NSSE
national survey of
student engagement

NSSE LU 2020, 2017, and 2014
Results of particular interest to Faculty

Onie McKenzie
Assistant Vice President for Student Affairs

Faculty Reflection Prompts regarding the Monster known as NSSE

- *As we proceed through this presentation, note which NSSE finding(s) surprised you most and why?*

- *During our "Learning Pauses," consider how the results reflect or contradict your own classroom experiences and assumptions about our students.*

- *Toward what Engagement Indicators, High Impact Practices, or outcomes, could you make a positive contribution moving forward and how?*

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.
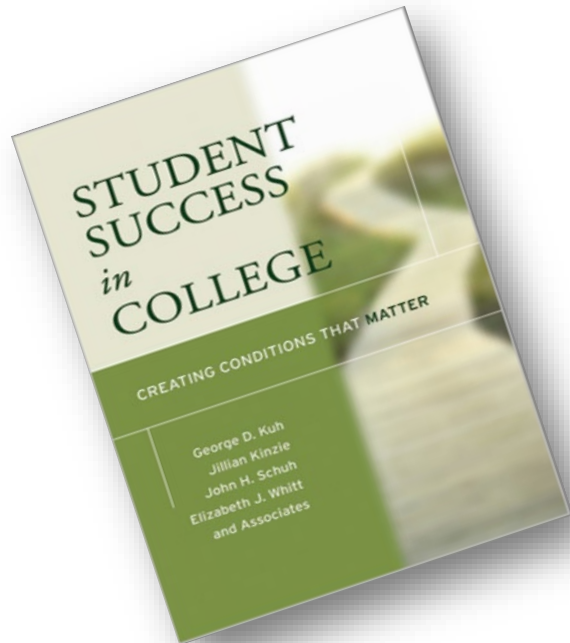
The 20 DEEP Institutions:

Alverno College	University of Kansas
Cal State University, Monterey Bay	University of Maine, Farmington
The Evergreen State College	University of Michigan
Fayetteville State University	University of the South
George Mason University	University of Texas at El Paso
Gonzaga University	Ursinus College
Longwood University	Wabash College
Macalester College	Wheaton College (MA)
Miami University (Ohio)	Winston Salem State University
Sweet Briar College	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*

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%

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

NSSE
national survey of student engagement

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.
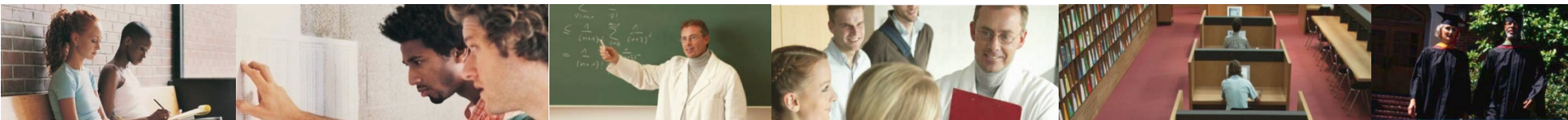
Key to Symbols

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

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

Each EI is scored on a 60-point scale.
▲ LU's average was significantly higher with an effect size at least .3
△ LU's average was significantly higher with an effect size less than .3

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

Theme	Engagement Indicator	First-Year		Seniors	
		2017 LU	2017 SE Pub	2017 LU	2017 SE Pub
Academic Challenge	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
Learning with Peers	Collaborative Learning	34.2	33.1	36.2	33.7***△
	Discussions with Diverse Others	42.1	40.8	43.2	42.0
Experiences with Faculty	Student-Faculty Interaction	22.9	21.0*△	31.2	24.4***▲
	Effective Teaching Practices	37.6	38.3	41.0	39.8
Campus Environment	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
Academic Challenge	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**▽
Learning with Peers	Collaborative Learning	33.4	32.4	35.6	33.5**△
	Discussions with Diverse Others	43.3	41.7*△	44.8	43.2*△
Experiences with Faculty	Student-Faculty Interaction	23.2	20.3***△	32.3	24.6***▲
	Effective Teaching Practices	41.0	39.7*△	43.2	41.1**△
Campus Environment	Quality of Interactions	43.8	41.1***△	45.8	42.2***△
	Supportive Environment	39.9	38.2**△	38.5	34.7***△

