

A Panoramic View of The NSSE

The National Survey of Student Engagement

- NSSE: Survey designed to measure extent to which first-year and senior students engage in effective educational practices empirically linked with desired outcomes
 - Persistence
 - Satisfaction
 - Graduation
 - Etc.
- Allows for comparisons: Southeast Public, Carnegie Class, NSSE Institutions

Longwood's Participation

- (Since 2002) Administered every three years in early spring semester to all First-years and Seniors
- Administered via email
- NSSE significantly revised in 2013 (LU can be tracked 2014, 2017, 2020, and 2023)
- Longwood identified as a DEEP (Documenting Effective Educational Practices) Institution in 2005
 - Higher than predicted graduation rates and Engagement Indicators

Longwood's Participation

- (Generally) Robust response rate
 - 2014: 47% — — — > (44%, 51%) = (FY, Senior)
 - 2017: 41% — — — > (41%, 41%)
 - 2020: 45% — — — > (51%, 40%)
 - 2023: 35% — — — > (38%, 31%)
- Incentive offered for participation
- (Reported) Demographics of responders available
- NSSE weights results based on population profile to better represent population
- Usual issues with self-reported data

Engagement Indicators

- Student Engagement: Representation of (two) critical features of collegiate quality:
 - (Student Focused) The amount of time and effort students put into educationally purposeful activities
 - (Institution Focused) How an institution organizes curriculum and other learning opportunities for students to participate in such activities
- NSSE is based on perspective/feelings/impressions/etc. of students

Engagement Indicators

- Collects responses to related NSSE questions
- (Broad) Summary of detailed information contained in individual responses
- Empirically linked/associated with outcomes desired from attending college
 - Challenging and creative intellectual work
 - Collaboration between peers to master challenging material and with students from diverse backgrounds
 - First hand learning experiences that model expert thinking, analysis, creativity and establish role models and mentors for/of lifelong learning
 - Supportive settings cultivating positive relationships
- More variance between responses of individuals at an institution than between institutions

Engagement Indicators

(Themes)

- Academic Challenge
- Learning w/ Peers
- Experiences w/ Faculty
- Campus Environment

Engagement Indicators

(Theme Breakdown)

- *Academic Challenge:*

- **(EI1) Higher Order Learning** (Ex: Coursework emphasizes: applying facts, theories, or methods; analysis of whole via analysis of parts; synthesis of materials; various forms deep learning)
- **(EI2) Reflective and Integrative Learning** (Ex: Combining ideas from different courses, learning connected to societal problems or issues; diverse perspectives included in discussions and assignments)
- **(EI3) Learning Strategies** (Ex.: Identify key information from readings, reviewed notes after class)
- **(EI4) Quantitative Reasoning** (Ex.: Analyze numerical information to reach conclusions and/or examine problems)

Engagement Indicators

(Theme Breakdown)

- *Learning w/ Peers*
 - **(EI5) Collaborative Learning** (Ex. Asked peer for help in understanding, explained course material to peers, prepared with peers for exams)
 - **(EI6) Discussions w/ Diverse Others** (Ex. Discussions with people of various race, ethnicities, political views, or economic backgrounds)

Engagement Indicators

(Theme Breakdown)

- *Experiences w/ Faculty*
 - **(EI7) Student-Faculty Interaction** (Ex. Discussions with faculty members related to career plans, academics, or work in other areas)
 - **(EI8) Effective Teaching Practices** (Ex. Student evaluation of faculty teaching)

Engagement Indicators

(Theme Breakdown)

- *Campus Environment*
 - **(EI9) Quality of Interactions** (Ex. Rating of interactions with peers, advisors, faculty, staff, etc.)
 - **(EI10) Supportive Environment** (Ex. Rating of institution's emphasis on academic support, learning support services, support of overall well-being, opportunities for social involvement, etc.)

Engagement Indicators

(NSSE 2023 – Comparison w/ Southeast Public)

- ***Academic Challenge***

▲ statistically significant w/ effect size at least 0.3 (in magnitude)

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	Senior
Higher-Order Learning	- - -	- - -
Reflective & Integrative Learning	- - -	△
Learning Strategies	- - -	- - -
Quantitative Reasoning	- - -	- - -

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, First-Year)

- **(EI4) Quantitative Reasoning**

(% responding “Very often” or “Often”)

Question	LU First-Year	SE Public First-Year
Reached conclusions based on your own analysis of numerical info	47%	57%
Used numerical information to examine real-world problem or issue	43%	46%
Evaluated what others have concluded from numerical info	42%	45%

Engagement Indicators

(NSSE 2023 – Comparison w/ Southeast Public, First-Year)

- ***Academic Challenge***

▲ statistically significant w/ effect size at least 0.3 (in magnitude)

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

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Indicator	First-Year	(LU Mean, SE Public Mean)
Higher-Order Learning	- - -	(38.3, 38.0)
Reflective & Integrative Learning	- - -	(36.7, 35.4)
Learning Strategies	- - -	(40.0, 38.4)
Quantitative Reasoning	- - -	(28.4, 30.1)

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, Senior)

- **(EI4) Quantitative Reasoning**

(% responding “Very often” or “Often”)

Question	LU Senior	SE Public Senior
Reached conclusions based on your own analysis of numerical info	57%	58%
Used numerical information to examine real-world problem or issue	54%	50%
Evaluated what others have concluded from numerical info	54%	50%

Engagement Indicators

(NSSE 2023 – Comparison w/ Southeast Public, Senior)

- ***Academic Challenge***

▲ statistically significant w/ effect size at least 0.3 (in magnitude)

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

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▼ statistically significant w/ effect size at least 0.3

Indicator	Senior	(LU Mean, SE Public Mean)
Higher-Order Learning	- - -	(41.7, 40.5)
Reflective & Integrative Learning	△	(40.7, 38.3)
Learning Strategies	- - -	(40.0, 39.6)
Quantitative Reasoning	- - -	(33.4, 32.0)

Engagement Indicators

(NSSE 2023—Comparison w/ Southeast Public)

- ***Learning w/ Peers***

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△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	Senior
Collaborative Learning	△	△
Discussions with Diverse Others	△	- - -

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, First-Year)

- **(EI6) Discussions w/ Diverse Others**

(% responding “Very often” or “Often” to whether they have had discussions with . . .)

