



NSSE 2017

Engagement Indicators

Longwood University

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
<i>Academic Challenge</i>	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
<i>Learning with Peers</i>	Quantitative Reasoning
	Collaborative Learning
<i>Experiences with Faculty</i>	Discussions with Diverse Others
	Student-Faculty Interaction
<i>Campus Environment</i>	Effective Teaching Practices
	Quality of Interactions
	Supportive Environment

Report Sections

- Overview (p. 3)** Displays how average EI scores for your students compare with those of students at your comparison group institutions.
- Theme Reports (pp. 4-13)** Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

 - Mean Comparisons**
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).
 - Score Distributions**
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.
 - Performance on Indicator Items**
Responses to each item in a given EI are summarized for your institution and comparison groups.
- Comparisons with High-Performing Institutions (p. 15)** Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2016 and 2017 participating institutions.
- Detailed Statistics (pp. 16-19)** Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students'

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an 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.





For more information on EIs and their psychometric properties, refer to the NSSE website: nsse.indiana.edu

Rocconi, L., & Gonyea, R. M. (2015, May). *Contextualizing student engagement effect sizes: An empirical analysis*. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.












Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.















Use the following key:

-  **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.
-  **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.
- No significant difference.
-  **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.
-  **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2016 & 2017
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	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2016 & 2017
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			

Academic Challenge: First-year students

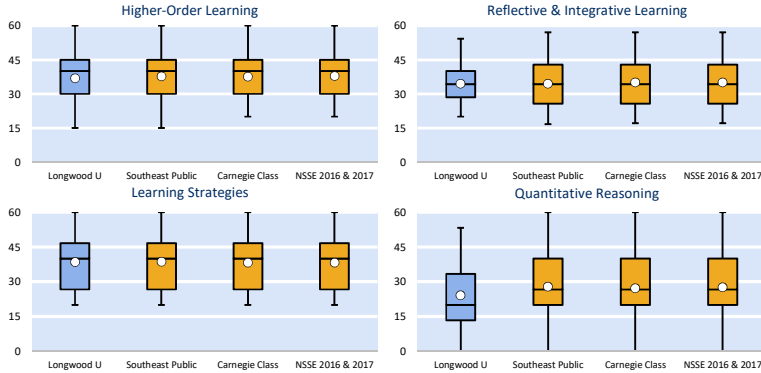
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Longwood U Mean	Your first-year students compared with					
		Southeast Public Effect size	Carnegie Class Effect size	NSSE 2016 & 2017 Effect size			
Higher-Order Learning	36.9	37.8	-.07	37.5	-.05	37.9	-.08
Reflective & Integrative Learning	34.5	34.6	.00	35.1	-.05	35.0	-.04
Learning Strategies	38.6	38.7	-.01	38.3	.02	38.3	.02
Quantitative Reasoning	24.2	27.9 ***	-.24	27.2 ***	-.20	27.6 ***	-.22

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Academic Challenge: First-year students (continued)

Performance⁹ on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Higher-Order Learning	Longwood U	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	67	-4	-2	-4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	-3	-2	-4
4d. Evaluating a point of view, decision, or information source	73	+4	+4	+4
4e. Forming a new idea or understanding from various pieces of information	68	+2	+1	+0
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	49	-1	-3	-3
2b. Connected your learning to societal problems or issues	54	+4	+2	+2
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	51	+1	-1	+0
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+3	+2	+3
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	+2	+1	+1
2f. Learned something that changed the way you understand an issue or concept	68	+4	+2	+2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	+1	-1	-0
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	78	+2	+1	+1
9b. Reviewed your notes after class	68	+1	+2	+3
9c. Summarized what you learned in class or from course materials	64	+0	+1	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	45	-9	-6	-8
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	32	-7	-6	-7
6c. Evaluated what others have concluded from numerical information	26	-13	-11	-12

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey fascimile included in your *Institutional Report* and available on the NSSE website.
a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Academic Challenge: Seniors

