NSSE 2014
Engagement Indicators

Longwood University

About Your *Engagement Indicators* Report

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

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

Report sections

Overview (p. 3)

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

Theme Reports (pp. 4-13)

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

Mean Comparisons

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

Score Distributions

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

Summary of Indicator Items

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

Comparisons with High-Performing Institutions (p. 15)

Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2013 and 2014 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 (p. 3).

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

How Engagement Indicators are computed

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

For more information on EIs and their psychometric properties, refer to the NSSE Web site: **nsse.iub.edu**

NSSE 2014 Engagement Indicators

Overview

Longwood University

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 Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	--	--	--
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	△	--
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	△	--	--
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	△	△

Seniors

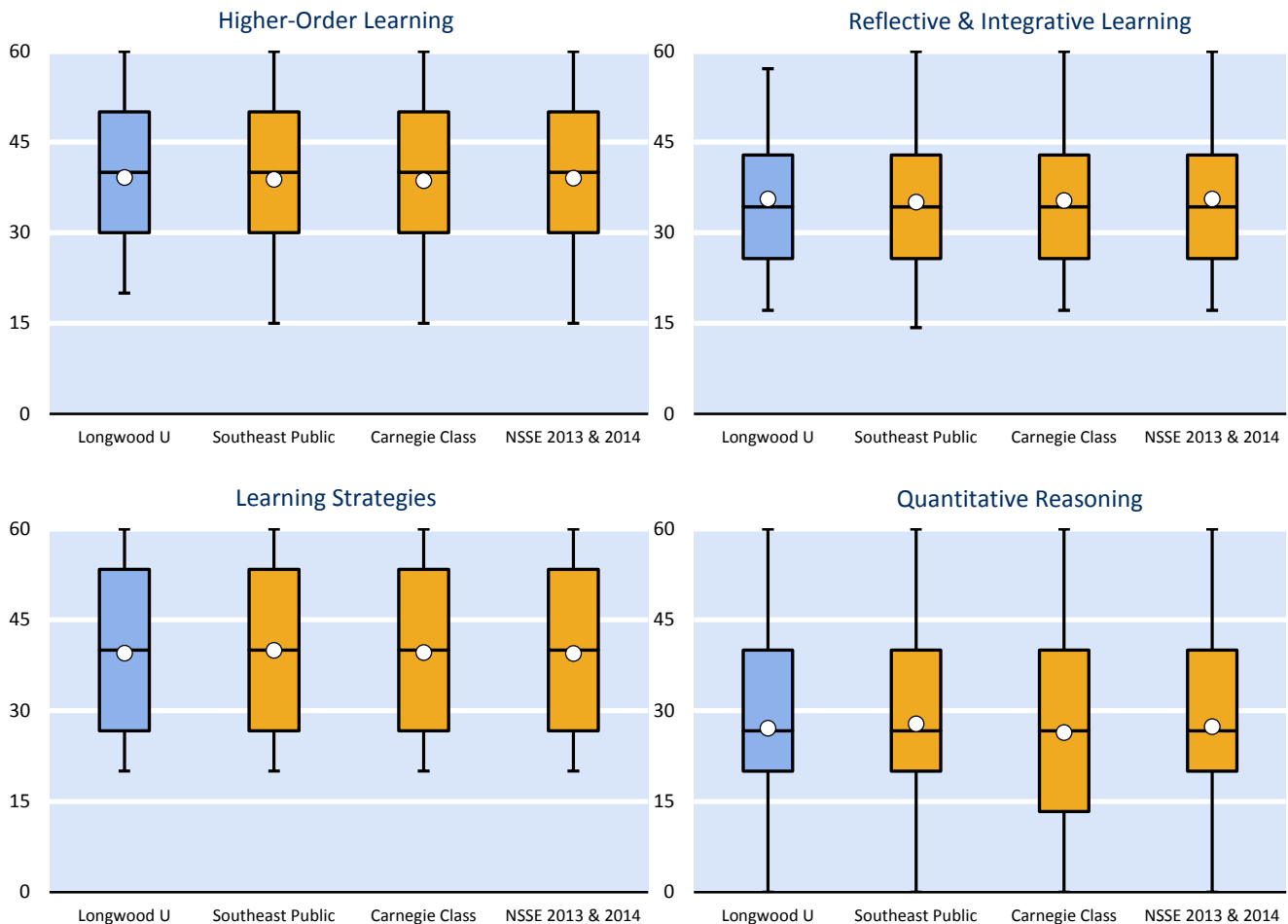| Theme	Engagement Indicator	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2013 & 2014
Academic Challenge	Higher-Order Learning	△	--	△
	Reflective & Integrative Learning	△	--	△
	Learning Strategies	▽	--	--
	Quantitative Reasoning	▽	--	--
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	△	△	△
Experiences with Faculty	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	△	△	△
Campus Environment	Quality of Interactions	△	△	△
	Supportive Environment	△	▲	▲

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

| | Longwood U | Your first-year students compared with | | | | | |
| | | Southeast Public | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	*Mean*	*Mean*	*Effect size*	*Mean*	*Effect size*	*Mean*	*Effect size*
Higher-Order Learning	39.2	38.8	.02	38.6	.04	39.0	.01
Reflective & Integrative Learning	35.6	35.1	.04	35.3	.02	35.6	.00
Learning Strategies	39.5	40.0	-.03	39.6	-.01	39.5	.00
Quantitative Reasoning	27.1	27.8	-.04	26.4	.04	27.4	-.02

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

NSSE 2014 Engagement Indicators
Academic Challenge
Longwood University

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	73	73	71	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	71	72	72
4d. Evaluating a point of view, decision, or information source	73	69	70	70
4e. Forming a new idea or understanding from various pieces of information	70	67	68	69

Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	56	54	54	56
2b. Connected your learning to societal problems or issues	54	50	52	53
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	49	51	50
2d. Examined the strengths and weaknesses of your own views on a topic or issue	61	62	62	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67	66	66	66
2f. Learned something that changed the way you understand an issue or concept	62	63	65	65
2g. Connected ideas from your courses to your prior experiences and knowledge	79	75	76	77

Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	82	80	80	80
9b. Reviewed your notes after class	66	67	67	65
9c. Summarized what you learned in class or from course materials	63	64	63	63

Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48	53	49	52
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36	39	37	38
6c. Evaluated what others have concluded from numerical information	36	38	34	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

	Longwood U	Southeast Public		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	42.7	41.2 *	.10	41.7	.08	41.2 *	.11
Reflective & Integrative Learning	40.3	38.5 **	.14	39.3	.08	38.9 *	.10
Learning Strategies	39.7	41.3 *	-.11	41.0	-.09	40.3	-.04
Quantitative Reasoning	28.2	30.7 **	-.14	29.7	-.09	29.9	-.10

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.
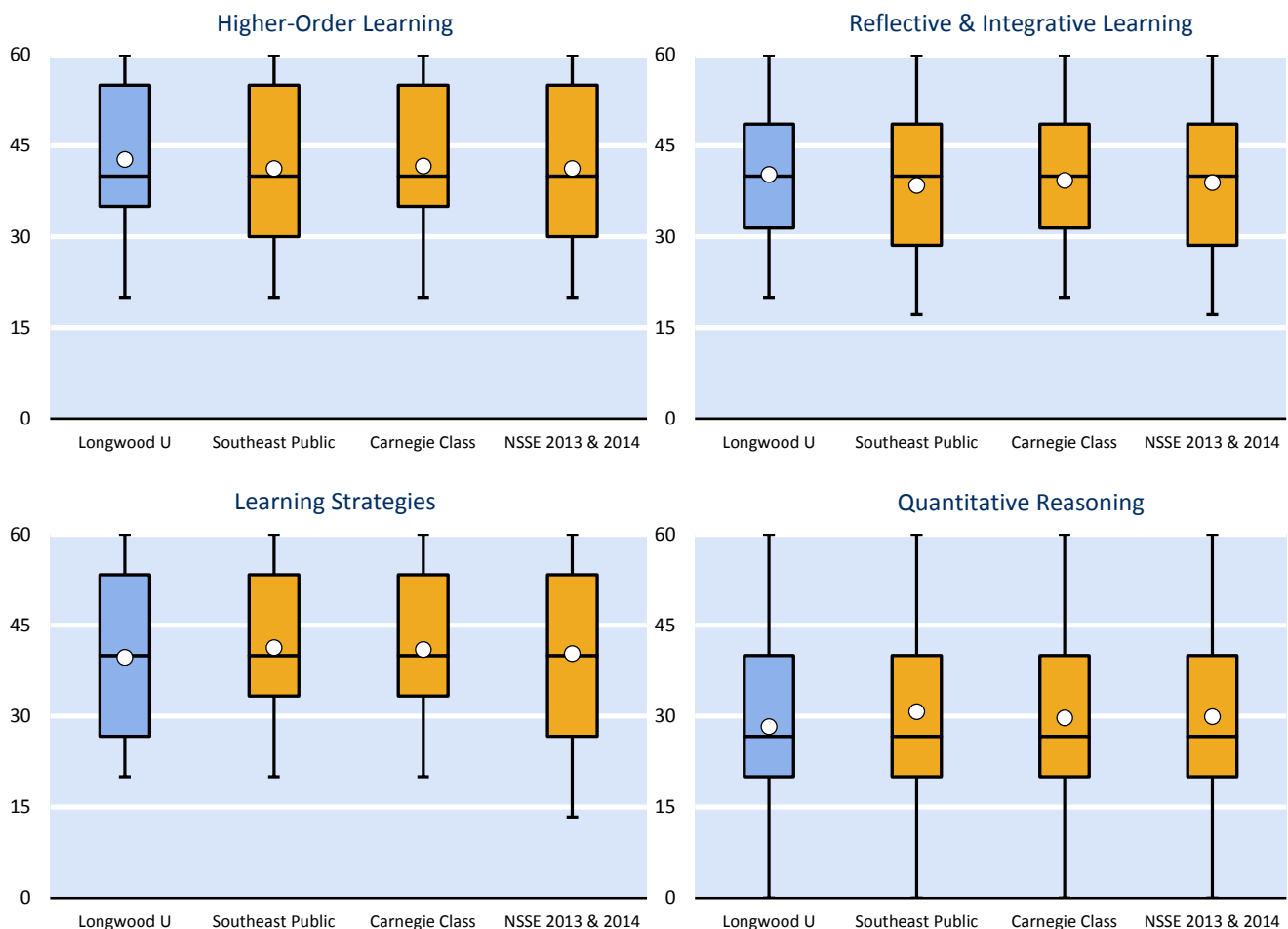
Score Distributions

NSSE 2014 Engagement Indicators
Academic Challenge
Longwood University

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	82	80	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	81	77	78	78
4d. Evaluating a point of view, decision, or information source	77	70	74	72
4e. Forming a new idea or understanding from various pieces of information	75	72	74	72

Reflective & Integrative Learning

	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	79	72	72	72
2b. Connected your learning to societal problems or issues	68	63	65	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	59	52	58	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	69	65	68	66
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	70	72	70
2f. Learned something that changed the way you understand an issue or concept	73	69	70	70
2g. Connected ideas from your courses to your prior experiences and knowledge	90	83	85	84

Learning Strategies

	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	84	83	84	83
9b. Reviewed your notes after class	62	67	66	63
9c. Summarized what you learned in class or from course materials	63	68	68	66

Quantitative Reasoning

	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	51	57	54	55
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	38	46	45	45
6c. Evaluated what others have concluded from numerical information	41	46	43	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.

