

2007 National Survey of Student Engagement

Lander University



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

Introduction

Colleges and universities cannot accurately judge their effectiveness in the absence of good information about what students do and the quality of the student experience. The National Survey of Student Engagement (NSSE) annually assesses the extent to which students take part in educationally sound activities and the institutional policies and practices that induce students to take part in such activities. The NSSE is an initiative of The Pew Charitable Trusts and is co-sponsored by the Carnegie Foundation for the Advancement of Teaching and the Pew Forum for Undergraduate Learning. The NSSE is administered and coordinated by the Indiana University Center for Post-Secondary Research and Planning under the direction of Dr. George D. Kuh.

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

Methods (overview)

The survey instrument, The College Student Report, was developed by the National Survey of Student Engagement project staff at the Indiana University Center for Postsecondary Research and Planning under the direction of George Kuh and with considerable input from a national panel of experts in higher education research. The survey is conducted annually by NSSE project staff. A total of 1116 randomly selected Lander freshmen and seniors were invited to participate in the survey in February 2007 (Table 3). The invitation, sent to students via e-mail, provided students with instructions and a login code for completing the survey on the Internet. NSSE staff completed the data summaries (frequencies and means) for Lander and statistical (mean) comparisons between Lander and peer institutions on each survey item.

Response Rates

A total of 275 Lander students classified as freshmen or seniors completed the 2007 NSSE, resulting in a response rate of 25%. This compares with average response rates of 26% for selected peer institutions, 34% for our Carnegie peer institutions and 30% for all NSSE 2007 participants. Numbers of respondents for Lander were 114 first-year students and 161 seniors. These data are compared with responses of 25,466 first-year students and 26,897 seniors from selected peer institutions, 10,261 first-year students and 8,489 seniors from our Carnegie peer institutions in the 'Baccalaureate Colleges – Diverse Fields' peer comparison group, and 147,112 first-year students and 148,352 seniors from all NSSE 2007 participants.

2007 Lander NSSE Results

Students were asked aboutin order to assess
Academic and Intellectual Experiences	How often do Lander students participate in various academic and intellectual experiences?
Mental Activities	What types of mental activities do Lander courses emphasize?
Reading and Writing	How much reading and writing do Lander students do?
Challenge of Examinations	How challenging do Lander students think their exams are?
Quality of Advising	How do Lander students rate the quality of their academic advising?
Quality of Relationships	How do Lander students rate the quality of their relationships with faculty, staff, and other students?
Enriching Educational Experiences	What kinds of enriching educational experiences do Lander students participate in?
Diversity Experiences	How much do Lander students participate in diversity experiences positively

	related to other effective educational practices?
Time Usage	How do Lander students spend their time?
Use of Technology	How well prepared are Lander students for today's technologically rich work environment?
Educational and Personal Growth	How do Lander students perceive their educational and personal growth?
Institutional Environment	What do students think Lander emphasizes?
Satisfaction	How satisfied are students with their Lander experience?

NSSE Benchmark Results for Lander and Other Institutions

To focus discussions about the importance of student engagement and to guide institutional improvement efforts, NSSE created five clusters or “benchmarks” of effective educational practice. This Benchmark Comparison Report compares the performance of Lander University with our selected peers, our Carnegie peers, and all 2007 NSSE participants. In addition, comparisons are made between Lander University and (a) above-average institutions with benchmarks in the top 50% of all NSSE institutions, and (b) high-performing institutions with benchmarks in the top 10% of all NSSE institutions¹.

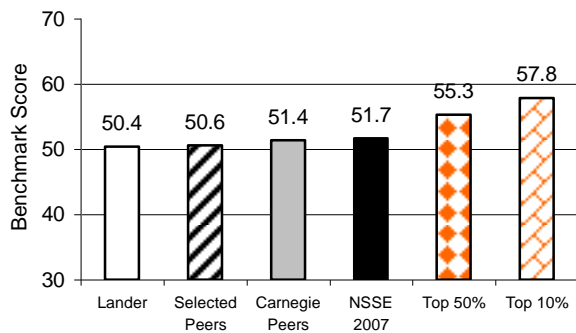
The following displays allow us to determine if the engagement of a typical Lander student differs in a significant ($p < .05$; $p < .01$; $p < .001$) and meaningful way from the average student in each of these comparison groups.

