



**NSSE LU 2020, 2017, and 2014
Complete Summary Report**

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This LU Generated NSSE 2020, 2017, and 2014 Complete Summary Report includes...

1. NSSE Overview and LU Administration (Slides 3 - 13)
2. Engagement Indicators (Slides 14 - 47)
3. High-Impact Practices (Slides 48 - 54)
4. Perceptions of Gain/Value Added (Slides 55 - 59)
5. Perceptions of Relationships/Institutional Emphases/Overall Satisfaction (Slides 60 - 66)
6. HANDOUTS: Item Frequencies/Statistical and Longitudinal Comparisons (Slides 67 - 68)
7. For more Information (Slide 69)



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.

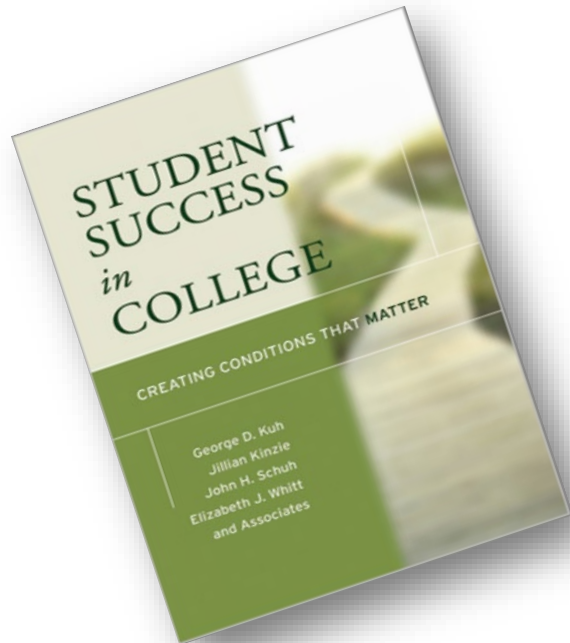
** Based on the work of Robert Pace, Alexander Astin, Vincent Tinto, Ernest Pascarella & Patrick Terenzini, Arthur Chickering, and George Kuh*



The 2005 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.

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
Cal 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



NSSE Administration at Longwood

- Administered at LU on three-year **early spring semester** rotation to all First-years & Seniors via email since 2002
- Significant revisions in 2013, so current reports illustrate trends from the **2020, 2017, and 2014** administrations
- 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
- Added two Topical Modules in 2020 to benefit SCHEV Competency assessment – *Civic Engagement* and *Inclusiveness and Engagement with Cultural Diversity*

NSSE national survey of student engagement
THE COLLEGE STUDENT REPORT

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

| | 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"/> |

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"/> |



Needed Personal Reconciliations

- Robust response rate (45%) led to adequate demographic representativeness among LU Respondent Group
- Three possible 2020 External Comparison Groups:
 - All participating institutions; All participating institutions of the same Carnegie Classification; **All participating Southeast Public institutions (n = 103)**
- Internal comparisons permissible across time (2020-2017-2014), not class levels
- Limitations of Self-reported Data and Vagueness of Scales
 - 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, violate privacy, or compel a socially desirable response*

2020, 2017, and 2014 Longwood and Southeast Pub NSSE Response Rates (RR)

| | 2020 LU (n=634) | | 2017 LU (n=666) | | 2014 LU (n=812) | |
|--------------------|--------------------|-----------|--------------------|-----------|--------------------|-----------|
| Overall RR | 45% | | 41% | | 47% | |
| | FY | SR | FY | SR | FY | SR |
| Response Rate | 51% | 40% | 41% | 41% | 44% | 51% |
| No. of Respondents | 363 | 271 | 334 | 332 | 439 | 373 |

| | 2020 SE Pub (103 inst) | | 2017 SE Pub (111 inst) | | 2014 SE Pub (108 inst) | |
|---------------|---------------------------|-----------|---------------------------|-----------|---------------------------|-----------|
| Overall RR | 19% | | 20% | | 21% | |
| | FY | SR | FY | SR | FY | SR |
| Response Rate | 19% | 18% | 19% | 21% | 18% | 23% |

2020 LU NSSE Self-reported Respondent Demographics

| | | First-Year | | Seniors | |
|-------------------------|--------------------------------------|------------|-----|---------|-----|
| | | Count | % | Count | % |
| Larger Sub-populations | Woman | 224 | 67% | 167 | 65% |
| | Heterosexual | 245 | 84% | 183 | 83% |
| Smaller Sub-populations | First-generation | 120 | 41% | 98 | 45% |
| | Started elsewhere | 21 | 7% | 44 | 20% |
| | Social fraternity or sorority member | 36 | 12% | 58 | 26% |
| | Student athlete | 17 | 6% | 7 | 3% |
| | Diagnosed Disability or impairment | 57 | 20% | 40 | 17% |

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

2020 LU NSSE Self-reported Respondent Racial/Ethnic Groups

| | First-Year | | Seniors | |
|-------------------------------|------------|-----|---------|-----|
| | Count | % | Count | % |
| Asian | 2 | 1% | 2 | 1% |
| Black/African American | 30 | 10% | 26 | 12% |
| Hispanic/Latino | 4 | 1% | 7 | 3% |
| White | 227 | 77% | 169 | 76% |
| Two or more races/ethnicities | 22 | 8% | 11 | 5% |
| Prefer not to respond | 4 | 1% | 4 | 2% |

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

2020 LU NSSE Self-reported Respondent Academic Major

| | First-Year | | Seniors | |
|---|------------|-----|---------|-----|
| | Count | % | Count | % |
| Arts & Humanities | 24 | 9% | 23 | 11% |
| Biological Sciences, Natural Resources | 19 | 7% | 18 | 9% |
| Physical Sciences, Math, Computer Science | 8 | 4% | 6 | 3% |
| Social Sciences | 31 | 10% | 27 | 11% |
| Business | 23 | 9% | 31 | 15% |
| Communications, Media, & PR | 13 | 5% | 18 | 9% |
| Education | 59 | 19% | 18 | 8% |
| Health Professions | 58 | 18% | 39 | 17% |
| Social Service Professions | 19 | 7% | 29 | 13% |
| All others | 26 | 8% | 10 | 4% |
| Undecided, Undeclared | 12 | 5% | 0 | 0% |

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



Permissible NSSE Internal Comparisons

| NSSE 2020 | | NSSE 2017 | | NSSE 2014 |
|-----------------------|----|-----------------------|----|-----------------------|
| 2020 LU First-Year | ←→ | 2017 LU First-Year | ←→ | 2014 LU First-Year |
| | | | | |
| 2020 LU Senior | ←→ | 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.



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 LU/your coursework/your professor emphasized... 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 |

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

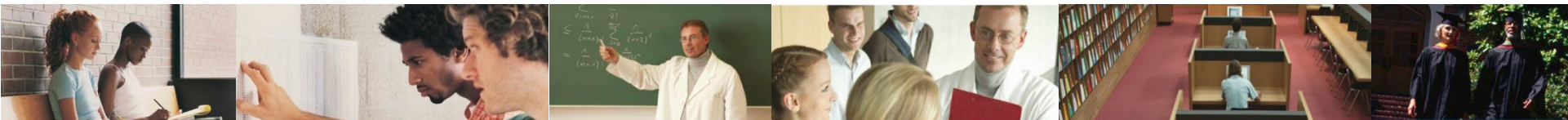
Quality of Interactions

Supportive Environment

High Impact Practices

LU Engagement Indicators (EIs) Including Comparisons Over Time


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




Key to Symbols


Statistical Notation: Items with mean differences that are larger than expected by chance are noted with asterisks referring to three significance levels (* $p < .05$, ** $p < .01$, *** $p < .001$).


Positive comparisons:

 Upward pointing triangles indicate a comparison in Longwood's favor. The filled-in, upward pointing triangles indicate that Longwood's average was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

 The open, upward pointing triangles indicate that Longwood's average was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

Negative comparisons:

 Downward pointing triangles indicate a comparison **NOT** in Longwood's favor. The open, downward pointing triangles indicate that Longwood's average was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

 The filled-in, downward pointing triangles indicate that Longwood's average was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

NSSE Engagement Indicators: 2020 LU and SE Pub Overall Mean Comparisons

| <i>Theme</i> | <i>Engagement Indicator</i> | First-Year | | Seniors | |
|---------------------------------|-----------------------------------|------------|------------------|---------|--------------------------|
| | | 2020 LU | 2020 SE Pub | 2020 LU | 2020 SE Pub |
| <i>Academic Challenge</i> | Higher-Order Learning | 38.9 | 37.9 | 41.5 | 40.0 |
| | Reflective & Integrative Learning | 36.8 | 34.7** Δ | 39.8 | 37.8** Δ |
| | Learning Strategies | 40.1 | 38.7 | 40.1 | 39.3 |
| | Quantitative Reasoning | 28.3 | 28.8 | 30.8 | 31.0 |
| <i>Learning with Peers</i> | Collaborative Learning | 35.3 | 33.1** Δ | 37.5 | 34.0*** Δ |
| | Discussions with Diverse Others | 41.2 | 40.6 | 42.2 | 41.9 |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | 26.1 | 21.7*** Δ | 32.7 | 24.9*** \blacktriangle |
| | Effective Teaching Practices | 40.9 | 38.0*** Δ | 41.6 | 39.7* Δ |
| <i>Campus Environment</i> | Quality of Interactions | 46.2 | 43.1*** Δ | 43.7 | 42.7 |
| | Supportive Environment | 37.9 | 36.9 | 34.4 | 34.4 |

Each EI is scored on a 60-point scale.

\blacktriangle LU's average was significantly higher with an effect size at least .3

Δ LU's average was significantly higher with an effect size less than .3

NSSE Engagement Indicators: 2017 LU and SE Pub Overall Mean Comparisons

| <i>Theme</i> | <i>Engagement Indicator</i> | 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*△ |

Each EI is scored on a 60-point scale.

▲ LU's significantly higher with an effect size at least .3

△ LU's significantly higher with an effect size less than .3

▽ LU's significantly lower with an effect size less than .3

NSSE Engagement Indicators: 2014 LU and SE Pub 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* Δ |
| | Reflective & Integrative Learning | 35.6 | 35.1 | 40.3 | 38.5** Δ |
| | 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** Δ |
| | Discussions with Diverse Others | 43.3 | 41.7* Δ | 44.8 | 43.2* Δ |
| <i>Experiences with Faculty</i> | Student-Faculty Interaction | 23.2 | 20.3*** Δ | 32.3 | 24.6*** ▲ |
| | Effective Teaching Practices | 41.0 | 39.7* Δ | 43.2 | 41.1** Δ |
| <i>Campus Environment</i> | Quality of Interactions | 43.8 | 41.1*** Δ | 45.8 | 42.2*** Δ |
| | Supportive Environment | 39.9 | 38.2** Δ | 38.5 | 34.7*** Δ |

Each EI is scored on a 60-point scale.

▲ LU's significantly higher with an effect size at least .3

Δ LU's significantly higher with an effect size less than .3

∇ LU's significantly lower with an effect size less than .3

NSSE Engagement Indicators: LU and SE Pub Mean Comparisons over Time

| Theme | Engagement Indicator | First-Year | | | Seniors | | |
|--------------------------|--------------------------------|------------|---------|---------|---------|---------|---------|
| | | LU 2020 | LU 2017 | LU 2014 | LU 2020 | LU 2017 | LU 2014 |
| Academic Challenge | Higher-Order Learning | 38.9 | 36.9 | 39.2 | 41.5 | 39.5 | 42.7 Δ |
| | Reflective and Active Learning | 36.8 Δ | 34.5 | 35.6 | 39.8 Δ | 38.6 | 40.3 Δ |
| | Learning Styles | 40.1 | 38.6 | 39.5 | 40.1 | 39.1 | 39.7 ▽ |
| | Reasoning | 28.3 | 24.2 ▽ | 27.1 | 30.8 | 29.4 | 28.2 ▽ |
| Learning with Peers | Learning with Peers | 35.3 Δ | 34.2 | 33.4 | 37.5 Δ | 36.2 Δ | 35.6 Δ |
| | Discussing with Others | 41.2 | 42.1 | 43.3 Δ | 42.2 | 43.2 | 44.8 Δ |
| Experiences with Faculty | Student-Faculty Interaction | 26.1 Δ | 22.9 Δ | 23.2 Δ | 32.7 ▲ | 31.2 ▲ | 32.3 ▲ |
| | Observing Teaching Practices | 40.9 Δ | 37.6 | 41.0 Δ | 41.6 Δ | 41.0 | 43.2 Δ |
| Campus Environment | Quality of Interactions | 46.2 Δ | 43.5 Δ | 43.8 Δ | 43.7 | 43.5 Δ | 45.8 Δ |
| | Supportive Environment | 37.9 | 37.0 | 39.9 Δ | 34.4 | 35.2 Δ | 38.5 Δ |

TOO MUCH!!!

