

NSSE

national survey of
student engagement

Onie McKenzie
Assistant Vice President for
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NSSE 2014 Summary
Presentation for the ACCC
June 16, 2015

This LU Generated NSSE 2014 Summary Report includes

- 1. NSSE Premise, Overview, History, and LU Administration (Slides 3 – 10)**
- 2. LU NSSE 2014 Snapshot (Slides 11 – 15)**
- 3. LU NSSE 2014 Item Frequencies and Statistical Comparisons (Slides 16 – 18)**
- 4. LU NSSE 2014 Engagement Indicators (Slides 19 – 38)**
- 5. LU NSSE 2014 High-Impact Practices (Slides 39 – 53)**
- 6. LU NSSE 2014 Perceptions of Personal Gain and Quality of Relationships (Slides 54 – 67)**
- 7. For more Information (Slide 68)**

Foundational Premise...

- ***Student Engagement*** is a domain of constructs representing two critical features of collegiate quality:
 1. **The amount of time and effort students put into educationally purposeful activities, and**
 2. **How the institution organizes the curriculum and other learning opportunities to get students to participate in such activities.**
- **The NSSE is used to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.**

NSSE Background and Revisions

Surveys First-year and Senior students to assess extent to which they engage in and are exposed to proven educational practices that correspond to desirable learning outcomes.

Revisions in 2013...

- *Refinement, focused more on behavior and actionable items, inclusion of High Impact Practices and customization options*

Validity of self-reported data solid when...

- *Requested information is known to respondents; Questions are clear and unambiguous; Respondents take questions seriously and thoughtfully, and answering does not threaten, embarrass, or violate privacy or compel a socially desirable response*

Year	Participating Institutions
2001	321
2002	367
2003	437
2004	473
2005	529
2006	557
2007	610
2008	769
2009	640
2010	595
2011	751
2012	577
2013	621
2014	713

NSSE 2014 Possible Comparison Groups

**NSSE 2014
Institutions**
(622 institutions)

**Carnegie
Classification**
(109 institutions)

Southeast Public
(108 institutions)

NSSE 2014 Administration at Longwood

- Administered on three-year spring semester rotation to all First-years & Seniors via email
- Comprehensive marketing, moratorium on all competing student surveys, and multiple follow-ups with one grand prize award of \$150 Lancer Cash and three additional awards of \$50 Lancer Cash incentive prizes
- Also administered two Topical Modules to benefit our QEP Study – Writing Experiences and Information Literacy

NSSE national survey of student engagement
THE COLLEGE STUDENT REPORT

During the current school year, about how often have you done the following? 0% complete

	Very often	Often	Sometimes	Never
Asked questions or contributed to course discussions in other ways	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared two or more drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended an art exhibit, play or other arts performance (dance, music, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked another student to help you understand course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material to one or more students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared for exams by discussing or working through course material with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked with other students on course projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a course presentation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

During the current school year, about how often have you done the following?

	Very often	Often	Sometimes	Never
Combined ideas from different courses when completing assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected your learning to societal problems or issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Examined the strengths and weaknesses of your own views on a topic or issue	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learned something that changed the way you understand an issue or concept	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connected ideas from your courses to your prior experiences and knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2014 NSSE Response Rates

	2014 LU (n=812)		2014 NSSE Inst (n=622)		2014 SE Public Inst (n=108)	
Overall Response Rate	47%		32%		21 %	
	FY	SR	FY	SR	FY	SR
Response Rate	44%	51%	29%	34%	18%	23%
No of Respondents	439	373	153,021	202,843	29,419	40,137

NSSE Overview in simplest terms

NSSE asks undergraduates about:

- **Their exposure to and participation in effective educational practices**
- **Their use of time in and out of class**
- **What they feel they have gained from their education experiences**
- **The quality of their interactions with faculty and other students**
- **The extent to which they perceive the institution provides a supportive environment**

Four Academic Themes

Ten Engagement Indicators

The 2013 Revised NSSE

Academic Challenge

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Learning with Peers

Collaborative Learning

Discussions with Diverse Others

Experiences with Faculty

Student-Faculty Interaction

Effective Teaching Practices

Campus Environment

Quality of Interactions

Supportive Environment

High Impact Practices

Prompts and Scales used on the NSSE

In your experience at LU during the current school year, about how often have you...

Never
Often
Sometimes
Very Often

During the current school year, how much has your coursework emphasized...

To what extent does LU emphasize...

To what extent has your experience at LU contributed to your knowledge, skills, and personal development in...

Very Little
Some
Quite a Bit
Very Much

During the current school year, about how much or about how many hours...

Ranges of numbers

Overall, how would you evaluate...

Poor
Fair
Good
Excellent

LU NSSE 2014 “Snapshot” of Results

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Assistant Vice President for Student Affairs



Overall LU Engagement Indicator Results compared to SE Public

Engagement Indicators

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

Key:

▲ LU students' average was significantly higher (p < .05) with an effect size at least .3 in magnitude.

△ LU students' average was significantly higher (p < .05) with an effect size less than .3 in magnitude.

-- No significant difference.

▼ LU students' average was significantly lower (p < .05) with an effect size less than .3 in magnitude.

▽ LU students' average was significantly lower (p < .05) with an effect size at least .3 in magnitude.

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

Highest and Lowest performing Engagement Indicator Item Comparisons (First Year Students)

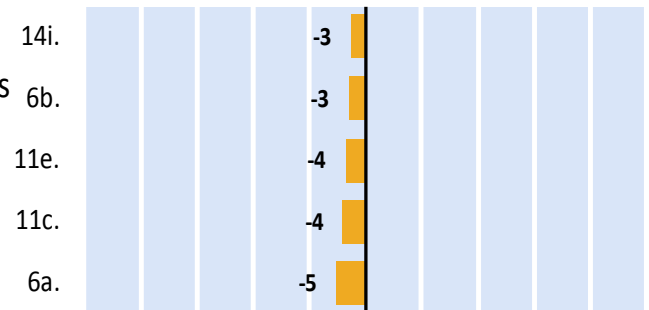
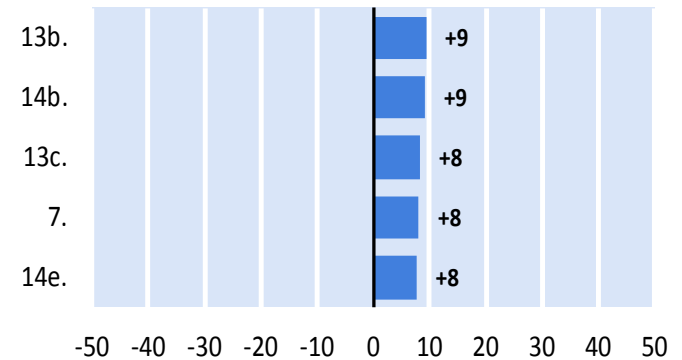
First-year Students

Highest Performing Relative to Southeast Public

- Quality of interactions with academic advisors
- Institution emphasis on providing support to succeed academically
- Quality of interactions with faculty
- Assigned more than 50 pages of writing
- Institution emphasis on providing opportunities to be involved socially

Lowest Performing Relative to Southeast Public

- Institution emphasis on attending important social/econ/polit issues events
- Used numerical information to examine a real-world problem or issue
- Worked with a faculty member on a research project
- Participated in a learning community or some formal program where...
- Reached conclusions based on your own analysis of numerical information



% Point Difference with Southeast Public

Highest and Lowest performing Engagement Indicator Item Comparisons (Seniors)

Senior Students

Highest Performing Relative to Southeast Public

Participated in an internship, field exp, student teach, clinical placement

Completed a culminating senior experience

Talked about career plans with a faculty member

Number courses included a community-based project (service-learning)

Instructors provided feedback on a draft or work in progress

Lowest Performing Relative to Southeast Public

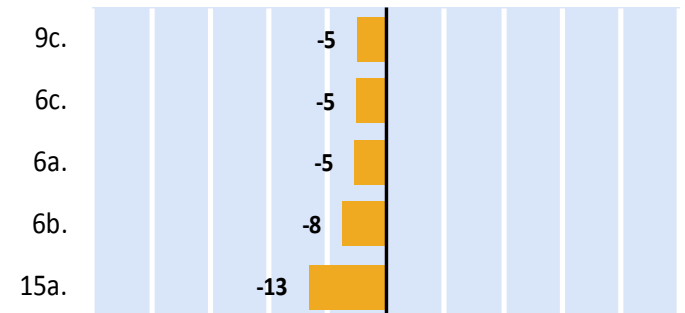
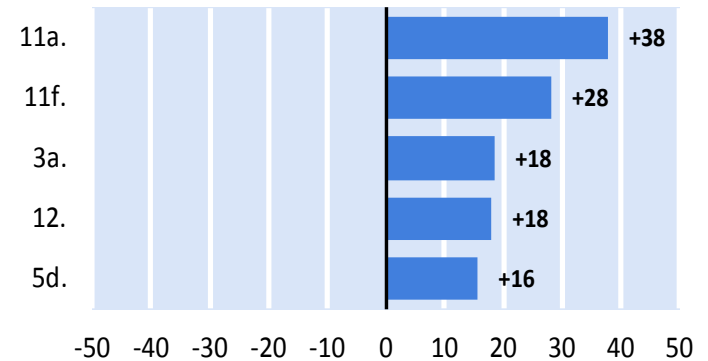
Summarized what you learned in class or from course materials

Evaluated what others have concluded from numerical information

Reached conclusions based on your own analysis of numerical information

Used numerical information to examine a real-world problem or issue

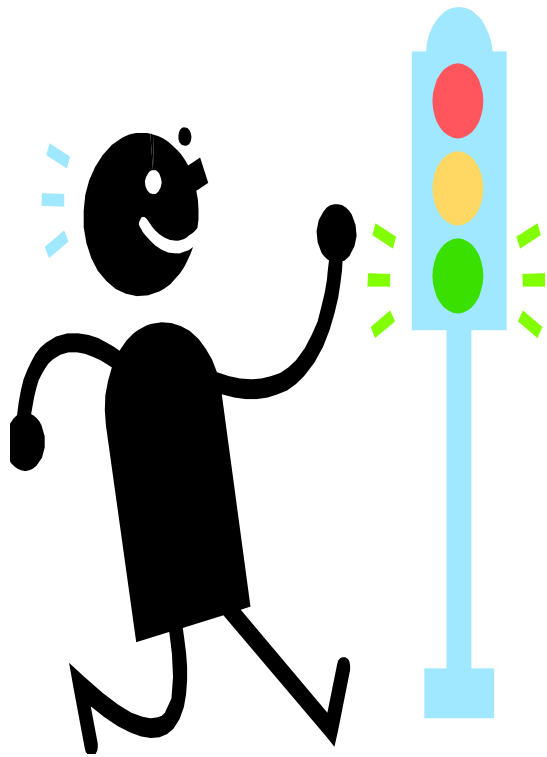
Spent more than 15 hours per week preparing for class



% Point Difference with Southeast Public

Analogy of a Traffic Light when comparing mean differences...