NSSE 2014 Engagement Indicators

Learning with Peers
Longwood University
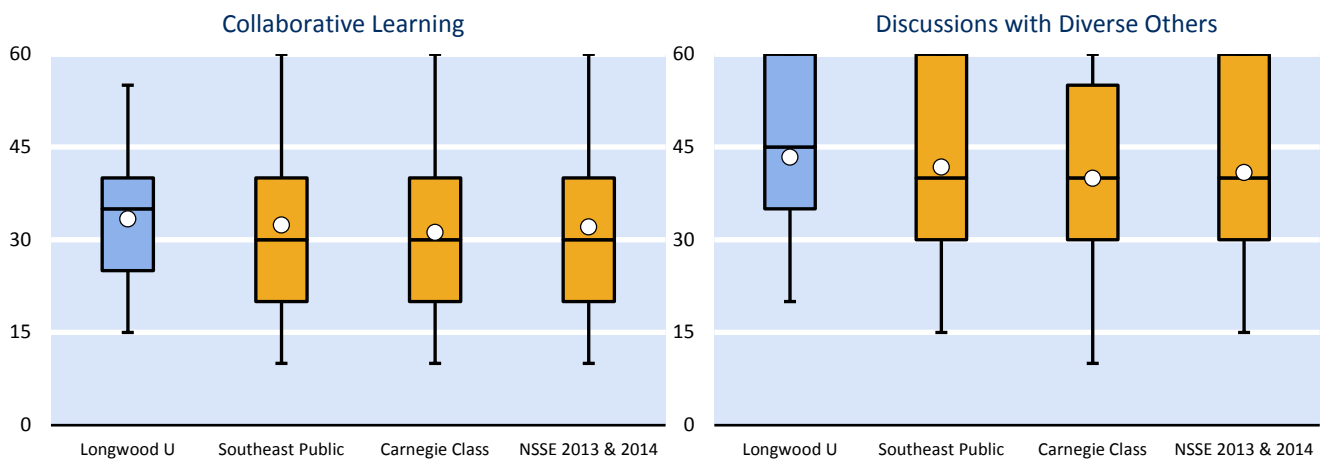
Learning with Peers: First-year students

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

| | Longwood U | Southeast Public | | Carnegie Class | | NSSE 2013 & 2014 | |
| | | *Your first-year students compared with* | | | | | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	33.4	32.4	.07	31.2 **	.16	32.1	.09
Discussions with Diverse Others	43.3	41.7 *	.10	40.0 ***	.21	40.9 **	.15

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	50	50	47	49
1f. Explained course material to one or more students	61	58	55	57
1g. Prepared for exams by discussing or working through course material with other students	57	50	46	49
1h. Worked with other students on course projects or assignments	54	51	51	52

Discussions with Diverse Others	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	72	74	68	72
8b. People from an economic background other than your own	78	74	71	73
8c. People with religious beliefs other than your own	73	70	68	69
8d. People with political views other than your own	76	71	68	69

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.
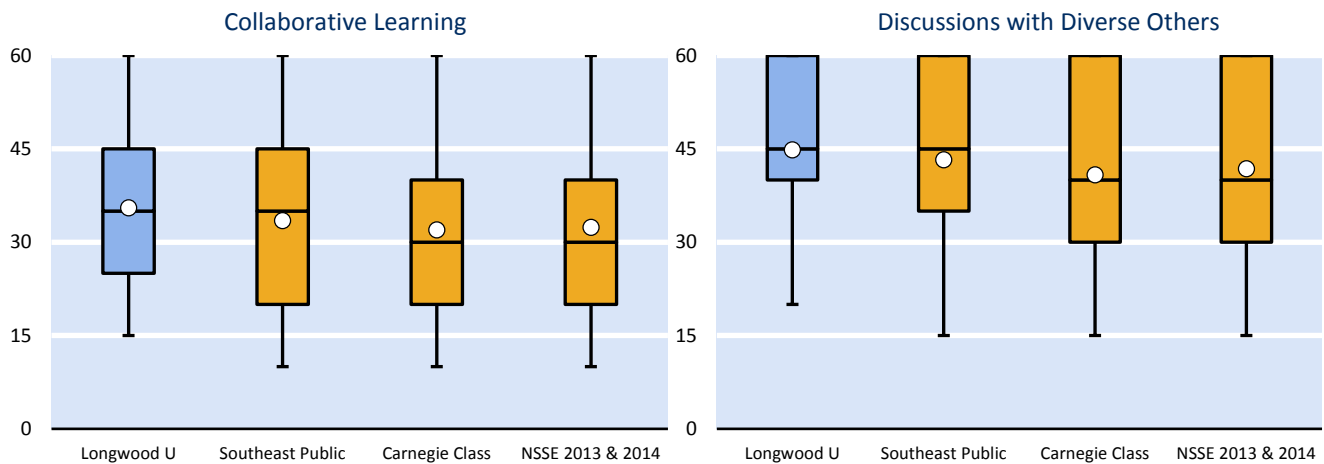
Learning with Peers: Seniors

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

| | Longwood U | Your seniors compared with | | | | | |
| | | Southeast Public | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.6	33.5 **	.14	32.0 ***	.25	32.4 ***	.22
Discussions with Diverse Others	44.8	43.2 *	.10	40.8 ***	.25	41.8 ***	.19

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

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Summary of Indicator Items

Collaborative Learning	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	50	43	39	40
1f. Explained course material to one or more students	67	61	57	58
1g. Prepared for exams by discussing or working through course material with other students	56	50	45	46
1h. Worked with other students on course projects or assignments	68	64	63	64

