

# From Benchmarks to Engagement Indicators and High-Impact Practices

Starting with NSSE 2013, sets of updated, new, and continuing items (see reverse side) have been grouped within ten *Engagement Indicators*. These indicators are organized within four engagement themes adapted from the former Benchmarks of Effective Educational Practice. Forty-seven survey items are included in these Engagement Indicators. In addition, six former Enriching Educational Experiences items are reported separately as *High-Impact Practices*.

## NSSE Benchmarks 2000–2012

**Level of Academic Challenge**

## Key Changes

Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.

## Engagement Indicators

**Higher-Order Learning**

**Reflective & Integrative Learning**

**Learning Strategies**

**Quantitative Reasoning**

*Theme: Academic Challenge*

**Active and Collaborative Learning**

Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.

**Collaborative Learning**

**Discussions with Diverse Others**

*Theme: Learning with Peers*

**Student-Faculty Interaction**

The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.

**Student-Faculty Interaction**

**Effective Teaching Practices**

*Theme: Experiences with Faculty*

**Supportive Campus Environment**

Expanded to focus separately on interactions with key people at the institution and perceptions of the institution's learning environment.

**Quality of Interactions**

**Supportive Environment**

*Theme: Campus Environment*

**Enriching Educational Experiences**

Selected items are reported separately as *High-Impact Practices*. Items measuring discussions with diverse others were moved to Learning with Peers.

## High-Impact Practices

- Learning Community
- Service-Learning
- Research with a Faculty Member
- Internship or Field Experience
- Study Abroad
- Culminating Senior Experience



## Engagement Indicators and Items

### Academic Challenge

#### Higher-Order Learning

*During the current school year, how much has your coursework emphasized the following:*

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

#### Reflective & Integrative Learning

*During the current school year, how often have you*

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

#### Learning Strategies

*During the current school year, how often have you*

Identified key information from reading assignments

- Reviewed your notes after class
- Summarized what you learned in class or from course materials

#### Quantitative Reasoning

*During the current school year, how often have you*

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

### Learning with Peers

#### Collaborative Learning

*During the current school year, how often have you*

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

### Discussions with Diverse Others

*During the current school year, how often have you had discussions with people from the following groups:*

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

### Experiences with Faculty

#### Student-Faculty Interaction

*During the current school year, how often have you*

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

#### Effective Teaching Practices

*During the current school year, to what extent have your instructors done the following:*

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

### Campus Environment

#### Quality of Interactions

*Indicate the quality of your interactions with the following people at your institution:*

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

#### Supportive Environment

*How much does your institution emphasize the following:*

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

## High-Impact Practices Items

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

- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
- About how many of your courses at this institution have included a community-based project (service-learning)?





## NSSE's Purpose and History

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students about the nature and quality of their undergraduate experience. Since its inception, more than 1,500 bachelor's degree-granting colleges and universities in the United States and Canada have used NSSE to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as 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 by a generous grant from The Pew Charitable Trusts, NSSE has been fully supported by institutional participation fees since 2002. After two years of pilot testing and extensive analysis, 2013 marked the first year of an updated survey instrument and administration options.

## Survey Data and Methodology

More than 1.5 million first-year and senior students from 613 institutions (586 in the United States and 27 in Canada) were invited to participate in the 2013 NSSE administration. Of this population, 364,193 students responded to the survey. About two in five respondents (41%) were first-year students and 59% were seniors.

A searchable list of participating institutions by year is available on the NSSE Web site.

**[nsse.iub.edu/html/participants.cfm](http://nsse.iub.edu/html/participants.cfm)**

The standard NSSE sampling methodology calls for either a census of all first-year and senior students or an equal number of randomly sampled students from each group (with the sample size based on the total number of undergraduate students enrolled). Census administrations were available only to institutions opting for the email recruitment method, in which students received survey invitations and up to four reminders by email and completed the survey online. The vast majority of participating institutions (609, or 99%) opted for email recruitment. For the remaining institutions, sampled students received up to three messages by regular (postal) mail and up to two email reminders if email addresses were provided.

## NSSE 2013 Overview

Only census-administered and randomly sampled students are included in the respondent profiles below, and in each institution's NSSE *Institutional Report 2013*. Institutions electing recruitment via regular mail had the option to add random oversamples to increase the number of respondents, thereby reducing sampling error and enhancing their ability to examine results by subgroups. Additionally, some noncensus institutions chose to oversample certain student subpopulations. Data from 18 institutions were excluded from respondent profiles and comparison groups due to nonstandard population files or survey administrations. Thus, the remainder of this overview includes results from 595 institutions (568 U.S. and 27 Canadian) except where otherwise noted.

## U.S. Participating Institutions

NSSE 2013 U.S. respondents profiled here include 335,702 first-year (41%) and senior (59%) respondents from 568 institutions. NSSE 2013 participating institutions and students reflect the diversity of all bachelor's degree-granting colleges and universities in the United States with respect to institution type, size, sector, region, and locale (Table 1, next page).

At the institution level, Research Universities (high research activity), Master's Colleges and Universities (larger programs), public institutions, and institutions with 5,000 to 19,999 undergraduates are somewhat overrepresented while somewhat underrepresented categories include Master's Colleges and Universities (small programs), Baccalaureate Colleges–Diverse Fields, private institutions, and institutions with fewer than 1,000 undergraduates.

With regard to students, those attending Research Universities (high research activity) and institutions with 1,000 to 2,499 undergraduates are somewhat overrepresented and those at Research Universities (very high research activity), public institutions, and institutions with 20,000 or more undergraduates are somewhat underrepresented.

While small and private institutions account for the majority of institutions in NSSE and in the U.S., a majority of NSSE respondents and U.S. students attend large and public institutions. NSSE comparison reports are weighted (as appropriate) to ensure that each institution is proportionally represented.



Table 1

### Profile of NSSE 2013 U.S. Institutions and Respondents and All Bachelor's-Granting U.S. Institutions and Their Students<sup>a</sup>

Institution Characteristics	Institutions		Students	
	NSSE	U.S. <sup>b</sup>	NSSE	U.S. <sup>b</sup>
<b>Carnegie Basic Classification<sup>c</sup></b>				
Research Universities (very high research activity)	4%	6%	12%	22%
Research Universities (high research activity)	9%	6%	21%	15%
Doctoral/Research Universities	7%	5%	9%	9%
Master's Colleges and Universities (larger programs)	30%	25%	33%	31%
Master's Colleges and Universities (medium programs)	10%	11%	8%	8%
Master's Colleges and Universities (smaller programs)	5%	8%	3%	4%
Baccalaureate Colleges—Arts & Sciences	15%	16%	7%	5%
Baccalaureate Colleges—Diverse Fields	19%	23%	8%	7%
<b>Control</b>				
Public	39%	34%	57%	64%
Private	61%	66%	43%	36%
<b>Undergraduate Enrollment</b>				
Fewer than 1,000	12%	18%	3%	2%
1,000–2,499	32%	33%	14%	10%
2,500–4,999	19%	18%	13%	12%
5,000–9,999	17%	14%	20%	18%
10,000–19,999	13%	10%	24%	26%
20,000 or more	7%	6%	26%	33%
<b>Region</b>				
New England	8%	8%	7%	5%
Mid East	16%	18%	13%	16%
Great Lakes	16%	15%	18%	15%
Plains	13%	10%	13%	9%
Southeast	25%	25%	23%	23%
Southwest	11%	7%	13%	12%
Rocky Mountains	3%	4%	7%	5%
Far West	8%	11%	7%	12%
Outlying Areas	1%	2%	<1%	2%
<b>Locale</b>				
City	44%	46%	55%	60%
Suburban	21%	23%	18%	19%
Town	25%	21%	20%	16%
Rural	10%	10%	7%	6%

a. All 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. Totals may not sum to 100% due to rounding.

b. U.S. percentages are based on the 2011 IPEDS Institutional Characteristics file for institutions in one of the eight Carnegie classifications in the table.

c. For information on the Carnegie Foundation's Basic Classification, see [classifications.carnegiefoundation.org](http://classifications.carnegiefoundation.org)

## Institutional Response Rates

Table 2 shows that the average response rate for U.S. NSSE 2013 institutions was 30% (27% for first-year students and 33% for seniors). Institutions that opted for email recruitment recorded average response rates of 30%. For the small number of institutions that opted for regular mail recruitment, the average response rate was 18%. The highest institutional response rate among U.S. institutions was 80%, and 45% of institutions achieved a response rate of at least 30%.

The average response rate for Canadian NSSE 2013 institutions was 37% (35% for first-year students and 40% for seniors), with the highest institutional rate being 94%. About 70% of Canadian institutions achieved a response rate of at least 30%.

For information about your institution's response rate, refer to your *NSSE 2013 Administration Summary*.

Table 2

### NSSE 2013 U.S. Participation and Response Rates by Recruitment Method and Undergraduate Enrollment

Recruitment Method	Number of Institutions	Average Institutional Response Rate
Email	565	30%
Regular mail	3	18%
<b>Undergraduate Enrollment</b>		
2,500 or fewer	255	37%
2,501 to 4,999	113	28%
5,000 to 9,999	96	22%
10,000 or more	104	21%
<b>All Institutions</b>	<b>568</b>	<b>30%</b>

## Survey Customization

The 2013 update of the NSSE survey added the ability for institutions to append up to two additional item sets in the form of NSSE-created topical modules and/or consortium questions. Consortium questions were available to institutions sharing a common interest and participating as a NSSE consortium. The 2013 update also provided the option to add a question about sexual orientation to the demographic section of the core survey. Roughly one quarter of participating institutions (24%) opted to include the sexual orientation question.



About one third of participating institutions (30%) appended two topical modules, one quarter appended a single module, and one quarter participated as part of a consortium (Table 3). About four out of five consortium member institutions elected to include a topical module as well.

Six topical modules were available in 2013, with participation in a given module ranging from 50 to 239 institutions. The most widely adopted modules were Academic Advising, used by 39% of participating institutions, and Experiences with Writing (19%). Learning with Technology and Development of Transferable Skills modules were selected by 13% each, followed by Civic Engagement (10%), and Experiences with Diverse Perspectives (8%).

**Table 3**

**Module and Consortium Participation for U.S. and Canadian NSSE 2013 Participants\***

Selection of Additional Items	Number of Institutions	% of Institutions
None	124	20%
One module only	151	25%
Two modules	182	30%
Consortium items only	36	6%
Consortium items plus one module	120	20%

\*Includes 18 institutions with nonstandard population files or administrations.

## U.S. Respondent Profile

Table 4 displays selected characteristics of NSSE 2013 U.S. respondents and all U.S. bachelor's degree-seeking students. Compared to all U.S. students, female, White, and full-time NSSE students were overrepresented in varying proportions. NSSE comparison reports use weights as appropriate to correct for disproportionate survey response related to gender and enrollment status at each institution.

As Table 5 illustrates, approximately 29% of U.S. respondents were at least 24 years old, and 35% lived on campus. One in ten NSSE respondents reported taking all classes online. Two thirds of respondents (67%) expected to complete a master's, doctoral, or professional degree. Among those who provided education information for at least one parent or guardian, nearly half (46%) were first-generation college students. About one in three NSSE respondents (34%) began postsecondary education at an institution other than the one they were attending when they completed the NSSE survey.

**Table 4**

**Characteristics of NSSE 2013 U.S. Respondents and Undergraduate Populations at All U.S. Bachelor's Degree-Granting Institutions<sup>a</sup>**

Student Characteristics	NSSE 2013 Respondents <sup>b</sup>	U.S. Bachelor's-Granting Population <sup>c</sup>
<b>Gender</b>		
Male	36%	44%
Female	64%	56%
<b>Race/Ethnicity<sup>d</sup></b>		
African American/Black	10%	13%
American Indian/Alaska native	1%	1%
Asian	3%	6%
Native Hawaiian/other Pacific Islander	<1%	<1%
Caucasian/White	70%	62%
Hispanic/Latino	10%	12%
Multiracial/multiethnic	2%	2%
Foreign/nonresident alien	3%	3%
<b>Enrollment Status</b>		
Full-time	87%	81%
Part-time	13%	19%

a. Totals may not sum to 100% due to rounding.

b. NSSE 2013 population consists of first-year and senior undergraduates. Data are provided by participating institutions.

c. U.S. percentages are unweighted and based on data from the fall 2011 IPEDS Institutional Characteristics and Enrollment data. Includes all class years.

d. Institution-reported data; excludes students whose race/ethnicity was unknown or not provided.

**Table 5**

**Additional Characteristics of NSSE 2013 U.S. Respondents**

Respondent Characteristics	%
At least 24 years old	29%
First-generation student <sup>a</sup>	46%
Transfer student	34%
Expects to complete a master's degree or higher	67%
Living on campus <sup>b</sup>	35%
Taking all classes online	10%

Note: Data are unweighted.

a. Neither parent (or guardian) holds a bachelor's degree.

b. Dormitory or other campus housing, fraternity, or sorority.



## Canadian Respondent Profile

Canadian respondents profiled here include 20,795 students from 27 institutions in seven provinces, including eight institutions from Ontario, five each from Alberta and British Columbia, three each from Quebec and Nova Scotia, two from New Brunswick, and one from Manitoba. Canadian respondents included approximately 11,600 first-year and 9,200 fourth-year students. Women and full-time students, respectively, accounted for about 65% and 85% of Canadian respondents. About 23% of Canadian respondents were at least 24 years old. Ethnocultural categories for Canadian institutions participating in NSSE were adapted from those used by Statistics Canada, Canada's national statistical agency. The majority of students providing ethnocultural information identified as White (73%), while 9% identified as Chinese, 6% South Asian, 3% Black, 3% Arab, and 2% Latin American. Less than 2% of respondents identified with each of the remaining categories.