NSSE Engagement Indicators: LU and SE Pub Symbol Comparisons over Time

| Theme | Engagement Indicator | First-Year | | | Seniors | | |
|--------------------------|-----------------------------------|------------|------------|------------|------------|------------|------------|
| | | LU 2020 | LU 2017 | LU 2014 | LU 2020 | LU 2017 | LU 2014 |
| Academic Challenge | Higher-Order Learning | -- | -- | -- | -- | -- | △ |
| | Reflective & Integrative Learning | △ | -- | -- | △ | -- | △ |
| | Learning Strategies | -- | -- | -- | -- | -- | ▽ |
| | Quantitative Reasoning | -- | ▽ | -- | -- | -- | ▽ |
| Learning with Peers | Collaborative Learning | △ | -- | -- | △ | △ | △ |
| | Discussions with Diverse Others | -- | -- | △ | -- | -- | △ |
| Experiences with Faculty | Student-Faculty Interaction | △ | △ | △ | ▲ | ▲ | ▲ |
| | Effective Teaching Practices | △ | -- | △ | △ | -- | △ |
| Campus Environment | Quality of Interactions | △ | △ | △ | -- | △ | △ |
| | Supportive Environment | -- | -- | △ | -- | △ | △ |

NSSE Engagement Indicators: LU and SE Pub Symbol Summary over Time

| | 2020 | | | 2017 | | | 2014 | | |
|--|----------|----------|--------------|----------|----------|--------------|----------|----------|--------------|
| | LU FY | LU SR | Total | LU FY | LU SR | Total | LU FY | LU SR | Total |
| ▲ LU's significantly higher with an effect size at least .3 | | 1 ▲ | 1 ▲ | | 1 ▲ | 1 ▲ | | 1 ▲ | 1 ▲ |
| △ LU's average was significantly higher with an effect size less than .3 | 5 △ | 3 △ | 8 △ | 2 △ | 3 △ | 5 △ | 5△ | 7 △ | 12 △ |
| ▽ LU's average was significantly higher with an effect size less than .3 | | | 0 ▽ | 1 | | 1▽ | | 2 ▽ | 2 ▽ |
| ▼ LU's average was significantly higher with an effect size at least .3 | | | 0 ▼ | | | 0 ▼ | | | 0 ▼ |

NSSE Engagement Indicators:

LU and SE Pub Strongest Performing over Time

| Theme | Engagement Indicator | First-Year | | | Seniors | | |
|--------------------------|-------------------------------------|------------|------------|------------|------------|------------|------------|
| | | LU 2020 | LU 2017 | LU 2014 | LU 2020 | LU 2017 | LU 2014 |
| Academic Challenge | Higher-Order Learning | -- | -- | -- | -- | -- | △ |
| | Reflective & Integrative Learning | △ | -- | -- | △ | -- | △ |
| | Learning Strategies | -- | -- | -- | -- | -- | ▽ |
| | Quantitative Reasoning | -- | ▽ | --- | -- | -- | ▽ |
| Learning with Peers | Collaborative Learning | △ | -- | -- | △ | △ | △ |
| | Discussions with Diverse Others | -- | -- | △ | -- | -- | △ |
| Experiences with Faculty | STUDENT-FACULTY INTERACTION | △ | △ | △ | ▲ | ▲ | ▲ |
| | Effective Teaching Practices | △ | -- | △ | △ | -- | △ |
| Campus Environment | QUALITY OF INTERACTIONS | △ | △ | △ | -- | △ | △ |
| | Supportive Environment | -- | -- | △ | -- | △ | △ |

NSSE Engagement Indicators of Distinction: Comparisons to Top 50% and Top 10% NSSE Institutions over Time

| Theme | Engagement Indicator | 2020 LU Mean was comparable to that of the 2020 NSSE Top 50% Mean | | 2017 LU Mean was comparable to that of the 2017 NSSE Top 50% Mean | | 2014 LU Mean was comparable to that of the 2014 NSSE Top 50% Mean | |
|--------------------------|-----------------------------------|---|----|---|----|---|----|
| | | First-Year | Sr | First-Year | Sr | First-Year | Sr |
| 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 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓* |

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

NSSE Engagement Indicators of Distinction: Comparisons to Top 50% and Top 10% NSSE Institutions over Time

| Theme | Engagement Indicator | 2020 LU Mean was comparable to that of the 2020 NSSE Top 50% Mean | | 2017 LU Mean was comparable to that of the 2017 NSSE Top 50% Mean | | 2014 LU Mean was comparable to that of the 2014 NSSE Top 50% Mean | |
|--------------------------|--|---|----|---|----|---|----|
| | | First-Year | Sr | First-Year | Sr | First-Year | Sr |
| 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 | √ | √ | √ | √ | √ | √* |

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

NSSE Engagement Indicators: Longwood Internal Mean Comparisons over Time

| Theme | Engagement Indicator | First-Year | | | Seniors | | |
|--------------------------|-----------------------------------|------------|---------|---------|---------|---------|---------|
| | | LU 2020 | LU 2017 | LU 2014 | LU 2020 | LU 2017 | LU 2014 |
| Academic Challenge | Higher-Order Learning | 38.9 | 36.9 | 39.2 | 41.5 | 39.5 | 42.7 |
| | Reflective & Integrative Learning | 36.8 | 34.5 | 35.6 | 39.8 | 38.6 | 40.3 |
| | Learning Strategies | 40.1 | 38.6 | 39.5 | 40.1 | 39.1 | 39.7 |
| | Quantitative Reasoning | 28.3 | 24.2 | 27.1 | 30.8 | 29.4 | 28.2 |
| Learning with Peers | Collaborative Learning | 35.3 | 34.2 | 33.4 | 37.5 | 36.2 | 35.6 |
| | Discussions with Diverse Others | 41.2 | 42.1 | 43.3 | 42.2 | 43.2 | 44.8 |
| Experiences with Faculty | Student-Faculty Interaction | 26.1 | 22.9 | 23.2 | 32.7 | 31.2 | 32.3 |
| | Effective Teaching Practices | 40.9 | 37.6 | 41.0 | 41.6 | 41.0 | 43.2 |
| Campus Environment | Quality of Interactions | 46.2 | 43.5 | 43.8 | 43.7 | 43.5 | 45.8 |
| | Supportive Environment | 37.9 | 37.0 | 39.9 | 34.4 | 35.2 | 38.5 |

NSSE Engagement Indicators: Longwood Internal Mean Comparisons over Time

| Theme | Engagement Indicator | First-Year | | | Seniors | | |
|--------------------------|-----------------------------------|------------|---------|---------|---------|---------|---------|
| | | LU 2020 | LU 2017 | LU 2014 | LU 2020 | LU 2017 | LU 2014 |
| Academic Challenge | Higher-Order Learning | 38.9 | 36.9 | 39.2 | 41.5 | 39.5 | 42.7 |
| | Reflective & Integrative Learning | 36.8 | 34.5 | 35.6 | 39.8 | 38.6 | 40.3 |
| | Learning Strategies | 40.1 | 38.6 | 39.5 | 40.1 | 39.1 | 39.7 |
| | Quantitative Reasoning | 28.3 | 24.2 | 27.1 | 30.8 | 29.4 | 28.2 |
| Learning with Peers | COLLABORATIVE LEARNING | 35.3 | 34.2 | 33.4 | 37.5 | 36.2 | 35.6 |
| | Discussions with Diverse Others | 41.2 | 42.1 | 43.3 | 42.2 | 43.2 | 44.8 |
| Experiences with Faculty | Student-Faculty Interaction | 26.1 | 22.9 | 23.2 | 32.7 | 31.2 | 32.3 |
| | Effective Teaching Practices | 40.9 | 37.6 | 41.0 | 41.6 | 41.0 | 43.2 |
| Campus Environment | Quality of Interactions | 46.2 | 43.5 | 43.8 | 43.7 | 43.5 | 45.8 |
| | Supportive Environment | 37.9 | 37.0 | 39.9 | 34.4 | 35.2 | 38.5 |

How to read the Engagement Indicator Item Performance Charts

The following tables display how over time, the percentage of LU students who engaged “substantially” with each EI item. Additionally, the column noted with an asterisk reveals the difference in percentage points between the 2020 LU students and the 2020 SE Pub students. A **positive** number indicates how much higher the LU’s 2020 percentage is over the SE Pub comparison group. A **negative** number indicates how much lower LU’s percentage is from that of the SE Pub Group.

| % Responding "Often" or "Very often" | First-Year | | | | Seniors | | | |
|---|--|--------------|---------|---------|--|--------------|---------|---------|
| | *% point difference between 2020 LU & SE Pub | | 2017 LU | 2014 LU | *% point difference between 2020 LU & SE Pub | | 2017 LU | 2014 LU |
| | 2020 LU | 2020 SE Pub* | | | 2020 LU | 2020 SE Pub* | | |
| Evaluated what others have concluded from numerical information | 42% | +1% | 26% | 36% | 44% | -3% | 42% | 41% |

Of the LU First-Yr students who responded to this prompt in 2020, 42% responded with “Often” or “Very often.” That percentage is one point higher than that of the SE Public First-Yr students.

Of the LU Seniors who responded to this prompt in 2020, 44% responded with “Often” or “Very often.” That percentage is three points lower than that of the SE Public Seniors.

Performance over Time on Academic Challenge EI

Higher-Order Learning Items

| <i>% Responding "Quite a bit" or "Very much"</i> | First-Year | | | | Seniors | | | |
|---|--------------------|--------------------|------------|------------|--------------------|--------------------|------------|------------|
| | % point difference | | | | % point difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Applying facts, theories, or methods to practical problems or new situations | 74% | +4% | 67% | 73% | 81% | +3% | 76% | 82% |
| Analyzing an idea, experience, or line of reasoning in depth by examining its parts | 71% | +2% | 66% | 71% | 73% | -2% | 74% | 81% |
| Evaluating a point of view, decision, or information source | 75% | +7% | 73% | 73% | 81% | +11% | 72% | 77% |
| Forming a new idea or understanding from various pieces of information | 72% | +4% | 68% | 70% | 78% | +7% | 70% | 75% |

Performance on Academic Challenge EI Reflective & Integrative Learning Items

| <i>% Responding "Often" or "Very often"</i> | First-Year | | | | Seniors | | | |
|---|--------------------|--------------|---------|---------|--------------------|--------------|---------|---------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Combined ideas from different courses when completing assignments | 62% | +13% | 49% | 56% | 80% | +12% | 74% | 79% |
| Connected learning to societal problems or issues | 57% | +9% | 54% | 54% | 68% | +9% | 61% | 68% |
| Included diverse perspectives in course discussions or assignments | 52% | +3% | 51% | 51% | 58% | +7% | 56% | 59% |
| Examined the strengths and weaknesses of your own views on a topic or issue | 65% | +6% | 66% | 61% | 66% | +1% | 64% | 69% |
| Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | 75% | +6% | 70% | 67% | 78% | +6% | 76% | 70% |
| Learned something that changed the way you understand an issue or concept | 67% | +3% | 68% | 62% | 77% | +6% | 71% | 73% |
| Connected ideas from courses to prior experiences and knowledge | 78% | +2% | 76% | 79% | 86% | +3% | 82% | 90% |

Performance over Time on Academic Challenge EI Learning Strategies Items

| <i>% Responding "Often" or "Very often"</i> | First-Year | | | | Seniors | | | |
|---|--------------------|-----------------|------------|------------|--------------------|-----------------|------------|------------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Identified key information from reading assignments | 79% | +6% | 78% | 82% | 80% | +3% | 77% | 84% |
| Reviewed your notes after class | 75% | +7% | 68% | 66% | 68% | +2% | 67% | 62% |
| Summarized what you learned in class or from course materials | 66% | +1% | 64% | 63% | 62% | -4% | 66% | 63% |

Performance over Time on Academic Challenge EI

Quantitative Reasoning Items

| <i>% Responding "Often" or "Very often"</i> | First-Year | | | | Seniors | | | |
|---|--------------------|--------------------|------------|------------|--------------------|--------------------|------------|------------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | 46% | -9% | 45% | 48% | 58% | -0% | 54% | 51% |
| Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | 43% | +2% | 32% | 36% | 47% | -0% | 45% | 38% |
| Evaluated what others have concluded from numerical information | 42% | +1% | 26% | 36% | 44% | -3% | 42% | 41% |

Performance over Time on Learning with Peers EI

Collaborative Learning Items

| <i>% Responding "Often" or "Very often"</i> | First-Year | | | | Seniors | | | |
|---|--------------------|--------------------|------------|------------|--------------------|--------------------|------------|------------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Asked another student to help you understand course material | 58% | +4% | 61% | 50% | 53% | +6% | 50% | 50% |
| Explained course material to one or more students | 62% | +3% | 61% | 61% | 72% | +11% | 65% | 67% |
| Prepared for exams by discussing or working through course material with other students | 52% | +0% | 60% | 67% | 63% | +12% | 61% | 56% |
| Worked with other students on course projects or assignments | 71% | +15% | 58% | 54% | 79% | +13% | 73% | 68% |

Performance over Time on Learning with Peers EI

Discussions with Diverse Others Items

| <i>% Responding "Often" or "Very often"</i> | First-Year | | | | Seniors | | | |
|--|--------------------|--------------|---------|---------|--------------------|--------------|---------|---------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| People from a race or ethnicity other than your own | 73% | +1% | 73% | 72% | 75% | -0% | 78% | 80% |
| People from an economic background other than your own | 75% | +1% | 77% | 78% | 77% | +1% | 79% | 82% |
| People with religious beliefs other than your own | 69% | +1% | 71% | 73% | 65% | -7% | 73% | 74% |
| People with political views other than your own | 73% | +6% | 79% | 76% | 73% | +3% | 80% | 82% |

Performance over Time on Experiences with Faculty EI

Student-Faculty Interaction Items

| <i>% Responding "Often" or "Very often"</i> | First-Year | | | | Seniors | | | |
|--|--------------------|--------------------|------------|------------|--------------------|--------------------|------------|------------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Talked about career plans with a faculty member | 46% | +6% | 42% | 40% | 62% | +18% | 60% | 62% |
| Worked with faculty on activities other than coursework | 27% | +5% | 20% | 20% | 44% | +14% | 39% | 42% |
| Discussed course topics, ideas, or concepts with a faculty member outside of class | 36% | +10% | 27% | 28% | 54% | +20% | 45% | 50% |
| Discussed your academic performance with a professor | 44% | +13% | 34% | 35% | 52% | +16% | 45% | 49% |

