

# 2010 National Survey of Student Engagement

## Lander University



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*This report includes information taken directly from annual reports, summaries, and publications produced by the National Survey of Student Engagement.*

# **NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)**

## **Benchmark Results for Lander University and Other Institutions**

### **Spring 2010**

#### **Introduction**

The National Survey of Student Engagement (NSSE), administered and coordinated by the Indiana University Center for Post-Secondary Research, collects information annually from samples of first-year and senior students about the nature and quality of their undergraduate experience. Since its inception, approximately 1,400 baccalaureate-granting colleges and universities in the US and Canada have used the NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as student satisfaction, persistence, and graduation. NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, accountability, and related purposes. Launched by a generous grant from The Pew Charitable Trusts, NSSE has been fully supported by institutional participation fees since 2002. More than 1.2 million first-year and senior students from 595 institutions in the US and Canada were invited to participate in the 2010 NSSE administration. Of this survey population, 393,630 students responded, including 19,148 students from Canadian institutions. A list of all participating institutions is available on the NSSE Web site at [www.nsse.iub.edu/html/participants.cfm](http://www.nsse.iub.edu/html/participants.cfm). The 2010 introduction of census administrations for the Web-only survey mode contributed to 491 institutions (83%) choosing this administration type, in which students received all contacts by e-mail and completed the survey on-line. The Web+ survey option was used by 77 institutions (13%). This mode includes multiple e-mail contacts and one paper questionnaire sent to a portion of non-respondents. The remaining 27 institutions (4%) chose the paper questionnaire mode. Notably, about half (57%) of all respondents at paper institutions elected to complete the survey on-line. Overall, 99% of all NSSE 2010 respondents completed the survey on-line.

Lander University participated in the NSSE for the first time in 2007. This report summarizes 2010 NSSE data for Lander, comparison data from selected peer institutions (Table 1, page 14), comparison data from Carnegie peer institutions (Table 2, page 14). The complete NSSE Institutional Report, including details about the statistical analyses, can be obtained from the Office of Assessment and Institutional Effectiveness.

#### **Methods (overview)**

The survey instrument, The College Student Report, was developed by the National Survey of Student Engagement project staff at the Indiana University Center for Postsecondary Research and Planning under the direction of George Kuh and with considerable input from a national panel of experts in higher education research. The survey is conducted annually by NSSE project staff. A total of 1152 randomly selected Lander freshmen and seniors were invited to participate in the survey in February 2010 (Table 3, page 15). The invitation, sent to students via e-mail, provided students with instructions and a login code for completing the survey on the Internet.

NSSE staff completed the data summaries (frequencies and means) for Lander and statistical (mean) comparisons between Lander and peer institutions on each survey item.

#### **Response Rates**

A total of 228 Lander students classified as freshmen or seniors completed the 2010 NSSE, resulting in a response rate of 20%. This compares with average response rates of 28% for selected peer institutions, 36% for our Carnegie peer institutions and 32% for all NSSE 2010 participants. Numbers of respondents for Lander were 134 first-year students and 94 seniors. These data are compared with responses of 29,417 first-year students and 38,890 seniors from selected peer institutions, 11,082 first-year students and 11,443 seniors from our Carnegie peer institutions in the 'Baccalaureate Colleges – Diverse Fields' peer comparison group, and 165,812 first-year students and 195,427 seniors from all NSSE 2010 participants.

## 2010 Lander NSSE Results

<b>Students were asked about ...</b>	<b>...in order to assess</b>
◆ Academic and Intellectual Experiences	How often do Lander students participate in various academic and intellectual experiences?
◆ Mental Activities	What types of mental activities do Lander courses emphasize?
◆ Reading and Writing	How much reading and writing do Lander students do?
◆ Challenge of Examinations	How challenging do Lander students think their exams are?
◆ Quality of Advising	How do Lander students rate the quality of their academic advising?
◆ Quality of Relationships	How do Lander students rate the quality of their relationships with faculty, staff, and other students?
◆ Enriching Educational Experiences	What kinds of enriching educational experiences do Lander students participate in?
◆ Diversity Experiences	How much do Lander students participate in diversity experiences positively related to other effective educational practices?
◆ Time Usage	How do Lander students spend their time?
◆ Use of Technology	How well prepared are Lander students for today's technologically rich work environment?
◆ Educational and Personal Growth	How do Lander students perceive their educational and personal growth?
◆ Institutional Environment	What do students think Lander emphasizes?
◆ Satisfaction	How satisfied are students with their Lander experience?

### NSSE Benchmark Results for Lander and Other Institutions

NSSE created the following five clusters or “benchmarks” of effective educational practice to focus discussions about the importance of student engagement and to guide institutional improvement efforts: Level of Academic Challenge, Active and Collaborative Learning, Student-Faculty Interaction, Enriching Educational Experiences, and Supportive Campus Environment. This Benchmark Comparison Report compares the performance of Lander University with our selected peers, our Carnegie peers, and all 2010 NSSE participants. In addition, comparisons are made between Lander University and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions, and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions<sup>1</sup>.

The following graphs allow us to determine if the engagement of a typical Lander student differs in a statistically significant ( $p < .05$ ;  $p < .01$ ;  $p < .001$ ) and meaningful way from the average student in each of these comparison groups. More detailed information about how benchmarks are created can be found on the NSSE Web site at [www.nsse.iub.edu/links/institutional\\_reporting](http://www.nsse.iub.edu/links/institutional_reporting).

