

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. Since the inception of the survey, more than 1,600 bachelor's-granting colleges and universities in the United States and Canada have used it 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 persistence, satisfaction, and graduation.

NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, public reporting, and related purposes. Launched in 2000 with the support of a generous grant from The Pew Charitable Trusts, NSSE has been fully sustained through institutional participation fees since 2002. The NSSE questionnaire was substantially updated in 2013, including new customization options. This document provides an overview of NSSE 2016, including administration details, response rates, participating institutions, and respondent characteristics.

Survey Data and Methodology

Over 1.3 million first-year and senior students from 557 institutions (530 in the US and 27 in Canada) were invited to participate in NSSE 2016. Of this population, 311,086 students responded to the survey. Less than half (45%) of these were first-year students and 55% were seniors.

NSSE's sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with the sample size based on total undergraduate enrollment. Census administration is available only via the email recruitment method, in which students receive a survey invitation and up to four reminders by email. In 2016, all but two participating institutions opted for this method. Sampled students at the two remaining institutions received up to three messages by postal mail and up to two reminders by email.

Unless noted otherwise, the results presented below are from 537 institutions—512 in the US and 25 in Canada—that participated in NSSE 2016. Due to nonstandard population files or survey administrations, 20 institutions are not represented. In these summary tables, as in each *Institutional Report 2016*, only data for census-administered surveys and randomly sampled students are included.

U.S. Participating Institutions

NSSE 2016 U.S. respondents profiled here include 292,031 first-year (45%) and senior (55%) respondents from 512 institutions. NSSE 2016 participating institutions and students reflect the diversity of bachelor's-granting colleges and universities in the US with respect to institution type, public or private control, size, region, and locale (Table 1).



Cameron University

Institutional Response Rates

The average response rate for U.S. NSSE 2016 institutions was 29%. The highest institutional response rate among U.S. institutions was 77%, and three out of five institutions achieved a response rate of 25% or higher. Higher average response rates were observed for smaller institutions, and for institutions that offered incentives (Table 2).

Institutions had the option to use their learning management system or student portal to recruit students. In 2016, 36 U.S. institutions chose this option, and the average percentage of students who accessed the survey this way was 27%.

Note: A searchable list of participating institutions by year is on the NSSE website at nsse.indiana.edu/html/participants.cfm

Table 1

Profile of NSSE 2016 U.S. Institutions and Respondents and Bachelor's-Granting U.S. Institutions and Their Students

Institution Characteristics	Institutions (%)		Students (%)	
	NSSE	U.S. ^a	NSSE	U.S. ^a
Carnegie Basic Classification^b				
Doc/Highest: Doctoral Universities (Highest Research Activity)	5	7	18	24
Doc/Higher: Doctoral Universities (Higher Research Activity)	9	6	16	16
Doc/Moderate: Doctoral Universities (Moderate Research Activity)	8	6	15	7
Master's L: Master's Colleges and Universities (larger programs)	28	25	27	31
Master's M: Master's Colleges and Universities (medium programs)	13	11	8	7
Master's S: Master's Colleges and Universities (smaller programs)	7	7	4	3
Bac/A&S: Baccalaureate Colleges—Arts & Sciences Focus	15	17	7	5
Bac/Diverse: Baccalaureate Colleges—Diverse Fields	15	22	6	7
Control				
Public	42	34	61	66
Private	58	66	39	34
Undergraduate Enrollment				
Fewer than 1,000	12	20	3	2
1,000–2,499	34	33	15	10
2,500–4,999	19	18	13	12
5,000–9,999	17	14	20	19
10,000–19,999	12	9	25	24
20,000 or more	6	6	24	34
Region				
New England	8	8	8	6
Mid East	16	18	13	16
Great Lakes	13	15	14	14
Plains	11	10	10	8
Southeast	30	25	26	24
Southwest	10	8	14	12
Rocky Mountains	4	3	7	5
Far West	8	11	8	13
Outlying Areas	1	2	<1	2
Locale				
City	48	47	59	62
Suburban	21	26	21	22
Town	26	21	18	14
Rural	5	6	1	2

Notes: Percentages are unweighted and based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of the eight Carnegie classifications in the table. Percentages may not sum to 100 due to rounding.

- a. U.S. percentages are based on the 2014 IPEDS Institutional Characteristics data.
- b. For information on the Carnegie Foundation's 2015 Basic Classification, see carnegieclassifications.iu.edu.

Table 2

NSSE 2016 U.S. Participation and Response Rates by Undergraduate Enrollment and Use of Incentives

Institution Characteristics	Number of Institutions	Average Institutional Response Rate (%)	
		Number of Institutions	Average Institutional Response Rate (%)
Undergraduate Enrollment^a			
2,500 or fewer	242		36
2,501 to 4,999	96		27
5,000 to 9,999	85		23
10,000 or more	89		21
Incentives Offered^b			
Offered incentives	296		32
No incentives	216		26
All Institutions	512		29

- a. Three institutions had no enrollment information in the IPEDS data.
- b. Some institutions used recruitment incentives, such as small gifts or raffles, to encourage students to complete the survey.

Survey Customization

Participating institutions may append up to two additional question sets in the form of NSSE Topical Modules or consortium questions (for institutions sharing a common interest and participating as a NSSE consortium) (Table 3). Of the nine modules available in 2016, the most widely adopted module was Academic Advising, followed by First-Year Experiences and Senior Transitions (Table 4). Another customization option—including a question about sexual orientation in the demographic section of the core survey—was elected by 32% of participating institutions.

Table 3

Summary of NSSE 2016 Participation in Additional Questions Sets

Selection of Additional Question Sets	Number of Institutions	Percentage of Institutions
None	89	16
One module only	125	22
Two modules	238	43
Consortium items only	13	2
Consortium items plus one module	92	17

Notes: Includes both U.S. and Canadian institutions, and 20 institutions with nonstandard population files or administrations. Percentages do not sum to 100 due to rounding.

Table 4
NSSE 2016 Participation in Topical Modules

Topical Module	Number of Institutions	Percentage of Institutions
Academic Advising	188	34
First-Year Experiences and Senior Transitions	148	27
Global Learning	67	12
Experiences with Information Literacy	60	11
Experiences with Writing	54	10
Civic Engagement	50	9
Development of Transferable Skills	47	8
Learning with Technology	41	7
Experiences with Diverse Perspectives	38	7

Notes: Includes both U.S. and Canadian institutions, and 20 institutions with nonstandard population files or administrations. Percentages sum to more than 100 because many institutions selected two modules.

U.S. Respondent Profile

Table 5 displays selected demographic and enrollment characteristics of NSSE 2016 U.S. respondents alongside all U.S. bachelor's degree-seeking students for comparison. Among NSSE respondents, female, White, and full-time students were overrepresented in varying proportions. NSSE reports use weights as appropriate to correct for disproportionate survey response related to institution-reported sex and enrollment status at each institution. Table 6 provides additional details about U.S. respondents.

Canadian Respondent Profile

Canadian respondents profiled here include 13,831 students (56% first-year, 44% fourth-year) from 25 institutions in 7 provinces, including 8 institutions in Ontario; 6 each in Alberta and British Columbia; 2 in New Brunswick; and 1 each in Manitoba, Nova Scotia, and Quebec. Female students and full-time students accounted for about 69% and 86% of Canadian respondents, respectively. The average response rate for Canadian NSSE 2016 institutions was 39%, with the highest institutional response rate being 74%. Twenty-one of the Canadian institutions achieved a response rate of 25% or higher.

About 26% of Canadian respondents were at least 24 years old. The majority of students providing ethnocultural information identified as White (78%), while 6% identified as Chinese; 5% South Asian; 4% Black; and at least 2% each Métis and North American Indian. Less than 2% of respondents identified with other categories.

Table 5
Characteristics of NSSE 2016 U.S. Respondents and Undergraduate Population at All U.S. Bachelor's Degree-Granting Institutions

Student Characteristics	NSSE 2016 Respondents ^a (%)	U.S. Bachelor's-Granting Population ^b (%)
Sex		
Male	35	45
Female	65	55
Race/Ethnicity^c		
African American/Black	10	12
American Indian/Alaska native	1	1
Asian	5	6
Native Hawaiian/other Pacific Isl.	<1	<1
Caucasian/White	65	58
Hispanic/Latino	12	14
Multiracial/multiethnic	3	4
Foreign/nonresident alien	4	4
Enrollment Status		
Full-time	89	83
Not full-time	11	17

Note: Percentages are unweighted and may not sum to 100 due to rounding.

- The NSSE 2016 sampling frame consists of first-year and senior undergraduates. Data were provided by participating institutions.
- U.S. percentages are based on data from the 2014 IPEDS Institutional Characteristics and Enrollment data. Includes all class years.
- Institution-reported, using categories provided in IPEDS. Excludes students whose race/ethnicity was unknown or not provided.

Table 6
Additional Characteristics of NSSE 2016 U.S. Respondents

Student Characteristics	%
At least 24 years old	24
First-generation college student ^a	44
Transfer student	30
Expects to complete a master's degree or higher	64
Living on campus ^b	39
Taking all classes online	9

Note: Percentages are unweighted.

- No parent (or guardian) holds a bachelor's degree.
- Dormitory or other campus housing, fraternity, or sorority.

Meet the NSSE Team

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A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

Comparison Group

The comparison group featured in this report is

SC Public Schools

See your *Selected Comparison Groups* report for details.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2016 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

- ▲ Your students' average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ Your students' average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▼ Your students' average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▽ Your students' average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

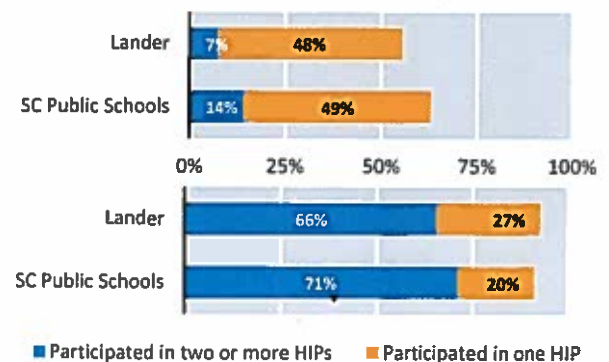
Theme	Engagement Indicator	Your students compared with SC Public Schools	
		First-year	Senior
Academic Challenge	Higher-Order Learning	--	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	△	△
	Quantitative Reasoning	--	--
Learning with Peers	Collaborative Learning	--	--
	Discussions with Diverse Others	▽	△
Experiences with Faculty	Student-Faculty Interaction	△	△
	Effective Teaching Practices	--	--
Campus Environment	Quality of Interactions	--	--
	Supportive Environment	--	--

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Learning Community, Service-Learning, and Research w/Faculty

Senior
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

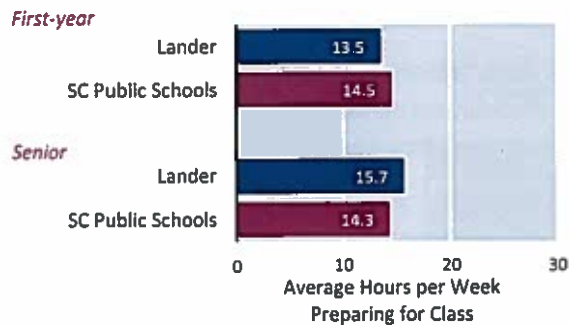


Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons*, the *Major Field Report*, the *Online Institutional Report*, or the Report Builder—Institution Version.

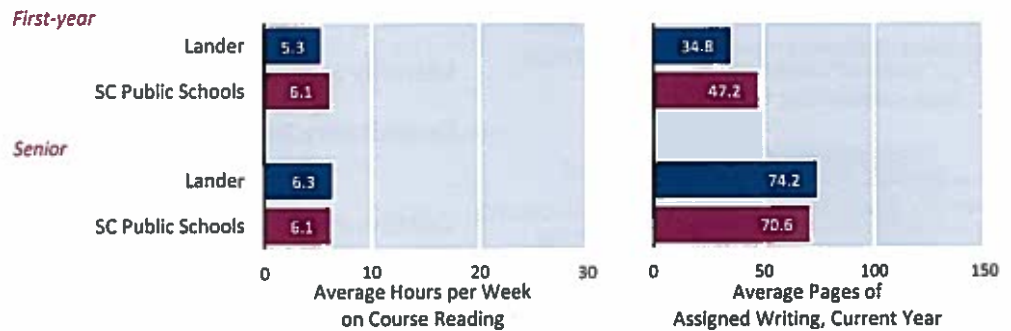
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.



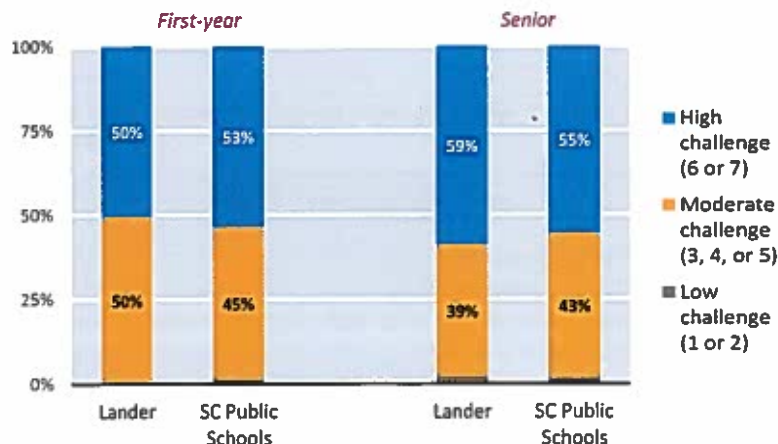
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



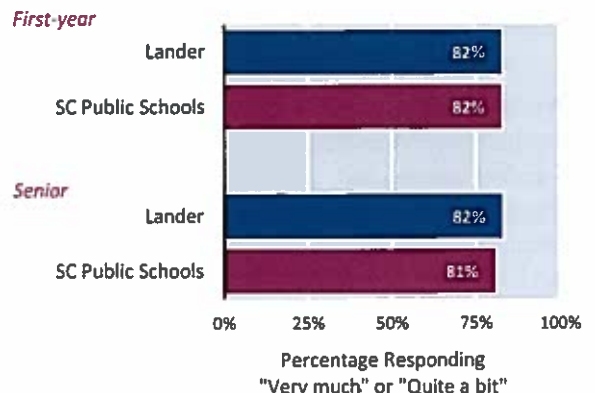
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on the Engagement Indicators. This section displays the five questions^a on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

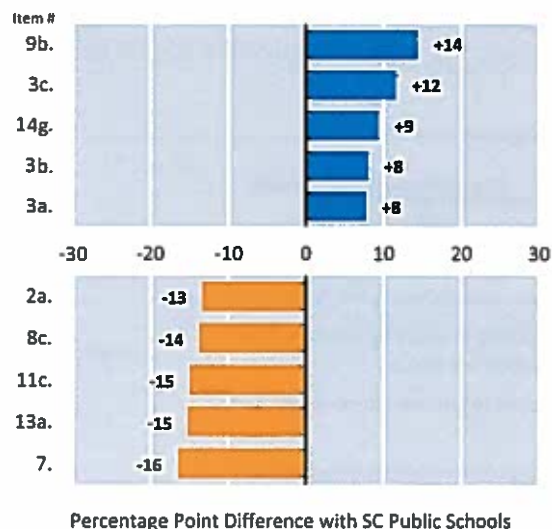
First-year

Highest Performing Relative to SC Public Schools

- Reviewed your notes after class^b (LS)
- Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)
- Institution emphasis on helping you manage your non-academic responsibilities (...) ^c (SE)
- Worked with a faculty member on activities other than coursework (...) ^b (SF)
- Talked about career plans with a faculty member^b (SF)

Lowest Performing Relative to SC Public Schools

- Combined ideas from different courses when completing assignments^b (RI)
- Discussions with... People with religious beliefs other than your own^b (DD)
- Participated in a learning community or some other formal program where... (HIP)
- Quality of interactions with students^d (QI)
- Assigned more than 50 pages of writing^e



Percentage Point Difference with SC Public Schools

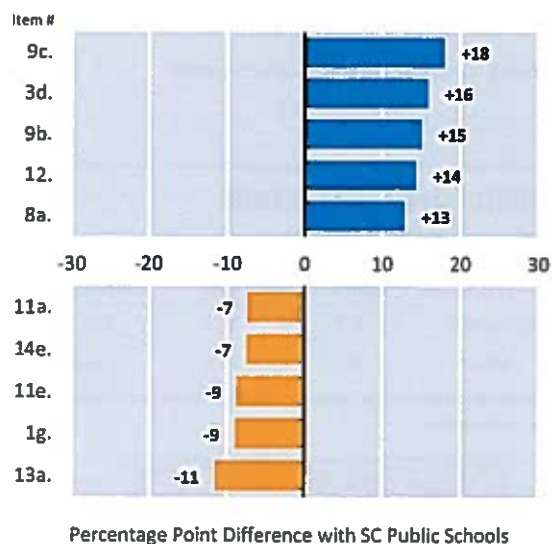
Senior

Highest Performing Relative to SC Public Schools

- Summarized what you learned in class or from course materials^b (LS)
- Discussed your academic performance with a faculty member^b (SF)
- Reviewed your notes after class^b (LS)
- About how many courses have included a community-based project (service-learning)?^e (HIP)
- Discussions with... People of a race or ethnicity other than your own^b (DD)

Lowest Performing Relative to SC Public Schools

- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Institution emphasis on providing opportunities to be involved socially^c (SE)
- Worked with a faculty member on a research project (HIP)
- Prepared for exams by discussing or working through course material w/other students^b (CL)
- Quality of interactions with students^d (QI)



Percentage Point Difference with SC Public Schools

a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIP's), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

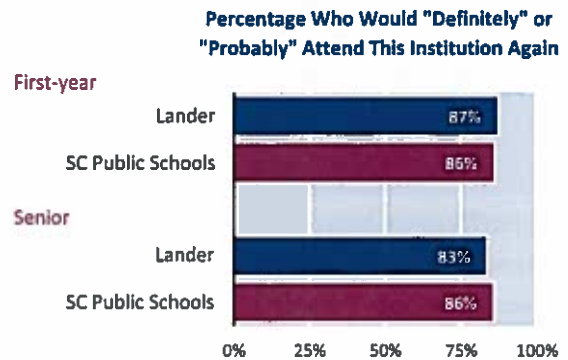
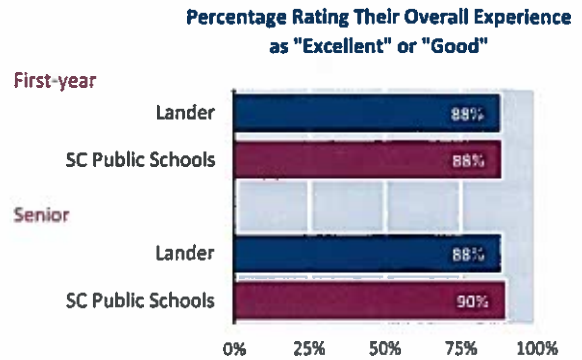
Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	87%
Writing clearly and effectively	79%
Working effectively with others	78%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	73%
Developing or clarifying a personal code of values and ethics	70%
Speaking clearly and effectively	70%
Solving complex real-world problems	68%
Acquiring job- or work-related knowledge and skills	66%
Being an informed and active citizen	63%
Analyzing numerical and statistical information	62%

Satisfaction with Lander

Students rated their overall experience at the institution, and whether or not they would choose it again.



Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	179	32%	82%	100%
Senior	104	21%	75%	88%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

First-Year Experiences and Senior Transitions

Global Learning

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,600 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: nsse.indiana.edu



NSSE 2016
Engagement Indicators
Lander University

About Your Engagement Indicators Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning
	Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction
	Effective Teaching Practices
<i>Campus Environment</i>	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)

Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)

Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons

Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions

Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Performance on Indicator Items

Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2015 and 2016 participating institutions.

Detailed Statistics (pp. 16-19)

Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

- ▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
- △ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
- ▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
- ▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with SC Public Schools	Your first-year students compared with SE Public	Your first-year students compared with SE Region 5000
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	△	△
	Discussions with Diverse Others	▽	--	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	△

Seniors

Theme	Engagement Indicator	Your seniors compared with SC Public Schools	Your seniors compared with SE Public	Your seniors compared with SE Region 5000
<i>Academic Challenge</i>	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	△	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	--	--	--
	Discussions with Diverse Others	△	△	△
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	▲	△
	Effective Teaching Practices	--	--	--
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

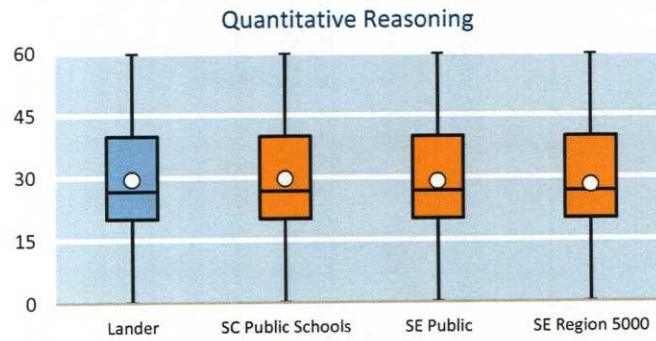
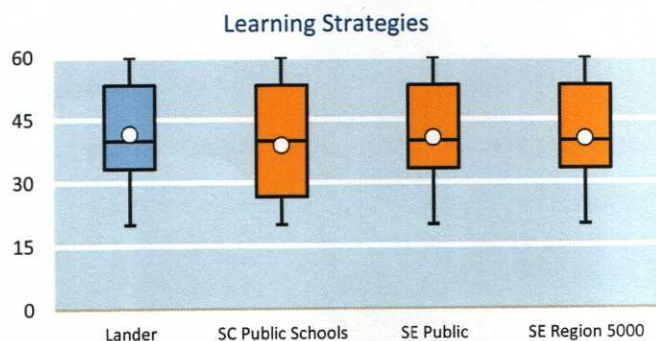
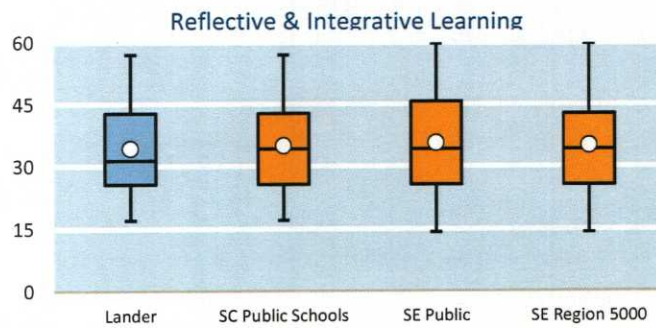
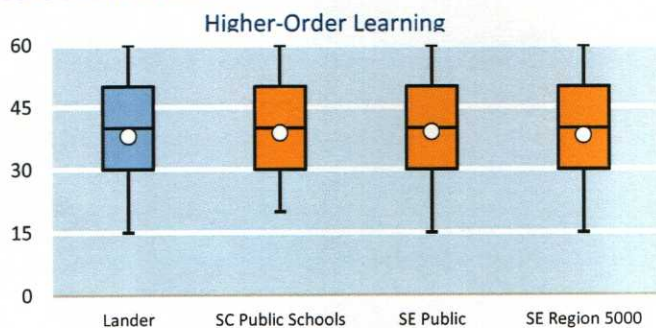
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Lander Mean	Your first-year students compared with					
		SC Public Schools		SE Public		SE Region 5000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.1	38.8	-.06	39.1	-.07	38.3	-.01
Reflective & Integrative Learning	34.4	35.1	-.06	35.8	-.11	35.2	-.07
Learning Strategies	41.6	38.9 *	.20	40.7	.07	40.5	.08
Quantitative Reasoning	29.6	29.8	-.01	29.0	.03	28.1	.09

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Lander	Percentage point difference ^a between your FY students and		
		SC Public Schools	SE Public	SE Region 5000
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	-5	+2	+2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	63	-8	-8	-6
4d. Evaluating a point of view, decision, or information source	71	+1	-3	+1
4e. Forming a new idea or understanding from various pieces of information	68	+3	-2	+0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	43	-13	-9	-9
2b. Connected your learning to societal problems or issues	50	-4	-5	-1
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	50	+0	-6	-0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	-6	-8	-6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	68	+3	+1	+0
2f. Learned something that changed the way you understand an issue or concept	67	+3	+2	+3
2g. Connected ideas from your courses to your prior experiences and knowledge	71	-5	-3	-3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	75	-2	-4	-3
9b. Reviewed your notes after class	80	+14	+6	+8
9c. Summarized what you learned in class or from course materials	71	+7	+2	+4
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	53	-6	-4	-0
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	+4	+5	+8
6c. Evaluated what others have concluded from numerical information	45	+2	+5	+7

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

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

Academic Challenge: Seniors

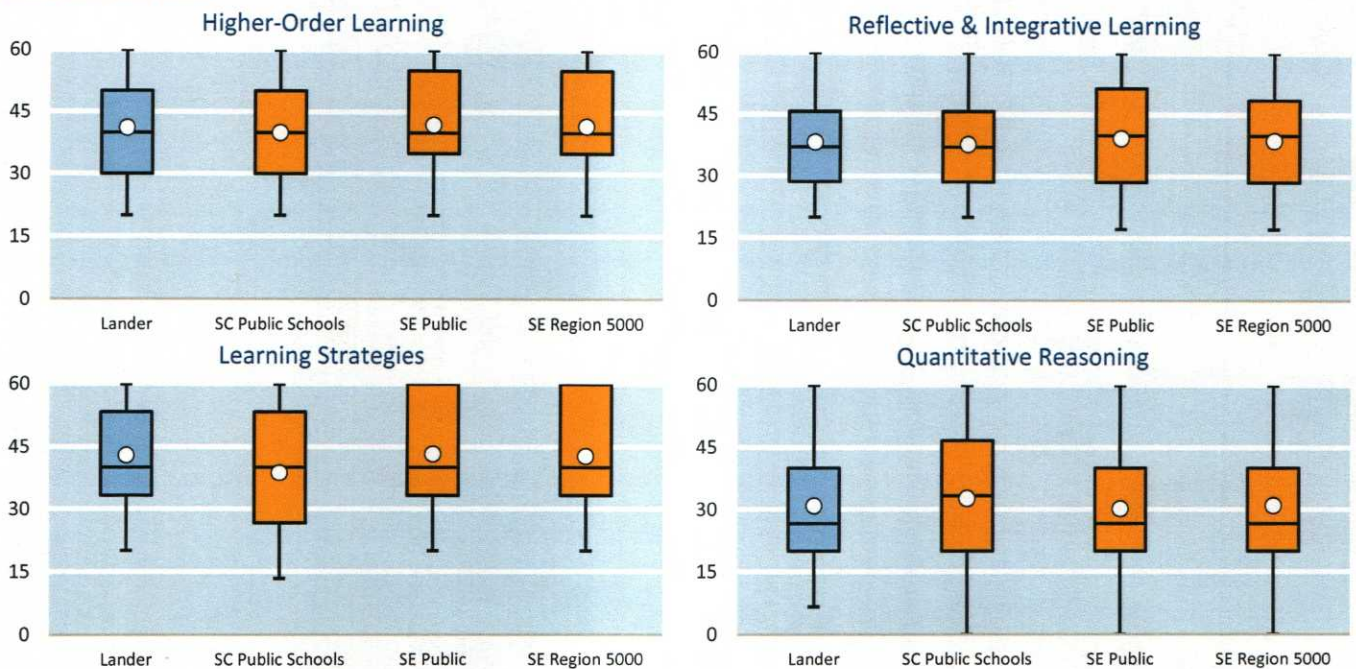
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Lander Mean	Your seniors compared with					
		SC Public Schools		SE Public		SE Region 5000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	41.2	40.0	.09	41.9	-.05	41.6	-.03
Reflective & Integrative Learning	38.3	37.8	.04	39.3	-.07	38.8	-.04
Learning Strategies	43.0	38.7 **	.29	43.3	-.02	42.7	.02
Quantitative Reasoning	30.9	32.7	-.10	30.3	.04	30.9	.00

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

	Lander	Percentage point difference ^a between your seniors and		
		SC Public Schools	SE Public	SE Region 5000
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	82	+1	+1	+3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	79	+3	+0	+1
4d. Evaluating a point of view, decision, or information source	71	+5	-5	-3
4e. Forming a new idea or understanding from various pieces of information	79	+11	+3	+5
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	69	-3	-1	-0
2b. Connected your learning to societal problems or issues	60	-1	-6	-3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57	+7	-1	+2
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	-1	-3	-3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+10	+6	+6
2f. Learned something that changed the way you understand an issue or concept	65	-3	-3	-5
2g. Connected ideas from your courses to your prior experiences and knowledge	85	+3	+2	+3
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	83	+4	-2	+1
9b. Reviewed your notes after class	74	+15	+1	+1
9c. Summarized what you learned in class or from course materials	82	+18	+9	+10
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	61	-1	+5	+3
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	-3	+0	-1
6c. Evaluated what others have concluded from numerical information	45	-7	+1	+0

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

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

Learning with Peers: First-year students

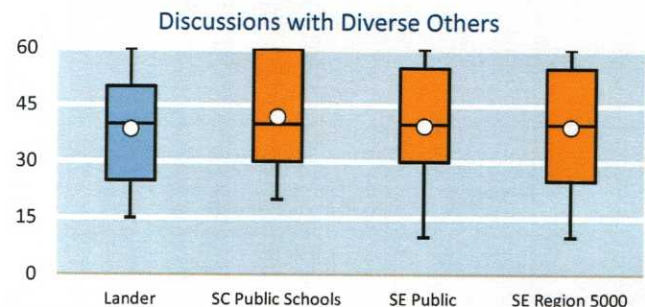
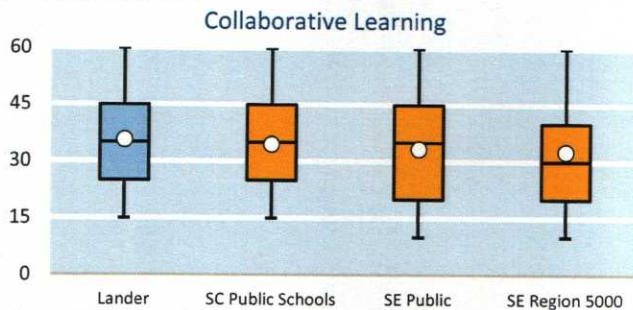
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Lander Mean	Your first-year students compared with					
		SC Public Schools		SE Public		SE Region 5000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.7	34.5	.09	33.3 *	.17	32.6 **	.21
Discussions with Diverse Others	38.6	41.9 *	-.22	39.5	-.06	39.3	-.04

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Collaborative Learning	Lander	Percentage point difference ^a between your FY students and		
		SC Public Schools	SE Public	SE Region 5000
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
%				
1e. Asked another student to help you understand course material	65	+7	+15	+14
1f. Explained course material to one or more students	63	+1	+4	+5
1g. Prepared for exams by discussing or working through course material with other students	58	+3	+6	+9
1h. Worked with other students on course projects or assignments	62	+7	+5	+9
Discussions with Diverse Others		Percentage point difference ^a between your FY students and		
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	73	-1	+4	+5
8b. People from an economic background other than your own	70	-5	-1	-0
8c. People with religious beliefs other than your own	56	-14	-8	-8
8d. People with political views other than your own	60	-13	-5	-6

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

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Learning with Peers: Seniors

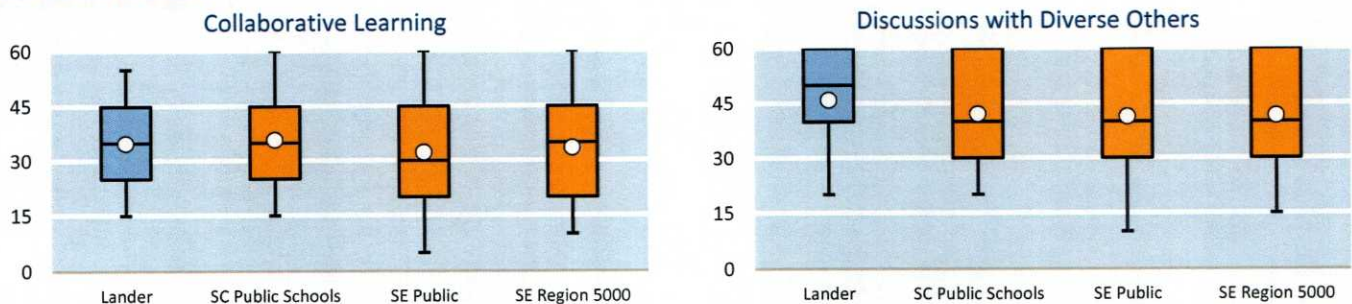
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Lander Mean	Your seniors compared with					
		SC Public Schools		SE Public		SE Region 5000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.8	35.7	-.07	32.3	.16	33.5	.08
Discussions with Diverse Others	45.9	42.1 *	.26	41.3 **	.28	41.5 **	.27

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

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Collaborative Learning	Lander	Percentage point difference ^a between your seniors and		
		SC Public Schools	SE Public	SE Region 5000
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	51	-0	+11	+7
1f. Explained course material to one or more students	69	+2	+13	+9
1g. Prepared for exams by discussing or working through course material with other students	47	-9	-1	-4
1h. Worked with other students on course projects or assignments	68	-1	+4	+4
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	86	+13	+14	+13
8b. People from an economic background other than your own	84	+10	+10	+9
8c. People with religious beliefs other than your own	77	+7	+9	+8
8d. People with political views other than your own	80	+5	+12	+9

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

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Experiences with Faculty: First-year students

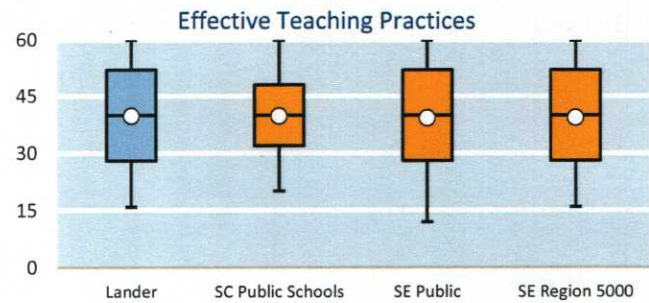
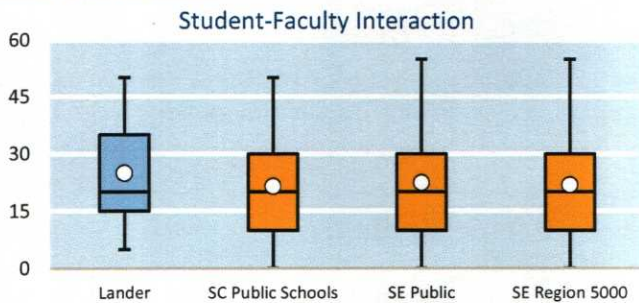
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Lander Mean	Your first-year students compared with					
		SC Public Schools		SE Public		SE Region 5000	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	24.9	21.5 **	.24	22.4 *	.16	21.8 **	.20
Effective Teaching Practices	39.8	39.8	.00	39.3	.03	39.4	.03

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

Score Distributions



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Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Item	Lander %	Percentage point difference ^a between your FY students and		
		SC Public Schools	SE Public	SE Region 5000
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	43	+8	+6	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	28	+8	+4	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	+12	+8	+10
3d. Discussed your academic performance with a faculty member	38	+7	+3	+4
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	72	-9	-3	-5
5b. Taught course sessions in an organized way	73	-5	+2	-0
5c. Used examples or illustrations to explain difficult points	76	-1	+3	+1
5d. Provided feedback on a draft or work in progress	69	+4	+2	+3
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-0	-2	-0

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

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Experiences with Faculty: Seniors

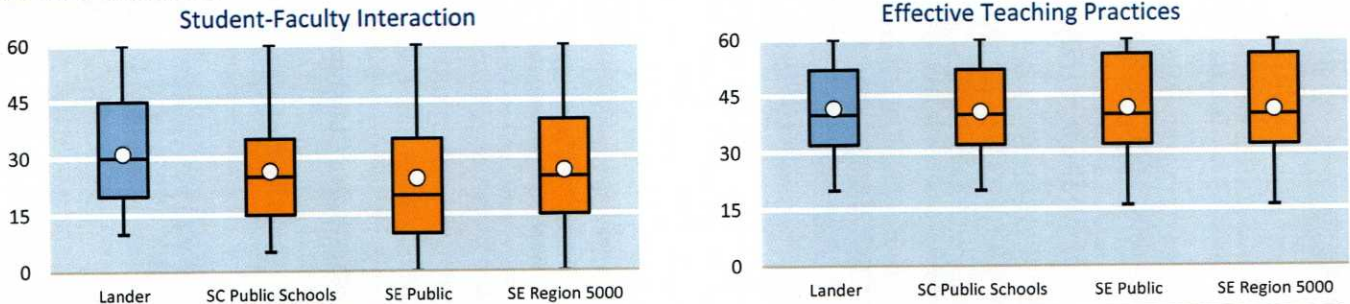
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Lander Mean	Your seniors compared with					
		SC Public Schools		SE Public		SE Region 5000	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	31.1	26.4 **	.30	24.5 ***	.39	26.5 **	.27
Effective Teaching Practices	41.7	40.7	.07	41.6	.00	41.3	.03