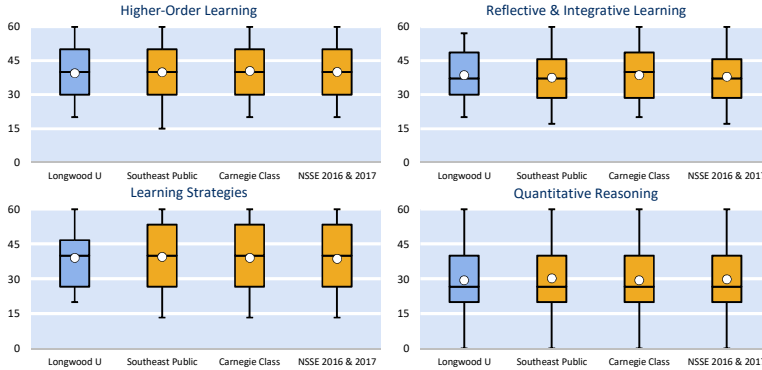
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *Reflective & Integrative Learning*, *Learning Strategies*, and *Quantitative Reasoning*. Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Longwood U Mean	Your seniors compared with					
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.5	39.9	-.03	40.5	-.08	40.0	-.04
Reflective & Integrative Learning	38.6	37.5	.09	38.6	.00	38.0	.05
Learning Strategies	39.1	39.5	-.03	39.1	.00	38.7	.02
Quantitative Reasoning	29.4	30.3	-.05	29.4	.00	29.9	-.03

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups). Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Performance⁹ on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Item	Longwood U	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
Higher-Order Learning				
<i>Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...</i>				
4b. Applying facts, theories, or methods to practical problems or new situations	76	-2	-2	-2
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	-1	-1	-1
4d. Evaluating a point of view, decision, or information source	72	+4	-1	+1
4e. Forming a new idea or understanding from various pieces of information	70	+0	-2	-1
Reflective & Integrative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
2a. Combined ideas from different courses when completing assignments	74	+5	+5	+6
2b. Connected your learning to societal problems or issues	61	+2	-3	-0
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	56	+7	+0	+4
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	-1	-4	-2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	76	+4	+3	+4
2f. Learned something that changed the way you understand an issue or concept	71	+1	-1	-0
2g. Connected ideas from your courses to your prior experiences and knowledge	82	-1	-2	-2
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	77	-2	-4	-3
9b. Reviewed your notes after class	67	+2	+4	+5
9c. Summarized what you learned in class or from course materials	66	+0	+1	+2
Quantitative Reasoning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	-4	-0	-2
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	45	+0	+1	+1
6c. Evaluated what others have concluded from numerical information	42	-3	-1	-3

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey fascimile included in your *Institutional Report* and available on the NSSE website.
a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Learning with Peers: First-year students

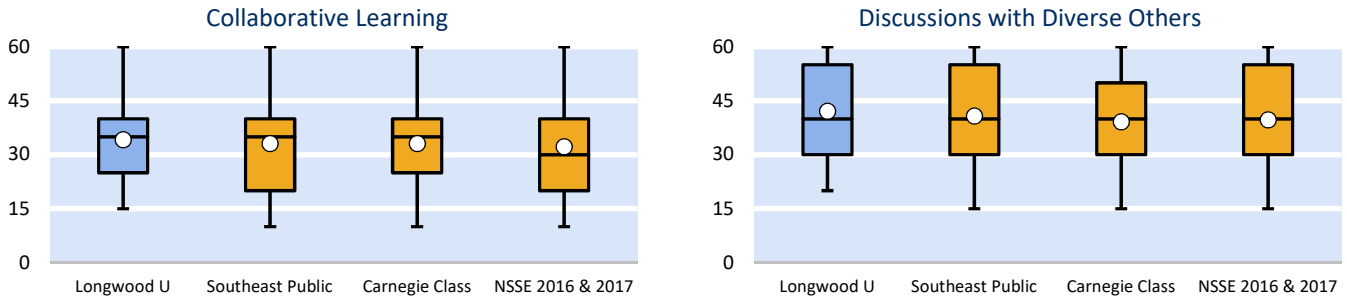
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Longwood U Mean	Your first-year students compared with					
		Southeast Public Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	34.2	33.1	.08	33.1	.08	32.2 **	.14
Discussions with Diverse Others	42.1	40.8	.08	39.1 ***	.19	39.7 **	.15

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



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Performance^a on Indicator Items

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Collaborative Learning	Longwood U	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	61	+7	+7	+9
1f. Explained course material to one or more students	61	+1	+2	+4
1g. Prepared for exams by discussing or working through course material with other students	60	+8	+8	+10
1h. Worked with other students on course projects or assignments	58	+4	+2	+5
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	73	+0	+4	+2
8b. People from an economic background other than your own	77	+4	+6	+5
8c. People with religious beliefs other than your own	71	+3	+8	+5
8d. People with political views other than your own	79	+9	+11	+11

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Learning with Peers: Seniors