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<sup>1</sup> NSSE does not publish the names of the top 50% and top 10% institutions because of their commitment not to release individual school results and because of issues raised in their policy against the ranking of institutions.

## LEVEL OF ACADEMIC CHALLENGE

### Benchmark Description:

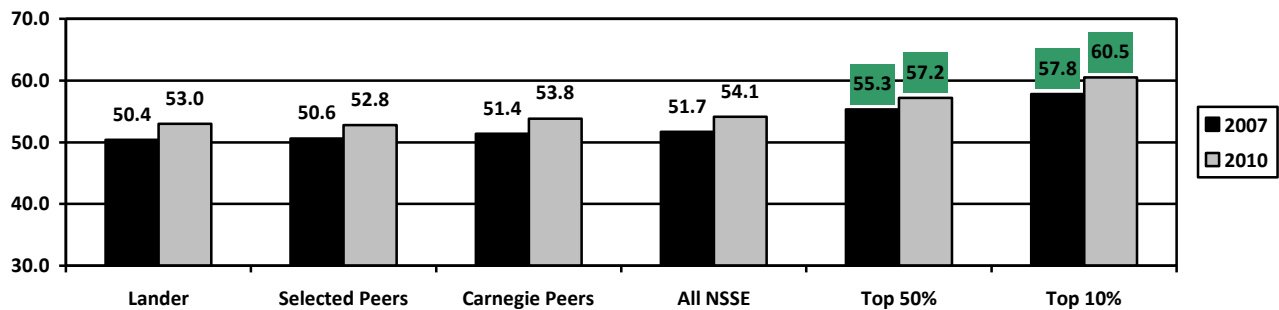
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

### Individual Survey Items Used:

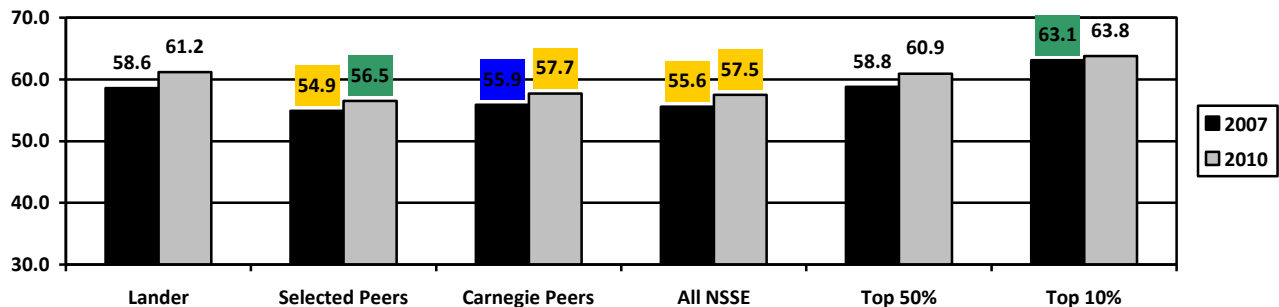
- ◆ Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
- ◆ Number of assigned textbooks, books, or book-length packs of course readings
- ◆ Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
- ◆ Coursework emphasizes: **Analysis** of the basic elements of an idea, experience or theory
- ◆ Coursework emphasizes: **Synthesis** and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- ◆ Coursework emphasizes: **Making of judgments** about the value of information, arguments, or methods
- ◆ Coursework emphasizes: **Applying** theories or concepts to practical problems or in new situations
- ◆ Working harder than you thought you could to meet an instructor's standards or expectations
- ◆ Campus environment emphasizes: Spending significant amount of time studying and on academic work

### Benchmark Mean Comparisons:

First-Year Students



Senior Students



Statistically significant difference from Lander Benchmark Mean: p < .05; p < .01; p < .001

## ACTIVE AND COLLABORATIVE LEARNING

### Benchmark Description:

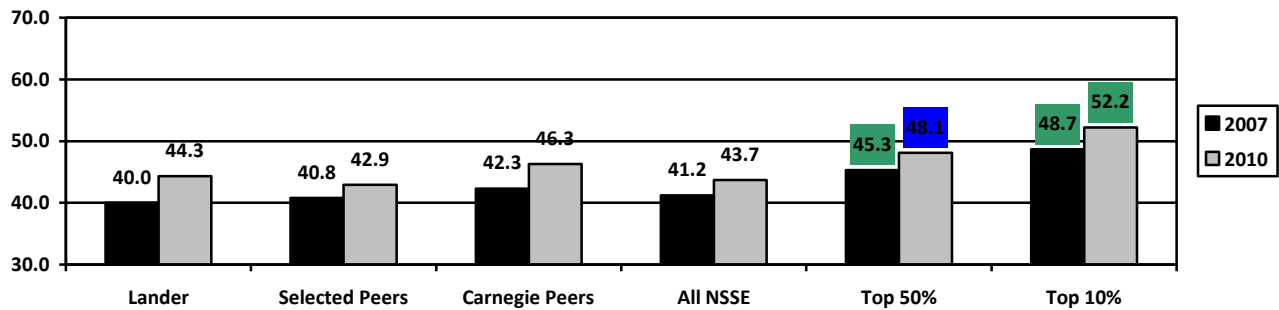
Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during and after college.

