NSSE 2023

Multi-Year Report

University of South Carolina Columbia

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 numbers of respondents, standard deviations, and standard errors so that statistical tests can be calculated.

For more information and recommendations for analyzing NSSE data over time, view our webinar entitled *Recommendations for Using Multiple Years of NSSE Data:* **http://go.iu.edu/2R1r**

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 Report Builder can be accessed via the NSSE Institution Interface.

NSSE 2023 Multi-Year Report

Administration Summaries
University of South Carolina Columbia

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

	First-year students					Seniors				
Year	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	14%	+/- 5.6%	289	228	61	18%	+/- 4.8%	385	312	73
2014	17%	+/- 5.0%	348	257	91	27%	+/- 4.0%	546	442	104
2015	25%	+/- 2.4%	1,285	1,071	214	29%	+/- 1.9%	1,822	1,586	236
2016										
2017	8%	+/- 4.5%	431	291	140	9%	+/- 3.7%	638	476	162
2018										
2019	8%	+/- 4.4%	468	314	154	8%	+/- 3.8%	627	470	157
2020										
2021	11%	+/- 3.8%	599	367	232	9%	+/- 3.8%	609	429	180
2022										
2023	12%	+/- 3.4%	717	507	210	11%	+/- 3.4%	756	584	172

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Additional question sets	Report Sample identified[d]	BCSSE	FSSE
2013	Email	Random sample	Yes	Transferable Skills	No	No	No
2014	Email	Random Sample	Yes	Academic Advising, Civic Engagement	No	No	No
2015	Email	Census	Yes	None	No	No	No
2016							
2017	Email	Census	No	None	No	No	No
2018							
2019	Email	Census	No	FY Experiences / Sr Transitions, Academic Advising (beta)	No	No	No
2020							
2021	Email	Census	No	Career Preparation	No	No	No
2022							
2023	Email	Census	Yes	HIP Quality, Mental Heath	No	No	No

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.
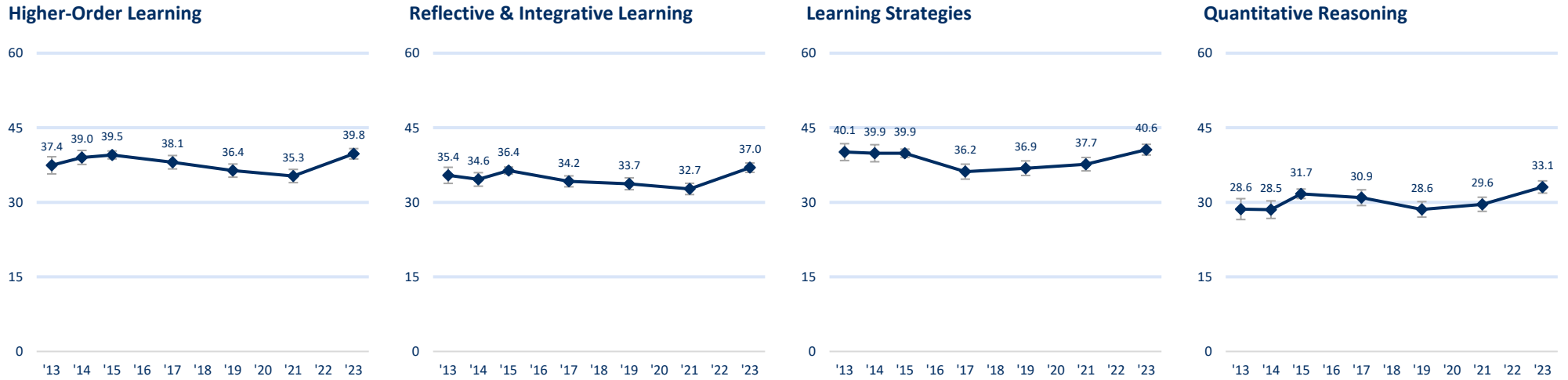
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much results for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) 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.
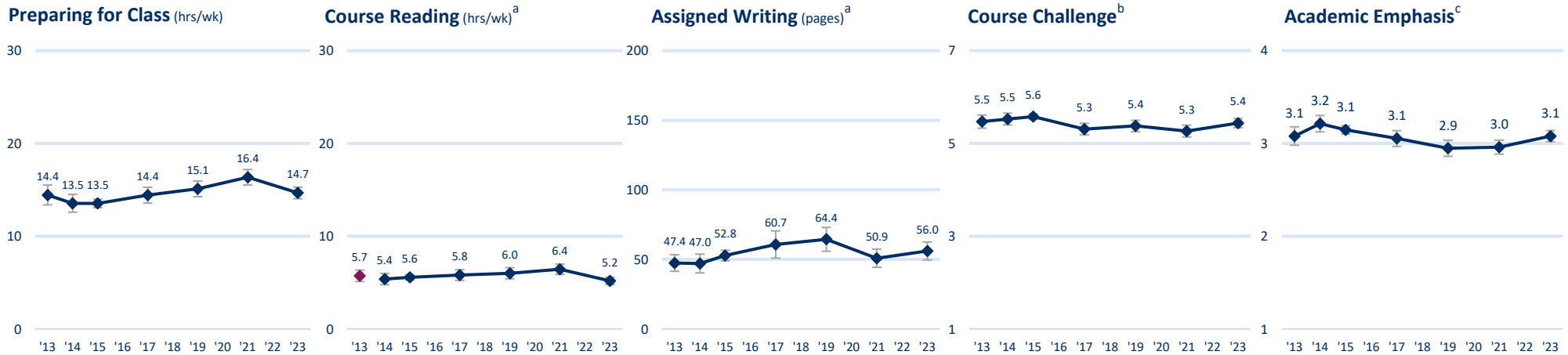
d. Starting in 2017, institutions had the option to flag a subset of students for exclusion from reports. Refer to your *Administration Summary* reports.