Question	LU First-Year	SE Public First-Year
People of race or ethnicities other than own	74%	70%
People from Econ. backgrounds other than own	74%	71%
People with religious beliefs other than own	67%	66%
People with political views other than own	71%	64%

Engagement Indicators

(NSSE 2023—Comparison w/ Southeast Public, First-Year)

- ***Learning w/ Peers***

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△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

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▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	(LU Mean, SE Public Mean)
Collaborative Learning	△	(32.7, 30.0)
Discussions with Diverse Others	△	(42.2, 39.2)

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, Senior)

- *Learning w/ Peers*

(EI6) Discussions w/ Diverse Others

(% responding “Very often” or “Often” to whether they have had discussions with . . .)

Question	LU Senior	SE Public Senior
People of race or ethnicities other than own	74%	73%
People from Econ. backgrounds other than own	75%	74%
People with religious beliefs other than own	66%	68%
People with political views other than own	73%	65%

Engagement Indicators

(NSSE 2023—Comparison w/ Southeast Public, Senior)

- ***Learning w/ Peers***

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- - - (No significant difference)

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▼ statistically significant w/ effect size at least 0.3

Indicator	Senior	(LU Mean, SE Public Mean)
Collaborative Learning	△	(35.4, 32.0)
Discussions with Diverse Others	- - -	(41.1, 40.3)

Engagement Indicators

(NSSE 2023—Comparison w/ Southeast Public, First-Year)

- ***Experiences w/ Faculty***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	Senior
Student-Faculty Interaction	▲	▲
Effective Teaching Practices	- - -	△

Engagement Indicators

(Drilling Down, NSSE 2023 – Comparison with SE Public, First-Year)

- ***Experiences w/ Faculty***

(EI7) Student-Faculty Interaction

(% responding “Very often” or “Often”)

Question	LU First-Year	SE Public First-Year
Talked about career plans w/ faculty member	47%	39%
Worked w/ faculty on activities other than coursework	30%	24%
Discussed course topics, ideas, or concepts w/ f. m. outside of class	42%	28%
Discussed academic performance w/ f. m.	47%	32%

Engagement Indicators

(NSSE 2023—Comparison w/ Southeast Public, First Year)

- ***Experiences w/ Faculty***

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- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	(LU Mean, SE Public Mean)
Student-Faculty Interaction	▲	(27.6, 22.2)
Effective Teaching Practices	- - -	(38.5, 37.9)

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, Senior)

- *Experiences w/ Faculty*

(EI7) Student-Faculty Interaction

(% responding “Very often” or “Often”)

Question	LU Senior	SE Public Senior
Talked about career plans w/ faculty member	64%	20%
Worked w/ faculty on activities other than coursework	40%	30%
Discussed course topics, ideas, or concepts w/ f. m. outside of class	52%	34%
Discussed academic performance w/ f. m.	56%	35%

Engagement Indicators

(NSSE 2023 – Comparison w/ Southeast Public, Senior)

- ***Experiences w/ Faculty***

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- - - (No significant difference)

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▼ statistically significant w/ effect size at least 0.3

Indicator	Senior	(LU Mean, SE Public Mean)
Student-Faculty Interaction	▲	(33.2, 24.6)
Effective Teaching Practices	△	(42.6, 40.2)

Engagement Indicators

(NSSE 2023 – Comparison w/ SouthEast Public)

- ***Campus Environment***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	Senior
Quality of Interactions	- - -	- - -
Supportive Environment	- - -	- - -

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, First-Year)

- ***Campus Environment***

(EI 10) Supportive Environment

(% responding “Very much” or “Quite a bit” about how much the institution emphasized . . .)

Question (Examples)	LU First-Year	SE Public First-Year
Providing support to help students succeed academically	71%	71%
Using learning support services	77%	73%
Providing support for overall well-being (rec., health care, counseling, etc.)	68%	67%
Attending events that address important social, political, Econ. issues	39%	45%

Engagement Indicators

(NSSE 2023 – Comparison w/ SouthEast Public, First-Year)

- ***Campus Environment***

▲ statistically significant w/ effect size at least 0.3

△ statistically significant w/ effect size less than 0.3

- - - (No significant difference)

▽ statistically significant w/ effect size less than 0.3

▼ statistically significant w/ effect size at least 0.3

Indicator	First-Year	(LE Mean, SE Public Mean)
Quality of Interactions	- - -	(43.5, 42.6)
Supportive Environment	- - -	(34.5, 35.4)

Engagement Indicators

(Drilling Down, NSSE 2023—Comparison with SE Public, Senior)

- ***Campus Environment***

(EI 10) Supportive Environment

(% responding “Very much” or “Quite a bit” about how much the institution emphasized . . .)