### Individual Survey Items Used:

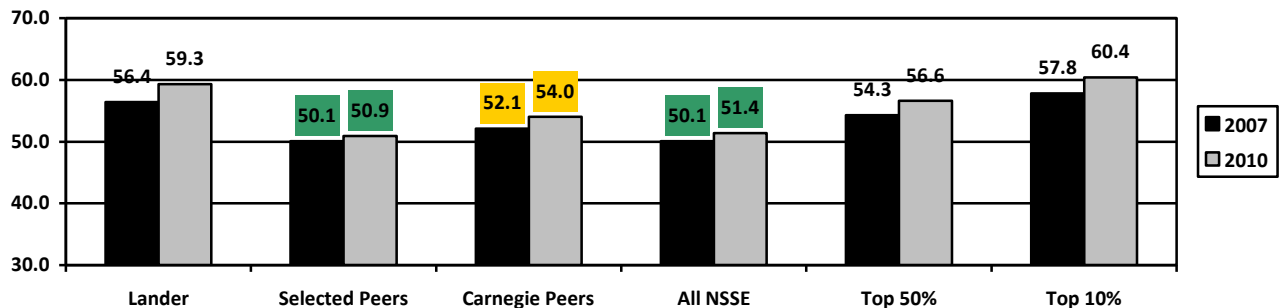
- ◆ Asked questions in class or contributed to class discussions
- ◆ Made a class presentation
- ◆ Worked with other students on projects **during class**
- ◆ Worked with classmates **outside of class** to prepare class assignments
- ◆ Tutored or taught other students (paid or voluntary)
- ◆ Participated in a community-based project (e.g., service learning) as part of a regular course
- ◆ Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

### Benchmark Mean Comparisons:

First-Year Students



Senior Students



Statistically significant difference from Lander Benchmark Mean: p < .05; p < .01; p < .001

## STUDENT-FACULTY INTERACTIONS

### Benchmark Description:

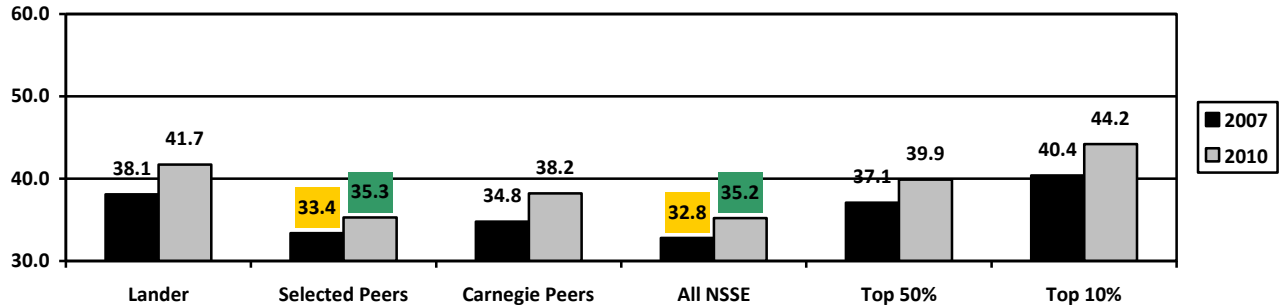
Students learn first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors and guides for continuous, life-long learning.

### Individual Survey Items Used:

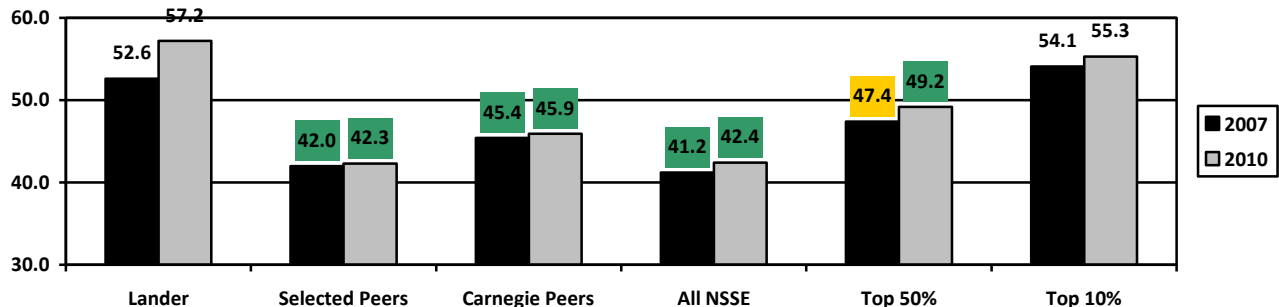
- ◆ Discussed grades or assignments with an instructor
- ◆ Talked about career plans with a faculty member or advisor
- ◆ Discussed ideas from your reading or classes with faculty members outside of class
- ◆ Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- ◆ Received prompt written or oral feedback from faculty on your academic performance
- ◆ Worked with a faculty member on a research project outside of course or program requirements

### Benchmark Mean Comparisons:

First-Year Students



Senior Students



Statistically significant difference from Lander Benchmark Mean: p < .05; p < .01; p < .001