## Meet the NSSE Team

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### Snapshot

NSSE asks first-year and senior students about a wide range of educationally purposeful activities (for more information, see page 4). This *Snapshot* is a concise collection of key findings from your institution's NSSE 2013 participation. We hope this information stimulates discussion on your campus about the undergraduate experience. Additional details about these results, including statistical test results, can be found in the reports referenced throughout.

### Comparison Group

The comparison group featured in this report is

#### SE Public 4Yr

See your *Selected Comparison Groups* report for details.

### Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, which fit within four themes of engagement. 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.

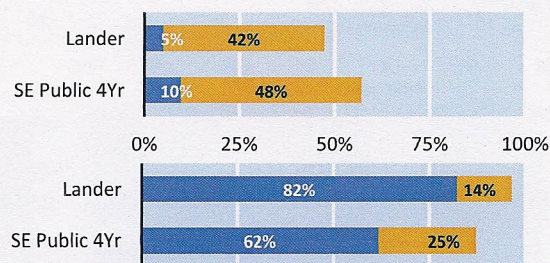
Theme	Engagement Indicator	Your students compared with SE Public 4Yr	
		First-year	Senior
Academic Challenge	Higher-Order Learning (HO)	--	--
	Reflective & Integrative Learning (RI)	--	--
	Learning Strategies (LS)	--	--
	Quantitative Reasoning (QR)	--	△
Learning with Peers	Collaborative Learning (CL)	--	--
	Discussions with Diverse Others (DD)	--	△
Experiences with Faculty	Student-Faculty Interaction (SF)	--	▲
	Effective Teaching Practices (ET)	--	▲
Campus Environment	Quality of Interactions (QI)	--	△
	Supportive Environment (SE)	△	▲

### High-Impact Practices (HIPs)

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 Communities, Service-Learning, and Research w/Faculty

*Senior*  
Learning Communities, Service-Learning, Research w/Faculty, Internships, Study Abroad, and Culminating Experiences



■ Participated in two or more HIPs ■ Participated in one HIP

### Administration Summary

	Count	Resp. rate	Female	Full-time
First-year	119	19%	78%	100%
Senior	132	26%	69%	89%

### Additional Questions

Your institution did not choose to administer additional questions. In future administrations, you may customize NSSE by participating in a topical module or a consortium. See our Web site for more information.

[nsse.iub.edu](http://nsse.iub.edu)

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

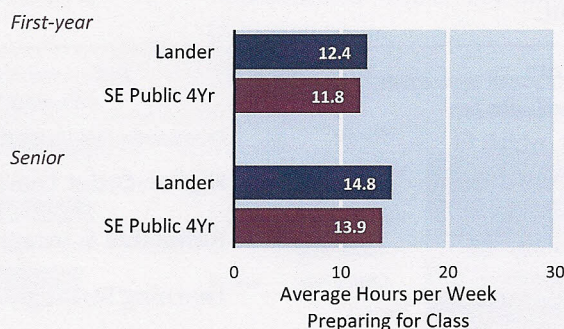


## Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators (HO, RI, LS, QR) 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*, or the *NSSE Institutional Report Builder* (described on p. 4).

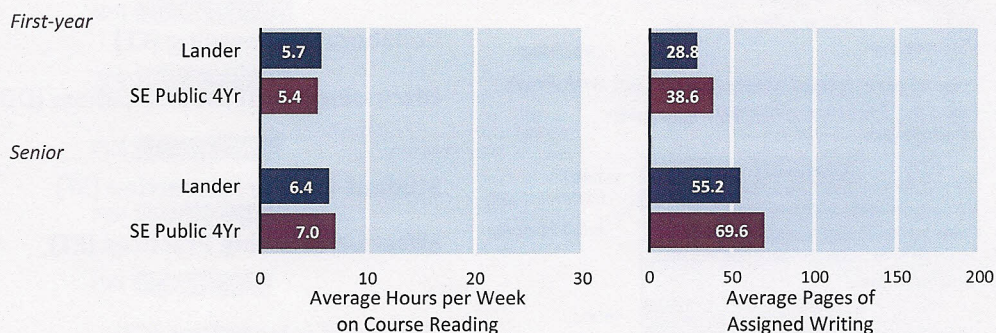
### Time Spent Preparing for Class

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



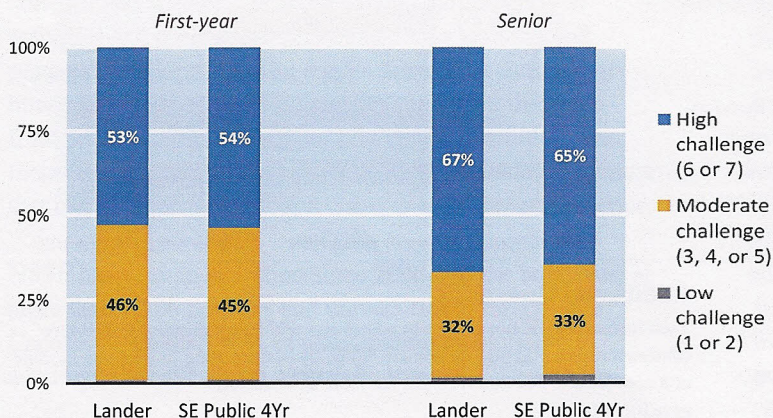
### Reading and Writing

These figures report the average 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.



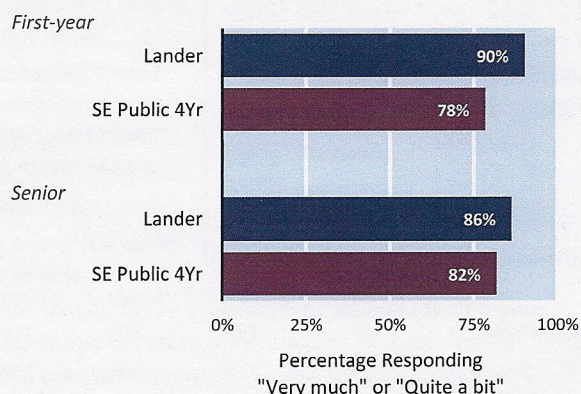
### Challenging Courses

To what extent did your 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."





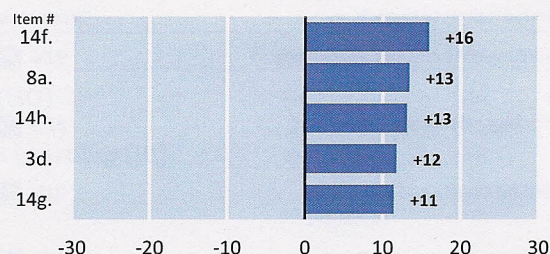
### Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions<sup>a</sup> 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, refer to your *Frequencies and Statistical Comparisons* report.

#### First-year

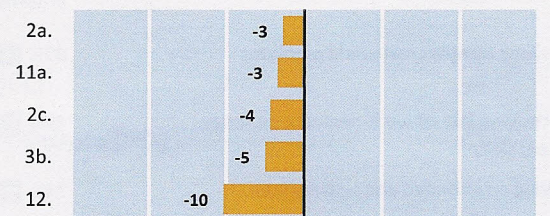
##### Highest Performing Relative to SE Public 4Yr

- Inst. emphasizes... Providing support for your overall well-being...<sup>c</sup> (SE)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)
- Inst. emphasizes... Attending campus activities and events (...) <sup>c</sup> (SE)
- Discussed your academic performance with a faculty member<sup>b</sup> (SF)
- Inst. emphasizes... Helping you manage your non-academic responsibilities (...) <sup>c</sup> (SE)



##### Lowest Performing Relative to SE Public 4Yr

- Combined ideas from different courses when completing assignments<sup>b</sup> (RI)
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)
- Worked with a faculty member on activities other than coursework (...) <sup>b</sup> (SF)
- About how many...courses have included a community-based project (service-learning)?<sup>e</sup> (HIP)

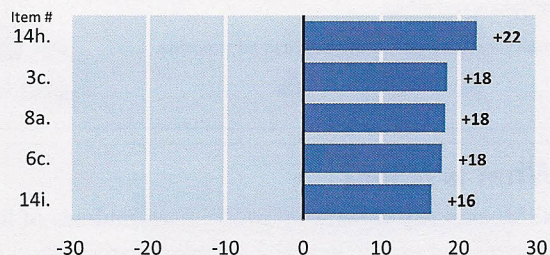


Percentage Point Difference with SE Public 4Yr

#### Senior

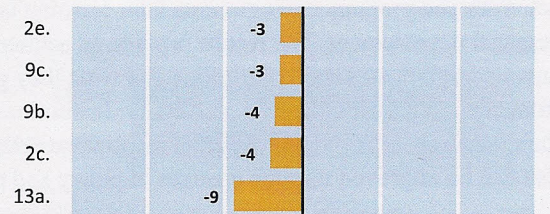
##### Highest Performing Relative to SE Public 4Yr

- Inst. emphasizes... Attending campus activities and events (...) <sup>c</sup> (SE)
- Discussed course topics, ideas, or concepts with a faculty member outside of class<sup>b</sup> (SF)
- Discussions with... People of a race or ethnicity other than your own<sup>b</sup> (DD)
- Evaluated what others have concluded from numerical information<sup>b</sup> (QR)
- Inst. emphasizes... Attending events that address important social/econ./polit. issues<sup>c</sup> (SE)



##### Lowest Performing Relative to SE Public 4Yr

- Tried to better understand someone else's views by imagining...his or her perspective<sup>b</sup> (RI)
- Summarized what you learned in class or from course materials<sup>b</sup> (LS)
- Reviewed your notes after class<sup>b</sup> (LS)
- Included diverse perspectives (...) in course discussions or assignments<sup>b</sup> (RI)
- Quality of interactions with... Students<sup>d</sup> (QI)



Percentage Point Difference with SE Public 4Yr

a. The displays on this page draw from the 53 items that make up the ten Engagement Indicators and six High-Impact Practices. Key to abbreviations: 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 = High-Impact Practice. Item numbering corresponds to the survey facsimile included in your Institutional Report and available on the NSSE Web site.

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."



### 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, refer to your *Frequencies and Statistical Comparisons* report.

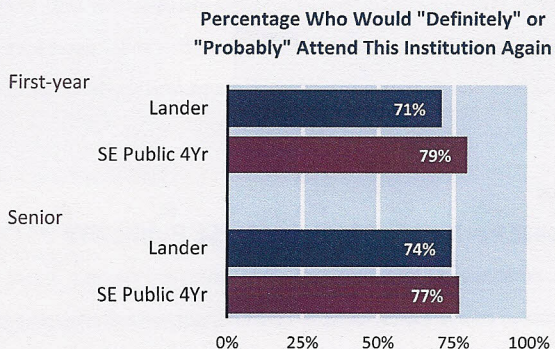
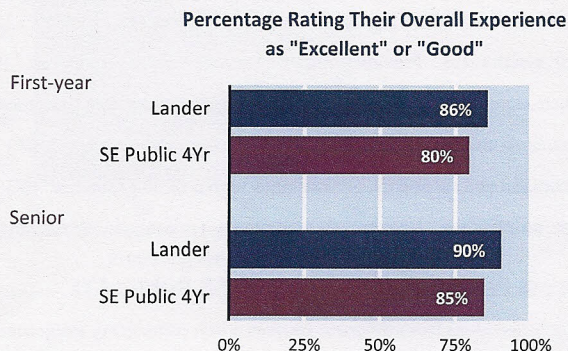
#### Perceived Gains Among Seniors

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	92%
Working effectively with others	87%
Writing clearly and effectively	81%
Speaking clearly and effectively	81%
Solving complex real-world problems	80%
Acquiring job- or work-related knowledge and skills	79%
Being an informed and active citizen	74%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	70%
Developing or clarifying a personal code of values and ethics	69%
Analyzing numerical and statistical information	66%

#### Satisfaction with Lander

Students rated their overall experience at your institution and whether they would attend your institution again.





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**NSSE 2013**  
**Engagement Indicators**  
Lander University

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### 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 themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective and 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: <ul style="list-style-type: none"> <li>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).</li> <li>Score Distributions Box-and-whisker charts show the variation in scores <i>within</i> your institution and comparison groups.</li> <li>Summary of Indicator Items Responses to each item in a given EI are displayed for your institution and comparison groups.</li> </ul>
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 current-year 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. An effect size of .2 is generally considered small, .5 medium, and .8 large. Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview.

