Study Abroad

(Plan to do)



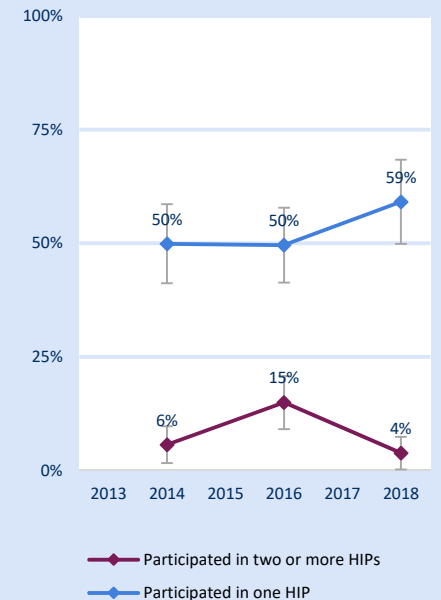
Culminating Senior Experience

(Plan to do)



Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.

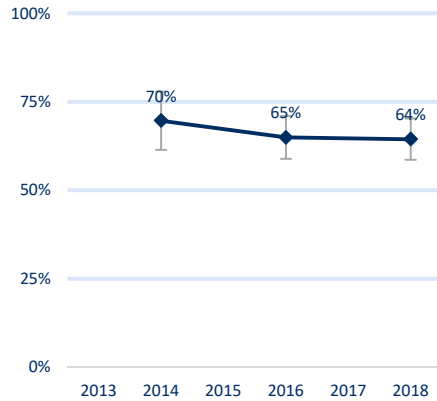


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 13 for detailed statistics. For more information, refer to your *High-Impact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

High-Impact Practices: Seniors

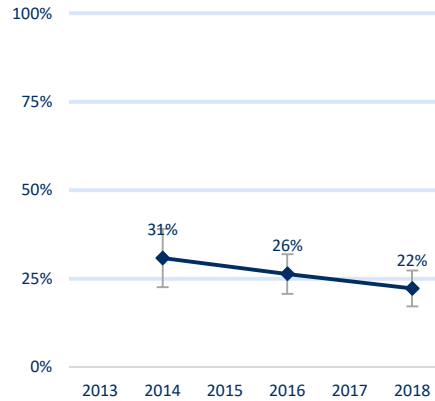
Service-Learning

(Some, most, or all courses)



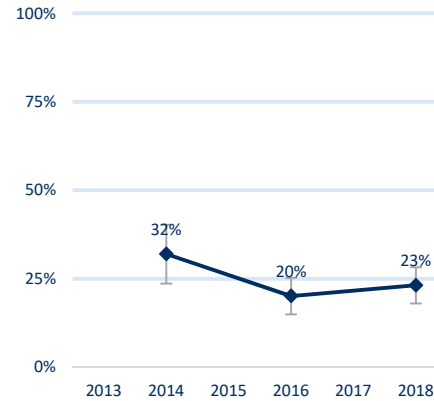
Learning Community

(Done or in progress)



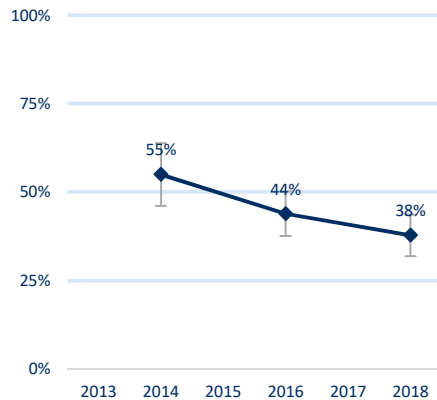
Research with Faculty

(Done or in progress)



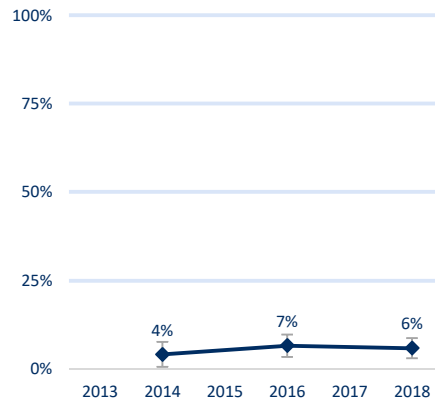
Internship/Field Experience

(Done or in progress)



