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NSSE LU 2017 and 2014
Highlighted Slides for a Handout

This handout of LU Generated NSSE 2017 and 2014 highlighted slides, includes:

1. NSSE Overview and LU Administration (Slides 3 - 5)
2. Engagement Indicators (Slides 6 - 27)
3. High-Impact Practices (Slides 28 - 32)
4. Perceptions of Gain/Value Added (Slides 33 - 40)
5. Perceptions of Relationships/Institutional Emphases/Overall Satisfaction (Slides 41 - 47)
6. For more Information (Slide 48)

Overarching 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 an 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 first-year and senior students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.

** Based on the work of Robert Pace, Alexander Astin, Vincent Tinto, Ernest Pascarella & Patrick Terenzini, Arthur Chickering, and George Kuh*

2017 and 2014 NSSE Response Rates (RR)

	2017 LU		2016 & 2017 NSSE Inst (n=961)		2017 SE Public Inst (n=111)	
Overall RR	41 %		30%		20%	
	FY	SR	FY	SR	FY	SR
Response Rate	41%	41%	23%	24%	19%	21%
No of Respondents	334	332	257,821	321,231	45,529	57,032

	2014 LU		2014 NSSE Inst (n=622)		2014 SE Public Inst (n=108)	
Overall RR	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

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 2017 and 2014 Engagement Indicators including multi-year comparisons

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The 2013 Revised NSSE

Four Academic Themes

Academic Challenge

Learning with Peers

Experiences with Faculty

Campus Environment

Ten Engagement Indicators

Higher-Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Collaborative Learning

Discussions with Diverse Others

Student-Faculty Interaction

Effective Teaching Practices

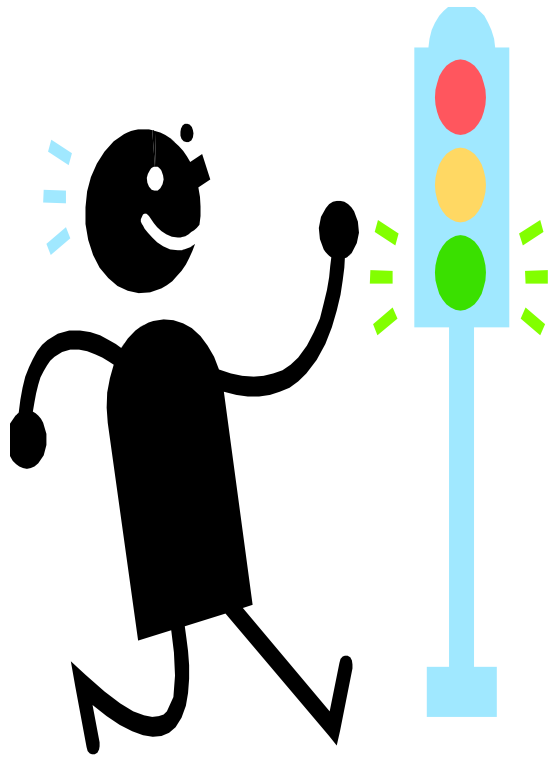
Quality of Interactions

Supportive Environment

High Impact Practices

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

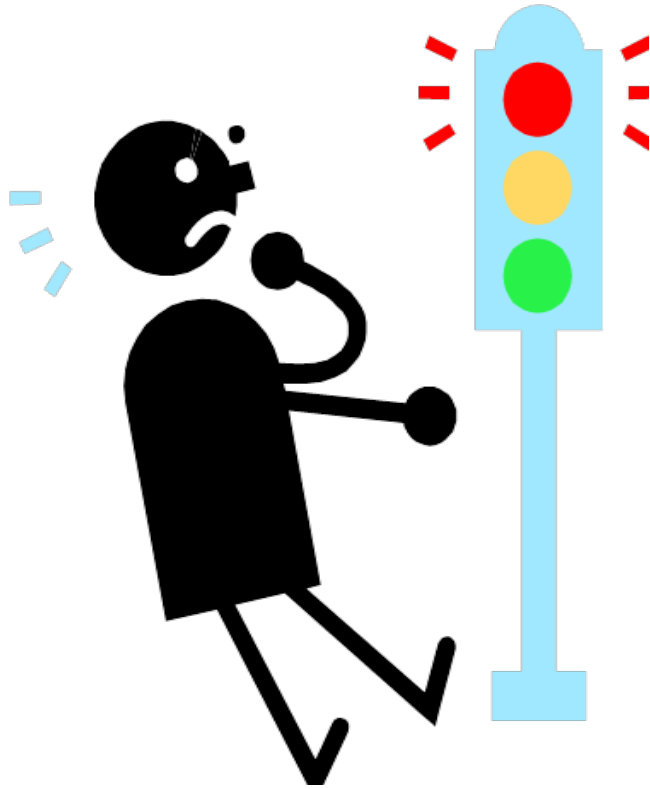
Green – Good; Happy



- **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

NSSE Engagement Indicators: 2017 Overall Mean Comparisons

Theme	Engagement Indicator	First-Year		Seniors	
		2017 LU	2017 SE Pub	2017 LU	2017 SE Pub
<i>Academic Challenge</i>	Higher-Order Learning	36.9	37.8	39.5	39.9
	Reflective & Integrative Learning	34.5	34.6	38.6	37.5
	Learning Strategies	38.6	38.7	39.1	39.5
	Quantitative Reasoning	24.2	27.9***	29.4	30.3
<i>Learning with Peers</i>	Collaborative Learning	34.2	33.1	36.2	33.7***
	Discussions with Diverse Others	42.1	40.8	43.2	42.0
<i>Experiences with Faculty</i>	Student-Faculty Interaction	22.9	21.0*	31.2	24.4***
	Effective Teaching Practices	37.6	38.3	41.0	39.8
<i>Campus Environment</i>	Quality of Interactions	43.5	41.3***	43.5	42.1*
	Supportive Environment	37.0	37.1	35.2	33.5*