*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 Institutional Report Builder 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 Web site: [nsse.iub.edu](http://nsse.iub.edu)



## 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 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 (FY) Students

Theme	Engagement Indicator	Your FY students compared with SE Public 4Yr	Your FY students compared with Carnegie Class	Your FY students compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective and 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	△	△	--

### Seniors

Theme	Engagement Indicator	Your seniors compared with SE Public 4Yr	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013
Academic Challenge	Higher-Order Learning	--	--	△
	Reflective and 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	▲	▲	▲



## Academic Challenge: First-year students

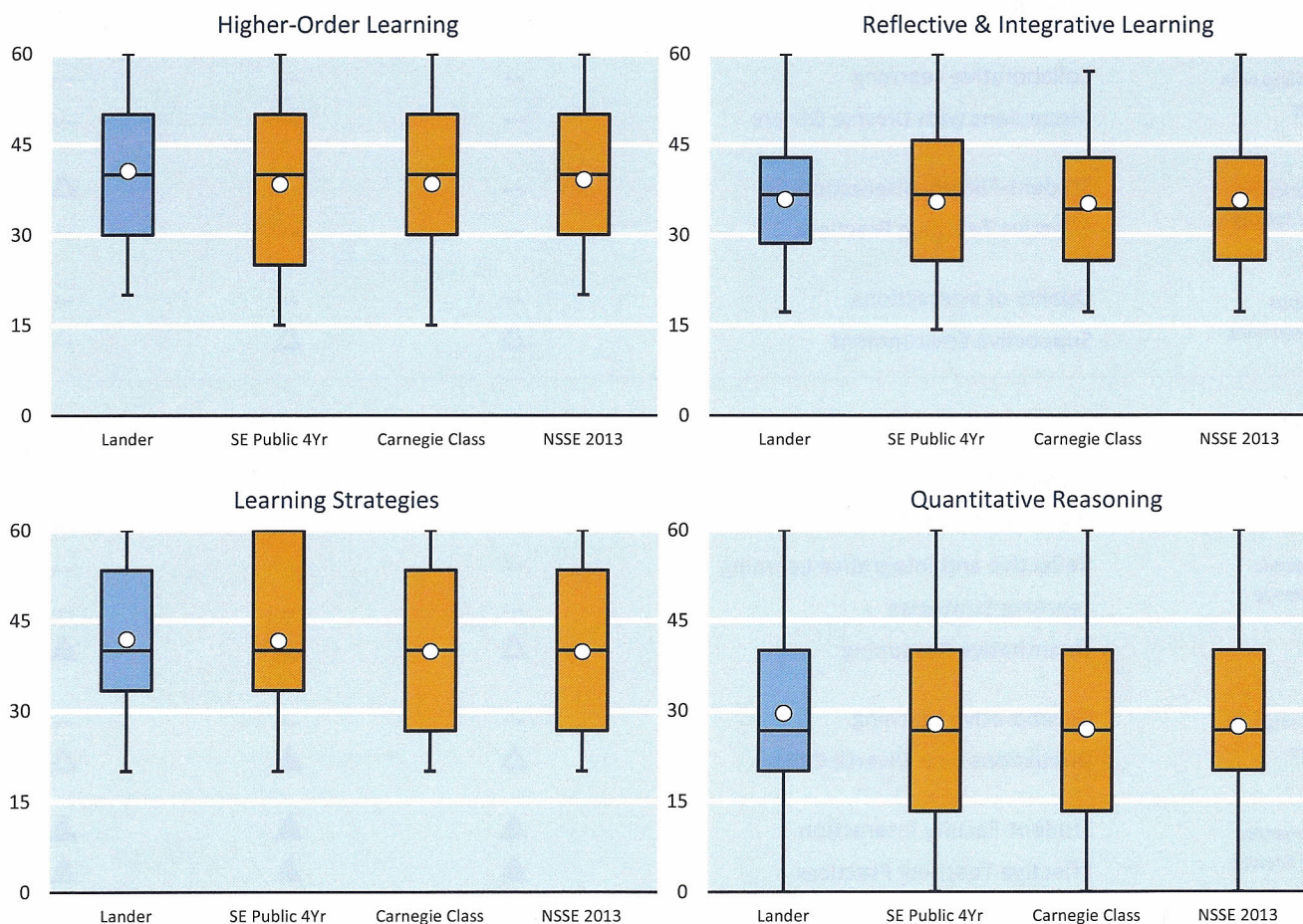
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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					
		SE Public 4Yr		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	40.6	38.4	.15	38.5	.15	39.1	.10
Reflective & Integrative Learning	35.9	35.5	.03	35.2	.06	35.7	.02
Learning Strategies	41.9	41.6	.02	39.8	.14	39.8	.15
Quantitative Reasoning	29.5	27.7	.11	26.8	.16	27.3	.14

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

### 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.



## Academic Challenge: First-year students (continued)

### Summary of Indicator Items

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
<b>Higher-Order Learning</b>				
<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	79 	68 	71 	74 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	70 	68 	71 	73 
4d. Evaluating a point of view, decision, or information source	72 	69 	71 	70 
4e. Forming a new idea or understanding from various pieces of information	73 	69 	68 	69 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	54 	57 	54 	56 
2b. Connected your learning to societal problems or issues	61 	51 	51 	53 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	46 	50 	50 	51 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	68 	64 	63 	63 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	69 	67 	65 	66 
2f. Learned something that changed the way you understand an issue or concept	70 	68 	65 	66 
2g. Connected ideas from your courses to your prior experiences and knowledge	78 	74 	76 	78 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80 	79 	81 	81 
9b. Reviewed your notes after class	72 	74 	68 	66 
9c. Summarized what you learned in class or from course materials	76 	70 	64 	64 
<b>Quantitative Reasoning</b>				
<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.)	56 	54 	50 	51 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	48 	40 	37 	38 
6c. Evaluated what others have concluded from numerical information	40 	37 	36 	37 

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 Web site.



## Academic Challenge: Seniors

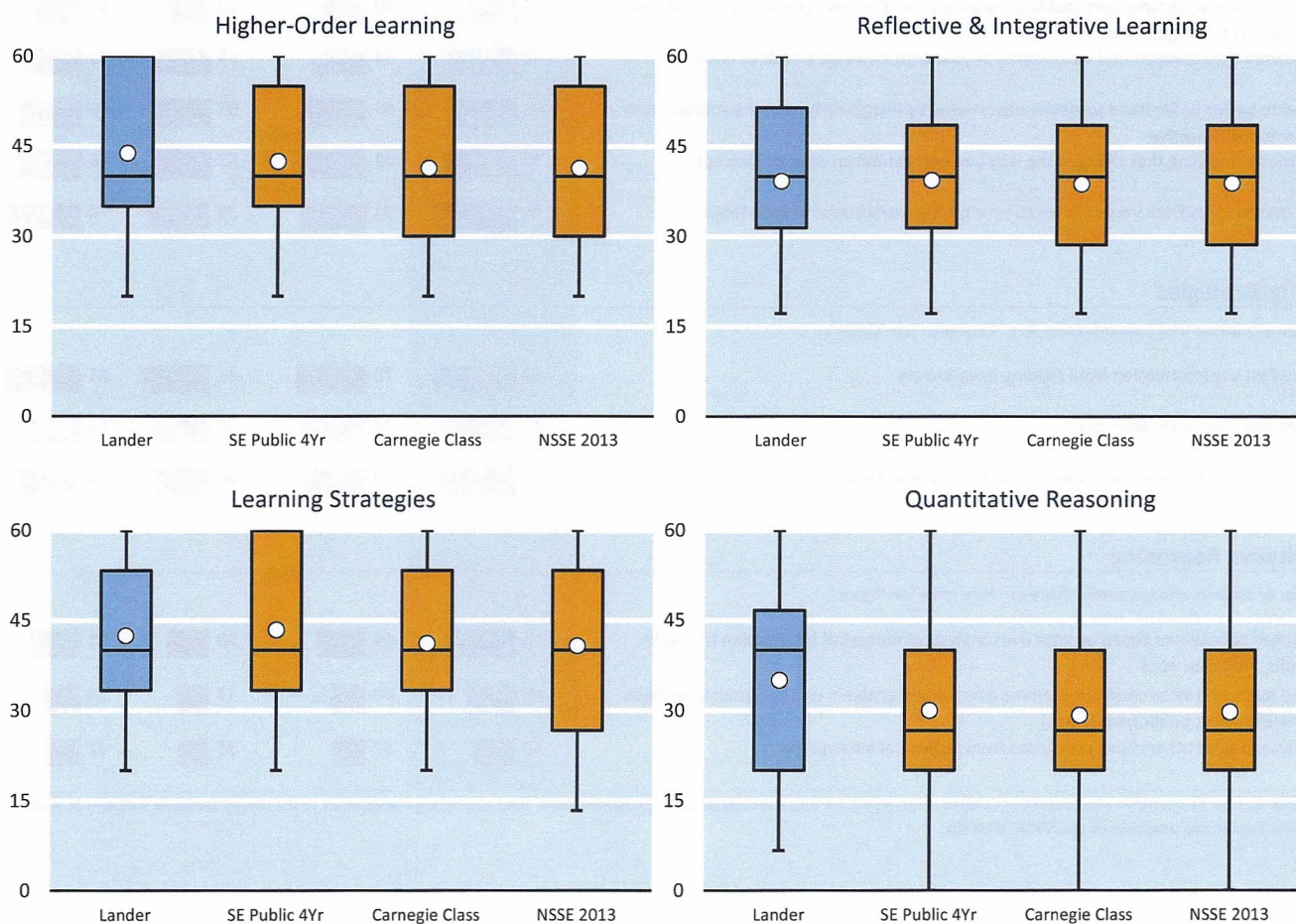
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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 first-year students compared with					
		SE Public 4Yr		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	43.8	42.4	.09	41.4	.17	41.3 *	.18
Reflective & Integrative Learning	39.2	39.4	-.01	38.8	.04	38.9	.02
Learning Strategies	42.4	43.4	-.07	41.1	.09	40.7	.12
Quantitative Reasoning	35.0	30.0 **	.29	29.2 ***	.34	29.7 ***	.31

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

### 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.



## Academic Challenge: Seniors (continued)

### Summary of Indicator Items

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
<b>Higher-Order Learning</b>				
<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	91 	82 	80 	80 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	85 	77 	77 	78 
4d. Evaluating a point of view, decision, or information source	78 	75 	74 	72 
4e. Forming a new idea or understanding from various pieces of information	75 	75 	73 	73 
<b>Reflective &amp; Integrative Learning</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	70 	69 	70 	71 
2b. Connected your learning to societal problems or issues	70 	65 	64 	64 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	57 	61 	57 	56 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	71 	69 	67 	67 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70 	72 	69 	70 
2f. Learned something that changed the way you understand an issue or concept	70 	71 	69 	70 
2g. Connected ideas from your courses to your prior experiences and knowledge	83 	83 	84 	84 
<b>Learning Strategies</b>				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	87 	85 	84 	84 
9b. Reviewed your notes after class	70 	74 	67 	65 
9c. Summarized what you learned in class or from course materials	70 	73 	67 	66 
<b>Quantitative Reasoning</b>				
<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.)	66 	55 	53 	54 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	59 	46 	43 	44 
6c. Evaluated what others have concluded from numerical information	61 	43 	42 	44 

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 Web site.



### Learning with Peers: First-year students

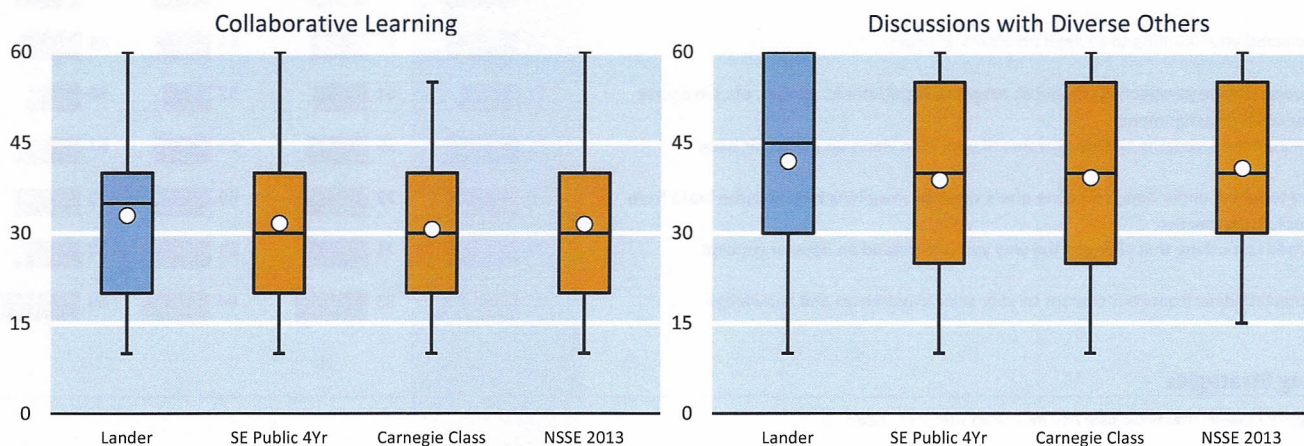
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		SE Public 4Yr		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.0	31.6	.10	30.6	.17	31.4	.11
Discussions with Diverse Others	41.9	38.8	.19	39.2	.16	40.7	.07

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

#### 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.

#### Summary of Indicator Items

##### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	52	44	44	48
1f. Explained course material to one or more students	54	56	54	56
1g. Prepared for exams by discussing or working through course material with other students	57	46	45	48
1h. Worked with other students on course projects or assignments	52	52	50	50

##### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	78	64	68	71
8b. People from an economic background other than your own	73	69	70	73
8c. People with religious beliefs other than your own	67	60	63	68
8d. People with political views other than your own	68	65	66	70

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 Web site.



