

NSSE

national survey of
student engagement

Onie McKenzie
Assistant Vice President for
Student Affairs

NSSE LU 2017 and 2014
Complete Summary Presentation

This LU Generated NSSE 2017 and 2014 Complete Summary Report includes

1. NSSE Overview and LU Administration (Slides 3 - 15)
2. Engagement Indicators (Slides 16 - 37)
3. High-Impact Practices (Slides 38 - 48)
4. Perceptions of Gain/Value Added (Slides 49 - 58)
5. Perceptions of Relationships/Institutional Emphases/Overall Satisfaction (Slides 59 - 65)
6. HANDOUTS: Item Frequencies/Statistical and Longitudinal Comparisons (Slides 66 - 68)
7. For more Information (Slide 69 - 70)

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*

NSSE Overview of Content

- **The NSSE asks first-year and senior 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**

NSSE Background and 2013 Revisions

Background & 2013 Revision...

- *Launched in 1999 and revised in 2013 using more specific and behavioral item wording and the inclusion of High Impact Practices and customization options*

Research confirms validity of self-reported data when...

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

Year	Participating Institutions
2001-11	1476
2012	577
2013	613
2014	713
2015	585
2016	557
2017	722

NSSE Administration at Longwood

- Administered at LU on three-year spring semester rotation to all First-years & Seniors via email since 2002
- Comprehensive marketing, moratorium on all competing student surveys, and multiple follow-ups with three \$50 Lancer Cash incentives and one grand prize award of \$150 Lancer Cash
- Also administered two Topical Modules to benefit our SCHEV Competency assessment – *Writing Experiences* and *Information Literacy*

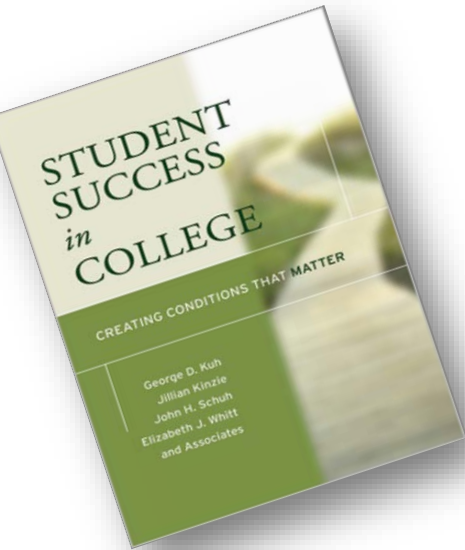


The image shows a sample of the NSSE (National Survey of Student Engagement) form, titled "THE COLLEGE STUDENT REPORT". The form is designed for students to rate how often they have performed various activities during the current school year. The activities are listed on the left, and the response options are "Very often", "Often", "Sometimes", and "Never", each with a corresponding radio button. A progress bar at the top indicates the percentage of the survey completed.

Activity	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"/>
Come 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"/>

Activity	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"/>

The DEEP Project: Documenting Effective Educational Practices



Based on higher than predicted graduation rates and engagement indicators on the NSSE, 20 educationally effective” colleges and universities were selected for further study of their institutional policies, programs, and practices at for further study.

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E.J., & Associates (2005). *Student success in college: Creating conditions that matter*. San Francisco: Jossey-Bass.

The 20 DEEP Institutions:

Alverno College
California State University, Monterey Bay
The Evergreen State College
Fayetteville State University
George Mason University
Gonzaga University
Longwood University
Macalester College
Miami University (Ohio)
Sweet Briar College

University of Kansas
University of Maine, Farmington
University of Michigan
University of the South
University of Texas at El Paso
Ursinus College
Wabash College
Wheaton College (MA)
Winston Salem State University
Wofford College

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

2017 NSSE LU Self-reported Respondent Demographics

	First-Year		Seniors	
	Count	%	Count	%
Woman	209	64%	219	71%
Traditionally aged	268	97%	252	93%
First-generation	127	45%	117	42%
Full-time	271	99%	241	89%
Started elsewhere	18	6%	61	23%
Social fraternity or sorority member	33	11%	71	26%
Student athlete	10	4%	17	6%
Diagnosed Disability or impairment	52	19%	40	15%

Percentages are weighted by institution-reported sex and enrollment status and institutional size for comparisons. Counts are unweighted.

2017 NSSE LU Self-reported Respondent Racial/Ethnic Background

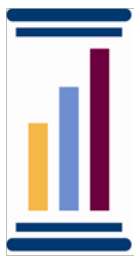
	First-Year		Seniors	
	Count	%	Count	%
American Indian or Alaska Native	1	0%	1	0%
Asian	5	2%	2	1%
Black/African American	22	8%	15	5%
Hispanic/Latino	10	4%	4	2%
Native Hawaiian/Pacific Islander	1	0%	0	0%
White	207	75%	232	85%
Other	1	0%	1	0%
Two or more races/ethnicities	20	7%	15	5%
I prefer not to respond	6	2%	3	1%
Total	273	100%	273	100%

Percentages are weighted by institution-reported sex and enrollment status and institutional size for comparisons. Counts are unweighted.

2017 NSSE LU Self-reported Respondent Academic Major*

	First-Year		Seniors	
	Count	%	Count	%
Arts & Humanities	26	10%	38	14%
Biological Sciences, Natural Resources	23	8%	19	7%
Physical Sciences, Math, Computer Science	9	4%	8	3%
Social Sciences	27	10%	39	14%
Business	22	10%	34	14%
Communications, Media, & PR	13	5%	12	4%
Education	37	13%	23	8%
Health Professions	62	21%	51	18%
Social Service Professions	28	9%	32	11%
All others	21	7%	16	6%
Undecided, Undeclared	4	2%	0	0%

Percentages are weighted by institution-reported sex and enrollment status and institutional size for comparisons. Counts are unweighted.



NSSE External Comparison Groups

All taking the NSSE

- 2016 & 2017 – 961 institutions
- 2014 – 622 institutions

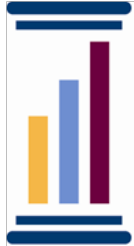
Same Carnegie Classification

- 2017 - 115 institutions
- 2014 – 109 institutions




Southeast Public Institutions

- 2017 – 111 institutions
- 2014 – 108 institutions

A list of all 111 institutions comprising the 2017 Southeast Public Comparison Group is available



Possible NSSE Internal Comparisons

NSSE 2017		NSSE 2014
2017 LU First-Year		2014 LU First-Year
2017 LU Senior	 	2014 LU Senior

Engagement is a process measure, not an achievement measure. The first and senior year experiences are different constructs. Consider those who drop out, persist, and transfer in who are not accounted for in all groups.

Personal / Departmental Summary & Work Sheet

For all information presented, please note...

- *Where were your perceptions confirmed and where were you surprised by the findings?*
- *How you would explain/interpret the findings?*
- *Where do you either need or can offer more information to corroborate the results?*
- *Where and how can you and your colleagues positively influence results in the future?*

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

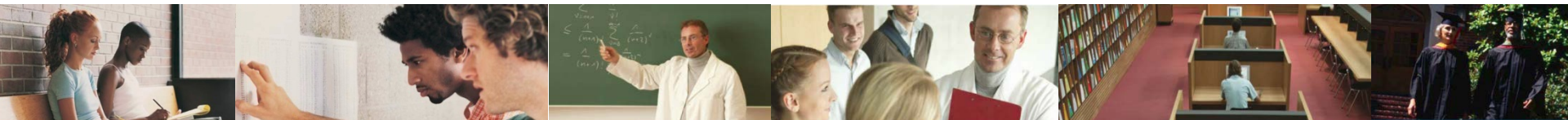
Overall, how would you evaluate...