LEVEL OF ACADEMIC CHALLENGE

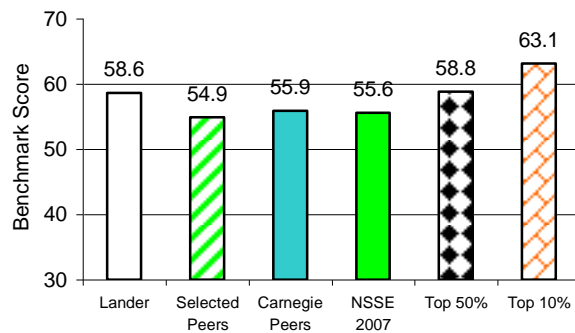
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- Preparing for class (studying, reading, writing, rehearsing, etc. related to academic program)
- Number of assigned textbooks, books, or book-length packs of course readings
- Number of written papers or reports of 20 pages or more; number of written papers or reports of between 5 and 19 pages; number of written papers or reports of fewer than 5 pages
- Coursework emphasizing analysis of the basic elements of an idea, experience or theory
- Coursework emphasizing synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
- Coursework emphasizing the making of judgments about the value of information, arguments, or methods
- Coursework emphasizing application of theories or concepts to practical problems or in new situations
- Working harder than you thought you could to meet an instructor's standards or expectations
- Campus environment emphasizing time studying and on academic work

First-Year Students



Senior Students



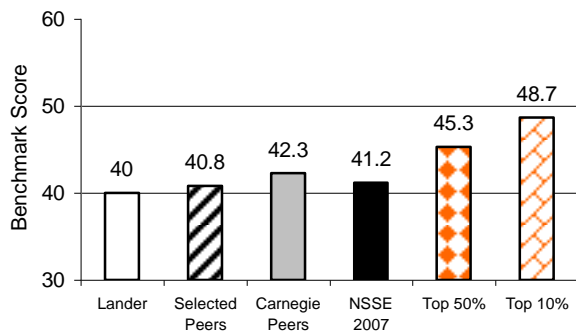
¹ NSSE does not publish the names of the top 50% and top 10% institutions because of their commitment not to release individual school results and because of issues raised in their policy against the ranking of institutions.

ACTIVE AND COLLABORATIVE LEARNING

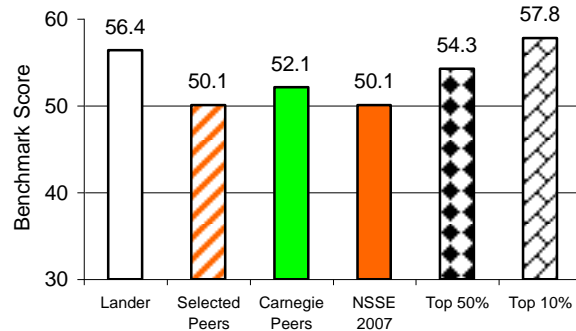
Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings. Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they will encounter daily during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

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

First-Year Students



Senior Students

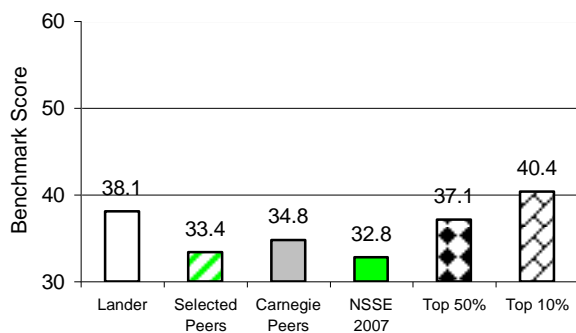


STUDENT-FACULTY INTERACTIONS

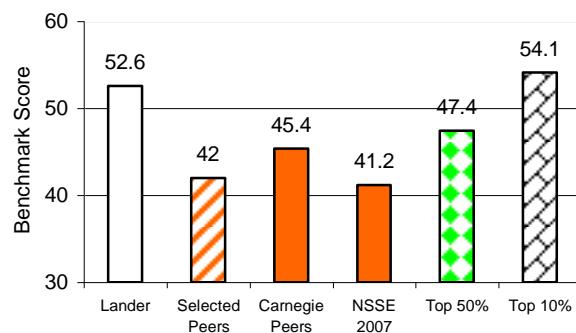
Students learn first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors and guides for continuous, life-long learning.