Discussions with Diverse Others	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	80	76	69	73
8b. People from an economic background other than your own	82	77	73	75
8c. People with religious beliefs other than your own	74	73	69	70
8d. People with political views other than your own	82	75	71	71

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

| | Longwood U | Your first-year students compared with | | | | | |
| | | Southeast Public | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	23.2	20.3 ***	.19	20.7 ***	.17	20.3 ***	.20
Effective Teaching Practices	41.0	39.7 *	.09	40.4	.04	40.2	.06

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

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Summary of Indicator Items

Student-Faculty Interaction	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	40	33	34	32
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	19	19	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	28	25	26	25
3d. Discussed your academic performance with a faculty member	35	29	30	29

Effective Teaching Practices	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	84	80	81	81
5b. Taught course sessions in an organized way	82	79	79	79
5c. Used examples or illustrations to explain difficult points	84	76	77	77
5d. Provided feedback on a draft or work in progress	69	63	66	65
5e. Provided prompt and detailed feedback on tests or completed assignments	66	60	65	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.

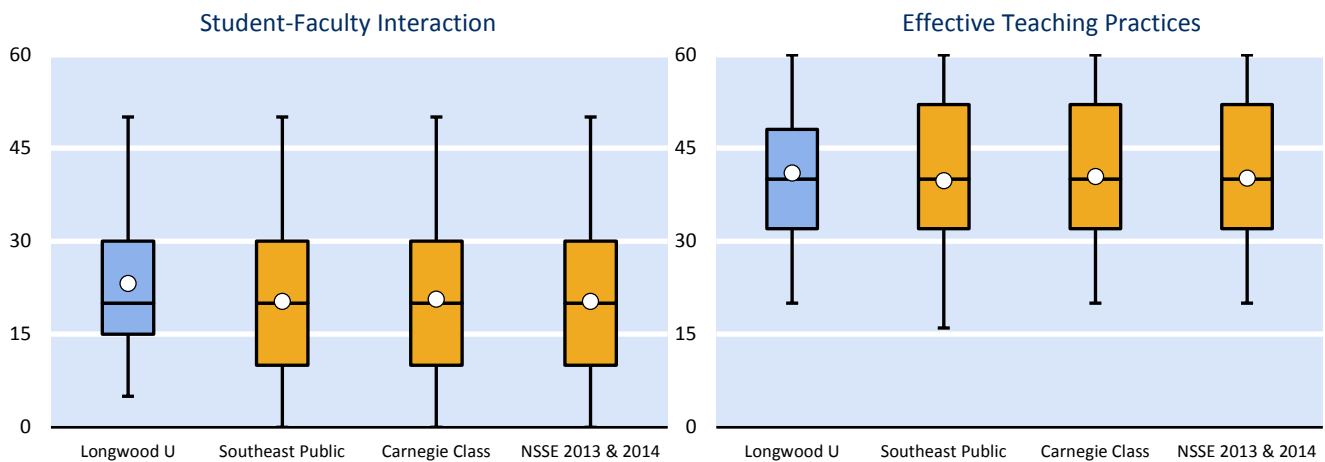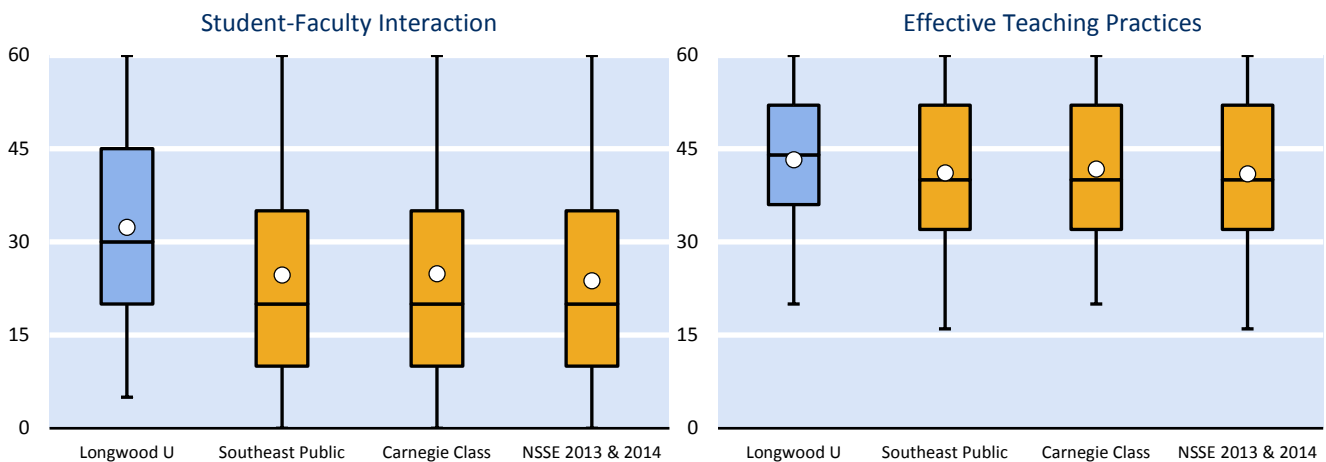## Experiences with Faculty: Seniors

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

	Longwood U	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	32.3	24.6 ***	.46	24.8 ***	.46	23.7 ***	.53
Effective Teaching Practices	43.2	41.1 **	.15	41.7 *	.11	40.9 **	.16

Notes: Results weighted by institution-reported sex 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 Overview page are based on effect size and p before rounding.