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:
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 △
	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 △

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

% Responding "Quite a bit" or "Very much"	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

% Responding "Often" or "Very often"	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 Experiences with Faculty EI
Effective Teaching Practices Items

% Responding "Quite a bit" or "Very much"	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%

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

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)

	Low Challenge (1-2)	Moderate Challenge (3-5)	High Challenge (6-7)
2020 LU FY		43%	57%
2020 SE Pub FY	■	50%	47%
2017 LU FY	■	49%	49%
2017 SE Pub FY	■	49%	49%
2014 LU FY		48%	52%
2014 SE Pub FY	■	44%	54%

■ Low Challenge (1-2)　　□ Moderate Challenge (3-5)　　□ High Challenge (6-7)
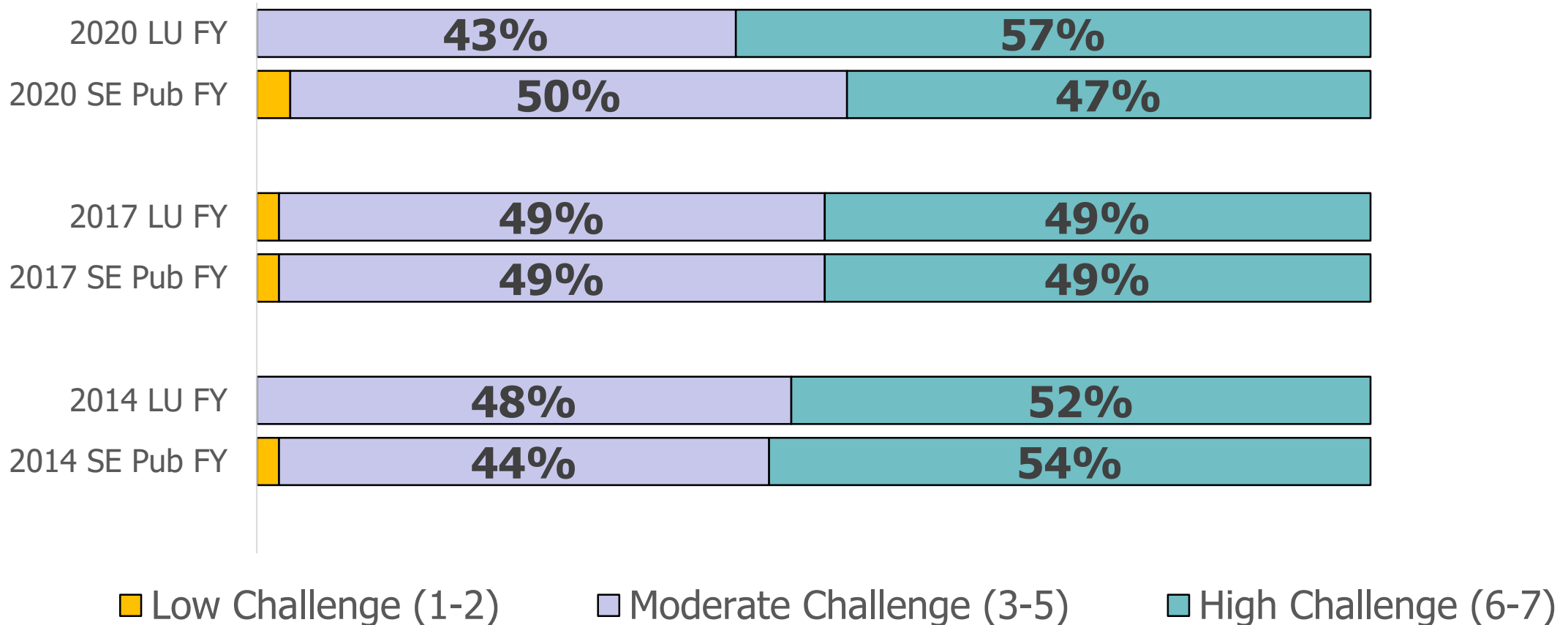
LU and Southeast Public Seniors over Time
Perceived Academic Challenge in Courses