Performance over Time on Experiences with Faculty EI

Effective Teaching Practices Items

| <i>% Responding "Quite a bit" or "Very much"</i> | First-Year | | | | Seniors | | | |
|---|--------------------|--------------------|------------|------------|--------------------|--------------------|------------|------------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Clearly explained course goals and requirements | 76% | +0% | 73% | 84% | 78% | -2% | 80% | 85% |
| Taught course sessions in an organized way | 75% | +2% | 73% | 82% | 77% | +0% | 83% | 84% |
| Used examples or illustrations to explain difficult points | 79% | +5% | 73% | 84% | 73% | -4% | 76% | 84% |
| Provided feedback on a draft or work in progress | 75% | +14% | 67% | 69% | 79% | +17% | 72% | 77% |
| Provided prompt and detailed feedback on tests or completed assignments | 71% | +14% | 57% | 66% | 68% | +5% | 70% | 75% |

Performance over Time on Campus Environment EI

Quality of Interactions Items

| <i>% Responding "6" or "7" on a 7-point scale; Poor - Excellent</i> | First-Year | | | | Seniors | | | |
|---|--------------------|--------------------|------------|------------|--------------------|--------------------|------------|------------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Students | 63% | +10% | 57% | 64% | 59% | +0% | 59% | 71% |
| Academic advisors | 58% | +3% | 50% | 57% | 60% | +8% | 54% | 60% |
| Faculty | 63% | +13% | 52% | 56% | 63% | +7% | 58% | 72% |
| Student services staff (career services, student activities, housing, etc.) | 59% | +11% | 49% | 45% | 45% | +0% | 41% | 54% |
| Other administrative staff and offices (registrar, fin aid, etc.) | 62% | +16% | 45% | 46% | 41% | -2% | 43% | 47% |

Performance over Time on Campus Environment EI

Supportive Environment Items

| <i>% Responding "Quite a bit" or "Very much"</i> | First-Year | | | | Seniors | | | |
|--|--------------------|--------------|---------|---------|--------------------|--------------|---------|---------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Providing support to help students succeed academically | 77% | +2% | 75% | 87% | 75% | +5% | 78% | 85% |
| Using learning support services (tutoring services, writing center, etc.) | 79% | +2% | 76% | 84% | 73% | +7% | 65% | 72% |
| Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | 60 | -1% | 61% | 59% | 54% | -2% | 53% | 59% |
| Providing opportunities to be involved socially | 80 | +7% | 77% | 83% | 72% | +4% | 79% | 84% |
| Providing support for your overall well-being (recreation, health care, counseling, etc.) | 74% | +3% | 71% | 81% | 66% | +2% | 72% | 82% |

Performance over Time on Campus Environment EI

Supportive Environment Items (cont'd)

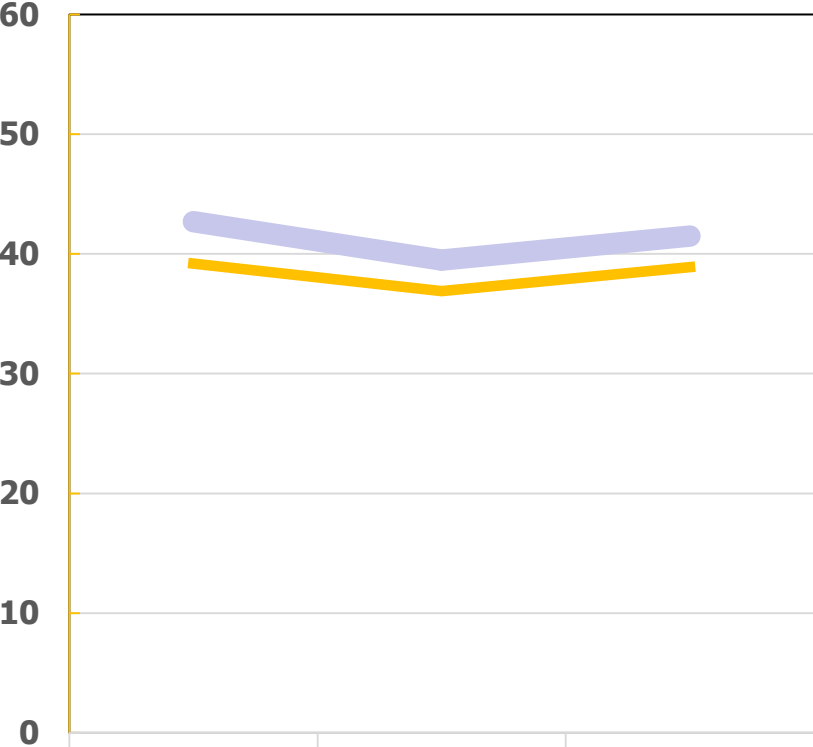
| <i>% Responding "Quite a bit" or "Very much"</i> | First-Year | | | | Seniors | | | |
|---|--------------------|-----------------|------------|------------|--------------------|-----------------|------------|------------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Helping you manage your non-academic responsibilities (work, family, etc.) | 46% | +3% | 48% | 47% | 31% | -2% | 34% | 42% |
| Attending campus activities and events (performing arts, athletic events, etc.) | 69% | -1% | 68% | 77% | 62% | +1% | 63% | 74% |
| Attending events that address important social, economic, or political issues | 49% | +0% | 50% | 52% | 45% | +3% | 49% | 53% |

NSSE Engagement Indicators Additional Items: Mean Comparisons over Time

| Academic Challenge Items | First-Year | | | | Seniors | | | |
|--|--------------------|--------------|---------|---------|--------------------|--------------|---------|---------|
| | % Point Difference | | | | % Point Difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Average Hrs/Wk Spent Preparing for Class | 13.6 hrs | -.4 | 13.7 | 13.2 | 12.5 hrs | -2.2 | 13.0 | 12.1 |
| Average Hrs/Wk Spent on Assigned Reading | 6.8 hrs | +1.1 | 7.2 | 7.1 | 6.1 hrs | -.4 | 5.9 | 5.6 |
| Average Pages of Assigned Writing Current Year | 50.2 pgs | +2.7 | 43.0 | 43.3 | 79.7 pgs | +4.9 | 85.5 | 72.0 |

Academic Challenge LU Means over Time

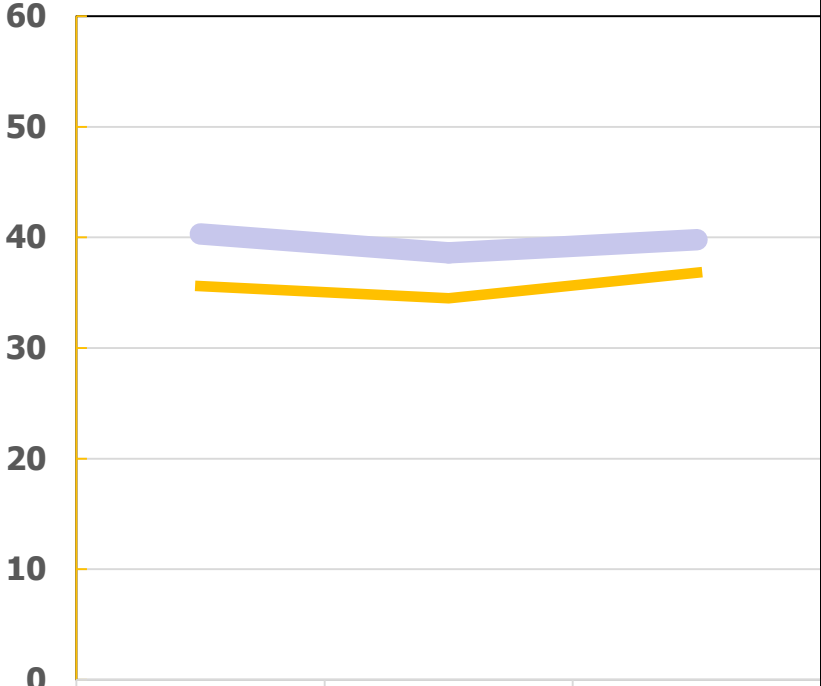
Higher-Order Learning



— F-Yr
— Seniors

| | 2014 | 2017 | 2020 |
|---------|------|------|------|
| F-Yr | 39.2 | 36.9 | 38.9 |
| Seniors | 42.7 | 39.5 | 41.5 |

Reflective & Integrative Learning

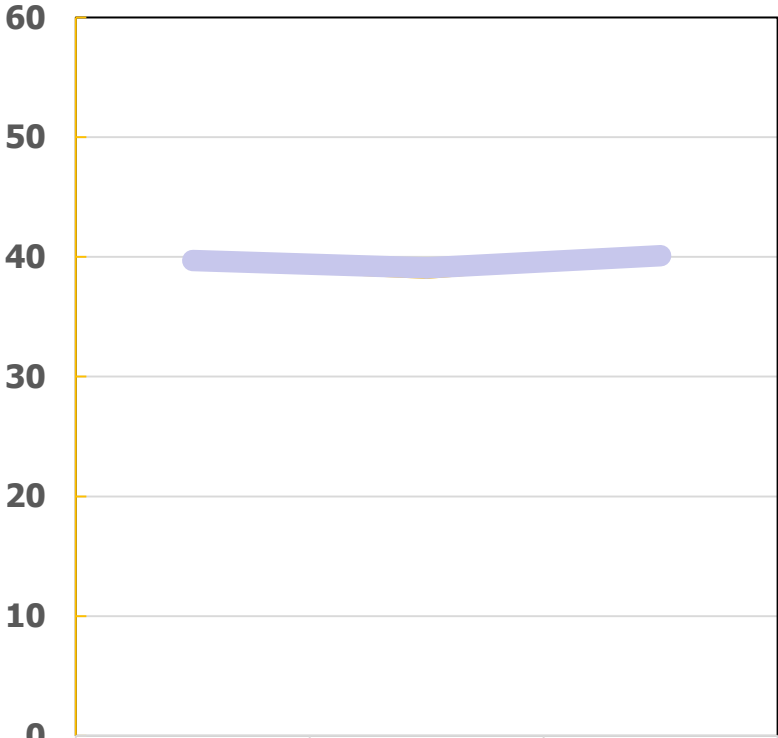


— F-Yr
— Seniors

| | 2014 | 2017 | 2020 |
|---------|------|------|------|
| F-Yr | 35.6 | 34.5 | 36.8 |
| Seniors | 40.3 | 38.6 | 39.8 |

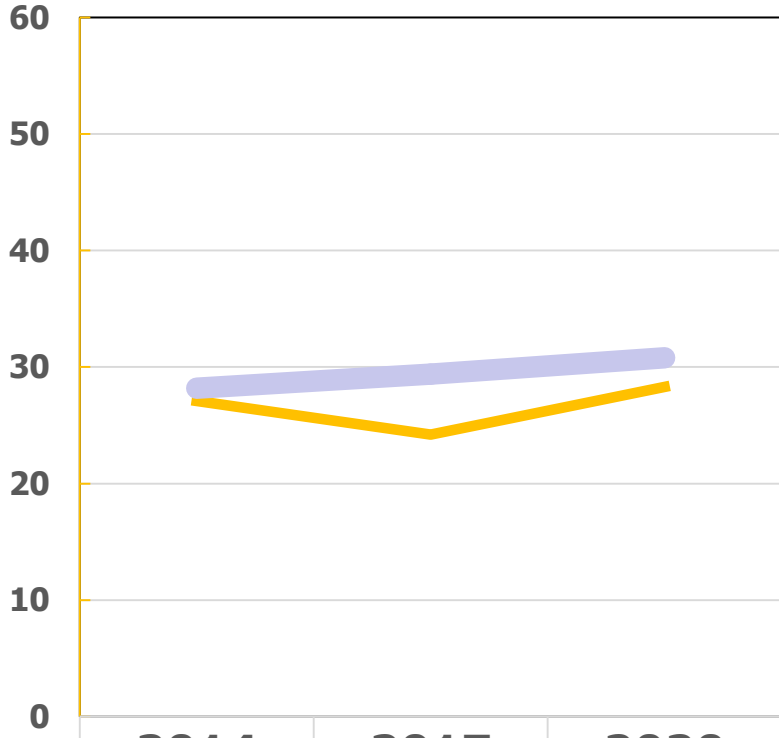
Academic Challenge LU Means over Time

Learning Strategies



| | 2014 | 2017 | 2020 |
|---------|------|------|------|
| F-Yr | 39.5 | 38.6 | 40.1 |
| Seniors | 39.7 | 39.1 | 40.1 |

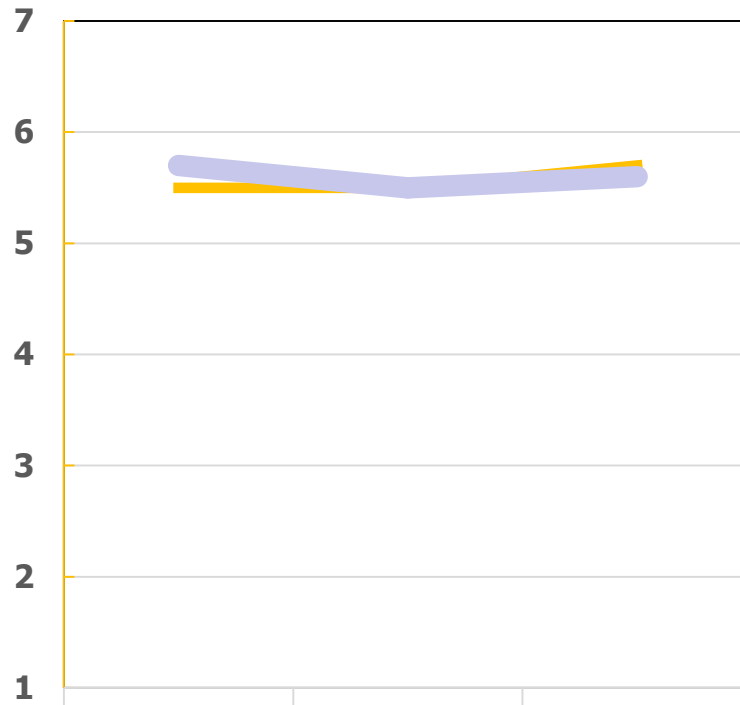
Quantitative Reasoning



| | 2014 | 2017 | 2020 |
|---------|------|------|------|
| F-Yr | 27.1 | 24.2 | 28.3 |
| Seniors | 28.2 | 29.4 | 30.8 |