## ENRICHING EDUCATIONAL EXPERIENCES

### Benchmark Description:

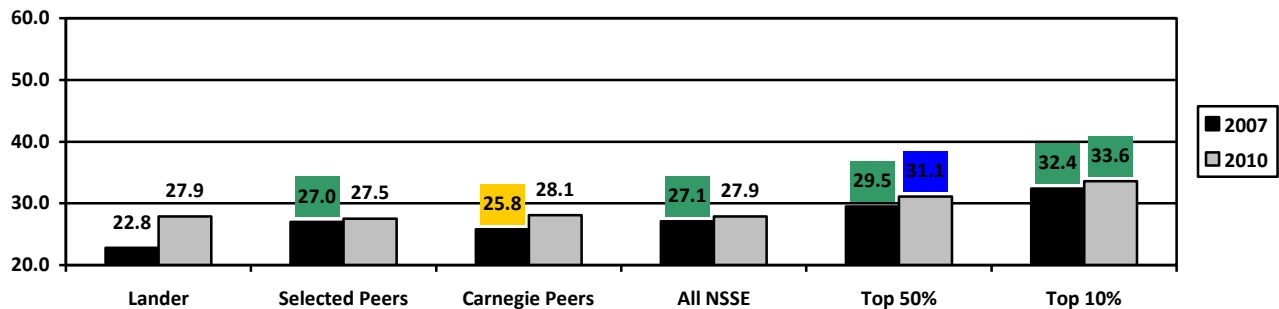
Complementary learning opportunities enhance academic programs. Diversity experiences teach student valuable things about themselves and others. Technology facilitates collaboration between peers and instructors. Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.

### Individual Survey Items Used:

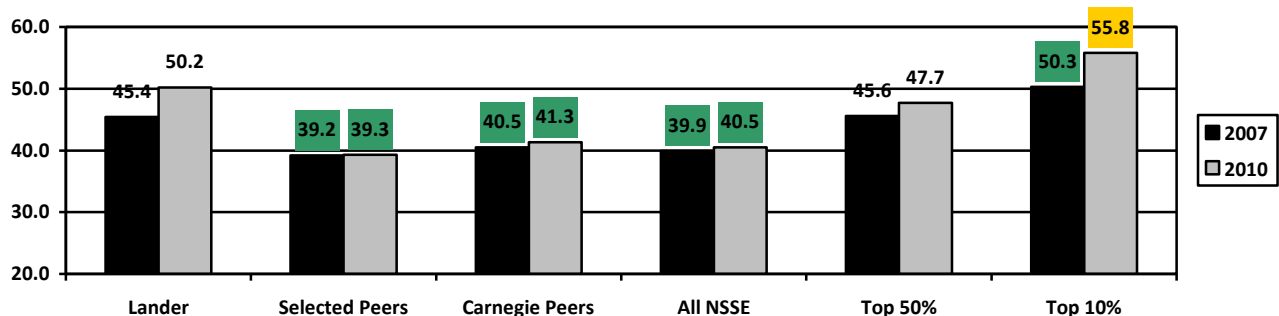
- ◆ Hours spent participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, etc.)
- ◆ Practicum, internship, field experience, co-op experience, or clinical assignment
- ◆ Community service or volunteer work
- ◆ Foreign language coursework and study abroad
- ◆ Independent study or self-designed major
- ◆ Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)
- ◆ Serious conversations with students of different religious beliefs, political opinions, or personal values
- ◆ Serious conversations with students of a different race or ethnicity than your own
- ◆ Using electronic medium (e.g., listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment
- ◆ Campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- ◆ Participate in a learning community or some other formal program where groups of students take two or more classes together

### Benchmark Mean Comparisons:

First-Year Students



Senior Students



Statistically significant difference from Lander Benchmark Mean: p < .05; p < .01; p < .001

## SUPPORTIVE CAMPUS ENVIRONMENT

**Benchmark Description:**

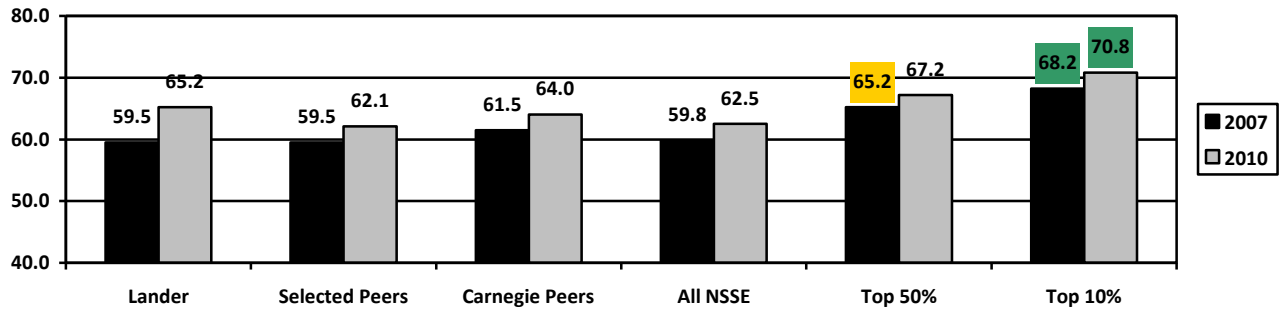
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