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

Darkest Shading indicates effect size >.3

NSSE Engagement Indicators: 2014 Overall Mean Comparisons

Theme	Engagement Indicator	First-Year		Seniors	
		2014 LU	2014 SE Pub	2014 LU	2014 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

NSSE Engagement Indicators: 2017 – 2014 Overall Mean Comparisons

Theme	Engagement Indicator	First-Year		Seniors	
		LU 2017	LU 2014	LU 2017	LU 2014
Academic Challenge	Higher-Order Learning	36.9	39.2	39.5	42.7
	Reflective & Integrative Learning	34.5	35.6	38.6	40.3
	Learning Strategies	38.6	39.5	39.1	39.7
	Quantitative Reasoning	24.2	27.1	29.4	28.2
Learning with Peers	Collaborative Learning	34.2	33.4	36.2	35.6
	Discussions with Diverse Others	42.1	43.3	43.2	44.8
Experiences with Faculty	Student-Faculty Interaction	22.9	23.2	31.2	32.3
	Effective Teaching Practices	37.6	41.0	41.0	43.2
Campus Environment	Quality of Interactions	43.5	43.8	43.5	45.8
	Supportive Environment	37.0	39.9	35.2	38.5



2017 & 2014 NSSE Engagement Indicators: Comparison to Top 50% and Top 10% Institutions

Theme	Engagement Indicator	2017 LU Mean was comparable to that of the NSSE Top 50% Mean		2014 LU Mean was comparable to that of the NSSE Top 50% Mean	
		First-Year	Sr	First-Year	Sr
Academic Challenge	Higher-Order Learning				X
	Reflective & Integrative Learning				X
	Learning Strategies	X			
	Quantitative Reasoning				
Learning with Peers	Collaborative Learning	X	X		X
	Discussions with Diverse Others	X	X*	X	X*
Experiences with Faculty	Student-Faculty Interaction	X	X	X	X
	Effective Teaching Practices		X		X
Campus Environment	Quality of Interactions	X		X	X
	Supportive Environment	X	X	X	X*

* indicates the LU Mean was also comparable to the Top 10% performing institutions

How to read the 2017 & 2014 Performance on Engagement Indicators Items Charts

The following tables display how LU students responded to each EI item, and the difference in percentage points between the LU students and those of the SE Pub Comparison Group for both the 2017 and 2014 comparisons. **Positive** numbers indicate how much higher LU's percentage is from that of the SE Pub group; **negative** numbers indicate how much lower LU's percentage is from that of the SE Pub Group.

<i>% Responding "Quite a bit" or "Very much"</i>	First-Year			Seniors		
		*% point difference in 2017 LU & 2017 SE Pub and 2017 LU and 2014 LU			% point difference in 2017 LU & 2017 SE Pub and 2017 LU and 2014 LU	
	2017 LU	2017 SE Pub*	2014 LU*	2017 LU	2017 SE Pub*	2014 LU*
Applying facts, theories, or methods to practical problems or new situations	67%	-4%	-6%	76%	-2%	-6%

2017 & 2014 Performance on Academic Challenge EI Higher-Order Learning Items

<i>% Responding "Quite a bit" or "Very much"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Applying facts, theories, or methods to practical problems or new situations	67%	-4%	-6%	76%	-2%	-6%
Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66%	-3%	-5%	74%	-1%	-7%
Evaluating a point of view, decision, or information source	73%	+4%	0%	72%	+4%	-5%
Forming a new idea or understanding from various pieces of information	68%	+2%	-2%	70%	+0%	-5%

2017 & 2014 Performance on Academic Challenge

EI Reflective & Integrative Learning Items

<i>% Responded "Often" or "Very often"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Combined ideas from different courses when completing assignments	49%	-1%	-7%	74%	+5%	-5%
Connected learning to societal problems or issues	54%	+4%	0%	61%	+2%	-7%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51%	+1%	0%	56%	+7%	-3%
Examined the strengths and weaknesses of your own views on a topic or issue	66%	+3%	+5%	64%	-1%	-5%
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70%	+2%	+3%	76%	+4%	+6%
Learned something that changed the way you understand an issue or concept	68%	+4%	+6%	71%	+1%	-2%
Connected ideas from courses to prior experiences and knowledge	76%	+1%	-3%	82%	-1%	-8%

Performance on 2017 & 2014 Academic Challenge EI Learning Strategies Items

<i>% Responding "Often " or "Very often"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Identified key information from reading assignments	78%	+2%	-4%	77%	-2%	-7%
Reviewed your notes after class	68%	+1%	+2%	67%	+2%	+5%
Summarized what you learned in class or from course materials	64%	0%	+1%	66%	0%	+3%

Performance on 2017 & 2014 Academic Challenge EI Quantitative Reasoning Items

<i>% Responding "Often" or "Very often"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45%	-9%	-3%	54%	-4%	+3%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32%	-7%	-4%	45%	0%	+7%
Evaluated what others have concluded from numerical information	26%	-13%	-10%	42%	-3%	+1%

Performance on 2017 & 2014 Learning with Peers EI Collaborative Learning Items

<i>% Responding "Often" or "Very often"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Asked another student to help you understand course material	61%	+7%	+11%	50%	+5%	0%
Explained course material to one or more students	61%	+1%	0%	65%	+3%	-2%
Prepared for exams by discussing or working through course material with other students	60%	+8%	+3%	61%	+11%	+5%
Worked with other students on course projects or assignments	58%	+4%	+4%	73%	+8%	+5%

Performance on 2017 & 2014 Learning with Peers EI Discussions with Diverse Others Items