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

Score Distributions



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Performance on Indicator Items

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Student-Faculty Interaction	Lander	Percentage point difference ^a between your seniors and		
		SC Public Schools	SE Public	SE Region 5000
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	61	+12	+18	+13
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	36	+4	+11	+5
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	49	+12	+14	+11
3d. Discussed your academic performance with a faculty member	51	+16	+11	+9
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	84	+0	+1	+3
5b. Taught course sessions in an organized way	80	-2	+1	+2
5c. Used examples or illustrations to explain difficult points	80	-1	+2	+3
5d. Provided feedback on a draft or work in progress	72	+12	+5	+7
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+2	+1	-0

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

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Campus Environment: First-year students

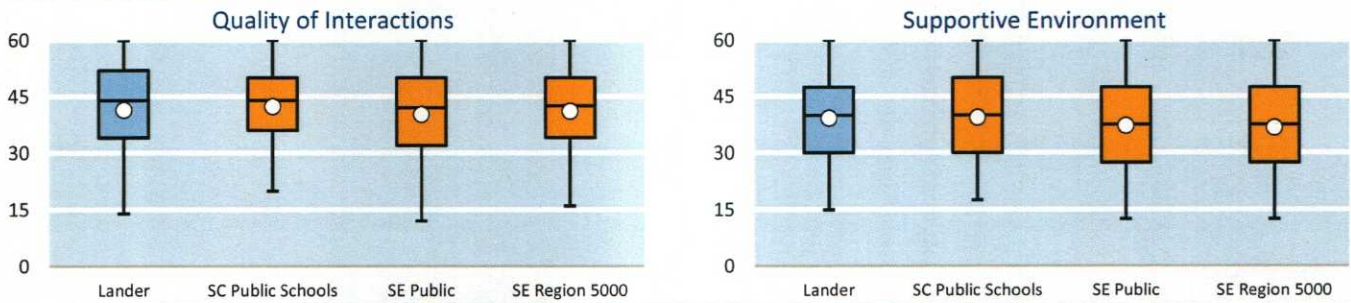
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Lander Mean	Your first-year students compared with					
		SC Public Schools Mean	Effect size	SE Public Mean	Effect size	SE Region 5000 Mean	Effect size
Quality of Interactions	41.4	42.4	-.09	40.2	.09	41.2	.02
Supportive Environment	39.3	39.4	-.01	37.2	.15	36.7 *	.18

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

Score Distributions



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Item	Lander %	Percentage point difference ^a between your FY students and		
		SC Public Schools	SE Public	SE Region 5000
Quality of Interactions				
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	45	-15	-5	-7
13b. Academic advisors	50	+0	+1	+1
13c. Faculty	56	+6	+7	+7
13d. Student services staff (career services, student activities, housing, etc.)	52	+6	+11	+7
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	+5	+8	+3
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	-7	+2	+0
14c. Using learning support services (tutoring services, writing center, etc.)	80	-4	+1	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-0	-1	+2
14e. Providing opportunities to be involved socially	71	-5	+2	+1
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	79	+2	+11	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	55	+9	+12	+13
14h. Attending campus activities and events (performing arts, athletic events, etc.)	79	+3	+12	+12
14i. Attending events that address important social, economic, or political issues	55	-3	-2	+3

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

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

Campus Environment: Seniors

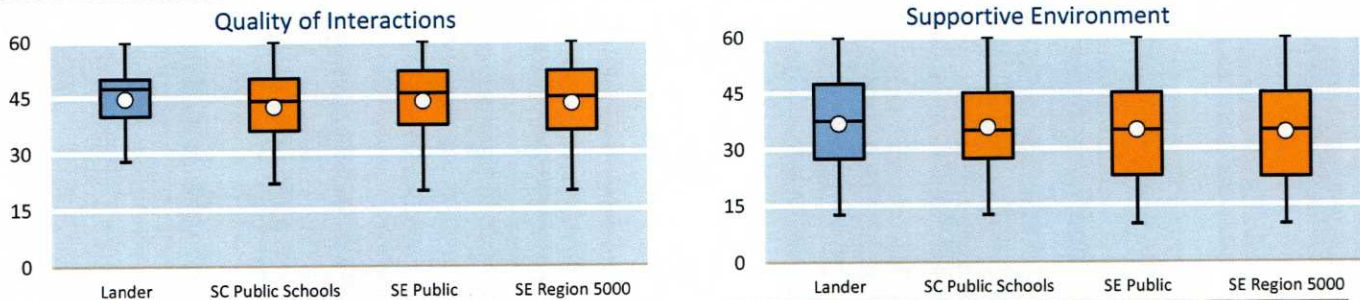
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Lander Mean	Your seniors compared with					
		SC Public Schools Mean	Effect size	SE Public Mean	Effect size	SE Region 5000 Mean	Effect size
Quality of Interactions	44.6	42.4	.20	43.8	.07	43.3	.11
Supportive Environment	36.8	35.8	.07	35.0	.12	34.4	.16

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

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much **higher** your institution's percentage is from that of the comparison group. Orange bars indicate how much **lower** your institution's percentage is from that of the comparison group.

Quality of Interactions	Lander %	Percentage point difference ^a between your seniors and		
		SC Public Schools	SE Public	SE Region 5000
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	54	-11	-8	-9
13b. Academic advisors	62	+12	+3	+3
13c. Faculty	56	-2	-7	-4
13d. Student services staff (career services, student activities, housing, etc.)	49	+7	+2	+4
13e. Other administrative staff and offices (registrar, financial aid, etc.)	49	+11	+3	+5
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	76	-2	+2	+3
14c. Using learning support services (tutoring services, writing center, etc.)	79	+6	+7	+12
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	56	+6	-2	+1
14e. Providing opportunities to be involved socially	64	-7	-4	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	+1	+10	+9
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	32	-1	-2	-4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	+4	+17	+15
14i. Attending events that address important social, economic, or political issues	48	-2	-4	-1

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

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

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2015 and 2016 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2015 and 2016 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	Lander Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.1	40.5 *	-.18		42.7 ***	-.34	
	Reflective and Integrative Learning	34.4	37.4 **	-.24		39.5 ***	-.40	
	Learning Strategies	41.6	41.2	.03	✓	43.7	-.15	
	Quantitative Reasoning	29.6	29.4	.01	✓	31.3	-.11	
<i>Learning with Peers</i>	Collaborative Learning	35.7	35.2	.03	✓	37.3	-.12	
	Discussions with Diverse Others	38.6	42.7 **	-.27		44.3 ***	-.38	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	24.9	23.8	.07	✓	26.9	-.12	
	Effective Teaching Practices	39.8	41.6	-.13		43.8 ***	-.30	
<i>Campus Environment</i>	Quality of Interactions	41.4	44.1 *	-.22		45.9 ***	-.37	
	Supportive Environment	39.3	39.2	.01	✓	40.9	-.12	

Seniors

Theme	Engagement Indicator	Lander Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.2	43.1	-.14		44.7 *	-.25	
	Reflective and Integrative Learning	38.3	41.0 *	-.21		42.9 ***	-.36	
	Learning Strategies	43.0	42.2	.05	✓	44.5	-.10	
	Quantitative Reasoning	30.9	31.8	-.05	✓	33.2	-.14	
<i>Learning with Peers</i>	Collaborative Learning	34.8	35.8	-.07	✓	37.9 *	-.23	
	Discussions with Diverse Others	45.9	43.3	.16	✓	45.1	.05	✓
<i>Experiences with Faculty</i>	Student-Faculty Interaction	31.1	29.6	.10	✓	33.0	-.12	
	Effective Teaching Practices	41.7	42.7	-.08	✓	44.5 *	-.21	
<i>Campus Environment</i>	Quality of Interactions	44.6	45.3	-.06	✓	46.9 *	-.19	
	Supportive Environment	36.8	35.7	.08	✓	38.1	-.09	✓

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

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2015 and 2016 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Lander (N = 162)	38.1	14.3	1.12	15	30	40	50	60				
SC Public Schools	38.8	13.3	.20	20	30	40	50	60	4,588	-.8	.468	-.058
SE Public	39.1	14.4	.32	15	30	40	50	60	2,143	-1.0	.381	-.072
SE Region 5000	38.3	14.3	.14	15	30	40	50	60	10,336	-.2	.852	-.015
Top 50%	40.5	13.6	.04	20	30	40	50	60	131,297	-2.4	.022	-.180
Top 10%	42.7	13.7	.08	20	35	40	55	60	28,079	-4.6	.000	-.336
Reflective & Integrative Learning												
Lander (N = 166)	34.4	12.3	.95	17	26	31	43	57				
SC Public Schools	35.1	12.2	.18	17	26	34	43	57	4,795	-.8	.429	-.062
SE Public	35.8	13.4	.29	14	26	34	46	60	2,298	-1.4	.182	-.107
SE Region 5000	35.2	12.8	.12	14	26	34	43	60	10,822	-.9	.386	-.068
Top 50%	37.4	12.5	.03	17	29	37	46	60	138,026	-3.0	.002	-.243
Top 10%	39.5	12.8	.08	20	31	40	49	60	26,395	-5.2	.000	-.405
Learning Strategies												
Lander (N = 130)	41.6	13.3	1.17	20	33	40	53	60				
SC Public Schools	38.9	13.9	.22	20	27	40	53	60	4,230	2.8	.026	.199
SE Public	40.7	13.7	.32	20	33	40	53	60	1,923	1.0	.439	.070
SE Region 5000	40.5	14.1	.15	20	33	40	53	60	9,295	1.2	.346	.083
Top 50%	41.2	14.1	.04	20	33	40	53	60	115,104	.5	.693	.035
Top 10%	43.7	14.3	.08	20	33	47	60	60	29,700	-2.1	.093	-.147
Quantitative Reasoning												
Lander (N = 162)	29.6	16.0	1.25	0	20	27	40	60				
SC Public Schools	29.8	15.6	.23	0	20	27	40	60	4,624	-.2	.879	-.012
SE Public	29.0	17.2	.38	0	20	27	40	60	2,175	.5	.700	.031
SE Region 5000	28.1	16.4	.16	0	20	27	40	60	10,401	1.5	.258	.089
Top 50%	29.4	16.1	.04	0	20	27	40	60	163,138	.1	.923	.008
Top 10%	31.3	16.2	.08	0	20	33	40	60	38,884	-1.7	.180	-.105
Learning with Peers												
Collaborative Learning												
Lander (N = 172)	35.7	12.7	.97	15	25	35	45	60				
SC Public Schools	34.5	14.0	.20	15	25	35	45	60	187	1.2	.232	.085
SE Public	33.3	14.6	.31	10	20	35	45	60	209	2.4	.019	.165
SE Region 5000	32.6	14.6	.14	10	20	30	40	60	179	3.1	.002	.210
Top 50%	35.2	13.8	.04	15	25	35	45	60	150,854	.4	.683	.031
Top 10%	37.3	13.6	.08	15	25	40	45	60	31,952	-1.7	.109	-.122
Discussions with Diverse Others												
Lander (N = 134)	38.6	15.4	1.33	15	25	40	50	60				
SC Public Schools	41.9	14.9	.23	20	30	40	60	60	4,297	-3.3	.013	-.219
SE Public	39.5	16.4	.39	10	30	40	55	60	1,927	-.9	.537	-.055
SE Region 5000	39.3	16.6	.17	10	25	40	55	60	9,437	-.7	.620	-.043
Top 50%	42.7	15.2	.04	20	35	40	60	60	134,596	-4.1	.002	-.267
Top 10%	44.3	15.1	.07	20	35	45	60	60	41,632	-5.7	.000	-.379

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Lander (N = 165)	24.9	15.0	1.17	5	15	20	35	50				
SC Public Schools	21.5	14.3	.21	0	10	20	30	50	4,669	3.4	.002	.240
SE Public	22.4	15.7	.35	0	10	20	30	55	2,225	2.5	.049	.159
SE Region 5000	21.8	15.4	.15	0	10	20	30	55	10,527	3.1	.010	.202
Top 50%	23.8	15.0	.05	0	15	20	35	55	92,502	1.1	.342	.074
Top 10%	26.9	16.0	.13	5	15	25	40	60	15,693	-2.0	.113	-.124
Effective Teaching Practices												
Lander (N = 164)	39.8	14.1	1.10	16	28	40	52	60				
SC Public Schools	39.8	12.5	.19	20	32	40	48	60	173	.0	.997	.000
SE Public	39.3	14.6	.32	12	28	40	52	60	2,213	.5	.678	.034
SE Region 5000	39.4	14.3	.14	16	28	40	52	60	10,540	.4	.704	.030
Top 50%	41.6	13.4	.04	20	32	40	52	60	116,162	-1.8	.094	-.131
Top 10%	43.8	13.5	.09	20	36	44	56	60	24,372	-4.0	.000	-.296
Campus Environment												
Quality of Interactions												
Lander (N = 130)	41.4	13.4	1.18	14	34	44	52	60				
SC Public Schools	42.4	11.6	.18	20	36	44	50	60	135	-1.0	.396	-.087
SE Public	40.2	13.5	.32	12	32	42	50	60	1,889	1.2	.334	.088
SE Region 5000	41.2	13.2	.14	16	34	43	50	60	9,039	.3	.813	.021
Top 50%	44.1	11.8	.04	22	38	46	52	60	129	-2.6	.026	-.224
Top 10%	45.9	12.1	.08	22	40	48	56	60	20,862	-4.4	.000	-.366
Supportive Environment												
Lander (N = 115)	39.3	13.1	1.22	15	30	40	48	60				
SC Public Schools	39.4	13.1	.21	18	30	40	50	60	3,945	-.2	.891	-.013
SE Public	37.2	14.2	.36	13	28	38	48	60	135	2.1	.106	.146
SE Region 5000	36.7	14.4	.16	13	28	38	48	60	118	2.5	.043	.175
Top 50%	39.2	13.3	.04	18	30	40	50	60	111,640	.1	.945	.006
Top 10%	40.9	13.3	.08	20	33	40	53	60	27,918	-1.6	.198	-.120

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Lander (N = 94)	41.2	12.8	1.32	20	30	40	50	60				
SC Public Schools	40.0	13.7	.23	20	30	40	50	60	3,616	1.2	.398	.088
SE Public	41.9	14.3	.37	20	35	40	55	60	1,607	-.7	.626	-.052
SE Region 5000	41.6	14.3	.17	20	35	40	55	60	7,606	-.4	.763	-.031
Top 50%	43.1	13.8	.05	20	35	40	55	60	79,574	-1.9	.172	-.141
Top 10%	44.7	13.7	.09	20	40	45	60	60	24,788	-3.5	.014	-.255
Reflective & Integrative Learning												
Lander (N = 100)	38.3	12.1	1.21	20	29	37	46	60				
SC Public Schools	37.8	12.6	.21	20	29	37	46	60	3,783	.5	.681	.042
SE Public	39.3	13.7	.35	17	29	40	51	60	1,670	-1.0	.488	-.071
SE Region 5000	38.8	13.2	.15	17	29	40	49	60	7,933	-.5	.715	-.037
Top 50%	41.0	12.7	.04	20	31	40	51	60	83,221	-2.7	.036	-.209
Top 10%	42.9	12.5	.09	20	34	43	54	60	20,925	-4.6	.000	-.364
Learning Strategies												
Lander (N = 92)	43.0	13.3	1.38	20	33	40	53	60				
SC Public Schools	38.7	14.7	.25	13	27	40	53	60	3,402	4.3	.006	.292
SE Public	43.3	14.6	.39	20	33	40	60	60	1,491	-.3	.856	-.019
SE Region 5000	42.7	14.6	.17	20	33	40	60	60	7,024	.2	.877	.016
Top 50%	42.2	14.5	.05	20	33	40	60	60	96,468	.7	.622	.051
Top 10%	44.5	14.2	.09	20	33	47	60	60	26,084	-1.5	.318	-.104
Quantitative Reasoning												
Lander (N = 99)	30.9	16.6	1.67	7	20	27	40	60				
SC Public Schools	32.7	16.7	.28	0	20	33	47	60	3,664	-1.7	.308	-.104
SE Public	30.3	17.4	.44	0	20	27	40	60	1,642	.7	.704	.039
SE Region 5000	30.9	17.2	.20	0	20	27	40	60	7,710	.0	.995	-.001
Top 50%	31.8	16.9	.05	0	20	33	40	60	125,142	-.8	.627	-.049
Top 10%	33.2	16.8	.09	0	20	33	47	60	34,583	-2.3	.177	-.136
Learning with Peers												
Collaborative Learning												
Lander (N = 104)	34.8	12.5	1.22	15	25	35	45	55				
SC Public Schools	35.7	14.0	.23	15	25	35	45	60	110	-.9	.452	-.067
SE Public	32.3	15.1	.38	5	20	30	45	60	123	2.5	.057	.164
SE Region 5000	33.5	15.3	.17	10	20	35	45	60	107	1.3	.302	.084
Top 50%	35.8	13.9	.04	15	25	35	45	60	103	-1.0	.415	-.072
Top 10%	37.9	13.7	.09	15	30	40	50	60	23,868	-3.1	.022	-.226
Discussions with Diverse Others												
Lander (N = 93)	45.9	13.8	1.43	20	40	50	60	60				
SC Public Schools	42.1	15.2	.26	20	30	40	60	60	3,430	3.9	.015	.256
SE Public	41.3	16.7	.44	10	30	40	60	60	111	4.6	.003	.278
SE Region 5000	41.5	16.4	.20	15	30	40	60	60	96	4.4	.003	.269
Top 50%	43.3	15.9	.05	15	35	45	60	60	92	2.6	.072	.163
Top 10%	45.1	15.8	.09	20	35	50	60	60	34,187	.8	.612	.053