Poor
Fair
Good
Excellent

LU NSSE 2017 and 2014 Engagement Indicators including multi-year comparisons

Onie McKenzie

Assistant Vice President for Student Affairs



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

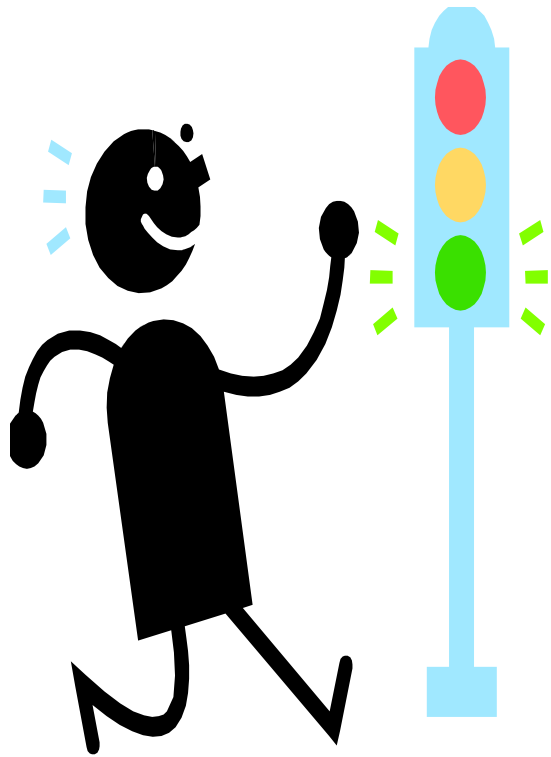
Quality of Interactions

Supportive Environment

High Impact Practices

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

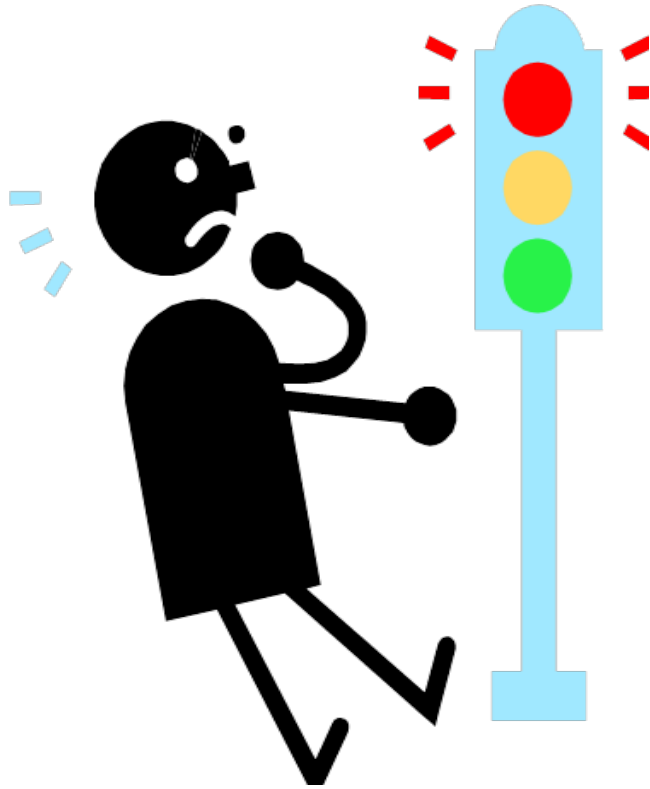
Green – Good; Happy



- **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

% Responding "Often" or "Very often"	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

