A Panoramic View of The NSSE

The National Survey of Student Engagement

- NSSE: Survey designed to measure extent to which first-year and senior students engage in effective educational practices empirically linked with desired outcomes
    - Persistence
    - Satisfaction
    - Graduation
    - Etc.
- Allows for comparisons: Southeast Public, Carnegie Class, NSSE Institutions

Longwood's Participation

- (Since 2002) Administered every three years in early spring semester to all First-years and Seniors
- Administered via email
- NSSE significantly revised in 2013 (LU can be tracked 2014, 2017, 2020, and 2023)
- Longwood identified as a DEEP (Documenting Effective Educational Practices) Institution in 2005
    - Higher than predicted graduation rates and Engagement Indicators

Longwood's Participation

- (Generally) Robust response rate
    - 2014: 47% ———> (44%, 51%) = (FY, Senior)
    - 2017: 41% ———> (41%, 41%)
    - 2020: 45% ———> (51%, 40%)
    - 2023: 35% ———> (38%, 31%)
  - Incentive offered
  - (Reported) Demographics of responders available
  - NSSE weights results based on population profile to better represent population
  - Usual issues with self-reported data

Engagement Indicators

- Student Engagement: Representation of (two) critical features of collegiate quality:
    - (Student Focused) The amount of time and effort students put into educationally purposeful activities
    - (Institution Focused) How an institution organizes curriculum and other learning opportunities for students to participate in such activities
- NSSE is based on perspective/feelings/impressions/etc. of students

Engagement Indicators

- Collects responses to related NSSE questions
- (Broad) Summary of detailed information contained in individual responses
- Empirically linked/associated with outcomes desired from attending college
  - Challenging and creative intellectual work
  - Collaboration between peers to master challenging material and with students from diverse backgrounds
  - First hand learning experiences that model expert thinking, analysis, creativity and establish role models and mentors for/of lifelong learning
  - Supportive settings cultivating positive relationships
- More variance between responses of individuals at an institution than between institutions

Engagement Indicators
(Themes)

- Academic Challenge
- Learning w/ Peers
- Experiences w/ Faculty
- Campus Environment

Engagement Indicators
(Theme Breakdown)

- ***Academic Challenge:***

    - **(EI1) Higher Order Learning** (Ex: Coursework emphasizes: applying facts, theories, or methods; analysis of whole via analysis of parts; synthesis of materials; various forms deep learning)

    - **(EI2) Reflective and Integrative Learning** (Ex: Combining ideas from different courses, learning connected to societal problems or issues; diverse perspectives included in discussions and assignments)

    - **(EI3) Learning Strategies** (Ex.: Identify key information from readings, reviewed notes after class)

    - **(EI4) Quantitative Reasoning** (Ex.: Analyze numerical information to reach conclusions and/or examine problems)

Engagement Indicators
(Theme Breakdown)

- ***Learning w/ Peers***

    - **(EI5) Collaborative Learning** (Ex. Asked peer for help in understanding, explained course material to peers, prepared with peers for exams)

    - **(EI6) Discussions w/ Diverse Others** (Ex. Discussions with people of various race, ethnicities, political views, or economic backgrounds)

Engagement Indicators
(Theme Breakdown)

- ***Experiences w/ Faculty***

    - **(EI7) Student-Faculty Interaction** (Ex. Discussions with faculty members related to career plans, academics, or work in other areas)

    - **(EI8) Effective Teaching Practices** (Ex. Student evaluation of faculty teaching)

Engagement Indicators
(Theme Breakdown)

- ***Campus Environment***

    - **(EI9) Quality of Interactions** (Ex. Rating of interactions with peers, advisors, faculty, staff, etc.)

    - **(EI10) Supportive Environment** (Ex. Rating of institution's emphasis on academic support, learning support services, support of overall well-being, opportunities for social involvement, etc.)

Engagement Indicators
(NSSE 2023—Comparison w/ Southeast Public)

- ***Academic Challenge***

▲ statistically significant w/ effect size at least 0.3 (in magnitude)

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	Senior
Higher-Order Learning	- - -	- - -
Reflective & Integrative Learning	- - -	△
Learning Strategies	- - -	- - -
Quantitative Reasoning	- - -	- - -

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, First-Year)

- **(EI4) Quantitative Reasoning**

  (% responding “Very often” or “Often”)

Question	LU First-Year	SE Public First-Year
Reached conclusions based on your own analysis of numerical info	47%	57%
Used numerical information to examine real-world problem or issue	43%	46%
Evaluated what others have concluded from numerical info	42%	45%

Engagement Indicators
(NSSE 2023—Comparison w/ Southeast Public, First-Year)

- ***Academic Challenge***

▲ statistically significant w/ effect size at least 0.3 (in magnitude)

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	(LU Mean, SE Public Mean)
Higher-Order Learning	- - -	(38.3, 38.0)
Reflective & Integrative Learning	- - -	(36.7, 35.4)
Learning Strategies	- - -	(40.0, 38.4)
Quantitative Reasoning	- - -	(28.4, 30.1)

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, Senior)

- **(EI4) Quantitative Reasoning**

  (% responding “Very often” or “Often”)

Question	LU Senior	SE Public Senior
Reached conclusions based on your own analysis of numerical info	57%	58%
Used numerical information to examine real-world problem or issue	54%	50%
Evaluated what others have concluded from numerical info	54%	50%

Engagement Indicators
(NSSE 2023—Comparison w/ Southeast Public, Senior)

- ***Academic Challenge***

▲ statistically significant w/ effect size at least 0.3 (in magnitude)

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	Senior	(LU Mean, SE Public Mean)
Higher-Order Learning	- - -	(41.7, 40.5)
Reflective & Integrative Learning	△	(40.7, 38.3)
Learning Strategies	- - -	(40.0, 39.6)
Quantitative Reasoning	- - -	(33.4, 32.0)

Engagement Indicators
(NSSE 2023—Comparison w/ Southeast Public)

- ***Learning w/ Peers***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	Senior
Collaborative Learning	△	△
Discussions with Diverse Others	△	- - -

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, First-Year)

- **(EI6) Discussions w/ Diverse Others**

  (% responding “Very often” or “Often” to whether they have had discussions with . . .)

Question	LU First-Year	SE Public First-Year
People of race or ethnicities other than own	74%	70%
People from Econ. backgrounds other than own	74%	71%
People with religious beliefs other than own	67%	66%
People with political views other than own	71%	64%

Engagement Indicators
(NSSE 2023—Comparison w/ Southeast Public, First-Year)

- ***Learning w/ Peers***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	(LU Mean, SE Public Mean)
Collaborative Learning	△	(32.7, 30.0)
Discussions with Diverse Others	△	(42.2, 39.2)

Engagement Indicators
(NSSE 2023—Comparison w/ Southeast Public, First-Year)

- ***Experiences w/ Faculty***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	Senior
Student-Faculty Interaction	▲	▲
Effective Teaching Practices	- - -	△

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, First-Year)

- ***Experiences w/ Faculty***

  (EI7) Student-Faculty Interaction

  (% responding “Very often” or “Often”)

Question	LU First-Year	SE Public First-Year
Talked about career plans w/ faculty member	47%	39%
Worked w/ faculty on activities other than coursework	30%	24%
Discussed course topics, ideas, or concepts w/ f. m. outside of class	42%	28%
Discussed academic performance w/ f. m.	47%	32%

Engagement Indicators
(NSSE 2023—Comparison w/ Southeast Public, First Year)

- ***Experiences w/ Faculty***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	(LU Mean, SE Public Mean)
Student-Faculty Interaction	▲	(27.6, 22.2)
Effective Teaching Practices	- - -	(38.5, 37.9)

Engagement Indicators
(NSSE 2023—Comparison w/ SouthEast Public)

- ***Campus Environment***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	Senior
Quality of Interactions	- - -	- - -
Supportive Environment	- - -	- - -

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, Senior)

- ***Campus Environment***

  (EI 10) Supportive Environment

  (% responding “Very much” or “Quite a bit” about how much the institution emphasized . . .)

Question (Examples)	LU Senior	SE Public Senior
Providing support to help students succeed academically	71%	68%
Using learning support services	66%	65%
Providing support for overall well-being (rec., health care, counseling, etc.)	53%	62%
Attending events that address important social, political, Econ. issues	39%	42%

Engagement Indicators
(NSSE 2023—Comparison w/ SouthEast Public, Senior)

- ***Campus Environment***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

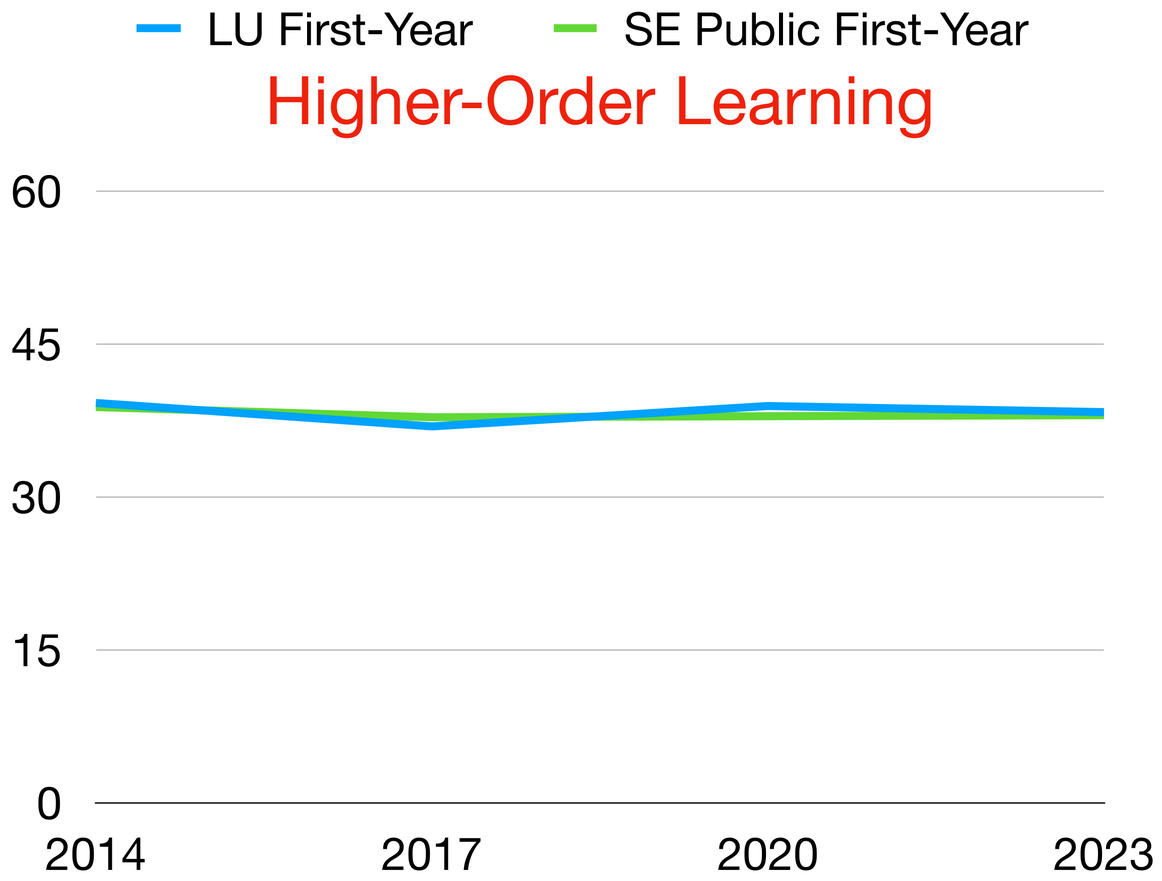
Indicator	Senior	(LE Mean, SE Public Mean)
Quality of Interactions	- - -	(43.1, 43.0)
Supportive Environment	- - -	(32.9, 33.2)

Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Academic Challenge***

Indicator	2014	2017	2020	2023
Higher-Order Learning	- - -	- - -	- - -	- - -
Reflective & Integrative Learning	- - -	- - -	△	- - -
Learning Strategies	- - -	- - -	- - -	- - -
Quantitative Reasoning	- - -	▽	- - -	- - -