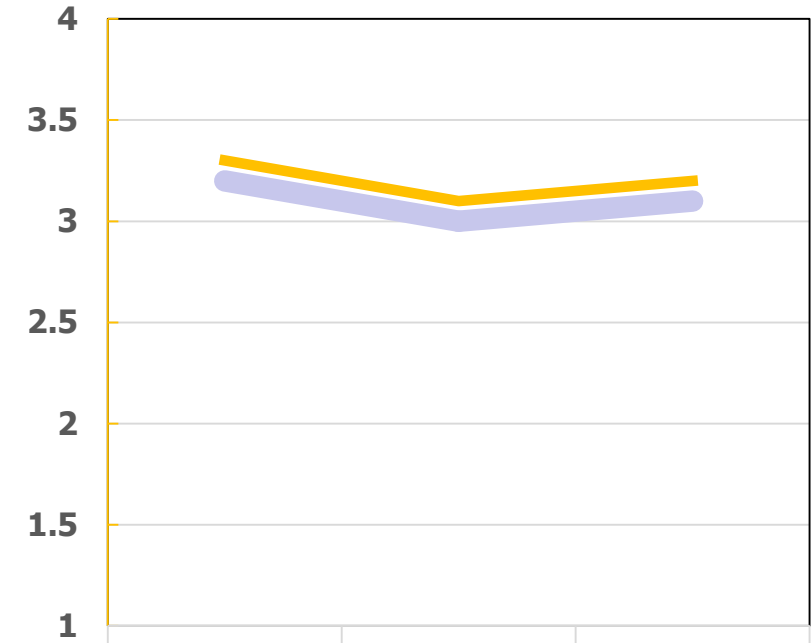
LU Perceptions of Academic Challenge and Emphasis over Time

Extent of Challenge in Courses
(1=Not at all to 7=Very much)



| | | | |
|---------|-----|-----|-----|
| F-Yr | 5.5 | 5.5 | 5.7 |
| Seniors | 5.7 | 5.5 | 5.6 |

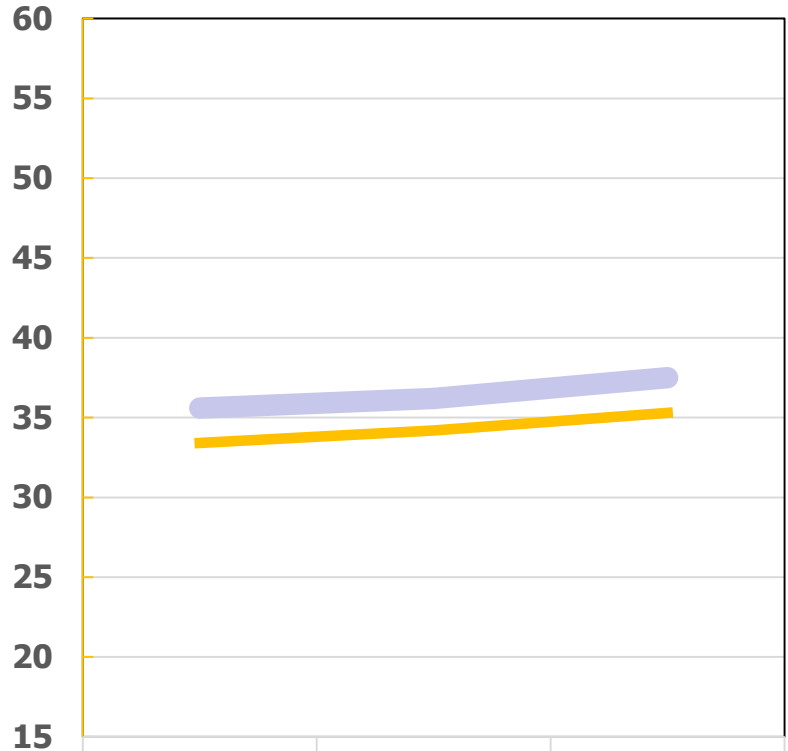
Institutional Emphasis on Academics
(1=Very little to 4=Very much)



| | | | |
|---------|-----|-----|-----|
| F-Yr | 3.3 | 3.1 | 3.2 |
| Seniors | 3.2 | 3 | 3.1 |

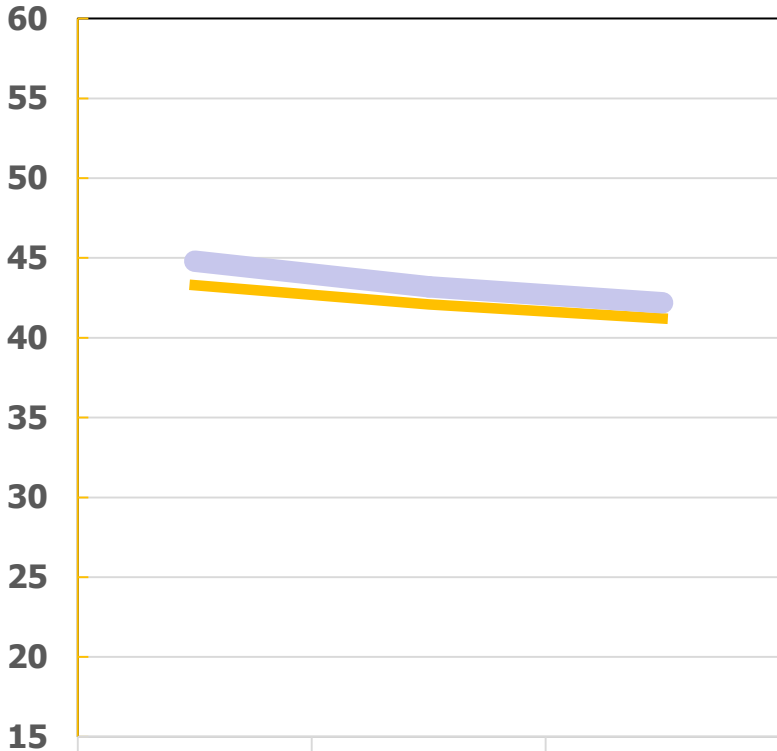
Learning with Peers LU Means over Time

Collaborative Learning



| | 2014 | 2017 | 2020 |
|---------|------|------|------|
| F-Yr | 33.4 | 34.2 | 35.3 |
| Seniors | 35.6 | 36.2 | 37.5 |

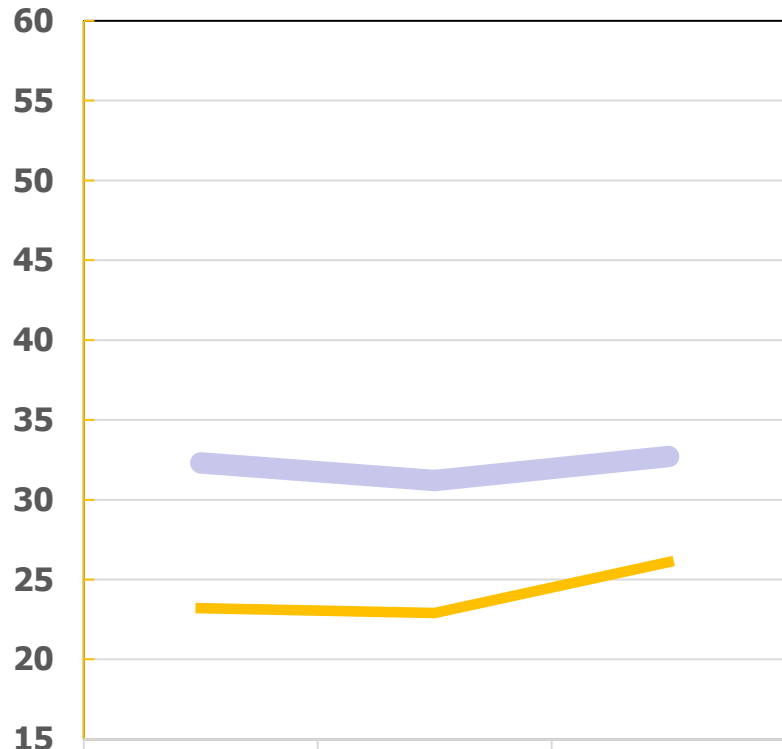
Discussions with Diverse Others



| | 2014 | 2017 | 2020 |
|---------|------|------|------|
| F-Yr | 43.3 | 42.1 | 41.2 |
| Seniors | 44.8 | 43.2 | 42.2 |

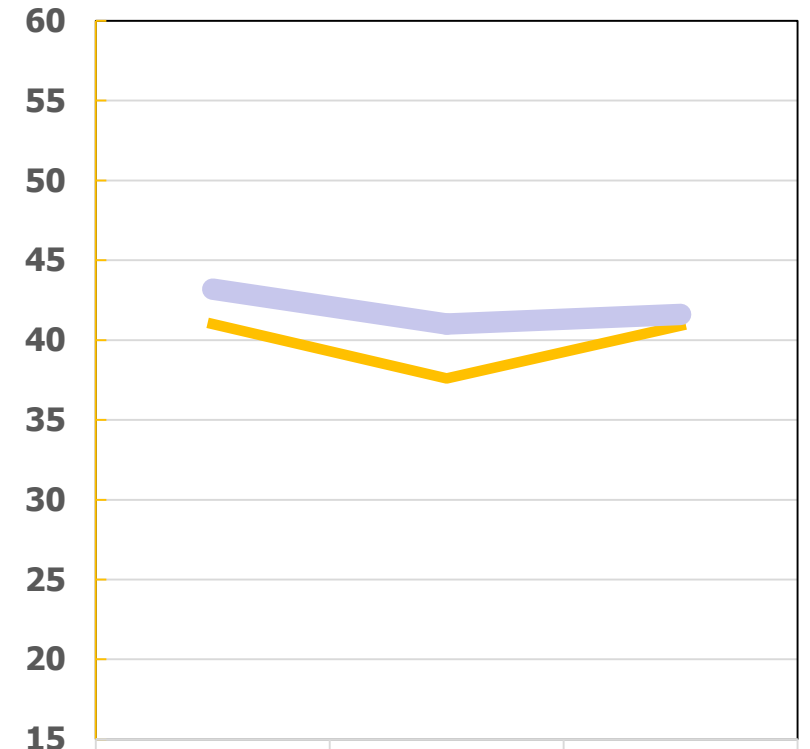
Experiences with Faculty LU Means over Time

Student-Faculty Interaction



| | | | |
|---|-------------|-------------|-------------|
| — F-Yr | 23.2 | 22.9 | 26.1 |
| — Seniors | 32.3 | 31.2 | 32.7 |

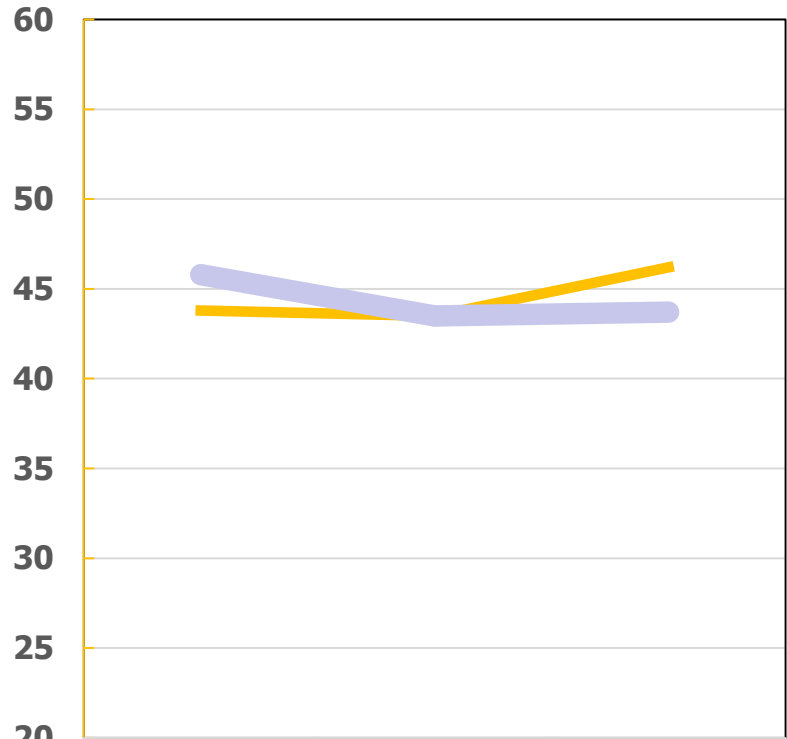
Effective Teaching Practices



| | | | |
|---|-------------|-------------|-------------|
| — F-Yr | 41 | 37.6 | 40.9 |
| — Seniors | 43.2 | 41 | 41.6 |

Campus Environment LU Means over Time

Quality of Interactions



| | 2014 | 2017 | 2020 |
|----------------|-------------|-------------|-------------|
| F-Yr | 43.8 | 43.5 | 46.2 |
| Seniors | 45.8 | 43.5 | 43.7 |