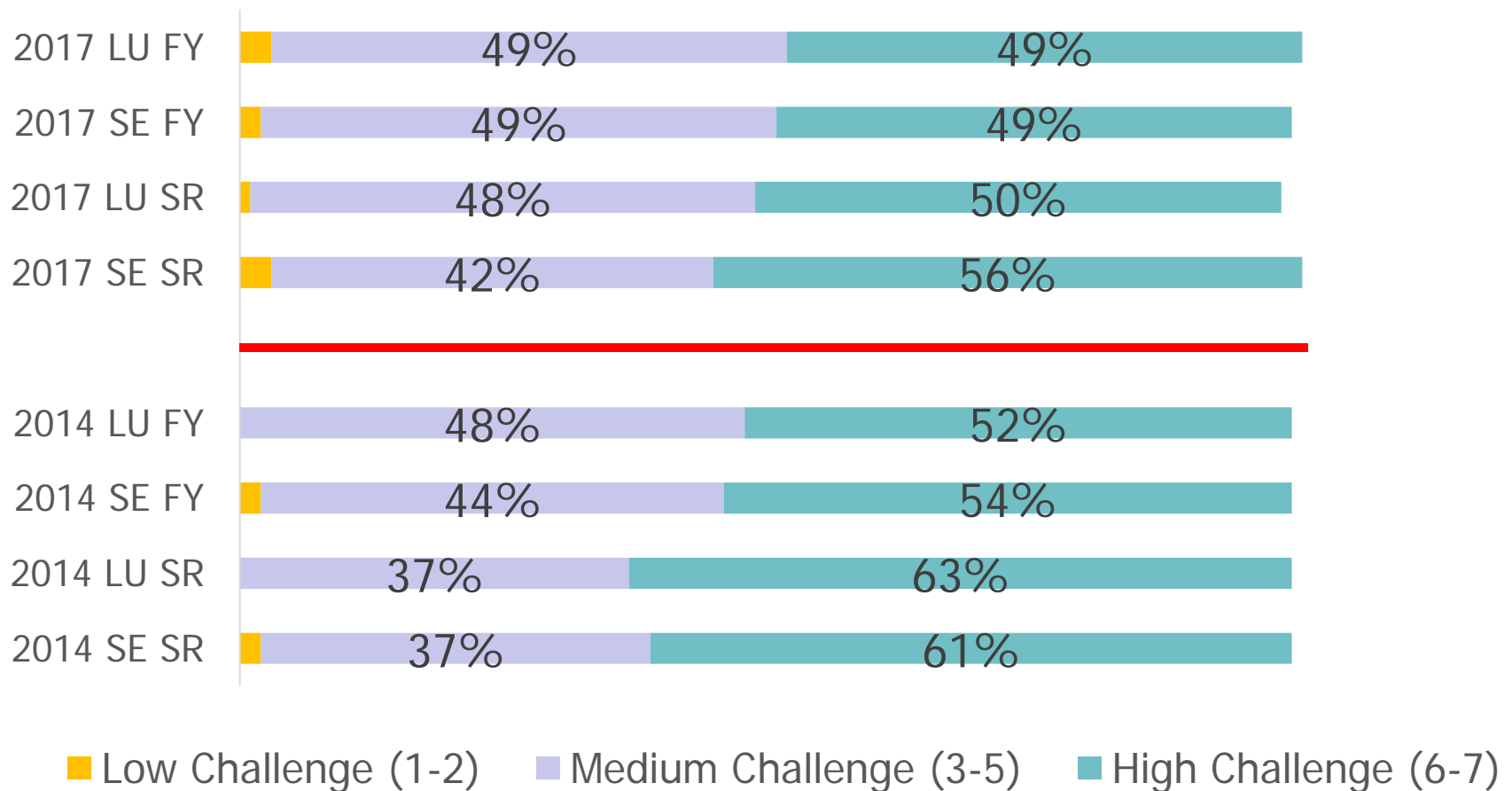
*p<.05, **p<.01, ***p<.0001

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

Onie McKenzie

Assistant Vice President for Student Affairs



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

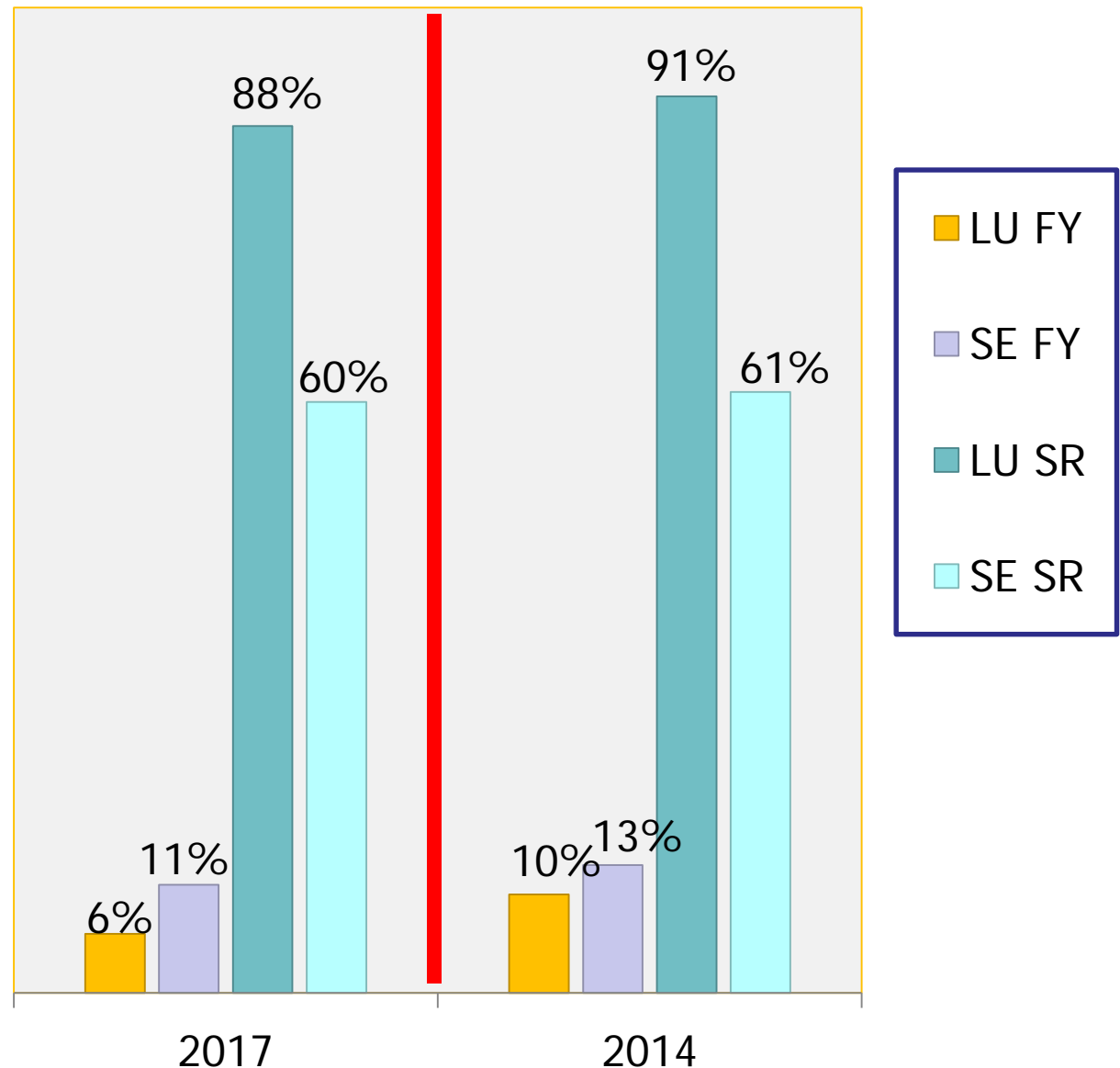
2017 & 2014 Participation in at least two HIPs

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



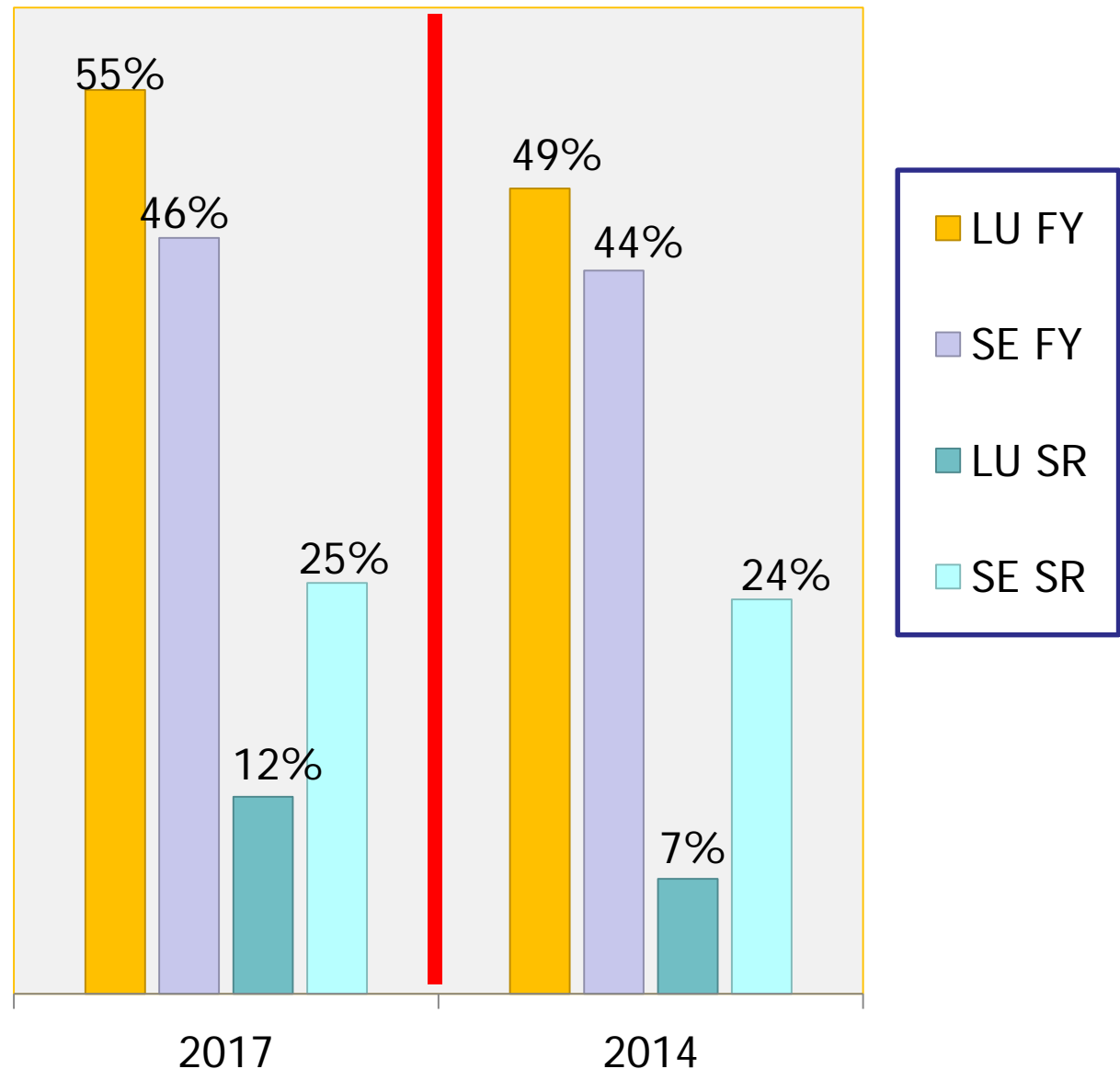
2017 & 2014 Participation in at least one HIPs

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

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

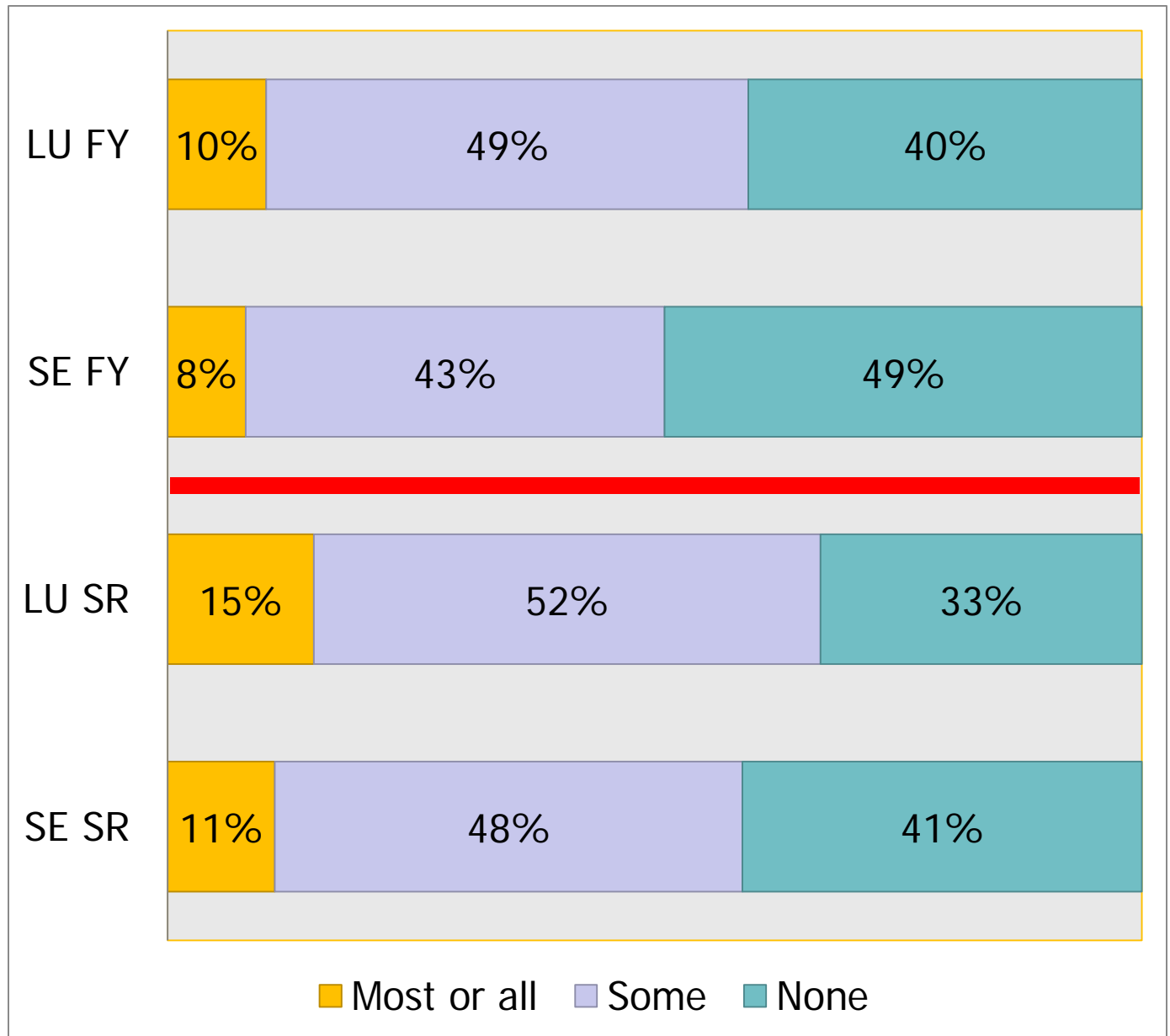
Senior measures also include participation in an internship or field experience, study abroad, and a culminating senior experience.