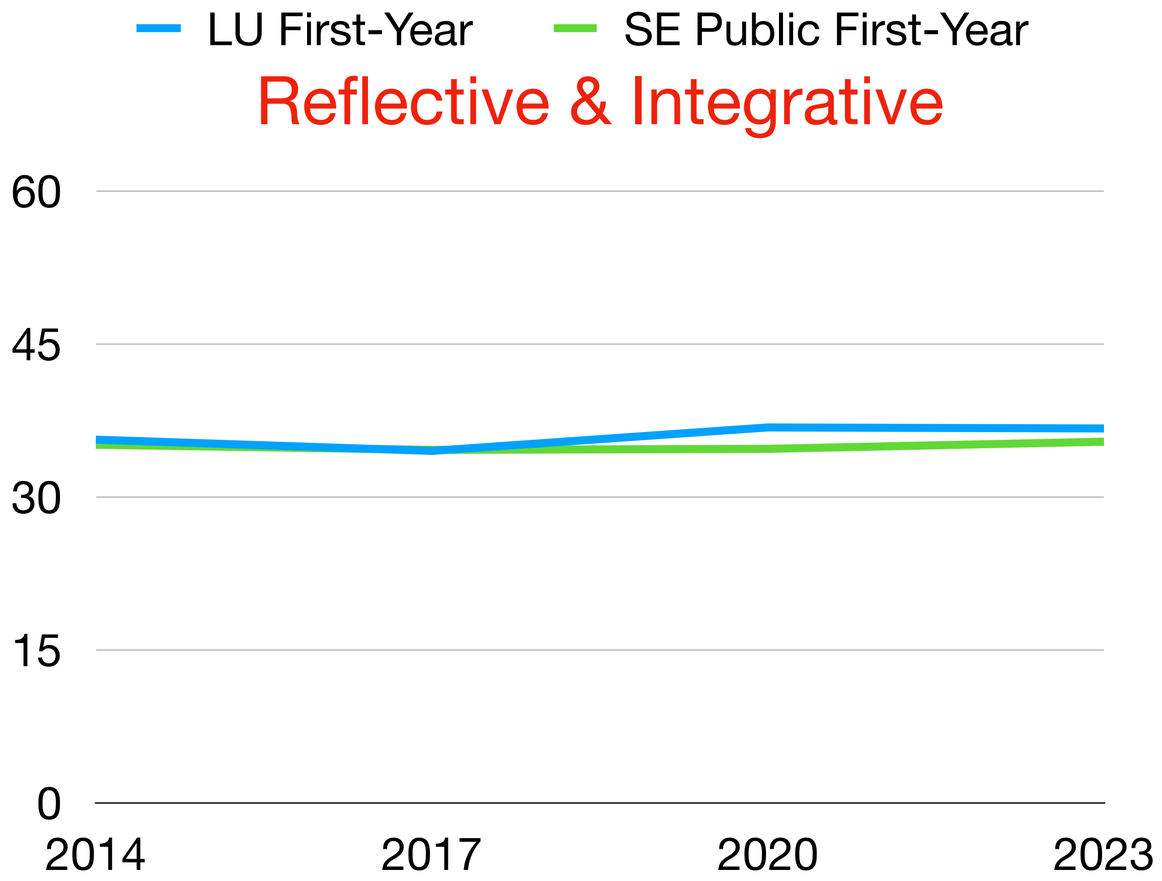


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Academic Challenge***

Indicator	2014	2017	2020	2023
Higher-Order Learning	- - -	- - -	- - -	- - -
Reflective & Integrative Learning	- - -	- - -	△	- - -
Learning Strategies	- - -	- - -	- - -	- - -
Quantitative Reasoning	- - -	▽	- - -	- - -

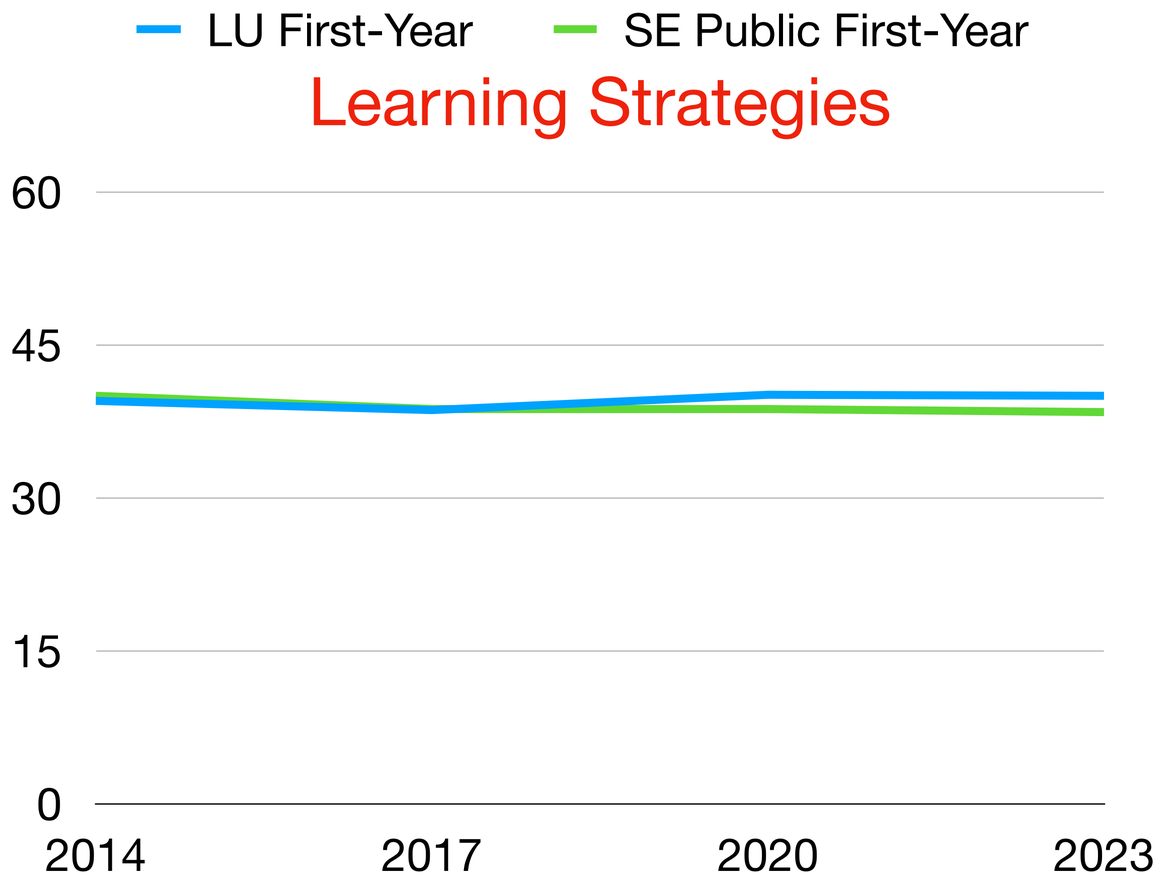


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Academic Challenge***

Indicator	2014	2017	2020	2023
Higher-Order Learning	- - -	- - -	- - -	- - -
Reflective & Integrative Learning	- - -	- - -	△	- - -
Learning Strategies	- - -	- - -	- - -	- - -
Quantitative Reasoning	- - -	▽	- - -	- - -

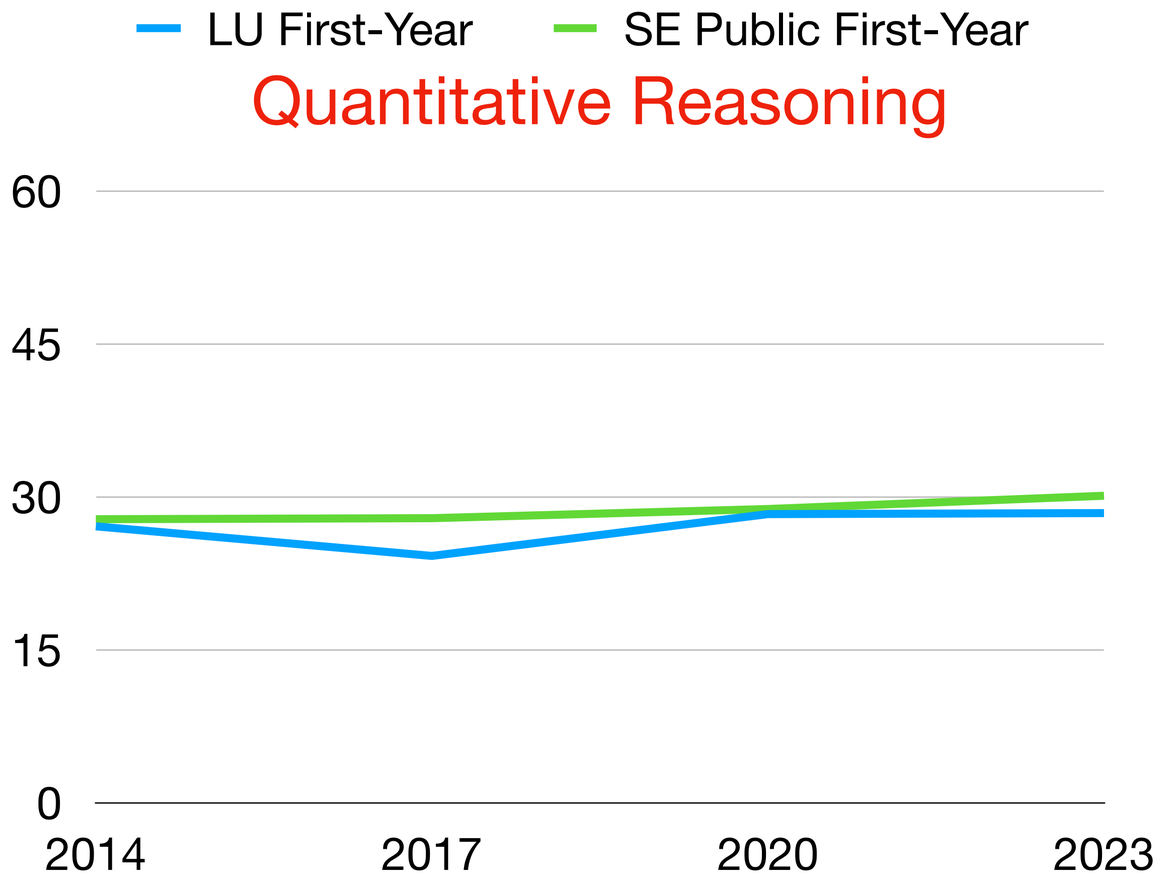


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Academic Challenge***

Indicator	2014	2017	2020	2023
Higher-Order Learning	- - -	- - -	- - -	- - -
Reflective & Integrative Learning	- - -	- - -	△	- - -
Learning Strategies	- - -	- - -	- - -	- - -
Quantitative Reasoning	- - -	▽	- - -	- - -

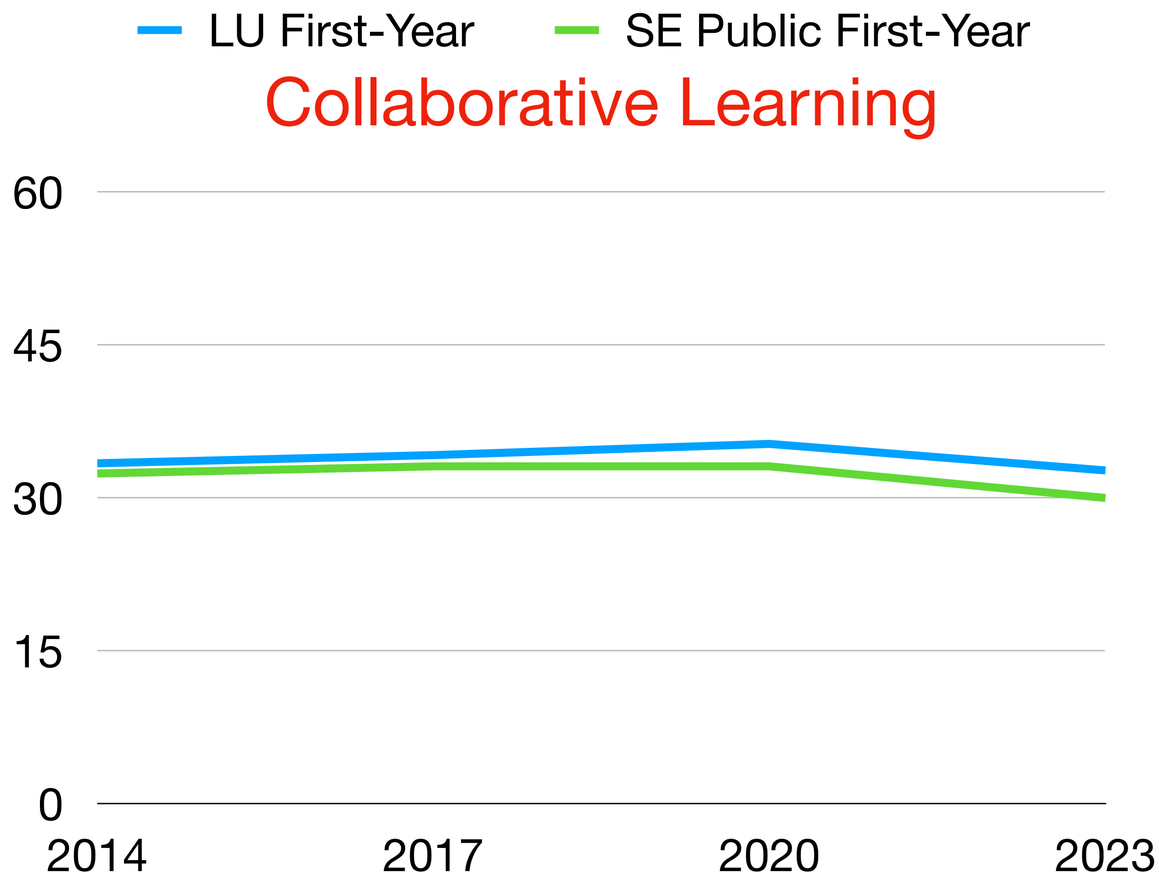


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Learning w/ Peers***

Indicator	2014	2017	2020	2023
Collaborative Learning	- - -	- - -	△	△
Discussions with Diverse Others	△	- - -	- - -	△