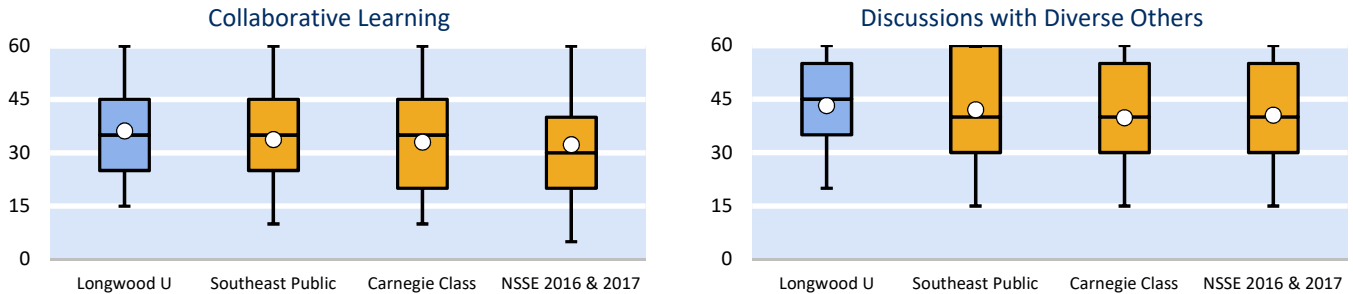
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Mean Comparisons

Engagement Indicator	Longwood U Mean	Your seniors compared with					
		Southeast Public Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.2	33.7 ***	.17	33.0 ***	.22	32.3 ***	.26
Discussions with Diverse Others	43.2	42.0	.07	39.8 ***	.22	40.5 **	.17

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Collaborative Learning	Longwood U %	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	50	+5	+7	+7
1f. Explained course material to one or more students	65	+3	+4	+6
1g. Prepared for exams by discussing or working through course material with other students	61	+11	+12	+15
1h. Worked with other students on course projects or assignments	73	+8	+9	+10
<i>Discussions with Diverse Others</i>				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People from a race or ethnicity other than your own	78	+2	+9	+6
8b. People from an economic background other than your own	79	+4	+7	+6
8c. People with religious beliefs other than your own	73	+2	+7	+5
8d. People with political views other than your own	80	+8	+12	+12

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Experiences with Faculty: First-year students

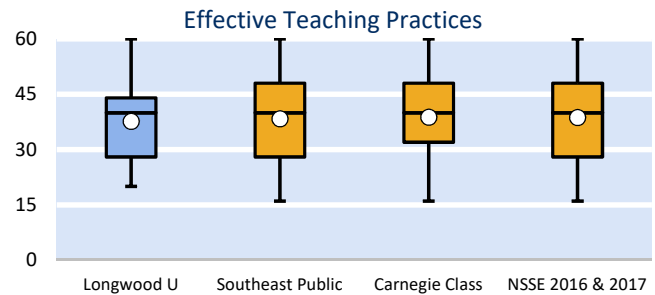
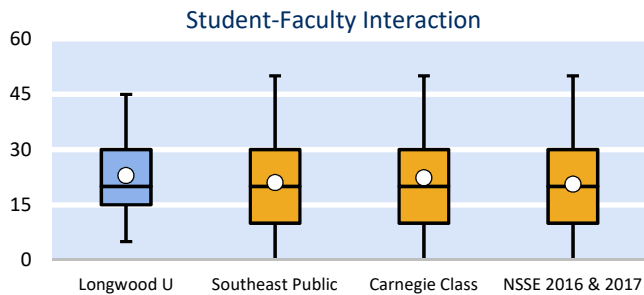
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Longwood U Mean	Your first-year students compared with					
		Southeast Public Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	22.9	21.0 *	.13	22.3	.04	20.6 **	.16
Effective Teaching Practices	37.6	38.3	-.05	38.8	-.09	38.7	-.08

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Performance^a on Indicator Items

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Student-Faculty Interaction	Longwood U	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	42	+5	+3	+7
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	-0	-3	+0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	27	+2	-0	+2
3d. Discussed your academic performance with a faculty member	34	+3	+1	+5
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	73	-4	-5	-5
5b. Taught course sessions in an organized way	73	-1	-2	-3
5c. Used examples or illustrations to explain difficult points	73	-1	-1	-2
5d. Provided feedback on a draft or work in progress	67	+5	+2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	57	-1	-5	-3