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Lander (N = 96)	31.1	15.7	1.61	10	20	30	45	60				
SC Public Schools	26.4	15.7	.26	5	15	25	35	60	3,683	4.7	.004	.298
SE Public	24.5	17.1	.44	0	10	20	35	60	1,628	6.6	.000	.390
SE Region 5000	26.5	17.0	.19	0	15	25	40	60	7,726	4.6	.009	.270
Top 50%	29.6	16.1	.07	5	20	30	40	60	47,972	1.6	.347	.096
Top 10%	33.0	16.3	.18	5	20	30	45	60	7,884	-1.9	.251	-.118
Effective Teaching Practices												
Lander (N = 99)	41.7	13.3	1.34	20	32	40	52	60				
SC Public Schools	40.7	13.1	.22	20	32	40	52	60	3,701	.9	.482	.072
SE Public	41.6	14.6	.37	16	32	40	56	60	1,656	.0	.976	.003
SE Region 5000	41.3	14.7	.17	16	32	40	56	60	7,790	.4	.780	.028
Top 50%	42.7	13.7	.05	20	32	44	56	60	71,877	-1.0	.447	-.076
Top 10%	44.5	13.4	.10	20	36	44	56	60	16,532	-2.8	.036	-.211
Campus Environment												
Quality of Interactions												
Lander (N = 92)	44.6	9.7	1.00	28	40	48	50	60				
SC Public Schools	42.4	11.3	.20	22	36	44	50	60	3,349	2.2	.062	.197
SE Public	43.8	12.3	.33	20	38	46	52	60	113	.8	.453	.066
SE Region 5000	43.3	12.4	.15	20	36	45	52	60	96	1.4	.187	.109
Top 50%	45.3	11.5	.04	24	40	48	54	60	92	-.7	.471	-.063
Top 10%	46.9	11.9	.08	24	40	50	56	60	93	-2.3	.026	-.192
Supportive Environment												
Lander (N = 88)	36.8	13.7	1.46	13	28	38	48	60				
SC Public Schools	35.8	13.5	.24	13	28	35	45	60	3,283	1.0	.497	.074
SE Public	35.0	15.2	.41	10	23	35	45	60	1,437	1.8	.274	.120
SE Region 5000	34.4	15.1	.19	10	23	35	45	60	6,582	2.4	.137	.160
Top 50%	35.7	13.9	.05	13	25	35	45	60	73,142	1.1	.462	.079
Top 10%	38.1	13.9	.12	15	28	40	48	60	14,615	-1.3	.393	-.092

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

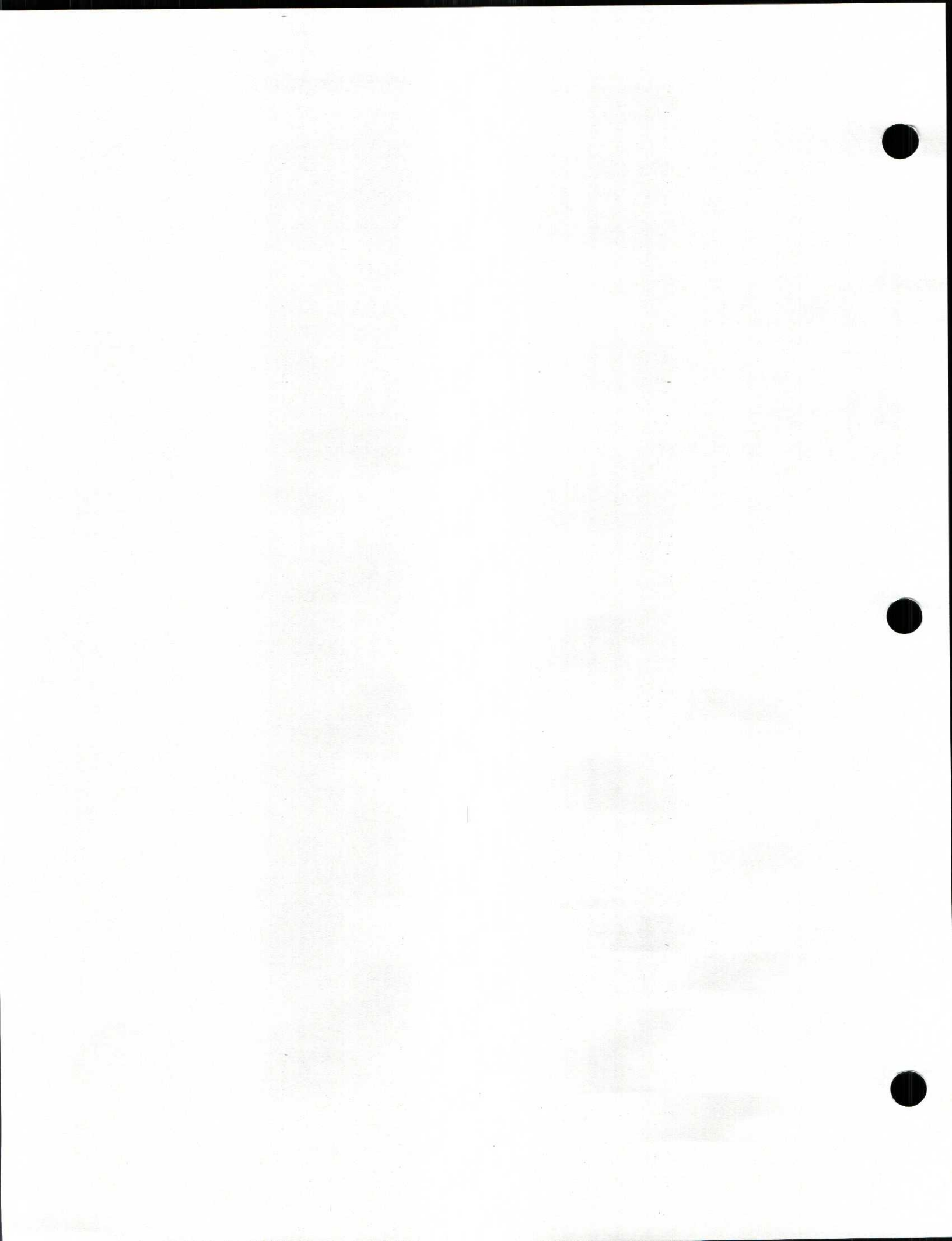
c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.





NSSE 2016
High-Impact Practices
Lander University

About Your High-Impact Practices Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should 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, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

High-Impact Practices in NSSE

- Learning community or some other formal program where groups of students take two or more classes together
- Courses that included a community-based project (service-learning)
- Work with a faculty member on a research project
- Internship, co-op, field experience, student teaching, or clinical placement
- Study abroad
- Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)

Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation

Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons

Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)

Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8)

Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. NSSE research has found that interpretations vary by HIP: For service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

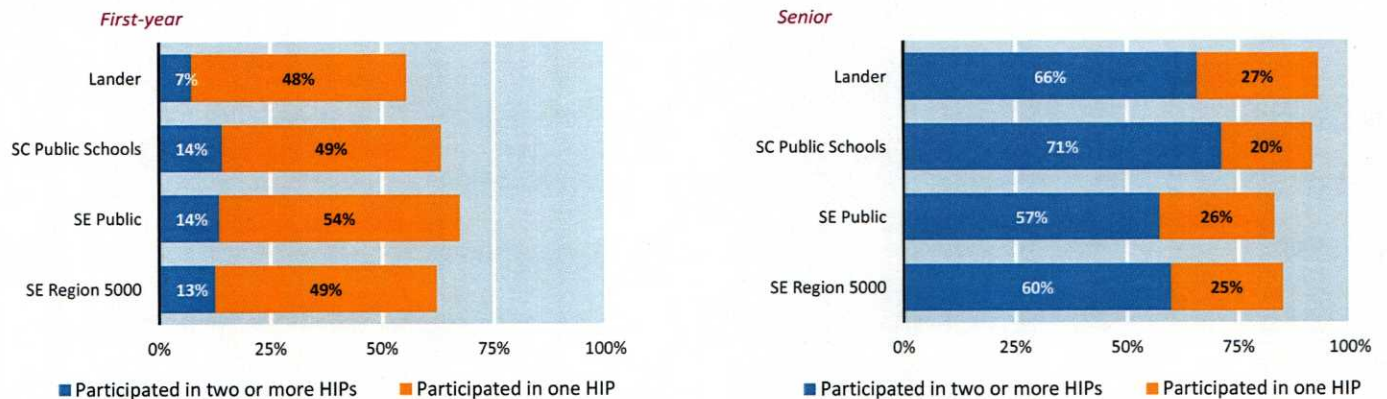
HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities. National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007*. Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.



Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	Lander	SC Public Schools	Effect size ^a	SE Public	Effect size ^a	SE Region 5000	Effect size ^a
<i>First-year</i>	%	%		%		%	
11c. Learning Community	5	20 ***	-.48	12 **	-.28	13 **	-.30
12. Service-Learning	55	54	.02	64 *	-.18	58	-.06
11e. Research with Faculty	4	6	-.10	8	-.19	7	-.13
Participated in at least one	55	63	-.16	67 **	-.24	62	-.13
Participated in two or more	7	14 *	-.23	14 *	-.21	13	-.18
<i>Senior</i>							
11c. Learning Community	28	27	.02	22	.14	27	.02
12. Service-Learning	74	59 **	.30	64	.20	67	.14
11e. Research with Faculty	24	33	-.19	24	.00	23	.03
11a. Internship or Field Exp.	56	63	-.15	43 *	.26	46	.20
11d. Study Abroad	16	23	-.17	8 **	.25	8 **	.25
11f. Culminating Senior Exp.	44	49	-.10	44	.00	44	.01
Participated in at least one	93	91	.06	83 *	.31	85 *	.26
Participated in two or more	66	71	-.12	57	.17	60	.12

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's *h*: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. NSSE research finds for service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large.

For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).
p* < .05, *p* < .01, ****p* < .001 (*z*-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for

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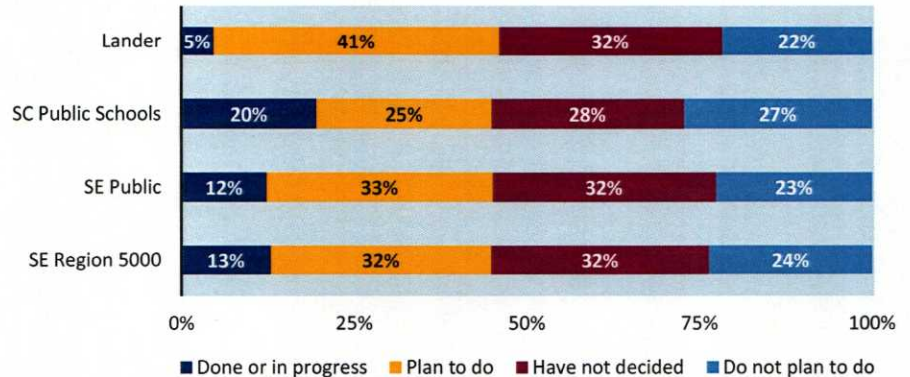
First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

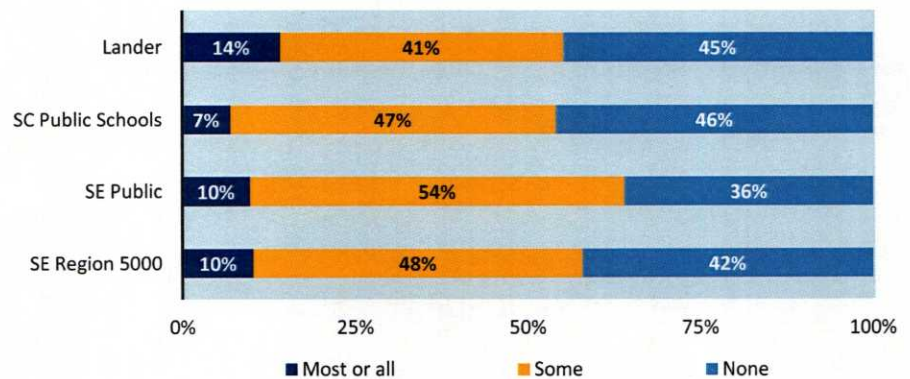
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

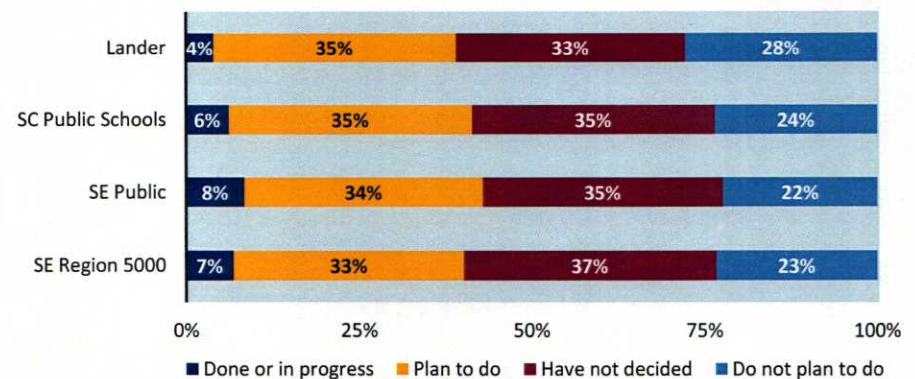
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

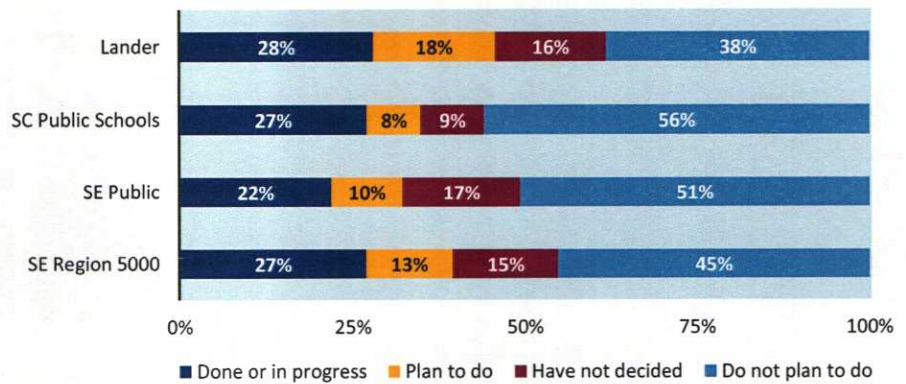
Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

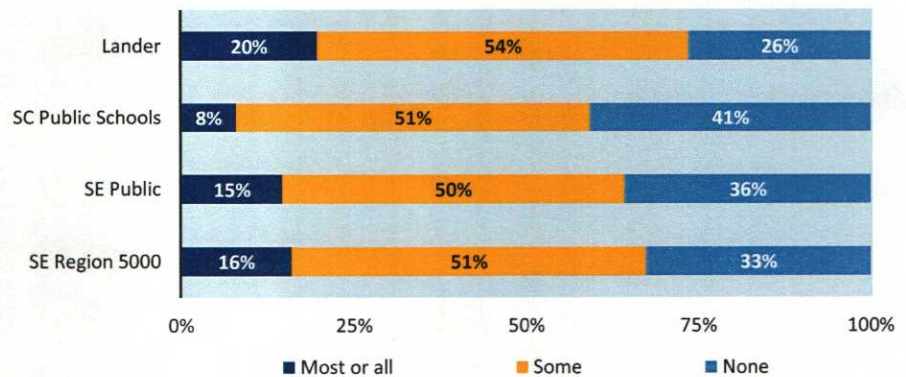
Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.



Service-Learning

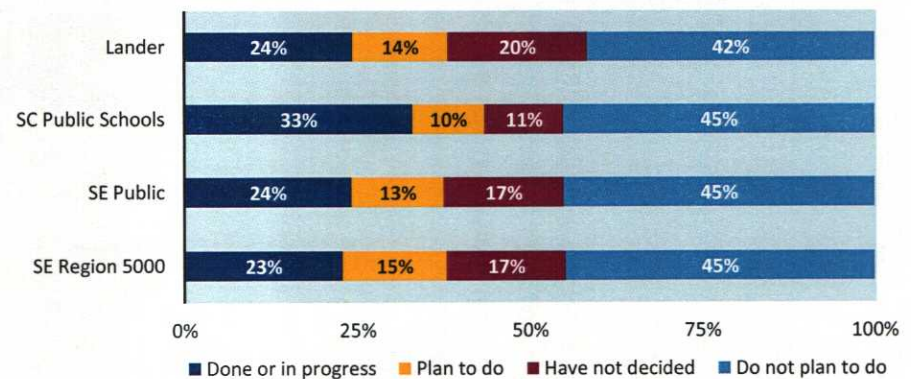
About how many of your courses at this institution have included a community-based project (service-learning)?



Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

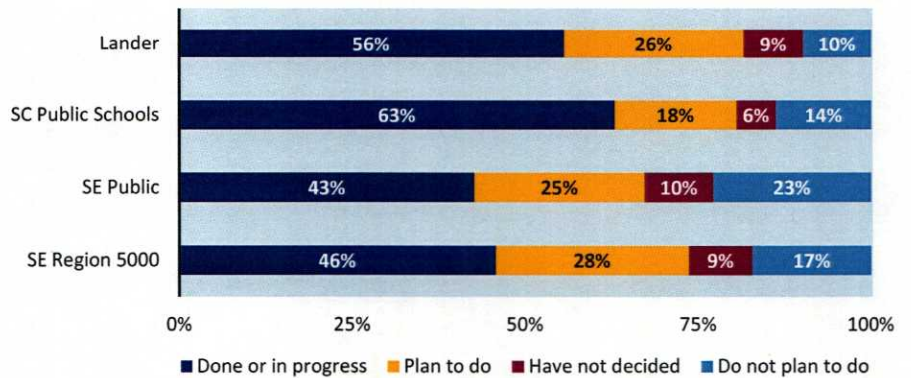
Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

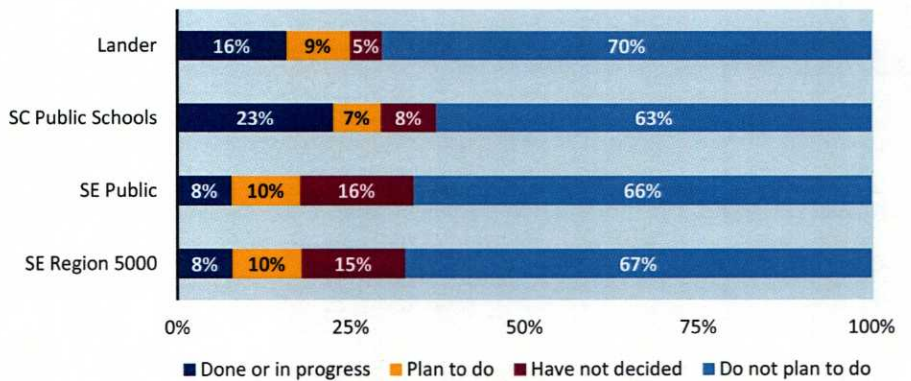
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



Study Abroad

Which of the following have you done or do you plan to do before you graduate?