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)

	Low Challenge (1-2)	Moderate Challenge (3-5)	High Challenge (6-7)
2020 LU SR		40%	57%
2020 SE Pub SR		43%	54%
2017 LU SR		48%	51%
2017 SE Pub SR		41%	56%
2014 LU SR		37%	63%
2014 SE Pub SR		37%	61%

■ Low Challenge (1-2)　　■ Moderate Challenge (3-5)　　■ High Challenge (6-7)
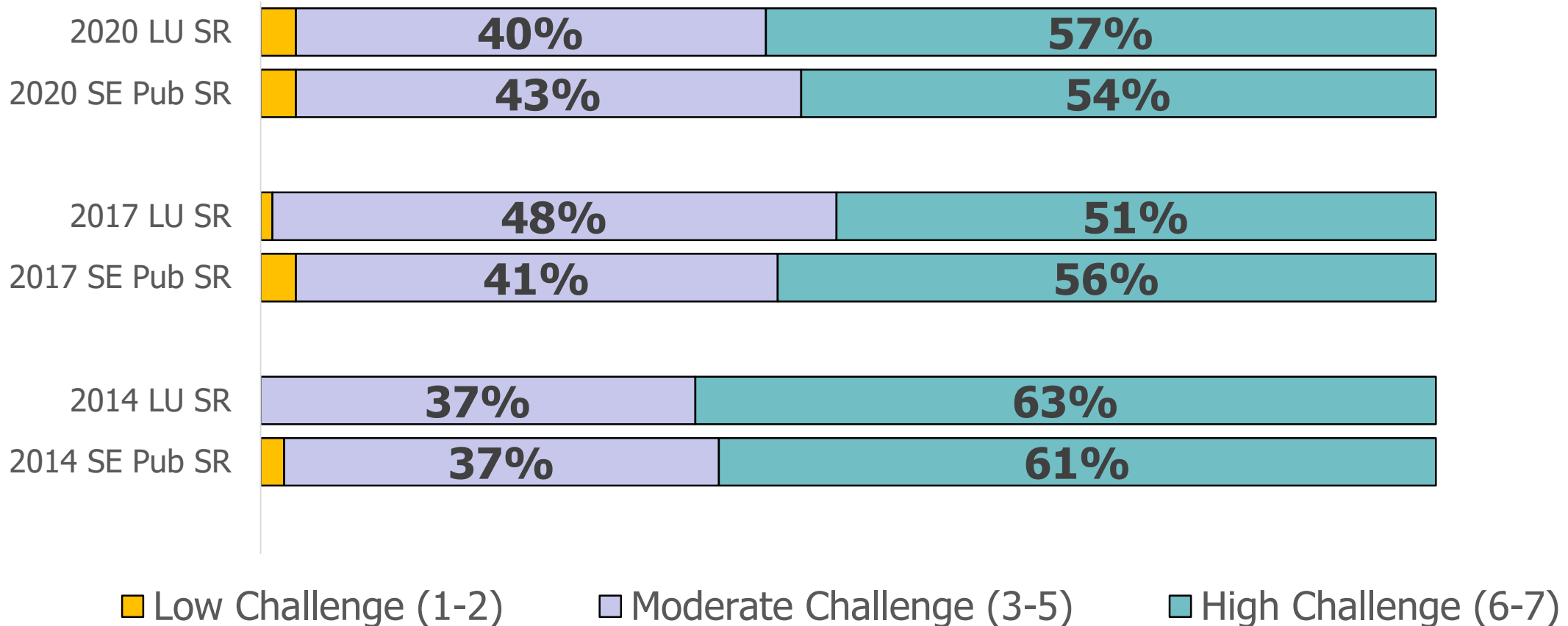
LU High Impact Practices (HIPs) including Comparisons over Time