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

First-Year Students



Senior Students



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

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

Areas of excellence include:

Freshmen:

- ◆ 'Student-Faculty Interaction' benchmark scores are significantly higher than those of our Selected Peers and NSSE 2007 participants.

Seniors:

- ◆ 'Level of Academic Challenge' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers and NSSE 2007 participants.
- ◆ 'Active and Collaborative Learning' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers and NSSE 2007 participants.
- ◆ 'Student-Faculty Interaction' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers, NSSE 2007 participants and the top 50% of all NSSE 2007 participants.
- ◆ 'Enriching Educational Experiences' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers and NSSE 2007 participants.
- ◆ 'Supportive Campus Environment' benchmark scores are significantly higher than those of our Selected Peers, Carnegie Peers and NSSE 2007 participants.

Potential areas for improvement include:

Freshmen:

- ◆ 'Level of Academic Challenge' benchmark scores are significantly lower than those of the top 50% and the top 10% of all NSSE 2007 participants and lagged behind our Selected Peers, Carnegie Peers and NSSE 2007 participants.
- ◆ 'Active and Collaborative Learning' benchmark scores were significantly lower than those of the top 50% and the top 10% of all NSSE 2007 participants and lagged behind our Carnegie Peers and NSSE 2007 participants.
- ◆ 'Enriching Educational Experiences' benchmark scores are significantly lower than those of our Selected Peers, Carnegie Peers, NSSE 2007 participants, the top 50% and the top 10% of all NSSE 2007 participants.
- ◆ 'Supportive Campus Environment' benchmark scores are significantly lower than those of the top 50% and the top 10% of all NSSE participants.

Seniors:

- ◆ 'Level of Academic Challenge' benchmark scores are significantly lower than those of the top 10% of all NSSE 2007 participants.
- ◆ 'Enriching Educational Experiences' benchmark scores are significantly lower than those of the top 10% of all NSSE participants.

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

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2007	Lander	Selected Peers	Carnegie Peers	NSSE 2007
◆ Overall, how would you evaluate the quality of academic advising you have received at your institution?	3.07	2.98	3.04	2.98	3.32	2.84 ***	3.03 ***	2.84 ***

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

Quality of Relationships

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

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2007	Lander	Selected Peers	Carnegie Peers	NSSE 2007
◆ Your relationships with faculty members	5.19	5.13	5.38	5.19	5.95	5.41 ***	5.70 *	5.41 ***
◆ Your relationships with other students	5.24	5.55	5.57 *	5.53	5.92	5.69 *	5.77	5.62 **
◆ Your relationships with administrative personnel and offices	4.58	4.59	4.86	4.64	5.06	4.57 ***	4.76 *	4.54 ***

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

Educational and Personal Growth

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

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2007	Lander	Selected Peers	Carnegie Peers	NSSE 2007
◆ Thinking critically and analytically	2.98	3.16 *	3.14	3.17 *	3.51	3.34 **	3.32 ***	3.33 ***
◆ Working effectively with others	2.84	2.94	2.93	2.93	3.46	3.14 ***	3.15 ***	3.12 ***
◆ Acquiring a broad general education	3.09	3.13	3.08	3.13	3.40	3.24 *	3.25 *	3.24 *
◆ Acquiring job or work-related knowledge and skills	2.75	2.72	2.78	2.73	3.37	3.05 ***	3.13 **	3.02 ***
◆ Writing clearly and effectively	2.97	2.96	3.01	2.95	3.37	3.07 ***	3.11 ***	3.06 ***
◆ Learning effectively on your own	2.99	2.91	2.86	2.88	3.26	3.03 **	3.02 **	3.00 ***
◆ Analyzing quantitative problems	2.81	2.92	2.84	2.89	3.23	3.06 *	2.99 **	3.04 *
◆ Speaking clearly and effectively	2.75	2.77	2.84	2.76	3.21	2.98 **	3.03 *	2.95 ***
◆ Understanding yourself	2.76	2.74	2.74	2.73	3.09	2.78 ***	2.81 ***	2.78 ***
◆ Solving complex real-world problems	2.71	2.62	2.6	2.62	2.98	2.76 **	2.71 ***	2.74 **
◆ Developing a personal code of values and ethics	2.65	2.59	2.65	2.62	2.89	2.63 **	2.73	2.66 **
◆ Understanding people of other racial and ethnic backgrounds	2.54	2.60	2.53	2.61	2.88	2.59 ***	2.55 ***	2.59 ***
◆ Contributing to the welfare of your community	2.32	2.37	2.39	2.39	2.71	2.41 ***	2.49 **	2.43 ***
◆ Voting in local, state or national elections	2.11	2.08	1.94	2.05	2.45	2.06 ***	2.02 ***	2.06 ***
◆ Developing a deepened sense of spirituality	2.29	2.09	2.21	2.08	2.22	1.87 ***	2.09	1.91 ***