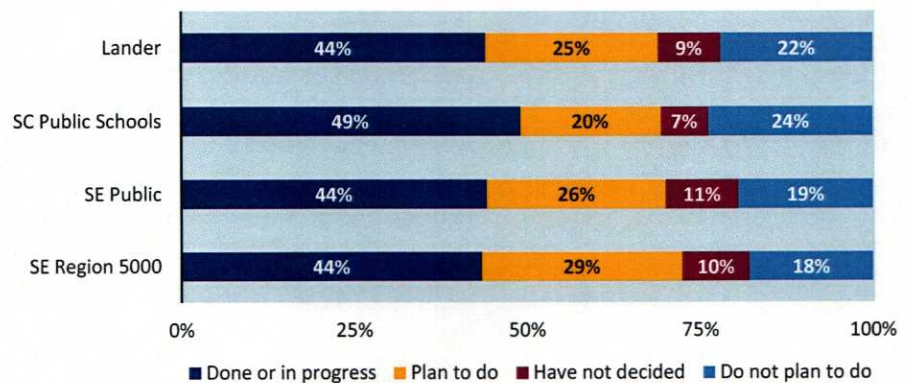
Participate in a study abroad program.



Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

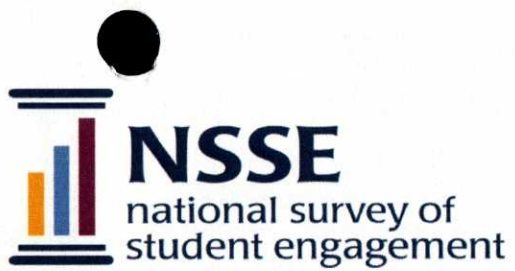
	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex^a	%	%	%	%	%	%	%	%	%
Female	6	54	5	29	75	20	54	19	33
Male	0	57	0	25	71	33	58	8	67
Race/ethnicity or international^a									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	—	—	—	—	—	—
Black or African American	0	56	0	20	81	25	67	15	45
Hispanic or Latino	—	—	—	—	—	—	—	—	—
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	5	52	6	31	72	22	52	14	40
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	—	—	—	—	—	—	—	—	—
Two or more races/ethnicities	—	—	—	—	—	—	—	—	—
Age									
Traditional (FY < 21, Seniors < 25):	5	56	5	34	72	28	61	18	46
Nontraditional (FY 21+, Seniors 25+)	—	—	—	0	80	13	33	7	27
First-generation^b									
Not first-generation	8	58	0	33	73	33	60	18	48
First-generation	3	56	9	24	74	20	52	15	39
Enrollment status^a									
Not full-time	—	—	—	8	83	25	42	0	33
Full-time	5	55	4	31	73	23	57	19	43
Residence									
Living off campus	12	55	6	25	73	24	52	13	40
Living on campus	3	58	5	41	83	35	71	24	59
Major category^c									
Arts & humanities	—	—	—	—	—	—	—	—	—
Biological sciences, agriculture, natural res.	8	46	0	—	—	—	—	—	—
Physical sciences, math, computer science	—	—	—	—	—	—	—	—	—
Social sciences	—	—	—	—	—	—	—	—	—
Business	0	42	8	12	59	24	47	18	24
Communications, media, public relations	—	—	—	—	—	—	—	—	—
Education	15	78	7	36	93	21	86	14	21
Engineering	—	—	—	—	—	—	—	—	—
Health professions	6	51	6	36	92	12	64	12	40
Social service professions	—	—	—	—	—	—	—	—	—
Undecided/undeclared	—	—	—	—	—	—	—	—	—
Overall	5	55	4	28	74	24	56	16	44

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."



NSSE 2016
Multi-Year Report
Lander University

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, consult the *Multi-Year Data Analysis Guide* on the NSSE website.
nsse.indiana.edu/pdf/MYDAG.pdf

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) follow, each represented by two EIs.
High-Impact Practices (pp. 8-9)	Results for six HIPs are displayed. First-year results indicate students who <i>participated</i> in a Learning Community, Service-Learning, and Research with Faculty, and who <i>planned to do</i> 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 will 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—Institution Version, updated with current data in the fall, allows for multi-year analysis of Engagement Indicators and individual items. 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	19%	+/- 8.1%	119	95	24	26%	+/- 7.4%	132	113	19
2014										
2015										
2016	32%	+/- 6.0%	179	111	68	21%	+/- 8.5%	104	84	20
2017										
2018										
2019										
2020										

Administration Details by Participation Year

Year	Recruitment method	Sample type	Incentives offered	Topical module(s)	Consortium	BCSSE	FSSE
2013	Email	Census	No	None	None	No	No
2014							
2015							
2016	Email	Census	Yes	Global Learning, FY Experiences / Sr Transitions	None	No	No
2017							
2018							
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.

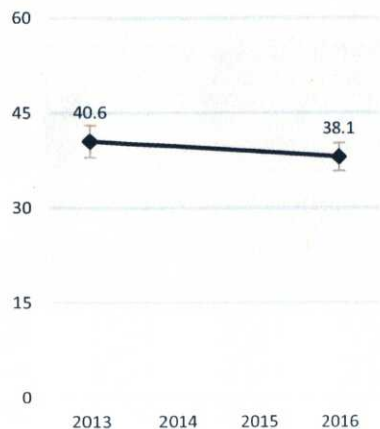
b. Sampling error gauges the precision of results based on a sample survey. It is an estimate (at the 95% confidence level) of how much survey item percentages for your respondents could differ from those of the entire population of students at your institution. While data with larger sampling errors (such as +/-10%) need not be dismissed out of hand, such results should be interpreted more conservatively.

c. This is the count used to calculate response rates and sampling errors for each year's *Administration Summary* report. This number includes all census-administered and randomly sampled students.

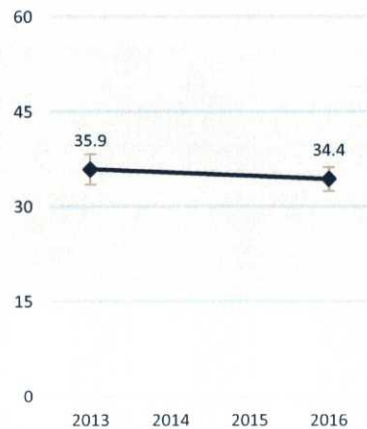
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Academic Challenge theme contains four EIs as well as several important individual items. See page 10 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

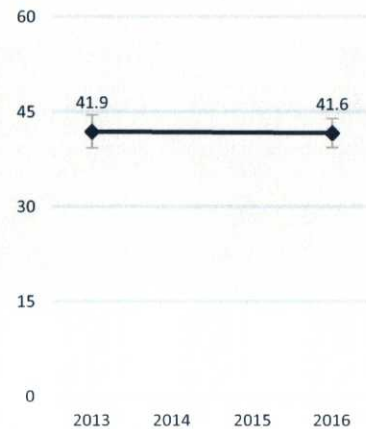
Higher-Order Learning



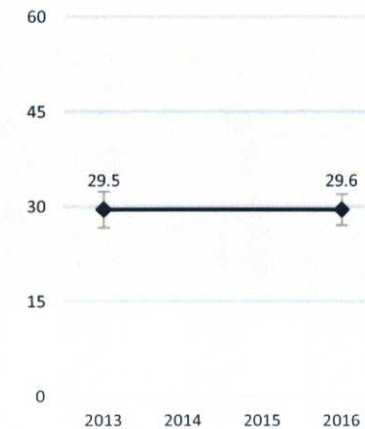
Reflective & Integrative Learning



Learning Strategies

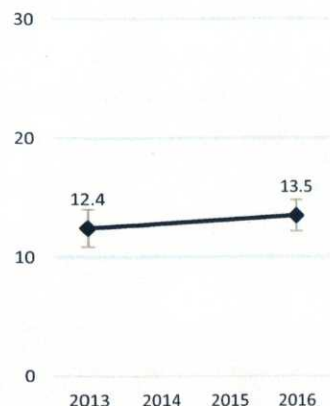


Quantitative Reasoning



Academic Challenge (additional items): First-year students

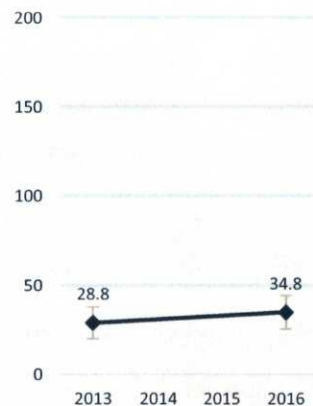
Preparing for Class (hrs/wk)



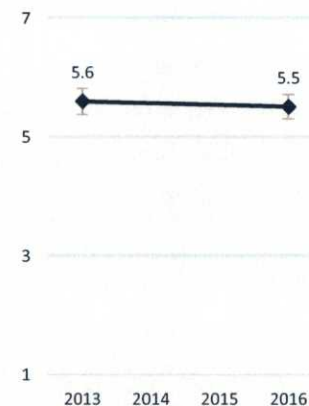
Course Reading (hrs/wk)^a



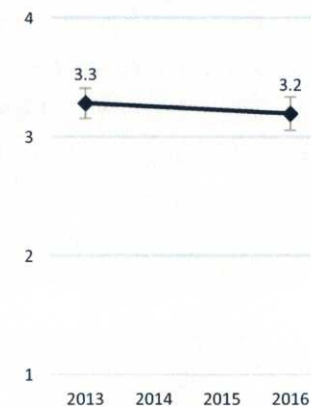
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited.

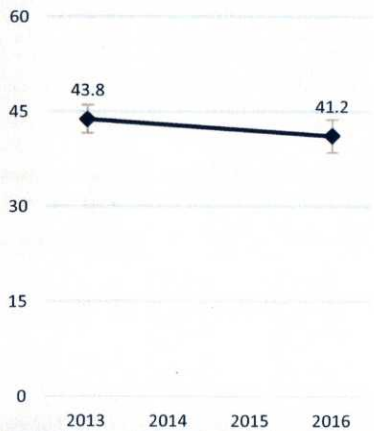
b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").

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").

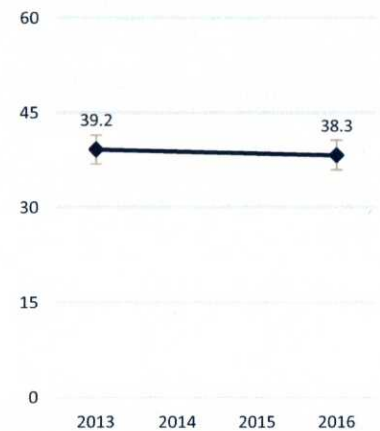
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Academic Challenge: Seniors

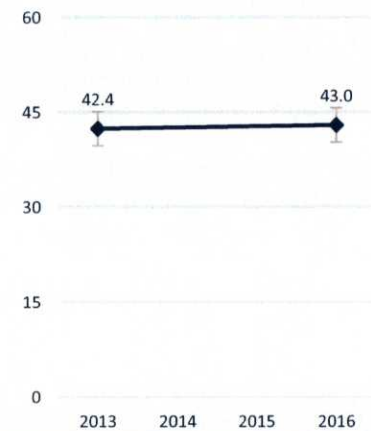
Higher-Order Learning



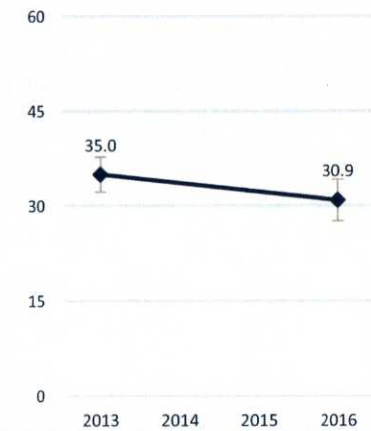
Reflective & Integrative Learning



Learning Strategies

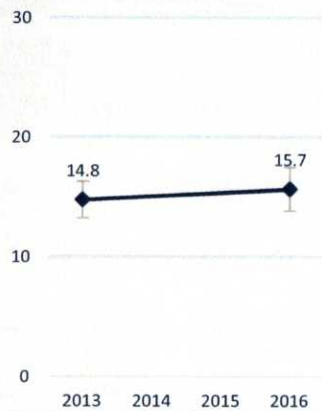


Quantitative Reasoning

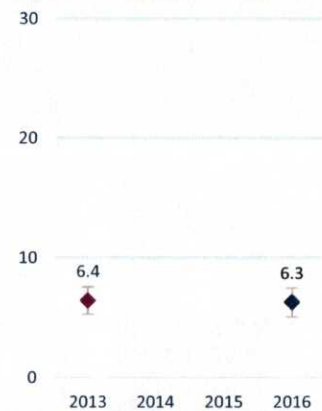


Academic Challenge (additional items): Seniors

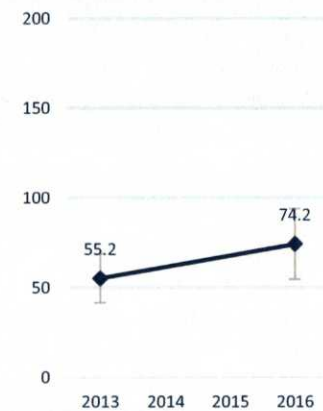
Preparing for Class (hrs/wk)



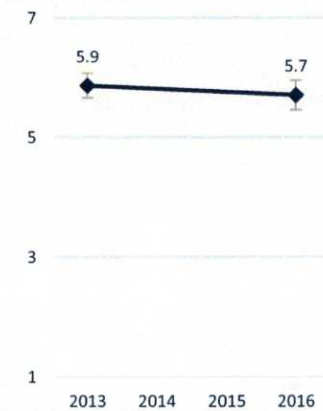
Course Reading (hrs/wk)^a



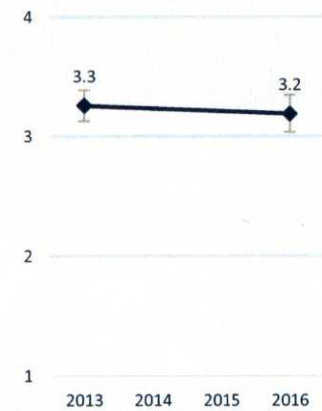
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



a. Values for Course Reading and Assigned Writing are estimates calculated from two or more survey questions. The Course Reading question was modified after 2013; comparability between 2013 and later years is limited.

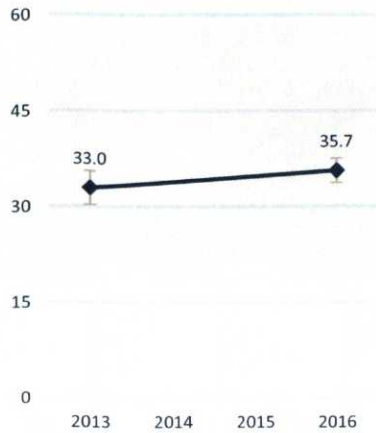
b. Extent to which courses challenged students to do their best work (from 1 = "Not at all" to 7 = "Very much").

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").

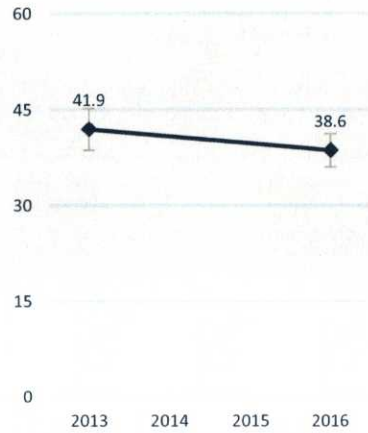
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Learning with Peers: First-year students

Collaborative Learning

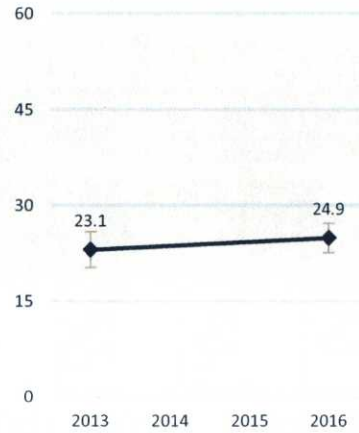


Discussions with Diverse Others

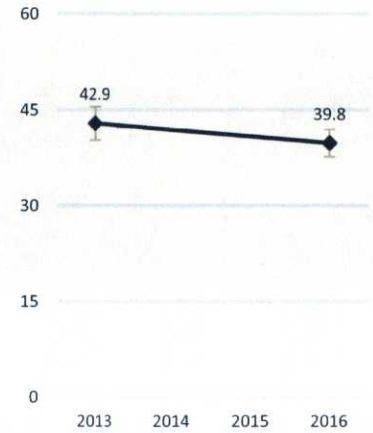


Experiences with Faculty: First-year students

Student-Faculty Interaction

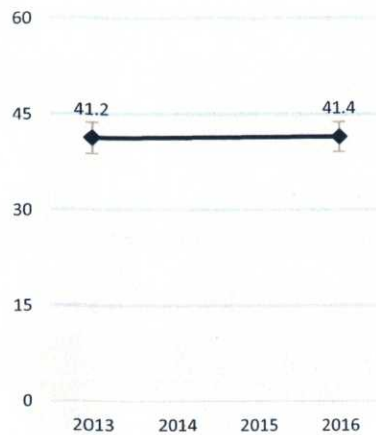


Effective Teaching Practices

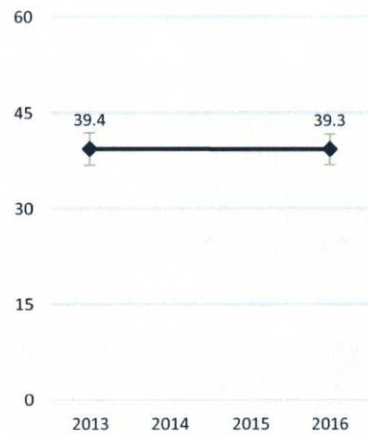


Campus Environment: First-year students

Quality of Interactions



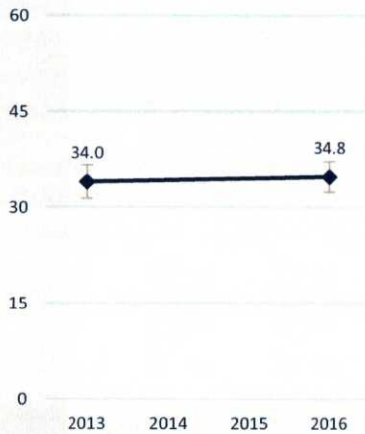
Supportive Environment



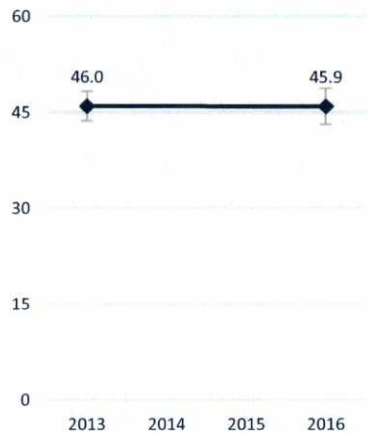
Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement, organized within four themes. EI scores represent the averaged student responses to a set of related survey questions. The Learning with Peers, Experiences with Faculty, and Campus Environment themes are each represented by two EIs. See pages 10-11 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