Question (Examples)	LU Senior	SE Public Senior
Providing support to help students succeed academically	71%	68%
Using learning support services	66%	65%
Providing support for overall well-being (rec., health care, counseling, etc.)	53%	62%
Attending events that address important social, political, Econ. issues	39%	42%

Engagement Indicators

(NSSE 2023 – Comparison w/ SouthEast Public, Senior)

- ***Campus Environment***

▲ statistically significant w/ effect size at least 0.3

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- - - (No significant difference)

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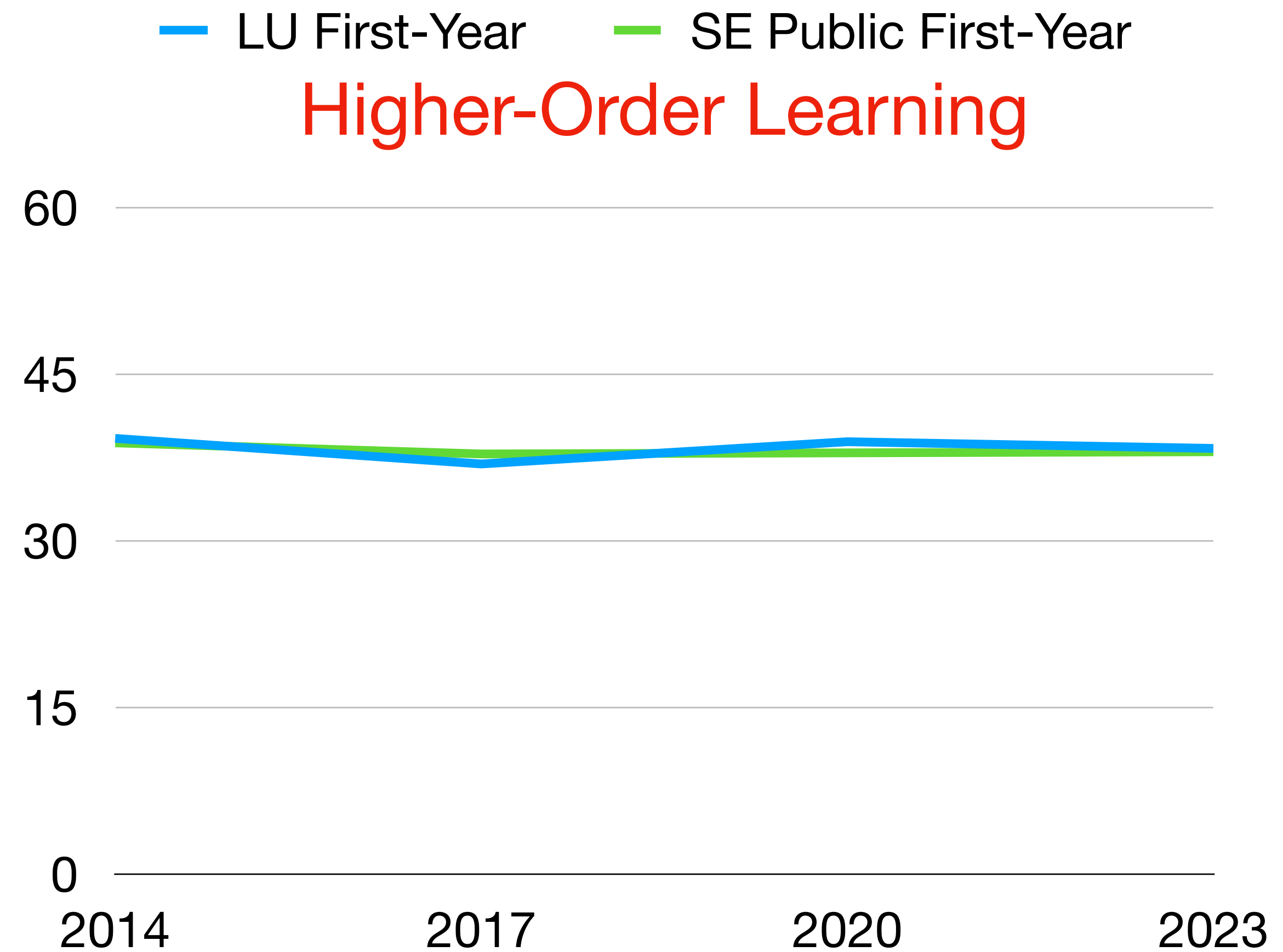
Indicator	Senior	(LE Mean, SE Public Mean)
Quality of Interactions	- - -	(43.1, 43.0)
Supportive Environment	- - -	(32.9, 33.2)

Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Academic Challenge**

Indicator	2014	2017	2020	2023
Higher-Order Learning	---	---	---	---
Reflective & Integrative Learning	---	---	△	---
Learning Strategies	---	---	---	---
Quantitative Reasoning	---	▽	---	---