<i>% Responding "Often" or "Very often"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
People from a race or ethnicity other than your own	73%	0%	+1%	78%	+2%	-2%
People from an economic background other than your own	77%	+4%	-1%	79%	+4%	-3%
People with religious beliefs other than your own	71%	+3%	-2%	73%	+2%	-1%
People with political views other than your own	79%	+9%	+3%	80%	+8%	-2%

Performance on 2017 & 2014 Experiences with Faculty EI Student-Faculty Interaction Items

<i>% Responding "Often" or "Very often"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Talked about career plans with a faculty member	42%	+5%	+2%	60%	+16%	-2%
Worked with faculty on activities other than coursework (committees, student groups, etc.)	20%	0%	0%	39%	+11%	-3%
Discussed course topics, ideas, or concepts with a faculty member outside of class	27%	+2%	-1%	45%	+12%	-5%
Discussed your academic performance with a faculty member	34%	+3%	-1%	45%	+11%	-4%

Performance on 2017 & 2014 Experiences with Faculty EI Effective Teaching Practices Items

<i>% Responding "Quite a bit" or "Very much"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Clearly explained course goals and requirements	73%	-4%	-11%	80%	-1%	-5%
Taught course sessions in an organized way	73%	-1%	-9%	83%	+5%	-1%
Used examples or illustrations to explain difficult points	73%	-1%	-11%	76%	-1%	-8%
Provided feedback on a draft or work in progress	67%	+5%	-2%	72%	+12%	-5%
Provided prompt and detailed feedback on tests or completed assignments	57%	-1%	-9%	70%	+6%	-5%

Performance on 2017 & 2014 Campus Environment EI Quality of Interactions Items

% Responding "6" or "7" on a 7-point scale; Poor - Excellent	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Students	57%	+6%	-7%	59%	+1%	-12%
Academic advisors	50%	0%	-6%	54%	+4%	-6%
Faculty	52%	+5%	-4%	58%	+3%	-14%
Student services staff (career services, student activities, housing, etc.)	49%	+5%	+4%	41%	-2%	-13%
Other administrative staff and offices (registrar, financial aid, etc.)	45%	+5%	-1%	43%	+4%	-4%

Performance on 2017 & 2014 Campus Environment EI Supportive Environment Items

<i>% Responding "Quite a bit" or "Very much"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Providing support to help students succeed academically	75%	-1%	-12%	78%	+7%	-7%
Using learning support services (tutoring services, writing center, etc.)	76%	-1%	-8%	65%	-1%	-7%
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	61%	-1%	+2%	53%	-2%	-6%
Providing opportunities to be involved socially	77%	+4%	-6%	79%	+10%	-5%
Providing support for your overall well-being (recreation, health care, counseling, etc.)	71%	-1%	-10%	72%	+7%	-10%

Performance on 2017 & 2014 Campus Environment EI Supportive Environment Items (cont'd)

<i>% Responding "Quite a bit" or "Very much"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Helping you manage your non-academic responsibilities (work, family, etc.)	48%	+5%	+1%	34%	+2%	-8%
Attending campus activities and events (performing arts, athletic events, etc.)	68%	-1%	-9%	63%	+3%	-11%
Attending events that address important social, economic, or political issues	50%	-3%	-2%	49%	+5%	-4%

NSSE Engagement Indicators Additional Items: 2017 & 2014 Mean Comparisons

Academic Challenge Items	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Average Hrs/Wk Spent Preparing for Class	13.7	14.1	13.2	13.0	14.9***	12.1
Average Hrs/Wk Spent on Assigned Reading	7.2	5.9***	7.1	5.9	6.7	5.6
Average Pages of Assigned Writing Current Year	43	44.4	43.3	85.5	70.6**	72.0