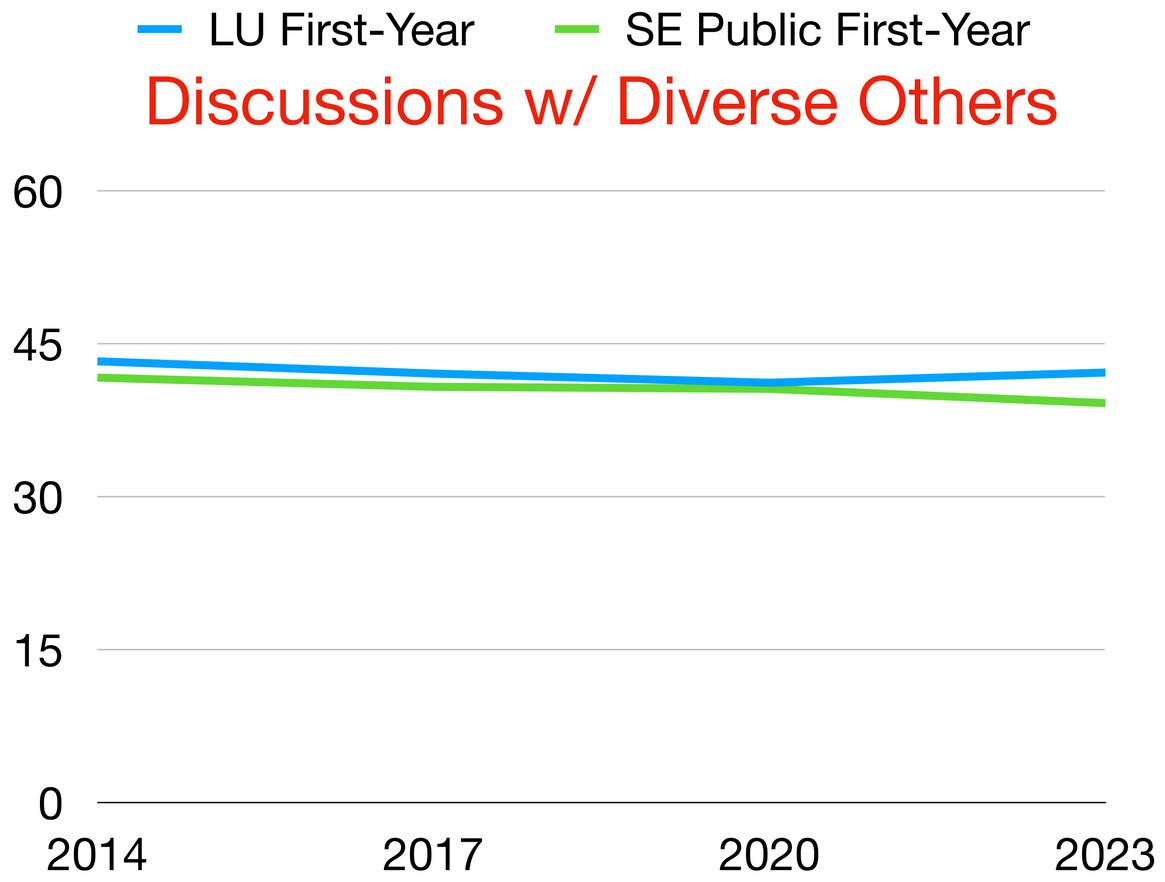


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Learning w/ Peers***

Indicator	2014	2017	2020	2023
Collaborative Learning	- - -	- - -	△	△
Discussions with Diverse Others	△	- - -	- - -	△

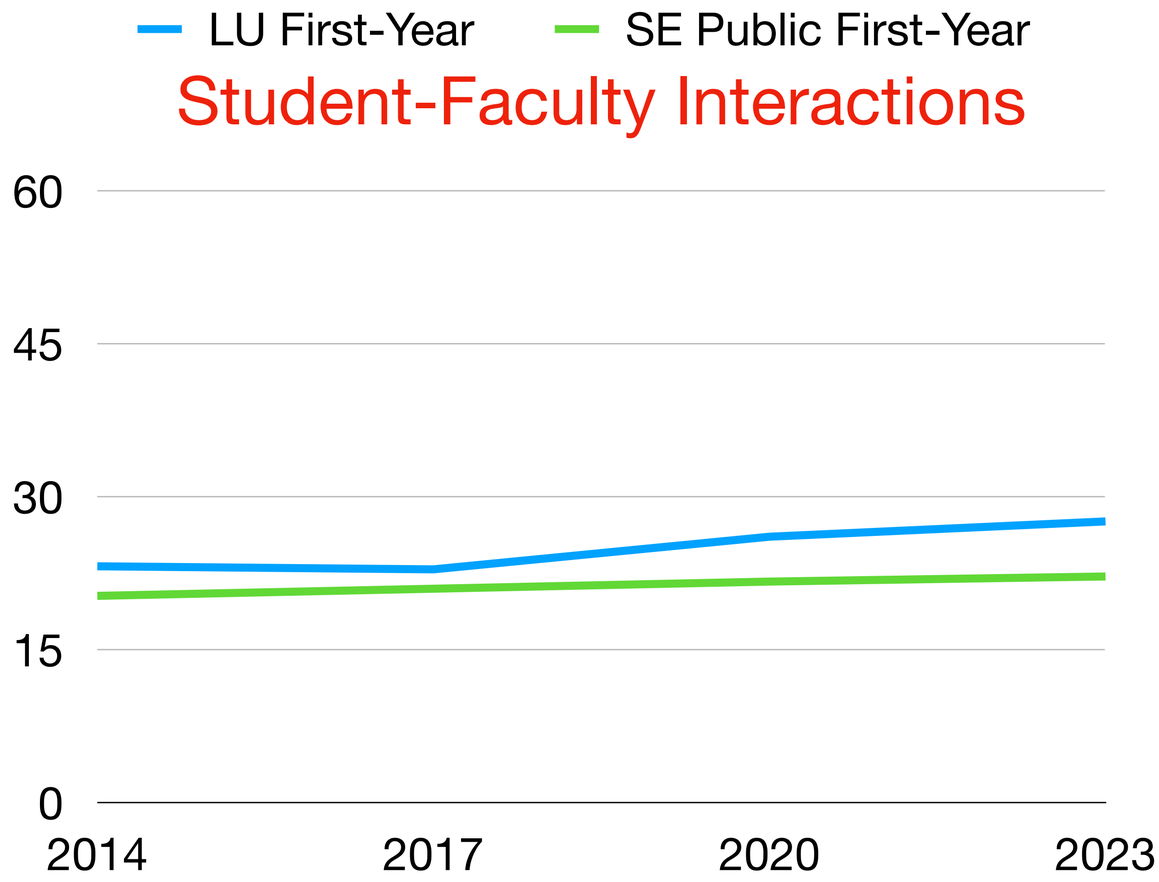


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Experiences w/ Faculty***

Indicator	2014	2017	2020	2023
Student-Faculty Interaction	△	△	△	▲
Effective Teaching Practices	△	- - -	△	- - -

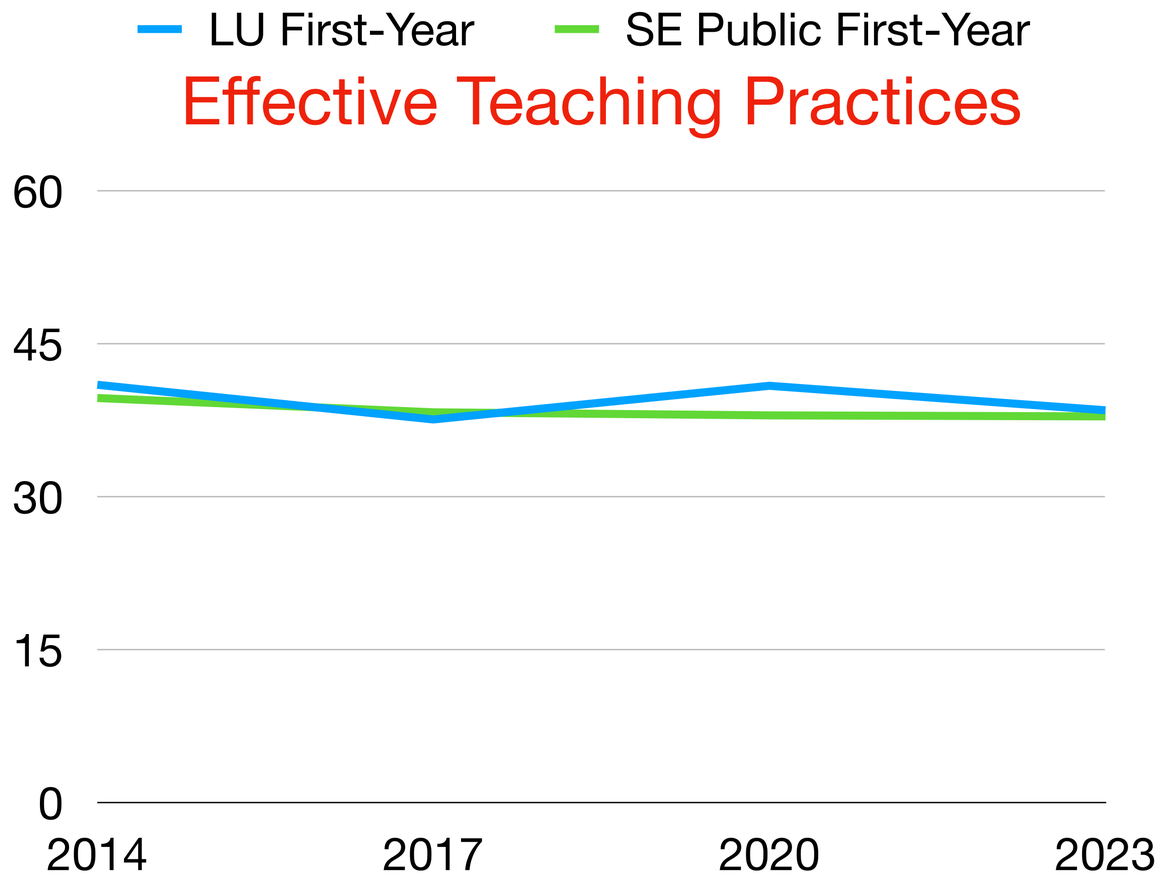


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Experiences w/ Faculty***

Indicator	2014	2017	2020	2023
Student-Faculty Interaction	△	△	△	▲
Effective Teaching Practices	△	- - -	△	- - -

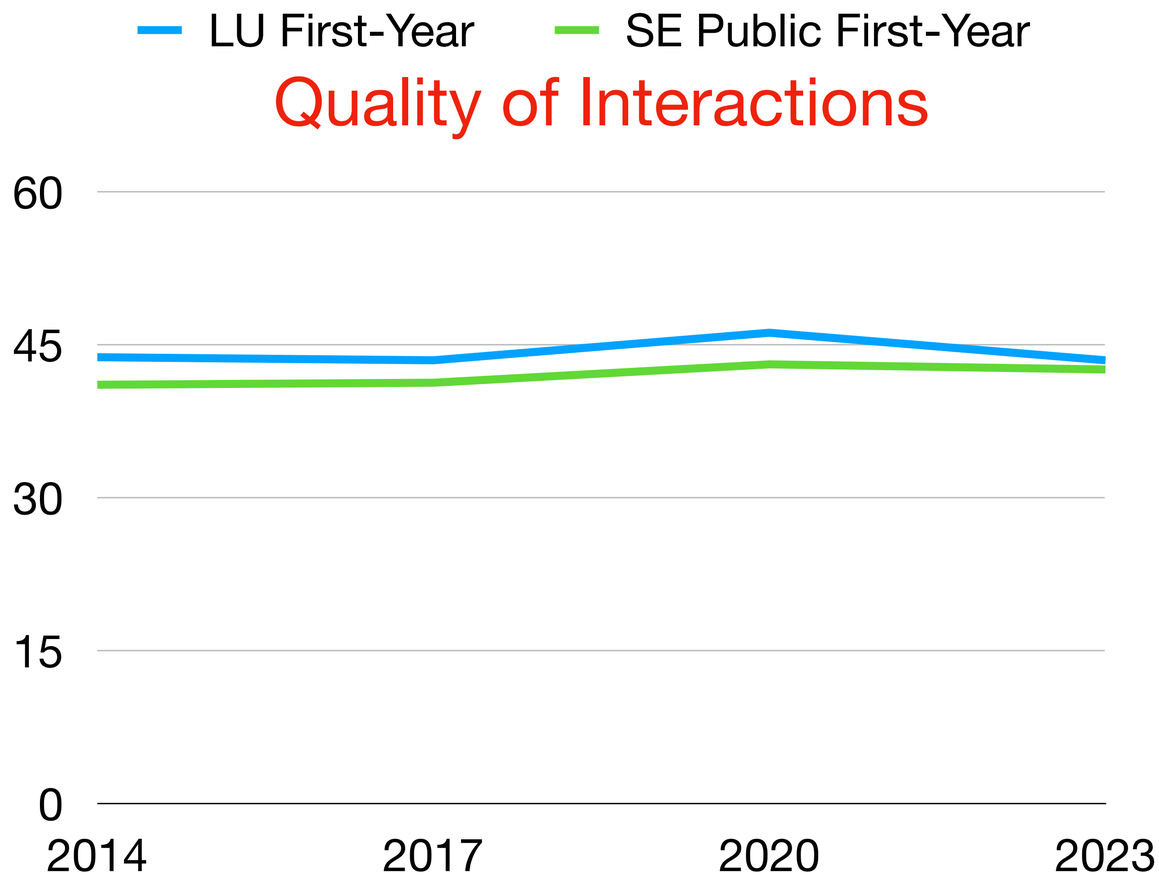


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Campus Environment***

Indicator	2014	2017	2020	2023
Quality of Interactions	△	△	△	- - -
Supportive Environment	△	- - -	- - -	- - -