Due to their positive associations with student learning and retention, certain undergrad opportunities are designated having an "high-impact" on learning.
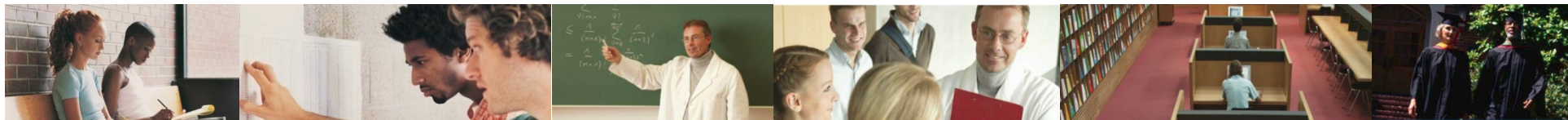
NSSE High-Impact Practices Defined

➢ **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

Performance over Time on NSSE High Impact Practices

% Responding "In progress" or "Done" or at least "Some"	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…
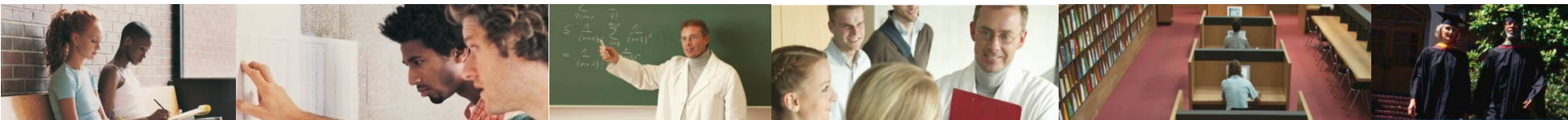
2020 Perceived Gains Among LU Seniors

(Sorted highest to lowest)

% responding Quite a bit or Very much

Thinking critically and analytically	86%
Speaking clearly and effectively	85%
Working effectively with others	82%
Writing clearly and effectively	80%
Developing personal code of values and…	78%
Being an informed and active citizen	73%
Acquiring work-related knowledge and skills	70%
Understanding people of other backgrounds	68%
Solving complex real-world problems	66%
Anaylzing numerical and statistical info	60%

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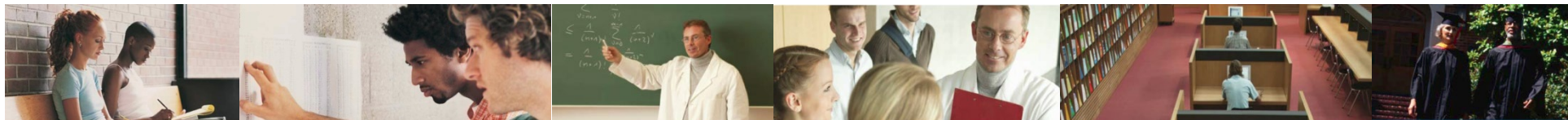
Perceptions of LU and SE Public Institutional Emphases over Time

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**△	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*△
	SR	3.0	2.9*△	2.8	2.9	3.0	2.9*△
Providing support to help students succeed academically	FY	3.1	3.0	3.0	3.1	3.3	3.1***△
	SR	3.0	2.9*△	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	2.8	2.8	2.7
	SR	2.6	2.7	2.6	2.6	2.7	2.6

△ 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 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***△	5.6	5.4***△	5.8	5.6***△
	SR	5.6	5.6	5.7	5.6	5.9	5.7**△
Academic advisors	FY	5.6	5.4	5.3	5.2	5.5	5.1***△
	SR	5.5	5.2**△	5.4	5.2*△	5.6	5.1***△
Faculty	FY	5.7	5.4***△	5.5	5.2***△	5.5	5.2***△
	SR	5.7	5.5	5.6	5.5	5.9	5.5***△

▲ 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

LU Generated Item Handouts

NSSE LU 2020 Item Frequencies and SE Public 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**△
		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 Statistical 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***△	5.5	5.4	5.5	5.6
	SR	5.6	5.5	5.5	5.6	5.7	5.7