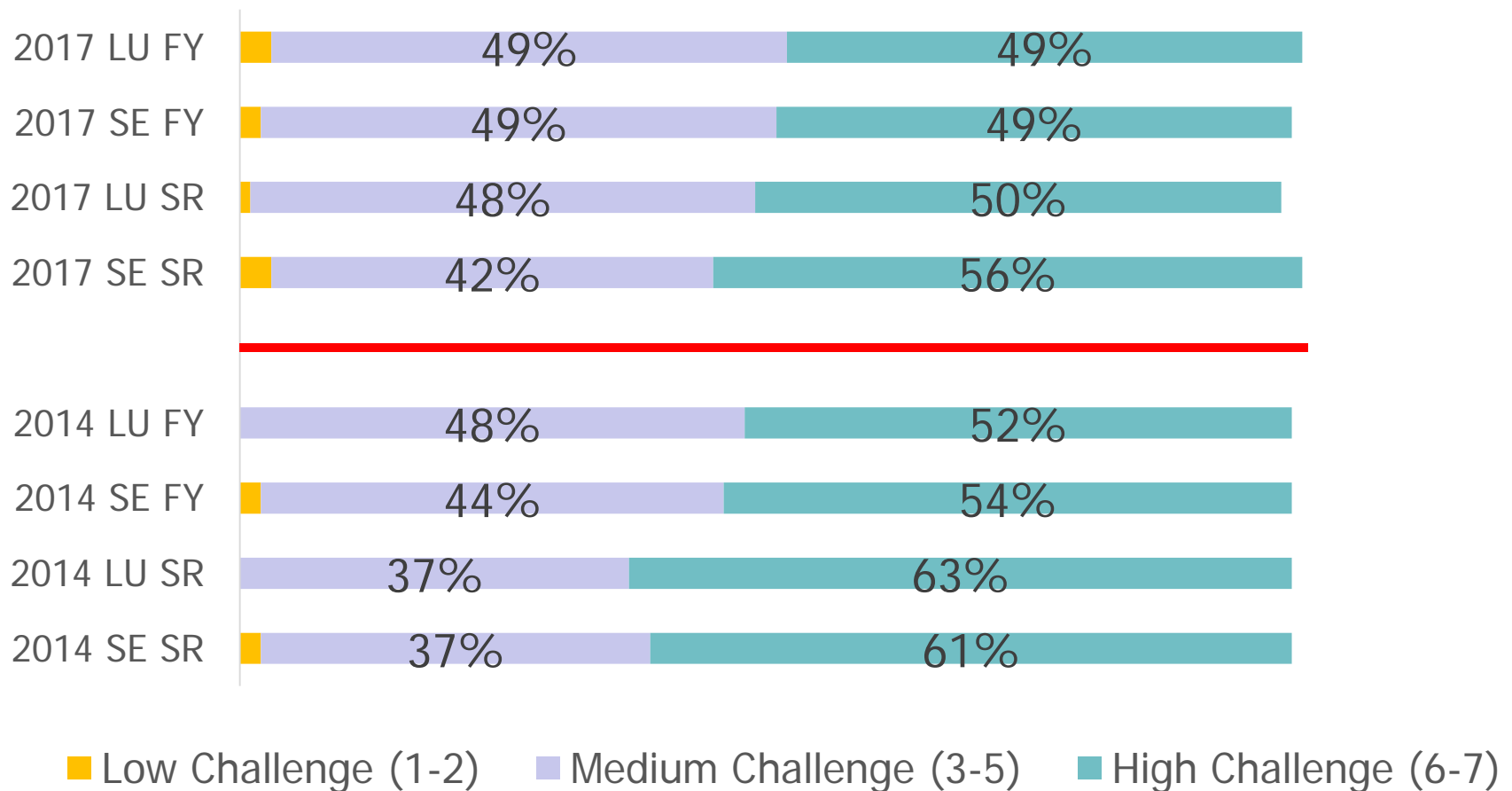
*p<.05, **p<.01, ***p<.0001

Darkest Shading indicates effect size >.3

NSSE Academic Challenge Additional Items

Perceived Academic Challenge in Courses

During the current school year, to what extent have your courses challenged you to do your best work?



LU NSSE 2017 and 2014 High Impact Practices

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NSSE High-Impact Practices

- **Service-Learning** - Courses that included a community-based project
- **Learning Community** - Formal program where groups of students take two or more classes together
- **Research with Faculty** - Work with a faculty member on a research project
- **Internship or Field Experience*** – 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.

*HIPs more commonly completed by Seniors

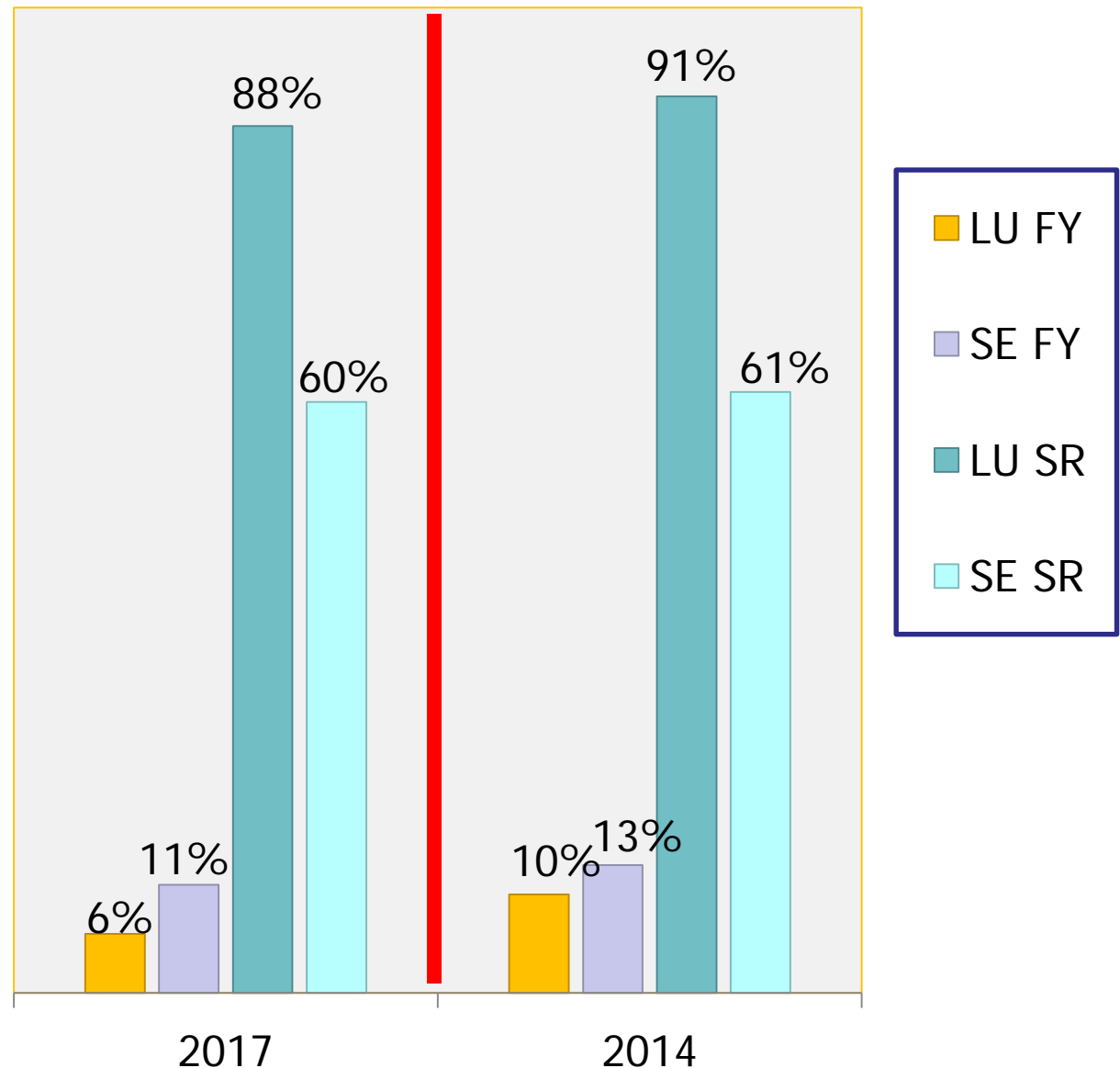
2017 & 2014 Participation in at least two HIPs

Percentage of students who participated in two 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.