Participated in one HIP



2017 Service- Learning

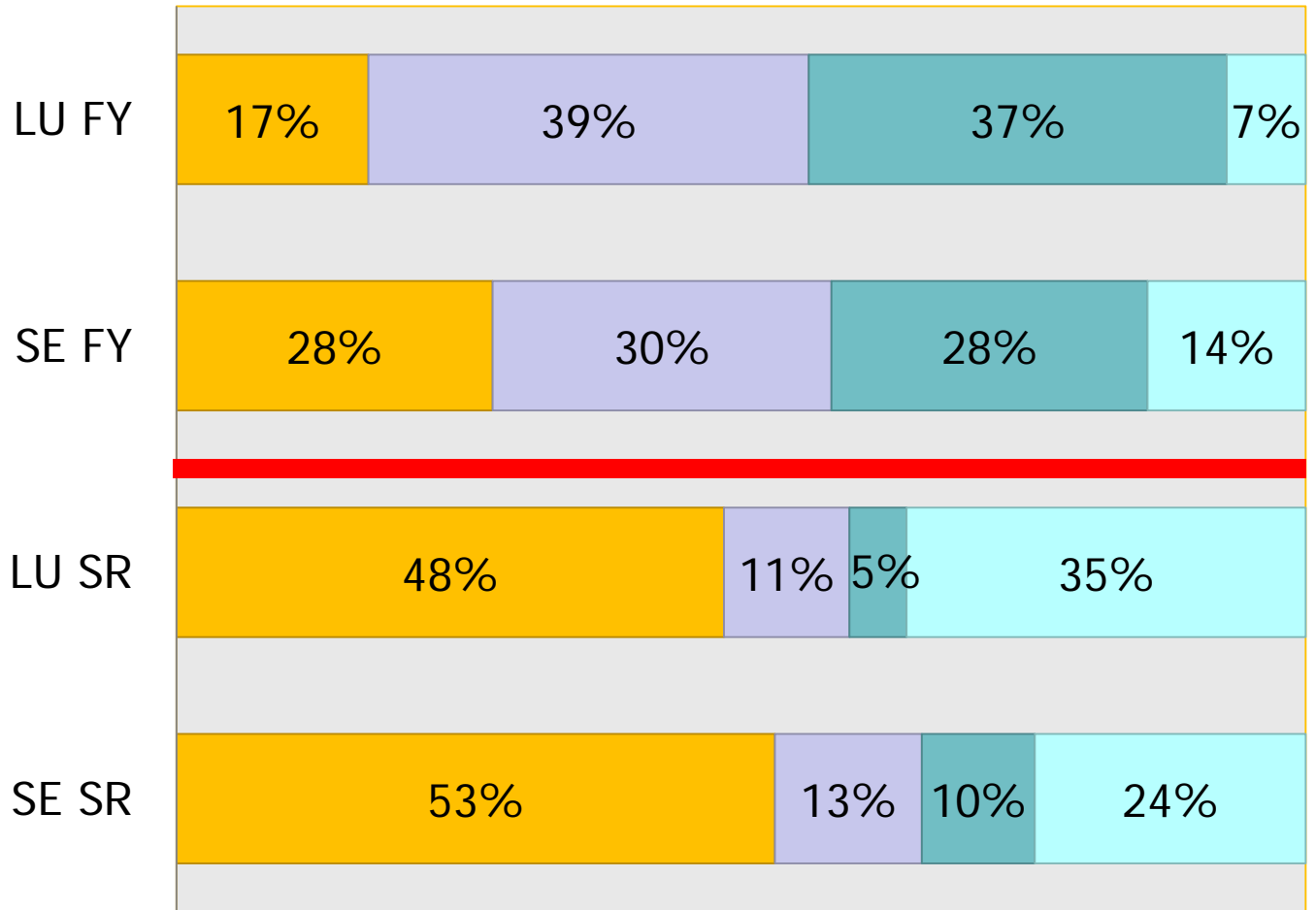
"About how many of your courses at this institution have included a community-based project (service-learning)?"



2017 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.