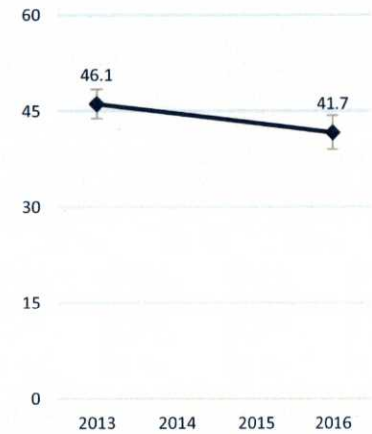


Experiences with Faculty: Seniors

Student-Faculty Interaction

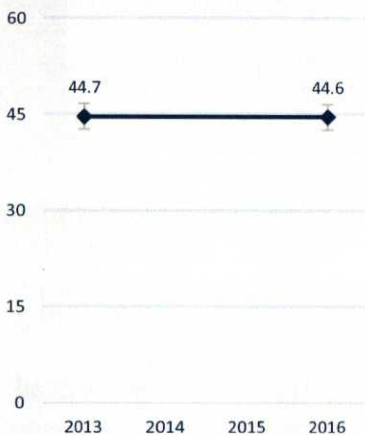


Effective Teaching Practices

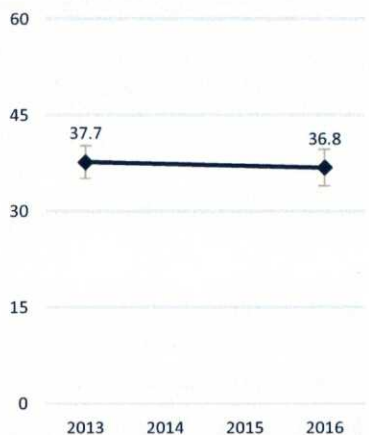


Campus Environment: Seniors

Quality of Interactions



Supportive Environment



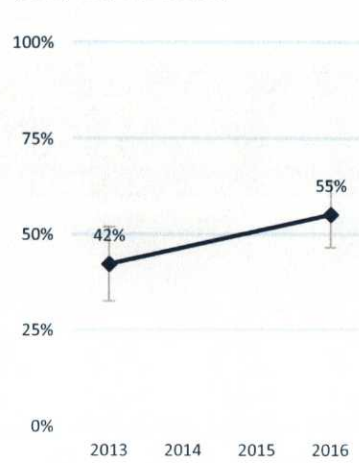
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The figures below display first-year students' participation, or intent to participate, in High-Impact Practices (HIPs) by year. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: First-year students

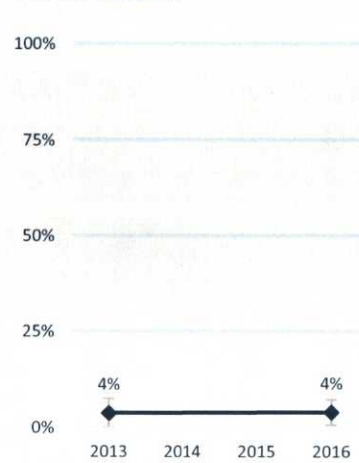
Learning Community (Done or in progress)



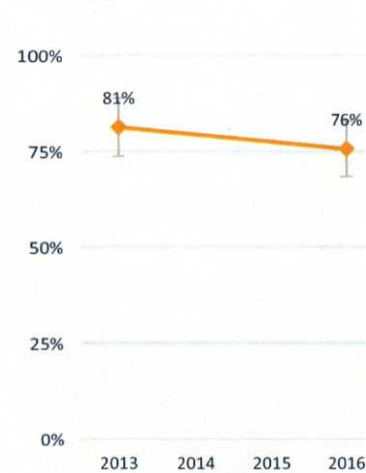
Service-Learning (Some, most, or all courses)



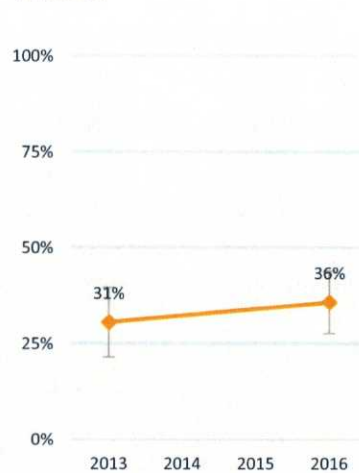
Research with Faculty (Done or in progress)



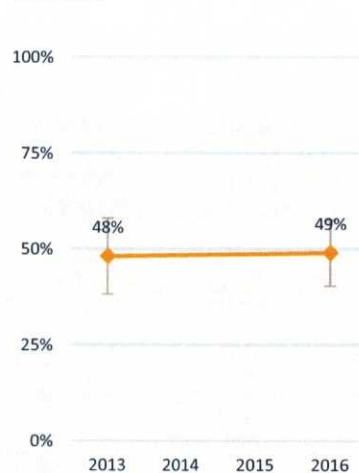
Internship/Field Experience (Plan to do)



Study Abroad (Plan to do)

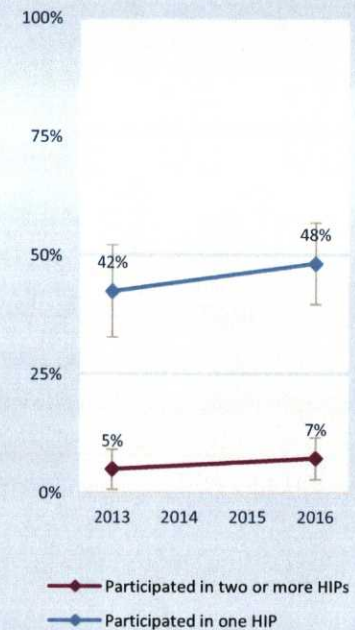


Culminating Senior Experience (Plan to do)



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.

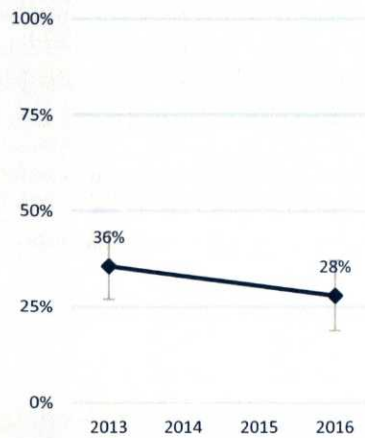


Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." Participation in High-Impact Practices (HIPs) by year is displayed in the figures below. See page 12 for detailed statistics. For more information, refer to your *High-Impact Practices* report.

High-Impact Practices: Seniors

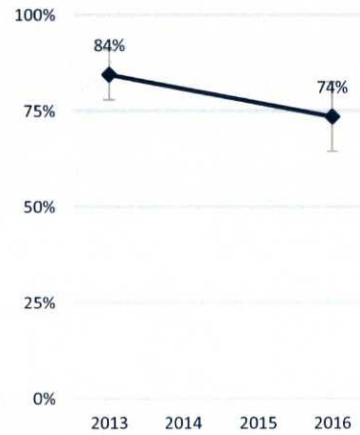
Learning Community

(Done or in progress)



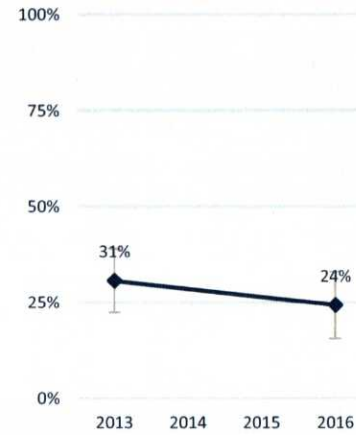
Service-Learning

(Some, most, or all courses)



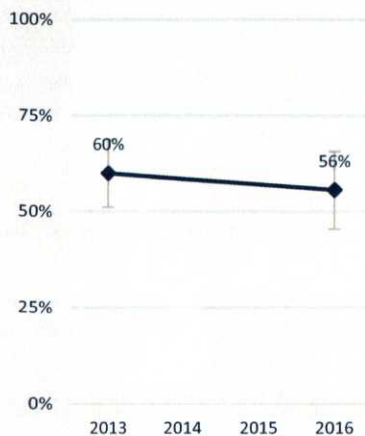
Research with Faculty

(Done or in progress)



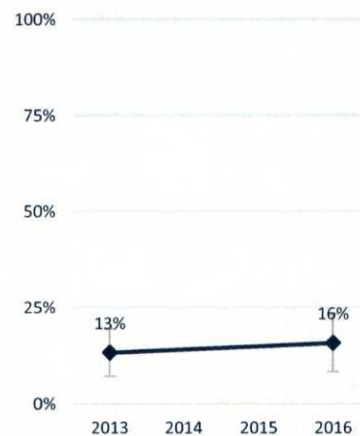
Internship/Field Experience

(Done or in progress)



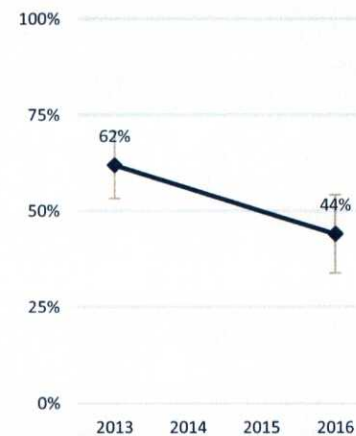
Study Abroad

(Done or in progress)



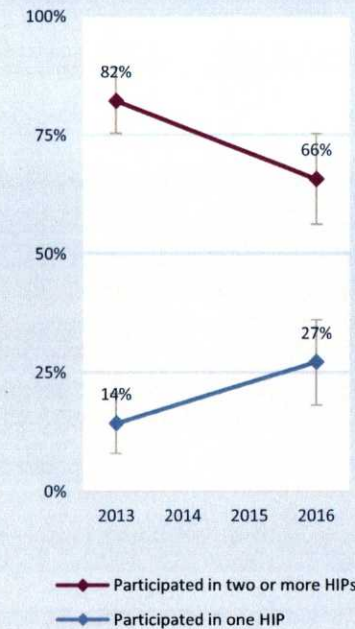
Culminating Senior Experience

(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.



NSSE 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Lander University

		First-year students								Seniors							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge</i>																	
Higher-Order Learning	Mean				38.1					43.8			41.2				
	n				162					125			94				
	SD				14.3					12.7			12.8				
	SE				1.12					1.14			1.32				
	CI upper bound				40.3					46.0			43.8				
	CI lower bound				35.9					41.6			38.6				
<hr/>																	
Reflective & Integrative Learning	Mean				34.4					39.2			38.3				
	n				166					131			100				
	SD				12.3					13.2			12.1				
	SE				.95					1.15			1.21				
	CI upper bound				36.2					41.5			40.7				
	CI lower bound				32.5					37.0			35.9				
<hr/>																	
Learning Strategies	Mean				41.6					42.4			43.0				
	n				130					120			92				
	SD				13.3					15.1			13.3				
	SE				1.17					1.37			1.38				
	CI upper bound				43.9					45.1			45.7				
	CI lower bound				39.4					39.7			40.3				
<hr/>																	
Quantitative Reasoning	Mean				29.6					35.0			30.9				
	n				162					127			99				
	SD				16.0					16.0			16.6				
	SE				1.25					1.42			1.67				
	CI upper bound				32.0					37.8			34.2				
	CI lower bound				27.1					32.2			27.7				
<hr/>																	
<i>Academic Challenge (additional items)</i>																	
Preparing for Class (hours/week)	Mean				13.5					14.8			15.7				
	n				116					115			88				
	SD				7.2					8.4			8.7				
	SE				.67					.78			.93				
	CI upper bound				14.8					16.3			17.5				
	CI lower bound				12.2					13.2			13.8				
<hr/>																	
Course Reading Estimated hours per week calculated from two survey questions. The item was modified in 2014; comparability between 2013 and later years is limited.	Mean				5.3					6.4			6.3				
	n				116					114			87				
	SD				4.8					6.2			5.7				
	SE				.44					.58			.61				
	CI upper bound				6.2					7.6			7.5				
	CI lower bound				4.4					5.3			5.1				

Note: 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									
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Academic Challenge (additional items, continued)</i>																	
Assigned Writing	<i>Mean</i>	28.8			34.8					55.2			74.2				
Estimated number of pages calculated from three survey questions.	<i>n</i>	88			131					110			88				
	<i>SD</i>	42.9			54.8					73.0			94.2				
	<i>SE</i>	4.57			4.79					6.96			10.03				
	<i>CI upper bound</i>	37.8			44.2					68.8			93.8				
	<i>CI lower bound</i>	19.9			25.5					41.5			54.5				
Course Challenge	<i>Mean</i>	5.6			5.5					5.9			5.7				
Extent to which courses challenged students to do their best work (1 = "Not at all" to 7 = "Very much").	<i>n</i>	102			132					120			95				
	<i>SD</i>	1.1			1.2					1.2			1.2				
	<i>SE</i>	.11			.10					.11			.13				
	<i>CI upper bound</i>	5.8			5.7					6.1			6.0				
	<i>CI lower bound</i>	5.4			5.3					5.7			5.5				
Academic Emphasis	<i>Mean</i>	3.3			3.2					3.3			3.2				
Perceived institutional emphasis on spending significant time studying and on academic work (1 = "Very little," 2 = "Some," 3 = "Quite a bit," and 4 = "Very much").	<i>n</i>	97			117					114			88				
	<i>SD</i>	0.6			0.8					0.7			0.7				
	<i>SE</i>	.06			.07					.07			.08				
	<i>CI upper bound</i>	3.4			3.3					3.4			3.3				
	<i>CI lower bound</i>	3.2			3.1					3.1			3.0				
<i>Learning with Peers</i>																	
Collaborative Learning	<i>Mean</i>	33.0			35.7					34.0			34.8				
	<i>n</i>	109			172					129			104				
	<i>SD</i>	14.1			12.7					15.0			12.5				
	<i>SE</i>	1.35			.97					1.32			1.22				
	<i>CI upper bound</i>	35.6			37.5					36.6			37.2				
	<i>CI lower bound</i>	30.3			33.8					31.4			32.4				
Discussions with Diverse Others	<i>Mean</i>	41.9			38.6					46.0			45.9				
	<i>n</i>	102			134					120			93				
	<i>SD</i>	16.8			15.4					13.0			13.8				
	<i>SE</i>	1.67			1.33					1.19			1.43				
	<i>CI upper bound</i>	45.2			41.2					48.3			48.7				
	<i>CI lower bound</i>	38.7			36.0					43.7			43.1				

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 2016 Multi-Year Report

Detailed Statistics: Engagement Indicators and Additional Items

Lander University

		First-year students							Seniors								
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019	2020
<i>Experiences with Faculty</i>																	
Student-Faculty Interaction	<i>Mean</i>	23.1			24.9					33.4			31.1				
	<i>n</i>	108			165					126			96				
	<i>SD</i>	15.0			15.0					17.0			15.7				
	<i>SE</i>	1.44			1.17					1.51			1.61				
	<i>CI upper bound</i>	25.9			27.2					36.3			34.3				
<i>CI lower bound</i>	20.3			22.6					30.4			28.0					
<hr/>																	
Effective Teaching Practices	<i>Mean</i>	42.9			39.8					46.1			41.7				
	<i>n</i>	106			164					129			99				
	<i>SD</i>	13.8			14.1					13.2			13.3				
	<i>SE</i>	1.34			1.10					1.16			1.34				
	<i>CI upper bound</i>	45.5			42.0					48.4			44.3				
<i>CI lower bound</i>	40.3			37.6					43.8			39.0					
<hr/>																	
<i>Campus Environment</i>																	
Quality of Interactions	<i>Mean</i>	41.2			41.4					44.7			44.6				
	<i>n</i>	101			130					117			92				
	<i>SD</i>	12.5			13.4					11.0			9.7				
	<i>SE</i>	1.25			1.18					1.01			1.00				
	<i>CI upper bound</i>	43.7			43.7					46.6			46.6				
<i>CI lower bound</i>	38.8			39.1					42.7			42.6					
<hr/>																	
Supportive Environment	<i>Mean</i>	39.4			39.3					37.7			36.8				
	<i>n</i>	96			115					114			88				
	<i>SD</i>	12.6			13.1					13.9			13.7				
	<i>SE</i>	1.29			1.22					1.30			1.46				
	<i>CI upper bound</i>	41.9			41.6					40.2			39.7				
<i>CI lower bound</i>	36.8			36.9					35.1			33.9					

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							
		2013	2014	2015	2016	2017	2018	2019	2020	2013	2014	2015	2016	2017	2018	2019
Learning Community^a	%	8			5				36			28				
	<i>n</i>	98			132				118			93				
	<i>SE</i>	2.7			1.8				4.4			4.7				
	<i>CI upper bound (%)</i>	13			8				44			37				
	<i>CI lower bound (%)</i>	3			1				27			19				
Service-Learning^a	%	42			55				84			74				
	<i>n</i>	100			131				120			93				
	<i>SE</i>	5.0			4.4				3.3			4.6				
	<i>CI upper bound (%)</i>	52			64				91			83				
	<i>CI lower bound (%)</i>	32			47				78			65				
Research with Faculty^a	%	4			4				31			24				
	<i>n</i>	100			133				119			93				
	<i>SE</i>	1.9			1.7				4.2			4.5				
	<i>CI upper bound (%)</i>	7			7				39			33				
	<i>CI lower bound (%)</i>	0			1				22			16				
Internship or Field Experience^b	%	81			76				60			56				
	<i>n</i>	101			134				121			94				
	<i>SE</i>	3.9			3.7				4.5			5.1				
	<i>CI upper bound (%)</i>	89			83				69			66				
	<i>CI lower bound (%)</i>	74			68				51			46				
Study Abroad^b	%	31			36				13			16				
	<i>n</i>	101			133				119			93				
	<i>SE</i>	4.6			4.2				3.1			3.8				
	<i>CI upper bound (%)</i>	40			44				19			23				
	<i>CI lower bound (%)</i>	21			28				7			8				
Culminating Senior Experience^b	%	48			49				62			44				
	<i>n</i>	99			132				120			93				
	<i>SE</i>	5.0			4.4				4.4			5.2				
	<i>CI upper bound (%)</i>	58			58				71			54				
	<i>CI lower bound (%)</i>	38			40				53			34				
Overall HIP Participation^c																
Participated in one HIP	%	42			48				14			27				
	<i>n</i>	101			133				121			95				
	<i>SE</i>	5.0			4.3				3.2			4.6				
	<i>CI upper bound (%)</i>	52			57				21			36				
	<i>CI lower bound (%)</i>	33			40				8			18				
Participated in two or more HIPs	%	5			7				82			66				
	<i>n</i>	101			133				121			95				
	<i>SE</i>	2.2			2.3				3.5			4.9				
	<i>CI upper bound (%)</i>	9			12				89			75				
	<i>CI lower bound (%)</i>	1			3				75			56				

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, and 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.