NSSE 2023 Multi-Year Report
Engagement Results by Theme
University of South Carolina Columbia

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 the end of this report 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

Higher-Order Learning

37.4 39.0 39.5 38.1 36.4 35.3 39.8

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Reflective & Integrative Learning

35.4 34.6 36.4 34.2 33.7 32.7 37.0

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Learning Strategies

40.1 39.9 39.9 36.2 36.9 37.7 40.6

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Quantitative Reasoning

28.6 28.5 31.7 30.9 28.6 29.6 33.1

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)

14.4 13.5 13.5 14.4 15.1 16.4 14.7

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Course Reading (hrs/wk)[a]

5.7 5.4 5.6 5.8 6.0 6.4 5.2

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Assigned Writing (pages)[a]

47.4 47.0 52.8 60.7 64.4 50.9 56.0

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Course Challenge[b]

5.5 5.5 5.6 5.3 5.4 5.3 5.4

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

Academic Emphasis[c]

3.1 3.2 3.1 3.1 2.9 3.0 3.1

'13 '14 '15 '16 '17 '18 '19 '20 '21 '22 '23

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
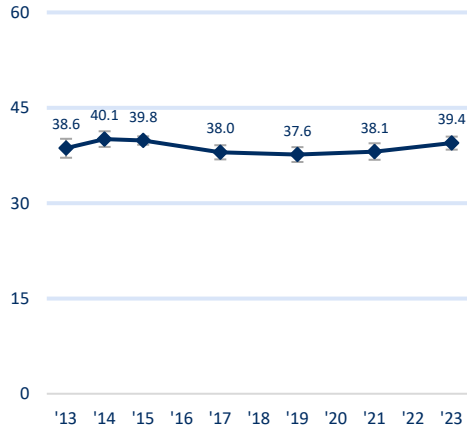b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").

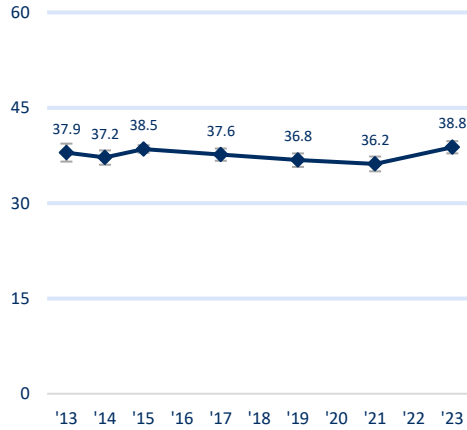NSSE
national survey of
student engagement

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.
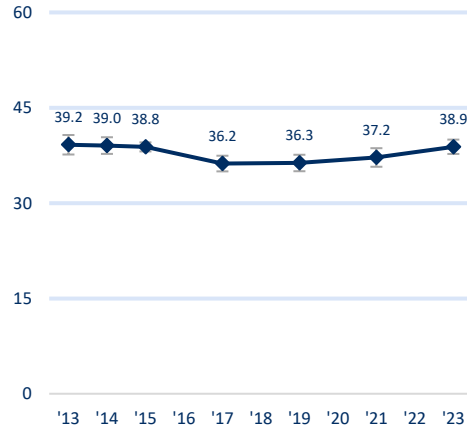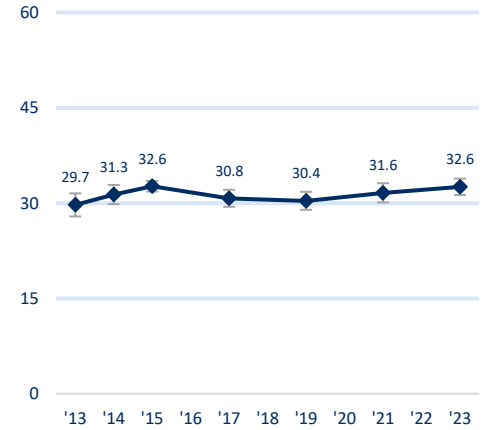
Academic Challenge: Seniors

Higher-Order Learning

'13	'14	'15	'17	'19	'21	'23
38.6	40.1	39.8	38.0	37.6	38.1	39.4

Reflective & Integrative Learning

'13	'14	'15	'17	'19	'21	'23
37.9	37.2	38.5	37.6	36.8	36.2	38.8

Learning Strategies

'13	'14	'15	'17	'19	'21	'23
39.2	39.0	38.8	36.2	36.3	37.2	38.9

Quantitative Reasoning

'13	'14	'15	'17	'19	'21	'23
29.7	31.3	32.6	30.8	30.4	31.6	32.6

Academic Challenge (additional items): Seniors

Preparing for Class (hrs/wk)
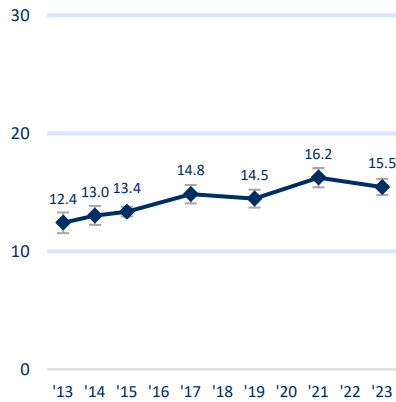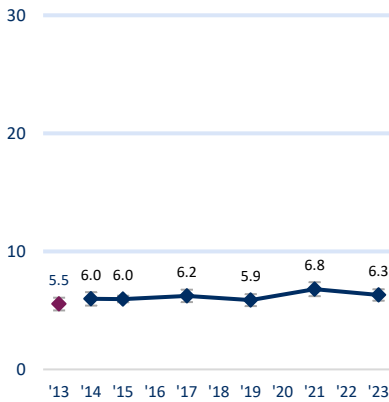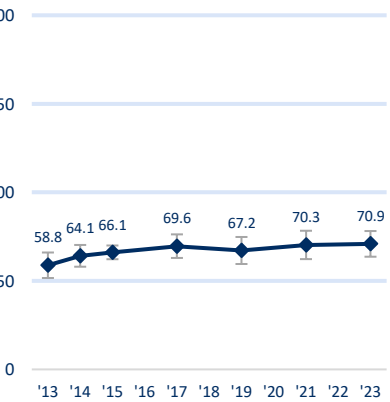
'13	'14	'15	'17	'19	'21	'23
12.4	13.0	13.4	14.8	14.5	16.2	15.5

Course Reading (hrs/wk)[a]

'13	'14	'15	'17	'19	'21	'23
5.5	6.0	6.0	6.2	5.9	6.8	6.3

Assigned Writing (pages)[a]

'13	'14	'15	'17	'19	'21	'23
58.8	64.1	66.1	69.6	67.2	70.3	70.9

Course Challenge[b]

'13	'14	'15	'17	'19	'21	'23
5.6	5.5	5.5	5.4	5.3	5.1	5.3

Academic Emphasis[c]