## Learning with Peers: Seniors

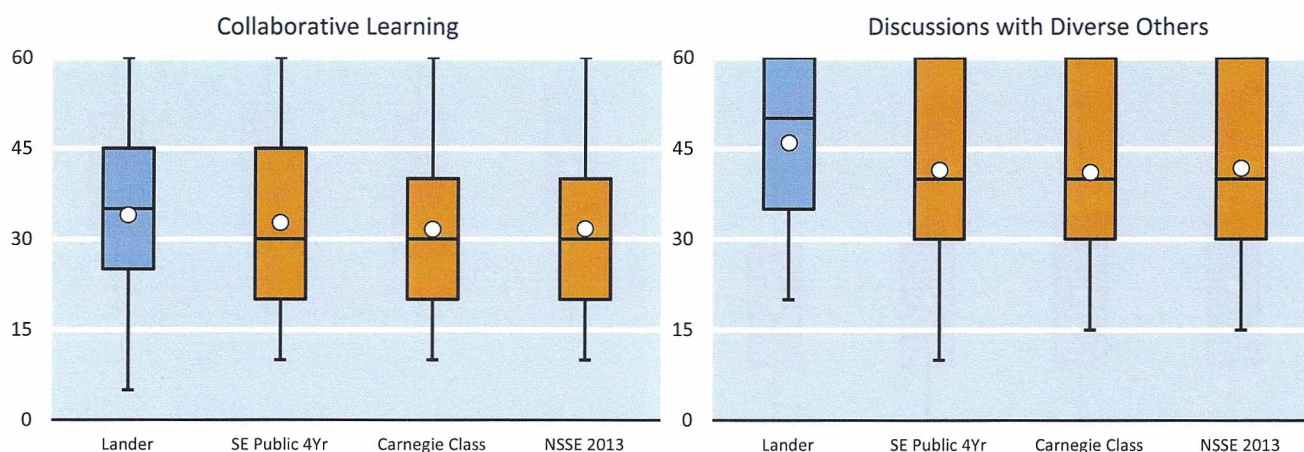
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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					
		SE Public 4Yr		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.0	32.7	.09	31.6	.16	31.7	.16
Discussions with Diverse Others	46.0	41.4 ***	.27	41.1 ***	.30	41.8 ***	.26

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

### 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.

### Summary of Indicator Items

#### Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
1e. Asked another student to help you understand course material	39	38	37	38
1f. Explained course material to one or more students	65	61	57	57
1g. Prepared for exams by discussing or working through course material with other students	52	48	44	44
1h. Worked with other students on course projects or assignments	66	60	60	63

#### Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
8a. People from a race or ethnicity other than your own	90	72	70	72
8b. People from an economic background other than your own	85	74	74	75
8c. People with religious beliefs other than your own	69	69	67	70
8d. People with political views other than your own	79	72	71	72

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 Web site.



## Experiences with Faculty: First-year students

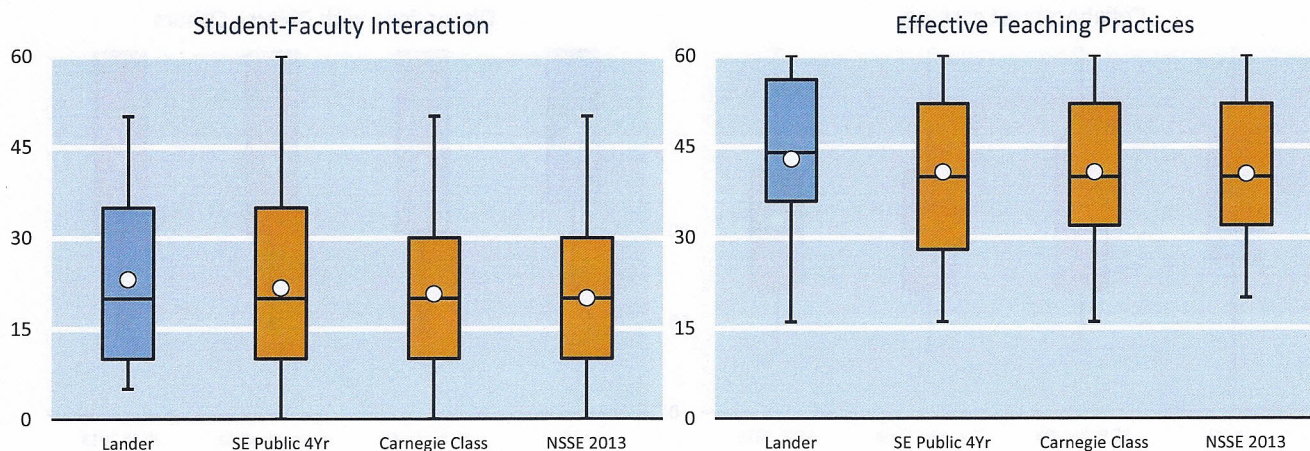
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		SE Public 4Yr Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Student-Faculty Interaction	23.1	21.7	.09	20.7	.16	20.0 *	.21
Effective Teaching Practices	42.9	40.8	.15	40.7	.16	40.4	.19

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

### 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.

### Summary of Indicator Items

#### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	38	35	33	32
3b. Worked with a faculty member on activities other than coursework (committees, student groups)	19	24	19	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	31	30	26	24
3d. Discussed your academic performance with a faculty member	42	30	31	28

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	83	80	80	82
5b. Taught course sessions in an organized way	85	77	79	80
5c. Used examples or illustrations to explain difficult points	84	74	77	78
5d. Provided feedback on a draft or work in progress	75	67	69	65
5e. Provided prompt and detailed feedback on tests or completed assignments	62	63	67	63

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 Web site.



### Experiences with Faculty: Seniors

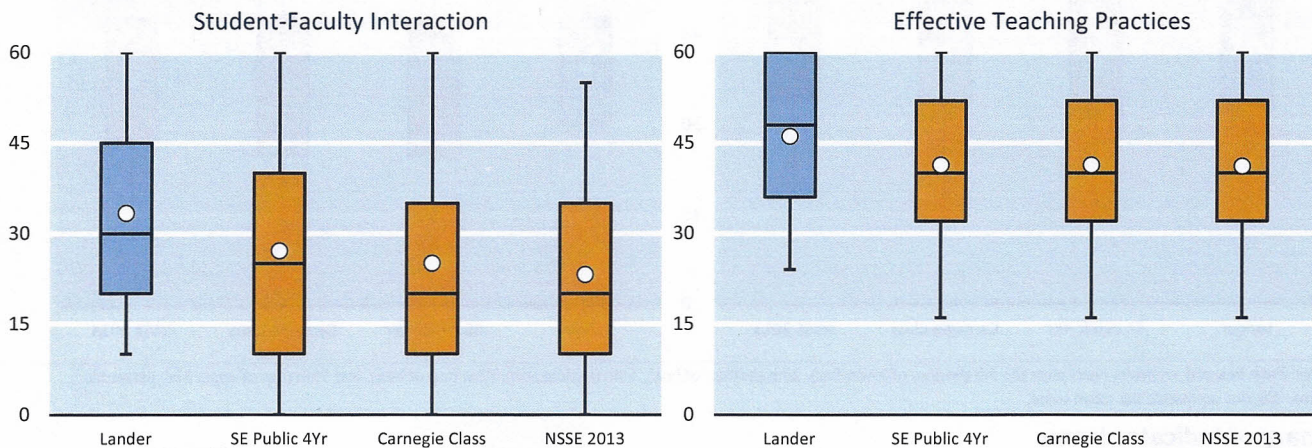
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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					
		SE Public 4Yr		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	33.4	27.1 ***	.35	25.1 ***	.50	23.2 ***	.62
Effective Teaching Practices	46.1	41.3 ***	.34	41.3 ***	.34	41.1 ***	.37

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

#### 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.

#### Summary of Indicator Items

##### Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
3a. Talked about career plans with a faculty member	56	50	46	42
3b. Worked with a faculty member on activities other than coursework (committees, student groups)	42	34	28	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	60	42	36	32
3d. Discussed your academic performance with a faculty member	58	45	37	32

##### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
5a. Clearly explained course goals and requirements	88	82	82	83
5b. Taught course sessions in an organized way	87	80	81	82
5c. Used examples or illustrations to explain difficult points	86	78	80	79
5d. Provided feedback on a draft or work in progress	80	66	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	79	67	70	68

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 Web site.



## Campus Environment: First-year students

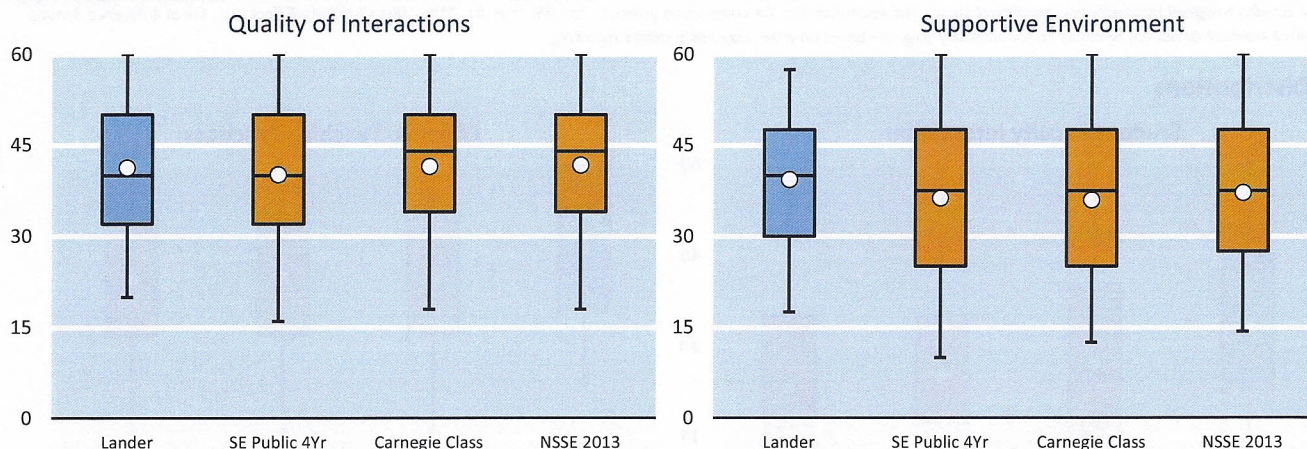
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Lander Mean	Your first-year students compared with					
		SE Public 4Yr Mean	Effect size	Carnegie Class Mean	Effect size	NSSE 2013 Mean	Effect size
Quality of Interactions	41.2	40.1	.08	41.5	-.02	41.7	-.04
Supportive Environment	39.4	36.3 *	.20	36.0 *	.23	37.2	.16

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

### 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.

### Summary of Indicator Items

#### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
13a. Students	52	54	58	60
13b. Academic advisors	46	45	50	49
13c. Faculty	47	48	53	51
13d. Student services staff (career services, student activities, housing, etc.)	48	37	43	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	42	43	42

#### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	78	73	75	78
14c. Using learning support services (tutoring services, writing center, etc.)	80	76	76	78
14d. Encouraging contact among students from different backgrounds (soc., racial/eth., relig., etc.)	61	56	57	58
14e. Providing opportunities to be involved socially	73	66	69	72
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	78	62	66	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	51	40	43	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	80	66	65	68
14i. Attending events that address important social, economic, or political issues	65	55	51	53

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 Web site.



## Campus Environment: Seniors

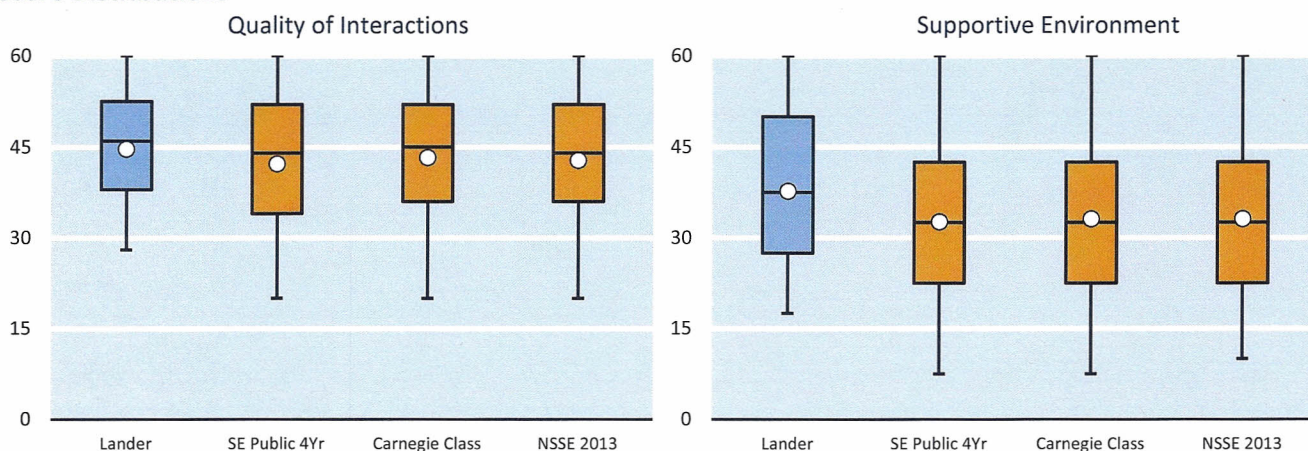
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

### Mean Comparisons

Engagement Indicator	Lander	Your seniors compared with					
		SE Public 4Yr		Carnegie Class		NSSE 2013	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	44.7	42.2 *	.20	43.2	.12	42.8	.16
Supportive Environment	37.7	32.6 ***	.34	33.1 ***	.32	33.1 ***	.32

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

### 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.

### Summary of Indicator Items

#### Quality of Interactions

Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
13a. Students	54	62	65	65
13b. Academic advisors	68	59	57	53
13c. Faculty	67	61	63	61
13d. Student services staff (career services, student activities, housing, etc.)	43	40	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	44	41	44	43

#### Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
14b. Providing support to help students succeed academically	79	71	73	72
14c. Using learning support services (tutoring services, writing center, etc.)	79	68	69	67
14d. Encouraging contact among students from different backgrounds (soc., racial/eth., relig., etc.)	52	50	52	52
14e. Providing opportunities to be involved socially	67	62	65	65
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	57	59	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	33	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	76	54	56	56
14i. Attending events that address important social, economic, or political issues	62	45	45	45

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 Web site.