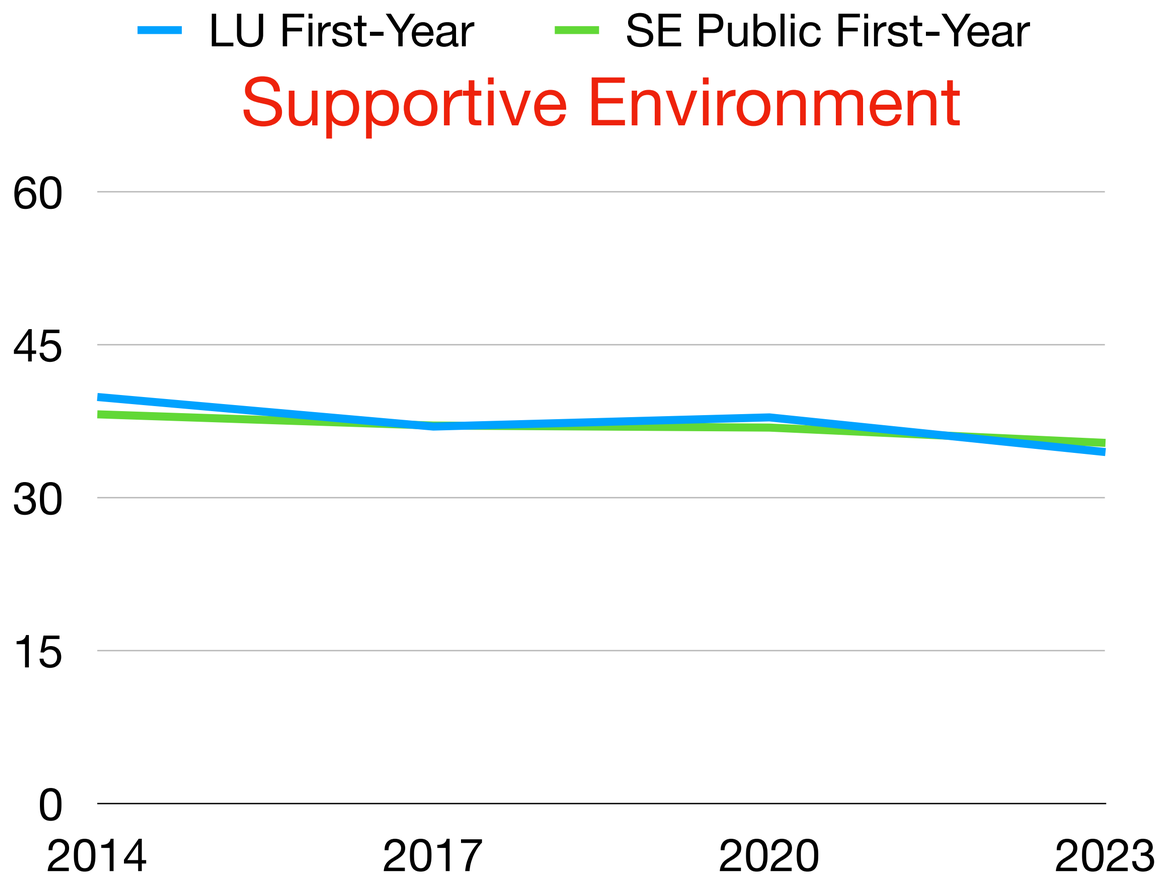


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- ***Campus Environment***

First-Year	2014	2017	2020	2023
Quality of Interactions	△	△	△	- - -
Supportive Environment	△	- - -	- - -	- - -

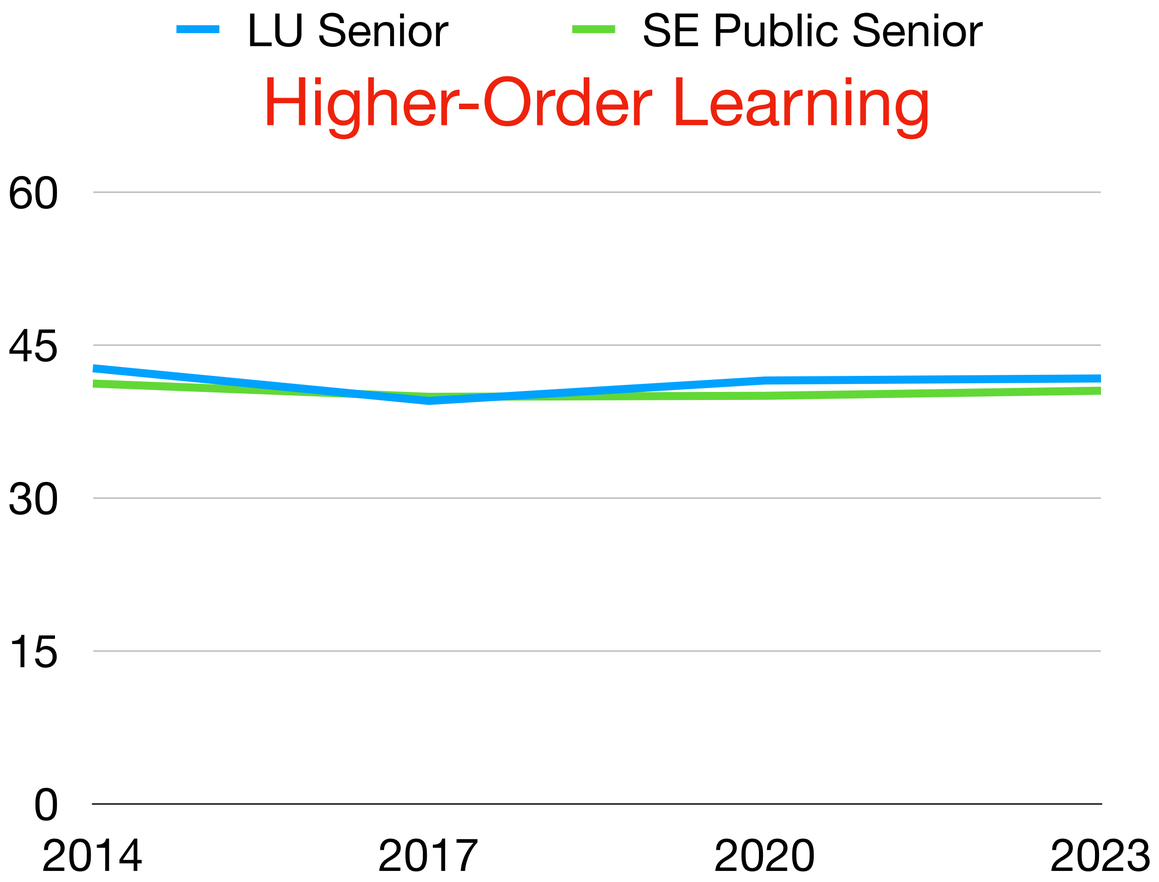


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Academic Challenge***

Indicator	2014	2017	2020	2023
Higher-Order Learning	△	- - -	- - -	- - -
Reflective & Integrative Learning	△	- - -	△	△
Learning Strategies	▽	- - -	- - -	- - -
Quantitative Reasoning	▽	- - -	- - -	- - -

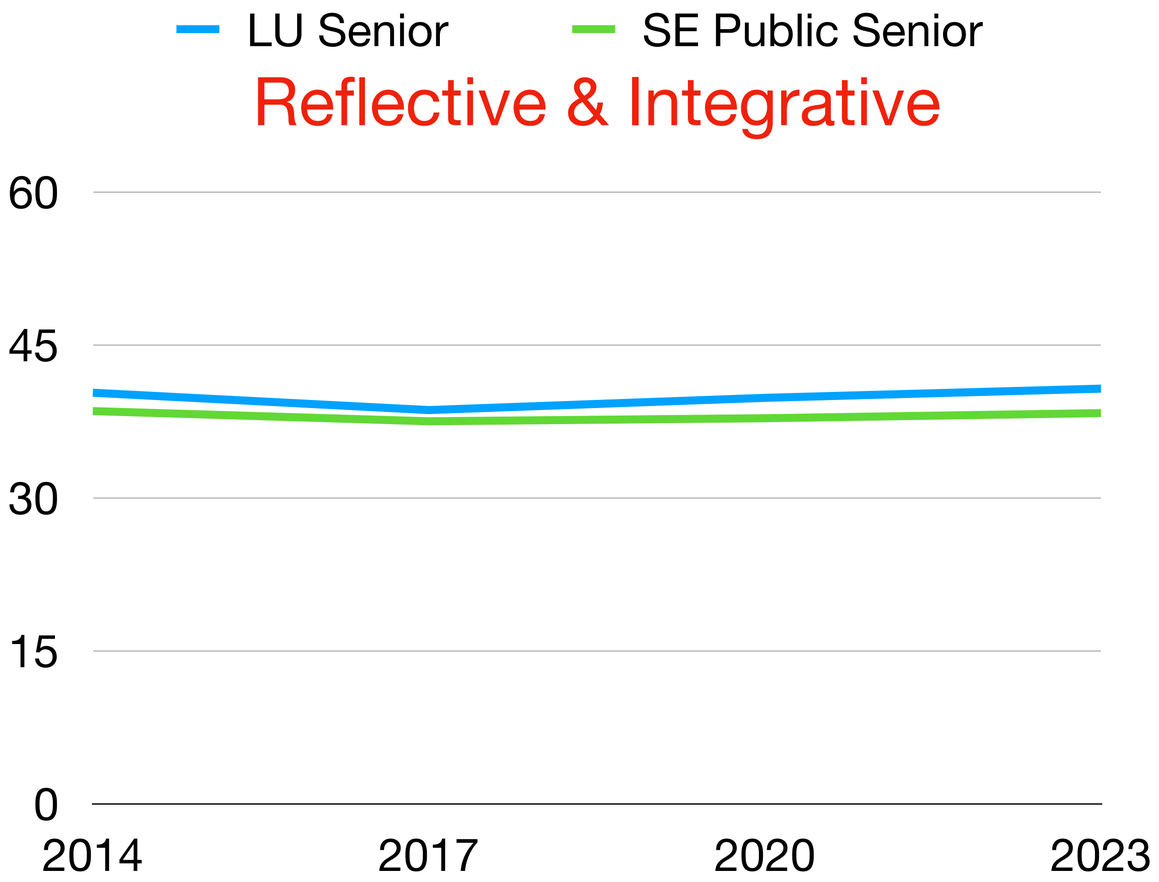


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Academic Challenge***

Indicator	2014	2017	2020	2023
Higher-Order Learning	△	- - -	- - -	- - -
Reflective & Integrative Learning	△	- - -	△	△
Learning Strategies	▽	- - -	- - -	- - -
Quantitative Reasoning	▽	- - -	- - -	- - -

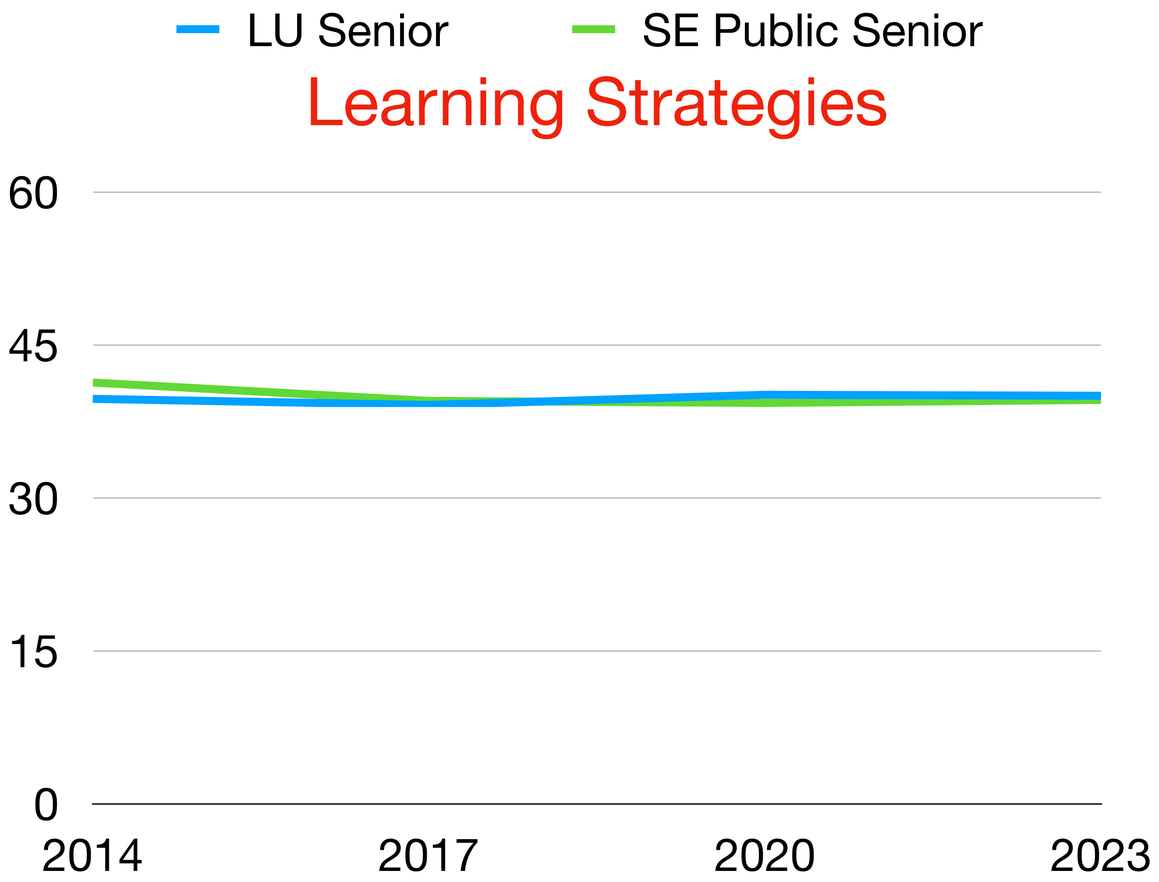


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Academic Challenge***

Indicator	2014	2017	2020	2023
Higher-Order Learning	△	- - -	- - -	- - -
Reflective & Integrative Learning	△	- - -	△	△
Learning Strategies	▽	- - -	- - -	- - -
Quantitative Reasoning	▽	- - -	- - -	- - -