'13	'14	'15	'17	'19	'21	'23
3.0	3.1	3.1	3.0	3.0	3.0	3.0

a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading item changed in 2014; comparability between 2013 and later years is limited.
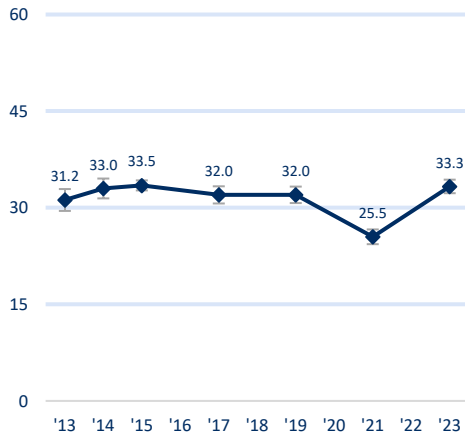b. Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").
c. How much students said the institution emphasizes spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").
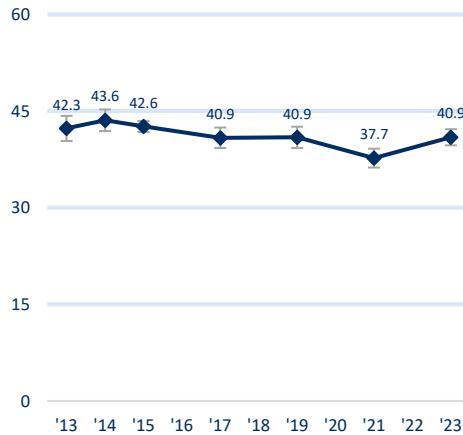
Engagement Indicators (EIs) represent the average student responses to a set of related survey questions. Each theme below is represented by two EIs. See pages 10-12 for detailed statistics. For more information, including the items that make up each EI, refer to your *Engagement Indicators* report.

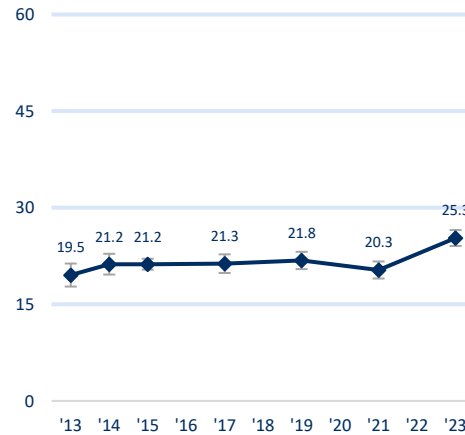## Learning with Peers: First-year students
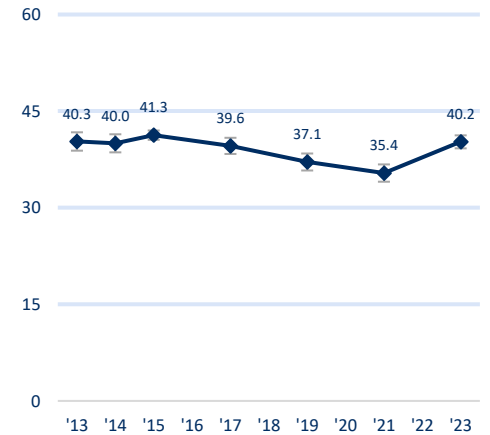
Collaborative Learning

Data points by year ('13–'23): 31.2, 33.0, 33.5, 32.0, 32.0, 25.5, 33.3

Discussions with Diverse Others

Data points by year ('13–'23): 42.3, 43.6, 42.6, 40.9, 40.9, 37.7, 40.9

Experiences with Faculty: First-year students

Student-Faculty Interaction

Data points by year ('13–'23): 19.5, 21.2, 21.2, 21.3, 21.8, 20.3, 25.3

Effective Teaching Practices

Data points by year ('13–'23): 40.3, 40.0, 41.3, 39.6, 37.1, 35.4, 40.2

Campus Environment: First-year students

Quality of Interactions
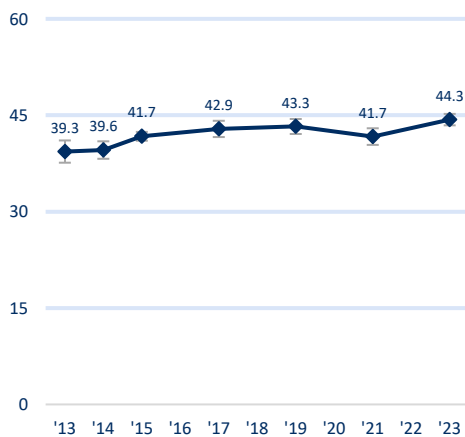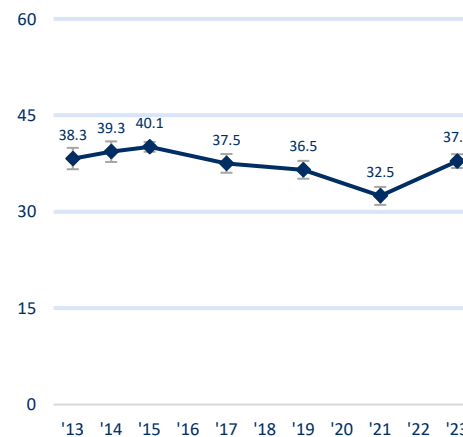
Data points by year ('13–'23): 39.3, 39.6, 41.7, 42.9, 43.3, 41.7, 44.3

Supportive Environment

Data points by year ('13–'23): 38.3, 39.3, 40.1, 37.5, 36.5, 32.5, 37.9

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student engagement

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.
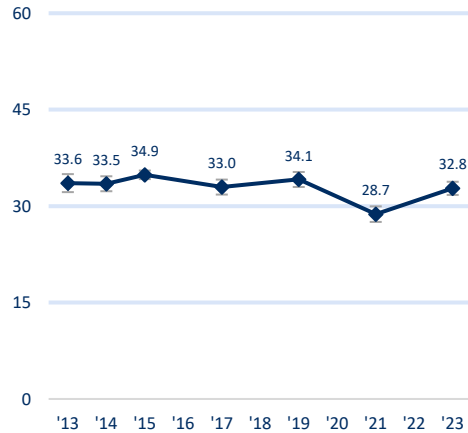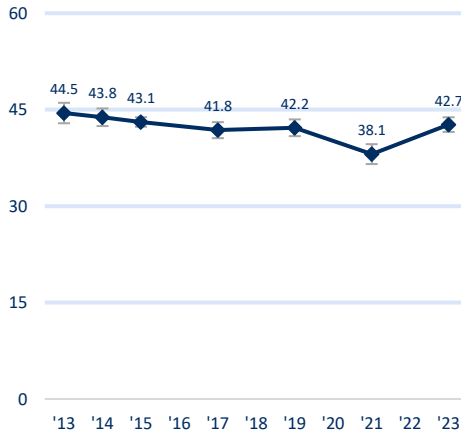
Learning with Peers: Seniors