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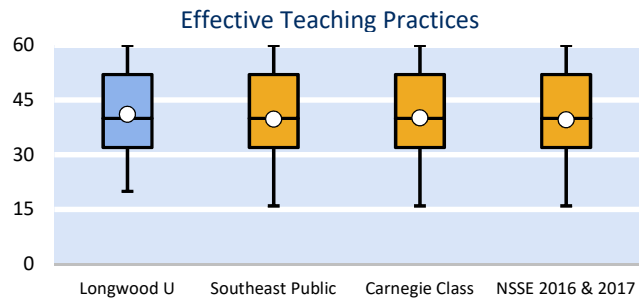
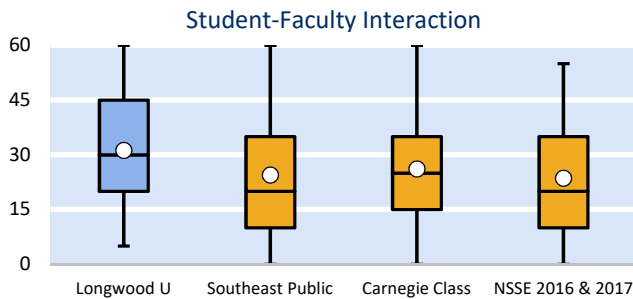
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Engagement Indicator	Longwood U Mean	Your seniors compared with					
		Southeast Public Effect size		Carnegie Class Effect size		NSSE 2016 & 2017 Effect size	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	31.2	24.4 ***	.42	26.1 ***	.32	23.6 ***	.48
Effective Teaching Practices	41.0	39.8	.09	40.1	.07	39.6 *	.10

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

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Student-Faculty Interaction	Longwood U	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
	%			
3a. Talked about career plans with a faculty member	60	+16	+11	+17
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	39	+11	+8	+12
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	45	+12	+8	+13
3d. Discussed your academic performance with a faculty member	45	+11	+6	+12
<i>Effective Teaching Practices</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>				
5a. Clearly explained course goals and requirements	80	-1	-0	-1
5b. Taught course sessions in an organized way	83	+5	+5	+5
5c. Used examples or illustrations to explain difficult points	76	-1	-1	-1
5d. Provided feedback on a draft or work in progress	72	+12	+9	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	70	+6	+3	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: First-year students

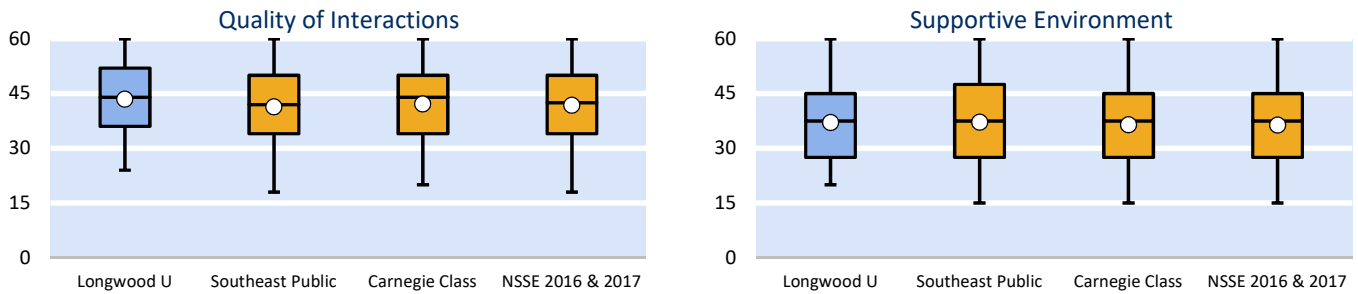
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Longwood U Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2016 & 2017	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.5	41.3 ***	.17	42.1 *	.11	41.7 **	.14
Supportive Environment	37.0	37.1	-.01	36.4	.05	36.3	.05

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Longwood U	Percentage point difference between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	57	+6	+5	+5
13b. Academic advisors	50	+0	-1	+0
13c. Faculty	52	+5	+1	+3
13d. Student services staff (career services, student activities, housing, etc.)	49	+5	+4	+5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	45	+5	+1	+3
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	75	-1	-2	-2
14c. Using learning support services (tutoring services, writing center, etc.)	76	-1	-0	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	61	-1	-1	-1
14e. Providing opportunities to be involved socially	77	+4	+6	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	71	-1	+2	+1
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	+5	+5	+5
14h. Attending campus activities and events (performing arts, athletic events, etc.)	68	-1	+2	+4
14i. Attending events that address important social, economic, or political issues	50	-3	-4	-2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage - Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Campus Environment: Seniors