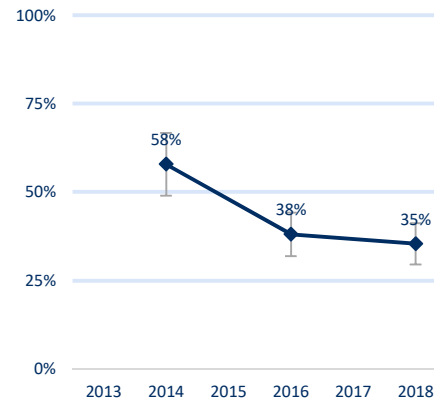
Study Abroad

(Done or in progress)



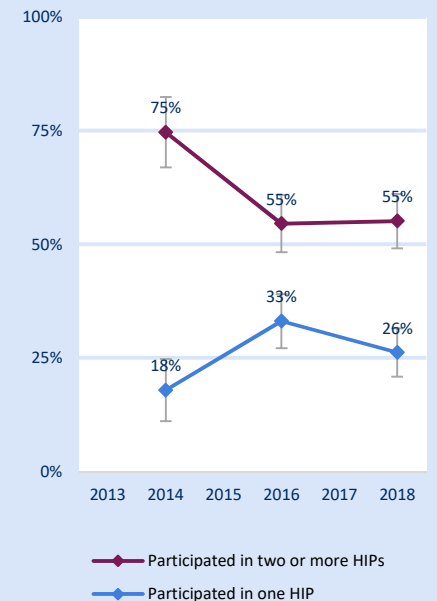
Culminating Senior Experience

(Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
Service-Learning^a	%		53		63		63				70		65		64		
	<i>n</i>		125		142		109				122		239		259		
	<i>SE</i>		4.5		4.1		4.6				4.2		3.1		3.0		
	<i>CI upper bound (%)</i>		62		71		72				78		71		70		
	<i>CI lower bound (%)</i>		44		55		54				61		59		59		
Learning Community^a	%		5		14		2				31		26		22		
	<i>n</i>		127		143		109				122		237		261		
	<i>SE</i>		1.9		2.9		1.5				4.2		2.9		2.6		
	<i>CI upper bound (%)</i>		9		19		5				39		32		27		
	<i>CI lower bound (%)</i>		1		8		0				23		21		17		
Research with Faculty^a	%		5		7		4				32		20		23		
	<i>n</i>		125		142		109				122		236		263		
	<i>SE</i>		1.9		2.2		1.8				4.2		2.6		2.6		
	<i>CI upper bound (%)</i>		8		11		7				40		25		28		
	<i>CI lower bound (%)</i>		1		3		0				24		15		18		
Internship or Field Experience^b	%		77		68		76				55		44		38		
	<i>n</i>		127		143		109				122		241		263		
	<i>SE</i>		3.8		3.9		4.1				4.5		3.2		3.0		
	(First-year results: Plan to do) <i>CI upper bound (%)</i>		84		76		84				64		50		44		
	<i>CI lower bound (%)</i>		69		60		68				46		38		32		
Study Abroad^b	%		25		29		24				4		7		6		
	<i>n</i>		126		142		109				122		237		261		
	<i>SE</i>		3.9		3.8		4.1				1.8		1.6		1.5		
	<i>CI upper bound (%)</i>		32		37		32				8		10		9		
	<i>CI lower bound (%)</i>		17		22		16				1		3		3		
Culminating Senior Experience^b	%		52		60		60				58		38		35		
	<i>n</i>		125		142		109				120		239		257		
	<i>SE</i>		4.5		4.1		4.7				4.5		3.1		3.0		
	(First-year results: Plan to do) <i>CI upper bound (%)</i>		61		68		69				67		44		41		
	<i>CI lower bound (%)</i>		44		52		51				49		32		30		
Overall HIP Participation^c																	
Participated in one HIP	%		50		50		59				18		33		26		
	<i>n</i>		128		143		109				122		241		265		
	<i>SE</i>		4.4		4.2		4.7				3.5		3.0		2.7		
	<i>CI upper bound (%)</i>		59		58		68				25		39		32		
	<i>CI lower bound (%)</i>		41		41		50				11		27		21		
Participated in two or more HIPs	%		6		15		4				75		55		55		
	<i>n</i>		128		143		109				122		241		265		
	<i>SE</i>		2.1		3.0		1.8				3.9		3.2		3.1		
	<i>CI upper bound (%)</i>		10		21		7				82		61		61		
	<i>CI lower bound (%)</i>		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 ($p \pm 1.96 * SE$).

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.