Collaborative Learning

Values: 33.6, 33.5, 34.9, 33.0, 34.1, 28.7, 32.8 (years '13–'23)

Discussions with Diverse Others

Values: 44.5, 43.8, 43.1, 41.8, 42.2, 38.1, 42.7 (years '13–'23)

Experiences with Faculty: Seniors

Student-Faculty Interaction

Values: 25.8, 25.5, 25.4, 23.8, 23.1, 22.4, 25.3 (years '13–'23)

Effective Teaching Practices

Values: 41.0, 41.7, 41.0, 39.3, 38.9, 38.6, 40.3 (years '13–'23)
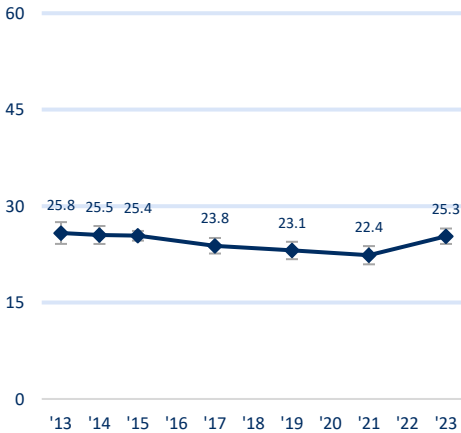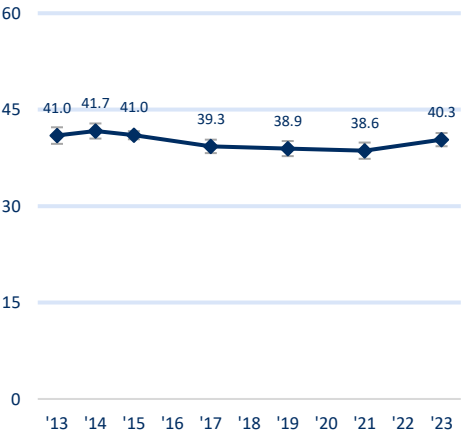
Campus Environment: Seniors

Quality of Interactions
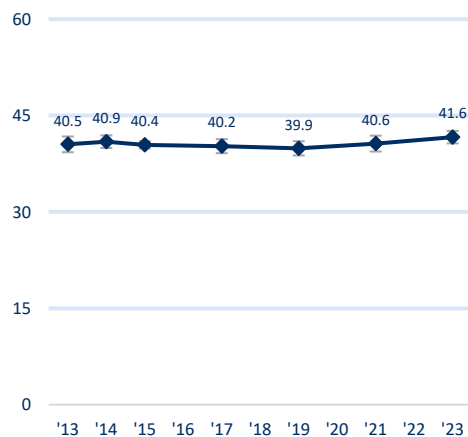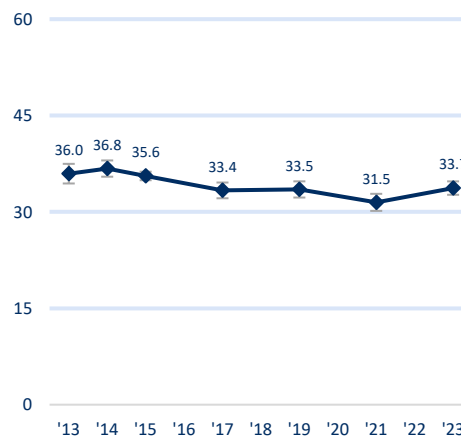
Values: 40.5, 40.9, 40.4, 40.2, 39.9, 40.6, 41.6 (years '13–'23)

Supportive Environment

Values: 36.0, 36.8, 35.6, 33.4, 33.5, 31.5, 33.7 (years '13–'23)

Due to their positive associations with student learning and retention, certain 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)
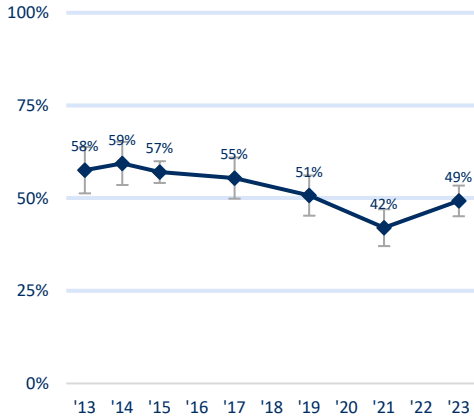
Learning Community
(Done or in progress)

Research with Faculty
(Done or in progress)
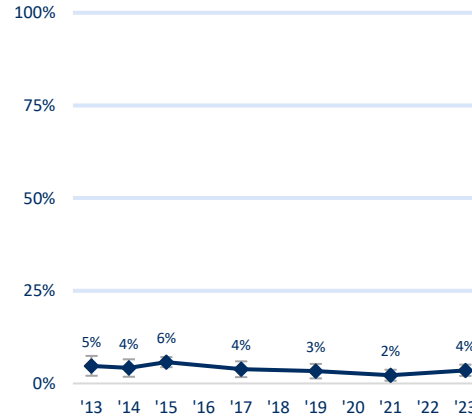
Internship/Field Experience
(Plan to do)
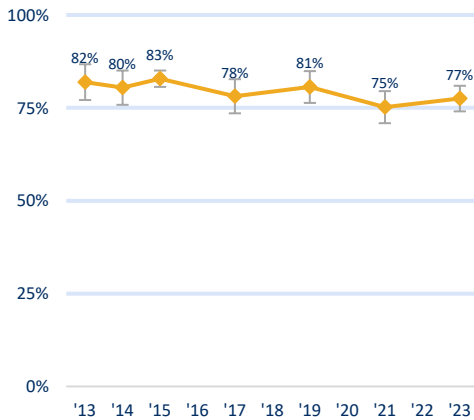
Study Abroad
(Plan to do)
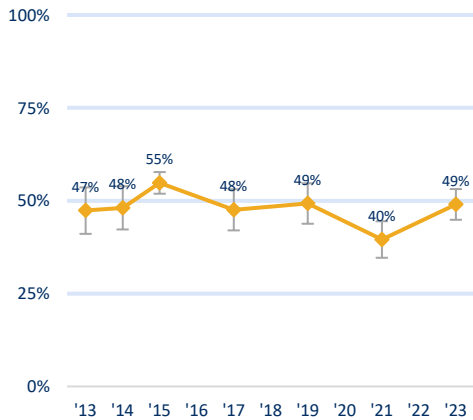
Culminating Senior Experience
(Plan to do)
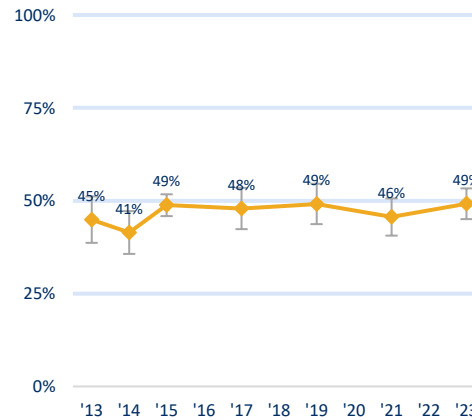
Overall first-year HIP participation