Participated in Two or more HIPs



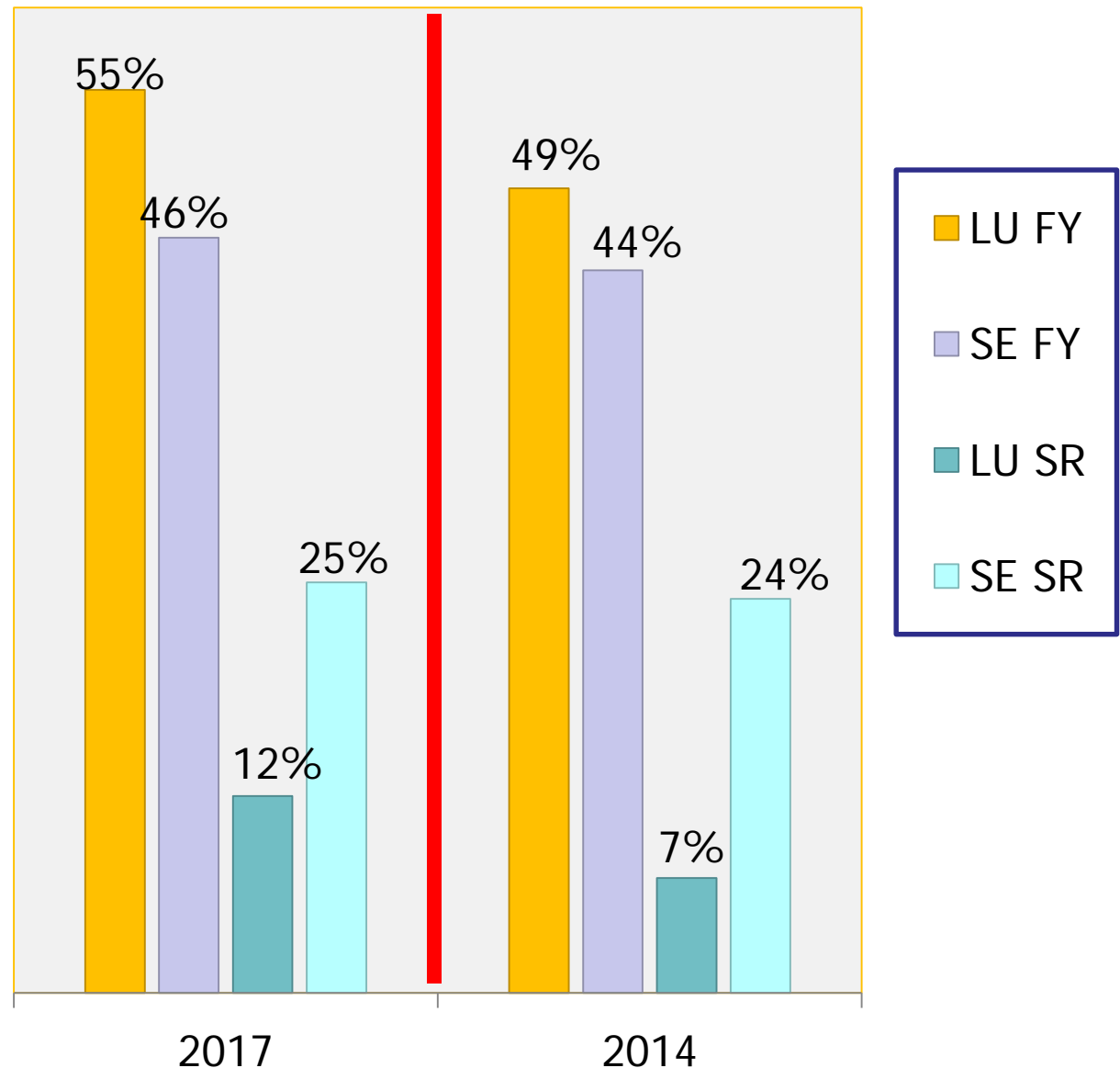
2017 & 2014 Participation in at least one HIPs

Percentage of students who participated in at least one High-Impact Practice

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.

Participated in one HIP



NSSE High Impact Practices 2017- 2014 Performance Comparisons

% Responding "In progress" or "Done" or at least "Some"	First-Year			Seniors		
	% point difference in 2017 LU & 2017 SE Pub and 2017 LU and 2014 LU for both First-Year and Senior Students					
	2017 LU	2017 SE Pub*	2014 LU	2017 LU	2017 SE Pub*	2014 LU
Service-Learning	60%	+8%	+5%	67%	+8%	-10%
Learning Community	7%	-7%	-5%	35%	+12%	-5%
Research with Faculty	3%	-2%	+1%	34%	+9%	-2%
Internship or Field Experience				87%	+38%	0
Study Abroad				16%	+3%	-6%
Culminating Senior Experience				72%	+28%	0
Participated in at least one HIP	62%	+4%	+3%	99%	+14%	+1%
Participated in two or more HIPs	6%	-5%	-4%	88%	+27%	-3%