# NSSE 2013 Engagement Indicators

## Comparisons with High-Performing Institutions

### Lander University

### Comparisons with Top 50% and Top 10% Institutions

The results below compare the engagement of your first-year and senior students with those attending two groups of institutions identified by NSSE for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all current-year NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all current-year 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 to that of the high-performing group. However, the absence of a significant difference between your score and that of the high-performing group does not 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 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	40.6	40.9	-.02	✓	42.7	-.16	✓
	Reflective and Integrative Learning	35.9	37.6	-.14	✓	39.4 **	-.28	
	Learning Strategies	41.9	41.8	.00	✓	44.3	-.17	✓
	Quantitative Reasoning	29.5	28.8	.04	✓	30.5	-.06	✓
Learning with Peers	Collaborative Learning	33.0	34.5	-.11	✓	37.1 **	-.30	
	Discussions with Diverse Others	41.9	43.2	-.08	✓	45.7 *	-.25	
Experiences with Faculty	Student-Faculty Interaction	23.1	23.4	-.02	✓	26.7 *	-.22	
	Effective Teaching Practices	42.9	42.8	.01	✓	44.7	-.13	✓
Campus Environment	Quality of Interactions	41.2	44.3 **	-.27		46.3 ***	-.42	
	Supportive Environment	39.4	39.5	-.01	✓	41.4	-.16	✓

#### Seniors

Theme	Engagement Indicator	Lander Mean	Your seniors compared with					
			NSSE 2013 Top 50%			NSSE 2013 Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	43.8	43.5	.02	✓	45.3	-.11	✓
	Reflective and Integrative Learning	39.2	41.1	-.15	✓	43.1 ***	-.30	
	Learning Strategies	42.4	43.2	-.05	✓	45.4 *	-.21	
	Quantitative Reasoning	35.0	31.1 *	.23	✓	32.5	.15	✓
Learning with Peers	Collaborative Learning	34.0	35.0	-.07	✓	37.5 **	-.26	
	Discussions with Diverse Others	46.0	44.1	.12	✓	45.8	.01	✓
Experiences with Faculty	Student-Faculty Interaction	33.4	29.6 **	.23	✓	34.6	-.08	✓
	Effective Teaching Practices	46.1	43.3 *	.21	✓	45.3	.06	✓
Campus Environment	Quality of Interactions	44.7	45.8	-.10	✓	47.6 **	-.26	
	Supportive Environment	37.7	36.2	.11	✓	39.2	-.11	✓

Notes: Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator, 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.

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



# NSSE 2013 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Lander University

#### Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Lander (N = 105)	40.6	13.4	1.31	20	30	40	50	60				
SE Public 4Yr	38.4	14.8	.46	15	25	40	50	60	1,157	2.2	.152	.147
Carnegie Class	38.5	14.0	.15	15	30	40	50	60	8,724	2.1	.127	.150
NSSE 2013	39.1	13.8	.04	20	30	40	50	60	109,811	1.4	.291	.103
Top 50%	40.9	13.6	.06	20	30	40	50	60	49,611	-.3	.822	-.022
Top 10%	42.7	13.7	.13	20	35	40	55	60	11,556	-2.2	.104	-.159
<b>Reflective and Integrative Learning</b>												
Lander (N = 106)	35.9	12.6	1.23	17	29	37	43	60				
SE Public 4Yr	35.5	13.7	.41	14	26	37	46	60	1,200	.4	.783	.028
Carnegie Class	35.2	12.5	.13	17	26	34	43	57	9,093	.7	.565	.056
NSSE 2013	35.7	12.6	.04	17	26	34	43	60	114,343	.2	.863	.017
Top 50%	37.6	12.5	.06	17	29	37	46	60	49,152	-1.7	.161	-.137
Top 10%	39.4	12.5	.11	20	31	40	49	60	12,322	-3.5	.004	-.281
<b>Learning Strategies</b>												
Lander (N = 98)	41.9	13.3	1.35	20	33	40	53	60				
SE Public 4Yr	41.6	14.8	.47	20	33	40	60	60	1,075	.3	.862	.018
Carnegie Class	39.8	14.3	.16	20	27	40	53	60	8,071	2.0	.160	.143
NSSE 2013	39.8	14.2	.04	20	27	40	53	60	102,251	2.1	.141	.149
Top 50%	41.8	14.1	.07	20	33	40	53	60	43,520	.0	.981	.002
Top 10%	44.3	14.2	.14	20	33	47	60	60	9,867	-2.4	.090	-.172
<b>Quantitative Reasoning</b>												
Lander (N = 107)	29.5	15.0	1.45	0	20	27	40	60				
SE Public 4Yr	27.7	17.1	.52	0	13	27	40	60	135	1.8	.232	.109
Carnegie Class	26.8	16.5	.18	0	13	27	40	60	8,877	2.7	.092	.164
NSSE 2013	27.3	16.4	.05	0	20	27	40	60	111,617	2.3	.153	.138
Top 50%	28.8	16.3	.07	0	20	27	40	60	62,783	.7	.649	.044
Top 10%	30.5	16.2	.14	0	20	27	40	60	13,456	-1.0	.545	-.059
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Lander (N = 109)	33.0	14.1	1.35	10	20	35	40	60				
SE Public 4Yr	31.6	13.8	.41	10	20	30	40	60	1,228	1.3	.333	.097
Carnegie Class	30.6	14.0	.15	10	20	30	40	55	9,265	2.4	.083	.168
NSSE 2013	31.4	14.2	.04	10	20	30	40	60	116,996	1.5	.268	.106
Top 50%	34.5	13.7	.06	15	25	35	45	60	51,657	-1.5	.255	-.109
Top 10%	37.1	13.6	.13	15	25	35	45	60	10,550	-4.1	.002	-.303
<b>Discussions with Diverse Others</b>												
Lander (N = 102)	41.9	16.8	1.67	10	30	45	60	60				
SE Public 4Yr	38.8	16.5	.52	10	25	40	55	60	1,093	3.1	.071	.189
Carnegie Class	39.2	16.7	.19	10	25	40	55	60	8,192	2.7	.105	.162
NSSE 2013	40.7	16.0	.05	15	30	40	55	60	103,459	1.2	.458	.074
Top 50%	43.2	15.4	.07	20	35	45	60	60	50,474	-1.3	.403	-.083
Top 10%	45.7	15.0	.15	20	40	50	60	60	10,355	-3.8	.012	-.251



## Detailed Statistics: First-year students

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Lander (N = 108)	23.1	15.0	1.44	5	10	20	35	50				
SE Public 4Yr	21.7	16.6	.51	0	10	20	35	60	1,172	1.4	.392	.086
Carnegie Class	20.7	15.1	.16	0	10	20	30	50	8,905	2.4	.102	.159
NSSE 2013	20.0	14.5	.04	0	10	20	30	50	111,995	3.1	.028	.212
Top 50%	23.4	15.0	.08	0	10	20	35	55	35,395	-.3	.831	-.021
Top 10%	26.7	16.4	.22	0	15	25	40	60	5,518	-3.6	.025	-.217
<b>Effective Teaching Practices</b>												
Lander (N = 106)	42.9	13.8	1.34	16	36	44	56	60				
SE Public 4Yr	40.8	14.5	.44	16	28	40	52	60	1,174	2.1	.150	.147
Carnegie Class	40.7	13.7	.15	16	32	40	52	60	8,986	2.1	.111	.156
NSSE 2013	40.4	13.3	.04	20	32	40	52	60	112,779	2.5	.056	.186
Top 50%	42.8	13.3	.07	20	35	44	56	60	39,650	.1	.936	.008
Top 10%	44.7	13.8	.14	20	36	48	60	60	10,336	-1.8	.192	-.128
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Lander (N = 101)	41.2	12.5	1.25	20	32	40	50	60				
SE Public 4Yr	40.1	13.4	.43	16	32	40	50	60	1,069	1.1	.446	.080
Carnegie Class	41.5	12.9	.15	18	34	44	50	60	7,781	-.3	.820	-.023
NSSE 2013	41.7	12.5	.04	18	34	44	50	60	98,985	-.5	.691	-.040
Top 50%	44.3	11.6	.06	22	38	46	53	60	33,913	-3.1	.007	-.269
Top 10%	46.3	12.0	.12	23	40	48	56	60	9,373	-5.0	.000	-.420
<b>Supportive Environment</b>												
Lander (N = 96)	39.4	12.6	1.29	18	30	40	48	58				
SE Public 4Yr	36.3	15.2	.51	10	25	38	48	60	126	3.0	.030	.203
Carnegie Class	36.0	14.5	.17	13	25	38	48	60	98	3.4	.011	.231
NSSE 2013	37.2	14.0	.05	14	28	38	48	60	95,384	2.2	.125	.157
Top 50%	39.5	13.2	.06	18	30	40	50	60	44,468	-.2	.888	-.014
Top 10%	41.4	12.9	.14	20	33	43	53	60	8,855	-2.1	.119	-.160

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm 1.96 \times \text{SEM}$ .

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 2013 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Lander University

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Academic Challenge</b>												
<b>Higher-Order Learning</b>												
Lander (N = 125)	43.8	12.7	1.14	20	35	40	60	60				
SE Public 4Yr	42.4	14.7	.40	20	35	40	55	60	156	1.4	.263	.093
Carnegie Class	41.4	14.1	.13	20	30	40	55	60	11,093	2.4	.054	.173
NSSE 2013	41.3	14.0	.03	20	30	40	55	60	183,260	2.5	.048	.176
Top 50%	43.5	13.7	.05	20	35	40	55	60	70,506	.3	.803	.022
Top 10%	45.3	13.6	.09	20	40	45	60	60	20,733	-1.5	.227	-.108
<b>Reflective and Integrative Learning</b>												
Lander (N = 131)	39.2	13.2	1.15	17	31	40	51	60				
SE Public 4Yr	39.4	13.6	.36	17	31	40	49	60	1,579	-.2	.878	-.014
Carnegie Class	38.8	12.9	.12	17	29	40	49	60	11,513	.5	.680	.036
NSSE 2013	38.9	13.0	.03	17	29	40	49	60	190,293	.3	.780	.024
Top 50%	41.1	12.6	.05	20	31	40	51	60	69,909	-1.9	.089	-.149
Top 10%	43.1	12.6	.09	20	34	43	54	60	18,905	-3.8	.001	-.305
<b>Learning Strategies</b>												
Lander (N = 120)	42.4	15.1	1.37	20	33	40	53	60				
SE Public 4Yr	43.4	14.4	.40	20	33	40	60	60	1,387	-1.0	.481	-.067
Carnegie Class	41.1	14.6	.14	20	33	40	53	60	10,624	1.3	.338	.088
NSSE 2013	40.7	14.7	.04	13	27	40	53	60	174,254	1.7	.198	.117
Top 50%	43.2	14.4	.05	20	33	40	60	60	82,468	-.7	.584	-.050
Top 10%	45.4	14.0	.09	20	40	47	60	60	24,490	-3.0	.021	-.210
<b>Quantitative Reasoning</b>												
Lander (N = 127)	35.0	16.0	1.42	7	20	40	47	60				
SE Public 4Yr	30.0	17.5	.47	0	20	27	40	60	1,535	5.0	.002	.288
Carnegie Class	29.2	17.1	.16	0	20	27	40	60	11,304	5.8	.000	.339
NSSE 2013	29.7	17.3	.04	0	20	27	40	60	186,575	5.3	.001	.308
Top 50%	31.1	17.2	.05	0	20	33	40	60	103,724	3.9	.011	.226
Top 10%	32.5	17.0	.10	0	20	33	40	60	28,204	2.5	.099	.147
<b>Learning with Peers</b>												
<b>Collaborative Learning</b>												
Lander (N = 129)	34.0	15.0	1.32	5	25	35	45	60				
SE Public 4Yr	32.7	14.9	.39	10	20	30	45	60	1,605	1.3	.344	.087
Carnegie Class	31.6	14.3	.13	10	20	30	40	60	11,568	2.4	.063	.165
NSSE 2013	31.7	14.6	.03	10	20	30	40	60	192,518	2.3	.076	.156
Top 50%	35.0	13.8	.05	15	25	35	45	60	78,743	-1.0	.407	-.073
Top 10%	37.5	13.5	.12	15	25	40	50	60	11,883	-3.5	.003	-.260
<b>Discussions with Diverse Others</b>												
Lander (N = 120)	46.0	13.0	1.19	20	35	50	60	60				
SE Public 4Yr	41.4	17.0	.47	10	30	40	60	60	159	4.6	.000	.273
Carnegie Class	41.1	16.1	.16	15	30	40	60	60	123	4.9	.000	.303
NSSE 2013	41.8	16.1	.04	15	30	40	60	60	119	4.2	.001	.261
Top 50%	44.1	15.9	.05	20	35	45	60	60	119	1.9	.115	.119
Top 10%	45.8	15.7	.09	20	40	50	60	60	120	.1	.904	.009