The figure below displays the percentages of first-year students who participated in at least one high-impact practice. The figure is limited to participation in service-learning, a learning community, and research with faculty.
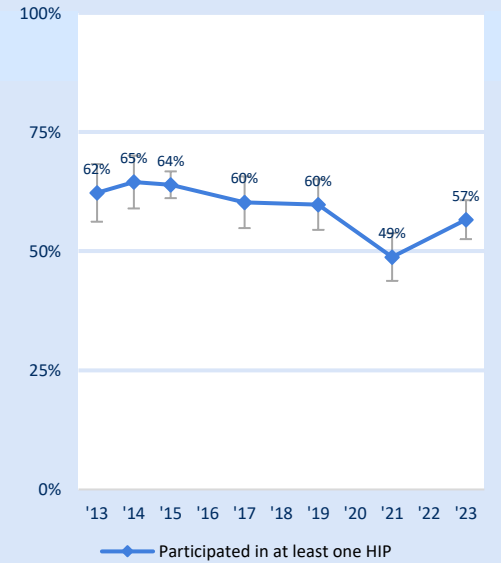
— Participated in at least one HIP

NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

NSSE 2023 Multi-Year Report
## High-Impact Practices
University of South Carolina Columbia

Due to their positive associations with student learning and retention, certain 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.
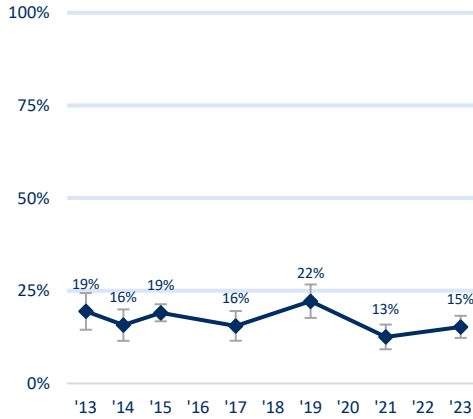
High-Impact Practices: Seniors

Service-Learning
(Some, most, or all courses)
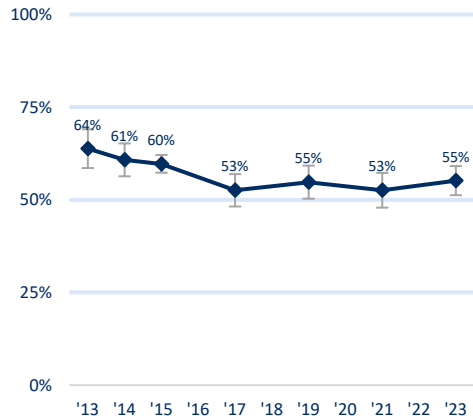
### Learning Community
(Done or in progress)
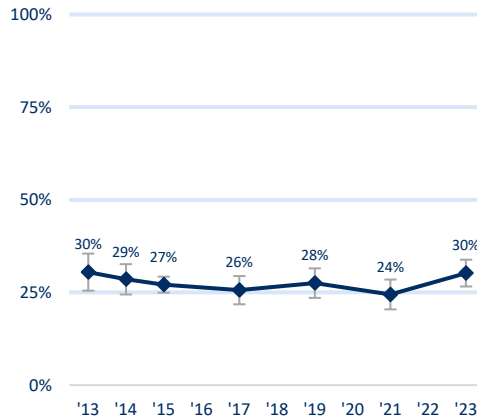
Research with Faculty
(Done or in progress)
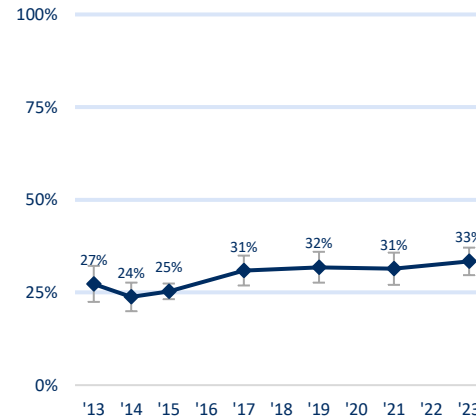
Internship/Field Experience
(Done or in progress)
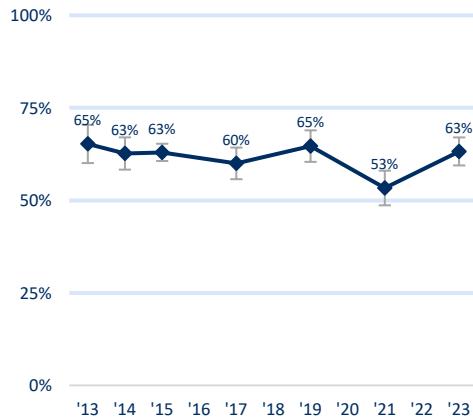
Study Abroad
(Done or in progress)
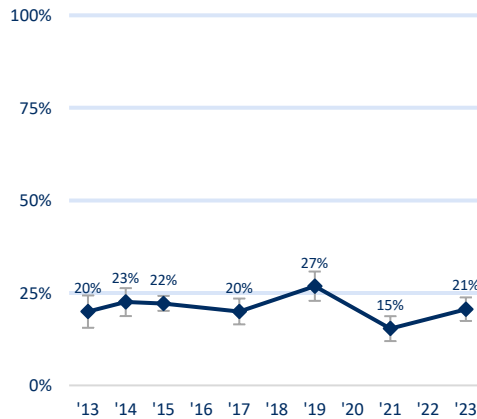
Culminating Senior Experience
(Done or in progress)
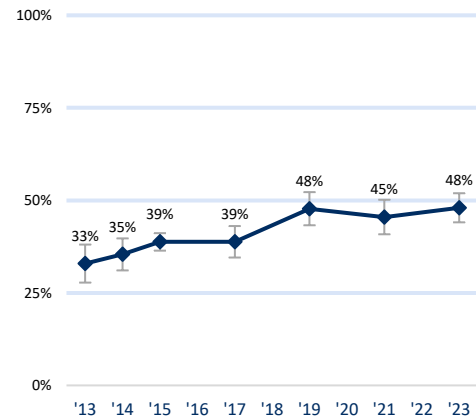
Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, high-impact practices. The figure includes all six HIPs.
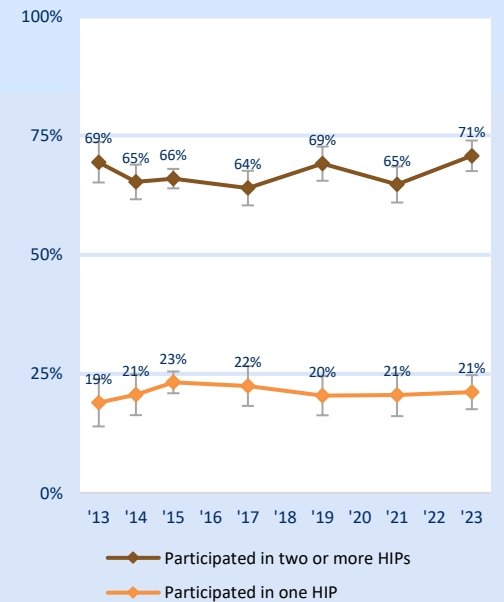
Participated in two or more HIPs
Participated in one HIP