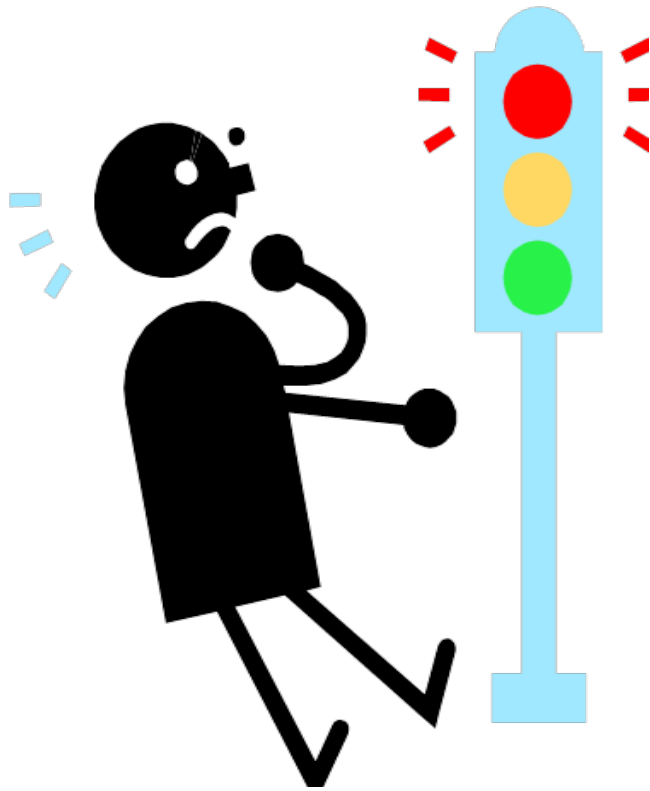
Green – Good; Happy



- **DARK GREEN** – difference is to LU's favor (good) and statistically significant higher than ($p < .05$) with an effect size at least .3 in magnitude
- **LIGHT GREEN** – difference is to LU's favor and statistically significant higher than ($p < .05$) with an effect size less than .3 in magnitude

Analogy of a Traffic Light when comparing mean differences...

Red – Not Good; Not Happy

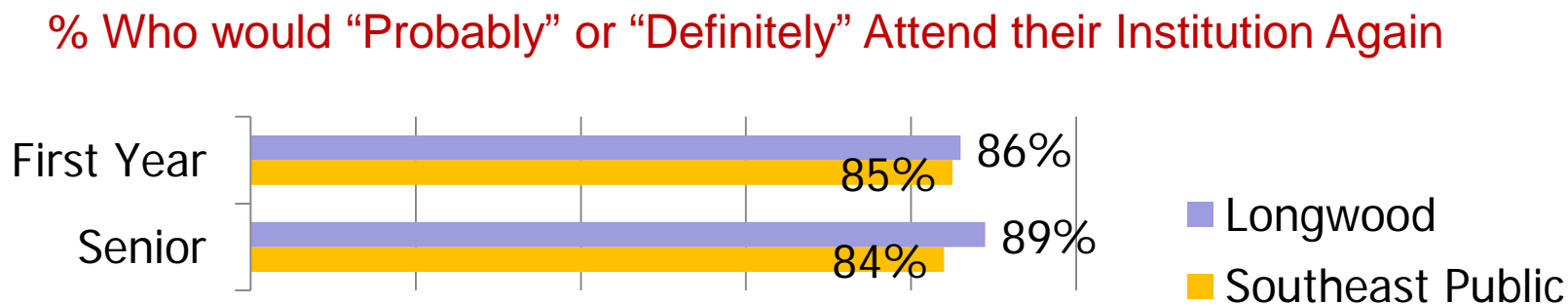
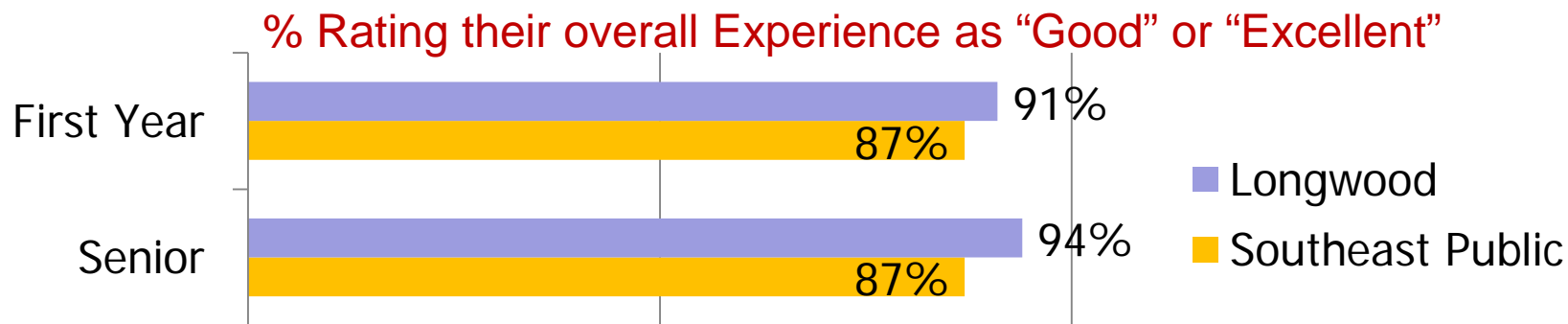


- **LIGHT RED** – difference is to the comparison group's favor and statistically significant higher than ($p < .05$) with an effect size less than .3 in magnitude
- **DARK RED** – difference is to the comparison group's favor (not good) and statistically significant higher than ($p < .05$) with an effect size at least .3 in magnitude

Overall Satisfaction with Institution

LU's Mean Score Differences		LU	SE Pub
An evaluation of the student's entire educational experience at this institution - (1) Poor to (4) Excellent	FY	3.3	3.2**
	SR	3.5	3.3***
If starting over, would the student attend the same institution - (1) Definitely No to (4) Definitely Yes	FY	3.3	3.3
	SR	3.4	3.3**

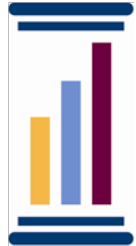
*p<.05, **p<.01, ***p<.0001



LU NSSE 2014 Item Frequencies and Statistical Comparisons

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NSSE

Frequencies & Statistical Comparisons

Frequencies and Statistical Comparisons

First-Year Students

Frequency Distributions^a

Statistical Comparisons^b

Item wording or description	Variable name ^c	Values ^d	Response options	Frequency Distributions ^a								Statistical Comparisons ^b							
				NSSEville State		Public Master's L		Large Public		NSSE 2013 & 2014		Your first-year students compared with							
				Count	%	Count	%	Count	%	Count	%	Mean	Mean	Effect size ^e	Mean	Effect size ^e	Mean	Effect size ^e	
I. During the current school year, about how often have you done the following?																			
a. Asked questions or contributed to course discussions in other ways	askquest	1	Never	26	3	1,481	4	1,667	4	7,238	3	2.8	2.8	-.04	2.8	-.01	2.9 ***	-.12	
		2	Sometimes	339	39	15,364	36	16,392	38	79,228	34								
		3	Often	306	34	14,924	36	15,103	35	86,166	35								
		4	Very often	214	23	10,205	24	10,040	23	69,000	28								
		Total		885	100	41,974	100	43,202	100	241,632	100								
b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	1	Never	177	21	6,289	15	6,774	16	37,468	16	2.3	2.6 ***	-.26	2.5 ***	-.22	2.5 ***	-.23	
		2	Sometimes	332	38	14,063	34	14,826	35	83,340	34								
		3	Often	261	30	12,692	30	12,881	30	70,644	29								
		4	Very often	112	11	8,748	21	8,511	20	49,097	20								
		Total		882	100	41,792	100	42,992	100	240,549	100								
c. Come to class without completing readings or assignments	unprepared (Reverse-coded version of unprepared created by NSSE)	1	Very often	42	5	2,101	5	2,208	5	11,851	5	2.9	3.0 ***	-.13	3.0 **	-.10	3.0 ***	-.12	
		2	Often	127	15	4,888	12	5,371	13	28,249	12								
		3	Sometimes	542	62	23,378	56	24,445	57	136,263	56								
		4	Never	161	18	11,280	27	10,876	25	63,491	26								
		Total		872	100	41,647	100	42,900	100	239,854	100								



LU Generated Item Frequencies and Statistical Comparisons

We have both a 2011 and 2014 version based on every NSSE item

1. During the current school year, about how often have you done the following?			Never	Sometimes	Often	Very Often	LU Mean	SE Pub Mean
a.	Asked questions or contributed to course discussions in other ways	LU FY	3%	32%	41%	24%	2.9	2.8
		LU SR	1%	20%	35%	44%	3.2	3.1**
b.	Prepared two or more drafts of a paper or assignment before turning it in	LU FY	21%	43%	25%	11%	2.3	2.5***
		LU SR	24%	39%	23%	14%	2.3	2.4***
c.	Come to class without completing readings or assignments	LU FY	3%	7%	68%	22%	3.1	3.0**
		LU SR	22%	57%	15%	5%	3.0	3.0
d.	Attended an art exhibit, play or other arts performance (dance, music, etc.)	LU FY	24%	48%	19%	9%	2.1	2.0**
		LU SR	31%	43%	16%	10%	2.1	1.8***
e.	Asked another student to help you understand course material	LU FY	6%	44%	35%	14%	2.6	2.6
		LU SR	7%	43%	38%	12%	2.6	2.5*
f.	Explained course material to one or more students	LU FY	3%	36%	44%	17%	2.7	2.7
		LU SR	2%	31%	43%	25%	2.9	2.8*
g.	Prepared for exams by discussing or working through course material with other students	LU FY	10%	33%	33%	24%	2.7	2.6**
		LU SR	12%	32%	29%	27%	2.7	2.6**
h.	Worked with other students on course projects or assignments	LU FY	5%	42%	38%	16%	2.7	2.6
		LU SR	2%	29%	40%	29%	2.9	2.9
i.	Gave a course presentation	LU FY	15%	52%	22%	11%	2.3	2.2**
		LU SR	5%	22%	36%	36%	3.0	2.6***

LU NSSE 2014 Engagement Indicators

Onie McKenzie
Assistant Vice President for Student Affairs



Four Academic Themes

Ten Engagement Indicators

The 2013 Revised NSSE

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

Higher-Order Learning

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Student-Faculty Interaction

Effective Teaching Practices

Quality of Interactions

Supportive Environment

High Impact Practices

Engagement Indicator: *Academic Challenge*

Higher-Order Learning Items

Responding "Quite a bit" or "Very much"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Applying facts, theories, or methods to practical problems or new situations	73%	73%	82%	80%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71%	71%	81%	77%
Evaluating a point of view, decision, or information source	73%	69%	77%	70%
Forming a new idea or understanding from various pieces of information	70%	67%	75%	72%

Engagement Indicator: *Academic Challenge*

Reflective & Integrative Learning Items

Responded "Often" or "Very often"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Combined ideas from different courses when completing assignments	56%	54%	79%	72%
Connected learning to societal problems or issues	54%	50%	68%	63%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51%	49%	59%	52%
Examined the strengths and weaknesses of your own views on a topic or issue	61%	62%	69%	65%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	67%	66%	70%	70%
Learned something that changed the way you understand an issue or concept	62%	63%	73%	69%
Connected ideas from courses to prior experiences and knowledge	79%	75%	90%	83%

Engagement Indicator: *Academic Challenge*

Learning Strategies Items

Responding "Quite a bit" or "Very much"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Identified key information from reading assignments	82%	80%	84%	83%
Reviewed your notes after class	66%	67%	62%	67%
Summarized what you learned in class or from course materials	63%	64%	63%	68%

Engagement Indicator: *Academic Challenge*

Quantitative Reasoning Items

Responding "Quite a bit" or "Very much"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	48%	53%	51%	57%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	36%	39%	38%	46%
Evaluated what others have concluded from numerical information	36%	38%	41%	46%

Engagement Indicator: *Learning with Peers*

Collaborative Learning Items

Responding "Often" or "Very often"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Asked another student to help you understand course material	50%	50%	50%	43%
Explained course material to one or more students	61%	58%	67%	61%
Prepared for exams by discussing or working through course material with other students	57%	50%	56%	50%
Worked with other students on course projects or assignments	54%	51%	68%	64%