Supportive Environment

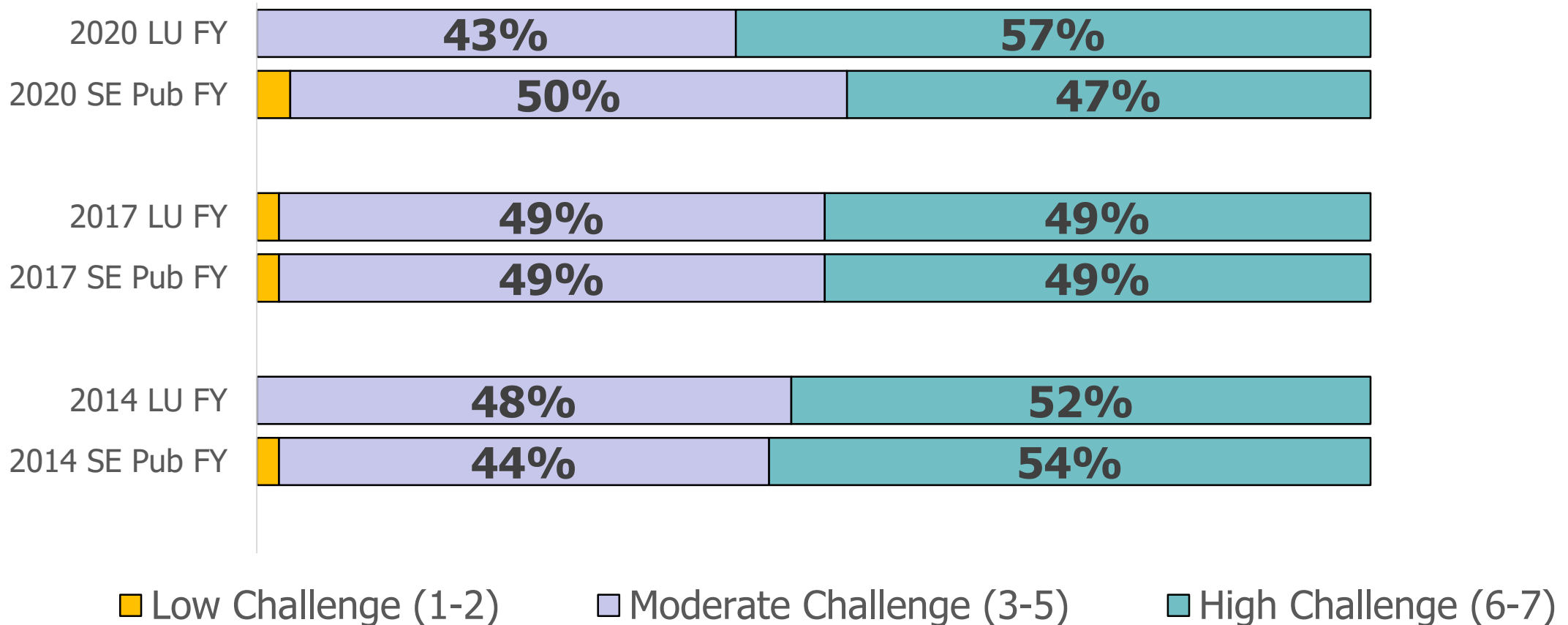


| | 2014 | 2017 | 2020 |
|----------------|-------------|-------------|-------------|
| F-Yr | 39.9 | 37 | 37.9 |
| Seniors | 38.5 | 35.2 | 34.4 |

LU and Southeast Public First-Yr Students over Time

Perceived Academic Challenge in Courses

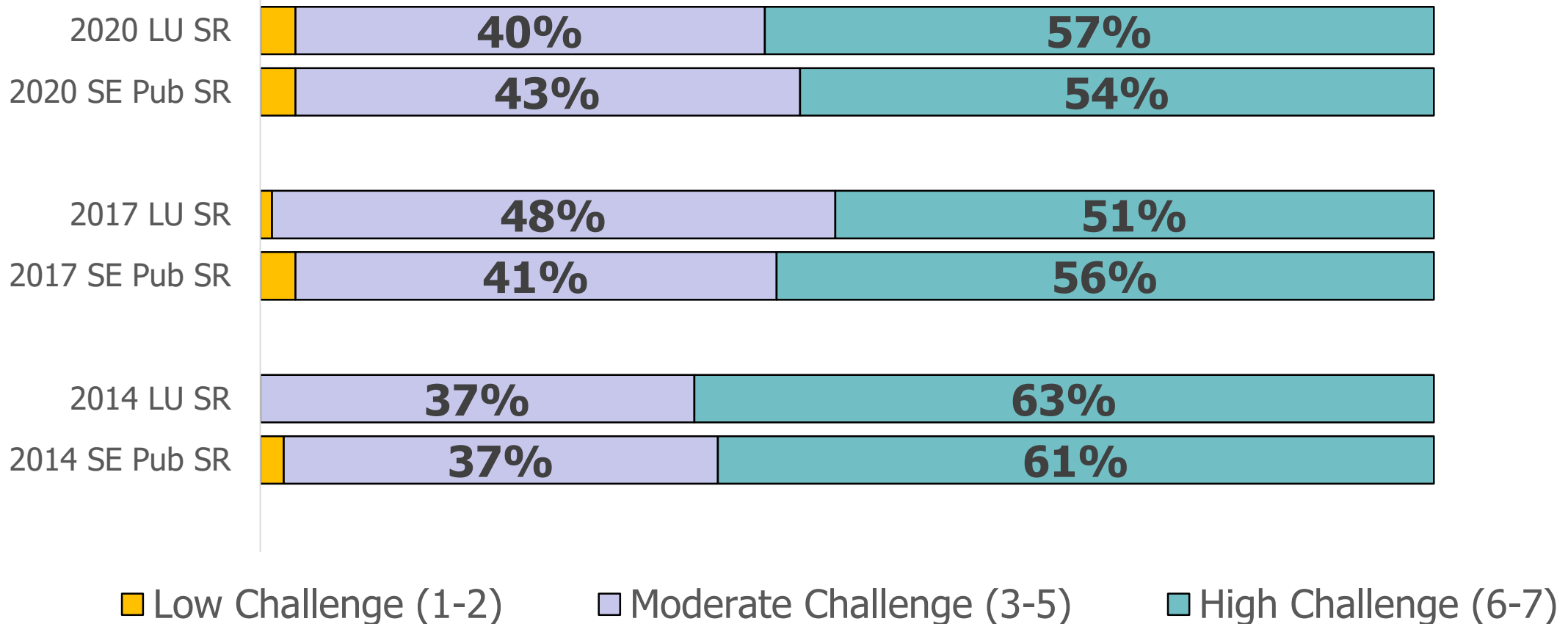
During the current school year, to what extent did courses challenge students to do their best work? (1=Not at all to 7=very much)



LU and Southeast Public Seniors over Time

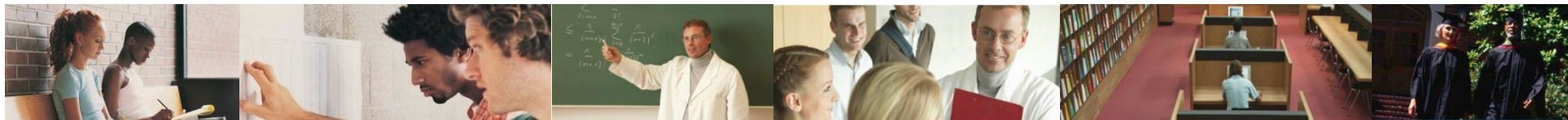
Perceived Academic Challenge in Courses

During the current school year, to what extent did courses challenge students to do their best work? (1=Not at all to 7=very much)



LU High Impact Practices (HIPs) including Comparisons over Time

Due to their positive associations with student learning and retention, certain undergrad opportunities are designated having an “high-impact” on learning.



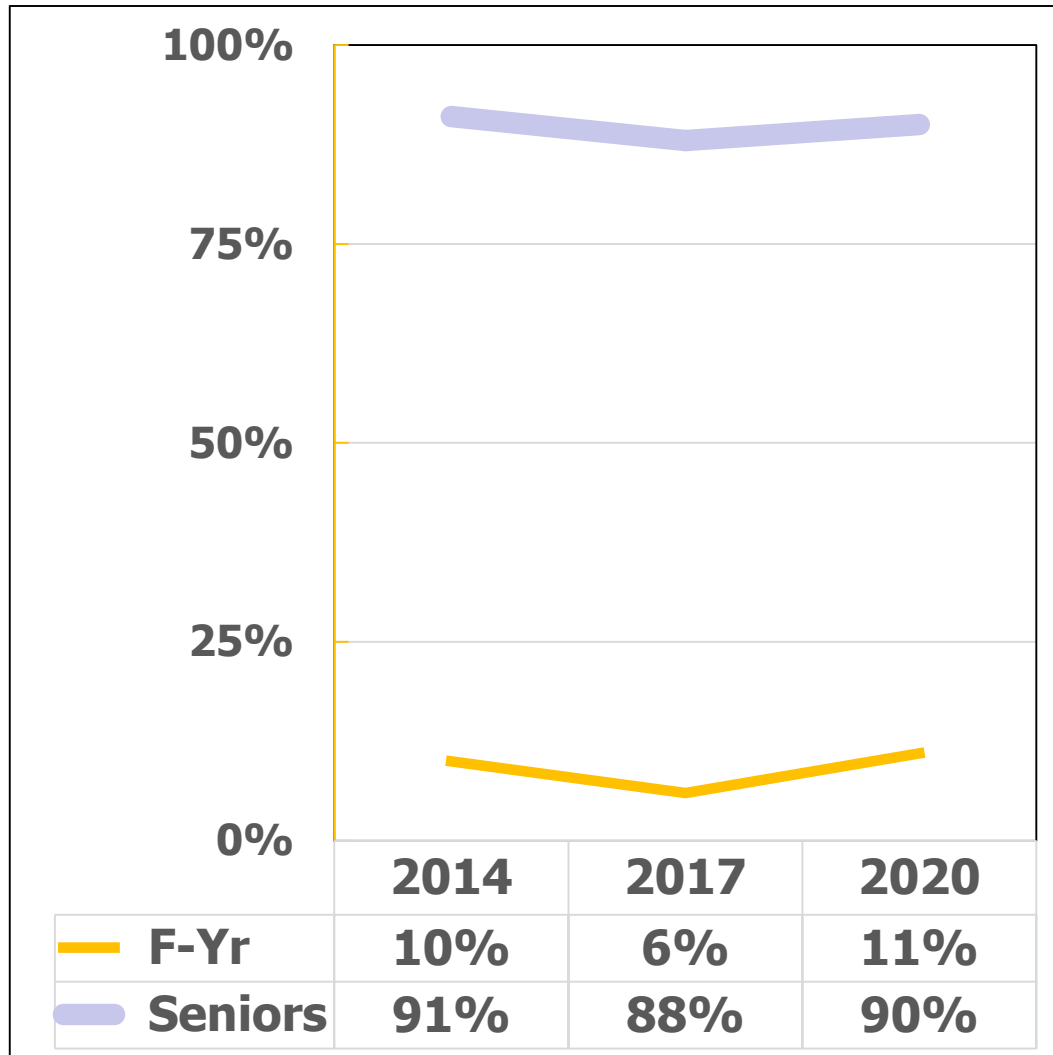


NSSE High-Impact Practices Defined

- **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

Total High Impact Practice Participation over Time (Percentage participating in at least two HIPs)

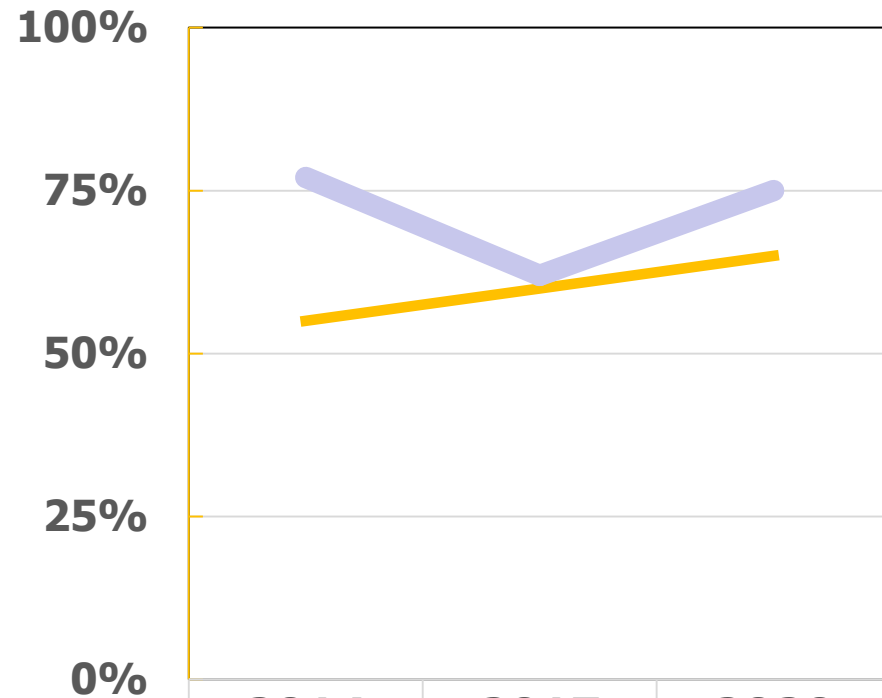




First-Year HIP options include experience within a learning community, service-learning, and research with faculty.