NSSE founding director George Kuh recommends that institutions aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major.

NSSE 2023 Multi-Year Report
Detailed Statistics: Engagement Indicators and Additional Challenge Items
University of South Carolina Columbia

|		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge																							
Higher-Order Learning	Mean	37.4	39.0	39.5		38.1		36.4		35.3		39.8	38.6	40.1	39.8		38.0		37.6		38.1		39.4
	n	254	305	1,161		362		350		438		608	342	497	1,667		567		519		490		657
	SD	14.0	12.6	13.8		13.1		12.6		14.2		13.1	14.1	14.0	13.8		13.6		13.6		14.6		13.4
	SE	.88	.72	.40		.69		.68		.68		.53	.76	.63	.34		.57		.60		.66		.52
	CI up bnd	39.2	40.4	40.3		39.4		37.7		36.6		40.8	40.1	41.3	40.5		39.1		38.8		39.4		40.5
	CI low bnd	35.7	37.6	38.7		36.7		35.1		34.0		38.7	37.1	38.8	39.2		36.9		36.5		36.8		38.4
Reflective & Integrative Learning	Mean	35.4	34.6	36.4		34.2		33.7		32.7		37.0	37.9	37.2	38.5		37.6		36.8		36.2		38.8
	n	263	318	1,202		386		400		501		657	356	509	1,723		590		558		535		696
	SD	13.4	12.4	12.6		11.0		12.2		12.9		12.3	13.6	13.0	12.7		11.9		12.8		13.7		12.9
	SE	.83	.69	.36		.56		.61		.58		.48	.72	.58	.31		.49		.54		.59		.49
	CI up bnd	37.0	36.0	37.1		35.3		34.9		33.8		37.9	39.4	38.3	39.1		38.6		37.8		37.3		39.7
	CI low bnd	33.8	33.2	35.7		33.1		32.5		31.6		36.0	36.5	36.0	37.9		36.7		35.7		35.0		37.8
Learning Strategies	Mean	40.1	39.9	39.9		36.2		36.9		37.7		40.6	39.2	39.0	38.8		36.2		36.3		37.2		38.9
	n	242	276	1,110		314		331		389		564	321	462	1,613		506		483		440		624
	SD	13.5	14.5	14.0		13.6		13.6		13.6		13.1	14.0	14.4	14.6		14.1		14.5		15.6		14.4
	SE	.87	.88	.42		.77		.75		.69		.55	.78	.67	.36		.63		.66		.75		.58
	CI up bnd	41.8	41.6	40.7		37.7		38.3		39.0		41.7	40.7	40.4	39.6		37.5		37.6		38.6		40.0
	CI low bnd	38.4	38.2	39.0		34.7		35.4		36.3		39.5	37.6	37.7	38.1		35.0		35.0		35.7		37.7
Quantitative Reasoning	Mean	28.6	28.5	31.7		30.9		28.6		29.6		33.1	29.7	31.3	32.6		30.8		30.4		31.6		32.6
	n	260	306	1,170		354		339		396		574	346	502	1,692		561		497		446		632
	SD	17.3	15.8	16.5		15.2		14.6		14.4		15.1	17.2	17.3	17.2		16.2		16.2		16.3		16.5
	SE	1.07	.90	.48		.81		.79		.73		.63	.93	.77	.42		.68		.73		.77		.66
	CI up bnd	30.7	30.3	32.7		32.5		30.1		31.0		34.3	31.5	32.9	33.5		32.1		31.8		33.1		33.9
	CI low bnd	26.5	26.7	30.8		29.3		27.0		28.2		31.8	27.9	29.8	31.8		29.4		28.9		30.1		31.3
Academic Challenge (additional items)																							
Preparing for Class (hours/week)	Mean	14.4	13.5	13.5		14.4		15.1		16.4		14.7	12.4	13.0	13.4		14.8		14.5		16.2		15.5
	n	229	263	1,069		291		314		373		543	309	442	1,590		482		470		432		616
	SD	8.2	8.0	7.5		7.4		7.6		8.2		7.4	7.9	8.6	8.3		8.7		8.4		8.7		8.7
	SE	.54	.49	.23		.44		.43		.43		.32	.45	.41	.21		.40		.39		.42		.35
	CI up bnd	15.5	14.5	14.0		15.3		15.9		17.2		15.3	13.3	13.8	13.8		15.6		15.2		17.1		16.1
	CI low bnd	13.4	12.6	13.1		13.6		14.3		15.5		14.0	11.5	12.2	13.0		14.1		13.7		15.4		14.8
Course Reading Est. hrs per wk calculated from two items. Item wording changed in 2014; comparability with '13 is limited.	Mean	5.7	5.4	5.6		5.8		6.0		6.4		5.2	5.5	6.0	6.0		6.2		5.9		6.8		6.3
	n	226	253	1,040		289		311		370		539	312	435	1,569		479		467		426		610
	SD	4.7	4.9	4.7		5.0		5.4		5.5		4.5	4.9	6.1	5.6		5.8		5.6		6.2		6.1
	SE	.32	.31	.15		.29		.31		.29		.19	.28	.29	.14		.27		.26		.30		.25
	CI up bnd	6.3	6.0	5.8		6.4		6.6		7.0		5.6	6.1	6.5	6.2		6.8		6.4		7.4		6.8
	CI low bnd	5.1	4.8	5.3		5.2		5.4		5.9		4.8	5.0	5.4	5.7		5.7		5.4		6.2		5.8