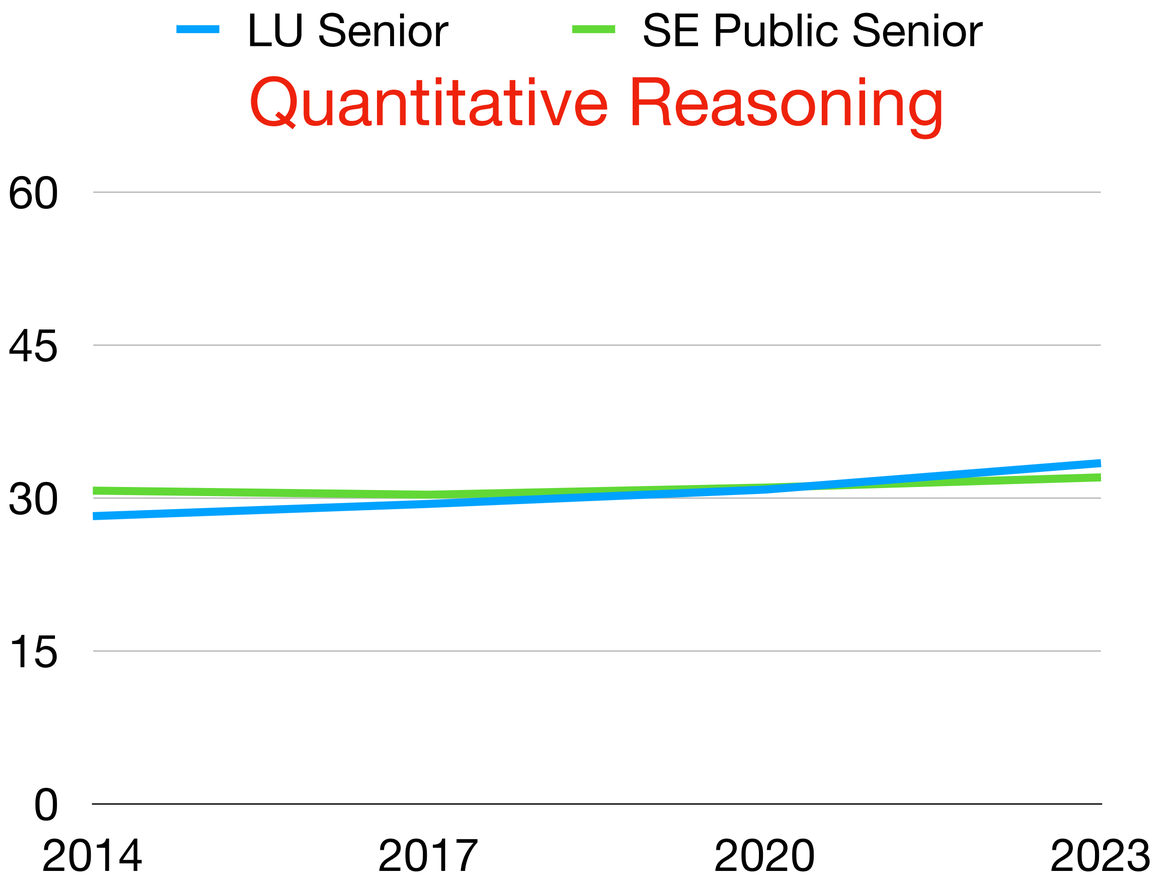


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Academic Challenge***

Indicator	2014	2017	2020	2023
Higher-Order Learning	△	- - -	- - -	- - -
Reflective & Integrative Learning	△	- - -	△	△
Learning Strategies	▽	- - -	- - -	- - -
Quantitative Reasoning	▽	- - -	- - -	- - -

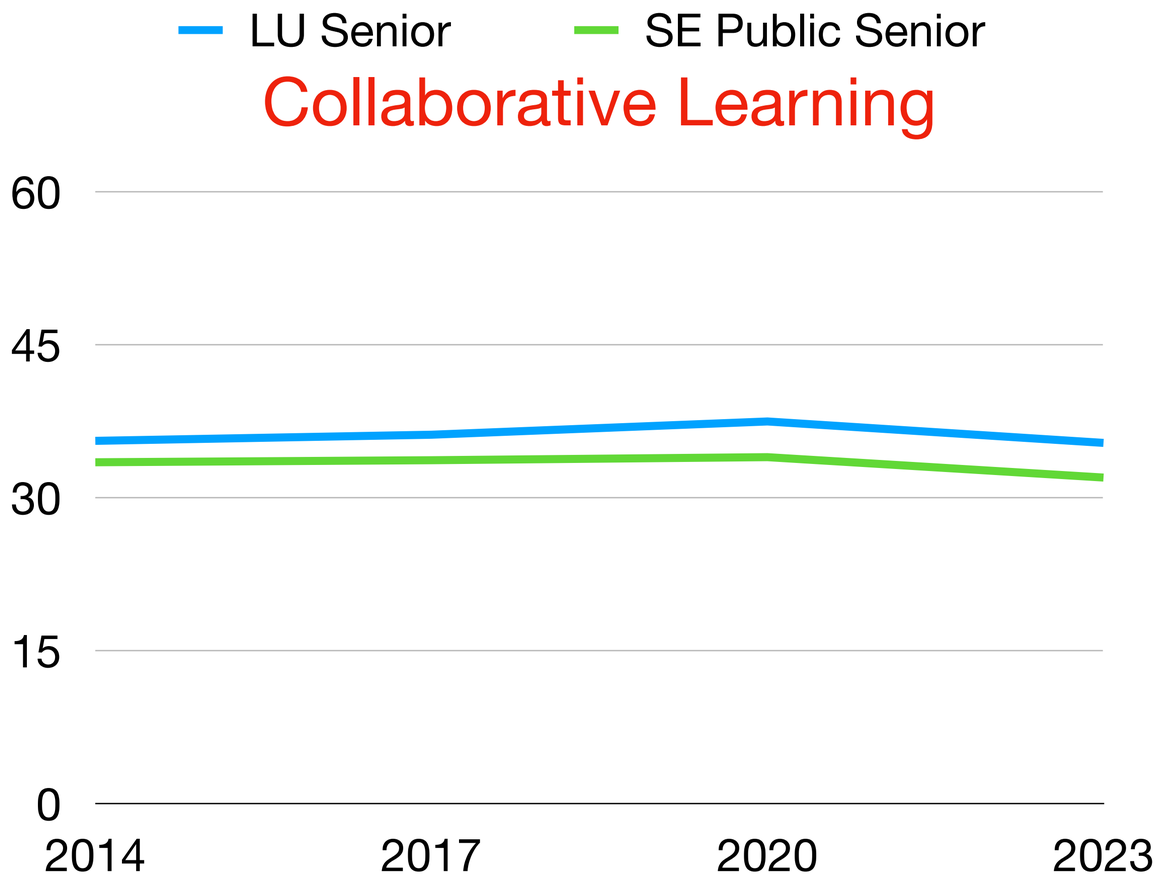


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Learning w/ Peers***

Indicator	2014	2017	2020	2023
Collaborative Learning	△	△	△	△
Discussions w/ Diverse Others	△	- - -	- - -	- - -

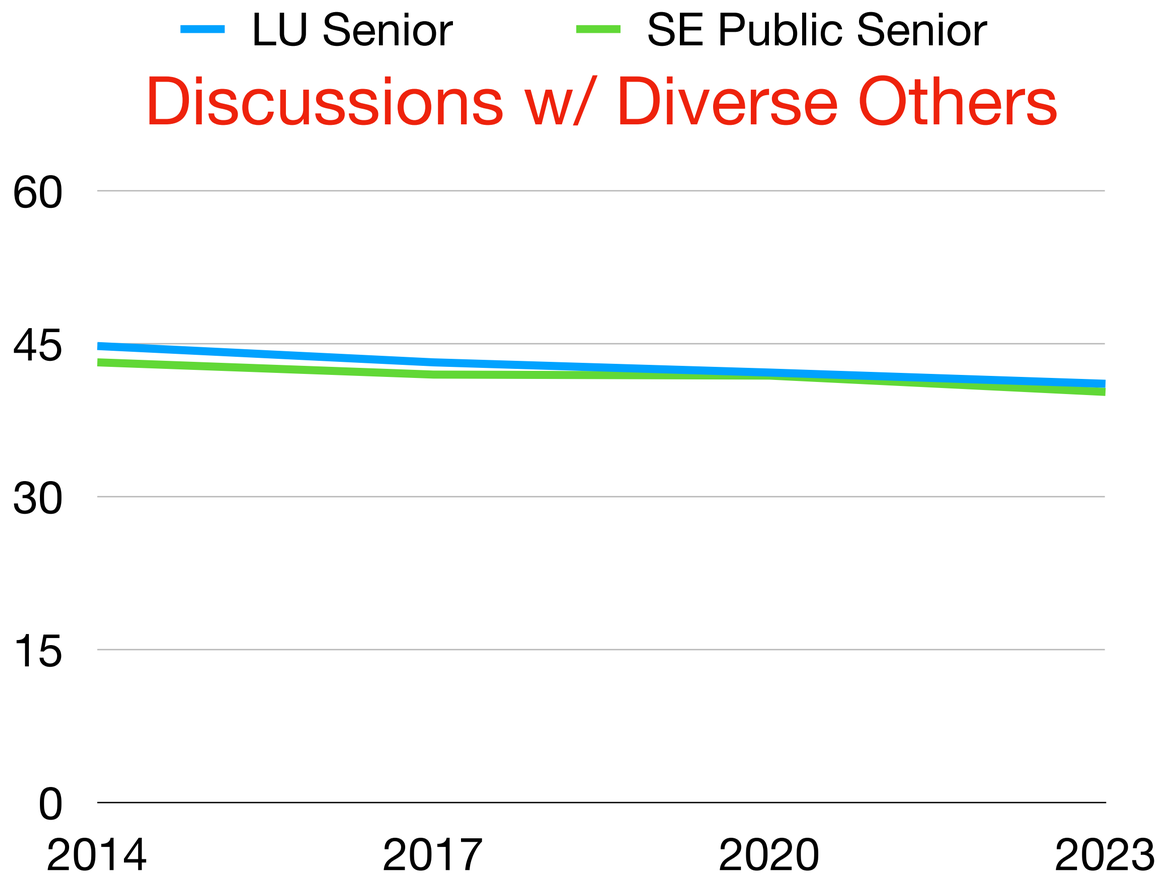


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Learning w/ Peers***

Indicator	2014	2017	2020	2023
Collaborative Learning	△	△	△	△
Discussions w/ Diverse Others	△	- - -	- - -	- - -

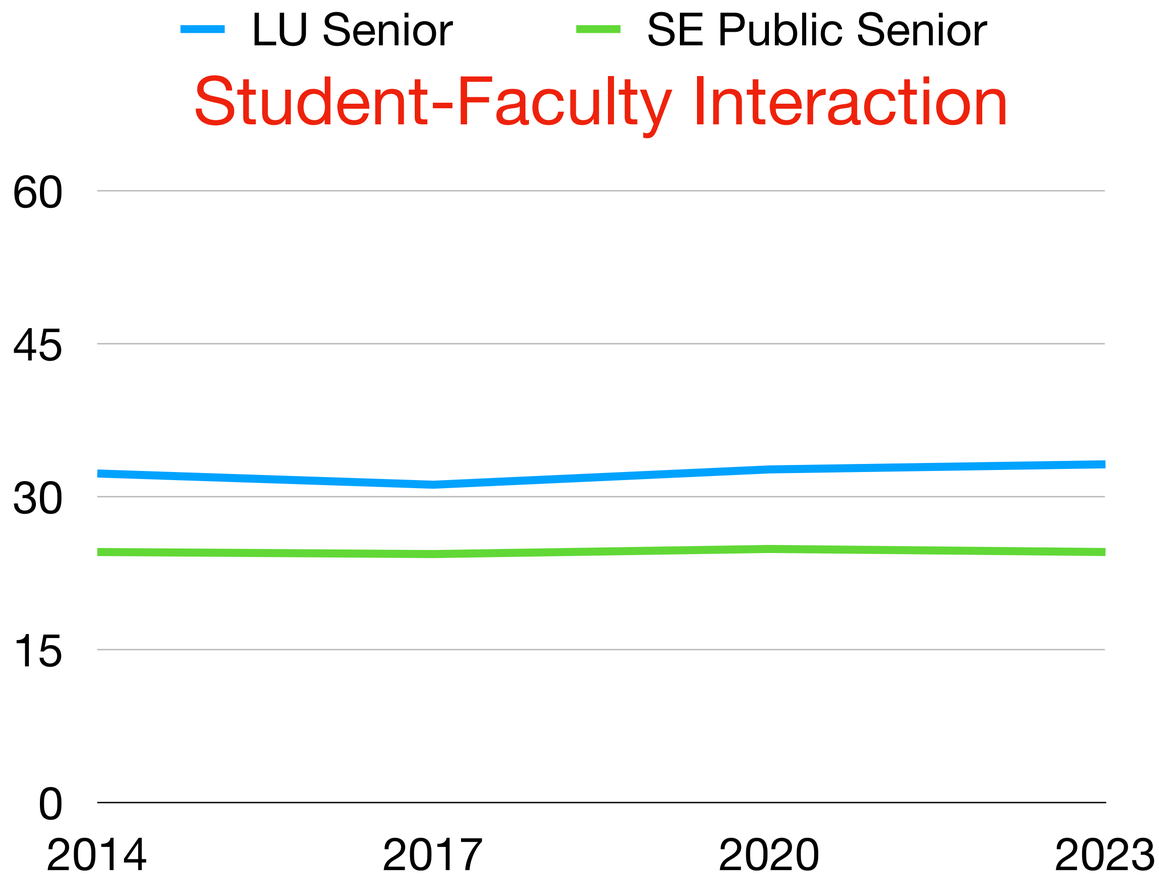


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Experiences w/ Faculty***

Indicator	2014	2017	2020	2023
Student-Faculty Interaction	▲	▲	▲	▲
Effective Teaching Practices	△	- - -	△	△