Score Distributions

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Summary of Indicator Items

Student-Faculty Interaction	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	62	44	45	42
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	42	28	27	26
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	50	35	36	33
3d. Discussed your academic performance with a faculty member	49	35	36	33

Effective Teaching Practices	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	85	82	83	83
5b. Taught course sessions in an organized way	84	81	82	81
5c. Used examples or illustrations to explain difficult points	84	80	80	79
5d. Provided feedback on a draft or work in progress	77	61	66	62
5e. Provided prompt and detailed feedback on tests or completed assignments	75	67	70	67

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 2014 Engagement Indicators

Campus Environment

Longwood University
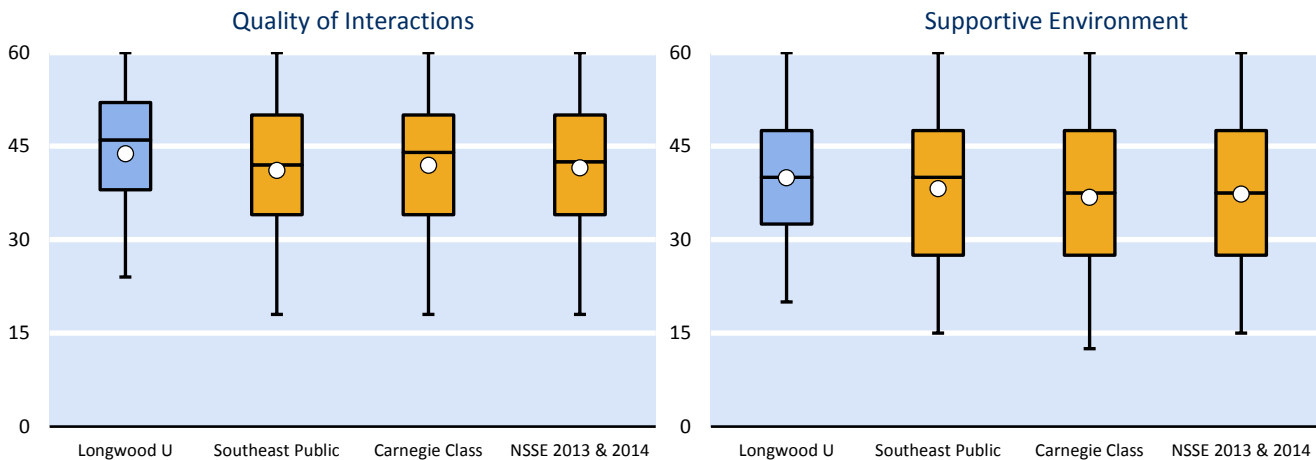
Campus Environment: First-year students

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

| | Longwood U | Your first-year students compared with | | | | | |
| | | Southeast Public | | Carnegie Class | | NSSE 2013 & 2014 | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.8	41.1 ***	.21	41.9 **	.15	41.5 ***	.18
Supportive Environment	39.9	38.2 **	.12	36.8 ***	.22	37.3 ***	.19

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

	Longwood U %	Southeast Public %	Carnegie Class %	NSSE 2013 & 2014 %
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...				
13a. Students	64	58	59	59
13b. Academic advisors	57	48	50	48
13c. Faculty	56	47	52	50
13d. Student services staff (career services, student activities, housing, etc.)	45	43	44	43
13e. Other administrative staff and offices (registrar, financial aid, etc.)	46	39	43	41

Supportive Environment

	Longwood U %	Southeast Public %	Carnegie Class %	NSSE 2013 & 2014 %
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	87	78	77	78
14c. Using learning support services (tutoring services, writing center, etc.)	84	79	77	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	59	58	59
14e. Providing opportunities to be involved socially	83	75	71	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	81	75	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	47	45	44	44
14h. Attending campus activities and events (performing arts, athletic events, etc.)	77	73	67	68
14i. Attending events that address important social, economic, or political issues	52	54	53	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.

NSSE 2014 Engagement Indicators

Campus Environment
Longwood University
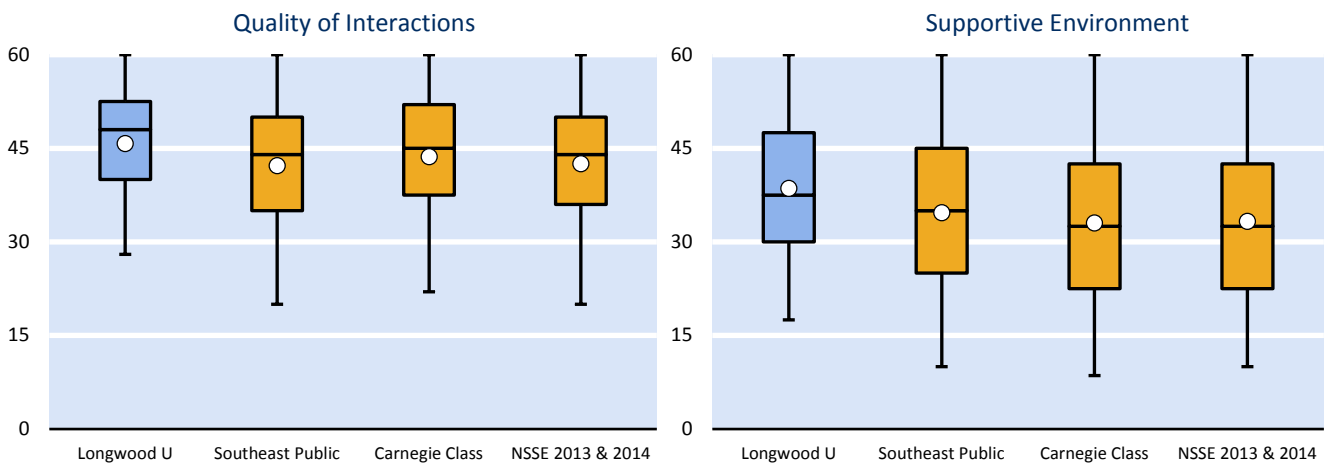
Campus Environment: Seniors