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students											**Seniors**										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Academic Challenge (additional items, continued)																							
Assigned Writing — Estimated number of pages calculated from three survey questions.	Mean	47.4	47.0	52.8		60.7		64.4		50.9		56.0	58.8	64.1	66.1		69.6		67.2		70.3		70.9
	n	238	257	1,060		319		334		393		578	305	442	1,531		508		487		449		631
	SD	46.7	55.2	62.7		89.3		79.9		66.3		79.4	64.1	65.9	77.5		76.5		85.9		86.7		93.0
	SE	3.03	3.44	1.93		5.00		4.37		3.34		3.30	3.67	3.14	1.98		3.39		3.89		4.09		3.70
	CI up bnd	53.3	53.8	56.5		70.5		73.0		57.4		62.5	66.0	70.3	70.0		76.3		74.8		78.3		78.2
	CI low bnd	41.4	40.3	49.0		50.9		55.8		44.3		49.6	51.6	58.0	62.2		63.0		59.5		62.3		63.6
Course Challenge — Extent to which courses challenged students to do best work (1="Not at all" to 7="Very much").	Mean	5.5	5.5	5.6		5.3		5.4		5.3		5.4	5.6	5.5	5.5		5.4		5.3		5.1		5.3
	n	244	283	1,123		314		329		388		565	329	470	1,640		509		480		441		622
	SD	1.1	1.1	1.0		1.1		1.1		1.3		1.2	1.1	1.1	1.1		1.3		1.3		1.4		1.3
	SE	.07	.06	.03		.06		.06		.07		.05	.06	.05	.03		.06		.06		.07		.05
	CI up bnd	5.6	5.7	5.6		5.4		5.5		5.4		5.5	5.7	5.6	5.6		5.5		5.4		5.3		5.4
	CI low bnd	5.3	5.4	5.5		5.2		5.3		5.1		5.3	5.5	5.4	5.5		5.3		5.2		5.0		5.2
Academic Emphasis — Perceived inst'l emphasis on spending significant time studying and on academic work (1 = "Very little" to 4 = "Very much").	Mean	3.1	3.2	3.1		3.1		2.9		3.0		3.1	3.0	3.1	3.1		3.0		3.0		3.0		3.0
	n	231	261	1,074		293		322		380		552	309	445	1,598		489		477		434		619
	SD	0.8	0.7	0.7		0.7		0.8		0.7		0.7	0.8	0.8	0.7		0.8		0.8		0.8		0.8
	SE	.05	.04	.02		.04		.04		.04		.03	.05	.04	.02		.04		.04		.04		.03
	CI up bnd	3.2	3.3	3.2		3.1		3.0		3.0		3.1	3.1	3.2	3.1		3.1		3.1		3.1		3.0
	CI low bnd	3.0	3.1	3.1		3.0		2.9		2.9		3.0	3.0	3.1	3.0		3.0		2.9		2.9		2.9
Learning with Peers																							
Collaborative Learning	Mean	31.2	33.0	33.5		32.0		32.0		25.5		33.3	33.6	33.5	34.9		33.0		34.1		28.7		32.8
	n	269	327	1,231		411		449		567		690	364	525	1,737		617		603		580		738
	SD	14.2	14.2	13.9		13.8		13.8		13.9		14.1	13.6	13.6	14.1		14.8		14.6		14.9		14.2
	SE	.87	.79	.40		.68		.65		.58		.54	.71	.59	.34		.59		.60		.62		.52
	CI up bnd	32.9	34.5	34.2		33.3		33.3		26.6		34.4	35.0	34.6	35.5		34.1		35.3		30.0		33.8
	CI low bnd	29.5	31.4	32.7		30.7		30.7		24.3		32.2	32.2	32.3	34.2		31.8		33.0		27.5		31.7
Discussions with Diverse Others	Mean	42.3	43.6	42.6		40.9		40.9		37.7		40.9	44.5	43.8	43.1		41.8		42.2		38.1		42.7
	n	244	279	1,117		317		336		395		567	325	469	1,632		512		491		442		627
	SD	15.6	14.4	14.7		14.4		15.5		14.8		15.2	14.6	15.1	15.2		14.4		14.7		16.6		14.5
	SE	1.00	.86	.44		.81		.84		.75		.64	.81	.70	.38		.64		.66		.79		.58
	CI up bnd	44.3	45.3	43.5		42.5		42.6		39.2		42.2	46.1	45.2	43.8		43.1		43.5		39.6		43.8
	CI low bnd	40.4	41.9	41.8		39.3		39.3		36.2		39.7	42.9	42.5	42.3		40.6		40.9		36.5		41.5