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

(No differential statistical information for LU 2017-2014 difference comparisons)

Darkest Shading indicates effect size >.3

LU NSSE 2017 and 2014 Perceptions of Gain (Value Added Experiences)

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2017 & 2014 Personal and Social Gains Means

How much has your institutional experience contributed to knowledge, skills, and personal development in: (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)					
		2017 LU	2017 SE Pub	2014 LU	2014 SE Pub
Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	FY	2.9	2.8	2.7	2.7
	SR	2.9	2.8	2.9	2.8
Working effectively with others	FY	3.0	2.8***	2.9	2.8**
	SR	3.3	3.1***	3.3	3.1***
Developing or clarifying a personal code of values and ethics	FY	2.8	2.7***	2.9	2.7***
	SR	3.0	2.8***	3.0	2.8***
Being an informed and active citizen	FY	2.9	2.7***	2.7	2.6
	SR	2.9	2.7***	3.1	2.7***

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

Darkest Shading indicates effect size >.3

2017 & 2014 General Education Gains Means

To what extent has the institutional experience contributed to knowledge, skills, and personal development in: (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)					
		2017 LU	2017 SE Pub	2014 LU	2014 SE Pub
Analyzing numerical and statistical information	FY	2.5	2.7**	2.5	2.7**
	SR	2.7	2.9***	2.6	2.9***
Writing clearly and effectively	FY	3.0	2.8***	3.0	2.9*
	SR	3.2	3.0**	3.3	3.0***
Speaking clearly and effectively	FY	2.8	2.7*	2.7	2.7
	SR	3.1	2.9***	3.3	3.0***
Thinking critically and analytically	FY	3.1	3.1	3.1	3.1
	SR	3.4	3.3**	3.4	3.3*

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

Darkest Shading indicates effect size >.3

2017 & 2014 Practical Competency Gains Means



To what extent has the institutional experience contributed to knowledge, skills, and personal development in: <i>(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)</i>					
		2017 LU	2017 SE Pub	2014 LU	2014 SE Pub
Acquiring job or work-related knowledge and skills	FY	2.7	2.6*	2.7	2.6
	SR	3.2	2.9***	3.2	3.0***
Solving complex real-world problems	FY	2.8	2.6	2.6	2.6
	SR	2.8	2.8	2.9	2.8

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

Darkest Shading indicates effect size >.3

How to read the 2017 & 2014 Performance on Gains Items Charts

The following tables display how LU students responded to each Gains item, and the difference in percentage points between the LU students and those of the SE Pub Comparison Group for both the 2017 and 2014 comparisons. **Positive** numbers indicate how much higher LU's percentage is from that of the SE Pub group; **negative** numbers indicate how much lower LU's percentage is from that of the SE Pub Group.

<i>% Responding "Quite a bit" or "Very much"</i>	First-Year			Seniors		
		*% point difference in 2017 LU & 2017 SE Pub and 2017 LU and 2014 LU			% point difference in 2017 LU & 2017 SE Pub and 2017 LU and 2014 LU	
	2017 LU	2017 SE Pub*	2014 LU*	2017 LU	2017 SE Pub*	2014 LU*
Developing or clarifying a personal code of values and ethics	65%	+6%	-3%	73%	+9%	0%

2017 & 2014 Performance on Personal and Social Gains Items

<i>% Responded "Quite a bit" or "Very much"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Working effectively with others	74%	+10%	+5%	86%	+12%	+3%
Developing or clarifying a personal code of values and ethics	65%	+6%	-3%	73%	+9%	0%
Understanding people of other backgrounds (economics, racial/ethnic, political, religious, nationality, etc.)	66%	+4%	+8%	63%	0%	-2%
Being an informed and active citizen	67%	+10%	+11%	67%	+10%	-8%

2017 & 2014 Performance on General Education Gains Items

<i>% Responded "Quite a bit" or "Very much"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Writing clearly and effectively	72%	+7%	0%	76%	+5%	-9%
Speaking clearly and effectively	63%	+5%	+5%	77%	+8%	-10%
Thinking critically and analytically	79%	+3%	-2%	90%	+6%	+1%
Analyzing numerical and statistical information	51%	-8%	+1%	57%	-10%	+3%

Performance on 2017 & 2014 Practical Competency Gains Items

<i>% Responded "Quite a bit" or "Very much"</i>	First-Year			Seniors		
	2017 LU	2017 SE Pub	2014 LU	2017 LU	2017 SE Pub	2014 LU
Acquiring job- or work-related knowledge and skills	61%	+8%	+4%	79%	+11%	0%
Solving complex real-world problems	62%	+5%	+6%	62%	-2%	-6%

LU NSSE 2017 and 2014 Perceptions of Institutional Emphases, Relationships, and Overall Satisfaction

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2017 & 2014 Perceptions of Institutional Emphasis

Mean Comparisons

To what extent does your institution emphasize... (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)		2017 LU	2017 SE Pub	2014 LU	2014 SE Pub
Spending significant amounts of time studying and on academic work	FY	3.1	3.1	3.3	3.2
	SR	3.0	3.2**	3.2	3.2
Using learning support services (tutoring, writing center, etc.)	FY	3.1	3.1	3.3	3.2*
	SR	2.8	2.9	3.0	2.9*
Providing support to help students succeed academically	FY	3.0	3.1	3.3	3.1***
	SR	3.0	2.9	3.2	3.0***
Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	FY	2.8	2.8	2.8	2.7
	SR	2.6	2.6	2.7	2.6
Helping you manage your non-academic responsibilities (work, family, etc.)	FY	2.4	2.4	2.5	2.4
	SR	2.2	2.1*	2.4	2.1***

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

Darkest Shading indicates effect size >.3

2017 & 2014 Perceptions of Institutional Emphasis

Mean Comparisons (cont.)