Engagement Indicator: *Learning with Peers*

Discussions with Diverse Others Items

Responding "Quite a bit" or "Very much"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
People from a race or ethnicity other than your own	72%	74%	80%	76%
People from an economic background other than your own	78%	74%	82%	77%
People with religious beliefs other than your own	73%	70%	74%	73%
People with political views other than your own	76%	71%	82%	75%

Engagement Indicator: *Experiences with Faculty*

Student-Faculty Interaction Items

Responding "Quite a bit" or "Very much"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Talked about career plans with a faculty member	40%	33%	62%	44%
Worked with faculty on activities other than coursework (committees, student groups, etc.)	20%	19%	42%	28%
Discussed course topics, ideas, or concepts with a faculty member outside of class	28%	25%	50%	35%
Discussed your academic performance with a faculty member	35%	29%	49%	35%

Engagement Indicator: *Experiences with Faculty*

Effective Teaching Practices Items

Responding "Quite a bit" or "Very much"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Clearly explained course goals and requirements	84%	80%	85%	82%
Taught course sessions in an organized way	82%	79%	84%	81%
Used examples or illustrations to explain difficult points	84%	76%	84%	80%
Provided feedback on a draft or work in progress	69%	63%	77%	61%
Provided prompt and detailed feedback on tests or completed assignments	66%	60%	75%	67%

Engagement Indicator: *Campus Environment*

Quality of Interactions Items

Responding "6" or "7" on a 7-point scale; Poor - Excellent	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Students	64%	58%	71%	65%
Academic advisors	56%	48%	60%	51%
Faculty	56%	47%	72%	58%
Student services staff (career services, student activities, housing, etc.)	45%	43%	54%	42%
Other administrative staff and offices (registrar, financial aid, etc.)	46%	39%	47%	39%

Engagement Indicator: *Campus Environment*

Supportive Environment Items

Responding "Quite a bit" or "Very much"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Providing support to help students succeed academically	87%	78%	85%	73%
Using learning support services (tutoring services, writing center, etc.)	84%	79%	72%	68%
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	59%	59%	59%	53%
Providing opportunities to be involved socially	83%	75%	84%	70%
Providing support for your overall well-being (recreation, health care, counseling, etc.)	81%	75%	82%	68%

Engagement Indicator: *Campus Environment*

Supportive Environment Items (cont'd)

Responding "Very much" or "Quite a bit"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Helping you manage your non-academic responsibilities (work, family, etc.)	47%	45%	42%	34%
Attending campus activities and events (performing arts, athletic events, etc.)	77%	73%	74%	65%
Attending events that address important social, economic, or political issues	52%	54%	53%	49%

Engagement Indicators: Overall Mean Comparisons

Theme	Engagement Indicator Mean	First-Year		Seniors	
		LU	SE Pub	LU	SE Pub
<i>Academic Challenge</i>	Higher-Order Learning	39.2	38.8	42.7	41.2*
	Reflective & Integrative Learning	35.6	35.1	40.3	38.5**
	Learning Strategies	39.5	40.0	39.7	41.3*
	Quantitative Reasoning	27.1	27.8	28.2	30.7**
<i>Learning with Peers</i>	Collaborative Learning	33.4	32.4	35.6	33.5**
	Discussions with Diverse Others	43.3	41.7*	44.8	43.2*
<i>Experiences with Faculty</i>	Student-Faculty Interaction	23.2	20.3***	32.3	24.6***
	Effective Teaching Practices	41.0	39.7*	43.2	41.1**
<i>Campus Environment</i>	Quality of Interactions	43.8	41.1***	45.8	42.2***
	Supportive Environment	39.9	38.2**	38.5	34.7***

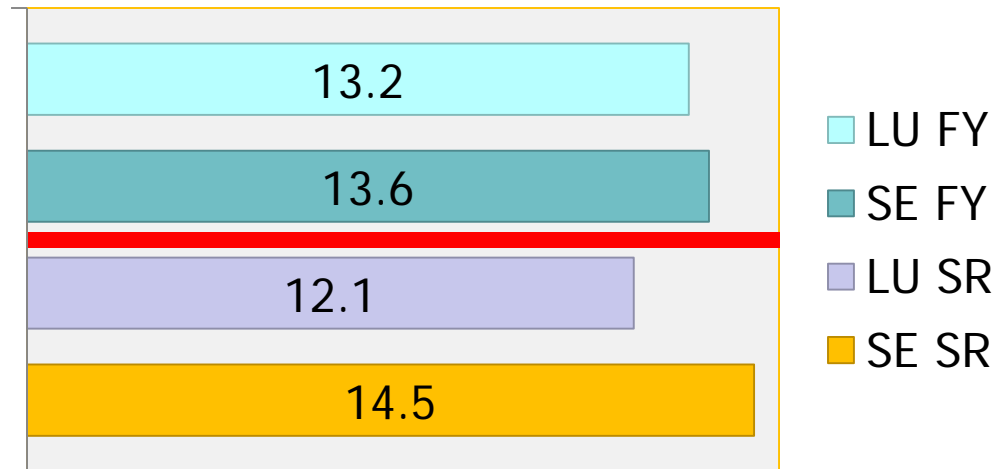
*p<.05, **p<.01, ***p<.0001

Darkest Shading indicates effect size >.3

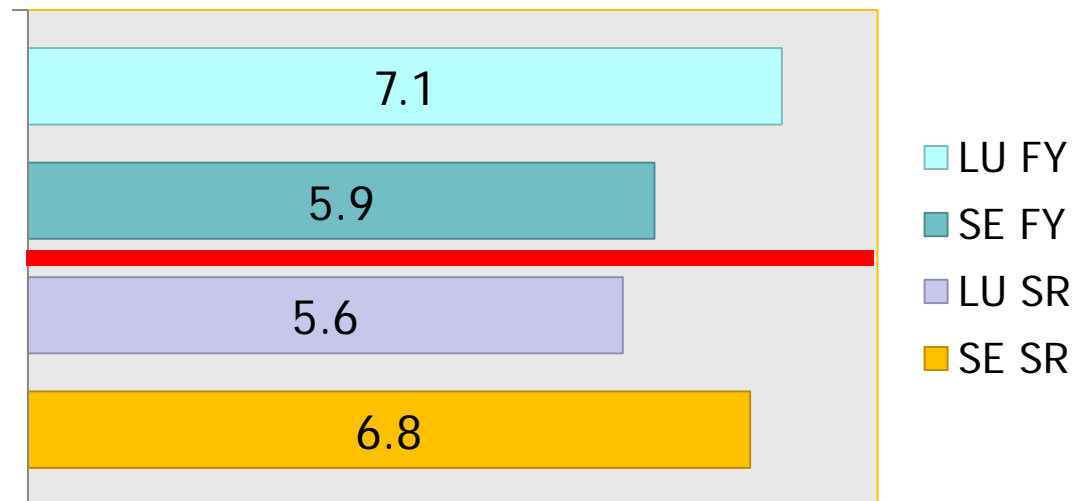
Academic Challenge: Additional Items

“Time spent studying and reading”

Average Hours/Week Preparing for Class



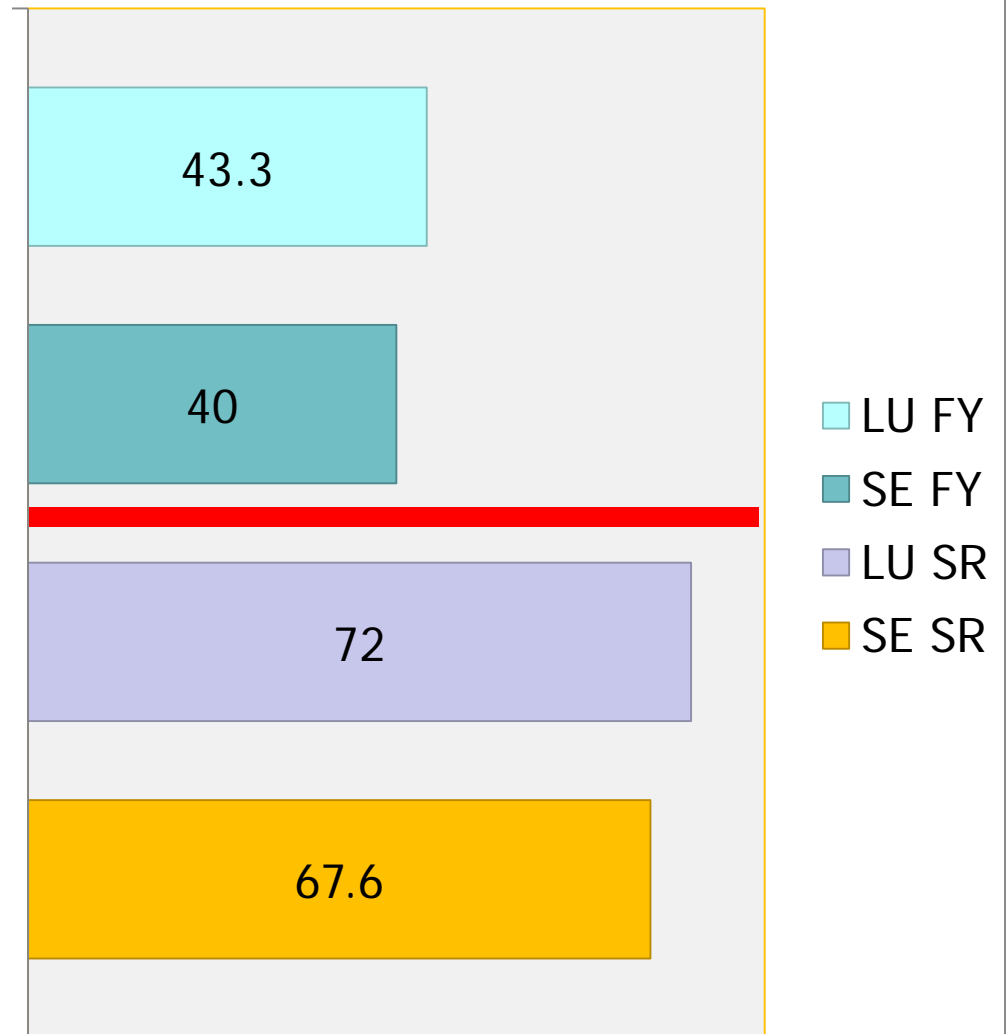
Average Hours/Week on Course Reading



Academic Challenge: Additional Items

“Writing expectations”