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Experiences with Faculty																							
Student-Faculty Interaction	Mean	19.5	21.2	21.2		21.3		21.8		20.3		25.3	25.8	25.5	25.4		23.8		23.1		22.4		25.3
	n	254	309	1,176		369		370		461		634	351	499	1,683		576		543		507		678
	SD	14.5	14.4	14.8		14.2		13.2		14.5		15.9	16.2	15.9	15.8		14.8		16.1		16.3		15.9
	SE	.91	.82	.43		.74		.68		.68		.63	.86	.71	.39		.62		.69		.72		.61
	CI up bnd	21.3	22.8	22.1		22.8		23.1		21.7		26.5	27.5	26.9	26.1		25.0		24.4		23.8		26.5
	CI low bnd	17.8	19.6	20.4		19.9		20.5		19.0		24.1	24.1	24.1	24.6		22.6		21.7		20.9		24.1
Effective Teaching Practices	Mean	40.3	40.0	41.3		39.6		37.1		35.4		40.2	41.0	41.7	41.0		39.3		38.9		38.6		40.3
	n	262	311	1,187		359		345		433		601	351	509	1,703		568		513		480		656
	SD	11.8	12.6	12.7		12.1		12.5		14.3		12.6	12.3	13.5	13.3		12.7		13.5		14.1		13.4
	SE	.73	.72	.37		.64		.67		.69		.52	.66	.60	.32		.53		.60		.64		.52
	CI up bnd	41.7	41.4	42.0		40.9		38.4		36.7		41.2	42.3	42.9	41.7		40.3		40.1		39.9		41.4
	CI low bnd	38.9	38.6	40.5		38.3		35.8		34.0		39.2	39.7	40.5	40.4		38.2		37.8		37.4		39.3
Campus Environment																							
Quality of Interactions	Mean	39.3	39.6	41.7		42.9		43.3		41.7		44.3	40.5	40.9	40.4		40.2		39.9		40.6		41.6
	n	238	279	1,089		299		311		366		543	321	463	1,589		485		469		410		594
	SD	13.6	11.6	11.6		11.2		10.5		12.6		10.6	11.2	10.8	11.3		12.3		12.2		12.7		12.1
	SE	.88	.69	.35		.65		.59		.66		.45	.62	.50	.28		.56		.56		.63		.49
	CI up bnd	41.1	40.9	42.4		44.1		44.4		43.0		45.2	41.7	41.9	41.0		41.3		41.0		41.9		42.6
	CI low bnd	37.6	38.2	41.0		41.6		42.1		40.4		43.4	39.3	40.0	39.9		39.1		38.8		39.4		40.7
Supportive Environment	Mean	38.3	39.3	40.1		37.5		36.5		32.5		37.9	36.0	36.8	35.6		33.4		33.5		31.5		33.7
	n	228	261	1,067		290		318		378		549	309	437	1,588		483		471		434		617
	SD	12.8	13.2	12.8		12.7		12.6		13.9		12.8	13.7	13.5	13.5		13.8		13.9		14.1		13.3
	SE	.85	.82	.39		.74		.71		.71		.55	.78	.65	.34		.63		.64		.68		.53
	CI up bnd	39.9	40.9	40.9		39.0		37.9		33.9		38.9	37.5	38.0	36.3		34.6		34.8		32.8		34.8
	CI low bnd	36.6	37.7	39.3		36.1		35.1		31.1		36.8	34.4	35.5	34.9		32.1		32.2		30.2		32.7

Notes: n = Number of respondents; SD = Standard deviation; SE = Standard error of the mean; upper and lower bounds represent the 95% confidence interval (mean +/- 1.96 * SE).

NSSE 2023 Multi-Year Report
Detailed Statistics: High-Impact Practices
University of South Carolina Columbia

		First-year students											Seniors										
		'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23	'13	'14	'15	'16	'17	'18	'19	'20	'21	'22	'23
Service-Learning[a]	%	58	59	57		55		51		42		49	64	61	60		53		55		53		55
	n	241	274	1,096		308		326		380		562	324	466	1,621		502		480		436		618
	SE	3.2	3.0	1.5		2.8		2.8		2.5		2.1	2.7	2.3	1.2		2.2		2.3		2.4		2.0
	CI up bnd	64	65	60		61		56		47		53	69	65	62		57		59		57		59
	CI low bnd	51	54	54		50		45		37		45	59	56	57		48		50		48		51
Learning Community[a]	%	19	16	19		16		22		13		15	30	29	27		26		28		24		30
	n	246	284	1,117		313		327		381		562	326	469	1,639		504		484		440		621
	SE	2.5	2.2	1.2		2.0		2.3		1.7		1.5	2.6	2.1	1.1		1.9		2.0		2.1		1.8
	CI up bnd	24	20	21		20		27		16		18	35	33	29		29		32		28		34
	CI low bnd	14	11	17		12		18		9		12	25	24	25		22		24		20		27
Research with Faculty[a]	%	5	4	6		4		3		2		4	27	24	25		31		32		31		33
	n	244	277	1,115		313		325		382		564	324	471	1,631		507		483		439		622
	SE	1.4	1.2	0.7		1.1		1.0		0.8		0.8	2.5	2.0	1.1		2.1		2.1		2.2		1.9
	CI up bnd	7	7	7		6		5		4		5	32	28	27		35		36		36		37
	CI low bnd	2	2	4		2		1		1		2	22	20	23		27		28		27		30
Internship or Field Experience[b] (First-year results: Plan to do)	%	82	80	83		78		81		75		77	65	63	63		60		65		53		63
	n	247	285	1,124		312		328		386		566	327	474	1,646		506		485		438		624
	SE	2.5	2.4	1.1		2.3		2.2		2.2		1.8	2.6	2.2	1.2		2.2		2.2		2.4		1.9
	CI up bnd	87	85	85		83		85		80		81	70	67	65		64		69		58		67
	CI low bnd	77	76	81		74		76		71		74	60	58	61		56		60		49		59
Study Abroad[b] (First-year results: Plan to do)	%	47	48	55		48		49		40		49	20	23	22		20		27		15		21
	n	246	285	1,119		313		325		381		563	322	471	1,634		505		482		441		620
	SE	3.2	3.0	1.5		2.8		2.8		2.5		2.1	2.2	1.9	1.0		1.8		2.0		1.7		1.6
	CI up bnd	54	54	58		53		55		44		53	24	26	24		23		31		19		24
	CI low bnd	41	42	52		42		44		35		45	16	19	20		16		23		12		17
Culminating Senior Experience[b] (First-year results: Plan to do)	%	45	41	49		48		49		46		49	33	35	39		39		48		45		48
	n	245	282	1,115		312		326		380		563	322	470	1,634		504		479		440		621
	SE	3.2	2.9	1.5		2.8		2.8		2.6		2.1	2.6	2.2	1.2		2.2		2.3		2.4		2.0
	CI up bnd	51	47	52		53		55		51		53	38	40	41		43		52		50		52
	CI low bnd	39	36	46		42		44		41		45	28	31	36		35		43		41		44
Overall HIP Participation[c]																							
Participated in one HIP	%	46	53	49		48		45		41		46	19	21	23		22		20		21		21
	n	247	287	1,124		313		327		383		566	329	476	1,646		508		485		441		624
	SE	3.2	3.0	1.5		2.8		2.8		2.5		2.1	2.2	1.9	1.0		1.9		1.8		1.9		1.6
	CI up bnd	52	59	52		53		50		46		51	23	24	25		26		24		24		24
	CI low bnd	40	47	47		42		40		36		42	15	17	21		19		17		17		18
Participated in two or more HIPs	%	16	12	14		13		15		8		10	69	65	66		64		69		65		71
	n	247	287	1,124		313		327		383		566	329	476	1,646		508		485		441		624
	SE	2.4	1.9	1.1		1.9		2.0		1.4		1.3	2.5	2.2	1.2		2.1		2.1		2.3		1.8
	CI up bnd	21	15	17		16		19		10		13	74	70	68		68		73		69		74
	CI low bnd	12	8	12		9		11		5		8	64	61	64		60		65		60		67

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.

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