# NSSE 2013 Engagement Indicators

## Detailed Statistics<sup>a</sup>

### Lander University

#### Detailed Statistics: Seniors

	Mean statistics			Percentile <sup>d</sup> scores					Comparison results			
	Mean	SD <sup>b</sup>	SEM <sup>c</sup>	5th	25th	50th	75th	95th	Deg. of freedom <sup>e</sup>	Mean diff.	Sig. <sup>f</sup>	Effect size <sup>g</sup>
<b>Experiences with Faculty</b>												
<b>Student-Faculty Interaction</b>												
Lander (N = 126)	33.4	17.0	1.51	10	20	30	45	60				
SE Public 4Yr	27.1	18.0	.48	0	10	25	40	60	1,523	6.3	.000	.349
Carnegie Class	25.1	16.7	.16	0	10	20	35	60	11,275	8.3	.000	.497
NSSE 2013	23.2	16.3	.04	0	10	20	35	55	186,689	10.2	.000	.624
Top 50%	29.6	16.1	.08	5	20	30	40	60	39,064	3.7	.010	.231
Top 10%	34.6	16.0	.24	10	20	35	45	60	4,715	-1.2	.391	-.078
<b>Effective Teaching Practices</b>												
Lander (N = 129)	46.1	13.2	1.16	24	36	48	60	60				
SE Public 4Yr	41.3	14.1	.37	16	32	40	52	60	1,555	4.8	.000	.344
Carnegie Class	41.3	14.0	.13	16	32	40	52	60	11,397	4.8	.000	.342
NSSE 2013	41.1	13.8	.03	16	32	40	52	60	188,362	5.0	.000	.365
Top 50%	43.3	13.7	.05	20	36	44	56	60	67,621	2.9	.018	.209
Top 10%	45.3	13.5	.12	20	36	48	60	60	11,920	.8	.486	.062
<b>Campus Environment</b>												
<b>Quality of Interactions</b>												
Lander (N = 117)	44.7	11.0	1.01	28	38	46	53	60				
SE Public 4Yr	42.2	12.6	.35	20	34	44	52	60	145	2.5	.023	.199
Carnegie Class	43.2	12.0	.12	20	36	45	52	60	10,255	1.4	.200	.119
NSSE 2013	42.8	11.9	.03	20	36	44	52	60	168,023	1.9	.092	.156
Top 50%	45.8	11.5	.05	24	40	48	55	60	55,612	-1.1	.295	-.097
Top 10%	47.6	11.6	.09	24	42	50	58	60	16,168	-3.0	.005	-.258
<b>Supportive Environment</b>												
Lander (N = 114)	37.7	13.9	1.30	18	28	38	50	60				
SE Public 4Yr	32.6	15.0	.43	8	23	33	43	60	1,310	5.1	.001	.342
Carnegie Class	33.1	14.6	.15	8	23	33	43	60	10,175	4.6	.001	.317
NSSE 2013	33.1	14.4	.04	10	23	33	43	60	166,428	4.6	.001	.320
Top 50%	36.2	13.7	.06	13	28	38	45	60	61,964	1.5	.238	.110
Top 10%	39.2	13.1	.13	18	30	40	50	60	9,715	-1.5	.231	-.113

a. Results weighted by gender 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 is the range of values that is 95% likely to contain the true population mean, equal to the sample mean  $\pm 1.96 \times \text{SEM}$ .

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.



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**NSSE 2013**  
**Administration Summary**  
Lander University

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### Administration Summary

This report provides an overview of your survey 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	972	543
Adjusted population <sup>a</sup>	631	511
Survey sample <sup>b</sup>	631	511
Total respondents <sup>b</sup>	119	132
Full completions <sup>c</sup>	95	113
Partial completions	24	19

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

b. Targeted and locally administered oversamples were not included.

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

### Response Rate and Sampling Error<sup>a</sup>

	First-year				Senior			
	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013	Lander	SE Public 4Yr	Carnegie Class	NSSE 2013
Response rate	19%	14%	21%	21%	26%	19%	29%	26%
Sampling error <sup>b</sup>	+/- 8.1%	+/- 3%	+/- 0.8%	+/- 0.2%	+/- 7.4%	+/- 2.6%	+/- 0.7%	+/- 0.2%

a. Comparison group response rate and sampling error are 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.

Because women and full-time students are consistently overrepresented among respondents, NSSE weights results by gender 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 2013 weights. For more information, see

[nsse.iub.edu/html/weighting.cfm](http://nsse.iub.edu/html/weighting.cfm)

#### Representativeness

	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	78	72	69	67
Full-time	100	100	89	87
First-time, first-year	80	77	N/A	N/A
Race/ethnicity <sup>a</sup>				
Am. Indian or Alaska Native	2	0	0	0
Asian	1	0	0	1
Black or African American	33	39	27	23
Hispanic or Latino	1	2	1	1
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	50	47	68	69
Other	0	0	0	0
Foreign or nonresident alien	5	4	0	1
Two or more races/ethnicities	0	0	0	0
Unknown	9	8	4	4

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	78	72	61	58
Full-time, male	22	28	28	29
Part-time, female	0	0	8	10
Part-time, male	0	0	3	3



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**NSSE 2013**  
**Respondent Profile**  
Lander University


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## NSSE 2013 Respondent Profile

### Interpreting Your Report

The display below highlights details in the *Respondent Profile* that are important to keep in mind when interpreting your results. For more information about the sampling technique, weighting, and the survey properties, please visit our Web site ([nsse.iub.edu](http://nsse.iub.edu)) or contact your NSSE Project Services team.



**NSSE**  
national survey of  
student engagement

# NSSE 2013 Respondent Profile

NSSEville State University

## Respondent Profile

			First-Year Students <sup>a</sup>								Seniors <sup>a</sup>							
			NSSEville State		Mid East Private		Carnegie Class		NSSE 2013		NSSEville State		Mid East Private		Carnegie Class		NSSE 2013	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
20.	What is your class level?	Freshman/First-year	145	65	9,754	84	9,998	88	92,004	85	1	0	43	0	42	0	406	0
		Sophomore	70	32	1,569	13	1,139	10	12,007	11	0	0	159	1	201	1	1,268	1
		Junior	4	2	120	1	144	1	2,070	2	1	0	1,765	9	1,806	10	12,569	8
		Senior	0	0	42	0	3	0	913	1	203	98	17,123	88	15,677	87	148,350	89
		Other	1	0	0	0	1	1	1,366	1	2	1	434	2	343	2	4,491	3
		Total	220	100	11,522	100	11,377	100	108,360	100	207	100	19,524	100	18,049	100	167,284	100
21.	Thinking about this current academic term, are you a full-time student?	fulltime																
		No	9	4	522	5	283	2	5,319	5	58	28	3,702	19	2,907	16	31,601	19
		Yes	212	96	11,030	95	11,085	98	102,833	95	148	72	15,756	81	15,110	84	135,223	81
		Total	221	100	11,552	100	11,368	100	108,152	100	206	100	19,458	100	18,017	100	166,824	100

1. The *Respondent Profile* is based on information from all randomly selected or census-administered students for both your institution and your comparison institutions. Targeted and locally administered oversamples and other non-randomly selected students are not included.

2. **Class:** As reported by your institution.

3. **Item numbers:** Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE Web site.

4. **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.

5. **Response options:** Response options are listed as they appear on the instrument.

6. **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.

Counts are unweighted and cannot be used to replicate column percentages. Column percentages are weighted by gender and enrollment status. Comparison group percentages are also weighted by institutional size. For more details on weighting visit:

[nsse.iub.edu/html/weighting.cfm](http://nsse.iub.edu/html/weighting.cfm)



# NSSE 2013 Respondent Profile

## Lander University

### Respondent Profile

			First-Year Students								Seniors							
			Lander		SE Public 4Yr		Carnegie Class		NSSE 2013		Lander		SE Public 4Yr		Carnegie Class		NSSE 2013	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
20. What is your class level?	class	Freshman/First-year	91	96	504	79	7,423	78	91,710	83	0	0	2	0	26	0	402	0
		Sophomore	0	0	133	19	1,080	16	11,750	13	0	0	6	1	58	1	1,254	1
		Junior	2	2	6	1	173	3	1,710	2	6	5	52	6	750	7	12,535	8
		Senior	1	1	5	1	53	1	718	1	105	93	799	89	10,424	89	147,598	88
		Unclassified	1	1	3	0	130	2	1,277	1	2	2	32	4	277	3	4,587	3
		Total	95	100	651	100	8,859	100	107,165	100	113	100	891	100	11,535	100	166,376	100
21. Thinking about this current academic term, are you a full-time student?	fulltime	No	0	0	36	4	537	11	5,067	6	15	15	166	20	2,126	23	31,273	21
		Yes	95	100	617	96	8,304	89	101,889	94	95	85	726	80	9,372	77	134,644	79
		Total	95	100	653	100	8,841	100	106,956	100	110	100	892	100	11,498	100	165,917	100
22a. How many courses are you taking for credit this current academic term?	coursenum	0	0	0	1	0	44	1	537	1	0	0	40	6	287	3	4,872	3
		1	0	0	5	1	78	2	1,659	2	2	2	38	4	470	4	8,629	6
		2	0	0	12	1	218	4	2,945	3	6	6	75	8	1,188	12	17,822	11
		3	0	0	16	2	358	6	5,038	5	7	7	101	12	1,306	13	19,786	12
		4	14	14	119	20	1,859	26	25,432	25	32	28	252	27	2,784	24	44,156	26
		5	39	42	245	34	3,084	31	40,169	37	29	25	201	22	2,458	20	37,068	22
		6	24	25	172	26	1,848	16	19,005	16	21	18	95	11	1,594	13	18,330	10
		7 or more	18	19	84	15	1,369	14	12,394	11	15	14	89	11	1,448	12	15,573	9
		Total	95	100	654	100	8,858	100	107,179	100	112	100	891	100	11,535	100	166,236	100
b. Of these, how many are entirely online?	onlinenum	0	80	84	555	86	7,598	85	90,412	84	72	64	615	68	7,984	69	112,330	69
		1	13	14	70	11	748	9	9,281	10	32	28	133	18	1,660	16	22,819	15
		2	1	1	15	2	233	3	3,309	3	5	4	48	7	727	7	12,045	7
		3	1	1	4	1	93	1	1,166	1	2	2	33	4	391	4	5,170	3
		4	0	0	3	0	57	1	1,000	1	0	0	10	1	240	2	4,405	2
		5	0	0	0	0	17	0	282	0	0	0	5	1	85	1	1,204	1
		6	0	0	0	0	17	0	273	0	0	0	3	0	74	1	1,280	1
		7 or more	0	0	1	0	24	0	545	1	1	1	4	1	85	1	2,154	2
		Total	95	100	648	100	8,787	100	106,268	100	112	100	851	100	11,246	100	161,407	100
Student taking all courses online	allonline (Based on responses to coursenum and onlinenum.)	No	95	100	645	100	8,608	97	101,552	95	109	97	849	96	10,597	92	144,023	87
		Yes	0	0	4	0	215	3	5,177	5	3	3	38	4	895	8	21,617	13
		Total	95	100	649	100	8,823	100	106,729	100	112	100	887	100	11,492	100	165,640	100

Notes: Percentages weighted by gender and enrollment status (and institutional size for comparisons). Counts are unweighted.



# NSSE 2013 Respondent Profile

## Lander University

### Respondent Profile

			First-Year Students								Seniors							
			Lander		SE Public 4Yr		Carnegie Class		NSSE 2013		Lander		SE Public 4Yr		Carnegie Class		NSSE 2013	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
23a. How many majors do you plan to complete? (Do not count minors.)	MAJnum	One	78	81	579	88	7,565	86	90,473	85	108	96	771	88	10,023	88	143,585	87
		More than one	17	19	73	12	1,250	14	16,316	15	5	4	118	12	1,463	12	22,116	13
		Total	95	100	652	100	8,815	100	106,789	100	113	100	889	100	11,486	100	165,701	100
First major or expected first major, in NSSE's default major field categories. (This does not reflect any customization made for the Major Field Report.)	MAJfirstcol (Recoded from MAJfirst.)	Arts & Humanities	3	3	49	8	809	9	9,964	9	13	11	83	8	1,121	10	17,294	10
		Biological Sci., Agriculture, & Natural Resources	8	8	92	14	1,024	12	11,861	11	7	6	77	9	1,028	9	14,216	9
		Physical Sci., Mathematics, & Computer Science	6	7	27	5	399	6	5,393	6	5	4	32	4	460	5	7,250	5
		Social Sciences	7	7	79	11	773	9	11,409	10	19	17	110	13	1,183	10	20,886	12
		Business	9	10	72	11	1,303	16	15,022	15	20	17	177	22	2,275	22	28,835	19
		Communications, Media, & Public Relations	4	5	23	4	276	3	4,200	4	7	6	27	3	378	3	6,633	4
		Education	21	23	101	15	1,131	11	9,643	8	11	9	177	18	1,667	13	16,161	9
		Engineering	1	1	17	3	361	5	8,002	9	1	1	3	0	256	3	10,466	7
		Health professions	33	33	111	14	1,249	13	15,948	14	28	25	80	8	1,310	11	21,378	13
		Social service professions	2	2	46	10	558	7	4,952	5	0	0	53	8	699	6	8,761	5
		All other	1	1	21	4	438	6	4,398	4	2	2	57	6	941	9	11,885	8
		Undecided/undeclared	0	0	13	1	386	5	5,167	5	0	0	6	0	50	0	728	0
		Total	95	100	651	100	8,707	100	105,959	100	113	100	882	100	11,368	100	164,493	100
Second major or expected second major, in NSSE's default major field categories. (This does not reflect any customization made for the Major Field Report.)	MAJsecondcol (Recoded from MAJsecond.)	Arts & Humanities	3	18	11	20	204	14	3,303	19	1	20	19	17	254	16	4,248	18
		Biological Sci., Agriculture, & Natural Resources	0	0	5	12	65	6	903	6	0	0	7	7	71	6	1,184	6
		Physical Sci., Mathematics, & Computer Science	0	0	8	7	110	9	1,228	8	0	0	4	3	84	7	1,473	7
		Social Sciences	0	0	12	12	168	12	2,847	17	1	20	12	12	200	14	3,886	18
		Business	2	12	16	21	216	18	2,553	17	0	0	28	21	313	23	4,007	20
		Communications, Media, & Public Relations	0	0	4	5	49	4	653	4	0	0	2	1	53	3	703	3
		Education	4	23	7	8	142	10	1,405	7	2	41	21	15	194	11	2,235	9
		Engineering	3	22	0	0	30	4	509	4	0	0	0	0	12	1	558	3
		Health professions	4	21	8	14	78	7	808	5	1	20	6	6	91	7	1,179	6
		Social service professions	0	0	1	1	79	7	657	4	0	0	4	6	61	4	864	4
		All other	0	0	0	0	51	5	616	4	0	0	9	7	89	6	1,143	5
		Undecided, undeclared	1	5	1	1	38	4	628	4	0	0	4	5	22	2	353	2
		Total	17	100	73	100	1,230	100	16,110	100	5	100	116	100	1,444	100	21,833	100

Notes: Percentages weighted by gender and enrollment status (and institutional size for comparisons). Counts are unweighted.