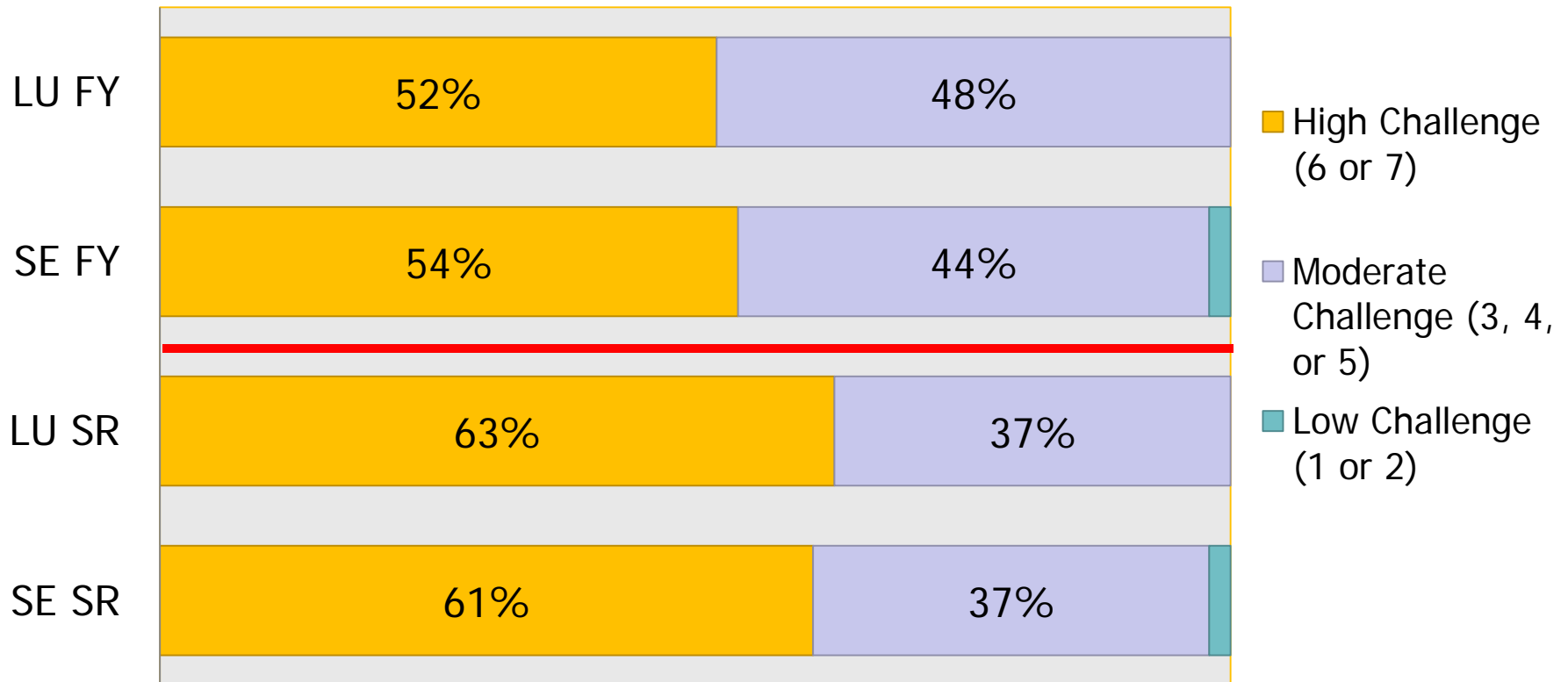
Average Pages of Assigned Writing,
Current Year



Academic Challenge: Additional Items

“Challenge to do Best Work”

To what extent did students' courses challenge them to do their best work?

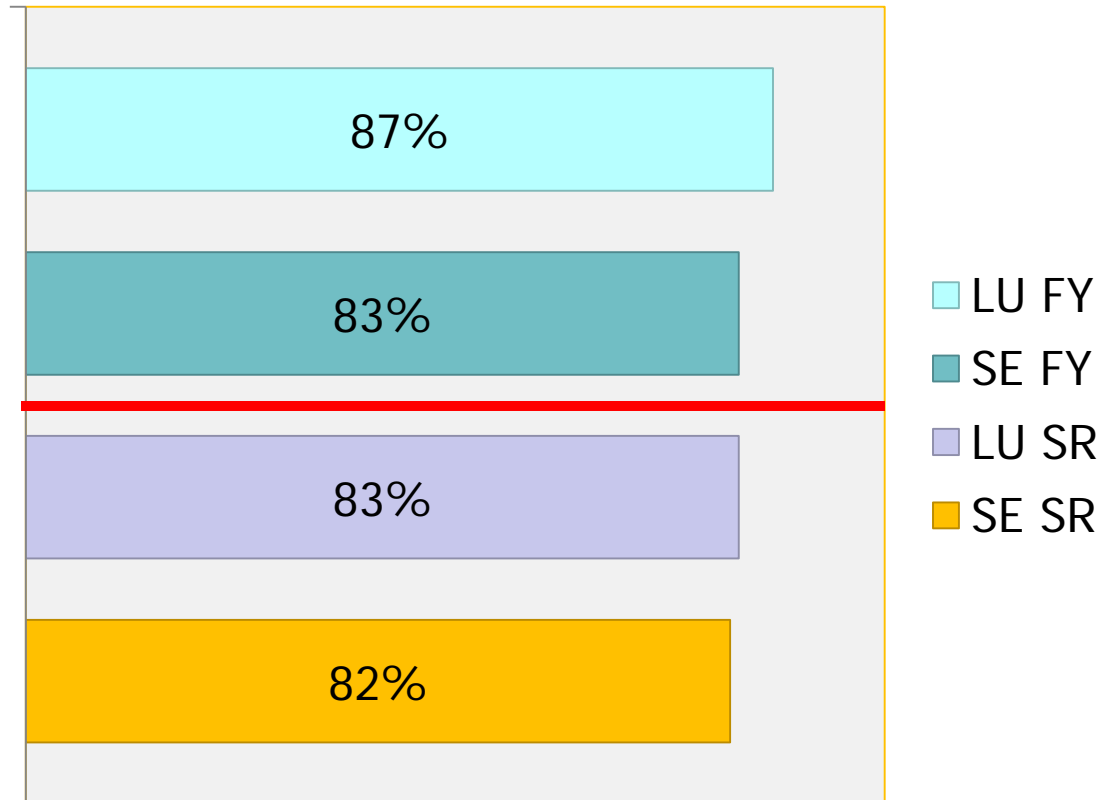


Academic Challenge: Additional Items

“Perceived Institutional Emphases”

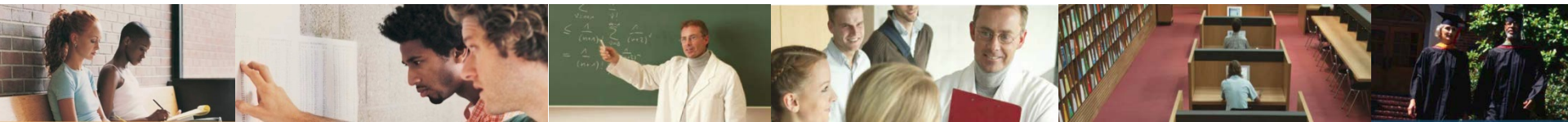
“How much does your institution emphasize spending significant time studying and on academic work?”

% Responding “Very much” or “Quite a bit”



LU NSSE 2014 High Impact Practices

Onie McKenzie
Assistant Vice President for Student Affairs



Six High-Impact Practices

First-Yr
Students

Seniors

Learning community or some other formal program where groups of students take two or more classes together



Courses that included a community-based project (service-learning)



Work with a faculty member on a research project



Internship, co-op field experience, student teaching, or clinical placement



Study abroad



Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

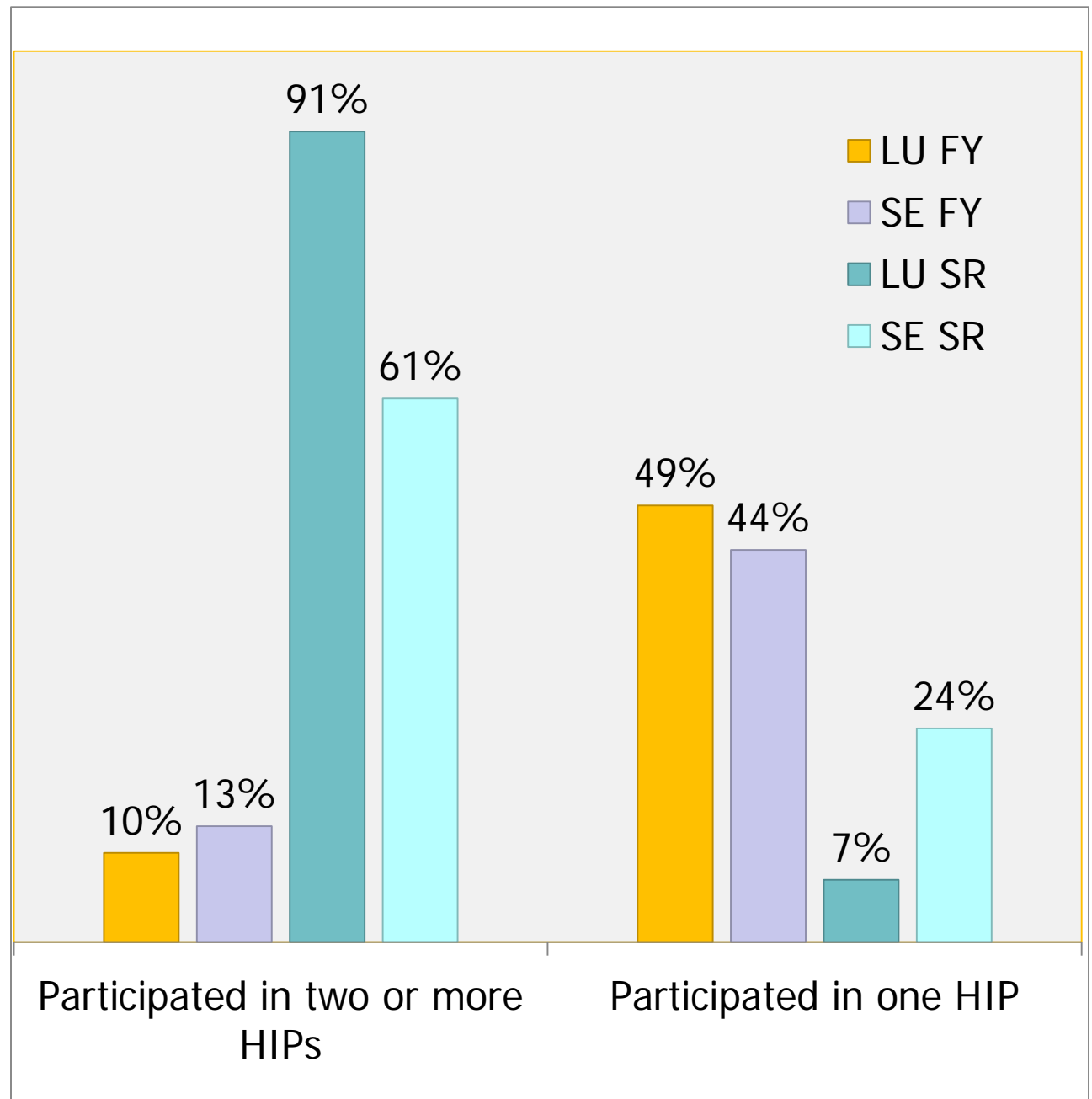


Overall HIP Participation

Percentage of students who participated in one or more High-Impact Practices

Freshman options include a learning community, service-learning, and research with faculty.