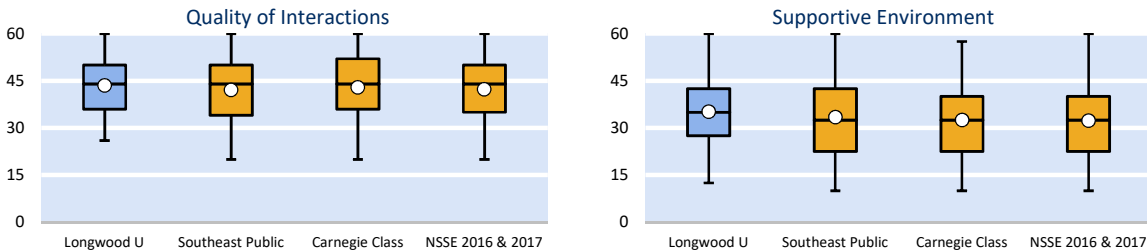
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

Engagement Indicator	Longwood U Mean	Your seniors compared with					
		Southeast Public Mean	Southeast Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2016 & 2017 Mean	NSSE 2016 & 2017 Effect size
Quality of Interactions	43.5	42.1 *	.12	42.9	.05	42.2 *	.10
Supportive Environment	35.2	33.5 *	.12	32.5 ***	.19	32.3 ***	.20

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; **p* < .05, ***p* < .01, ****p* < .001 (2-tailed).

Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Performance^a on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

Quality of Interactions	Longwood U %	Percentage point difference between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2016 & 2017
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	59	+1	+1	+1
13b. Academic advisors	54	+4	-1	+3
13c. Faculty	58	+3	-1	+1
13d. Student services staff (career services, student activities, housing, etc.)	41	-2	-1	-1
13e. Other administrative staff and offices (registrar, financial aid, etc.)	43	+4	+1	+2
<i>Supportive Environment</i>				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	78	+7	+6	+7
14c. Using learning support services (tutoring services, writing center, etc.)	65	-1	-1	-0
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	53	-2	-1	-1
14e. Providing opportunities to be involved socially	79	+10	+14	+14
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	72	+7	+12	+11
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	34	+2	+3	+3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	63	+3	+10	+10
14i. Attending events that address important social, economic, or political issues	49	+5	+5	+6

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE^a for their high average levels of student engagement:

- (a) institutions with average scores placing them in the top 50% of all 2016 and 2017 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2016 and 2017 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable^b to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.

First-Year Students

Theme	Engagement Indicator	Longwood U Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	36.9	39.2 **	-.18		41.2 ***	-.32	
	Reflective and Integrative Learning	34.5	36.6 ***	-.17		38.3 ***	-.31	
	Learning Strategies	38.6	39.8	-.09	✓	41.9 ***	-.24	
	Quantitative Reasoning	24.2	28.8 ***	-.31		30.4 ***	-.41	
Learning with Peers	Collaborative Learning	34.2	35.2	-.07	✓	37.1 ***	-.22	
	Discussions with Diverse Others	42.1	41.7	.02	✓	43.8 *	-.12	
Experiences with Faculty	Student-Faculty Interaction	22.9	23.8	-.06	✓	27.2 ***	-.28	
	Effective Teaching Practices	37.6	40.7 ***	-.23		42.6 ***	-.36	
Campus Environment	Quality of Interactions	43.5	43.8	-.03	✓	46.1 ***	-.22	
	Supportive Environment	37.0	38.2	-.09	✓	40.0 ***	-.23	

Seniors

Theme	Engagement Indicator	Longwood U Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.5	41.8 **	-.17		43.3 ***	-.28	
	Reflective and Integrative Learning	38.6	40.0 *	-.11		42.0 ***	-.27	
	Learning Strategies	39.1	40.7	-.11		42.9 ***	-.27	
	Quantitative Reasoning	29.4	31.1	-.11		33.0 ***	-.23	
Learning with Peers	Collaborative Learning	36.2	35.8	.03	✓	37.9 *	-.13	
	Discussions with Diverse Others	43.2	42.3	.05	✓	44.3	-.07	✓
Experiences with Faculty	Student-Faculty Interaction	31.2	29.2 *	.12	✓	33.0 *	-.12	
	Effective Teaching Practices	41.0	41.8	-.05	✓	43.8 ***	-.21	
Campus Environment	Quality of Interactions	43.5	44.8 *	-.11		46.9 ***	-.28	
	Supportive Environment	35.2	34.8	.03	✓	37.2 *	-.15	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *p < .05, **p < .01, ***p < .001 (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2016 and 2017 institutions, separately by class. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