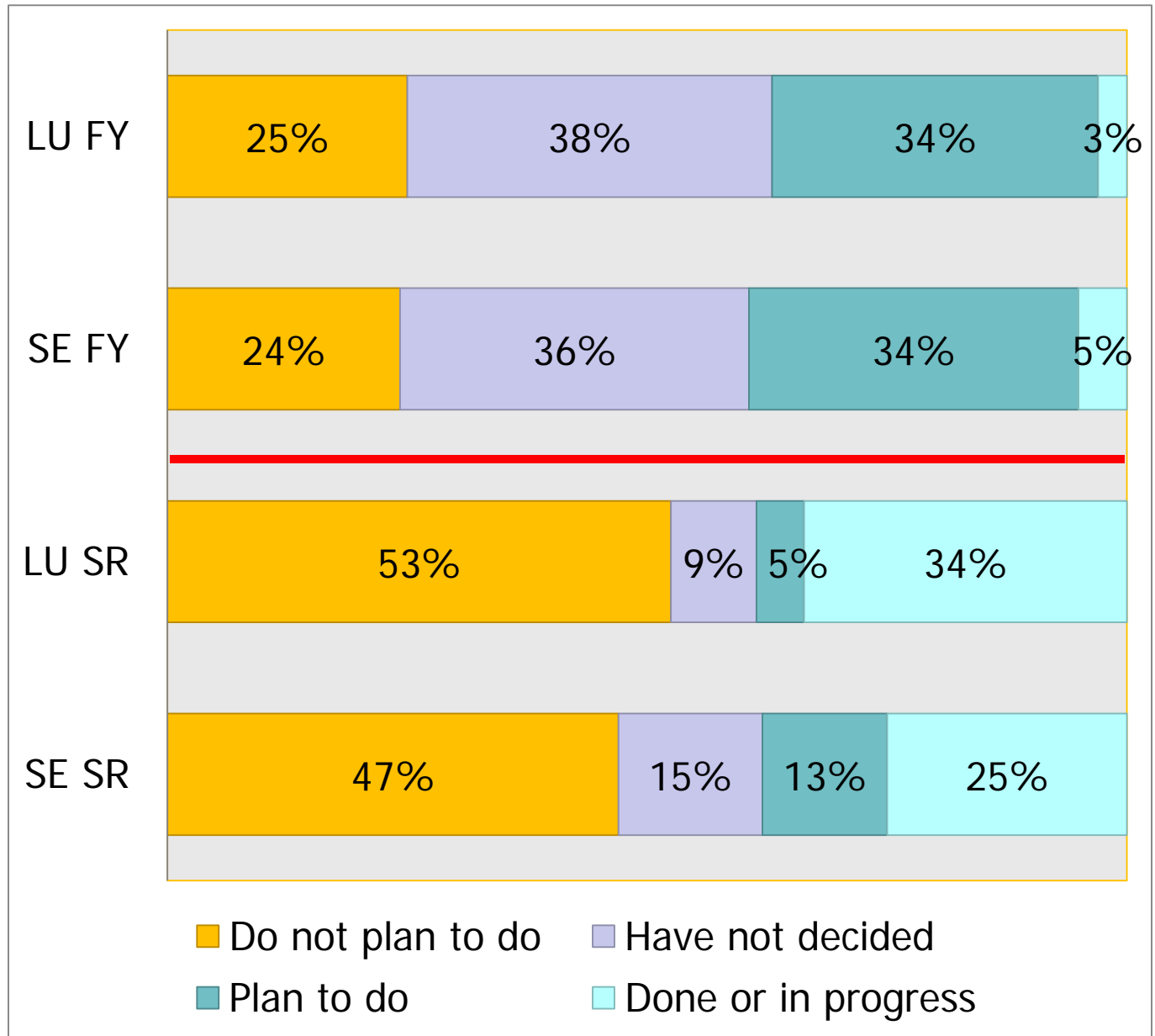


- Do not plan to do
- Have not decided
- Plan to do
- Done or in progress

2017 Research with a Faculty Member

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

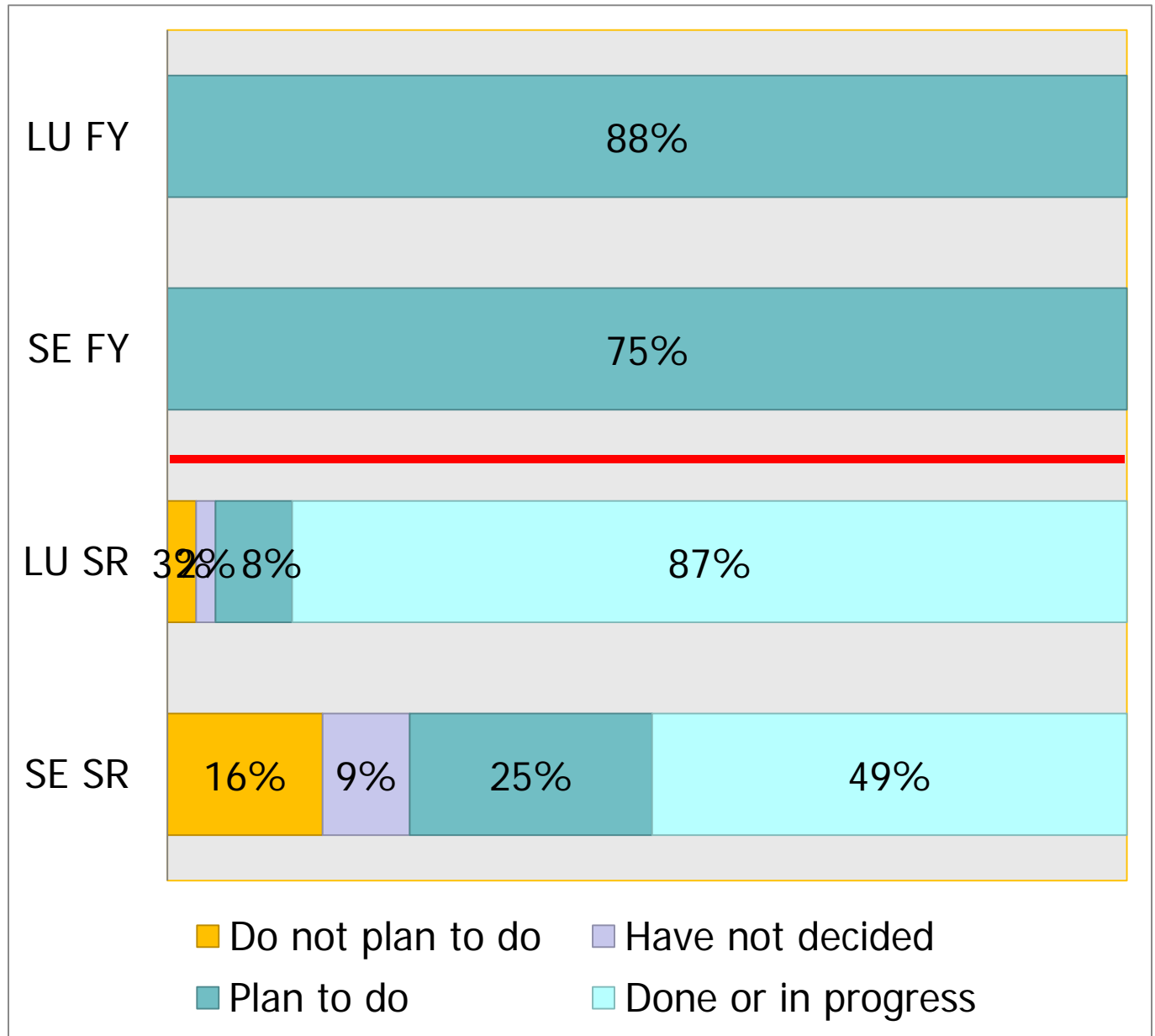
Work with a faculty member on a research project.



2017 Internship of Field Experience

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

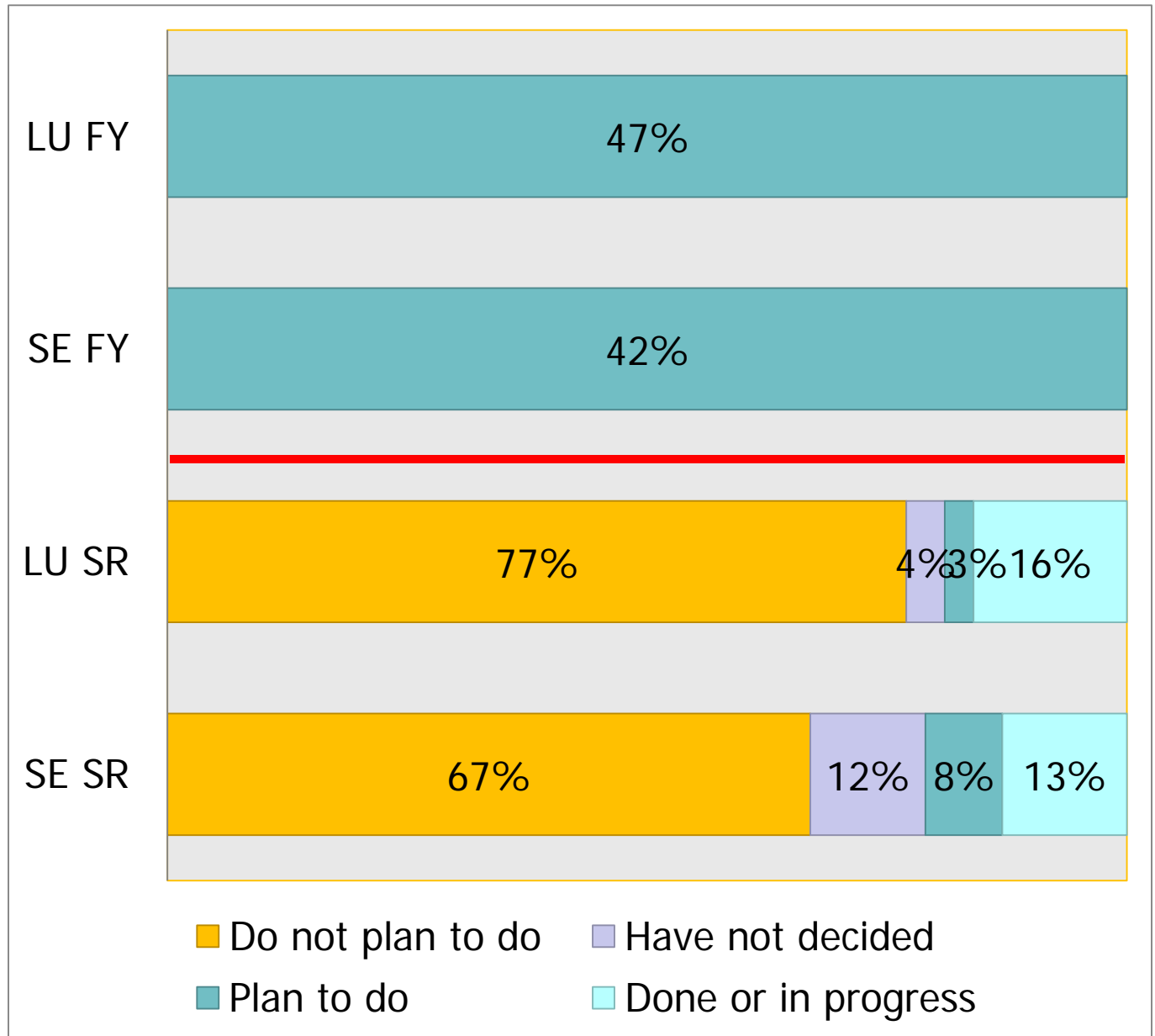
Participate in an internship, co-op, field experience, student teaching, or clinical placement.