To what extent does your institution emphasize... (1=Very little, 2=Some, 3=Quite a bit, 4=Very much)		2017 LU	2017 SE Pub	2014 LU	2014 SE Pub
Providing opportunities to be involved socially	FY	3.1	3.0	3.2	3.1***
	SR	3.1	2.9***	3.3	3.0***
Attending campus activities and events (performing arts, athletic events, etc.)	FY	2.9	2.9	3.1	3.0
	SR	2.8	2.7	3.0	2.8**
Attending events that address important social, economic, or political issues	FY	2.6	2.6	2.6	2.6
	SR	2.5	2.4*	2.6	2.5
Providing support for your overall well-being (recreation, health care, counseling, etc.)	FY	3.0	3.0	3.2	3.1**
	SR	3.0	2.8**	3.2	2.9***

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

Darkest Shading indicates effect size >.3

2017 & 2014 Quality of Relationship Mean Comparisons

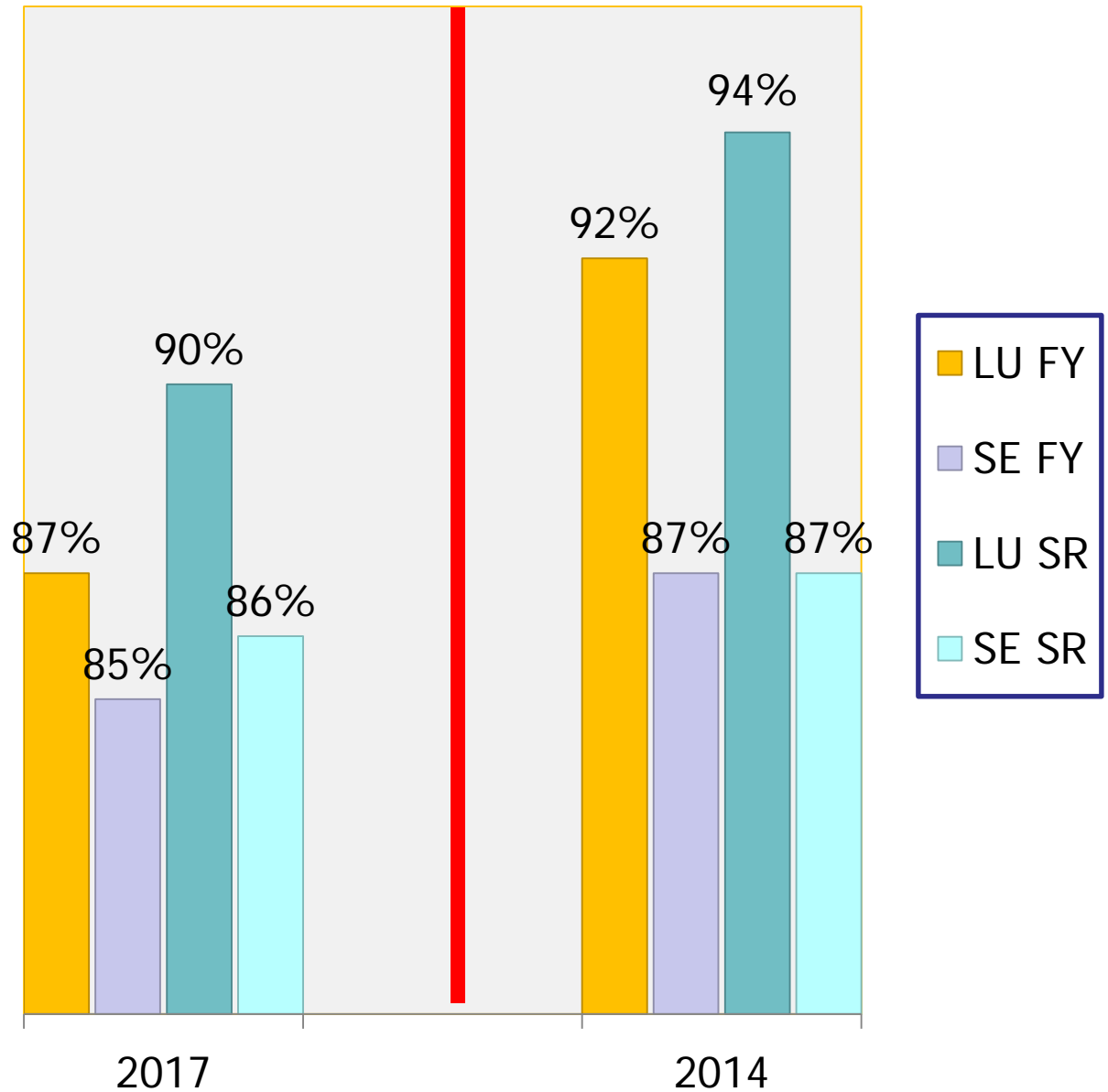
Indicate the quality of your interactions with the following people at your institution. (1=Poor, 7=Excellent)		2017 LU	2017 SE Pub	2014 LU	2014 SE Pub
Students	FY	5.6	5.4***	5.8	5.6***
	SR	5.7	5.6	5.9	5.7**
Academic advisors	FY	5.3	5.2	5.5	5.1***
	SR	5.4	5.2*	5.6	5.1***
Faculty	FY	5.5	5.2***	5.5	5.2***
	SR	5.6	5.5	5.9	5.5***
Student Services staff (career services, student activities, housing, etc.)	FY	5.2	5.0	5.1	4.9*
	SR	5.0	4.9	5.3	4.9***
Other administrative staff and offices (registrar, financial aid, etc.)	FY	5.1	4.9**	5.0	4.7***
	SR	5.0	4.8*	5.1	4.7***