Detailed Statistics: First-year students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Longwood U (N = 315)	36.9	12.9	.72	15	30	40	45	60				
Southeast Public	37.8	13.5	.05	15	30	40	45	60	85,467	-.9	.224	-.069
Carnegie Class	37.5	13.1	.08	20	30	40	45	60	28,679	-.7	.356	-.052
NSSE 2016 & 2017	37.9	13.3	.02	20	30	40	45	60	408,582	-1.1	.144	-.082
Top 50%	39.2	13.1	.03	20	30	40	50	60	233,004	-2.3	.002	-.177
Top 10%	41.2	13.3	.06	20	35	40	50	60	43,318	-4.3	.000	-.325
Reflective & Integrative Learning												
Longwood U (N = 322)	34.5	10.5	.58	20	29	34	40	54				
Southeast Public	34.6	12.2	.04	17	26	34	43	57	324	-1	.918	-.005
Carnegie Class	35.1	11.9	.07	17	26	34	43	57	330	-.6	.296	-.052
NSSE 2016 & 2017	35.0	12.0	.02	17	26	34	43	57	321	-.5	.360	-.045
Top 50%	36.6	12.0	.03	17	29	37	46	57	322	-2.1	.000	-.173
Top 10%	38.3	12.3	.06	20	29	37	46	60	327	-3.7	.000	-.306
Learning Strategies												
Longwood U (N = 290)	38.6	13.0	.76	20	27	40	47	60				
Southeast Public	38.7	13.8	.05	20	27	40	47	60	74,691	-1	.866	-.010
Carnegie Class	38.3	13.5	.08	20	27	40	47	60	25,697	.3	.684	.024
NSSE 2016 & 2017	38.3	13.7	.02	20	27	40	47	60	363,821	.3	.675	.025
Top 50%	39.8	13.7	.03	20	27	40	53	60	179,808	-1.2	.129	-.089
Top 10%	41.9	14.1	.07	20	33	40	53	60	294	-3.3	.000	-.237
Quantitative Reasoning												
Longwood U (N = 310)	24.2	15.2	.86	0	13	20	33	53				
Southeast Public	27.9	15.6	.05	0	20	27	40	60	84,872	-3.7	.000	-.239
Carnegie Class	27.2	15.2	.09	0	20	27	40	60	28,529	-3.0	.001	-.196
NSSE 2016 & 2017	27.6	15.4	.02	0	20	27	40	60	407,055	-3.4	.000	-.222
Top 50%	28.8	15.2	.03	0	20	27	40	60	251,292	-4.7	.000	-.306
Top 10%	30.4	15.2	.06	7	20	27	40	60	61,394	-6.2	.000	-.410
Learning with Peers												
Collaborative Learning												
Longwood U (N = 327)	34.2	12.7	.70	15	25	35	40	60				
Southeast Public	33.1	14.1	.05	10	20	35	40	60	328	1.1	.111	.079
Carnegie Class	33.1	13.7	.08	10	25	35	40	60	334	1.1	.127	.079
NSSE 2016 & 2017	32.2	14.5	.02	10	20	30	40	60	326	2.0	.004	.139
Top 50%	35.2	13.6	.03	15	25	35	45	60	327	-1.0	.151	-.074
Top 10%	37.1	13.4	.05	15	25	40	45	60	330	-2.9	.000	-.217
Discussions with Diverse Others												
Longwood U (N = 294)	42.1	14.7	.86	20	30	40	55	60				
Southeast Public	40.8	15.6	.06	15	30	40	55	60	75,489	1.3	.157	.083
Carnegie Class	39.1	15.2	.09	15	30	40	50	60	25,930	2.9	.001	.194
NSSE 2016 & 2017	39.7	15.5	.03	15	30	40	55	60	367,138	2.4	.008	.155
Top 50%	41.7	14.9	.03	20	30	40	55	60	229,771	.3	.700	.022
Top 10%	43.8	14.5	.06	20	35	45	60	60	54,340	-1.7	.041	-.120
Experiences with Faculty												
Student-Faculty Interaction												
Longwood U (N = 317)	22.9	13.8	.78	5	15	20	30	45				
Southeast Public	21.0	14.8	.05	0	10	20	30	50	87,024	1.9	.023	.128
Carnegie Class	22.3	14.6	.09	0	10	20	30	50	29,030	.6	.479	.040
NSSE 2016 & 2017	20.6	14.5	.02	0	10	20	30	50	415,029	2.3	.004	.160
Top 50%	23.8	14.7	.04	0	15	20	35	55	145,535	-.9	.283	-.060
Top 10%	27.2	15.6	.10	5	15	25	40	60	327	-4.3	.000	-.278
Effective Teaching Practices												
Longwood U (N = 318)	37.6	11.9	.67	20	28	40	44	60				
Southeast Public	38.3	13.3	.05	16	28	40	48	60	320	-.6	.334	-.049
Carnegie Class	38.8	13.0	.08	16	32	40	48	60	28,952	-1.1	.129	-.086
NSSE 2016 & 2017	38.7	13.1	.02	16	28	40	48	60	317	-1.0	.120	-.080
Top 50%	40.7	13.0	.03	20	32	40	52	60	318	-3.0	.000	-.234
Top 10%	42.6	13.6	.07	20	36	44	56	60	324	-4.9	.000	-.365
Campus Environment												
Quality of Interactions												
Longwood U (N = 288)	43.5	10.8	.64	24	36	44	52	60				
Southeast Public	41.3	12.6	.05	18	34	42	50	60	290	2.2	.001	.173
Carnegie Class	42.1	12.2	.08	20	34	44	50	60	295	1.4	.035	.112
NSSE 2016 & 2017	41.7	12.4	.02	18	34	43	50	60	287	1.7	.008	.138
Top 50%	43.8	11.5	.03	22	38	46	52	60	150,750	-.4	.591	-.032
Top 10%	46.1	11.7	.07	24	40	48	56	60	26,037	-2.6	.000	-.222
Supportive Environment												
Longwood U (N = 280)	37.0	12.6	.75	20	28	38	45	60				
Southeast Public	37.1	13.6	.05	15	28	38	48	60	69,032	-1	.872	-.010
Carnegie Class	36.4	13.3	.09	15	28	38	45	60	23,967	.6	.450	.045
NSSE 2016 & 2017	36.3	13.6	.02	15	28	38	45	60	339,188	.7	.418	.048
Top 50%	38.2	13.1	.03	18	30	40	48	60	184,485	-1.2	.115	-.094
Top 10%	40.0	13.0	.06	18	31	40	50	60	44,119	-3.0	.000	-.230