Categories of Information in NSSE Handouts

1. **Frequency of classroom behaviors**
2. **Frequency of making academic connections**
3. **Conversations with faculty**
4. **Emphases in coursework**
5. **Behaviors of instructors**
6. **Use of quantitative concepts**
7. **Length of writing assignments**
8. **Discussions with people with differences**
9. **Study habits**
10. **Challenge in coursework**
11. Student plans prior to graduation
12. Community service within courses
13. Quality of interactions with people at the institution
14. Institutional emphases
15. Institutional climate
16. Hours/week spent on outside activities
17. **Hours/week spent on assigned reading**
18. Student gain in knowledge, skills, and personal development
19. Overall evaluation of educational experience
20. Commitment to choosing the same institution over again
21. Commitment to returning to the same institution next year

Student Conversations with Faculty from NSSE 2020

During the current school year, about how often have you done the following? (1=Never, 2=Sometimes, 3=Often, 4=Very often)		Never	Sometimes	Often	Very Often	LU Mean	SE Pub Mean
Talked about career plans with a faculty member	FY	9%	45%	25%	20%	2.6	2.4***△
	SR	7%	31%	30%	32%	2.9	2.5***▲
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	FY	39%	34%	16%	11%	2.0	1.8***△
	SR	20%	36%	23%	22%	2.5	2.0***▲
Discussed course topics, ideas, or concepts with a faculty member outside of class	FY	19%	45%	26%	10%	2.3	2.0***△
	SR	10%	36%	37%	17%	2.6	2.2***▲
Discussed your academic performance with a faculty member	FY	13%	42%	34%	10%	2.4	2.2***△
	SR	10%	39%	35%	17%	2.6	2.3***▲

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

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

Students' Classroom Behaviors from the NSSE 2020

During the current school year, about how often have you done the following? (1=Never, 2=Sometimes, 3=Often, 4=Very often)		Never	Sometimes	Often	Very often	LU Mean	SE Pub Mean
Asked questions or contributed to course discussions in other ways	FY	1%	24%	40%	35%	3.1	2.7***▲
	SR	2%	19%	36%	42%	3.2	3.0**△
Come to class without completing readings or assignments	FY	31%	56%	9%	4%	3.1	3.0*△
	SR	23%	58%	12%	7%	3.0	3.0
Asked another student to help you understand course material	FY	3%	39%	38%	20%	2.7	2.6*△
	SR	7%	40%	38%	15%	2.6	2.5
Explained course material to one or more students	FY	3%	35%	42%	19%	2.8	2.7
	SR	1%	27%	46%	26%	3.0	2.8***△

▲ 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

(Con't.) Students' Classroom Behaviors from the NSSE 2020

During the current school year, about how often have you done the following? (1=Never, 2=Sometimes, 3=Often, 4=Very often)		Never	Sometimes	Often	Very often	LU Mean	SE Pub Mean
Prepared for exams by discussing or working through course material with other students	FY	13%	35%	33%	20%	2.6	2.6
	SR	10%	27%	39%	24%	2.8	2.6***△
Worked with other students on course projects or assignments	FY	3%	27%	44%	27%	2.9	2.7***▲
	SR	1%	19%	43%	37%	3.1	2.9***△
Given a course presentation	FY	2%	29%	40%	28%	2.9	2.2***▲
	SR	1%	14%	37%	48%	3.3	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

LU Students' Study Habits from the NSSE 2020

During the current school year, about how often have you done the following? (1=Never, 2=Sometimes, 3=Often, 4=Very often)		Never	Sometimes	Often	Very often	LU Mean	SE Pub Mean
Identified key information from reading assignments	FY	2%	19%	50%	29%	3.1	3.0
	SR	2%	18%	43%	37%	3.1	3.1
Reviewed your notes after class	FY	1%	24%	41%	35%	3.1	3.0**△
	SR	5%	27%	35%	33%	3.0	2.9
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

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

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

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!!!!

Regarding this presentation, please note in the Chat Function what was too much and what more you need…

- **Too much; give us less of this…**

- **Good stuff; give us more of this…**