2017 Study Abroad

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

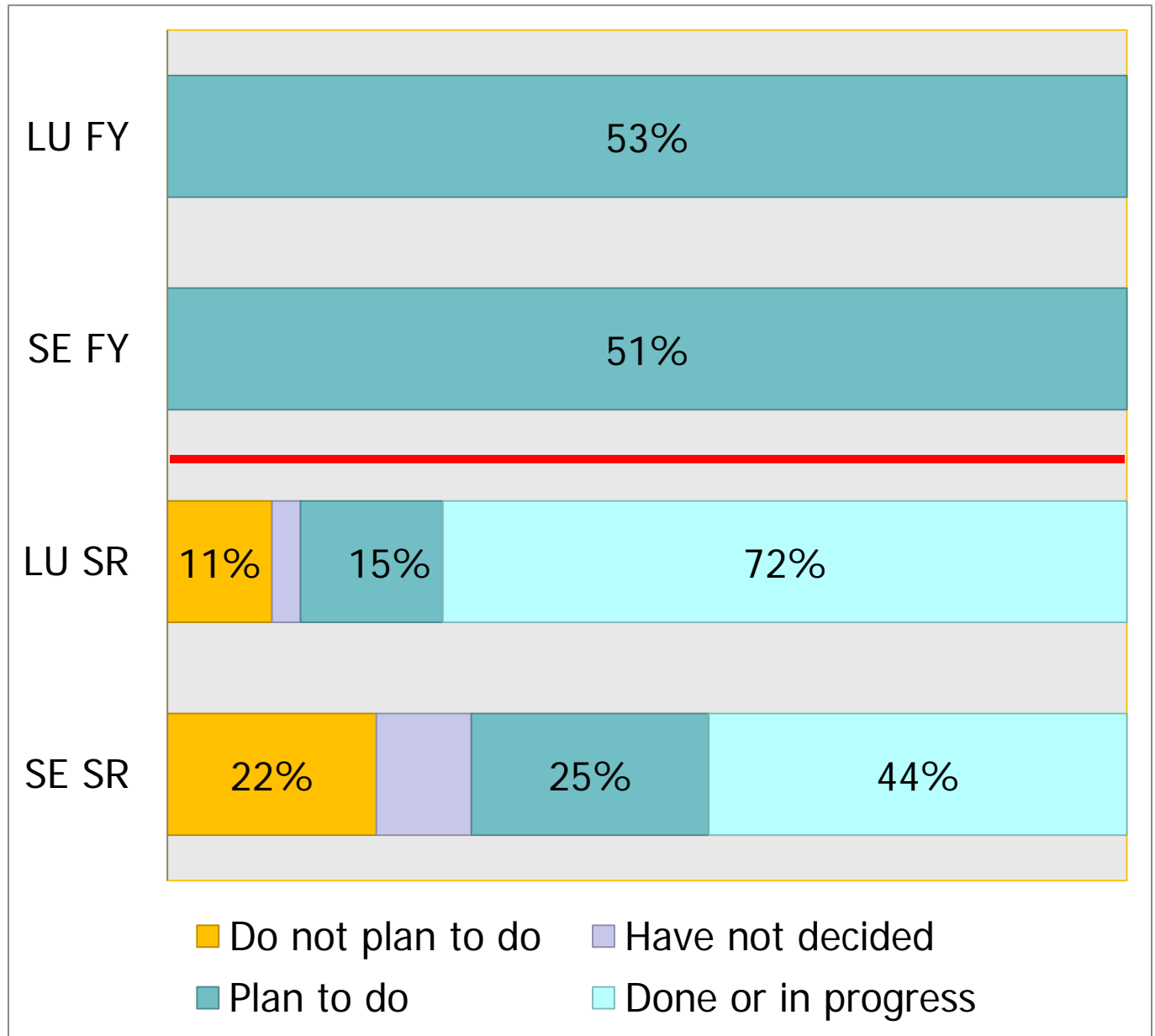
Participate in a study abroad program.



2017 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.)



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)

Onie McKenzie
Assistant Vice President for Student Affairs



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%

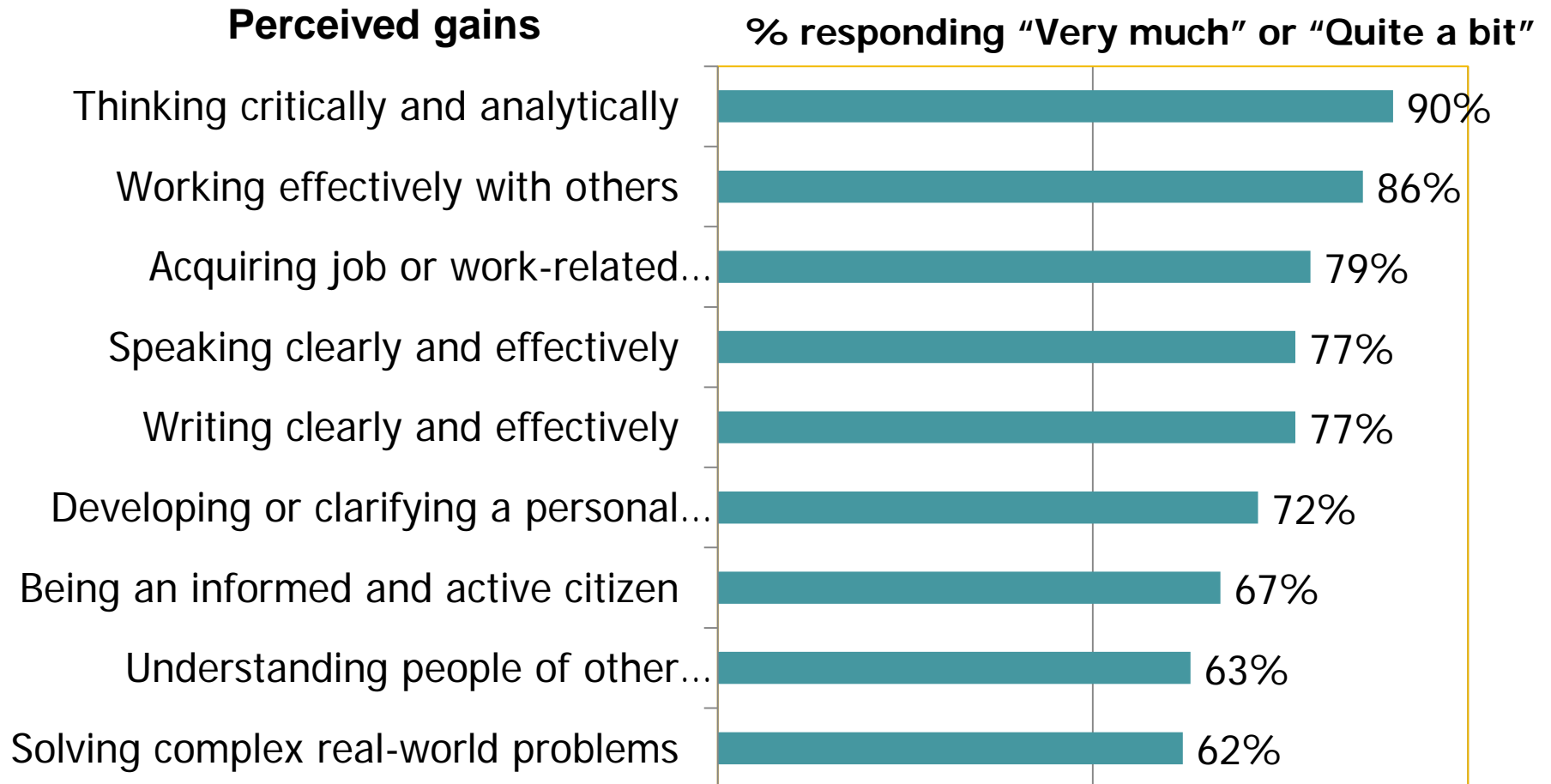
2017 & 2014 Performance on General Education Gains Items