**Individual Survey Items Used:**

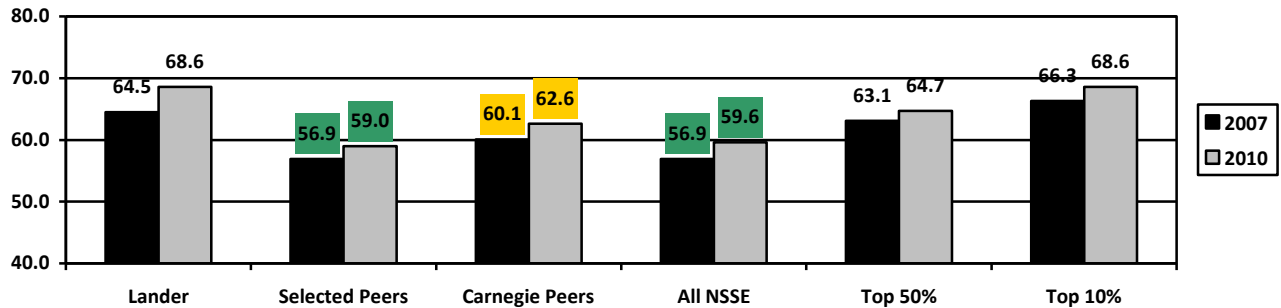
- ◆ Campus environment provides the support you need to help you succeed academically
- ◆ Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- ◆ Campus environment provides the support you need to thrive socially
- ◆ Quality of relationships with other students
- ◆ Quality of relationships with faculty members
- ◆ Quality of relationships with administrative personnel and officers

**Benchmark Mean Comparisons:**

First-Year Students



Senior Students



Statistically significant difference from Lander Benchmark Mean: p < .05; p < .01; p < .001



## **LANDER AREAS OF EXCELLENCE AND POTENTIAL AREAS FOR IMPROVEMENT AS INDICATED BY NSSE DATA**

NSSE data point to both areas of excellence and potential areas for improvement, but is only one source of information about student experiences. Lander academic units use multiple direct and indirect assessment methods, described in assessment plans and program reviews, to evaluate student achievement of expected learning outcomes. Nevertheless, the NSSE provides a unique perspective on the educational experiences of Lander freshmen and seniors and how those experiences compare with other U.S. institutions of higher learning.

### **Areas of excellence include:**

Freshmen:

- ◆ 'Student-Faculty Interaction' benchmark scores are significantly higher than those of our Selected Peers and NSSE 2010 participants.

Seniors:

- ◆ 'Level of Academic Challenge' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers, NSSE 2010 participants.
- ◆ 'Active and Collaborative Learning' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers and NSSE 2010 participants.
- ◆ 'Student-Faculty Interaction' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers, NSSE 2010 participants and the top 50% of all NSSE 2010 participants.
- ◆ 'Enriching Educational Experiences' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers and NSSE 2010 participants.
- ◆ 'Supportive Campus Environment' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers and NSSE 2010 participants.

### **Potential areas for improvement include:**

Freshmen:

- ◆ 'Level of Academic Challenge' benchmark scores are significantly lower than those of the top 50% and the top 10% of all NSSE 2010 participants and lagged behind our Carnegie Peers and NSSE 2010 participants.
- ◆ 'Active and Collaborative Learning' benchmark scores were significantly lower than those of the top 50% and the top 10% of all NSSE 2010 participants and lagged behind our Carnegie Peers.
- ◆ 'Enriching Educational Experiences' benchmark scores are significantly lower than those of the top 50% and the top 10% of all NSSE 2010 participants and lagged behind our Carnegie Peers.
- ◆ 'Supportive Campus Environment' benchmark scores are significantly lower than those of the top 10% of all NSSE 2010 participants.

Seniors:

- ◆ 'Enriching Educational Experiences' benchmark scores are significantly lower than those of the top 10% of all NSSE 2010 participants.

## SELECTED RESULTS

This section shows selected results that were emphasized by the NSSE in their 2010 annual report; their tables were modified to show Lander results and comparison data from other peer and Baccalaureate Colleges – Diverse Fields comparison groups (Tables 1 and 2, page 14). Survey items with larger mean differences than would be expected by chance alone as compared with Lander data are noted with one, two, or three asterisks (\*), referring to three significance levels (0.05, 0.01, 0.001).

### Most / Least Frequent Activities

Most frequently and least frequently reported activities for first-year students and seniors during the current academic year (from the nationwide NSSE 2010 results).

	First-Year Students Responding 'Very Often' or 'Often'				Senior Students Responding 'Very Often' or 'Often'			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
<u>Most Frequent Activities</u>								
◆ Used e-mail to communicate with an instructor	87%	79% *	80% *	79% **	96%	89% **	88% **	88% ***
◆ Worked on a paper or project that required integrating ideas or information from various sources	81%	78%	81%	78%	94%	86%	88%	87%
<u>Least Frequent Activities</u>								
◆ Participated in community-based project (e.g. service learning) as part of a regular course	11%	15% **	18% ***	14% **	37%	19% ***	22% *	18% **
◆ Tutored or taught other students	21%	16%	17%	16%	33%	21%	22%	21%
◆ Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	21%	16%	21%	17%	53%	22% ***	28% ***	23% ***
◆ Discussed ideas from your readings or classes with faculty members outside of class	27%	22%	25%	22%	45%	28%	33%	28%

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Reading and Writing

Percent of seniors who indicated they had 'Five or more' of these types of reading / writing assignments in their courses during the current academic year.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
◆ Number of written papers or reports of 20 pages or more	6%	7%	10% *	7%	10%	10%	10%	11%
◆ Number of written papers or reports between 5 and 19 pages	19%	26% ***	33% ***	33% ***	31%	39% *	46% ***	45% ***
◆ Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	22%	23%	21%	21%	21%	28%	26%	26%
◆ Number of problem sets that take you <b>less</b> than an hour to complete	23%	26%	28%	25%	10%	18%	19%	18%
◆ Number of problem sets that take you <b>more</b> than an hour to complete	24%	21%	20%	22%	14%	22%	23% *	22%
◆ Number of written papers or reports of fewer than 5 pages	45%	59%	67% ***	65% ***	57%	53%	62%	60%