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

Additional Collegiate Experiences

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

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2007	Lander	Selected Peers	Carnegie Peers	NSSE 2007
◆ Tried to better understand someone else's views by imagining how an issue	2.61	2.73	2.69	2.72	2.93	2.82	2.81	2.82

looks from his or her perspective									
◆ Learned something that changed the way you understand an issue or concept	2.64	2.79	2.76	2.79	2.92	2.86	2.84	2.86	
◆ Examined the strengths and weaknesses of your own views on a topic or issue	2.43	2.58	2.55	2.56	2.78	2.71	2.70	2.68	
◆ Attended an art exhibit, play, dance, music, theatre or other performance	2.46	2.18 **	2.18 **	2.19 **	2.60	2.00 ***	2.07 ***	2.07 ***	
◆ Exercised or participated in physical fitness activities	2.77	2.77	2.72	2.77	2.60	2.65	2.63	2.66	
◆ Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	2.04	2.20	2.21	2.07	2.51	2.26 **	2.31 *	2.14 ***	

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

Overall Satisfaction

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

	First-Year Students				Senior Students			
	Lander	Selected Peers	Carnegie Peers	NSSE 2007	Lander	Selected Peers	Carnegie Peers	NSSE 2007
◆ How would you evaluate your entire educational experience at this institution?	3.07	3.19	3.14	3.18	3.26	3.20	3.19	3.20
◆ If you could start over again, would you go to the <i>same institution</i> you are now attending?	3.01	3.26 **	3.14	3.22 *	3.23	3.22	3.13	3.19

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

Institutions in Lander's 2007 NSSE Peer and Carnegie Comparison Groups

Throughout the report, Lander data are compared with responses from 64 selected peer institutions (Table 1), and 79 institutions as defined by our Carnegie Classification (Table 2) that also participated in the 2007 NSSE.

Table 1. Selected peer institutions (those in the same geographic region and in the public sector) in Lander's comparison group:

APPALACHIAN STATE UNIVERSITY	ARKANSAS STATE UNIVERSITY	ARKANSAS TECH UNIVERSITY
Auburn University	Austin Peay State University	Christopher Newport University
Citadel Military College of South Carolina	Clayton State University	Clemson University
Concord University	Delta State University	Eastern Kentucky University
Fayetteville State University	Florida Atlantic University	Francis Marion University
Georgia Institute of Technology	Georgia State University	Kentucky State University
LSU and Agricultural & Mechanical College	Louisiana Tech University	McNeese State University
Morehead State University	Murray State University	New College of Florida
Norfolk State University	Northern Kentucky University	Radford University
Southeastern Louisiana University	The University of Alabama	The University of Tennessee
The University of Tennessee-Martin	The University of Virginia's College at Wise	The University of West Florida
Troy University	University of Alabama in Huntsville	University of Arkansas
University of Arkansas - Fort Smith	University of Arkansas at Little Rock	University of Arkansas at Monticello
University of Georgia	University of Kentucky	University of Louisiana at Lafayette
University of Louisville	University of Mississippi	University of North Carolina at Asheville
University of North Carolina at Chapel Hill	University of North Carolina at Charlotte	University of North Carolina Wilmington
University of South Carolina Columbia	University of South Carolina Upstate	University of South Carolina-Beaufort
University of South Florida	University of Southern Mississippi	University of West Georgia
Valdosta State University	Virginia Commonwealth University	Virginia Military Institute
West Liberty State College	West Virginia State University	West Virginia University
Western Carolina University	Western Kentucky University	Winston-Salem State University
Winthrop University		