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

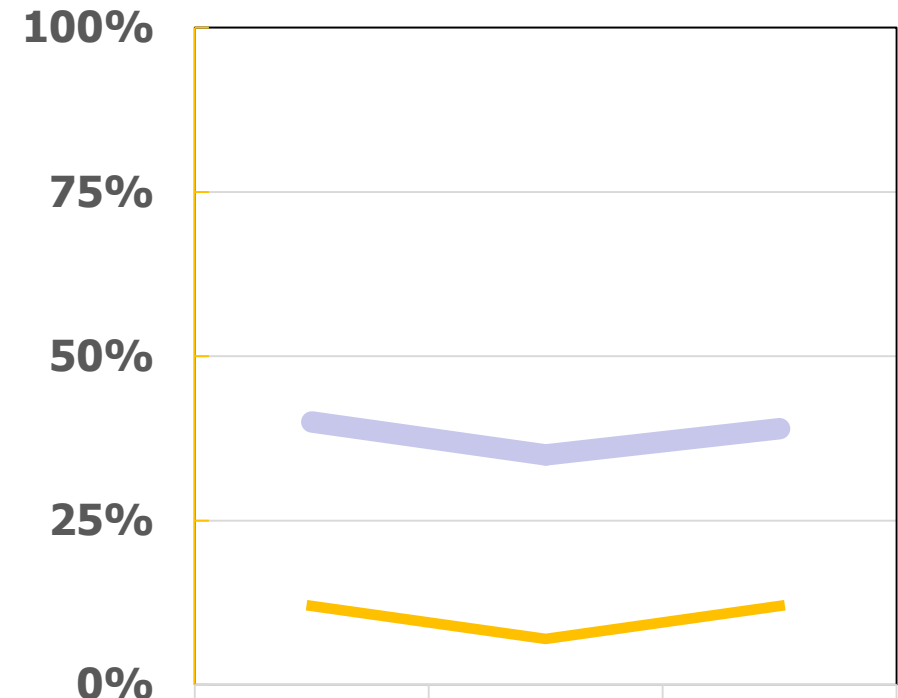
Specific High Impact Practices over Time



**Service-Learning
(Some, most, or all courses)**



| | | | |
|---|------------|------------|------------|
|  F-Yr | 55% | 60% | 65% |
|  Seniors | 77% | 62% | 75% |

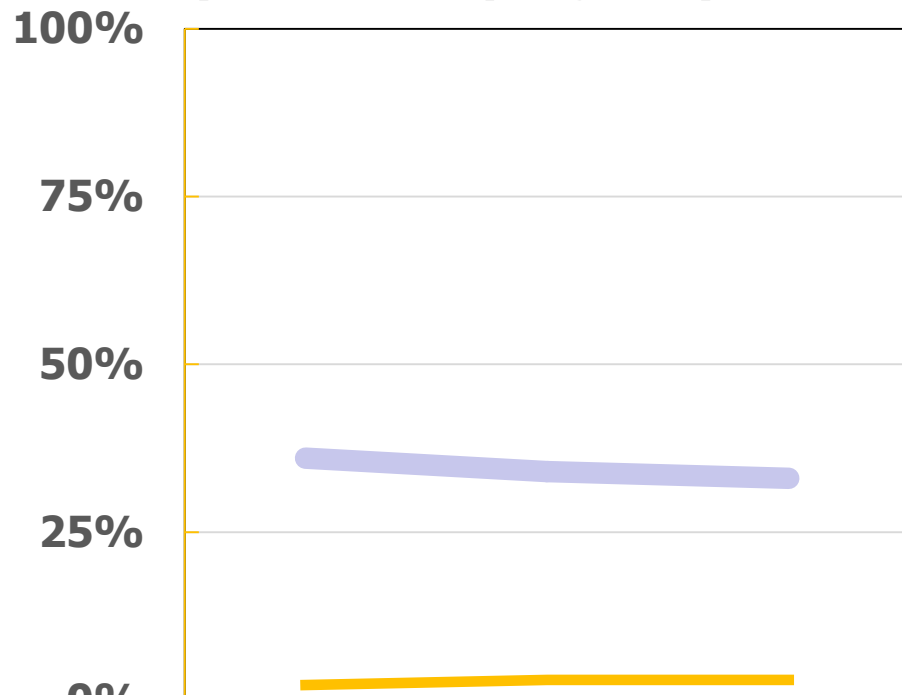
**Learning Community
(Done or in progress)**



| | | | |
|---|------------|------------|------------|
|  F-Yr | 12% | 7% | 12% |
|  Seniors | 40% | 35% | 39% |

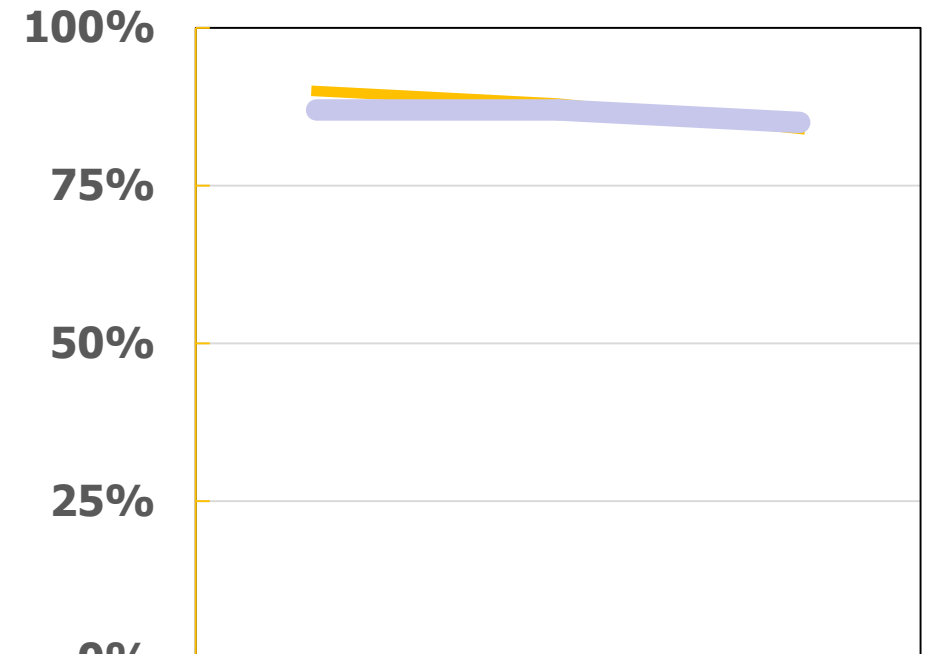
Specific High Impact Practices over Time

**Research with Faculty
(Done or in progress)**



| | 2014 | 2017 | 2020 |
|----------------|------------|------------|------------|
| F-Yr | 2% | 3% | 3% |
| Seniors | 36% | 34% | 33% |

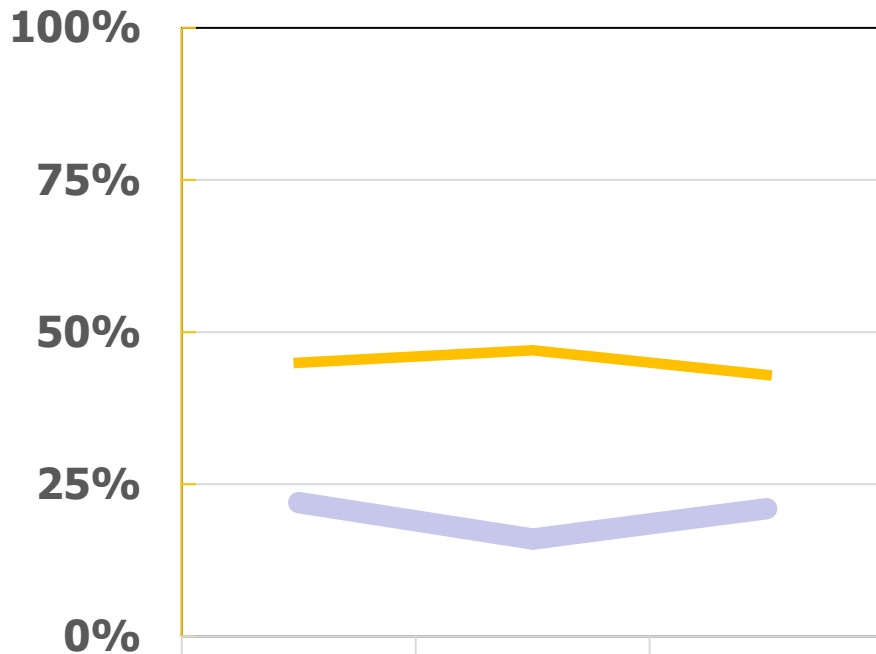
**Internship / Field Experience
(F-Yr - Plan to do)
(Srs – Done or in progress)**



| | 2014 | 2017 | 2020 |
|----------------|------------|------------|------------|
| F-Yr | 90% | 88% | 84% |
| Seniors | 87% | 87% | 85% |

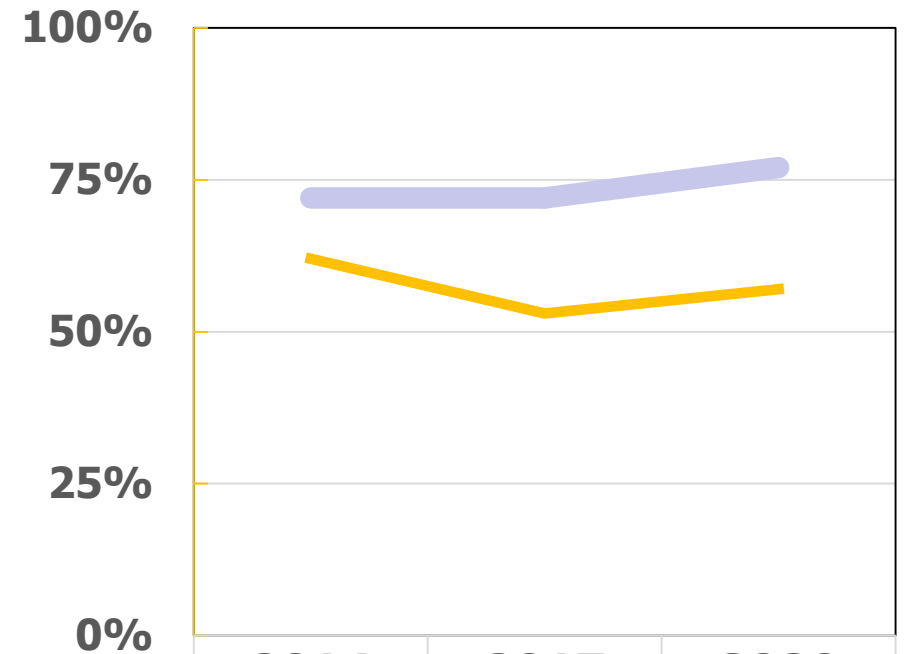
Specific High Impact Practices over Time

**Study Abroad
(F-Yr - Plan to do)
(Srs – Done or in progress)**



| | 2014 | 2017 | 2020 |
|----------------|------|------|------|
| F-Yr | 45% | 47% | 43% |
| Seniors | 22% | 16% | 21% |

**Culminating Senior Experience
(F-Yr - Plan to do)
(Srs – Done or in progress)**



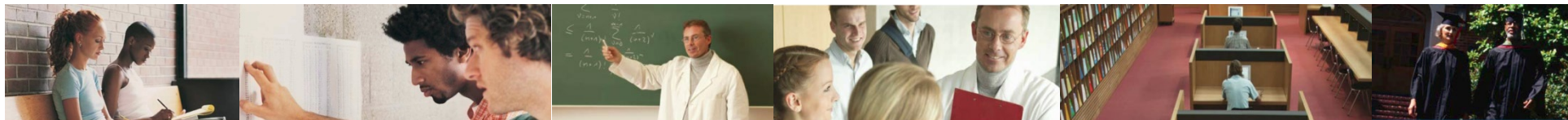
| | 2014 | 2017 | 2020 |
|----------------|------|------|------|
| F-Yr | 62% | 53% | 57% |
| Seniors | 72% | 72% | 77% |

Performance over Time on NSSE High Impact Practices

| <i>% Responding "In progress" or "Done" or at least "Some"</i> | First-Year | | | | Seniors | | | |
|--|--------------------|--------------|---------|---------|--------------------|--------------|---------|---------|
| | % point difference | | | | % point difference | | | |
| | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU | 2020 LU | 2020 SE Pub* | 2017 LU | 2014 LU |
| Service-Learning | 65% | +14% | 60% | 55% | 75% | +15% | 67% | 77% |
| Learning Community | 12% | -2% | 7% | 12% | 39% | +16% | 35% | 40% |
| Research with Faculty | 3% | -2% | 3% | 2% | 33% | +8% | 34% | 36% |
| Internship or Field Experience | n/a | n/a | n/a | n/a | 85% | +36% | 87% | 87% |
| Study Abroad | n/a | n/a | n/a | n/a | 21% | +6% | 16% | 22% |
| Culminating Senior Experience | n/a | n/a | n/a | n/a | 77% | +34% | 72% | 72% |
| Participated in at least one HIP | 67% | +11% | 62% | 49% | 98% | +12% | 99% | 7% |
| Participated in two or more HIPs | 11% | +0% | 6% | 10% | 90% | +29% | 88% | 91% |

LU Perceptions of Gain including Comparisons over Time (Value-Added Experiences)

How much has your institutional experience contributed to knowledge, skills, and personal development in...