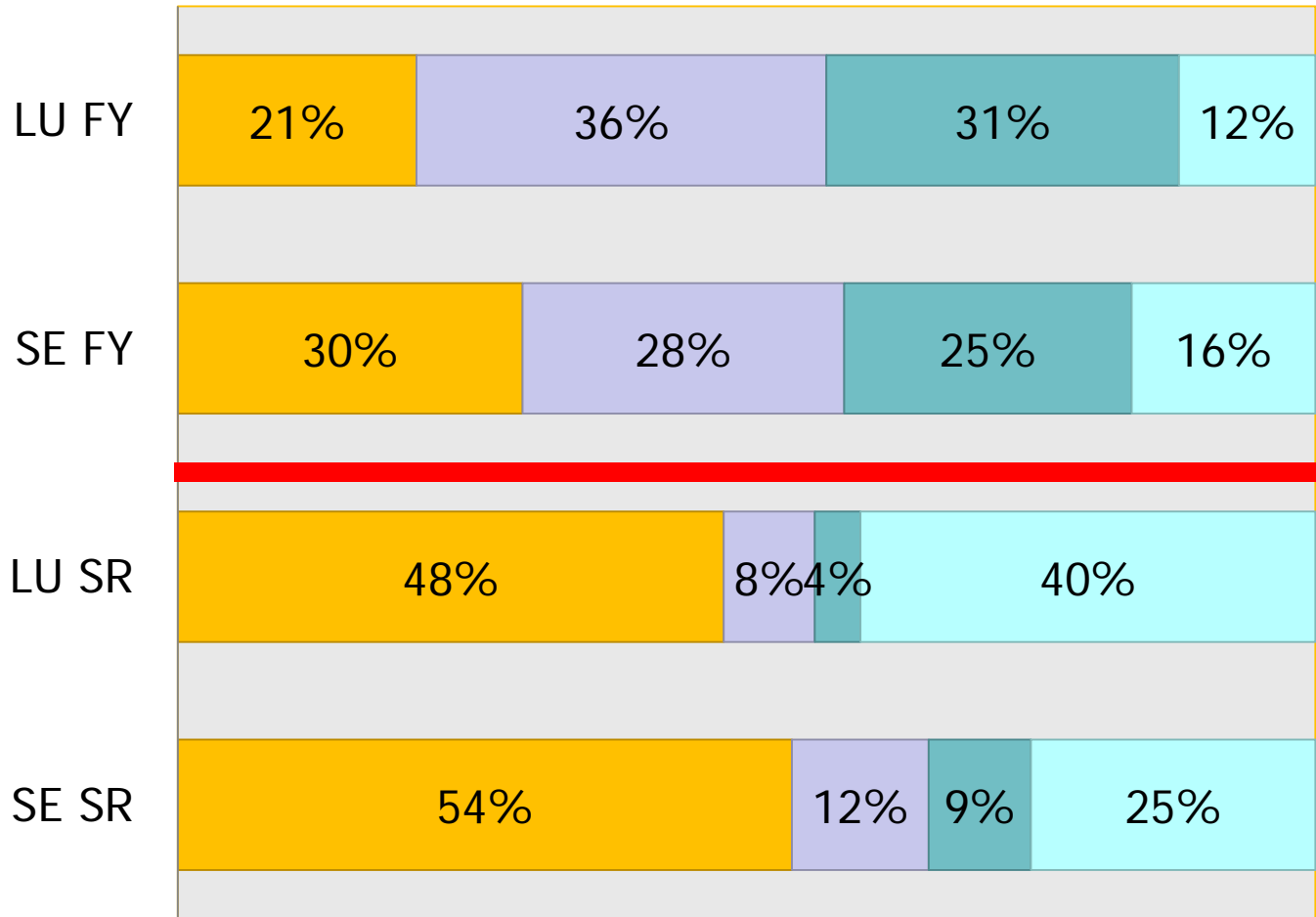
Senior measures also include participation in an internship or field experience, study abroad, and a culminating senior experience.



Learning Community

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

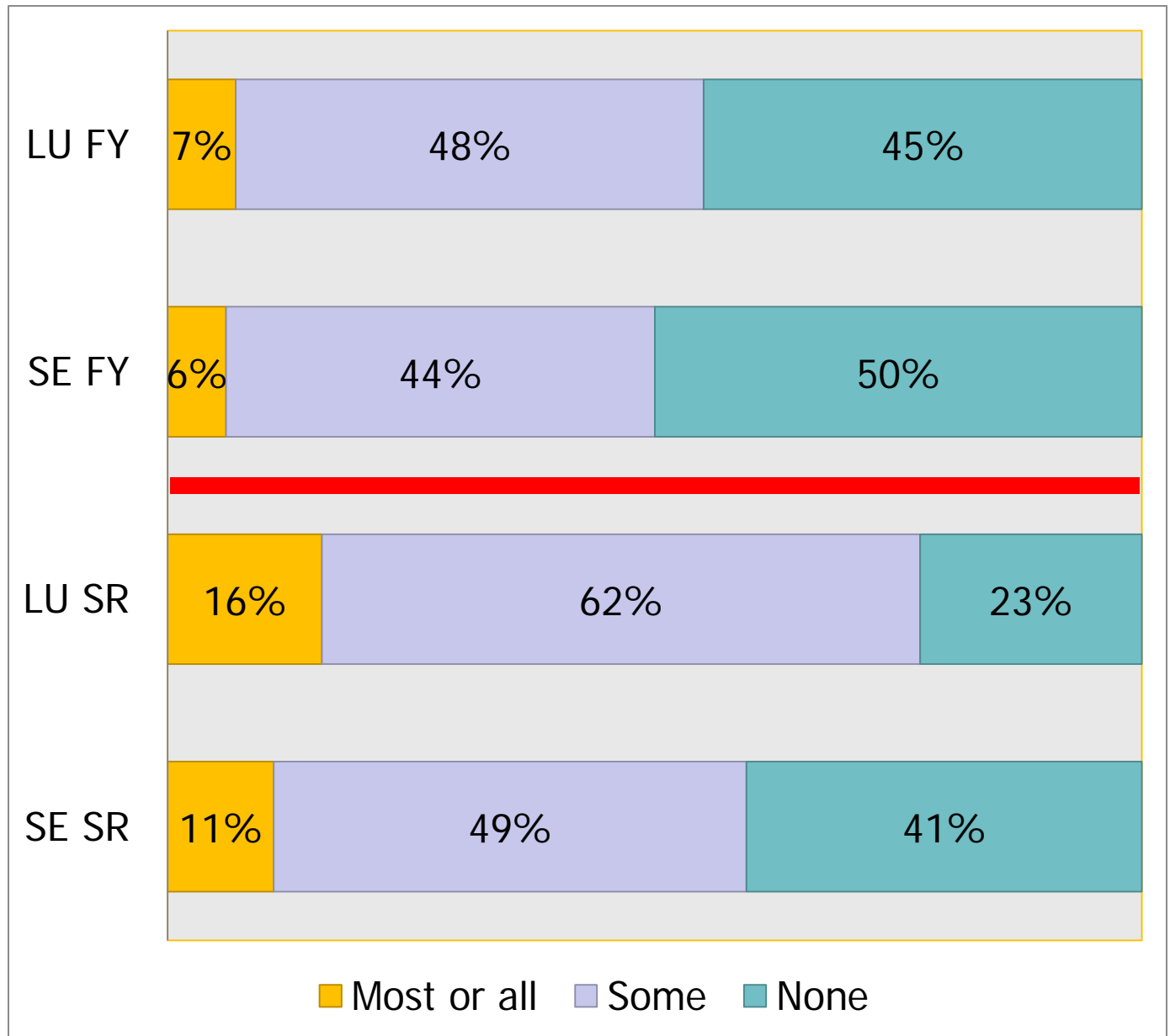
Participate in a learning community or some other formal program where groups of students take two or more classes together.



■ Do not plan to do ■ Have not decided
■ Plan to do ■ Done or in progress

Service-Learning

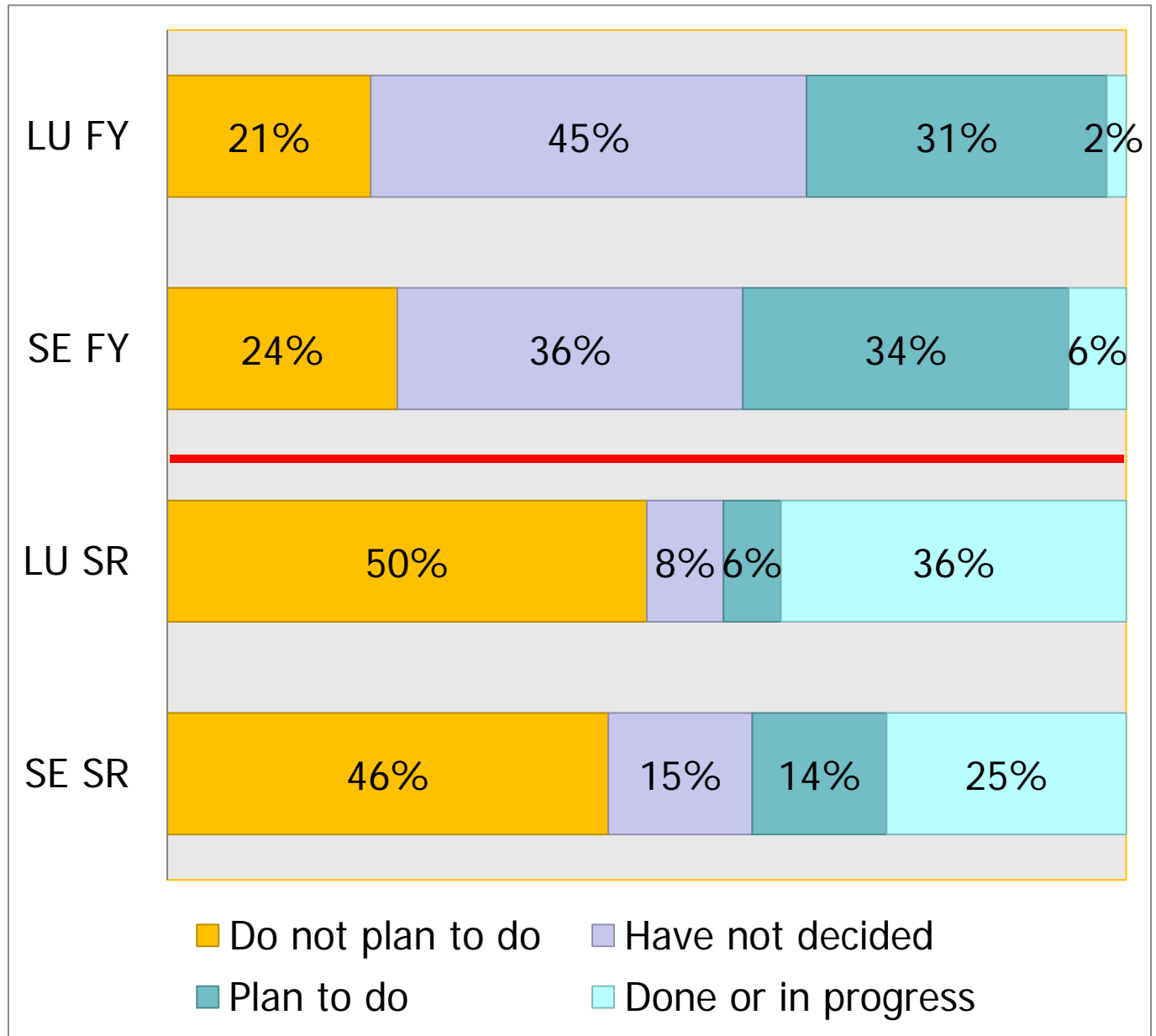
"About how many of your courses at this institution have included a community-based project (service-learning)?"