NSSE 2016
Administration Summary
Lander University

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Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	First-year	Senior
Submitted population	834	525
Adjusted population ^a	556	495
Survey sample ^b	554	493
Total respondents ^b	179	104
Full completions ^c	111	84
Partial completions	68	20

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.

b. Targeted, experimental, and locally administered samples were not included.

c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error^a

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf

	First-year				Senior			
	Lander	SC Public Schools	SE Public	SE Region 5000	Lander	SC Public Schools	SE Public	SE Region 5000
Response rate	32%	23%	19%	19%	21%	25%	19%	22%
Sampling error ^b	+/- 6.0%	+/- 1.4%	+/- 2.3%	+/- 1.0%	+/- 8.5%	+/- 1.2%	+/- 2.3%	+/- 0.9%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages).

b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right reports on variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For more respondent characteristics, refer to your *Respondent Profile* report.

NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your 2016 weights. For more information, see

nsse.indiana.edu/html/weighting.cfm

Representativeness

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	82	71	75	69
Full-time	100	100	88	89
First-time, first-year	82	80	N/A	N/A
Race/ethnicity ^a				
Am. Indian or Alaska Native	0	0	1	1
Asian	1	0	1	1
Black or African American	28	36	23	29
Hispanic or Latino	1	1	1	1
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	60	51	69	64
Other	0	0	0	0
Foreign or nonresident alien	4	5	4	2
Two or more races/ethnicities	0	0	0	0
Unknown	7	7	1	3

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results not reported for institutions without full (at least 90%) race/ethnicity information in the population file.

Weighting

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	82	71	66	62
Full-time, male	18	29	21	27
Part-time, female	0	0	9	7
Part-time, male	0	0	4	4

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variables ^a	No
Identified an oversample ^b	No
Updated to identify ineligible students ^c	Yes
Identified students who completed BCSSE 2015 ^d	BCSSE not administered

- a. Institutions had the option to include additional variables in their population files for oversampling or for their own *post hoc* analyses. Up to five "group" variables were allowed; If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.
- b. Institutions that did not survey all first-year and senior students (census) had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.
- c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.
- d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report*.

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Sample type	Census
Recruitment method	Email
Portal/LMS used ^a	No
Incentive offered	Yes
Survey version	U.S. English
Institution logo used in survey	Yes
Mobile respondents ^b	181, 64%

Additional question sets and companion surveys

Asked optional sexual orientation question	No
Topical module(s)	FY Experiences / Sr Transitions, Global Learning
Consortium	None
BCSSE 2015	No
FSSE 2016	No

- a. Institutions that used their student portal or learning management system to recruit students are indicated by "Yes" followed by the number and percentage of respondents that used posted survey links."
- b. Number and percentage of students who responded with either a smartphone or tablet. See the "operating system" variables in your SPSS data file for additional details.

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

	Date	Cumulative response rate	
		First-year	Senior
Invitation	02/10/2016	13%	6%
Reminder 1	02/18/2016	21%	11%
Reminder 2	03/01/2016	26%	16%
Reminder 3	03/15/2016	29%	19%
Final reminder	03/21/2016	32%	21%

Report Customization

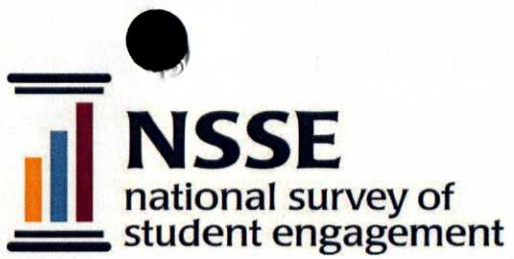
Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	SC Public Schools* (customized)
Group 2	SE Public (customized)
Group 3	SE Region 5000 (customized)

Comparison groups for additional question set report(s)


Topical Module: FY Experiences / Sr Transitions	FY Exp / Sr Transitrn (default)
Topical Module: Global Learning	Global Learning (default)



NSSE 2016
Respondent Profile
Lander University

NSSE 2016 Respondent Profile About This Report

The *Respondent Profile* presents both student- and institution-reported demographic information, allowing you to examine similarities and differences between your students and those at your comparison group institutions. This report uses information from all randomly selected or census-administered students. The display below highlights important details in the report to keep in mind when interpreting your results. For more information please visit our website (nsse.indiana.edu) or contact your NSSE Project Services team.



NSSE 2016 Respondent Profile

NSSEville State University

			First-Year Students						Seniors									
			NSSEville State		GLC Peers		Carnegie Peers		NSSE 2015 & 2016		NSSEville State		GLC Peers		Carnegie Peers		NSSE 2015 & 2016	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
20a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One More than one Total	617	97	28,054	87	28,016	86	157,648	84	872	97	46,353	88	45,610	85	237,490	86
			27	3	4,012	13	4,760	14	30,978	16	31	3	6,700	12	8,037	15	40,302	14
			644	100	32,066	100	32,776	100	188,626	100	903	100	53,053	100	53,647	100	277,792	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol <small>(Recorded from MAJfirst)</small>	Arts & Humanities Biological Sci., Agriculture, & Natural Resources Physical Sci., Mathematics, & Computer Science Social Sciences Business Communications, Media, & Public Relations Education Engineering Health Professions Social Service Professions All Other Undecided, Undeclared Total	59	9	2,450	7	2,351	7	18,775	9	75	8	5,187	10	4,938	9	30,787	10
			78	12	3,087	9	3,789	11	21,430	11	125	15	3,932	7	5,134	9	24,972	9
			44	9	1,681	6	1,191	6	10,680	6	43	5	2,595	5	2,645	6	13,331	5
			62	8	3,212	10	3,112	9	21,261	10	106	10	6,914	13	6,503	12	36,974	13
			68	10	4,135	15	4,600	15	27,025	16	101	12	8,507	17	8,231	16	46,560	18
			26	3	1,280	4	1,176	4	7,670	4	43	4	2,328	4	2,066	4	11,461	4
			17	2	3,504	10	2,709	8	15,175	7	16	2	6,459	11	5,401	10	23,822	8
			154	31	1,767	7	3,379	11	14,439	9	199	25	2,350	5	4,837	9	18,046	8
			88	10	5,975	17	5,743	16	28,011	14	110	11	7,471	13	7,142	12	37,082	13
			6	1	1,943	6	1,465	5	8,021	5	9	1	3,283	6	2,676	5	13,881	5
			36	6	1,080	4	1,032	3	7,695	4	65	7	3,671	7	3,711	7	18,809	7
			2	0	1,467	5	1,416	4	7,727	4	0	0	151	0	165	0	976	0
			640	100	31,952	100	32,666	100	187,909	100	902	100	52,848	100	53,449	100	276,701	100

1. **Class level:** As reported by your institution.

2. **Item numbers:** Numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

3. **Item wording and variable names:** Survey items are in the same order and wording as they appear on the instrument. Variable names are included for easy reference to your data file and codebook.

4. **Response options:** Response options are worded as they appear on the instrument.

5. **Count and column percentage (%):** The Count column contains the number of students who selected the corresponding response option. The column percentage is the weighted percentage of students selecting the corresponding response option.

Note: Column percentages are weighted by institution-reported sex and enrollment status. Comparison group percentages are also weighted by institutional size. Counts are unweighted and cannot be used to replicate column percentages. For details visit: nsse.indiana.edu/html/weighting.cfm

NSSE 2016 Respondent Profile

Lander University

			First-Year Students								Seniors							
			Lander		SC Public Schools		SE Public		SE Region 5000		Lander		SC Public Schools		SE Public		SE Region 5000	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
20a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	107	91	2,441	87	820	85	4,655	88	83	94	3,247	86	1,097	92	6,226	88
		More than one	9	9	366	13	150	15	601	12	5	6	538	14	109	8	793	12
		Total	116	100	2,807	100	970	100	5,256	100	88	100	3,785	100	1,206	100	7,019	100
First major or expected first major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol <i>(Recoded from MAJfirst.)</i>	Arts & Humanities	6	5	177	6	68	7	314	7	8	10	334	9	133	10	455	7
		Biological Sci., Agriculture, & Natural Resources	13	11	361	13	132	12	525	10	1	1	432	11	108	9	491	7
		Physical Sci., Mathematics, & Computer Science	5	4	157	6	53	5	349	8	4	5	204	6	68	5	326	5
		Social Sciences	6	5	258	9	116	12	381	7	8	9	438	11	167	13	651	9
		Business	13	12	552	20	126	15	601	12	17	19	753	20	221	22	1,031	15
		Communications, Media, & Public Relations	4	3	124	4	41	4	171	3	3	3	195	4	51	4	230	3
		Education	27	22	193	6	68	6	514	9	15	17	234	5	125	10	767	10
		Engineering	2	3	315	13	48	5	446	9	1	1	414	14	14	1	395	6
		Health Professions	35	29	474	15	178	21	1,294	21	25	27	513	12	177	16	1,436	19
		Social Service Professions	0	0	52	2	73	7	332	6	1	1	95	2	48	4	588	9
		All Other	3	4	85	3	37	4	200	5	5	6	160	4	82	7	575	9
		Undecided, Undeclared	2	2	54	2	26	3	108	2	0	0	7	0	4	0	34	1
		Total	116	100	2,802	100	966	100	5,235	100	88	100	3,779	100	1,198	100	6,979	100
Second major or expected second major, in NSSE's default related-major categories. (This does not reflect any customization made for the Major Field Report.)	MAJsecondcol <i>(Recoded from MAJsecond.)</i>	Arts & Humanities	3	25	64	17	23	14	84	14	1	18	80	15	15	13	95	11
		Biological Sci., Agriculture, & Natural Resources	2	23	16	5	7	5	33	5	0	0	16	4	6	4	26	3
		Physical Sci., Mathematics, & Computer Science	1	15	23	7	5	3	48	8	1	24	43	9	9	8	54	9
		Social Sciences	1	15	66	17	21	12	68	11	0	0	74	14	22	18	115	13
		Business	0	0	121	33	21	15	114	19	1	18	239	43	19	20	130	17
		Communications, Media, & Public Relations	0	0	11	3	7	5	18	4	0	0	9	2	2	2	24	3
		Education	1	8	19	5	9	6	59	8	2	40	18	3	12	10	71	8
		Engineering	1	15	4	2	3	2	34	8	0	0	7	1	3	3	22	3
		Health Professions	0	0	16	4	33	24	63	11	0	0	20	4	8	9	118	15
		Social Service Professions	0	0	16	4	14	10	39	7	0	0	14	3	5	6	67	10
		All Other	0	0	3	1	4	2	23	4	0	0	10	2	3	4	45	5
		Undecided, Undeclared	0	0	6	2	3	2	13	2	0	0	4	1	3	4	19	2
		Total	9	100	365	100	150	100	596	100	5	100	534	100	107	100	786	100
21. What is your class level?	class	Freshman/First-year	112	96	2,525	89	770	77	4,349	81	0	0	6	0	4	0	17	0
		Sophomore	1	1	219	9	128	14	782	17	1	1	40	1	11	1	50	1
		Junior	2	2	27	1	30	3	75	2	8	10	325	9	83	8	485	7
		Senior	1	1	12	1	33	5	21	1	76	88	3,378	89	1,071	88	6,337	90
		Unclassified	0	0	13	1	7	1	17	0	1	1	43	1	31	3	112	2
		Total	116	100	2,796	100	968	100	5,244	100	86	100	3,792	100	1,200	100	7,001	100

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2016 Respondent Profile

Lander University

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			Lander		SC Public Schools		SE Public		SE Region 5000		Lander		SC Public Schools		SE Public		SE Region 5000	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
22. Thinking about this current academic term, are you a full-time student?	fulltime	No	2	2	42	2	50	6	201	5	15	16	417	13	301	28	1,263	21
		Yes	113	98	2,739	98	912	94	5,008	95	71	84	3,354	87	897	72	5,676	79
		Total	115	100	2,781	100	962	100	5,209	100	86	100	3,771	100	1,198	100	6,939	100
23a. How many courses are you taking for credit this current academic term?	coursenum	0	0	0	3	0	3	0	23	1	0	0	71	2	53	5	123	3
		1	0	0	8	0	7	1	14	0	4	4	104	3	53	5	275	4
		2	0	0	18	1	14	1	72	2	9	10	233	6	155	15	707	11
		3	0	0	26	1	58	7	194	4	10	11	252	6	198	18	917	13
		4	13	13	345	13	216	23	1,022	19	18	21	906	23	344	27	1,838	25
		5	46	41	1,319	47	322	36	2,148	40	25	29	1,202	32	195	16	1,567	22
		6	34	29	641	22	159	15	1,083	20	12	14	668	17	100	8	819	11
		7 or more	23	18	429	15	188	17	689	14	9	10	349	9	104	8	753	11
		Total	116	100	2,789	100	967	100	5,245	100	87	100	3,785	100	1,202	100	6,999	100
b. Of these, how many are entirely online ?	onlinenum	0	97	85	2,428	87	710	73	3,936	76	48	57	2,918	79	734	56	3,879	56
		1	14	11	281	10	160	16	854	15	27	30	622	15	232	22	1,423	20
		2	3	3	37	1	44	4	233	4	11	12	126	3	109	11	739	11
		3	1	1	15	1	26	3	97	2	1	1	46	1	57	6	435	6
		4	1	1	8	0	10	1	53	1	0	0	25	1	35	3	260	4
		5	0	0	4	0	6	1	24	0	0	0	14	0	13	1	88	1
		6	0	0	2	0	4	0	10	0	0	0	6	0	6	1	71	1
		7 or more	0	0	2	0	4	0	13	0	0	0	6	0	7	1	67	1
Total	116	100	2,777	100	964	100	5,220	100	87	100	3,763	100	1,193	100	6,962	100		
Collapsed recode of courses taken online (Based on responses to coursenum and onlinenum.)	onlinecscol	No courses taken online	97	85	2,427	87	710	73	3,935	76	48	57	2,918	79	734	56	3,879	56
		Some courses taken online	19	15	328	12	219	23	1,156	21	33	37	764	19	344	33	2,157	30
		All courses taken online	0	0	21	1	35	4	128	3	6	6	81	2	115	11	926	14
		Total	116	100	2,776	100	964	100	5,219	100	87	100	3,763	100	1,193	100	6,962	100
24. What have most of your grades been up to now at this institution?	grades	C- or lower	4	3	37	1	31	3	126	3	0	0	15	0	9	1	34	1
		C	10	8	59	2	32	3	171	4	0	0	66	2	28	3	158	2
		C+	13	10	121	5	66	7	325	6	8	9	171	5	64	5	390	6
		B-	15	15	137	5	78	7	332	7	2	3	203	6	70	6	532	8
		B	20	17	476	18	160	18	870	17	29	33	667	18	229	20	1,328	19
		B+	23	21	561	20	190	20	943	19	15	18	783	21	248	21	1,298	19
		A-	14	12	516	18	147	16	920	17	15	17	637	17	222	18	1,124	16
		A	17	14	882	31	257	25	1,541	29	18	21	1,242	32	332	27	2,129	30
		Total	116	100	2,789	100	961	100	5,228	100	87	100	3,784	100	1,202	100	6,993	100
25. Did you begin college at this institution or elsewhere?	begincol	Started here	109	94	2,578	92	811	82	4,690	88	57	66	2,548	68	470	34	3,566	49
		Started elsewhere	7	6	209	8	153	18	541	12	30	34	1,231	32	731	66	3,411	51
		Total	116	100	2,787	100	964	100	5,231	100	87	100	3,779	100	1,201	100	6,977	100

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

			First-Year Students								Seniors							
			Lander		SC Public Schools		SE Public		SE Region 5000		Lander		SC Public Schools		SE Public		SE Region 5000	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
26. Since graduating from high school, which of the following types of schools have you attended <i>other than</i> the one you are now attending? (Select all that apply.)	attend_voc	Vocational or technical school	7	6	148	5	45	5	239	5	27	30	487	13	99	9	725	11
	attend_com	Community or junior college	3	2	119	4	114	13	426	9	15	18	750	20	611	54	2,876	42
	attend_col	4-year college or university other than this one	12	11	213	8	146	16	512	11	15	18	926	24	394	34	2,046	31
	attend_none	None	91	78	2,283	81	670	68	4,014	75	37	43	1,963	53	334	25	2,597	35
	attend_other	Other	5	4	72	3	44	5	183	4	2	2	111	3	42	4	217	3
27. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's degree	10	9	81	3	89	9	349	7	7	9	102	3	69	6	466	7
		Bachelor's degree (B.A., B.S., etc.)	46	38	823	30	291	31	1,667	32	20	21	1,051	29	315	28	2,076	30
		Master's degree (M.A., M.S., etc.)	42	35	1,114	40	312	33	1,861	35	40	47	1,610	42	523	43	2,900	41
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	18	17	757	27	262	26	1,330	26	20	23	1,017	26	290	23	1,531	23
		Total	116	100	2,775	100	954	100	5,207	100	87	100	3,780	100	1,197	100	6,973	100
28. What is the highest level of education completed by either of your parents (or those who raised you)?	parented	Did not finish high school	4	4	34	1	36	4	245	5	2	2	70	2	88	8	406	6
		High school diploma or G.E.D.	26	22	302	11	229	24	1,049	21	20	23	481	12	247	22	1,714	25
		Attended college, but did not complete degree	20	17	238	9	145	16	761	14	8	9	328	8	151	12	1,033	15
		Associate's degree (A.A., A.S., etc.)	16	14	247	9	115	12	630	11	16	18	336	8	132	11	809	11
		Bachelor's degree (B.A., B.S., etc.)	24	22	959	34	227	23	1,364	26	25	29	1,295	35	318	26	1,698	24
		Master's degree (M.A., M.S., etc.)	22	18	717	25	160	17	948	18	10	12	898	25	193	15	991	14
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	3	3	286	10	48	5	217	4	6	7	360	10	68	5	325	5
		Total	115	100	2,783	100	960	100	5,214	100	87	100	3,768	100	1,197	100	6,976	100
		First-generation status (Neither parent holds a bachelor's degree.)	firstgen (Recoded from parented.)	Not first-generation	49	42	1,962	70	435	45	2,529	48	41	48	2,553	70	579	46
First-generation	66			58	821	30	525	55	2,685	52	46	52	1,215	30	618	54	3,962	57
Total	115			100	2,783	100	960	100	5,214	100	87	100	3,768	100	1,197	100	6,976	100
29. What is your gender identity?	genderid	Man	18	25	903	43	246	35	1,628	41	22	31	1,267	44	321	34	2,144	38
		Woman	98	75	1,860	56	691	63	3,489	56	65	69	2,450	54	846	63	4,707	60
		Another gender identity	0	0	10	0	8	1	44	1	0	0	15	0	8	1	43	1
		I prefer not to respond	0	0	12	0	11	1	63	1	0	0	46	1	24	2	84	1
		Total	116	100	2,785	100	956	100	5,224	100	87	100	3,778	100	1,199	100	6,978	100
30. Enter your year of birth (e.g., 1994):	agecat (Recoded from the information entered in birthyear.)	19 or younger	108	93	2,618	93	759	77	4,367	81	0	0	22	1	3	0	22	0
		20-23	4	4	113	5	99	11	418	9	69	80	3,044	81	572	43	3,647	48
		24-29	2	2	27	1	29	4	173	4	7	8	368	10	254	21	1,294	19
		30-39	0	0	10	0	37	4	137	3	5	6	179	5	176	17	952	15
		40-55	1	1	7	0	29	4	86	2	4	4	120	3	158	16	866	15
		Over 55	0	0	2	0	3	0	16	1	2	2	24	1	20	2	134	2
Total	115	100	2,777	100	956	100	5,197	100	87	100	3,757	100	1,183	100	6,915	100		