Personal and Social Gains Means Comparisons over Time

| | | 2020 | | 2017 | | 2014 | |
|--|----|------|---------|------|---------|------|---------|
| | | LU | SE Pub | LU | SE Pub | LU | SE Pub |
| <i>(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)</i> | | | | | | | |
| Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | FY | 2.9 | 2.8*△ | 2.9 | 2.8 | 2.7 | 2.7 |
| | SR | 2.9 | 2.9 | 2.9 | 2.8 | 2.9 | 2.8 |
| Working effectively with others | FY | 3.1 | 2.9***△ | 3.0 | 2.8***△ | 2.9 | 2.8**△ |
| | SR | 3.3 | 3.1***△ | 3.3 | 3.1***△ | 3.3 | 3.1***△ |
| Developing or clarifying a personal code of values and ethics | FY | 2.9 | 2.7***△ | 2.8 | 2.7**△ | 2.9 | 2.7***△ |
| | SR | 3.1 | 2.8***△ | 3.0 | 2.8***△ | 3.0 | 2.8***△ |
| Being an informed and active citizen | FY | 3.0 | 2.7***▲ | 2.9 | 2.7***△ | 2.7 | 2.6 |
| | SR | 3.0 | 2.7***△ | 2.9 | 2.7***△ | 3.1 | 2.7***▲ |

▲ LU's significantly higher with an effect size at least .3
 △ LU's significantly higher with an effect size less than .3

*p<.05, **p<.01, ***p<.001

General Education Gains Means Comparisons over Time

| <i>(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)</i> | | 2020 LU | 2020 SE Pub | 2017 LU | 2017 SE Pub | 2014 LU | 2014 SE Pub |
|--|----|---------|-------------|---------|-------------|---------|-------------|
| Analyzing numerical and statistical information | FY | 2.6 | 2.7 | 2.5 | 2.7**▽ | 2.5 | 2.7**▽ |
| | SR | 3.2 | 3.0***△ | 2.7 | 2.9***▽ | 2.6 | 2.9***▽ |
| Writing clearly and effectively | FY | 3.0 | 2.8***△ | 3.0 | 2.8***△ | 3.0 | 2.9*△ |
| | SR | 3.2 | 3.0***△ | 3.2 | 3.0**△ | 3.3 | 3.0***△ |
| Speaking clearly and effectively | FY | 3.0 | 2.7***▲ | 2.8 | 2.7*△ | 2.7 | 2.7 |
| | SR | 3.3 | 3.0***▲ | 3.1 | 2.9***△ | 3.3 | 3.0***▲ |
| Thinking critically and analytically | FY | 3.2 | 3.1**△ | 3.1 | 3.1 | 3.1 | 3.1 |
| | SR | 3.4 | 3.3 | 3.4 | 3.3**△ | 3.4 | 3.3*△ |

- ▲ LU's significantly higher with an effect size at least .3
- △ LU's significantly higher with an effect size less than .3
- ▽ LU's significantly lower with an effect size less than .3

*p<.05, **p<.01, ***p<.001

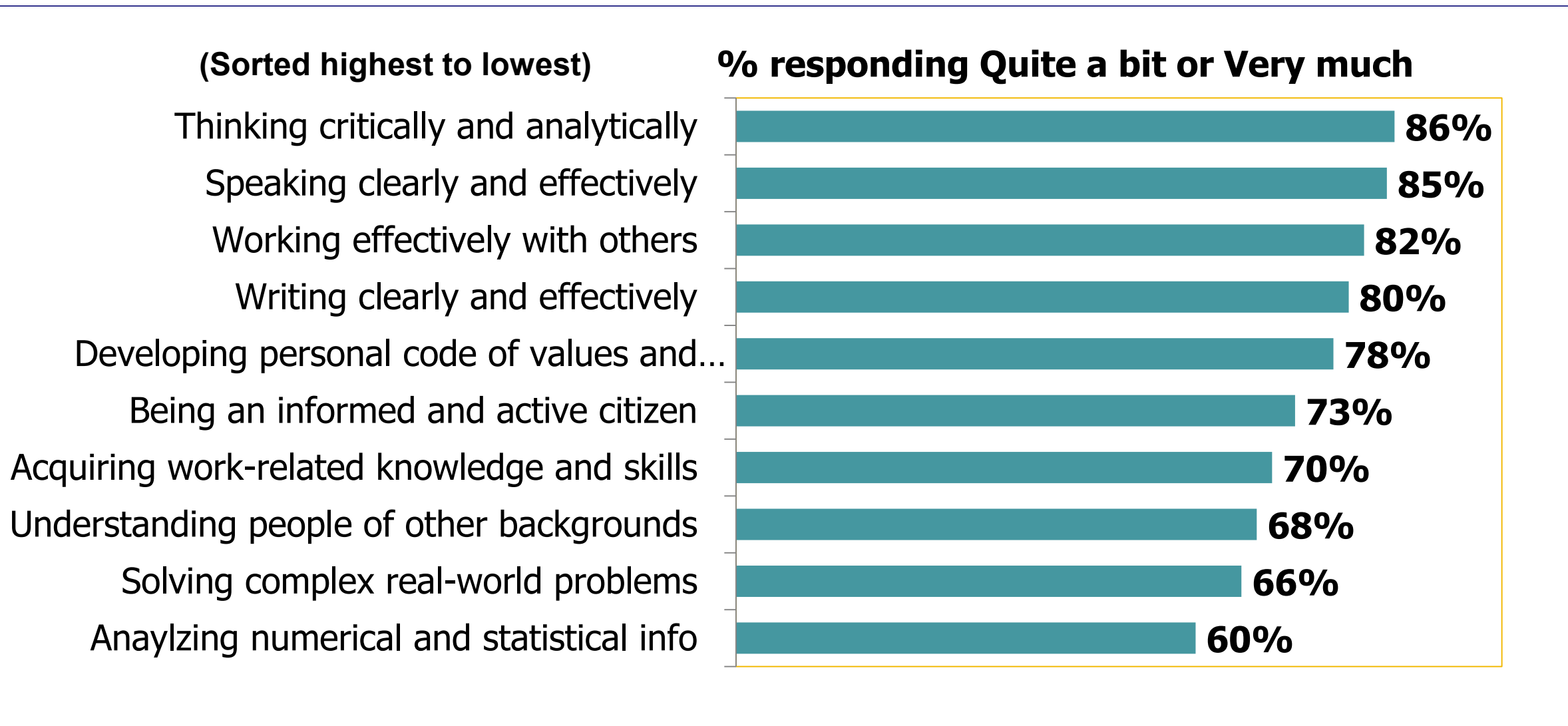
Practical Competency Gains Means Comparisons over Time

| <i>(1=Very little, 2=Some, 3=Quite a bit, 4=Very much)</i> | | 2020 LU | 2020 SE Pub | 2017 LU | 2017 SE Pub | 2014 LU | 2014 SE Pub |
|--|----|------------|----------------|------------|----------------|------------|----------------|
| Acquiring job or work-related knowledge and skills | FY | 2.8 | 2.6** Δ | 2.7 | 2.6* Δ | 2.7 | 2.6 |
| | SR | 3.1 | 3.0 | 3.2 | 2.9*** Δ | 3.2 | 3.0*** Δ |
| Solving complex real-world problems | FY | 2.8 | 2.7** Δ | 2.8 | 2.6 | 2.6 | 2.6 |
| | SR | 2.8 | 2.9 | 2.8 | 2.8 | 2.9 | 2.8 |

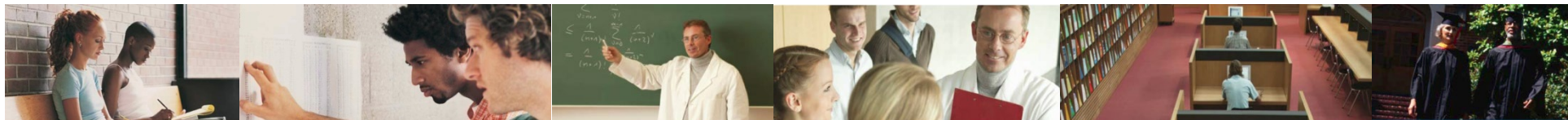
Δ LU's significantly higher with an effect size less than .3

*p<.05, **p<.01, ***p<.001

2020 Perceived Gains Among LU Seniors



LU Perceptions of Institutional Emphases, Relationships, and Overall Satisfaction including Comparisons over Time



Perceptions of LU and SE Public Institutional Emphases over Time

| To what extent does your institution emphasize... (1=Very little, 2=Some, 3=Quite a bit, 4=Very much) | | 2020 LU | 2020 SE Pub | 2017 LU | 2017 SE Pub | 2014 LU | 2014 SE Pub |
|--|----|----------------|--------------------|----------------|--------------------|----------------|--------------------|
| Spending significant amounts of time studying and on academic work | FY | 3.2 | 3.1** Δ | 3.1 | 3.1 | 3.3 | 3.2 |
| | SR | 3.1 | 3.1 | 3.0 | 3.2** ∇ | 3.2 | 3.2 |
| Using learning support services (tutoring, writing center, etc.) | FY | 3.2 | 3.1 | 3.1 | 3.1 | 3.3 | 3.2* Δ |
| | SR | 3.0 | 2.9* Δ | 2.8 | 2.9 | 3.0 | 2.9* Δ |
| Providing support to help students succeed academically | FY | 3.1 | 3.0 | 3.0 | 3.1 | 3.3 | 3.1*** Δ |
| | SR | 3.0 | 2.9* Δ | 3.0 | 2.9 | 3.2 | 3.0*** Δ |
| Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | FY | 2.8 | 2.8 | 2.8 | 2.8 | 2.8 | 2.7 |
| | SR | 2.6 | 2.7 | 2.6 | 2.6 | 2.7 | 2.6 |
| Helping you manage your non-academic responsibilities (work, family, etc.) | FY | 2.4 | 2.4 | 2.4 | 2.4 | 2.5 | 2.4 |
| | SR | 2.1 | 2.1 | 2.2 | 2.1* Δ | 2.4 | 2.1*** Δ |

Δ LU's significantly higher with an effect size less than .3

∇ LU's significantly lower with an effect size less than .3

*p<.05, **p<.01, ***p<.001

Perceptions of LU and SE Public Institutional Emphases over Time

| To what extent does your institution emphasize... (1=Very little, 2=Some, 3=Quite a bit, 4=Very much) | | 2020 LU | 2020 SE Pub | 2017 LU | 2017 SE Pub | 2014 LU | 2014 SE Pub |
|---|----|---------|----------------|---------|----------------|---------|-------------------------|
| Providing opportunities to be involved socially | FY | 3.2 | 3.0** Δ | 3.1 | 3.0 | 3.2 | 3.1*** Δ |
| | SR | 3.0 | 2.9* Δ | 3.1 | 2.9*** | 3.3 | 3.0*** \blacktriangle |
| Attending campus activities and events (performing arts, athletic events, etc.) | FY | 3.1 | 2.9 | 2.9 | 2.9 | 3.1 | 3.0 |
| | SR | 3.0 | 2.7 | 2.8 | 2.7 | 3.0 | 2.8** Δ |
| Attending events that address important social, economic, or political issues | FY | 2.6 | 2.5 | 2.6 | 2.6 | 2.6 | 2.6 |
| | SR | 2.6 | 2.4 | 2.5 | 2.4* Δ | 2.6 | 2.5 |
| Providing support for your overall well-being(recreation, health care, counseling, etc.) | FY | 3.2 | 3.0 | 3.0 | 3.0 | 3.2 | 3.1** Δ |
| | SR | 3.2 | 2.8 | 3.0 | 2.8** Δ | 3.2 | 2.9*** \blacktriangle |

\blacktriangle LU's significantly higher with an effect size at least .3

Δ LU's significantly higher with an effect size less than .3

*p<.05, **p<.01, ***p<.001

Perceptions of LU and SE Public Quality of Relationships over Time

| Indicate the quality of your interactions with the following people at your institution (1=Poor, 7=Excellent) | | 2020 LU | 2020 SE Pub | 2017 LU | 2017 SE Pub | 2014 LU | 2014 SE Pub |
|---|----|---------|-------------------------|---------|-----------------|---------|-----------------|
| Students | FY | 5.7 | 5.4*** Δ | 5.6 | 5.4*** Δ | 5.8 | 5.6*** Δ |
| | SR | 5.6 | 5.6 | 5.7 | 5.6 | 5.9 | 5.7** Δ |
| Academic advisors | FY | 5.6 | 5.4 | 5.3 | 5.2 | 5.5 | 5.1*** Δ |
| | SR | 5.5 | 5.2** Δ | 5.4 | 5.2* Δ | 5.6 | 5.1*** Δ |
| Faculty | FY | 5.7 | 5.4*** Δ | 5.5 | 5.2*** Δ | 5.5 | 5.2*** Δ |
| | SR | 5.7 | 5.5 | 5.6 | 5.5 | 5.9 | 5.5*** Δ |
| Student Services staff (career services, student activities, housing, etc.) | FY | 5.5 | 5.2*** Δ | 5.2 | 5.0 | 5.1 | 4.9* Δ |
| | SR | 5.0 | 5.0 | 5.0 | 4.9 | 5.3 | 4.9*** Δ |
| Other administrative staff and offices (Registrar, Financial Aid, etc.) | FY | 5.6 | 5.1*** \blacktriangle | 5.1 | 4.9** Δ | 5.0 | 4.7*** Δ |
| | SR | 5.0 | 4.9 | 5.0 | 4.8* Δ | 5.1 | 4.7*** Δ |