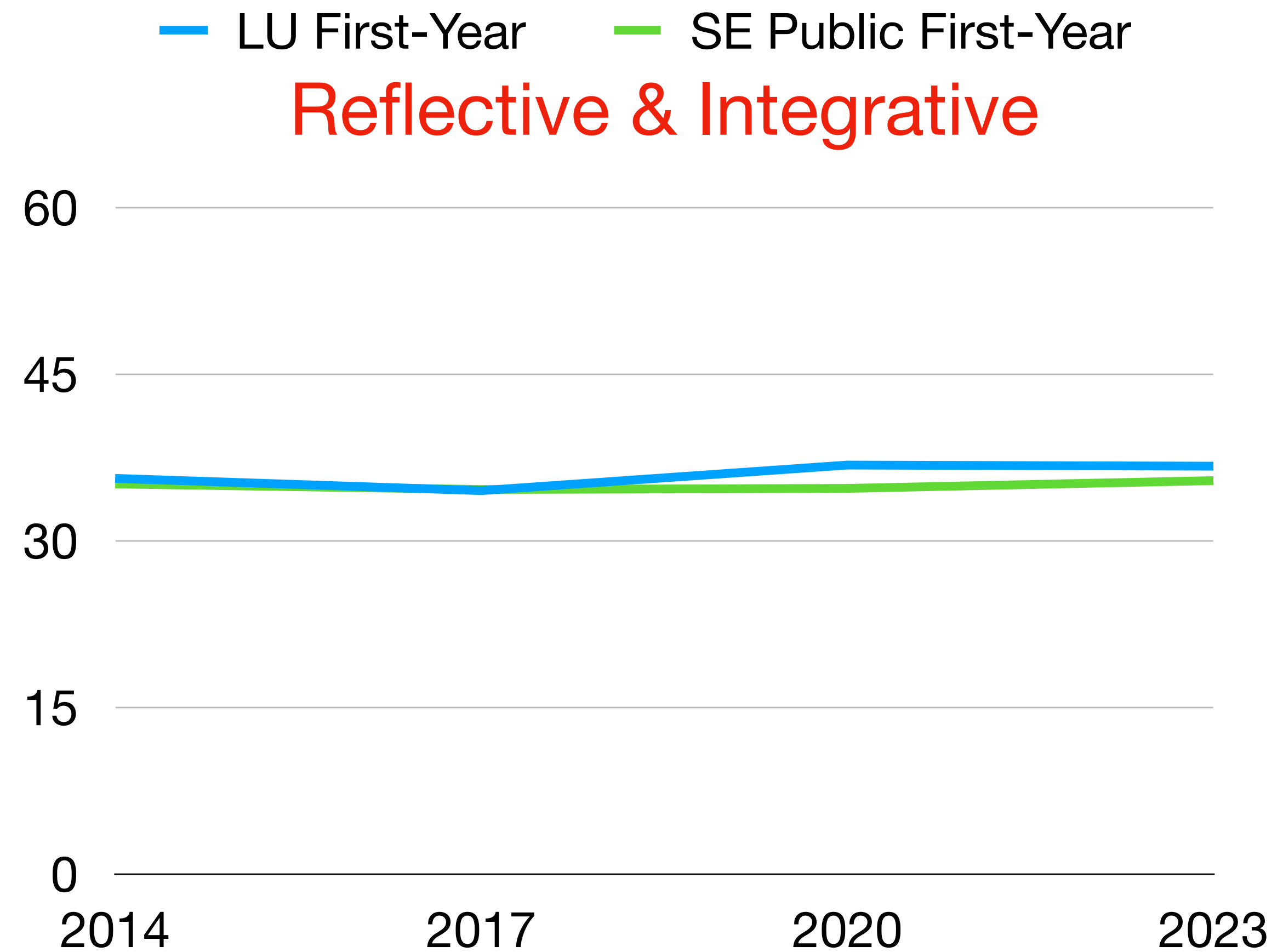


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Academic Challenge**

Indicator	2014	2017	2020	2023
Higher-Order Learning	---	---	---	---
Reflective & Integrative Learning	---	---	▲	---
Learning Strategies	---	---	---	---
Quantitative Reasoning	---	▼	---	---