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).
 b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.
 c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean \pm 1.96 x SEM) is the range that is 95% likely to contain the true population mean.
 d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.
 e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.
 f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.
 g. Effect size is the mean difference divided by the pooled standard deviation.

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Academic Challenge												
Higher-Order Learning												
Longwood U (N = 307)	39.5	13.5	.77	20	30	40	50	60				
Southeast Public	39.9	13.9	.04	15	30	40	50	60	102,950	-.4	.577	-.032
Carnegie Class	40.5	13.6	.08	20	30	40	50	60	32,387	-1.0	.190	-.075
NSSE 2016 & 2017	40.0	13.7	.02	20	30	40	50	60	511,483	-.6	.464	-.042
Top 50%	41.8	13.5	.03	20	35	40	55	60	203,221	-2.4	.002	-.175
Top 10%	43.3	13.4	.05	20	35	40	55	60	60,294	-3.8	.000	-.281
Reflective & Integrative Learning												
Longwood U (N = 317)	38.6	12.2	.69	20	30	37	49	57				
Southeast Public	37.5	12.7	.04	17	29	37	46	60	106,581	1.1	.121	.087
Carnegie Class	38.6	12.5	.07	20	29	40	49	60	33,347	.0	1.000	.000
NSSE 2016 & 2017	38.0	12.6	.02	17	29	37	46	60	528,327	.6	.377	.050
Top 50%	40.0	12.3	.03	20	31	40	49	60	209,103	-1.4	.049	-.111
Top 10%	42.0	12.2	.06	20	34	43	51	60	43,830	-3.3	.000	-.274
Learning Strategies												
Longwood U (N = 288)	39.1	13.3	.78	20	27	40	47	60				
Southeast Public	39.5	14.6	.05	13	27	40	53	60	290	-.5	.561	-.031
Carnegie Class	39.1	14.4	.08	13	27	40	53	60	29,775	.0	.990	.001
NSSE 2016 & 2017	38.7	14.5	.02	13	27	40	53	60	288	.4	.652	.024
Top 50%	40.7	14.4	.03	20	33	40	53	60	245,170	-1.7	.051	-.115
Top 10%	42.9	14.3	.05	20	33	40	60	60	290	-3.8	.000	-.266
Quantitative Reasoning												
Longwood U (N = 309)	29.4	16.3	.93	0	20	27	40	60				
Southeast Public	30.3	16.4	.05	0	20	27	40	60	102,578	-.9	.340	-.054
Carnegie Class	29.4	16.4	.09	0	20	27	40	60	32,290	.0	.997	.000
NSSE 2016 & 2017	29.9	16.3	.02	0	20	27	40	60	510,349	-.5	.612	-.029
Top 50%	31.1	16.2	.03	0	20	33	40	60	309,469	-1.7	.057	-.108
Top 10%	33.0	15.9	.06	7	20	33	40	60	68,574	-3.6	.000	-.226
Learning with Peers												
Collaborative Learning												
Longwood U (N = 325)	36.2	12.6	.70	15	25	35	45	60				
Southeast Public	33.7	14.8	.04	10	25	35	45	60	327	2.4	.001	.165
Carnegie Class	33.0	14.5	.08	10	20	35	45	60	332	3.2	.000	.221
NSSE 2016 & 2017	32.3	15.1	.02	5	20	30	40	60	325	3.9	.000	.259
Top 50%	35.8	13.8	.03	15	25	35	45	60	325	.4	.601	.027
Top 10%	37.9	13.4	.06	15	30	40	50	60	58,658	-1.7	.021	-.128
Discussions with Diverse Others												
Longwood U (N = 290)	43.2	13.9	.82	20	35	45	55	60				
Southeast Public	42.0	15.8	.05	15	30	40	60	60	291	1.2	.152	.075
Carnegie Class	39.8	15.5	.09	15	30	40	55	60	296	3.4	.000	.216
NSSE 2016 & 2017	40.5	15.9	.02	15	30	40	55	60	289	2.7	.001	.168
Top 50%	42.3	15.6	.03	15	30	40	60	60	290	.9	.297	.055
Top 10%	44.3	15.3	.06	20	35	45	60	60	292	-1.1	.182	-.072