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

## Coursework Emphasis

Percent of seniors who stated their coursework during the current academic year emphasized these mental activities 'Quite a Bit' or 'Very Much'.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
◆ <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations or relationships	77%	69%	68% *	70%	88%	75% ***	78% **	77% **
◆ <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how other gathered and interpreted data and assessing the soundness of their conclusions	78%	70%	71%	70%	88%	74% ***	76% ***	74% ***
◆ <b>Applying</b> theories or concepts to practical problems or in new situations	79%	75%	74%	75%	94%	81% ***	83% ***	82% ***
◆ <b>Analyzing</b> the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	82%	79%	77%	80%	96%	85% ***	84% ***	86% ***
◆ <b>Memorizing</b> facts, ideas or methods from your courses and readings so you can repeat them in pretty much the same form	82%	72% *	71% **	70% **	75%	66% **	63% ***	63% ***

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

## Educationally Enriching Experiences

Percent of seniors who participated in these educationally enriching activities while in college.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
◆ Study abroad	2%	3%	4%	3%	10%	11%	11%	14%
◆ Culminating senior experience (capstone course, thesis, project, etc.)	3%	3%	3%	2%	37%	28%	39%	33%
◆ Independent study or self-designed major	6%	5%	6%	4%	18%	15%	21%	17%
◆ Research with faculty member outside of course or program requirements	7%	6%	7%	5%	19%	18%	20%	19%
◆ Practicum, internship, field experience, co-op experience, or clinical assignment	10%	7%	9%	7%	70%	45% ***	58% *	50% ***
◆ Learning community or some other formal program where groups of students take two or more classes together	13%	15%	15%	17%	44%	26% ***	32% *	27% **
◆ Foreign language coursework	19%	19%	16%	21%	69%	41% ***	32% ***	41% ***
◆ Community service or volunteer work	27%	38% **	44% ***	40% **	69%	59% *	63%	60%

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

## Use of Technology

Percent of first-year students and seniors who stated they used electronic technology 'Very Often' or 'Often' during the current academic year.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
◆ Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	55%	55%	54%	54%	68%	63%	62%	63%
◆ Using computing and information technology	83%	77% **	74% ***	74% **	93%	81%	79%	80%
◆ Using computers in academic work	85%	86% **	84% **	85% ***	89%	89%	88%	88%
◆ Used e-mail to communicate with an instructor	87%	79% *	80% *	79% **	96%	89%	88%	88%

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Diversity-related Experiences

Percent of seniors who reported that they participated in these diversity-related experiences 'Often' or 'Very Often' during the current academic year.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
◆ Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values	61%	55%	52% *	55%	70%	57% *	53% **	56% **
◆ Had serious conversations with students of a different race or ethnicity than your own	62%	53%	51% *	52%	74%	57% ***	50% ***	55% ***
◆ Included diverse perspectives (different races, religions, beliefs, etc.) in class discussions or writing assignments	72%	62% **	62% **	62% **	81%	62% ***	65% ***	63% ***

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Academic Advising

Ratings that first-year students and seniors gave to the quality of academic advising they had received; students were asked to respond on a 4-point scale where 4 was the best / highest rating.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
◆ Overall, how would you evaluate the quality of academic advising you have received at your institution?	3.22	3.05 *	3.09	3.07	3.49	2.90 ***	3.06 ***	2.94 ***

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Quality of Relationships

Ratings that first-year students and seniors gave to the quality of their relationships with other students, faculty members, and administrative personnel and offices; students were asked to respond on a 7-point scale where 7 was the best rating (7 = friendly, supportive, sense of belonging, available, sympathetic, helpful, considerate, flexible).

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
◆ Your relationships with <b>administrative personnel and offices</b>	5.09	4.74 *	4.96	4.82	5.20	4.66 **	4.90	4.69 **
◆ Your relationships with <b>other students</b>	5.42	5.50	5.54	5.49	5.83	5.66	5.75	5.65
◆ Your relationships with <b>faculty members</b>	5.44	5.19 *	5.40	5.27	6.08	5.42 ***	5.70 **	5.49 ***

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Educational and Personal Growth