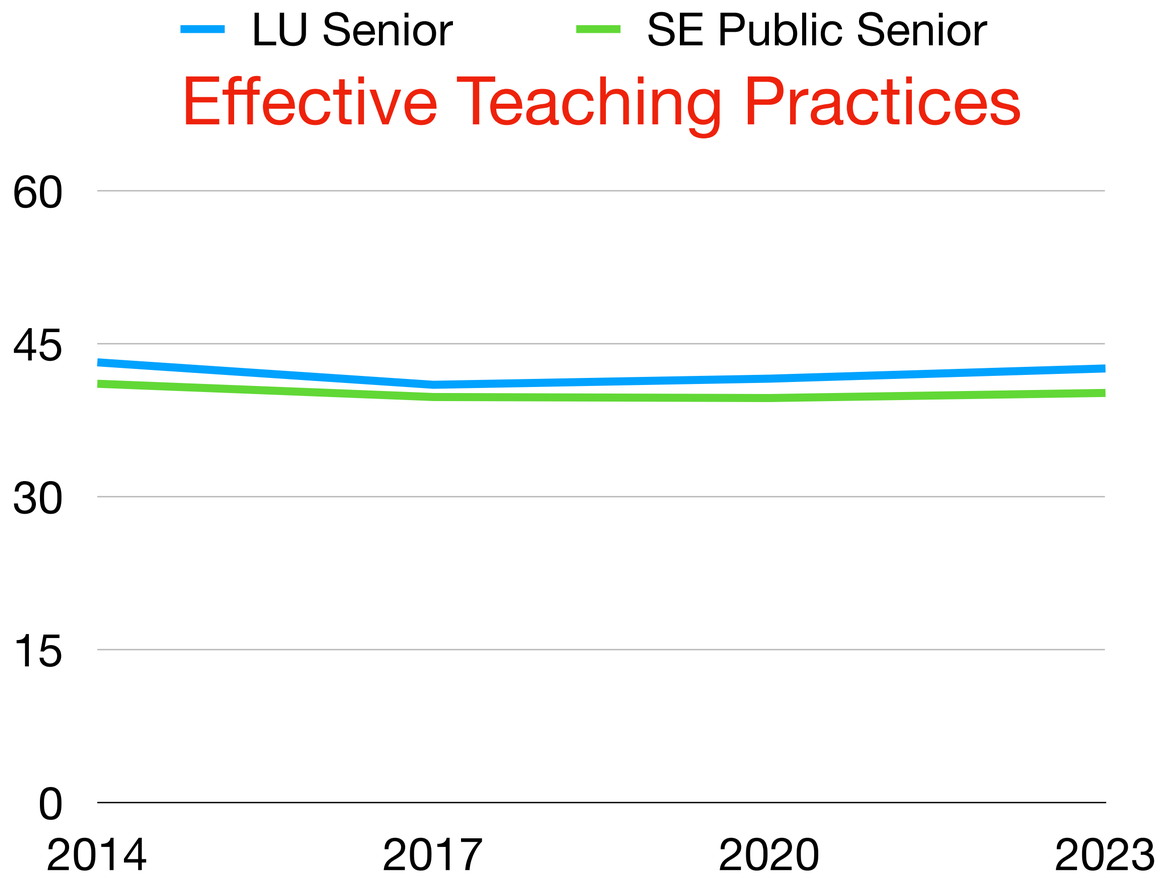


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Experiences w/ Faculty***

Indicator	2014	2017	2020	2023
Student-Faculty Interaction	▲	▲	▲	▲
Effective Teaching Practices	△	- - -	△	△

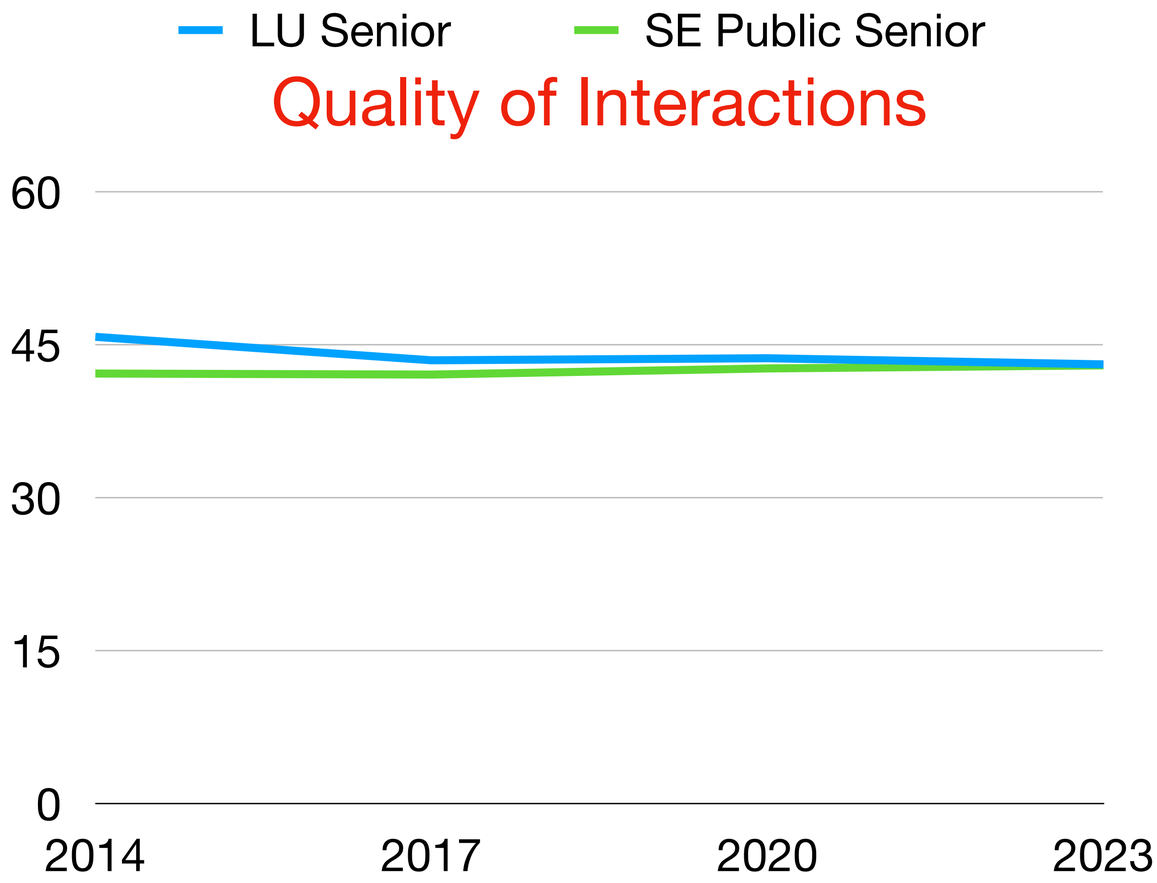


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Campus Environment***

Indicator	2014	2017	2020	2023
Quality of Interactions	△	△	- - -	- - -
Supportive Environment	△	△	- - -	- - -

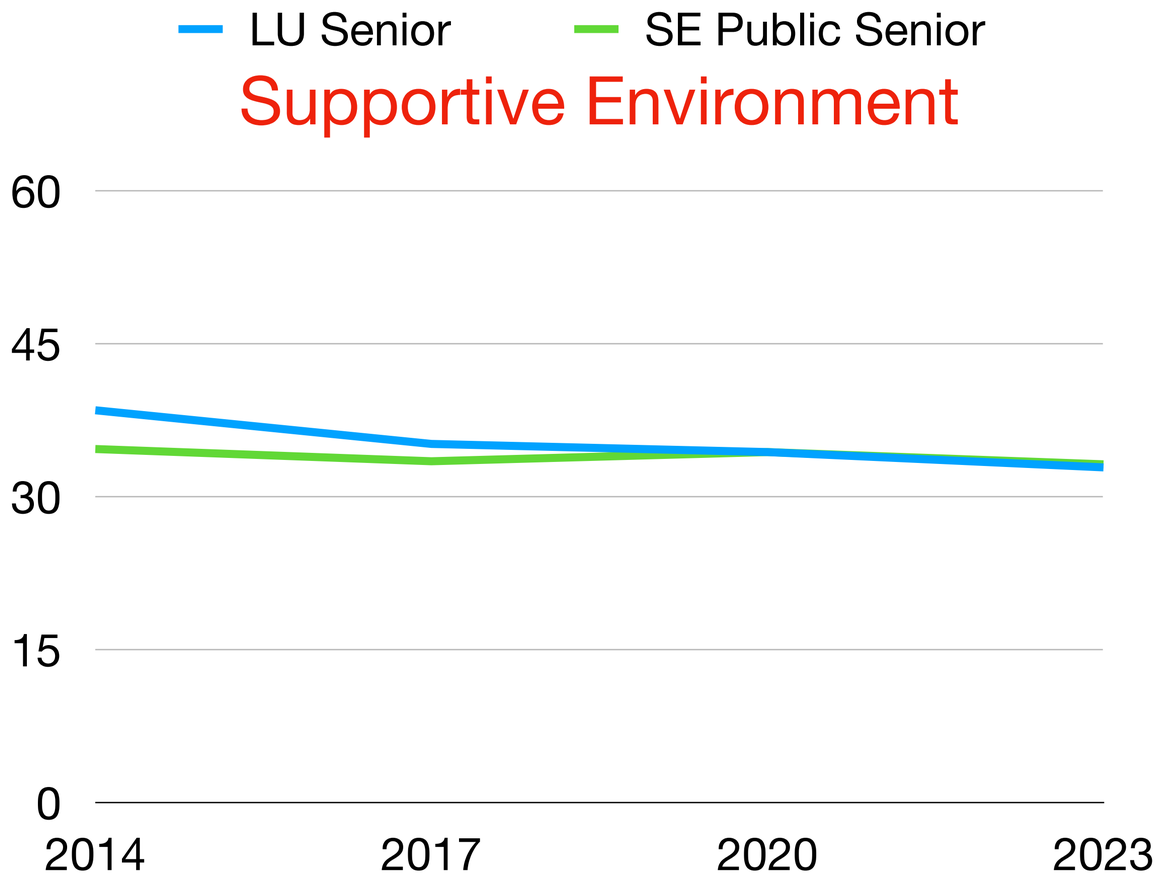


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- ***Campus Environment***

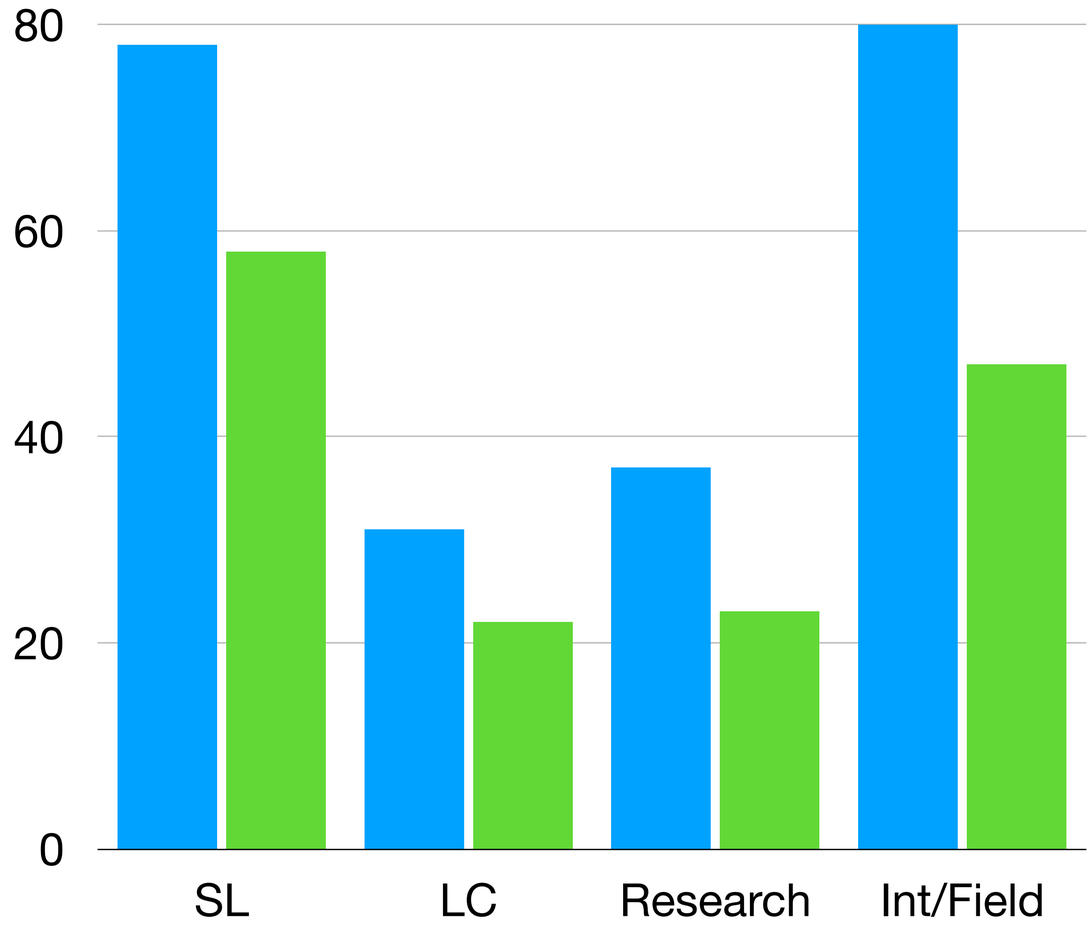
Indicator	2014	2017	2020	2023
Quality of Interactions	△	△	- - -	- - -
Supportive Environment	△	△	- - -	- - -