Experiences with Faculty

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SEM ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Student-Faculty Interaction												
Longwood U (N = 310)	31.2	15.7	.89	5	20	30	45	60				
Southeast Public	24.4	16.1	.05	0	10	20	35	60	104,201	6.8	.000	.421
Carnegie Class	26.1	15.9	.09	0	15	25	35	60	32,698	5.1	.000	.318
NSSE 2016 & 2017	23.6	15.9	.02	0	10	20	35	55	517,518	7.6	.000	.476
Top 50%	29.2	15.7	.04	5	20	30	40	60	124,436	1.9	.031	.123
Top 10%	33.0	16.0	.12	10	20	30	45	60	19,468	-1.9	.043	-.116
Effective Teaching Practices												
Longwood U (N = 312)	41.0	12.3	.70	20	32	40	52	60				
Southeast Public	39.8	13.8	.04	16	32	40	52	60	313	1.3	.069	.092
Carnegie Class	40.1	13.7	.08	16	32	40	52	60	318	.9	.177	.069
NSSE 2016 & 2017	39.6	13.7	.02	16	32	40	52	60	311	1.4	.041	.105
Top 50%	41.8	13.5	.03	20	32	40	52	60	312	-.7	.293	-.054
Top 10%	43.8	13.4	.07	20	36	44	56	60	317	-2.8	.000	-.207
Campus Environment												
Quality of Interactions												
Longwood U (N = 285)	43.5	10.3	.61	26	36	44	50	60				
Southeast Public	42.1	12.2	.04	20	34	44	50	60	287	1.4	.019	.118
Carnegie Class	42.9	11.9	.07	20	36	44	52	60	292	.7	.287	.055
NSSE 2016 & 2017	42.2	12.1	.02	20	35	44	50	60	285	1.3	.038	.104
Top 50%	44.8	11.6	.03	23	38	46	54	60	286	-1.3	.036	-.110
Top 10%	46.9	12.1	.06	23	40	50	58	60	289	-3.4	.000	-.279
Supportive Environment												
Longwood U (N = 273)	35.2	12.8	.78	13	28	35	43	60				
Southeast Public	33.5	14.2	.05	10	23	33	43	60	274	1.7	.029	.120
Carnegie Class	32.5	14.0	.08	10	23	33	40	58	278	2.7	.001	.191
NSSE 2016 & 2017	32.3	14.2	.02	10	23	33	40	60	272	2.8	.000	.201
Top 50%	34.8	13.7	.03	13	25	35	45	60	201,295	.4	.614	.031
Top 10%	37.2	13.6	.07	13	28	38	48	60	36,665	-2.0	.016	-.146

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.