# NSSE 2013 Respondent Profile

## Lander University

### Respondent Profile

			First-Year Students								Seniors							
			Lander		SE Public 4Yr		Carnegie Class		NSSE 2013		Lander		SE Public 4Yr		Carnegie Class		NSSE 2013	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
24. What have most of your grades been up to now at this institution?	grades	C- or lower	5	5	18	2	147	2	1,596	2	0	0	2	0	26	0	398	0
		C	9	9	23	4	249	3	2,747	3	2	2	18	2	177	2	2,330	2
		C+	7	7	51	8	476	5	4,664	5	9	8	50	6	399	4	5,479	4
		B-	9	9	46	6	657	7	6,602	6	14	12	64	8	680	6	9,465	6
		B	24	26	142	23	1,614	18	19,214	18	22	19	201	22	2,068	18	29,177	18
		B+	15	16	123	18	1,623	19	20,215	19	20	18	174	21	2,186	19	31,830	19
		A-	12	14	104	15	1,693	18	21,856	19	17	15	138	15	2,137	18	34,954	20
		A	14	14	148	24	2,396	27	30,124	28	28	25	242	27	3,851	33	52,524	31
		Total	95	100	655	100	8,855	100	107,018	100	112	100	889	100	11,524	100	166,157	100
25. Did you begin college at this institution or elsewhere?	begincol	Started here	86	91	592	90	7,705	84	94,831	88	64	55	423	44	5,836	46	86,022	49
		Started elsewhere	8	9	62	10	1,133	16	12,041	12	49	45	466	56	5,670	54	79,943	51
		Total	94	100	654	100	8,838	100	106,872	100	113	100	889	100	11,506	100	165,965	100
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	6	6	49	6	460	8	4,644	5	38	35	101	12	1,134	11	15,572	10
	attend_com	Community or junior college	3	3	43	7	859	12	10,267	11	20	18	352	43	4,679	44	70,236	45
	attend_col	4-year college or university other than this one	9	10	64	12	906	12	9,757	10	30	27	298	36	3,526	34	46,183	29
	attend_none	None	77	82	502	77	6,656	71	82,872	76	43	37	304	32	4,322	33	63,352	35
	attend_other	Other	0	0	13	1	382	5	4,080	4	2	2	36	4	448	4	6,864	4
27. What is the highest level of education you ever expect to complete?	edaspire	Some college but less than a bachelor's	5	5	35	6	507	7	4,821	5	3	3	33	4	456	4	6,162	4
		Bachelor's degree	36	37	174	26	3,055	35	32,091	31	26	23	207	22	3,445	30	46,715	29
		Master's degree	34	37	235	35	3,222	36	42,619	39	58	51	410	46	5,024	43	74,182	44
		Doctoral or professional degree	19	21	206	33	2,012	23	26,932	25	26	23	235	27	2,563	22	38,590	23
		Total	94	100	650	100	8,796	100	106,463	100	113	100	885	100	11,488	100	165,649	100

Notes: Percentages weighted by gender and enrollment status (and institutional size for comparisons). Counts are unweighted.



# NSSE 2013 Respondent Profile

## Lander University

### Respondent Profile

			First-Year Students								Seniors							
			Lander		SE Public 4Yr		Carnegie Class		NSSE 2013		Lander		SE Public 4Yr		Carnegie Class		NSSE 2013	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
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	3	3	31	4	422	6	4,675	5	4	4	61	7	673	7	9,184	6
		High school diploma or G.E.D.	23	24	160	21	1,798	22	18,586	18	24	21	240	27	2,602	23	34,073	21
		Attended college, but did not complete degree	15	15	112	17	1,216	14	12,313	12	15	13	129	16	1,466	13	19,217	12
		Associate's degree (A.A., A.S., etc.)	19	19	84	13	1,039	11	10,681	10	20	18	105	13	1,347	12	17,341	10
		Bachelor's degree (B.A., B.S., etc.)	18	19	137	21	2,429	26	30,666	28	30	27	192	21	3,015	25	44,572	27
		Master's degree (M.A., M.S., etc.)	12	14	111	20	1,483	16	21,682	19	17	15	127	13	1,737	15	29,256	17
		Doctoral or professional degree (Ph.D., J.D., M.D., etc.)	5	6	20	5	433	5	8,093	7	2	2	35	4	665	6	12,186	7
		Total	95	100	655	100	8,820	100	106,696	100	112	100	889	100	11,505	100	165,829	100
	First-generation status (Neither parent holds a bachelor's degree.)	No	35	39	268	46	4,345	47	60,441	55	49	44	354	38	5,417	46	86,014	50
		Yes	60	61	387	54	4,475	53	46,255	45	63	56	535	62	6,088	54	79,815	50
		Total	95	100	655	100	8,820	100	106,696	100	112	100	889	100	11,505	100	165,829	100
29. What is your gender?	gender	Female	76	74	472	57	5,732	53	69,862	55	77	67	622	66	7,566	59	104,755	57
		Male	19	26	183	43	3,083	47	36,831	45	36	33	264	34	3,920	41	60,866	43
		Total	95	100	655	100	8,815	100	106,693	100	113	100	886	100	11,486	100	165,621	100
30. Age Category	agecat (Recoded from birthyear.)	19 or younger	88	92	512	80	6,981	69	88,775	80	0	0	1	0	51	0	739	0
		20-23	7	8	87	13	929	14	7,965	9	84	73	460	47	6,089	45	95,714	54
		24-29	0	0	27	4	355	6	3,068	4	16	15	173	22	2,132	22	26,573	17
		30-39	0	0	15	2	284	5	3,331	4	6	6	122	15	1,569	17	20,134	14
		40-55	0	0	12	1	234	4	3,029	3	4	4	114	14	1,403	15	19,207	13
		Over 55	0	0	0	0	27	1	418	0	2	2	15	2	191	2	2,683	2
		Total	95	100	653	100	8,810	100	106,586	100	112	100	885	100	11,435	100	165,050	100
31. Are you an international student or foreign national?	internat	No	85	91	621	96	8,060	91	98,837	93	112	100	838	96	10,700	94	155,815	95
		Yes	8	9	27	4	705	9	7,204	7	0	0	40	4	685	6	8,485	5
		Total	93	100	648	100	8,765	100	106,041	100	112	100	878	100	11,385	100	164,300	100

Notes: Percentages weighted by gender and enrollment status (and institutional size for comparisons). Counts are unweighted.



# NSSE 2013 Respondent Profile

## Lander University

### Respondent Profile

			First-Year Students								Seniors							
			Lander		SE Public 4Yr		Carnegie Class		NSSE 2013		Lander		SE Public 4Yr		Carnegie Class		NSSE 2013	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
32. What is your racial or ethnic identification? (Select all that apply.)	re_amind	American Indian or Alaska Native	1	1	15	3	224	3	2,410	2	1	1	20	2	245	2	3,307	2
	re_asian	Asian	4	5	17	2	432	5	7,911	8	0	0	28	3	498	5	9,329	6
	re_black	Black or African American	29	31	207	48	1,117	15	11,234	11	29	25	184	31	1,370	13	15,403	10
	re_latino	Hispanic or Latino	2	2	27	4	964	13	11,272	12	3	3	25	4	1,082	11	15,617	11
	re_pacific	Native Hawaiian/Other Pac. Islander	0	0	3	0	112	1	933	1	0	0	5	0	126	1	1,212	1
	re_white	White	53	57	399	47	6,188	65	75,553	68	80	71	613	58	8,102	67	119,836	70
	re_other	Other	2	2	13	2	209	3	2,670	3	1	1	19	2	234	2	3,706	2
	re_pnr	I prefer not to respond	4	4	22	3	299	4	4,171	4	5	5	47	6	556	5	8,426	5
Racial or ethnic identification (Recoded from re_amind through re_pnr where each student is represented only once.)	re_all	American Indian or Alaska Native	1	1	3	0	53	1	479	1	0	0	3	0	75	1	856	1
		Asian	4	5	12	2	326	4	6,188	6	0	0	18	1	383	4	7,333	5
		Black or African American	28	30	184	42	942	13	9,109	9	27	23	170	29	1,212	11	13,320	8
		Hispanic or Latino	1	1	17	2	729	10	8,022	9	1	1	13	2	831	9	11,760	8
		Native Hawaiian/Other Pac. Islander	0	0	0	0	51	0	290	0	0	0	1	0	60	0	474	0
		White	51	54	371	42	5,720	60	69,159	62	75	67	582	55	7,627	63	111,989	65
		Other	2	2	4	1	116	2	1,477	1	0	0	10	1	143	1	2,232	1
		Multiracial	2	2	39	8	593	7	7,850	7	5	4	42	5	608	5	9,355	6
		I prefer not to respond	4	4	22	3	299	4	4,171	4	5	5	47	6	556	5	8,426	5
		Total	93	100	652	100	8,829	100	106,745	100	113	100	886	100	11,495	100	165,745	100
33. Are you a member of a social fraternity or sorority?	greek	No	83	88	598	94	8,041	93	97,298	91	90	81	777	88	10,366	91	149,564	90
		Yes	11	12	57	6	774	7	9,229	9	21	19	110	12	1,112	9	15,859	10
		Total	94	100	655	100	8,815	100	106,527	100	111	100	887	100	11,478	100	165,423	100
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)	77	83	350	58	5,408	46	68,836	59	24	21	135	14	2,643	17	24,386	12
		Fraternity or sorority house	0	0	1	0	47	0	900	1	1	1	0	0	156	1	2,272	1
		Residence, <b>within</b> walking dist.	5	5	38	6	614	7	7,861	8	17	15	106	11	1,720	13	37,985	22
		Residence, <b>farther than</b> walking dist.	11	12	254	34	2,436	41	24,891	28	70	62	606	70	6,515	65	91,164	59
		None of the above	0	0	12	2	299	4	4,080	4	1	1	41	5	449	4	9,856	6
		Total	93	100	655	100	8,804	100	106,568	100	113	100	888	100	11,483	100	165,663	100
35. Are you a student-athlete on a team sponsored by your institution's athletics department?	athlete	No	87	92	617	93	6,913	84	95,852	92	110	98	841	96	10,088	91	156,367	96
		Yes	7	8	37	7	1,862	16	10,402	8	3	2	40	4	1,331	9	8,418	4
		Total	94	100	654	100	8,775	100	106,254	100	113	100	881	100	11,419	100	164,785	100

Notes: Percentages weighted by gender and enrollment status (and institutional size for comparisons). Counts are unweighted.