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

Adrian College	Alice Lloyd College	Barton College
Belmont Abbey College	Bethany College	Blackburn College
Brescia University	Buena Vista University	Campbellsville University
Catawba College	Central Methodist University	Chadron State College
Champlain College	Clayton State University	Colby-Sawyer College
College of Saint Mary	College of the Ozarks	Concord University
Concordia University at Austin	Covenant College	Defiance College
Delaware Valley College	Dickinson State University	Dordt College
Edward Waters College	Eureka College	Faulkner University
Flagler College	Franklin College	Grace College and Theological Seminary
Grand View College	Harris-Stowe State University	High Point University
Indiana University-East	John Brown University	Judson College (IL)
Kentucky State University	LaGrange College	Lebanon Valley College
Limestone College	Lyndon State College	Maranatha Baptist Bible College
Marietta College	Mayville State University	Messiah College
Milligan College	Missouri Southern State University	Missouri Western State University
Nevada State College at Henderson	Northwestern College	Northwestern Oklahoma State University
Notre Dame College	Roger Williams University	Seton Hill University
Southern Adventist University	Texas A&M University-Galveston	Trinity Christian College
Tri-State University	United States Merchant Marine Academy	Unity College
University of Advancing Technology	University of Maine at Farmington	University of Maine at Fort Kent
University of Minnesota-Crookston	University of Pittsburgh-Bradford	University of Science and Arts of Oklahoma
University of South Carolina Upstate	University of the Virgin Islands	Urbana University
Valley City State University	Virginia Intermont College	Wesley College
West Liberty State College	Western Governors University	Wilmington College
Wilson College	Winston-Salem State University	York College (CUNY)
York College Pennsylvania		

Table 3. Demographic characteristics of Lander students who responded to the 2007 NSSE compared to respondents from selected peer institutions and other 'Baccalaureate Colleges – Diverse Fields' institutions.

	Lander		Selected Peers		Carnegie Peers		NSSE 2007	
	FY	SR	FR	SR	FY	SR	FY	SR
Response Rate								
Overall		25%		26%		34%		30%
By class	19%	34%	24%	28%	31%	38%	29%	31%
NSSE sample size	614	480	103,974	96,749	32,958	22,513	504,088	472,667
Sampling error								
Overall		5.1%		0.4%		0.6%		0.2%
By class	8.3%	6.3%	0.6%	0.5%	0.8%	0.9%	0.2%	0.2%
Number of respondents	114	161	25,466	26,897	10,261	8,489	147,112	148,352
Total population	626	488	147,417	134,087	36,118	24,739	693,250	686,083
Student Characteristics								
Mode of Completion								
Paper	3%	11%	3%	2%	6%	11%	4%	4%
Web	97%	89%	97%	98%	94%	89%	96%	96%
Class Level	41%	59%	49%	51%	55%	45%	50%	50%
Enrollment Status								
Full-time	99%	88%	95%	84%	95%	88%	96%	86%
Less than full-time	1%	12%	5%	16%	5%	12%	4%	14%
Gender								
Female	77%	81%	65%	63%	65%	68%	65%	65%
Male	23%	19%	35%	37%	35%	32%	35%	35%
Race/Ethnicity								
Am. Indian/Native Am.	0%	0%	1%	1%	1%	1%	1%	1%
Asian/Asian Am./Pacific Isl.	0%	1%	4%	3%	2%	2%	6%	5%
Black/African American	21%	18%	12%	11%	9%	8%	6%	6%
White (non-Hispanic)	66%	73%	72%	74%	77%	78%	72%	73%
Mexican/Mexican Am.	1%	0%	1%	1%	1%	1%	3%	3%
Puerto Rican	0%	0%	0%	0%	0%	0%	1%	1%
Other Hispanic or Latino	1%	1%	2%	2%	1%	1%	2%	2%
Multiracial	1%	0%	2%	2%	2%	1%	2%	2%
Other	2%	1%	1%	1%	1%	1%	2%	1%
I prefer not to respond	8%	6%	5%	6%	5%	6%	6%	7%
International student	8%	2%	4%	3%	5%	3%	5%	4%
Place of Residence								
On-campus	76%	15%	67%	13%	72%	31%	72%	20%
Off-campus	24%	85%	33%	87%	28%	69%	28%	80%
Transfer Status								
Transfer students	6%	41%	8%	43%	14%	39%	9%	41%
Age								
Non-traditional (24 or older)	2%	32%	6%	34%	11%	32%	5%	31%
Traditional (less than 24)	98%	68%	94%	66%	89%	68%	95%	69%