Some Highlights

- ***High Impact Practices (Seniors, 2023):***

HIP	Longwood	SE Public
Service Learning	78%	58%
Learning Community	31%	22%
Research w/ Faculty	37%	23%
Internship/Field Experience	80%	47%
Study Abroad	19%	8%
Culminating Senior Experience	77%	43%
At Least One	98%	84%
Two or More	87%	57%



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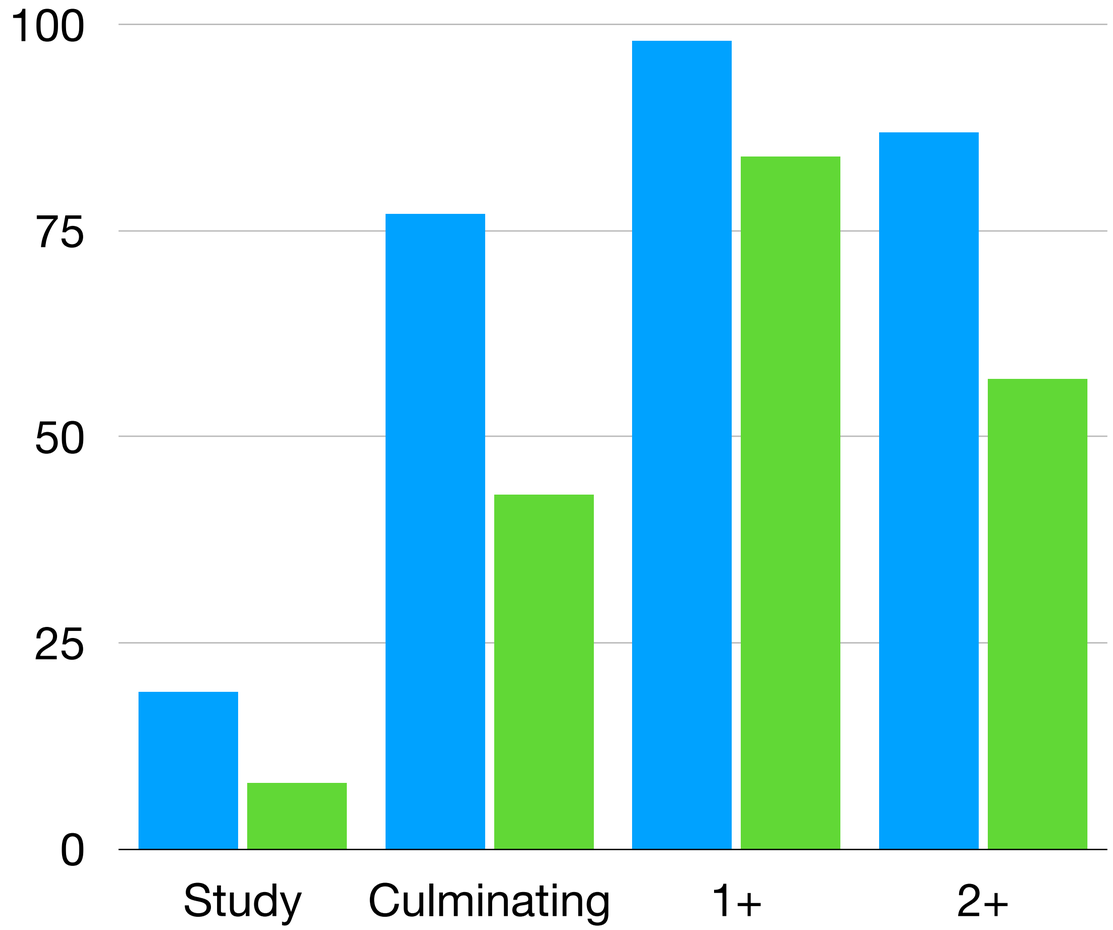


Some Highlights

- ***High Impact Practices (Seniors, 2023):***

▲ statistically significant w/ effect size at least 0.3 (in magnitude)

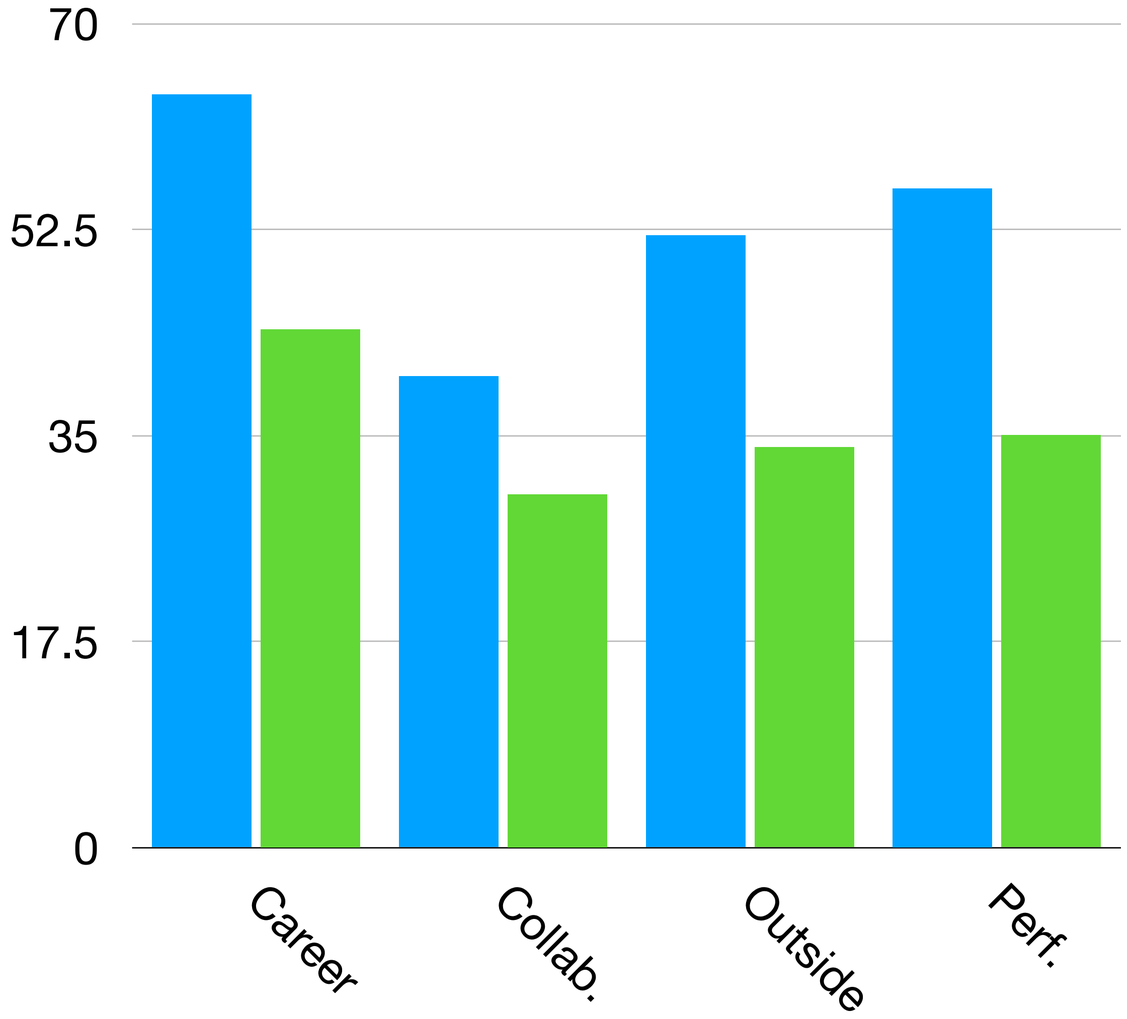
△ statistically significant w/ effect size less than 0.3

HIP	Vs. SE Pub
Service Learning	▲
Learning Community	△
Research w/ Faculty	▲
Internship/Field Experience	▲
Study Abroad	▲
Culminating Senior Experience	▲
At Least One	▲
Two or More	▲

Some Highlights

- ***Student-Faculty Interaction (First-Year, 2023):***

	Longwood First-Year	SE Public First-Year
Talked career plans w/ faculty	47%	39%
Worked w/ faculty on activities other than coursework	30%	24%
Discussed course topics w/ faculty outside of class	42%	28%
Discussed academic performance with faculty member	47%	32%



Some Highlights

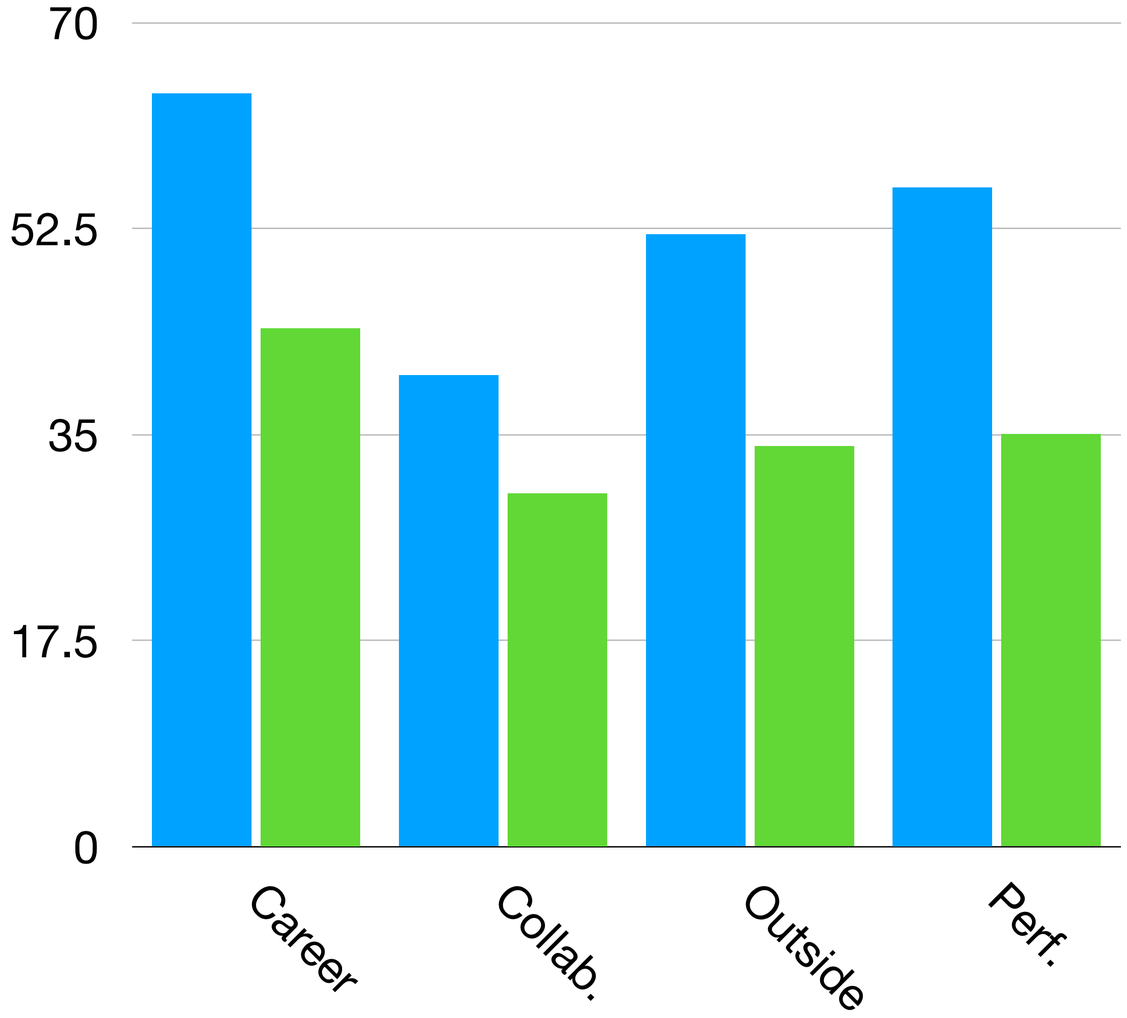
- ***Student-Faculty Interaction (First-Year, 2023):***