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

Darkest Shading indicates effect size >.3

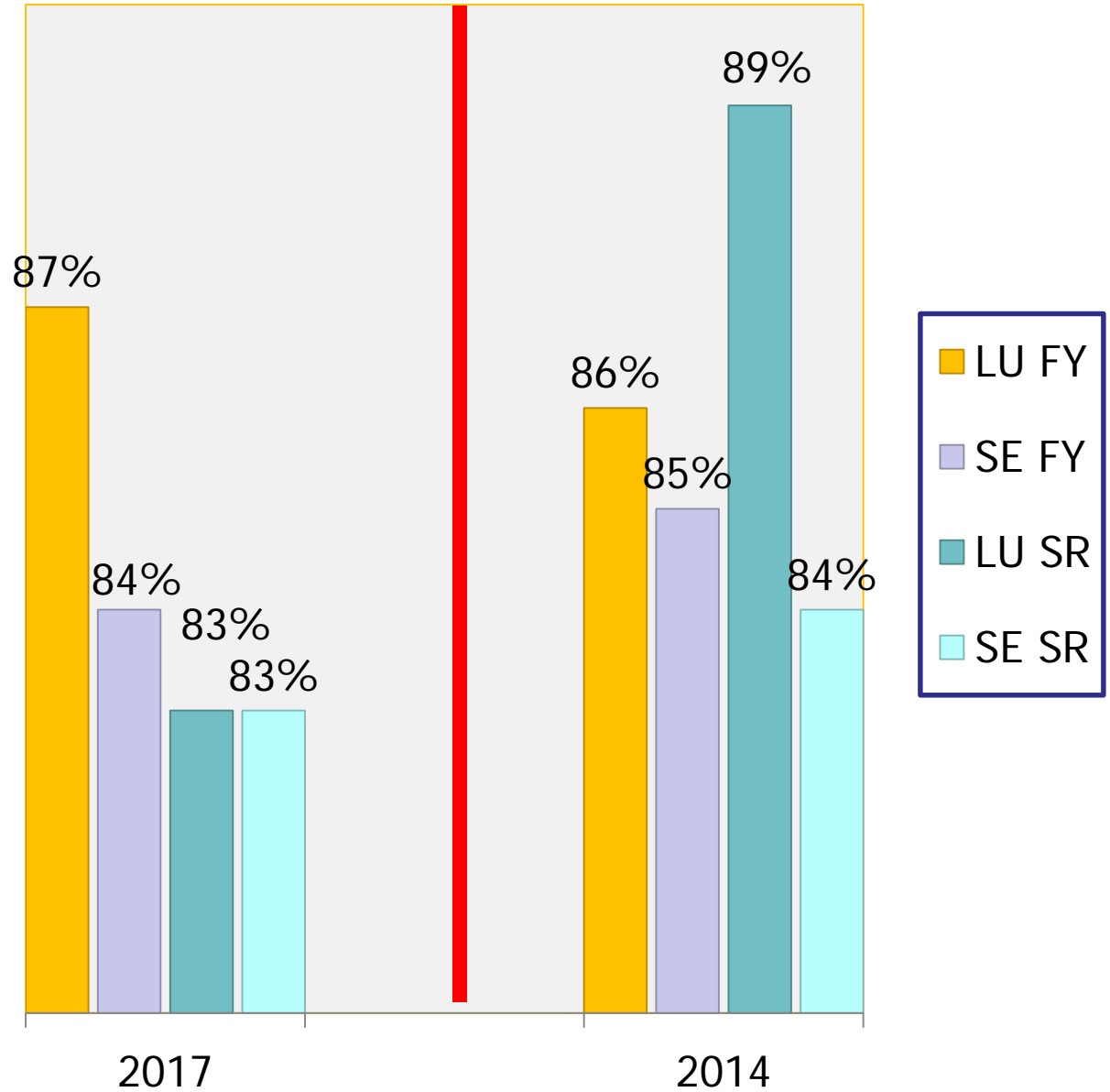
Overall Satisfaction with the Institution

Percentage of students who rated their overall experience as "Good" or "Excellent"



Overall Satisfaction with the Institution

Percentage of students who would "Probably" or "Definitely" attend this institution again



NSSE Engagement Indicators: 2017-2014 Overall Satisfaction Mean Comparisons

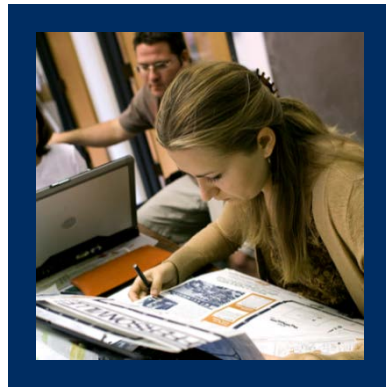
		2017 LU	2017 SE Pub	2014 LU	2014 SE Pub
Students' evaluation of entire educational experience <i>(1=Poor, 2=Fair, 3=Good, 4= Excellent)</i>	FY	3.3	3.2	3.3	3.2**
	SR	3.3	3.3	3.5	3.3***
If starting over, would the student attend the same institution <i>(1=Definitely no, 2= Probably no, 3=Probably yes, 4=Definitely yes)</i>	FY	3.3	3.2*	3.3	3.3
	SR	3.3	3.3	3.4	3.3**

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

Darkest Shading indicates effect size >.3

For More
Information and
Resources...

The NSSE Website
nsse.iub.edu



The full NSSE generated reports can be accessed through the Office of Assessment and Institutional Research.

All Longwood generated summary reports can be found on the Student Affairs Assessment Website:
[http://solomon.longwood.edu/offices--
departments/student-affairs/assessment--
evaluation/the-nsse/](http://solomon.longwood.edu/offices--departments/student-affairs/assessment--evaluation/the-nsse/)