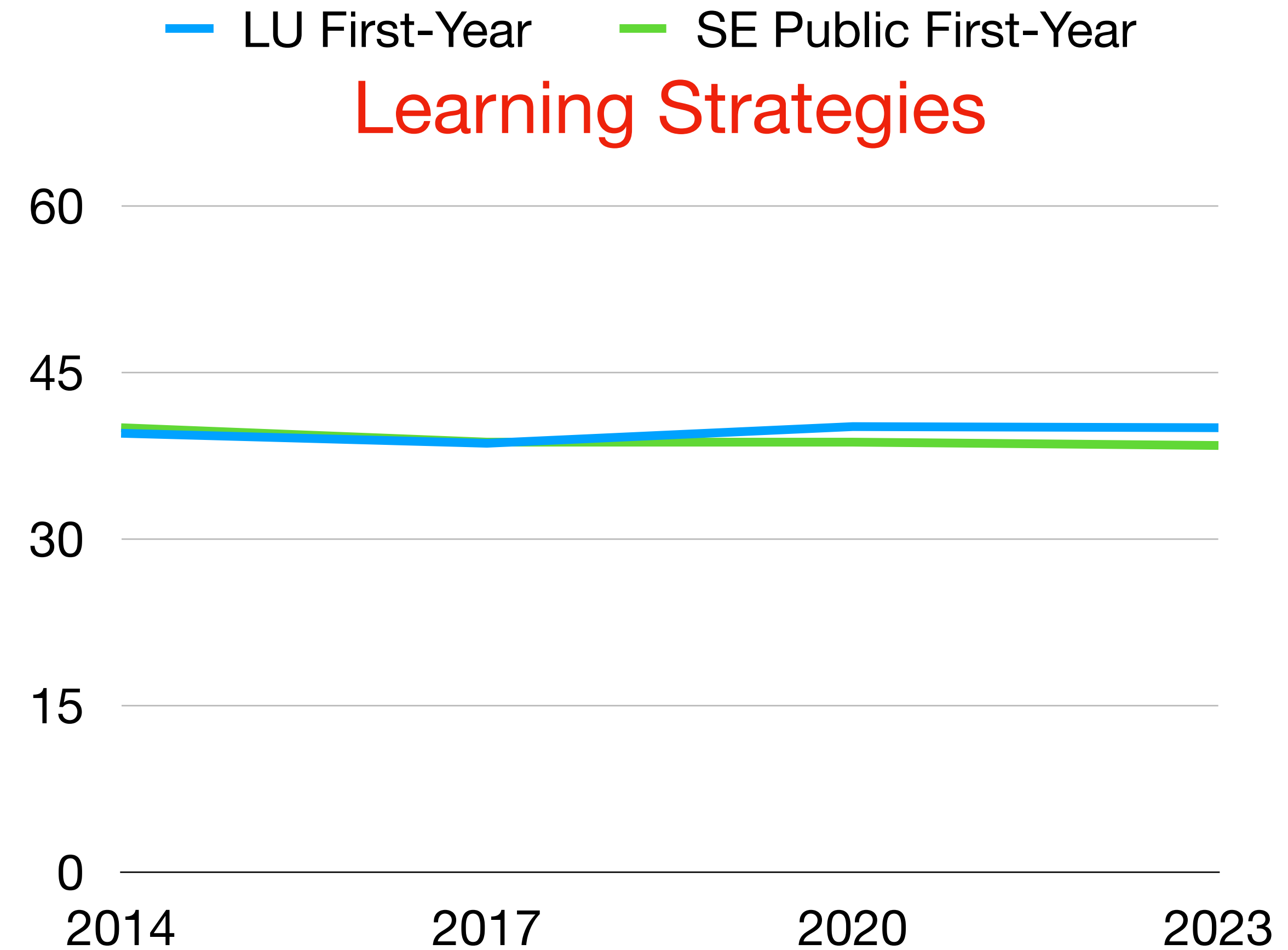


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Academic Challenge**

Indicator	2014	2017	2020	2023
Higher-Order Learning	---	---	---	---
Reflective & Integrative Learning	---	---	△	---
Learning Strategies	---	---	---	---
Quantitative Reasoning	---	▽	---	---

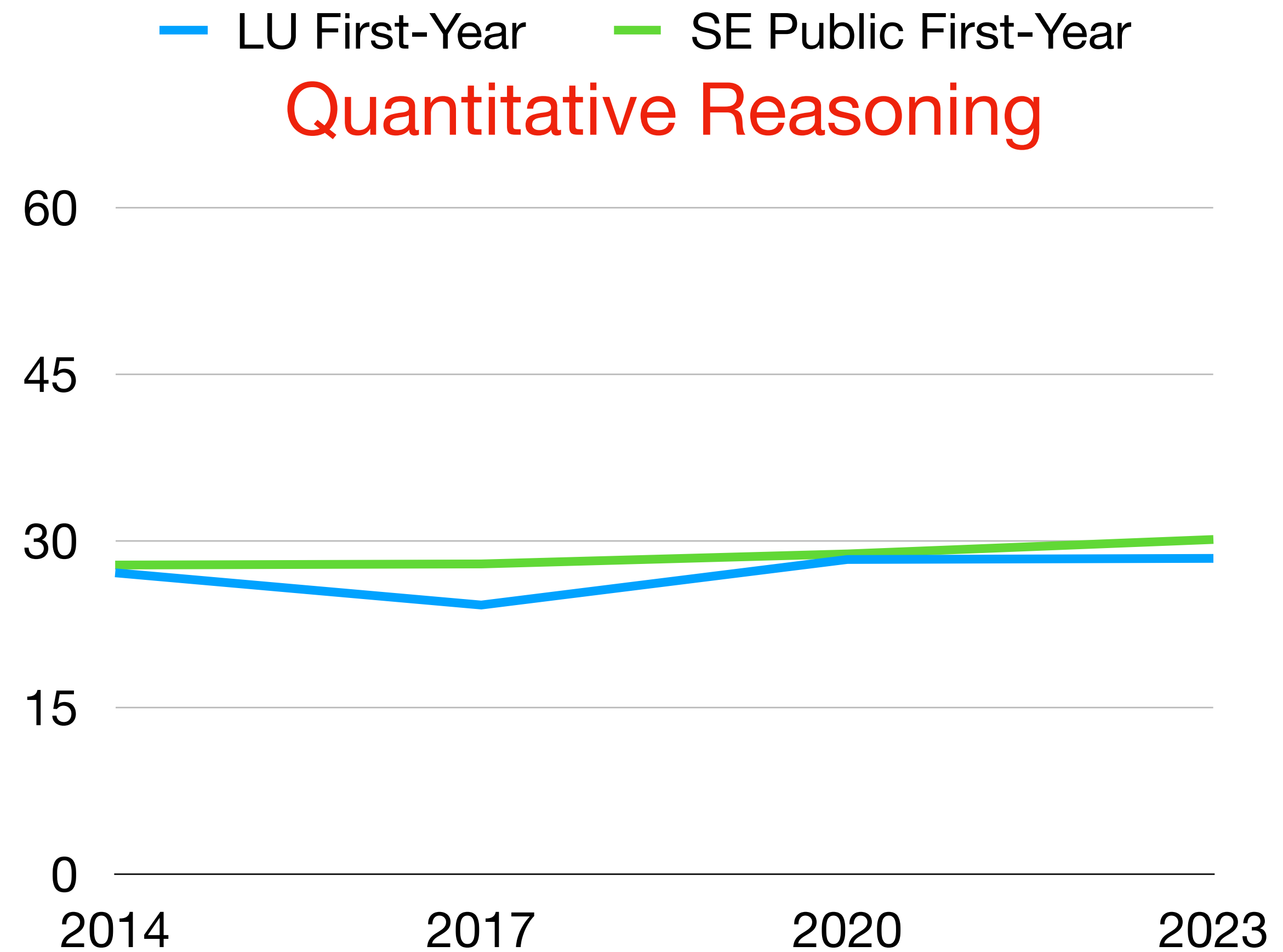


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Academic Challenge**

Indicator	2014	2017	2020	2023
Higher-Order Learning	---	---	---	---
Reflective & Integrative Learning	---	---	△	---
Learning Strategies	---	---	---	---
Quantitative Reasoning	---	▽	---	---