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

	Longwood U	Southeast Public		Carnegie Class		NSSE 2013 & 2014	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	45.8	42.2 ***	.30	43.7 ***	.18	42.5 ***	.27
Supportive Environment	38.5	34.7 ***	.27	33.0 ***	.38	33.3 ***	.37

Your seniors compared with

Notes: Results weighted by institution-reported sex 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 Overview 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. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

	Longwood U %	Southeast Public %	Carnegie Class %	NSSE 2013 & 2014 %
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...				
13a. Students	71	65	65	64
13b. Academic advisors	60	51	57	52
13c. Faculty	72	58	64	60
13d. Student services staff (career services, student activities, housing, etc.)	54	42	45	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	47	39	46	42

Supportive Environment

	Longwood U	Southeast Public	Carnegie Class	NSSE 2013 & 2014
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	85	73	74	72
14c. Using learning support services (tutoring services, writing center, etc.)	72	68	67	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	59	53	53	53
14e. Providing opportunities to be involved socially	84	70	65	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	82	68	61	63
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	42	34	32	32
14h. Attending campus activities and events (performing arts, athletic events, etc.)	74	65	55	57
14i. Attending events that address important social, economic, or political issues	53	49	46	46

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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[a] for their high average levels of student engagement:

   (a) institutions with average scores placing them in the top 50% of all 2013 and 2014 NSSE institutions, and
   (b) institutions with average scores placing them in the top 10% of all 2013 and 2014 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the 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

| | | Longwood U | Your first-year students compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.2	40.6 *	-.11		42.7 ***	-.26	
	Reflective and Integrative Learning	35.6	37.3 **	-.14		39.3 ***	-.29	
	Learning Strategies	39.5	41.2 *	-.12		43.4 ***	-.28	
	Quantitative Reasoning	27.1	28.8 *	-.10		30.6 ***	-.22	
Learning with Peers	Collaborative Learning	33.4	34.7 *	-.10		37.0 ***	-.27	
	Discussions with Diverse Others	43.3	43.2	.01	✓	45.6 **	-.15	
Experiences with Faculty	Student-Faculty Interaction	23.2	23.3	-.01	✓	26.9 ***	-.23	
	Effective Teaching Practices	41.0	42.4 *	-.11		44.6 ***	-.28	
Campus Environment	Quality of Interactions	43.8	44.0	-.02	✓	46.0 ***	-.20	
	Supportive Environment	39.9	39.4	.04	✓	41.4 *	-.11	

Seniors

| | | Longwood U | Your seniors compared with | | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	42.7	43.3	-.04	✓	45.3 ***	-.19	
	Reflective and Integrative Learning	40.3	41.1	-.06	✓	43.1 ***	-.22	
	Learning Strategies	39.7	42.5 ***	-.19		44.9 ***	-.37	
	Quantitative Reasoning	28.2	31.3 ***	-.18		33.0 ***	-.28	
Learning with Peers	Collaborative Learning	35.6	35.4	.01	✓	37.7 **	-.16	
	Discussions with Diverse Others	44.8	43.9	.06	✓	45.8	-.07	✓
Experiences with Faculty	Student-Faculty Interaction	32.3	29.5 **	.17	✓	34.4 *	-.13	
	Effective Teaching Practices	43.2	43.0	.01	✓	45.1 **	-.15	
Campus Environment	Quality of Interactions	45.8	45.3	.04	✓	47.4 **	-.14	
	Supportive Environment	38.5	36.1 ***	.18	✓	39.0	-.03	✓

Note: Results weighted by institution-reported sex 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.

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2013 and 2014 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