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2016 Respondent Profile

Lander University

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			Lander		SC Public Schools		SE Public		SE Region 5000		Lander		SC Public Schools		SE Public		SE Region 5000	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
31a. Are you an international student? International student country of citizenship, collapsed into regions by NSSE. Responses to country are in the data file.	internat	No	106	93	2,682	97	923	97	4,924	95	79	94	3,668	98	1,156	98	6,754	98
		Yes	7	7	74	3	25	3	231	5	5	6	63	2	25	2	148	2
		Total	113	100	2,756	100	948	100	5,155	100	84	100	3,731	100	1,181	100	6,902	100
	countrycol <i>(Recoded from country.)</i>	Africa Sub-Saharan	0	0	6	8	1	5	29	17	0	0	4	6	2	7	14	14
		Asia	5	76	20	28	7	31	66	28	2	37	22	40	7	34	47	31
		Canada	0	0	0	0	1	4	3	1	0	0	6	10	0	0	3	2
		Europe	1	24	23	34	6	29	33	12	2	44	19	32	7	33	17	12
		Latin America and Caribbean	0	0	13	17	4	14	24	12	0	0	6	10	6	19	18	10
		Middle East and North Africa	0	0	8	11	2	12	53	30	0	0	1	1	1	5	35	30
		Oceania	0	0	1	1	1	3	1	1	1	19	0	0	1	3	2	1
Unknown region/uncoded		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	6	100	71	100	22	100	209	100	5	100	58	100	24	100	136	100		
32. What is your racial or ethnic identification? (Select all that apply.)	re_amin re_asian re_black re_latino re_pacific re_white re_other re_pnr	American Indian or Alaska Native	1	1	48	2	31	4	147	3	0	0	57	2	28	2	152	2
		Asian	5	5	149	6	22	3	234	5	2	2	156	4	46	4	208	3
		Black or African American	26	22	356	13	399	38	1,277	29	20	23	443	10	274	24	1,681	30
		Hispanic or Latino	6	6	110	4	72	9	235	5	2	3	138	4	81	8	233	3
		Native Hawaiian or Other Pacific Islander	0	0	12	0	5	0	34	1	1	1	18	0	5	1	35	1
		White	76	66	2,188	78	476	51	3,425	60	63	73	2,989	80	748	59	4,670	61
		Other	2	2	38	1	16	2	124	3	0	0	58	2	33	3	155	2
		I prefer not to respond	2	2	54	2	26	3	152	3	1	1	129	4	62	6	247	4
	Racial or ethnic identification <i>(Recoded from re_amin through re_pnr where each student is represented only once.)</i>	American Indian or Alaska Native	0	0	9	0	6	1	34	1	0	0	12	0	4	0	44	1
		Asian	5	5	103	4	17	2	160	3	2	2	107	3	34	3	140	2
Black or African American		25	21	304	11	361	35	1,116	26	18	21	391	9	255	22	1,545	28	
Hispanic or Latino		5	5	63	2	47	6	143	3	1	1	75	2	64	7	146	2	
33. Are you a member of a social fraternity or sorority?	greek	No	101	90	2,158	79	905	94	4,635	90	75	88	2,937	78	1,050	89	6,030	88
		Yes	12	10	622	21	55	6	567	10	10	12	828	22	143	11	917	12
		Total	113	100	2,780	100	960	100	5,202	100	85	100	3,765	100	1,193	100	6,947	100

Item wording or description	Variable name	Response options	First-Year Students								Seniors							
			Lander		SC Public Schools		SE Public		SE Region 5000		Lander		SC Public Schools		SE Public		SE Region 5000	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
34. Which of the following best describes where you are living while attending college?	living	Dormitory or other campus housing (not fraternity or sorority house)	81	70	2,240	80	610	59	3,049	58	18	22	400	10	178	13	804	11
		Fraternity or sorority house	0	0	24	1	0	0	21	0	0	0	44	1	1	0	49	1
		Residence (house, apartment, etc.) within walking distance to the institution	16	14	157	6	42	5	366	8	19	22	1,075	29	155	10	1,218	17
		Residence (house, apartment, etc.) farther than walking distance to the institution	16	14	316	12	272	32	1,601	30	48	56	2,183	58	798	71	4,538	66
		None of the above	2	2	35	1	30	4	151	3	0	0	61	2	59	6	331	5
		Total	115	100	2,772	100	954	100	5,188	100	85	100	3,763	100	1,191	100	6,940	100
35. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	104	92	2,648	96	875	92	4,864	94	75	89	3,605	96	1,141	96	6,684	97
		Yes	9	8	121	4	74	8	316	6	9	11	139	4	49	4	225	3
		Total	113	100	2,769	100	949	100	5,180	100	84	100	3,744	100	1,190	100	6,909	100
36. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	113	99	2,729	98	927	97	5,054	97	82	95	3,569	95	1,123	94	6,401	91
		Yes	1	1	43	2	23	3	123	3	4	5	165	5	67	6	519	9
		Total	114	100	2,772	100	950	100	5,177	100	86	100	3,734	100	1,190	100	6,920	100
37a. Have you been diagnosed with any disability or impairment?	disability	No	103	89	2,442	88	807	84	4,492	86	68	79	3,245	86	992	84	5,872	84
		Yes	10	8	289	11	112	12	532	11	13	16	414	11	162	13	851	13
		I prefer not to respond	2	2	46	2	37	4	171	4	4	5	113	3	43	4	227	4
		Total	115	100	2,777	100	956	100	5,195	100	85	100	3,772	100	1,197	100	6,950	100
b. [If answered "yes"] Which of the following has been diagnosed? (Select all that apply.)	dis_sense	A sensory impairment (vision or hearing)	3	28	44	16	19	16	103	20	0	0	49	13	24	15	143	18
	dis_mobility	A mobility impairment	0	0	9	4	8	9	43	9	0	0	24	6	20	14	120	15
	dis_learning	A learning disability (e.g., ADHD, dyslexia)	6	56	150	54	43	42	236	41	9	70	222	56	77	48	356	39
	dis_mental	A mental health disorder	2	26	89	29	51	45	166	29	3	23	135	31	54	28	247	29
	dis_other	A disability or impairment not listed above	2	19	53	18	26	22	103	21	1	7	68	17	31	22	208	28
	Disability or impairment	disability_all	A sensory impairment	1	1	25	1	8	1	68	1	0	0	32	1	16	1	82
(Recorded from		A mobility impairment	0	0	4	0	5	1	23	1	0	0	16	0	5	0	62	1
disability and		A learning disability	3	2	116	4	25	3	169	3	9	11	170	5	52	4	247	3
dis_sense		A mental health disorder	1	1	55	2	28	3	98	2	3	4	80	2	29	2	136	2
through		A disability or impairment not listed	2	2	37	1	15	1	70	2	1	1	42	1	17	2	124	2
dis_other		More than one disability or impairment	3	2	52	2	27	3	102	2	0	0	71	2	41	3	187	3
where each		No disability or impairment	103	89	2,442	88	807	85	4,492	86	68	79	3,245	86	992	84	5,872	84
student is represented only once.)		Prefer not to respond	2	2	46	2	37	4	171	4	4	5	113	3	43	4	227	4
Total		115	100	2,777	100	952	100	5,193	100	85	100	3,769	100	1,195	100	6,937	100	

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.

NSSE 2016 Respondent Profile

Lander University

			First-Year Students								Seniors							
			Lander		SC Public Schools		SE Public		SE Region 5000		Lander		SC Public Schools		SE Public		SE Region 5000	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
38. Which of the following best describes your sexual orientation? (Question administered per institution request.)	sexorient14	Heterosexual	--	--	2,047	91	341	73	1,086	83	--	--	2,745	89	497	80	1,403	85
		Gay	--	--	19	1	5	1	25	3	--	--	43	2	11	2	35	3
		Lesbian	--	--	14	1	6	1	17	1	--	--	25	1	10	1	18	1
		Bisexual	--	--	44	2	47	10	50	3	--	--	70	2	41	5	62	4
		Another sexual orientation	--	--	21	1	15	3	37	3	--	--	36	1	19	3	29	2
		Questioning or unsure	--	--	21	1	14	3	18	2	--	--	24	1	4	0	14	1
		I prefer not to respond	--	--	64	3	38	8	70	6	--	--	125	4	56	8	84	6
		Total	--	--	2,230	100	466	100	1,303	100	--	--	3,068	100	638	100	1,645	100
Institution-reported information																		
(Variables provided by your institution in your NSSE population file.)																		
Institution-reported sex	IRsex	Female	146	71	2,425	56	1,029	62	4,760	57	78	69	3,060	54	1,071	64	6,060	61
		Male	33	29	1,220	44	390	38	2,317	43	26	31	1,631	46	419	36	2,747	39
		Total	179	100	3,645	100	1,419	100	7,077	100	104	100	4,691	100	1,490	100	8,807	100
Institution-reported race or ethnicity	IRrace	American Indian or Alaska Native	0	0	1	0	5	0	37	0	1	1	16	0	4	0	45	1
		Asian	1	1	85	3	7	1	140	2	1	1	87	2	31	3	159	2
		Black or African American	50	27	371	12	571	45	1,715	31	24	23	444	10	330	26	2,160	32
		Hispanic or Latino	2	1	110	4	68	8	238	4	1	1	149	4	109	10	255	3
		Native Hawaiian/Other Pac. Islander	0	0	5	0	1	0	3	0	0	0	2	0	2	0	6	0
		White	107	59	2,169	74	409	36	4,015	52	72	70	2,968	78	706	52	5,217	53
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Foreign or nonresident alien	7	5	35	1	27	3	199	4	4	4	33	1	38	4	105	1
		Two or more races/ethnicities	0	0	136	5	35	4	267	4	0	0	151	4	39	3	212	2
		Unknown	12	7	22	1	40	3	287	3	1	1	41	1	28	2	461	5
Total	179	100	2,934	100	1,163	100	6,901	100	104	100	3,891	100	1,287	100	8,620	100		
Institution-reported class level	IRclass	Freshman/First-Year	179	100	3,645	100	1,419	100	7,077	100	0	0	0	0	0	0	0	0
		Sophomore	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Junior	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Senior	0	0	0	0	0	0	0	0	104	100	4,691	100	1,490	100	8,807	100
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	179	100	3,645	100	1,419	100	7,077	100	104	100	4,691	100	1,490	100	8,807	100
Institution-reported first-time first-year (FTFY) status	IRftfy	No	33	17	256	8	271	20	1,202	21	104	100	4,691	100	1,490	100	8,724	99
		Yes	146	83	3,389	92	1,148	80	5,875	79	0	0	0	0	0	0	83	1
		Total	179	100	3,645	100	1,419	100	7,077	100	104	100	4,691	100	1,490	100	8,807	100
Institution-reported enrollment status	IRenrollment	Not full-time	0	0	61	2	109	9	311	7	13	11	339	8	400	33	1,724	24
		Full-time	179	100	3,584	98	1,310	91	6,766	93	91	89	4,352	92	1,090	67	7,083	76
		Total	179	100	3,645	100	1,419	100	7,077	100	104	100	4,691	100	1,490	100	8,807	100

Note: Percentages weighted by institution-reported sex and enrollment status (and institutional size for comparisons). Counts are unweighted.



NSSE 2016
Selected Comparison Groups
Lander University

Comparison Groups

The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via a form on the Institution Interface. This report summarizes how your comparison groups were constructed and lists the institutions within them.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2015 and 2016 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that chose not to customize received default groups^a that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of topical modules or through consortium participation were also invited to customize comparison groups for those reports. The default for those groups was all other 2015 and 2016 institutions where the questions were administered. Please note: Comparison group details for topical module and consortium reports are documented separately in those reports.

Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. In this example, the three groups are "GLC Peers," "Carnegie Peers," and "NSSE 2015 & 2016."

Your Students' Responses Comparison Group 1 Comparison Group 2 Comparison Group 3

First-Year Students **Frequency Distributions**

Item wording or description	Variable name ^e	Values ^d	Response options	NSSEville State		GLC Peers		Carnegie Peers		NSSE 2015 & 2016	
				Count	%	Count	%	Count	%	Count	%
1. During the current school year, about how often have you done the following?											
a. Asked questions or contributed to course discussions in other ways	askquest	1 2 3 4	Never Sometimes Often Very often	45	4	1,462	5	865	5	3,978	3
				450	37	13,011	37	6,510	40	43,752	33
				428	34	12,491	34	5,911	34	47,737	35
				307	25	7,173	22	3,759	21	39,041	28
			Total	1,230	100	33,087	100	17,396	100	134,508	100

Reading This Report

This report consists of three sections that provide details for each of your comparison groups, illustrated at right.

Comparison Group Name

The name assigned to the comparison group is listed here.

How Group was Constructed

Indicates whether your group was drawn from a list, built based on criteria, or is the default group. If institutional characteristics were used to build your comparison group, they are listed here.

Institution List

The names, cities and states or provinces of the comparison institutions are listed for your reference. NSSE 2015 participants are identified with an asterisk.

Comparison Group 2: Carnegie Peers

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/13/16
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Basic Classification (Master's I); Sector (Pub)
Group description (as provided by your institution)	All public 2015 and 2016 participants with a Carnegie Basic Classification of Master's Large.

Carnegie Peers (N=108)

Adams State University (Alamosa, CO)	Indiana University Southeast (New Albany, IN)*
Alabama A&M University (Normal, AL)	Indiana University-Purdue University Fort Wayne (Fort Wayne, IN)*
Angelo State University (San Angelo, TX)	Jacksonville State University (Jacksonville, AL)
Appalachian State University (Boone, NC)*	Kean University (Union, NJ)*
Auburn University at Montgomery (Montgomery, AL)	Kutztown University of Pennsylvania (Kutztown, PA)*
Austin Peay State University (Clarksville, TN)	Marshall University (Huntington, WV)
Bloomburg University of Pennsylvania (Bloomburg, PA)	McNeese State University (Lake Charles, LA)
California State University-Bakersfield (Bakersfield, CA)	Metropolitan State University (Saint Paul, MN)*

a. The default groups are:

Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2015 and 2016 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2015 (if applicable) and 2016 consortium members.

Comparison Group 2: All other 2015 and 2016 U.S. NSSE institutions sharing your institution's Basic Carnegie Classification. (Canadian institutions are not classified by the Carnegie Foundation, and must identify a comparison group.)

Comparison Group 3: All other 2015 and 2016 U.S. NSSE institutions (2015 and 2016 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: SC Public Schools

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/27/16
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2015 and 2016 NSSE participants.
Group description (as provided by your institution)	Public institutions in South Carolina

SC Public Schools (N=9)

- Citadel, The Military College of South Carolina, The (Charleston, SC)
- Clemson University (Clemson, SC)
- College of Charleston (Charleston, SC)
- Francis Marion University (Florence, SC)
- University of South Carolina Aiken (Aiken, SC)
- University of South Carolina Columbia (Columbia, SC)*
- University of South Carolina Upstate (Spartanburg, SC)
- University of South Carolina-Beaufort (Bluffton, SC)
- Winthrop University (Rock Hill, SC)

*2015 participant

Comparison Group 2: SE Public

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/27/16
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2015 and 2016 NSSE participants.
Group description (as provided by your institution)	Schools in the SE region with enrollment range 2,501 to 5,000

SE Public (N=9)

Alabama A&M University (Normal, AL)
 Auburn University at Montgomery (Montgomery, AL)
 Henderson State University (Arkadelphia, AR)
 Louisiana State University at Alexandria (Alexandria, LA)
 University of Houston-Victoria (Victoria, TX)*
 University of Montevallo (Montevallo, AL)
 University of North Carolina at Asheville (Asheville, NC)*
 University of South Florida-St. Petersburg Campus (St. Petersburg, FL)
 Winston-Salem State University (Winston-Salem, NC)

*2015 participant

Comparison Group 3: SE Region 5000

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/27/16
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Region (SE); Sector (Pub); UG Enrollment(5-10K)
Group description (as provided by your institution)	Southeast region public schools with enrollment of 5,001 to 10,000.

SE Region 5000 (N=25)

- Augusta University (Augusta, GA)
- Austin Peay State University (Clarksville, TN)
- Clayton State University (Morrow, GA)
- Fayetteville State University (Fayetteville, NC)
- Jackson State University (Jackson, MS)*
- Jacksonville State University (Jacksonville, AL)
- Louisiana Tech University (Ruston, LA)
- Marshall University (Huntington, WV)
- McNeese State University (Lake Charles, LA)
- Middle Georgia State University (Macon, GA)
- Morehead State University (Morehead, KY)*
- Murray State University (Murray, KY)
- Norfolk State University (Norfolk, VA)
- North Carolina Agricultural & Technical State University (Greensboro, NC)
- Radford University (Radford, VA)
- Southern University and A&M College (Baton Rouge, LA)*
- Tennessee State University (Nashville, TN)
- University of Alabama in Huntsville (Huntsville, AL)
- University of Arkansas - Fort Smith (Fort Smith, AR)
- University of Arkansas at Little Rock (Little Rock, AR)
- University of Central Arkansas (Conway, AR)*
- University of Louisiana Monroe (Monroe, LA)
- University of South Carolina Upstate (Spartanburg, SC)
- University of Tennessee Martin, The (Martin, TN)
- Western Carolina University (Cullowhee, NC)*