	Longwood First-Year	SE Public First-Year	Stat. Sig
Talked career plans w/ faculty	47%	39%	△
Worked w/ faculty on activities other than coursework	30%	24%	△
Discussed course topics w/ faculty outside of class	42%	28%	▲
Discussed academic performance with faculty member	47%	32%	▲

Some Highlights

- ***Student-Faculty Interaction (Seniors, 2023):***

	Longwood Senior	SE Public Senior
Talked career plans w/ faculty	64%	44%
Worked w/ faculty on activities other than coursework	40%	30%
Discussed course topics w/ faculty outside of class	52%	34%
Discussed academic performance with faculty member	56%	35%



Some Highlights

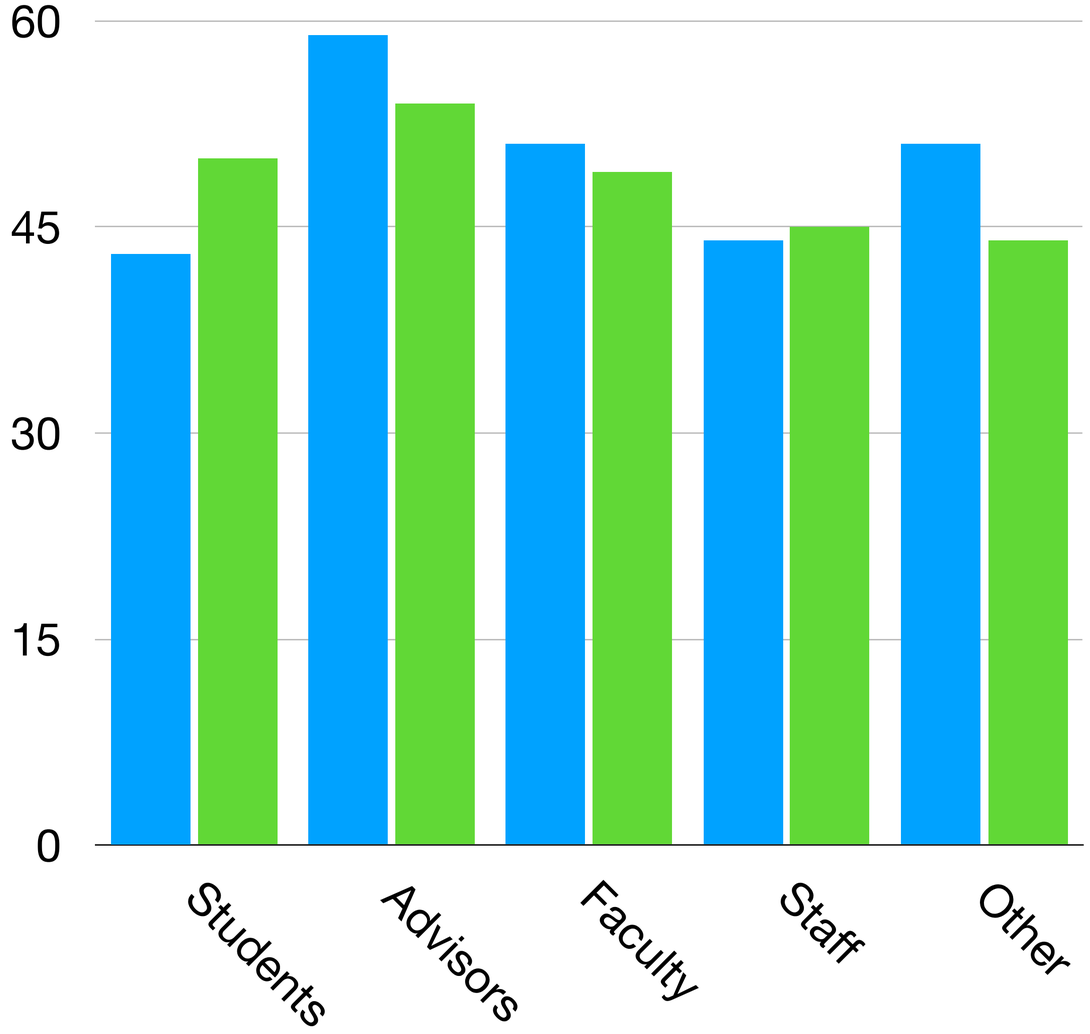
- ***Student-Faculty Interaction (Seniors, 2023):***

	Longwood Senior	SE Public Senior	Stat. Sig
Talked career plans w/ faculty	47%	39%	▲
Worked w/ faculty on activities other than coursework	30%	24%	▲
Discussed course topics w/ faculty outside of class	42%	28%	▲
Discussed academic performance with faculty member	47%	32%	▲

Some Highlights

- ***Campus Environment (First-Year, 2023):***

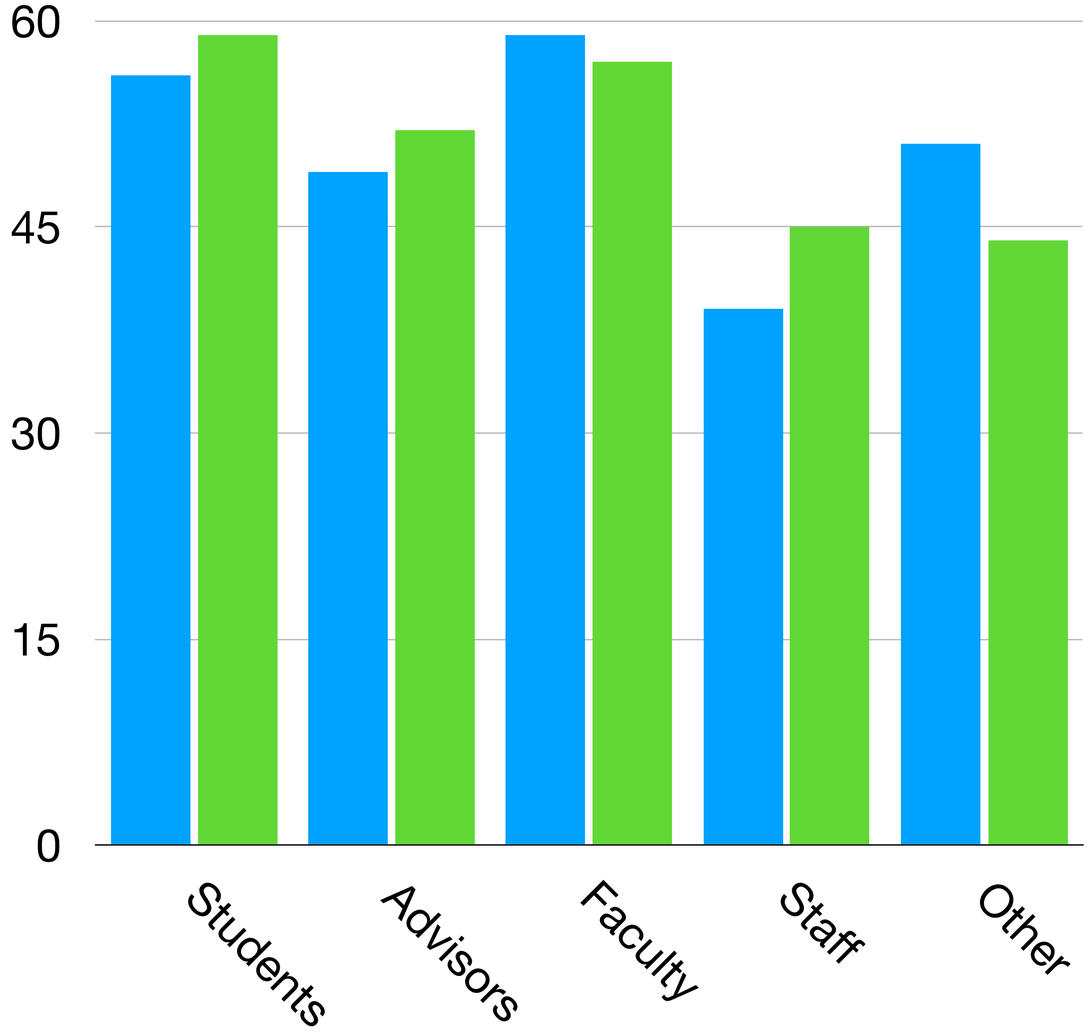
Quality of Interactions	Longwood First-Year	SE Public First-Year
Students	43%	50%
Academic Advisors	59%	54%
Faculty	51%	49%
Student Services Staff	44%	45%
Other Admin and Offices	51%	44%



Some Highlights

- ***Campus Environment (Seniors, 2023):***

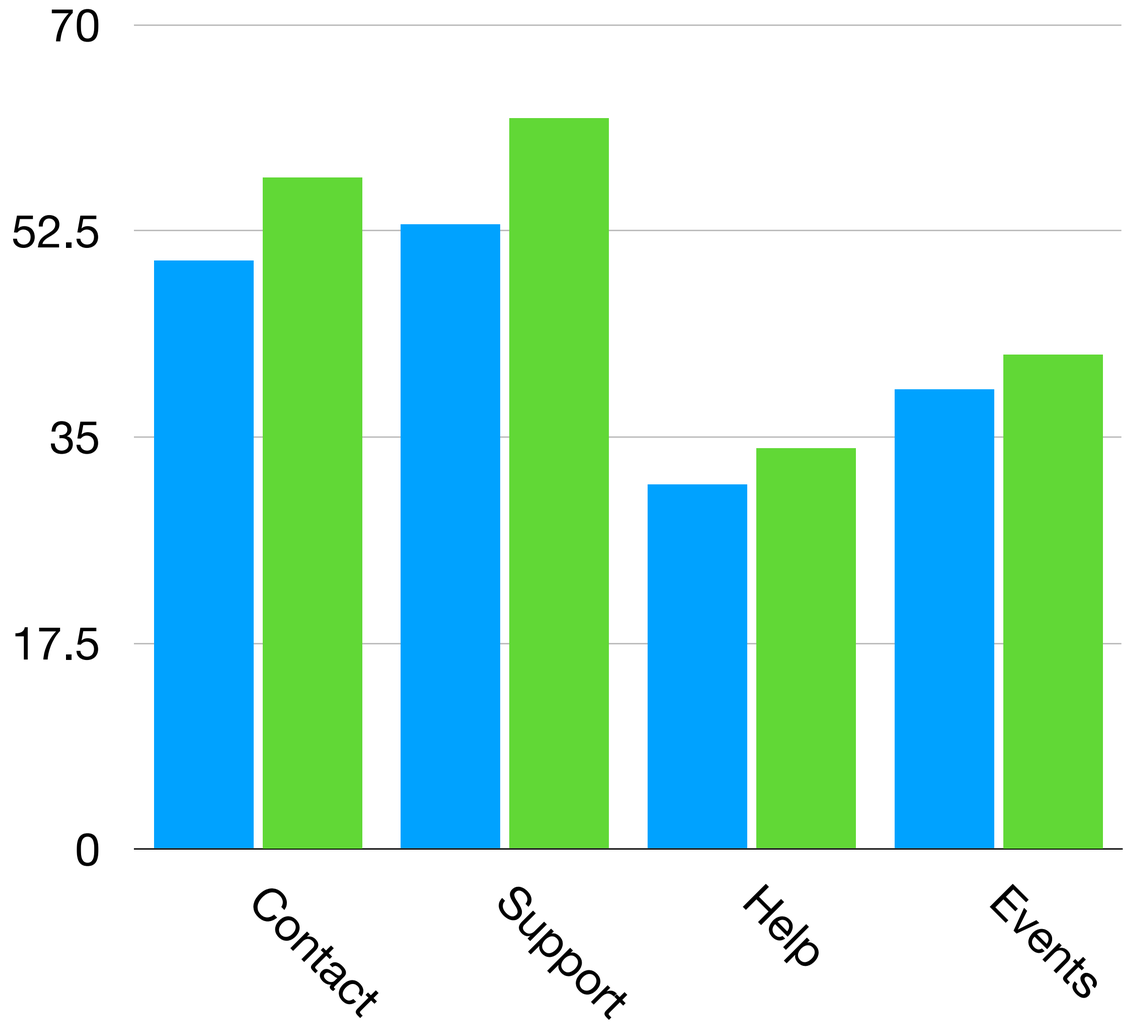
Quality of Interactions	Longwood Seniors	SE Public Seniors
Students	56%	59%
Academic Advisors	49%	52%
Faculty	59%	57%
Student Services Staff	37%	47%
Other Admin and Offices	39%	45%



Some Highlights

- ***Campus Environment (Seniors, 2023): How well the university emphasizes . . . .***

Supportive Environment	Longwood Seniors	SE Public Seniors
Encouraging contact among students from diverse backgrounds	50%	57%
Support for overall well-being	53%	62%
Helping manage non-academic responsibilities	31%	34%
Attending events that address important social, economic, or political issues	39%	42%



Additional Materials

- ***Topical Modules:*** Longwood has choice of two topical modules per administration of NSSE
    - 2014 and 2017: Writing Experiences and Information Literacy
    - 2020: Civic Engagement and Inclusiveness & Engagement w/ Cultural Diversity
    - 2023: Civic Engagement and Career & Workforce Preparation
    - 2023 choices focused on Civic Engagement (mission statement) and QEP