Research with a Faculty Member

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

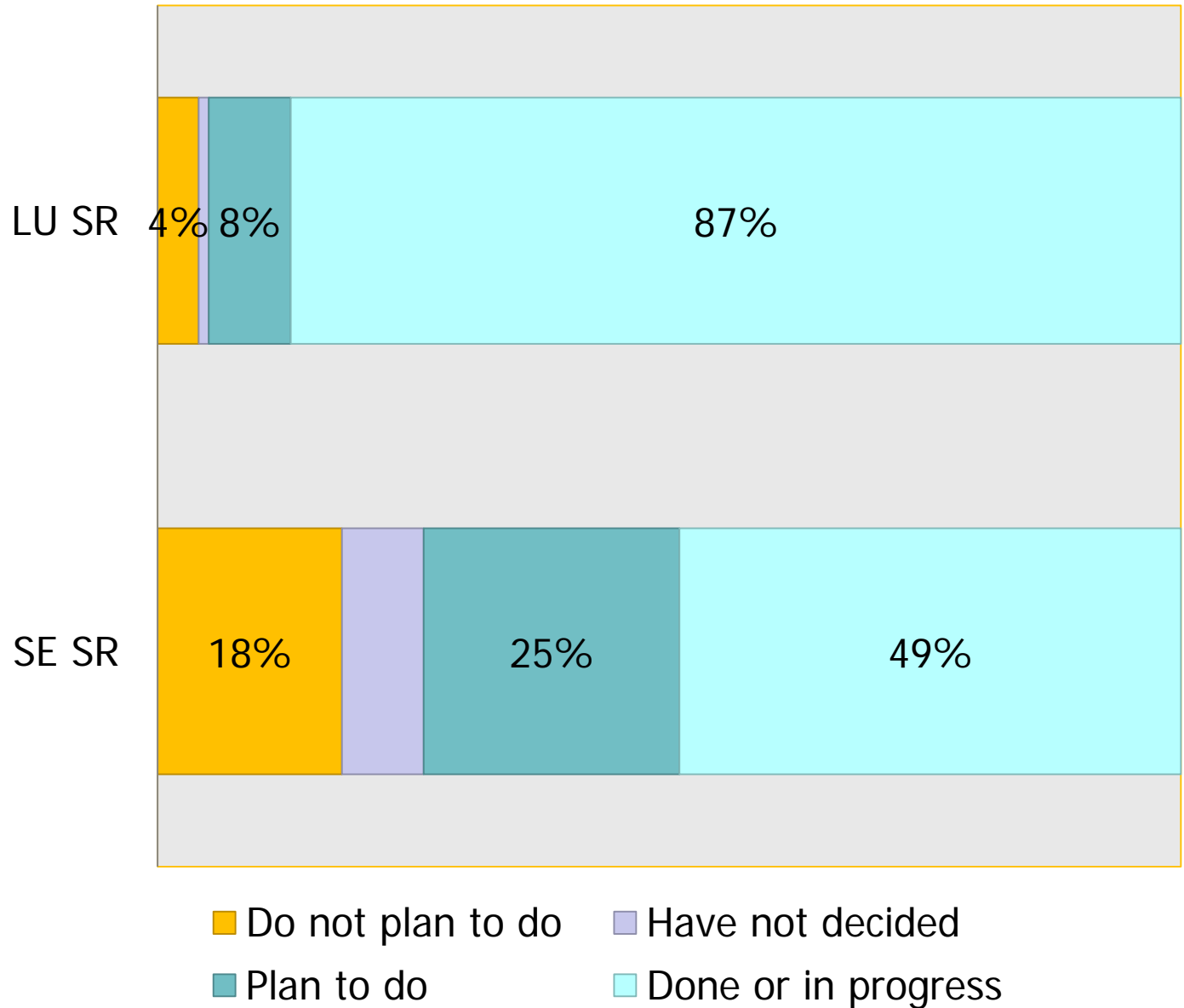
Work with a faculty member on a research project.



Internship or Field Experience

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

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



Study Abroad

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

Participate in a study abroad program.

LU SR

70%

6%

22%

SE SR

66%

13%

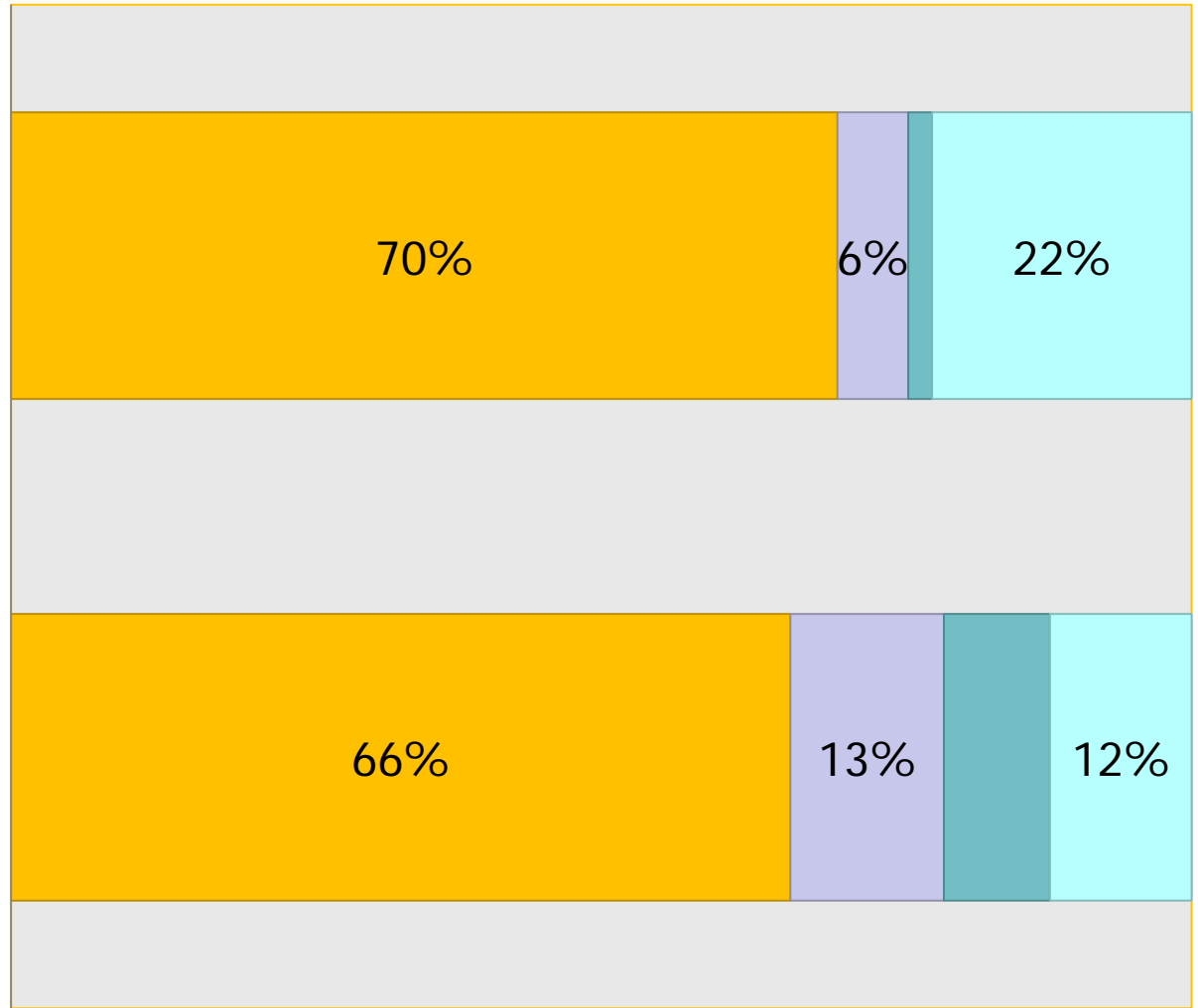
12%

Do not plan to do

Have not decided

Plan to do

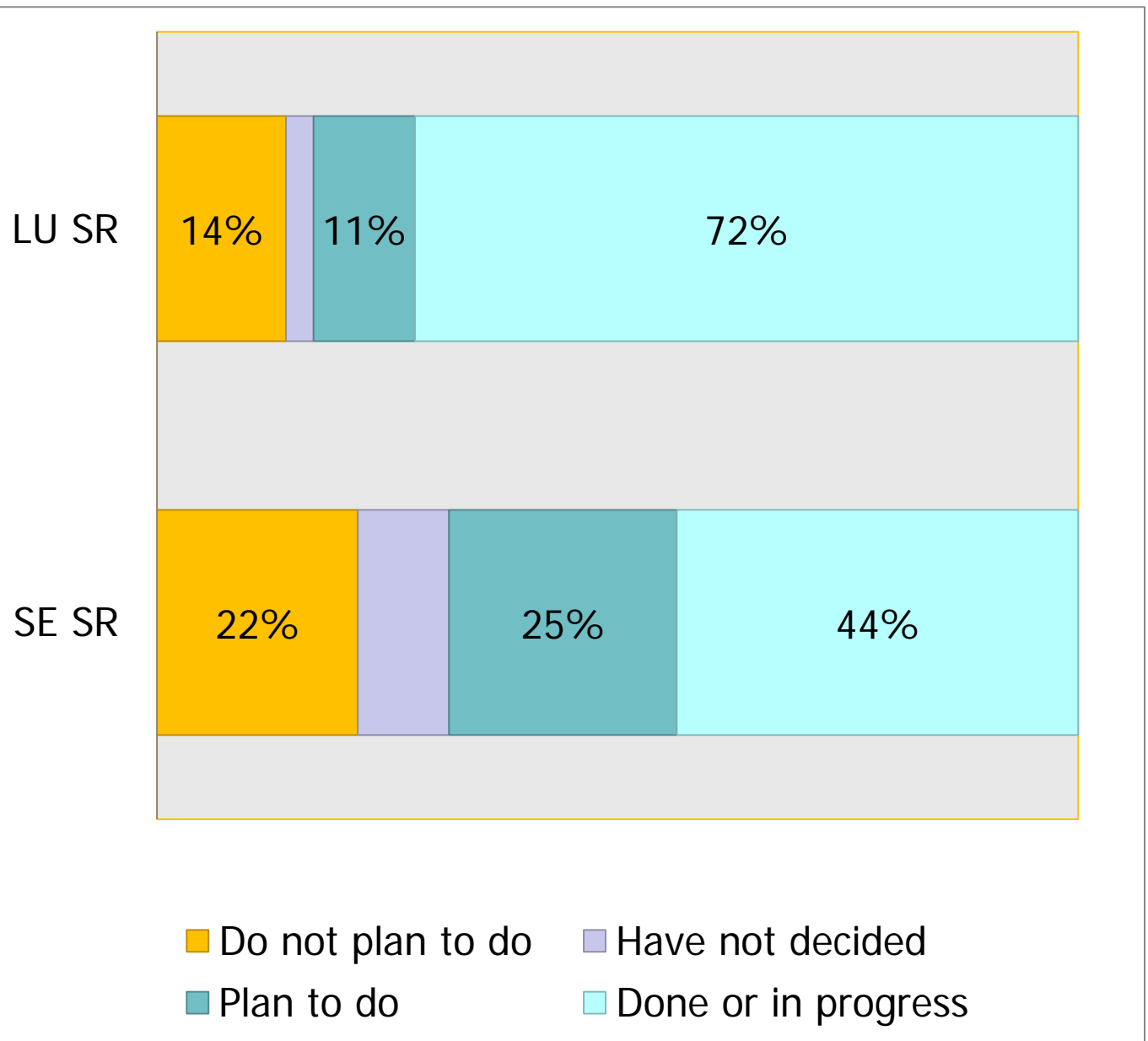
Done or in progress



Culminating Senior Experience

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

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



High-Impact Practices: Participation Comparisons

Percentage Reporting "Done or in Progress"	First-Year		Seniors	
	LU	SE Pub	LU	SE Pub
Learning Community	12%	16% *	40%	25% ***
Service Learning	55%	50% *	77%	59% ***
Research with Faculty	2%	6% **	36%	25% ***
Internship or Field Experience	-	-	87%	49% ***
Study Abroad	-	-	22%	12% ***
Culminating Senior Experience	-	-	72%	44% ***
Participated in at least one	59%	57%	98%	85% ***
Participated in two or more	10%	13%	91%	61% ***