<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%

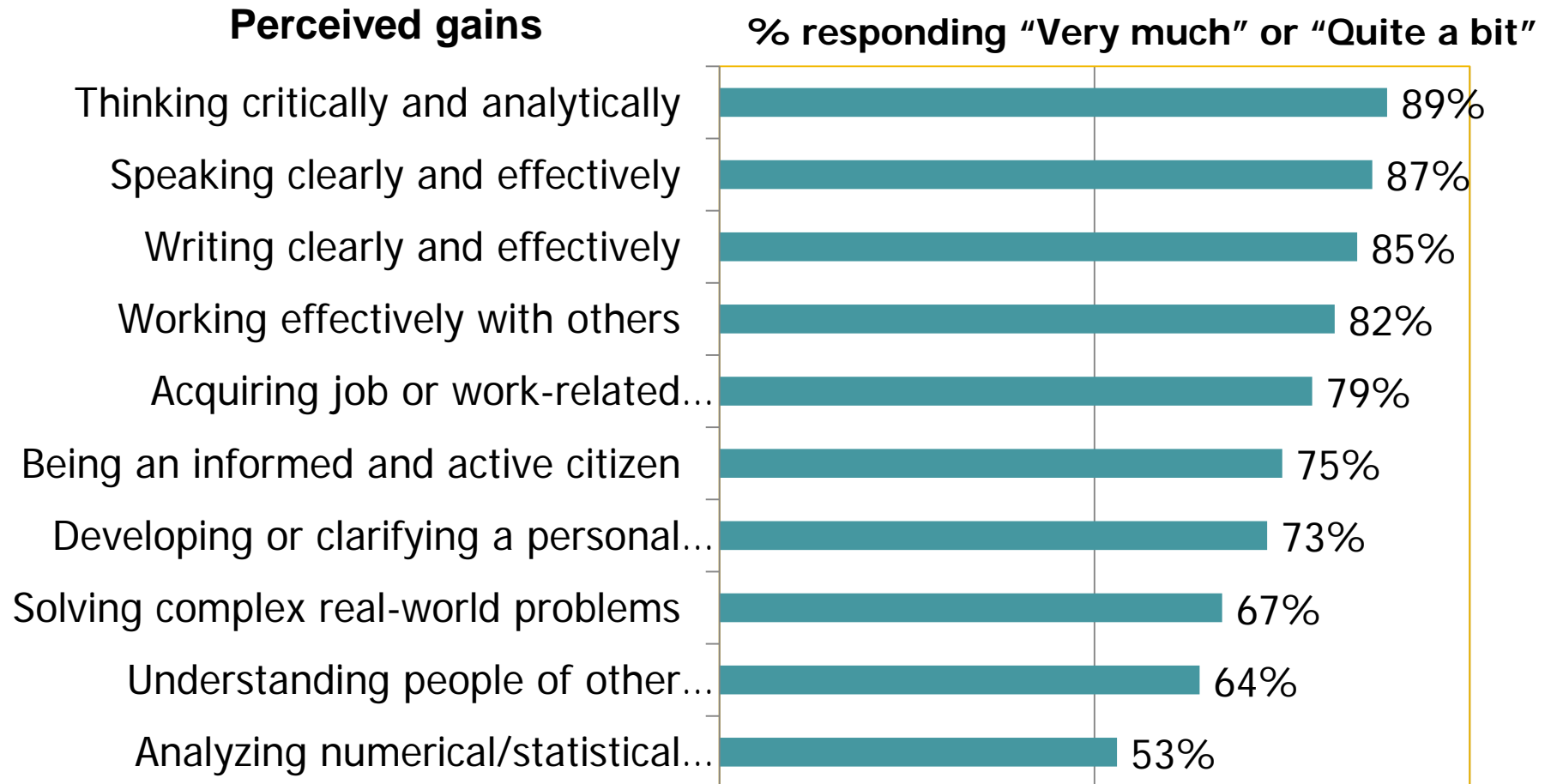
Performance on 2017 & 2014 Practical Competency Gains Items

<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%

2017 Perceived Gains Among Seniors

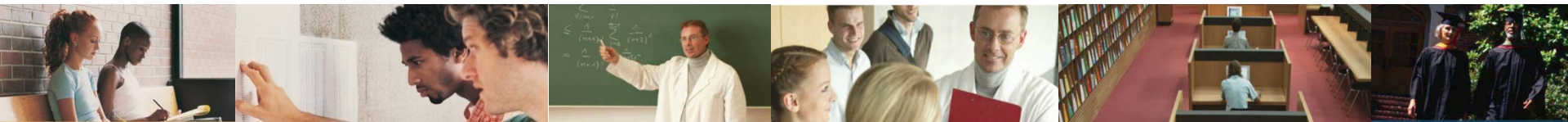


2014 Perceived Gains Among Seniors



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

Onie McKenzie
Assistant Vice President for Student Affairs



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

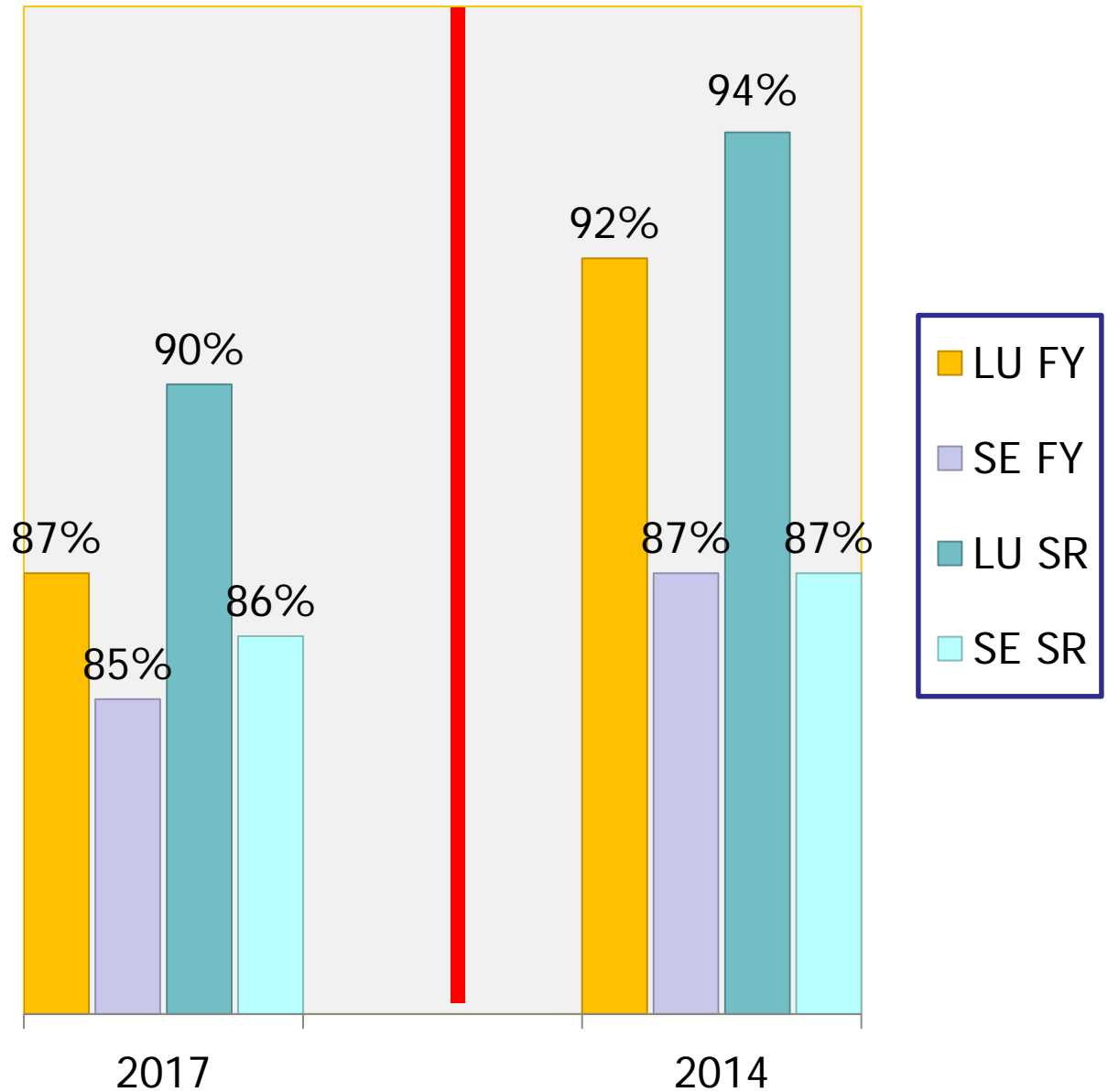
Indicate the quality of your interactions with the following people at your institution. (1=Poor, 7=Excellent)		2017 LU	2017 SE Pub	2014 LU	2014 SE Pub
Students	FY	5.6	5.4***	5.8	5.6***
	SR	5.7	5.6	5.9	5.7**
Academic advisors	FY	5.3	5.2	5.5	5.1***
	SR	5.4	5.2*	5.6	5.1***
Faculty	FY	5.5	5.2***	5.5	5.2***
	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