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

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
Longwood University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Longwood U (N = 414)	39.2	13.2	.65	20	30	40	50	60				
Southeast Public	38.8	14.2	.05	15	30	40	50	60	417	.3	.606	.024
Carnegie Class	38.6	14.0	.08	15	30	40	50	60	424	.5	.408	.039
NSSE 2013 & 2014	39.0	13.8	.02	15	30	40	50	60	422,582	.1	.869	.008
Top 50%	40.6	13.6	.03	20	30	40	50	60	208,633	-1.4	.033	-.105
Top 10%	42.7	13.6	.07	20	35	40	55	60	422	-3.5	.000	-.260
Reflective & Integrative Learning												
Longwood U (N = 426)	35.6	11.9	.58	17	26	34	43	57				
Southeast Public	35.1	12.9	.04	14	26	34	43	60	429	.5	.372	.040
Carnegie Class	35.3	12.7	.07	17	26	34	43	60	35,153	.3	.674	.021
NSSE 2013 & 2014	35.6	12.6	.02	17	26	34	43	60	441,045	.0	.995	.000
Top 50%	37.3	12.5	.03	17	29	37	46	60	210,530	-1.7	.005	-.137
Top 10%	39.3	12.6	.06	20	31	40	49	60	45,402	-3.7	.000	-.292
Learning Strategies												
Longwood U (N = 399)	39.5	13.5	.68	20	27	40	53	60				
Southeast Public	40.0	14.3	.05	20	27	40	53	60	79,696	-.4	.535	-.031
Carnegie Class	39.6	14.1	.08	20	27	40	53	60	31,442	-.1	.873	-.008
NSSE 2013 & 2014	39.5	14.2	.02	20	27	40	53	60	391,610	.1	.943	.004
Top 50%	41.2	14.0	.03	20	33	40	53	60	184,340	-1.7	.015	-.122
Top 10%	43.4	14.0	.07	20	33	40	60	60	407	-3.9	.000	-.279
Quantitative Reasoning												
Longwood U (N = 418)	27.1	15.9	.78	0	20	27	40	60				
Southeast Public	27.8	16.6	.06	0	20	27	40	60	88,986	-.7	.373	-.044
Carnegie Class	26.4	16.4	.09	0	13	27	40	60	34,298	.7	.365	.045
NSSE 2013 & 2014	27.4	16.4	.03	0	20	27	40	60	429,437	-.2	.757	-.015
Top 50%	28.8	16.3	.03	0	20	27	40	60	268,665	-1.7	.035	-.103
Top 10%	30.6	16.2	.07	0	20	27	40	60	61,675	-3.5	.000	-.217
Learning with Peers												
Collaborative Learning												
Longwood U (N = 418)	33.4	13.1	.64	15	25	35	40	55				
Southeast Public	32.4	14.2	.05	10	20	30	40	60	421	1.0	.116	.072
Carnegie Class	31.2	14.0	.07	10	20	30	40	60	36,109	2.2	.001	.158
NSSE 2013 & 2014	32.1	14.1	.02	10	20	30	40	60	451,833	1.3	.054	.094
Top 50%	34.7	13.7	.03	15	25	35	45	60	253,975	-1.3	.050	-.096
Top 10%	37.0	13.6	.06	15	25	35	45	60	58,290	-3.6	.000	-.268
Discussions with Diverse Others												
Longwood U (N = 400)	43.3	15.0	.75	20	35	45	60	60				
Southeast Public	41.7	16.1	.06	15	30	40	60	60	80,678	1.6	.046	.100
Carnegie Class	40.0	16.3	.09	10	30	40	55	60	31,852	3.4	.000	.208
NSSE 2013 & 2014	40.9	16.0	.03	15	30	40	60	60	396,465	2.5	.002	.154
Top 50%	43.2	15.4	.03	20	35	45	60	60	232,266	.1	.870	.008
Top 10%	45.6	14.8	.07	20	40	50	60	60	48,944	-2.3	.002	-.153

NSSE 2014 Engagement Indicators

Detailed Statistics[a]
Longwood University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
Longwood U (N = 423)	23.2	13.7	.67	5	15	20	30	50				
Southeast Public	20.3	14.8	.05	0	10	20	30	50	89,577	2.9	.000	.195
Carnegie Class	20.7	14.7	.08	0	10	20	30	50	34,430	2.5	.001	.169
NSSE 2013 & 2014	20.3	14.6	.02	0	10	20	30	50	430,985	2.9	.000	.197
Top 50%	23.3	15.0	.04	0	10	20	30	55	425	-.2	.787	-.012
Top 10%	26.9	16.2	.10	5	15	25	40	60	443	-3.8	.000	-.234
Effective Teaching Practices												
Longwood U (N = 422)	41.0	11.9	.58	20	32	40	48	60				
Southeast Public	39.7	13.5	.05	16	32	40	52	60	426	1.2	.032	.093
Carnegie Class	40.4	13.5	.07	20	32	40	52	60	434	.6	.324	.043
NSSE 2013 & 2014	40.2	13.3	.02	20	32	40	52	60	422	.8	.161	.061
Top 50%	42.4	13.2	.03	20	32	44	52	60	423	-1.4	.017	-.106
Top 10%	44.6	13.3	.07	20	36	44	56	60	434	-3.7	.000	-.276
Campus Environment												
Quality of Interactions												
Longwood U (N = 396)	43.8	11.0	.55	24	38	46	52	60				
Southeast Public	41.1	12.5	.04	18	34	42	50	60	401	2.7	.000	.214
Carnegie Class	41.9	12.5	.07	18	34	44	50	60	409	1.8	.001	.147
NSSE 2013 & 2014	41.5	12.4	.02	18	34	43	50	60	397	2.2	.000	.180
Top 50%	44.0	11.4	.03	22	38	46	52	60	142,732	-.2	.693	-.020
Top 10%	46.0	11.6	.07	24	40	48	55	60	29,972	-2.3	.000	-.196
Supportive Environment												
Longwood U (N = 382)	39.9	12.0	.62	20	33	40	48	60				
Southeast Public	38.2	13.8	.05	15	28	40	48	60	387	1.7	.006	.123
Carnegie Class	36.8	14.0	.08	13	28	38	48	60	395	3.1	.000	.223
NSSE 2013 & 2014	37.3	13.8	.02	15	28	38	48	60	382	2.6	.000	.188
Top 50%	39.4	13.2	.03	18	30	40	50	60	383	.5	.412	.038
Top 10%	41.4	12.8	.06	20	33	40	53	60	389	-1.5	.019	-.114

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]