*p<.05, **p<.01, ***p<.0001

Darkest Shading indicates effect size >.3

HIP Participation by Student Characteristics

	First-Year			Senior					
Percentage Reporting "Done or in Progress"	Learning Community	Service-Learning	Research w Faculty	Learning Community	Service-Learning	Research w Faculty	Internship/Field Experience	Study Abroad	Culminating SR Experience
Sex:									
Female	15%	55%	3%	44%	80%	32%	89%	20%	71%
Male	7%	55%	2%	31%	70%	45%	83%	27%	73%
Age:									
Traditional (FY<21, Seniors<25)	13%	54%	2%	42%	79%	36%	89%	22%	74%
Nontraditional (FY 21+, Seniors 25+)	-	-	-	26%	70%	16%	65%	20%	25%

HIP Participation by Student Characteristics(cont'd)

	First-Year			Senior					
	Learning Community	Service-Learning	Research w Faculty	Learning Community	Service-Learning	Research w Faculty	Internship/ Field Experience	Study Abroad	Culminating SR Experience
Race/ethnicity or international:									
Black/African American	21%	55%	3%	38%	75%	56%	88%	20%	63%
Hispanic/Latino	7%	60%	-	56%	63%	38%	81%	33%	69%
White	12%	55%	3%	41%	79%	35%	88%	21%	72%
Two or more races/ethnicities	19%	50%	-	18%	64%	36%	91%	9%	73%

HIP Participation by Student Characteristics (cont'd)

	First-Year			Senior					
	Learning Community	Service-Learning	Research w/ Faculty	Learning Community	Service-Learning	Research w/ Faculty	Internship/Field	Experience Study Abroad	Culminating SR Experience
First Generation:									
Non first-generation	16%	56%	2%	45%	82%	36%	91%	25%	77%
First-generation	9%	52%	2%	37%	73%	34%	83%	17%	63%
Enrollment Status:									
Not full-time	-	-	-	25%	72%	38%	78%	16%	66%
Full-time	13%	55%	3%	42%	78%	35%	88%	22%	72%
Residence:									
Living off campus	9%	73%	9%	43%	78%	34%	88%	21%	71%
Living on campus	13%	53%	2%	37%	77%	37%	87%	24%	74%

HIP Participation by Student Characteristics (cont'd)

	First-Year			Senior					
Major Category:	Learning Community	Service-Learning	Research w/ Faculty	Learning Community	Service-Learning	Research w/ Faculty	Internship/Field	Experience Study Abroad	Culminating SR Experience
Arts & Humanities	8%	42%	4%	36%	66%	59%	68%	30%	89%
Biological sciences, agriculture, natural res.	20%	36%	4%	48%	86%	43%	86%	38%	86%
Physical sciences, math, computer science	25%	40%	-	21%	50%	43%	93%	7%	79%
Social sciences	15%	50%	2%	33%	78%	41%	90%	21%	84%
Business	6%	48%	-	33%	63%	26%	85%	29%	67%
Communications, media, public relations	31%	62%	-	55%	90%	62%	100%	21%	97%
Education	14%	47%	3%	43%	84%	14%	86%	23%	65%
Health professions	8%	60%	3%	56%	85%	28%	93%	20%	45%
Social service professions	9%	84%	2%	34%	86%	17%	91%	6%	49%
Overall:	12%	55%	2%	40%	77%	36%	87%	22%	72%

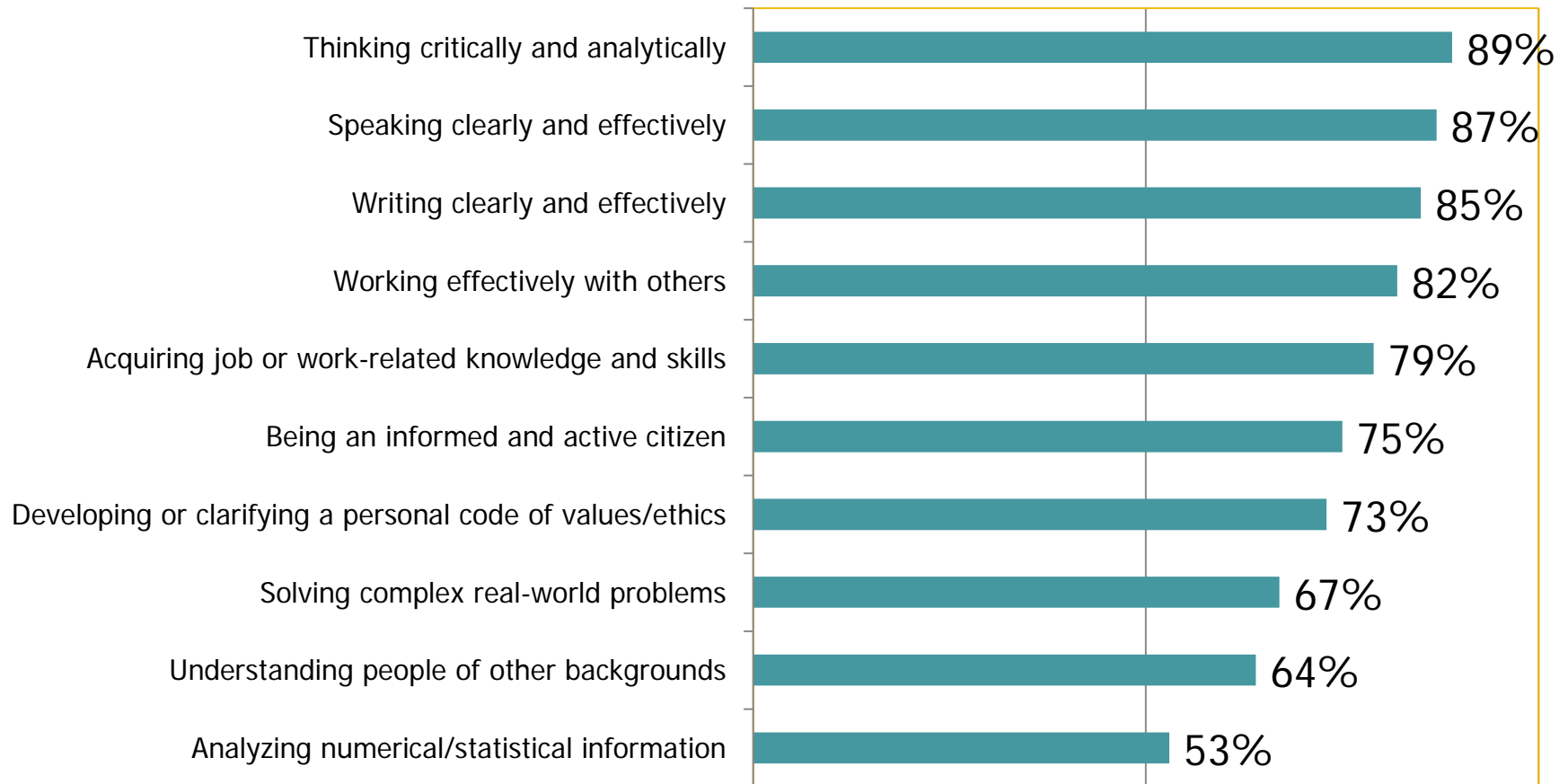
LU NSSE 2014 Perceptions of Personal Gain and Quality of Relationships