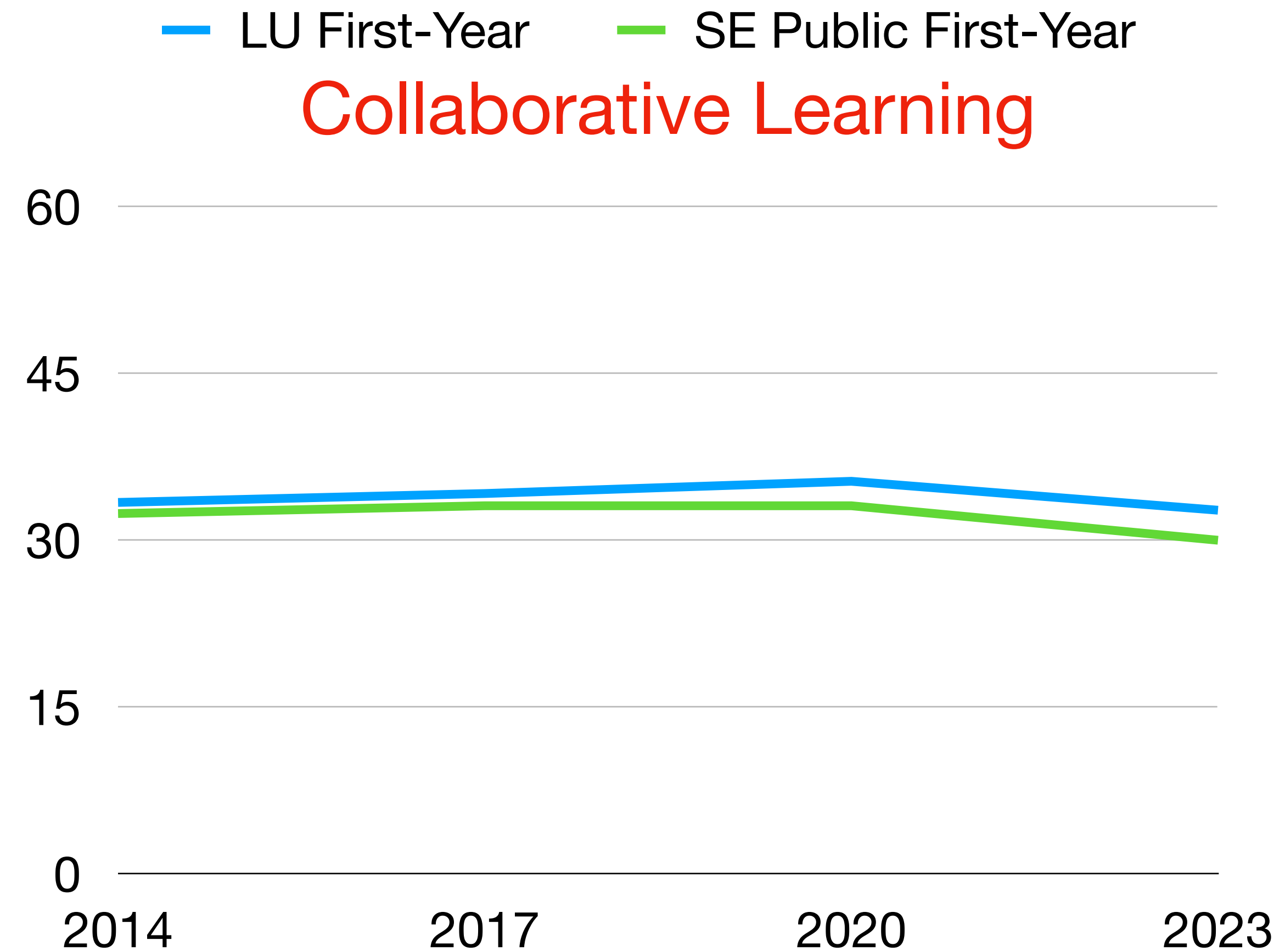


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Learning w/ Peers***

Indicator	2014	2017	2020	2023
Collaborative Learning	---	---	△	△
Discussions with Diverse Others	△	---	---	△