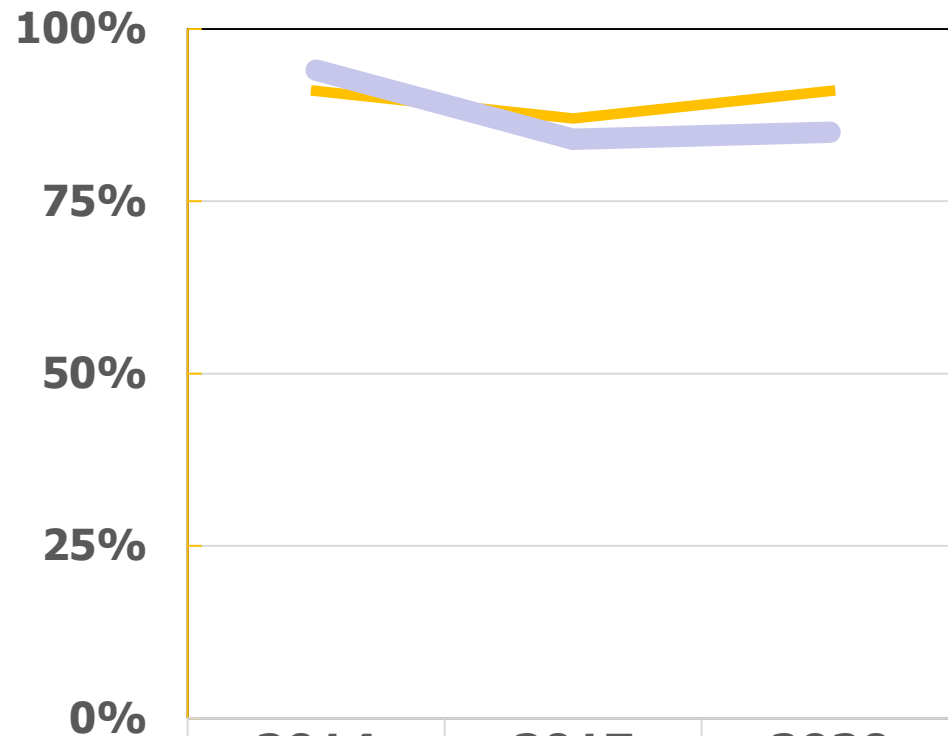
\blacktriangle LU's significantly higher with an effect size at least .3

Δ LU's significantly higher with an effect size less than .3

*p<.05, **p<.01, ***p<.001

LU and Southeast Public Students' Overall Satisfaction over Time

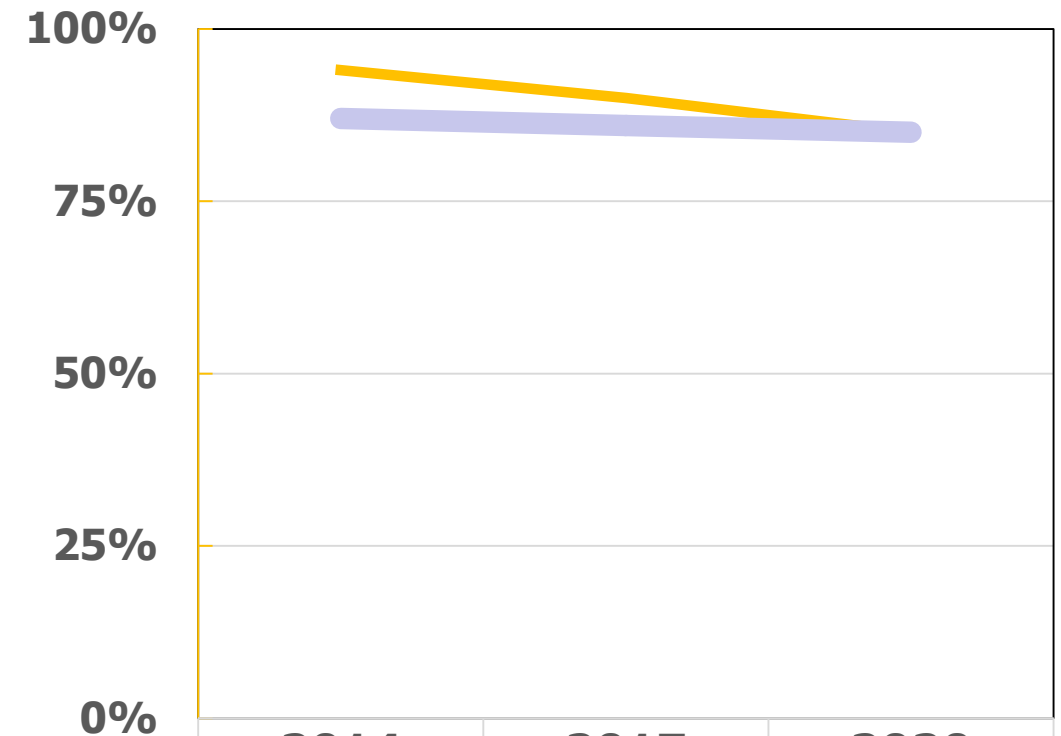
Percentage F-Yr Rating their Experience as Excellent or Good



— LU F-Yr
— SE Pub F-Yr

| | 2014 | 2017 | 2020 |
|-------------|------|------|------|
| LU F-Yr | 91% | 87% | 91% |
| SE Pub F-Yr | 94% | 84% | 85% |

Percentage SR Rating their Experience as Excellent or Good

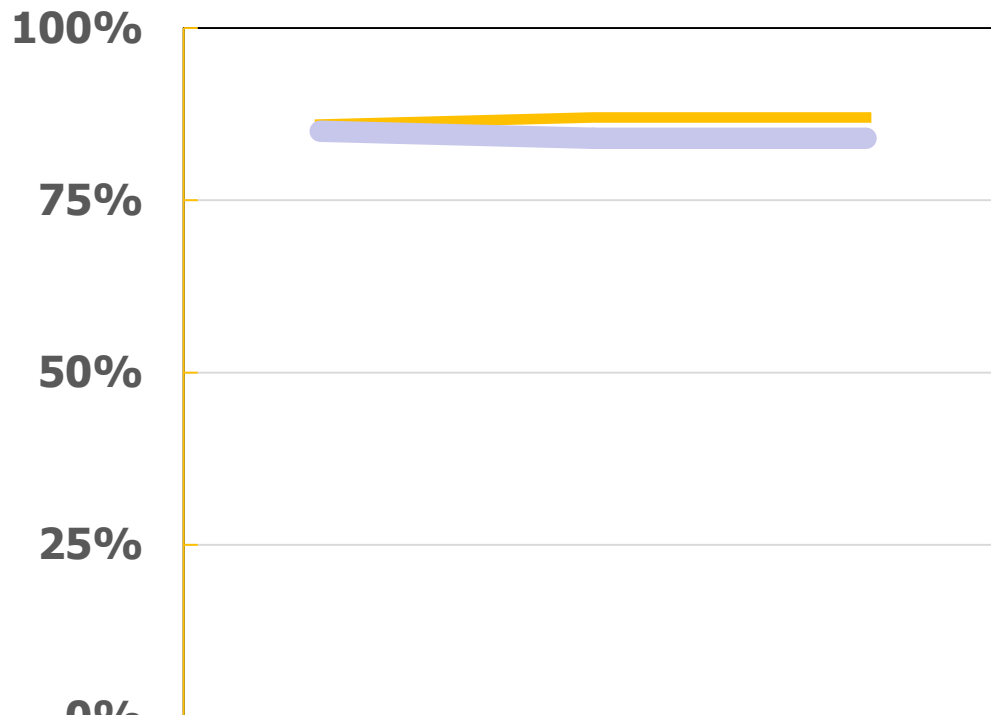


— LU SR
— SE Pub SR

| | 2014 | 2017 | 2020 |
|-----------|------|------|------|
| LU SR | 94% | 90% | 85% |
| SE Pub SR | 87% | 86% | 85% |

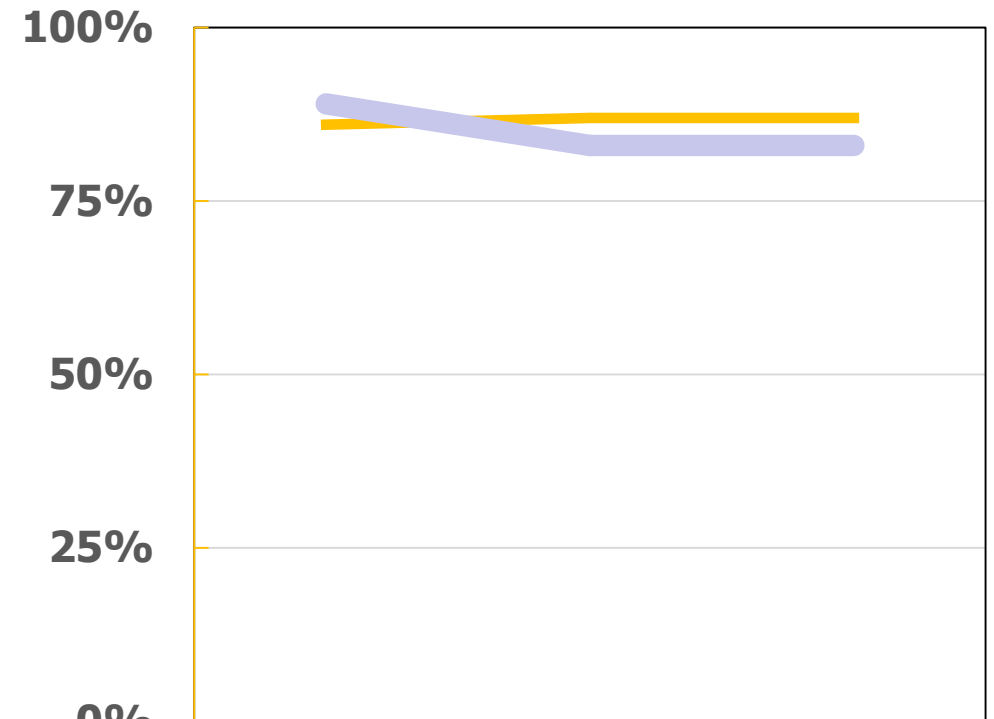
LU and Southeast Public Students' Commitment to Attend the Same Institution over Time

Percentage F-Yr Who Would Definitely or Probably Attend Institution Again



| | 2014 | 2017 | 2020 |
|-------------|------|------|------|
| LU F-Yr | 86% | 87% | 87% |
| SE Pub F-Yr | 85% | 84% | 84% |

Percentage SR Who Would Definitely or Probably Attend Institution Again



| | 2014 | 2017 | 2020 |
|-----------|------|------|------|
| LU SR | 86% | 87% | 87% |
| SE Pub SR | 89% | 83% | 83% |

NSSE Engagement Indicators: Overall Satisfaction Mean Comparisons over Time

| | | 2020 LU | 2020 SE Pub | 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** Δ | 3.3 | 3.2 | 3.3 | 3.2** Δ |
| | SR | 3.3 | 3.2 | 3.3 | 3.3 | 3.5 | 3.3*** Δ |
| If starting over, would 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 | 3.2* Δ | 3.3 | 3.3 |
| | SR | 3.2 | 3.3 | 3.3 | 3.3 | 3.4 | 3.3** Δ |

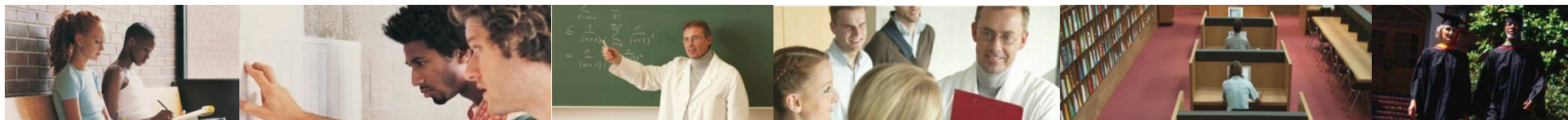
- ▲ LU's significantly higher with an effect size at least .3
- △ LU's significantly higher with an effect size less than .3

NSSE Handouts

**NSSE LU 2020 Item Frequencies and SE Public
Statistical Comparisons (Handout)**

**NSSE LU and SE Public Institution Item Statistical
Comparisons over Time (Handout)**

Onie McKenzie
Assistant Vice President for Student Affairs



LU Generated Item Handouts

NSSE LU 2020 Item Frequencies and Statistical Comparisons

| 9. During the current school year, about how often have you done the following? | | | Never | Sometimes | Often | Very Often | LU Mean | SE Pub Mean |
|---|---|----|-------|-----------|-------|------------|---------|-------------|
| a. | Identified key information from reading assignments | FY | 2% | 19% | 50% | 29% | 3.1 | 3.0 |
| | | SR | 2% | 18% | 43% | 37% | 3.1 | 3.1 |
| b. | Reviewed your notes after class | FY | 1% | 24% | 41% | 35% | 3.1 | 3.0** Δ |
| | | SR | 5% | 27% | 35% | 33% | 3.0 | 2.9 |
| c. | Summarized what you learned in class or from course materials | FY | 7% | 28% | 38% | 28% | 2.9 | 2.9 |
| | | SR | 4% | 34% | 31% | 31% | 2.9 | 2.9 |

NSSE LU & SE Public Item Mean Comparisons over Time

| 10. During the current school year, to what extent have your courses challenged you to do your best work? | | | 2020 LU Mean | 2020 SE Pub Mean | 2017 LU Mean | 2017 SE Pub Mean | 2014 LU Mean | 2014 SE Pub Mean |
|---|--|----|--------------|------------------|--------------|------------------|--------------|------------------|
| | | FY | 5.7 | 5.4*** Δ | 5.5 | 5.4 | 5.5 | 5.6 |
| | | SR | 5.6 | 5.5 | 5.5 | 5.6 | 5.7 | 5.7 |

Reports and Handouts:

- The full NSSE generated reports can be accessed through the Office of Assessment and Institutional Research
- All Longwood (OMcK) generated summary reports and handouts can be found within Solomon - on the Student Affairs - Assessment – NSSE Website:

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

**Now, put your feet up
and
do some reading!!!!**