Onie McKenzie
Assistant Vice President for Student Affairs

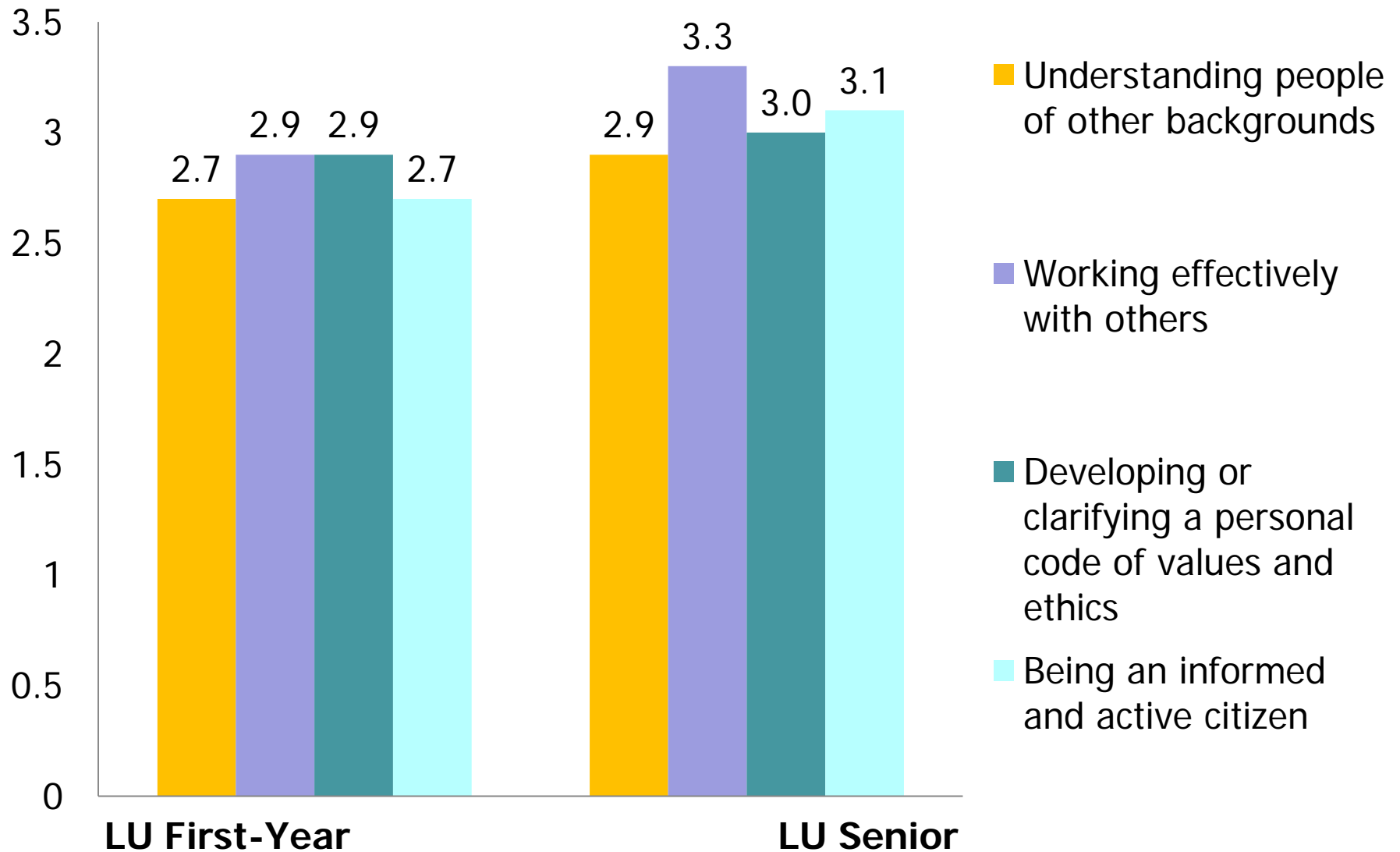


Perceived Gains Among Seniors

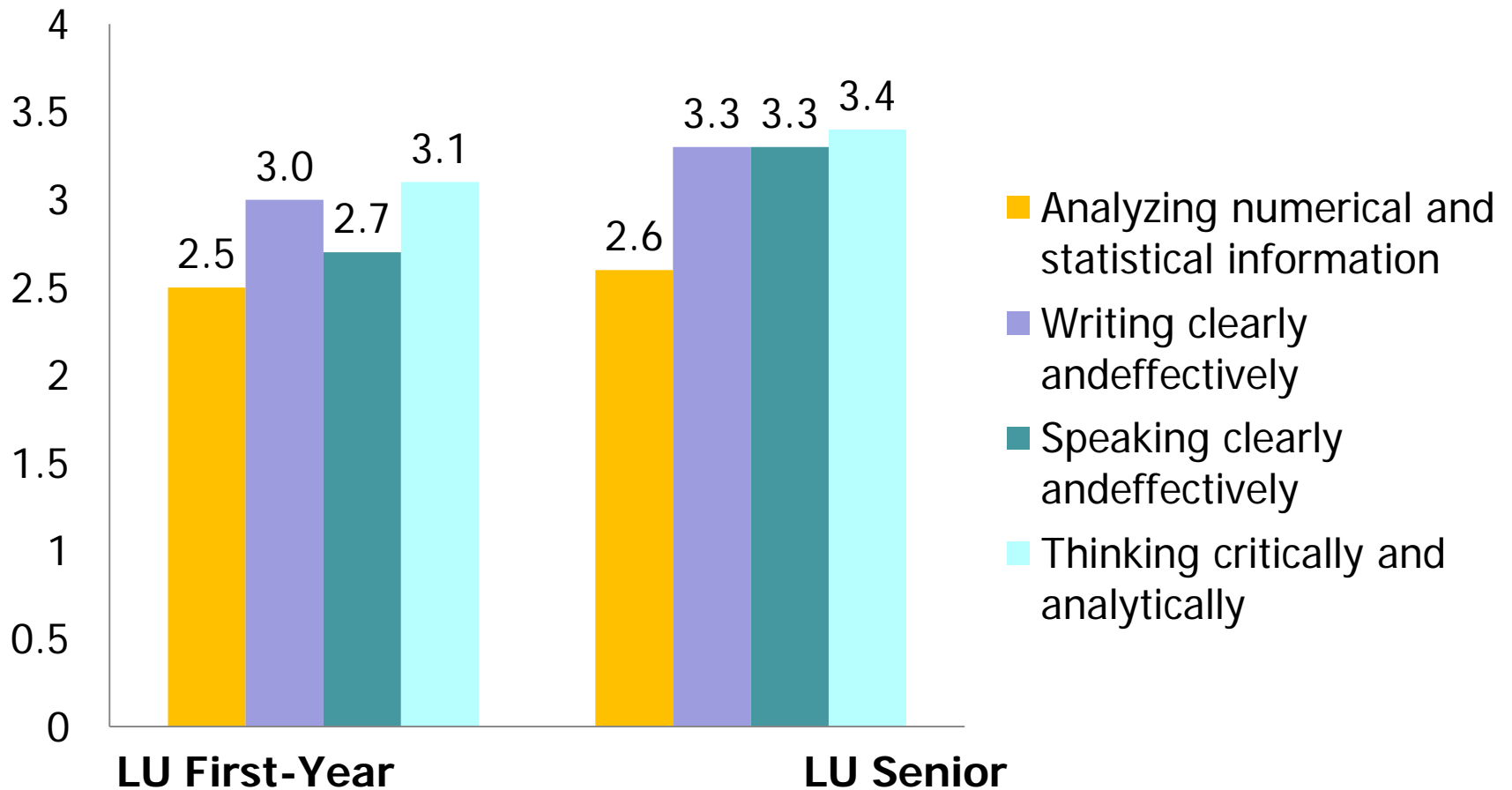
Percentage of SRs responding "Very much" or "Quite a bit"



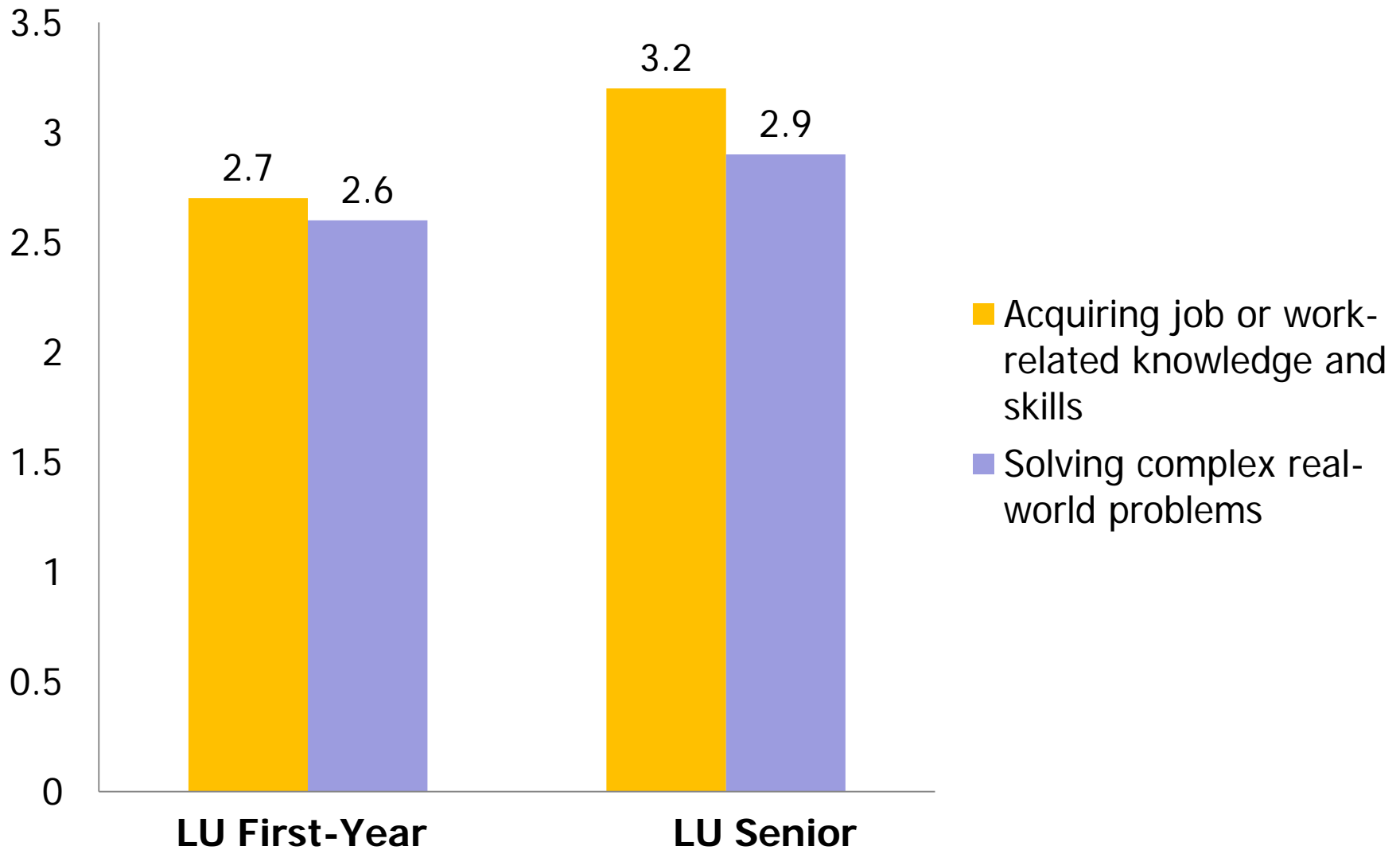
LU Personal and Social Gains Means



LU General Education Gains Means

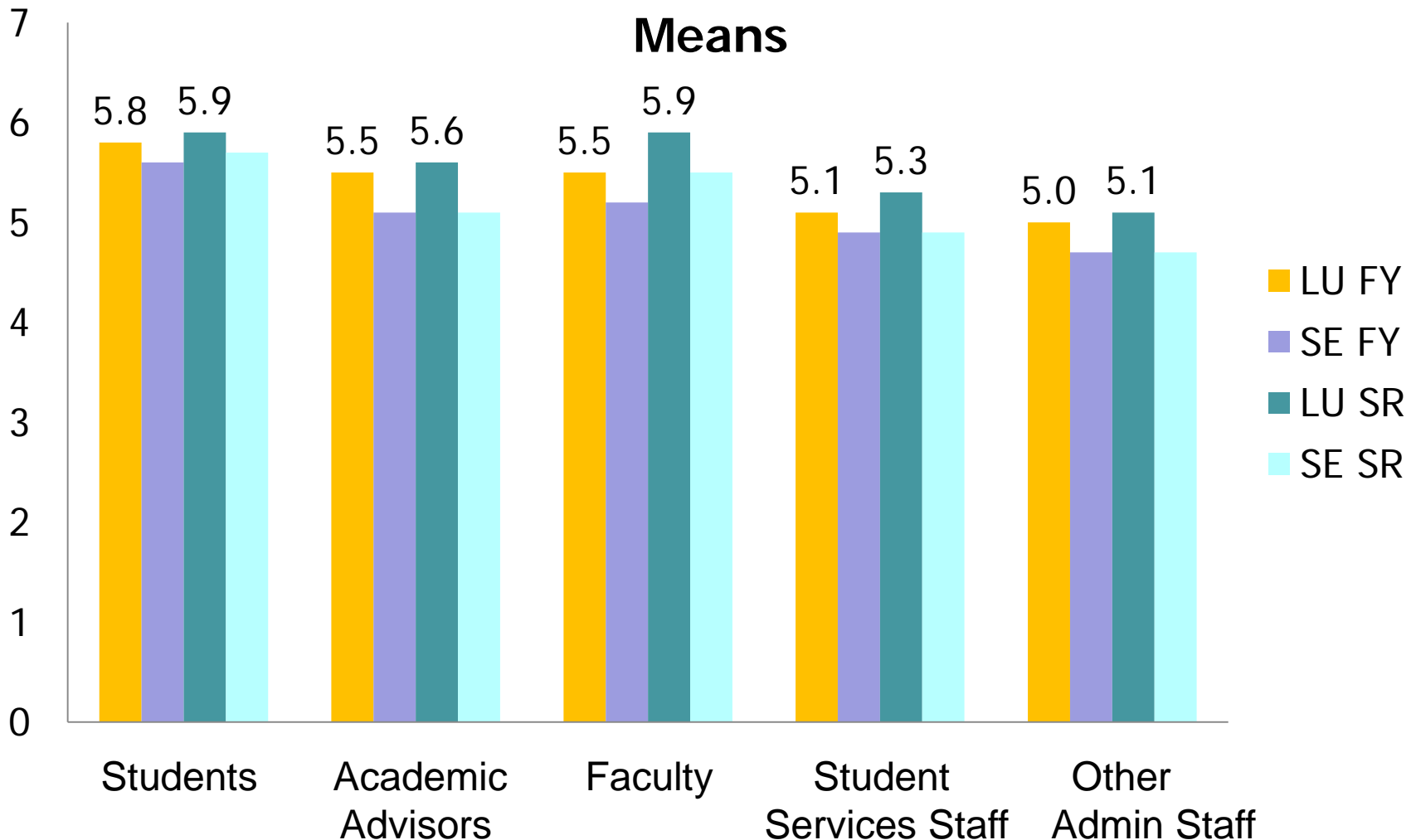


LU Practical Competency Gains Means



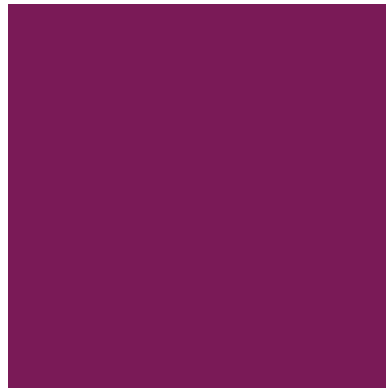
Quality of Relationships

On a scale of (1) Poor to (7) Excellent



For More
Information and
Resources...

The NSSE Website
nsse.iub.edu



The full battery of NSSE generated reports can be found on the Office of Assessment and Institutional Research website:

<http://www.longwood.edu/assessment/58861.htm>

The Longwood generated (OMcK) summary reports from the 2011 and 2014 NSSE administrations can be found on the Student Affairs Assessment Website:

<http://www.longwood.edu/studentaffairs/40331.htm>