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

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

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

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
Longwood U (N = 354)	42.7	12.6	.67	20	35	40	55	60				
Southeast Public	41.2	14.4	.04	20	30	40	55	60	356	1.5	.029	.103
Carnegie Class	41.7	13.9	.07	20	35	40	55	60	45,846	1.0	.159	.075
NSSE 2013 & 2014	41.2	14.1	.02	20	30	40	55	60	354	1.5	.027	.106
Top 50%	43.3	13.7	.03	20	35	40	55	60	355	-.6	.412	-.040
Top 10%	45.3	13.6	.06	20	40	45	60	60	358	-2.5	.000	-.187
Reflective & Integrative Learning												
Longwood U (N = 359)	40.3	12.3	.65	20	31	40	49	60				
Southeast Public	38.5	13.2	.04	17	29	40	49	60	360	1.8	.005	.137
Carnegie Class	39.3	12.9	.06	20	31	40	49	60	47,665	1.0	.143	.078
NSSE 2013 & 2014	38.9	13.0	.02	17	29	40	49	60	623,541	1.4	.049	.104
Top 50%	41.1	12.6	.03	20	31	40	51	60	233,419	-.8	.243	-.062
Top 10%	43.1	12.5	.06	20	34	43	54	60	51,535	-2.8	.000	-.222
Learning Strategies												
Longwood U (N = 344)	39.7	14.2	.77	20	27	40	53	60				
Southeast Public	41.3	14.7	.04	20	33	40	53	60	345	-1.6	.038	-.108
Carnegie Class	41.0	14.6	.07	20	33	40	53	60	43,493	-1.3	.104	-.088
NSSE 2013 & 2014	40.3	14.8	.02	13	27	40	53	60	567,150	-.6	.427	-.043
Top 50%	42.5	14.5	.03	20	33	40	60	60	292,815	-2.8	.000	-.191
Top 10%	44.9	14.1	.05	20	33	47	60	60	75,000	-5.2	.000	-.366
Quantitative Reasoning												
Longwood U (N = 358)	28.2	17.0	.90	0	20	27	40	60				
Southeast Public	30.7	17.5	.05	0	20	27	40	60	119,724	-2.5	.008	-.141
Carnegie Class	29.7	17.3	.08	0	20	27	40	60	46,749	-1.5	.107	-.086
NSSE 2013 & 2014	29.9	17.4	.02	0	20	27	40	60	610,810	-1.7	.068	-.096
Top 50%	31.3	17.2	.03	0	20	33	40	60	370,490	-3.1	.001	-.179
Top 10%	33.0	16.9	.06	0	20	33	47	60	92,741	-4.8	.000	-.283
Learning with Peers												
Collaborative Learning												
Longwood U (N = 360)	35.6	13.2	.70	15	25	35	45	60				
Southeast Public	33.5	14.7	.04	10	20	35	45	60	361	2.1	.003	.141
Carnegie Class	32.0	14.6	.07	10	20	30	40	60	366	3.6	.000	.245
NSSE 2013 & 2014	32.4	14.6	.02	10	20	30	40	60	359	3.2	.000	.217
Top 50%	35.4	13.8	.02	15	25	35	45	60	311,977	.2	.802	.013
Top 10%	37.7	13.6	.05	15	30	40	50	60	62,696	-2.2	.003	-.159
Discussions with Diverse Others												
Longwood U (N = 349)	44.8	13.6	.73	20	40	45	60	60				
Southeast Public	43.2	16.0	.05	15	35	45	60	60	351	1.6	.029	.100
Carnegie Class	40.8	15.9	.08	15	30	40	60	60	356	4.0	.000	.251
NSSE 2013 & 2014	41.8	16.1	.02	15	30	40	60	60	348	3.0	.000	.187
Top 50%	43.9	15.8	.03	20	35	45	60	60	349	.9	.213	.058
Top 10%	45.8	15.4	.05	20	40	50	60	60	351	-1.0	.171	-.065

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	*SD*[b]	*SEM*[c]	*5th*	*25th*	*50th*	*75th*	*95th*	*Deg. of freedom*[e]	*Mean diff.*	*Sig.*[f]	*Effect size*[g]
Experiences with Faculty												
Student-Faculty Interaction												
Longwood U (N = 356)	32.3	16.3	.86	5	20	30	45	60				
Southeast Public	24.6	16.6	.05	0	10	20	35	60	119,660	7.7	.000	.463
Carnegie Class	24.8	16.5	.08	0	10	20	35	60	46,709	7.5	.000	.456
NSSE 2013 & 2014	23.7	16.3	.02	0	10	20	35	60	610,667	8.6	.000	.527
Top 50%	29.5	16.1	.04	5	20	30	40	60	147,545	2.8	.001	.174
Top 10%	34.4	16.4	.12	10	20	35	45	60	20,368	-2.1	.019	-.126
Effective Teaching Practices												
Longwood U (N = 361)	43.2	12.7	.67	20	36	44	52	60				
Southeast Public	41.1	14.0	.04	16	32	40	52	60	363	2.1	.002	.150
Carnegie Class	41.7	13.7	.06	20	32	40	52	60	47,236	1.5	.040	.109
NSSE 2013 & 2014	40.9	13.7	.02	16	32	40	52	60	617,078	2.3	.002	.164
Top 50%	43.0	13.6	.03	20	36	44	56	60	361	.1	.851	.009
Top 10%	45.1	13.4	.07	20	36	48	60	60	37,800	-2.0	.006	-.146
Campus Environment												
Quality of Interactions												
Longwood U (N = 350)	45.8	9.9	.53	28	40	48	53	60				
Southeast Public	42.2	12.1	.04	20	35	44	50	60	352	3.6	.000	.296
Carnegie Class	43.7	11.7	.06	22	38	45	52	60	357	2.1	.000	.179
NSSE 2013 & 2014	42.5	11.9	.02	20	36	44	50	60	349	3.2	.000	.272
Top 50%	45.3	11.3	.03	24	38	48	54	60	350	.5	.364	.042
Top 10%	47.4	11.6	.05	24	40	50	58	60	355	-1.6	.003	-.139
Supportive Environment												
Longwood U (N = 337)	38.5	12.2	.66	18	30	38	48	60				
Southeast Public	34.7	14.5	.05	10	25	35	45	60	339	3.9	.000	.266
Carnegie Class	33.0	14.4	.07	9	23	33	43	60	344	5.5	.000	.385
NSSE 2013 & 2014	33.3	14.4	.02	10	23	33	43	60	337	5.3	.000	.367
Top 50%	36.1	13.8	.03	13	28	38	45	60	337	2.5	.000	.178
Top 10%	39.0	13.3	.07	17	30	40	50	60	343	-.4	.519	-.032

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]

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

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

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