# NSSE 2013 Respondent Profile

## Lander University

### Respondent Profile

			First-Year Students								Seniors							
			Lander		SE Public 4Yr		Carnegie Class		NSSE 2013		Lander		SE Public 4Yr		Carnegie Class		NSSE 2013	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
36. Are you a current or former member of the U.S. Armed Forces, Reserves, or National Guard?	veteran	No	92	98	631	97	8,581	97	103,791	97	109	97	821	93	10,857	94	153,694	93
		Yes	2	2	19	3	182	3	2,331	3	3	3	64	7	575	6	11,172	7
		Total	94	100	650	100	8,763	100	106,122	100	112	100	885	100	11,432	100	164,866	100
37a. Have you been diagnosed with any disability or impairment?	disability	No	83	89	573	90	7,763	87	94,769	89	97	86	751	85	10,060	87	144,617	87
		Yes	5	6	55	7	704	9	8,215	8	11	10	88	10	1,014	10	15,067	9
		I prefer not to respond	5	5	23	3	327	4	3,456	3	4	4	42	5	390	4	5,519	4
		Total	93	100	651	100	8,794	100	106,440	100	112	100	881	100	11,464	100	165,203	100
b. [If, yes] Which of the following have been diagnosed? (Select all that apply)	dis_sense	A sensory impairment	0	0	5	11	118	12	1,388	12	1	6	17	13	175	13	2,339	12
	dis_mobility	A mobility impairment	1	9	4	5	71	9	727	7	2	13	15	13	152	12	2,108	11
	dis_learning	A learning disability	2	21	29	32	366	37	4,124	35	7	46	40	28	475	33	6,692	32
	dis_mental	A mental health disorder	1	9	13	16	138	13	1,951	16	1	6	18	13	241	18	3,896	18
	dis_other	A disability not listed	1	12	12	13	149	15	1,751	15	2	12	26	22	244	19	3,783	19
	Disability or impairment	disability_all (Recoded from disability and dis_sense through where each student is represented only once.)	0	0	4	1	80	1	945	1	0	0	8	1	97	1	1,401	1
38. Which of the following best describes your sexual orientation? (Optional question administered per institution request.)	sexorient	A mobility impairment	1	1	3	0	41	1	413	0	1	1	6	1	79	1	1,164	1
		A learning disability	2	2	21	2	288	4	3,093	3	6	6	24	2	339	3	4,806	3
		A mental health disorder	1	1	9	1	78	1	1,074	1	1	1	9	1	131	1	2,072	1
		A disability not listed	1	1	10	1	99	1	1,167	1	1	1	16	2	152	2	2,469	2
		More than one disability	0	0	8	1	115	2	1,476	1	2	2	25	3	213	2	3,085	2
		No disability or impairment	83	89	573	90	7,763	87	94,769	89	97	86	751	85	10,060	87	144,617	87
		Prefer not to respond	5	5	23	3	327	4	3,456	3	4	4	42	5	390	4	5,519	4
		Total	93	100	651	100	8,791	100	106,393	100	112	100	881	100	11,461	100	165,133	100
		Heterosexual	--	--	84	83	1,267	83	27,534	87	--	--	50	82	2,433	85	43,230	87
		Gay	--	--	0	0	21	3	375	2	--	--	2	4	47	2	816	2
		Lesbian	--	--	2	1	15	1	259	1	--	--	0	0	39	1	571	1
		Bisexual	--	--	3	4	43	3	881	3	--	--	0	0	68	3	1,302	2
		Questioning or unsure	--	--	0	0	30	2	436	1	--	--	2	4	18	1	392	1
		I prefer not to respond	--	--	12	12	134	8	2,017	7	--	--	6	10	235	9	3,353	7
		Total	--	--	101	100	1,510	100	31,502	100	--	--	60	100	2,840	100	49,664	100

Notes: Percentages weighted by gender and enrollment status (and institutional size for comparisons). Counts are unweighted.



# NSSE 2013 Respondent Profile

## Lander University

### Respondent Profile

			First-Year Students								Seniors							
			Lander		SE Public 4Yr		Carnegie Class		NSSE 2013		Lander		SE Public 4Yr		Carnegie Class		NSSE 2013	
Item wording or description	Variable name	Response options	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
<b>Institution-reported information</b>																		
(Variables provided by your institution in your NSSE population file.)																		
Institution-reported: Gender	IRgender	Female	93	72	653	58	7,199	52	88,612	54	91	68	801	65	8,873	58	125,431	56
		Male	26	28	247	42	3,953	48	47,653	46	41	32	356	35	4,642	42	73,735	44
		Total	119	100	900	100	11,152	100	136,265	100	132	100	1,157	100	13,515	100	199,166	100
Institution-reported: Race	IRrace	American Indian or Alaska Native	2	2	3	0	64	1	664	1	0	0	4	0	91	1	1,133	1
		Asian	1	1	18	2	234	4	3,627	3	0	0	31	3	289	3	4,998	3
		Black or African American	39	32	207	48	1,077	14	11,418	11	36	27	158	26	1,369	14	15,236	9
		Hispanic or Latino	1	1	24	3	779	10	11,893	12	1	1	19	3	784	8	15,863	10
		Native Hawaiian/Other Pac. Islander	0	0	0	0	46	1	219	0	0	0	0	0	57	0	336	0
		White	59	50	443	44	5,777	59	74,268	61	90	69	653	64	7,310	64	116,972	66
		Other	0	0	2	0	15	0	459	0	0	0	0	0	11	0	1,036	0
		Foreign or nonresident alien	6	6	2	1	333	3	4,674	4	0	0	5	1	338	3	4,432	2
		Two or more races/ethnicities	0	0	2	1	250	3	3,795	3	0	0	0	0	155	1	2,670	1
		Unknown	11	9	3	1	600	6	6,084	5	5	4	28	3	476	5	12,116	6
		Total	119	100	704	100	9,175	100	117,101	100	132	100	898	100	10,880	100	174,792	100
Institution-reported: Class level	IRclass	Freshman/First-Year	119	100	900	100	11,152	100	136,265	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	132	100	1,157	100	13,515	100	199,166	100
		Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		Total	119	100	900	100	11,152	100	136,265	100	132	100	1,157	100	13,515	100	199,166	100
Institution-reported: first-time first-year (FTFY)	IRftfy	No	24	20	305	30	2,118	27	23,257	20	132	100	1,157	100	13,214	99	193,387	97
		Yes	95	80	595	70	9,034	73	113,008	80	0	0	0	0	301	1	5,779	3
		Total	119	100	900	100	11,152	100	136,265	100	132	100	1,157	100	13,515	100	199,166	100
Institution-reported: Enrollment status	IRenrollment	Not full-time	0	0	36	3	900	16	7,585	8	14	13	225	23	2,906	30	37,366	22
		Full-time	119	100	864	97	10,252	84	128,680	92	118	87	932	77	10,609	70	161,800	78
		Total	119	100	900	100	11,152	100	136,265	100	132	100	1,157	100	13,515	100	199,166	100

Notes: Percentages weighted by gender and enrollment status (and institutional size for comparisons). Counts are unweighted.



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**NSSE 2013**  
**Selected Comparison Groups**  
Lander University

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### Customized Comparison Groups

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

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all current-year participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that choose not to customize receive default groups<sup>a</sup> 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 the corresponding reports by choosing from the institutions where the question sets were administered. The default for these groups is all other institutions where the questions were included. Please note: Comparison groups for additional question sets (topical modules and consortium questions) are documented within those reports.

### Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. The three groups are "Public Research Univ," "Large Public," and "NSSE 2013."

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Selected Comparison Groups

First-Year Students

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### 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 Selected

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.

#### Comparison Group 1: Public Research Univ

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	7/2/13
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Sector (Pub); Basic Classification (RU/VH, RU/H)
Group description	No description provided

#### 'Public Research Univ' Institutions (N=57)

Auburn University (Auburn University, AL)	University of Montana (Missoula, MT)
Bowling Green State University (Bowling Green, OH)	University of Nebraska at Lincoln (Lincoln, NE)
Clemson University (Clemson, SC)	University of Nevada, Reno (Reno, NV)
College of William & Mary (Williamsburg, VA)	University of New Hampshire (Durham, NH)
Colorado School of Mines (Golden, CO)	University of North Dakota (Grand Forks, ND)
Florida Atlantic University (Boca Raton, FL)	University of North Texas (Denton, TX)
Iowa State University (Ames, IA)	University of Oklahoma (Norman, OK)
Kansas State University (Manhattan, KS)	University of Rhode Island (Kingston, RI)

#### a. The default groups are:

Comparison Group 1 - For institutions not in a NSSE consortium, this group contains current-year institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other consortium members.

Comparison Group 2 - All other current-year 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 current-year U.S. NSSE institutions (Canadian participants are also included in this group for Canadian institutions).



#### Comparison Group 1: SE Public 4Yr

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	6/27/13
How was this comparison group constructed?	Your institution customized this group by selecting institutional characteristics as follows: Sector (Pub); Region (SE), UG Enrollment (2.5-5K)
Group description	Selected peer institutions (those in the same geographic region, four-year, public sector and have UG enrollment between 2,501 and 5,000) in Lander's comparison group:

#### 'SE Public 4Yr' institutions (N=7)

Alabama State University (Montgomery, AL)  
Auburn University at Montgomery (Montgomery, AL)  
Concord University (Athens, WV)  
Francis Marion University (Florence, SC)  
Shepherd University (Shepherdstown, WV)  
Southern University at New Orleans (New Orleans, LA)  
University of South Florida-St. Petersburg Campus (St. Petersburg, FL)



### Comparison Group 2: Carnegie Class

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	6/27/13
How was this comparison group constructed?	Your institution retained the default comparison group (Carnegie Classification). Your default group is: Basic Classification (Bac/Div)
Group description	Carnegie Class

### 'Carnegie Class' institutions (N=100)

Barton College (Wilson, NC)	La Roche College (Pittsburgh, PA)
Belmont Abbey College (Belmont, NC)	LaGrange College (Lagrange, GA)
Brescia University (Owensboro, KY)	Lake Superior State University (Sault Ste Marie, MI)
Brigham Young University-Hawaii (Laie, HI)	Lebanon Valley College (Annville, PA)
Buena Vista University (Storm Lake, IA)	Lees-McRae College (Banner Elk, NC)
Carson-Newman University (Jefferson City, TN)	Limestone College (Gaffney, SC)
Catawba College (Salisbury, NC)	Lyndon State College (Lyndonville, VT)
Cedar Crest College (Allentown, PA)	MacMurray College (Jacksonville, IL)
Central Baptist College (Conway, AR)	Maranatha Baptist Bible College (Watertown, WI)
Central Methodist University (Fayette, MO)	Mars Hill University (Mars Hill, NC)
Chadron State College (Chadron, NE)	Martin Methodist College (Pulaski, TN)
Chowan University (Murfreesboro, NC)	Mayville State University (Mayville, ND)
Clayton State University (Morrow, GA)	McPherson College (McPherson, KS)
Concord University (Athens, WV)	Menlo College (Atherton, CA)
Concordia College-New York (Bronxville, NY)	Merrimack College (North Andover, MA)
Covenant College (Lookout Mountain, GA)	Methodist University (Fayetteville, NC)
Culver-Stockton College (Canton, MO)	Metropolitan State University of Denver (Denver, CO)
Davis & Elkins College (Elkins, WV)	Milligan College (Milligan College, TN)
Delaware Valley College (Doylestown, PA)	Millikin University (Decatur, IL)
Dickinson State University (Dickinson, ND)	Missouri Western State University (Saint Joseph, MO)
Dordt College (Sioux Center, IA)	Montana State University-Northern (Havre, MT)
Eureka College (Eureka, IL)	Morningside College (Sioux City, IA)
Faulkner University (Montgomery, AL)	Mount Olive College (Mount Olive, NC)
Florida Southern College (Lakeland, FL)	Nevada State College at Henderson (Henderson, NV)
Franklin College (Franklin, IN)	Northwest University (Kirkland, WA)
Georgia Gwinnett College (Lawrenceville, GA)	Ohio Northern University (Ada, OH)
Greensboro College (Greensboro, NC)	Ohio State University-Lima Campus (Lima, OH)
Hastings College (Hastings, NE)	Ohio Valley University (Vienna, WV)
High Point University (High Point, NC)	Paine College (Augusta, GA)
Hope International University (Fullerton, CA)	Philander Smith College (Little Rock, AR)
Humphreys College (Stockton, CA)	Rocky Mountain College (Billings, MT)
Iowa Wesleyan College (Mount Pleasant, IA)	Saint Andrews University (Laurinburg, NC)
Kansas Wesleyan University (Salina, KS)	Saint Gregory's University (Shawnee, OK)
Kentucky Wesleyan College (Owensboro, KY)	Saint Joseph's College (Rensselaer, IN)
Keystone College (La Plume, PA)	Schreiner University (Kerrville, TX)



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#### 'Carnegie Class' institutions (N=100), continued

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Seton Hill University (Greensburg, PA)  
Shaw University (Raleigh, NC)  
Southeastern University (Lakeland, FL)  
Southern Adventist University (Collegedale, TN)  
Southern Vermont College (Bennington, VT)  
Southwestern Adventist University (Keene, TX)  
Stephens College (Columbia, MO)  
Tabor College (Hillsboro, KS)  
Thiel College (Greenville, PA)  
Trine University (Angola, IN)  
Trinity Christian College (Palos Heights, IL)  
Union College (NE) (Lincoln, NE)  
University of Advancing Technology (Tempe, AZ)  
University of Houston-Downtown (Houston, TX)  
University of Maine at Presque Isle (Presque Isle, ME)  
University of Minnesota-Crookston (Crookston, MN)  
University of Mount Union (Alliance, OH)  
University of Pittsburgh-Bradford (Bradford, PA)  
University of Pittsburgh-Johnstown (Johnstown, PA)  
University of Puerto Rico at Cayey (Cayey, PR)  
University of South Carolina-Beaufort (Bluffton, SC)  
University of the Ozarks (Clarksville, AR)  
University of the Virgin Islands (Charlotte Amalie, VI)  
Utah Valley University (Orem, UT)  
Valley City State University (Valley City, ND)  
Washington Adventist University (Takoma Park, MD)  
Wentworth Institute of Technology (Boston, MA)  
Wheeling Jesuit University (Wheeling, WV)  
Wilberforce University (Wilberforce, OH)  
Wiley College (Marshall, TX)



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### **Comparison Group 3: NSSE 2013**

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	6/27/13
How was this comparison group constructed?	Your institution retained the default comparison group (All U.S. NSSE 2013).
Group description	Default comparison group

#### **'NSSE 2013' institutions (N=567)**

ALL U.S. NSSE 2013 INSTITUTIONS

View list at [nsse.iub.edu/pdf/nsse2013\\_list.pdf](http://nsse.iub.edu/pdf/nsse2013_list.pdf)