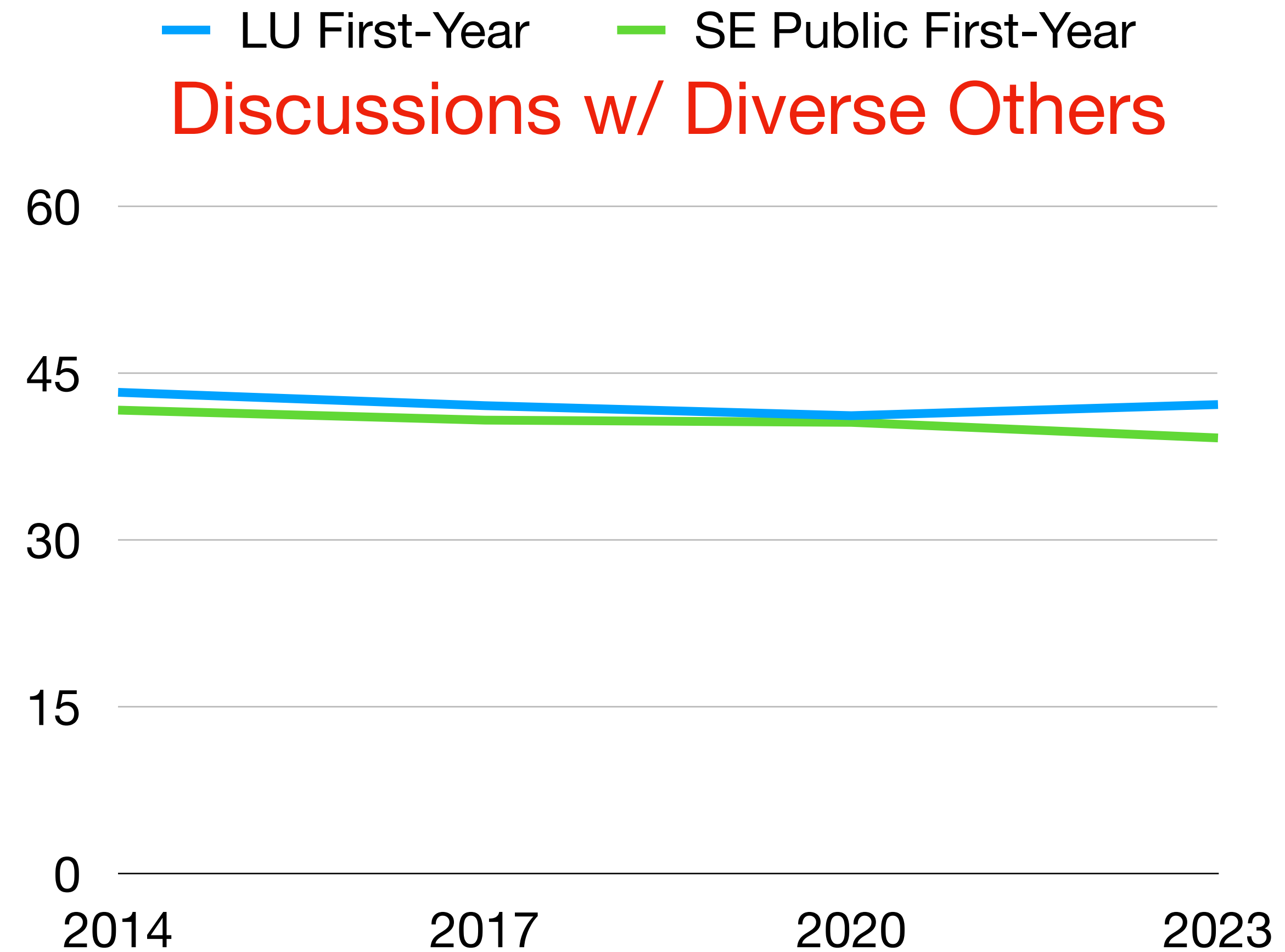


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Learning w/ Peers***

Indicator	2014	2017	2020	2023
Collaborative Learning	---	---	△	△
Discussions with Diverse Others	△	---	---	△