Ratings that first-year students and seniors gave indicating the extent to which their experience has contributed to their knowledge, skills and personal development in the following areas; students were asked to respond on a 4-point scale where 4 was the best / highest rating.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
♦ Voting in local, state or national elections	2.19	2.04	1.94 *	1.94 *	2.48	2.21 *	2.09 ***	2.12 **
♦ Contributing to the welfare of your community	2.40	2.47	2.54	2.50	2.78	2.52 *	2.60	2.52 *
♦ Developing a deepened sense of spirituality	2.47	2.19 **	2.39	2.18 **	2.27	1.99 *	2.25	2.00 *
♦ Acquiring job or work-related knowledge and skills	2.85	2.82	2.89	2.84	3.31	3.07 *	3.17	3.08 *
♦ Understanding people of other racial and ethnic backgrounds	2.91	2.69 **	2.69 **	2.69 *	2.92	2.68 *	2.68 *	2.69 *
♦ Solving complex real-world problems	2.93	2.73 *	2.74 *	2.72 *	3.11	2.82 **	2.82 **	2.83 **
♦ Understanding yourself	2.97	2.83	2.86	2.84	3.11	2.84 *	2.91	2.86 *
♦ Developing a personal code of values and ethics	3.02	2.72 ***	2.80 *	2.73 **	3.04	2.74 **	2.86	2.77 *
♦ Learning effectively on your own	3.06	2.99	2.94	2.95	3.29	3.09 *	3.07 *	3.07 *
♦ Speaking clearly and effectively	3.08	2.91 *	2.99	2.89 *	3.23	3.04 *	3.12	3.02 *
♦ Analyzing quantitative problems	3.09	3.02	2.94	2.99	3.29	3.14	3.09 *	3.11
♦ Working effectively with others	3.13	3.04	3.05	3.03	3.43	3.19 **	3.24 **	3.19 **
♦ Writing clearly and effectively	3.18	3.07	3.08	3.05	3.34	3.15 *	3.18	3.13 *
♦ Acquiring a broad general education	3.30	3.19	3.15	3.19	3.31	3.27	3.28	3.27
♦ Thinking critically and analytically	3.30	3.24	3.22	3.25	3.57	3.37 **	3.37 **	3.38 **

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Additional Collegiate Experiences

Ratings that first-year students and seniors gave indicating about how often they have done each of the following; students were asked to respond on a 4-point scale where 4 was the best / highest rating.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
♦ Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	2.32	2.22	2.24	2.09	2.40	2.30	2.32	2.16 *
♦ Examined the strengths and weaknesses of your own views on a topic or issue	2.75	2.65	2.66	2.63	3.00	2.74 **	2.77 *	2.72 **
♦ Attended an art exhibit, play, dance, music, theatre or other performance	2.78	2.13 ***	2.20 ***	2.17 ***	2.65	1.96 ***	2.04 ***	2.03 ***
♦ Exercised or participated in physical fitness activities	2.82	2.77	2.84	2.82	2.85	2.69	2.67	2.72
♦ Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	2.87	2.82	2.82	2.81	3.09	2.89 *	2.90 *	2.88 *
♦ Learned something that changed the way you understand an issue or concept	3.00	2.89	2.89	2.89	3.13	2.92 *	2.93 *	2.93 *

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

### Overall Satisfaction

Ratings that first-year students and seniors gave to the quality of their experience at Lander; Students were asked to respond on a 4-point scale where 4 was the best / highest rating.

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2010	Lander	Selected Peers	Carnegie Peers	NSSE 2010
♦ If you could start over again, would you go to the <b>same institution</b> you are now attending?	3.16	3.25	3.14	3.24	3.13	3.21	3.13	3.22
♦ How would you evaluate your entire educational experience at this institution?	3.22	3.05 *	3.09	3.07	3.49	2.90 ***	3.06 ***	2.94 ***

\* indicates significant differences for mean comparisons, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

## Institutions in Lander's 2010 NSSE Peer and Carnegie Comparison Groups

Throughout the report, Lander data are compared with responses from 62 peer institutions (Table 1, below), and 90 institutions as defined by our Carnegie Classification (Table 2, below) that also participated in the 2010 NSSE.

**Table 1. Selected peer institutions (Southeast Public):**

Alabama A&M University	Henderson State University	University of Arkansas at Little Rock
Alcorn State University	Jackson State University	University of Louisiana – Lafayette
Arkansas State University – Jonesboro	Jacksonville State University	University of Louisiana – Monroe
Auburn University	Louisiana Tech University	University of Mary Washington
Auburn University at Montgomery	Macon State College	University of Mississippi
Bluefield State College	Marshall University	University of Montevallo
Christopher Newport University	McNeese State University	University of New Orleans
Citadel, The	Mississippi State University	University of North Carolina – Asheville
Clayton State University	Nicholls State University	University of North Carolina – Chapel Hill
Clemson University	Norfolk State University	University of South Carolina – Aiken
Coastal Carolina University	Northwestern State University	University of South Carolina – Beaufort
College of Charleston	Old Dominion University	University of South Florida
Dalton State College	Shepherd University	University of Southern Mississippi
Delta State University	Southeastern Louisiana University	University of Tennessee – Martin
Fayetteville State University	Southern University and A&M College	University of Tennessee – Knoxville
Florida Atlantic University	Southern University at New Orleans	University of West Georgia
Florida Gulf Coast University	Tennessee State University	Virginia Commonwealth University
Florida International University	Troy University	Virginia Military Institute
Francis Marion University	University of Alabama	West Virginia University
Georgia Gwinnett College	University of Arkansas	Winston-Salem State University
Grambling State University	University of Arkansas – Fort Smith	