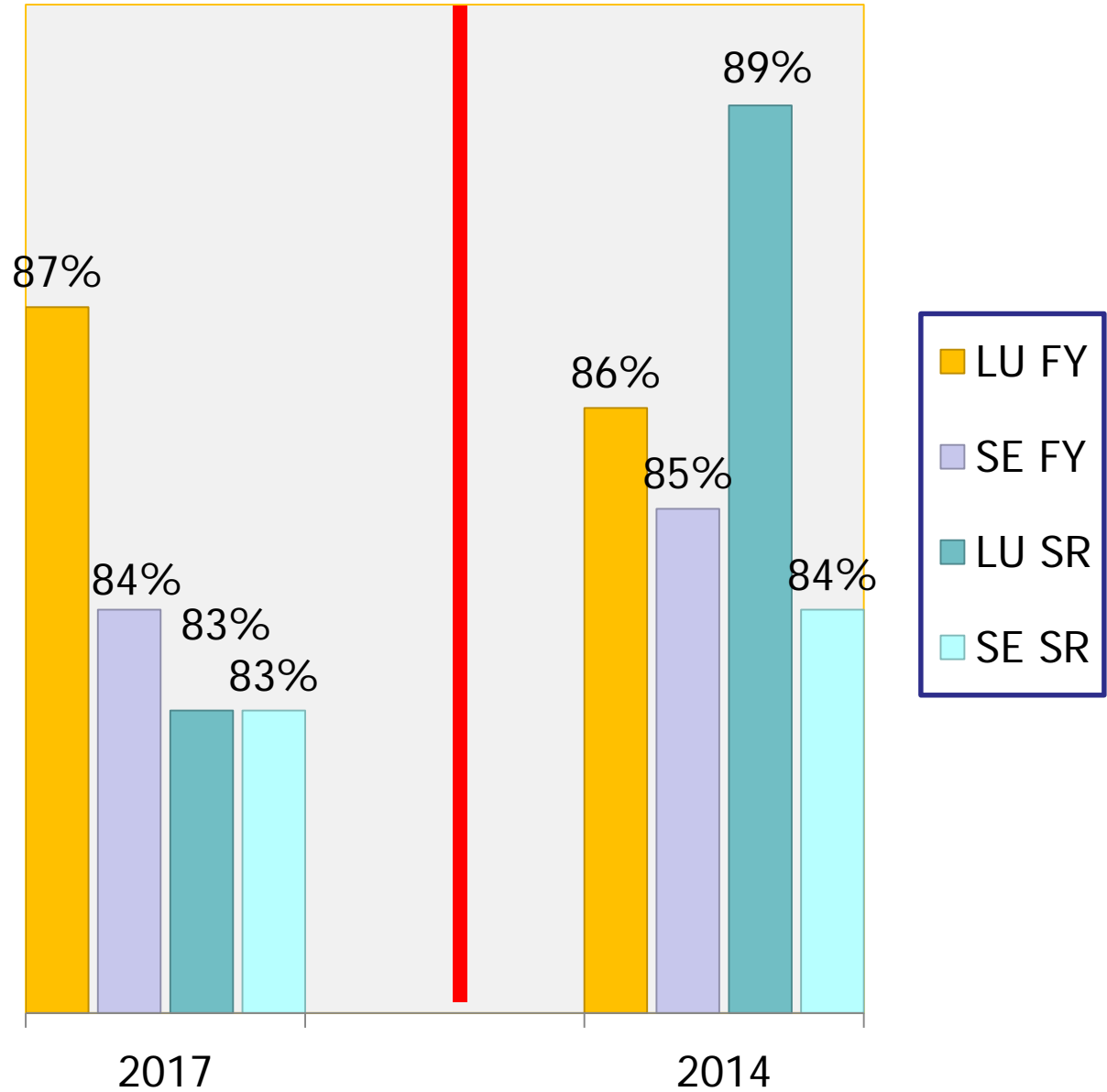
Overall Satisfaction with the Institution

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

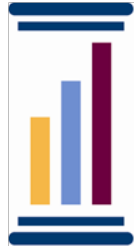
NSSE LU 2017 Item Frequencies and Statistical Comparisons (Handout)

NSSE LU 2017 and 2014 Item Mean Comparisons (Handout)

Onie McKenzie

Assistant Vice President for Student Affairs





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 Handouts

NSSE LU 2017 Item Frequencies and Statistical Comparisons

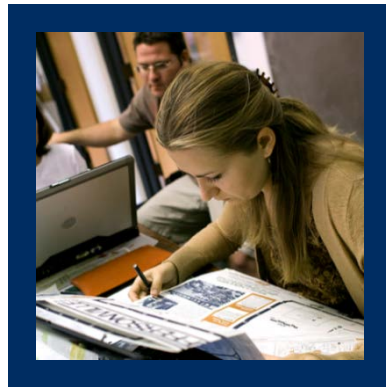
3. During the current school year, about how often have you done the following?			Never	Some times	Often	Very Often	LU Mean	SE Pub Mean
a.	Talked about career plans with a faculty member	FY	11%	48%	26%	16%	2.5	2.3***
		SR	9%	32%	28%	32%	2.8	2.5***
b.	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	FY	47%	33%	14%	6%	1.8	1.8
		SR	19%	42%	21%	17%	2.4	2.0***
c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	FY	27%	46%	21%	6%	2.1	2.0
		SR	10%	45%	27%	17%	2.5	2.2***
d.	Discussed your academic performance with a faculty member	FY	14%	52%	27%	7%	2.3	2.2*
		SR	12%	43%	26%	19%	2.5	2.2***

NSSE LU 2017 and 2014 Item Mean Comparisons

18. How would you evaluate your entire educational experience at this institution?			2017 LU Mean	2017 SE Pub Mean	2014 LU Mean	2014 SE Pub Mean
		FY	3.3	3.2	3.3	3.2**
		SR	3.3	3.3	3.5	3.3***

For More
Information and
Resources...

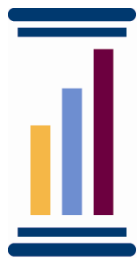
The NSSE Website
nsse.iub.edu



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

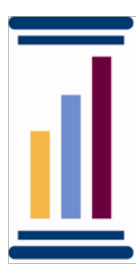
All Longwood generated summary reports can be found on the Student Affairs Assessment Website:

<http://solomon.longwood.edu/offices--departments/student-affairs/assessment--evaluation/the-nsse/>



NSSE

national survey of
student engagement



NSSE Report Builder

- Two versions are available: *Public* and *Institution*. This is an interactive tool that instantly generates reports of your choosing. We have both a [NSSE Report Builder–Public Version](#) (accessible to anyone) and a secure [NSSE Report Builder–Institution Version](#) (for participating institutions to run customized reports using their own data).
- The NSSE Report Builder pulls from the responses on the NSSE and can be queried using any combination of student and institutional characteristics. You can choose to generate tables of Engagement Indicator statistics or individual item frequencies.
- For assistance, call or email the Office of Assessment and Institutional Research.