**Table 2. Carnegie institutions (Baccalaureate Colleges – Diverse Fields) in Lander's comparison group:**

Adrian College	Florida Memorial University	Roger Williams University
Alderson-Broadus College	Florida Southern College	Saint Augustines College
Barton College	Grace College and Theological Seminary	Saint Josephs College
Belmont Abbey College	Harris-Stowe University	Schreiner University
Bethune Cookman University	Hilbert College	Shepherd University
Black Hills State University	Humphreys College	Southeastern University
Bluefield College	Indiana University East	Southern Adventist University
Brescia University	Iowa Wesleyan College	Southern Virginia University
Buena Vista University	John Brown University	St. Francis College
California Maritime Academy	Judson University	Stevenson University
Central Baptist College	Keuka College	Tabor College
Central Methodist University	Keystone College	Union College
Chowan College	King College, Inc.	United States Merchant Marine Academy
Clayton State University	LaGrange College	Unity College
Coker College	Lebanon Valley College	University of Advancing Technology
Colby-Sawyer College	Lenoir-Rhyne University	University of Charleston
Concordia University Nebraska	Martin Methodist College	University of Minnesota – Crookston
Concordia University Texas	McMurry University	University of Pittsburg – Bradford
Dakota State University	Methodist University	University of Puerto Rico – Carolina
Dakota Wesleyan University	Midway College	University of Sacred Heart
Davis & Elkins College	Nevada State College at Henderson	University of Science and Arts of Oklahoma
Defiance College	New England College	University of South Carolina – Aiken
Delaware Valley College	Newbury College – Brookline	University of the Ozarks
Dickenson State University	Northern State University	Vanguard University of Southern California
East Texas Baptist University	Northwestern College	Virginia Intermont College
Eastern Nazarene College	Notre Dame College	Voorhees College
Edward Waters College	Ohio Northern University	Warner University
Eureka College	Peru State College	Wiley College
Felician College	Perdue University – North Central Campus	Winston-Salem State University
Flagler College	Quincy University	York College of Pennsylvania

**Table 3. Demographic characteristics of Lander students who responded to the 2010 NSSE compared to respondents from selected peer institutions and other 'Baccalaureate Colleges – Diverse Fields' institutions.**

	Lander		Southeast Public		Carnegie Class		NSSE 2010	
	First-Year	Senior	First-Year	Senior	First-Year	Senior	First-Year	Senior
<b>Response Rate<sup>2</sup></b>	Overall 20%		28%		36%		32%	
By class	19%	22%	26%	30%	31%	41%	30%	33%
NSSE sample size <sup>3</sup>	719	433	114,773	128,246	35,321	27,787	558,917	584,881
<b>Sampling Error<sup>4</sup></b>	Overall 5.8%		0.3%		0.5%		0.1%	
By class	7.6%	9.0%	0.5%	0.4%	0.8%	0.7%	0.2%	0.2%
Number of respondents <sup>2</sup>	134	94	29,417	38,890	11,082	11,443	165,812	195,427
Total Population	719	433	121,383	133,486	37,357	28,211	587,599	615,773
<b>Student Characteristics<sup>5</sup></b>								
<b>Mode of Completion</b>								
Paper	0%	0%	1%	1%	2%	2%	1%	1%
Web	100%	100%	99%	99%	98%	98%	99%	99%
<b>Enrollment Status<sup>6</sup></b>								
Full-time	99%	87%	94%	81%	95%	86%	95%	83%
Less than full-time	1%	13%	6%	19%	5%	14%	5%	17%
<b>Gender<sup>5</sup></b>								
Female	79%	72%	65%	65%	64%	67%	64%	64%
Male	21%	28%	35%	35%	36%	33%	36%	36%
<b>Race/Ethnicity</b>								
Am. Indian/Native American	0%	0%	1%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	0%	0%	4%	3%	2%	2%	7%	5%
Black/African American	35%	20%	18%	17%	13%	13%	9%	8%
White (non-Hispanic)	55%	74%	65%	65%	69%	70%	66%	68%
Mexican/Mexican American	0%	0%	1%	1%	2%	1%	3%	3%
Puerto Rican	0%	1%	1%	1%	2%	1%	1%	1%
Other Hispanic or Latino	1%	0%	3%	3%	3%	2%	3%	3%
Multiracial	4%	0%	3%	2%	3%	2%	3%	3%
Other	1%	0%	1%	1%	1%	1%	1%	1%
I prefer not to respond	5%	5%	5%	6%	5%	6%	5%	6%
<b>International Student</b>	3%	5%	4%	4%	5%	4%	6%	5%
<b>Place of residence</b>								
On-campus <sup>7</sup>	75%	22%	60%	10%	67%	26%	67%	16%
<b>Transfer status</b>								
Transfer students	5%	46%	9%	48%	12%	44%	9%	43%
<b>Age</b>								
Non-traditional (24 or older)	0%	29%	9%	42%	9%	37%	7%	36%
Traditional (less than 24)	100%	71%	91%	58%	91%	63%	93%	64%

<sup>2</sup> Response rate (number of respondents divided by sample size) is adjusted for non-deliverable mailing addresses, students for whom contact information was not available, and other students who were sampled yet unavailable during the survey administration.

<sup>3</sup> This report is based on information from all randomly selected students both for Lander and for our comparison institutions.

<sup>4</sup> Sampling error is an estimate of the margin by which the true score for Lander on a given item could differ from the reported score. To interpret the sampling error, assume that 60% of our students reply "very often" to a particular item. If the sampling error is +/- 5%, then the true population value is most likely between 55% and 65%.

<sup>5</sup> Percent of total respondents within each category. These results are not weighted.

<sup>6</sup> Institution-report data. This information was used to weight Lander's Mean Comparisons, Frequency Distributions, and Benchmark Comparison reports.

<sup>7</sup> Students who identified their residence as "dormitory or other campus housing" or "fraternity or sorority house."