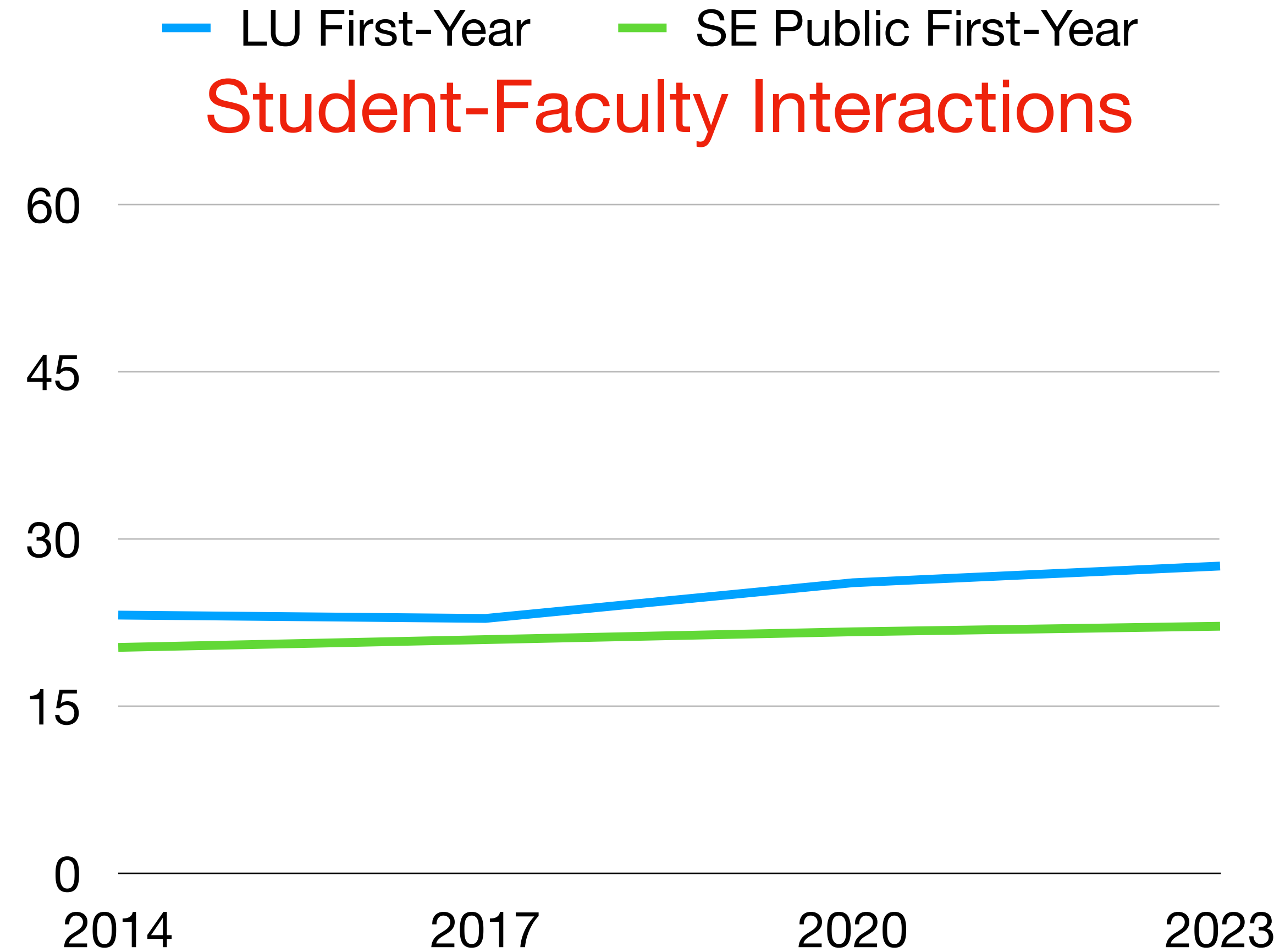


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Experiences w/ Faculty*

Indicator	2014	2017	2020	2023
Student-Faculty Interaction	△	△	△	▲
Effective Teaching Practices	△	---	△	---

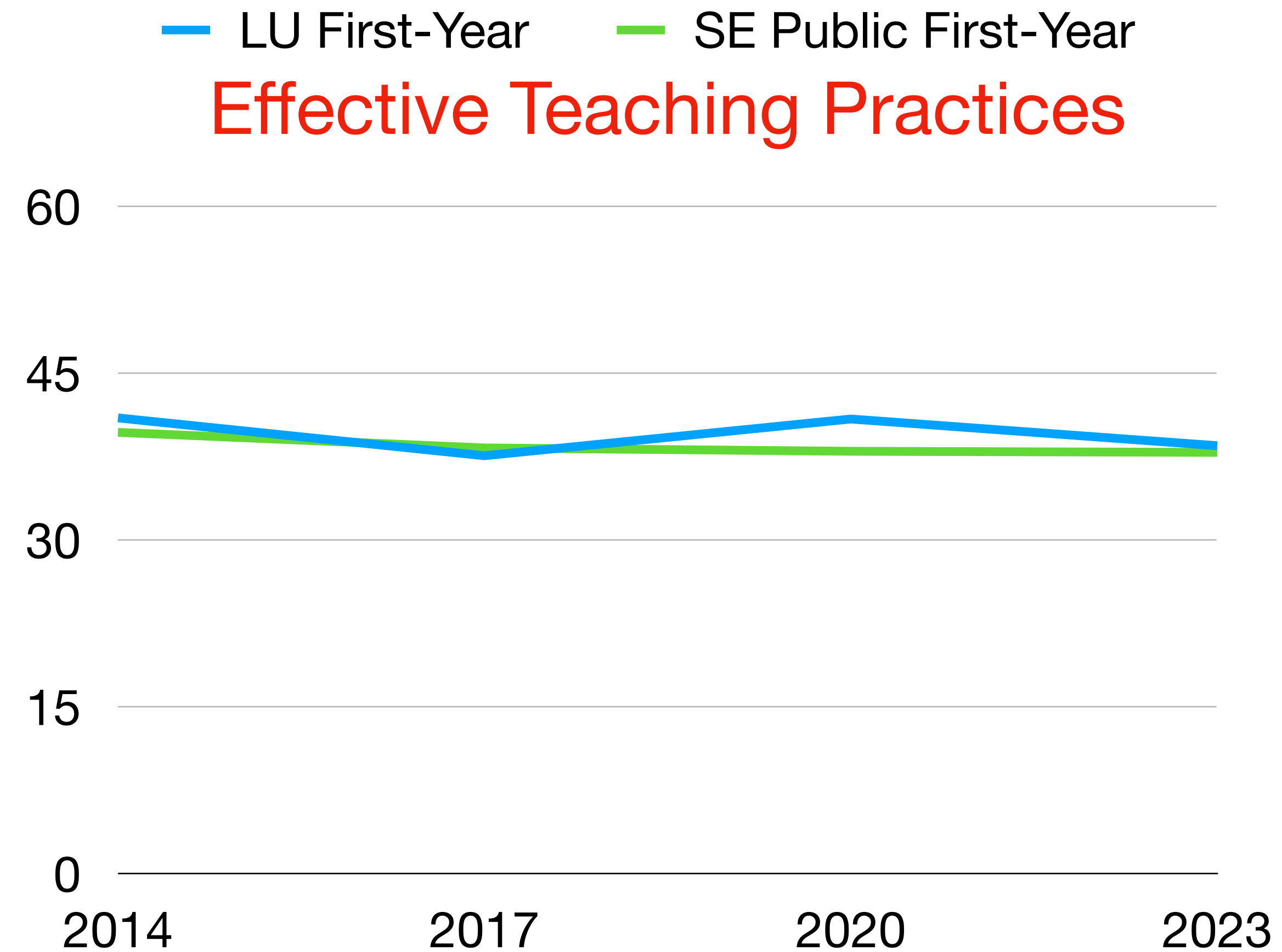


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Experiences w/ Faculty***

Indicator	2014	2017	2020	2023
Student-Faculty Interaction	△	△	△	▲
Effective Teaching Practices	△	---	△	---

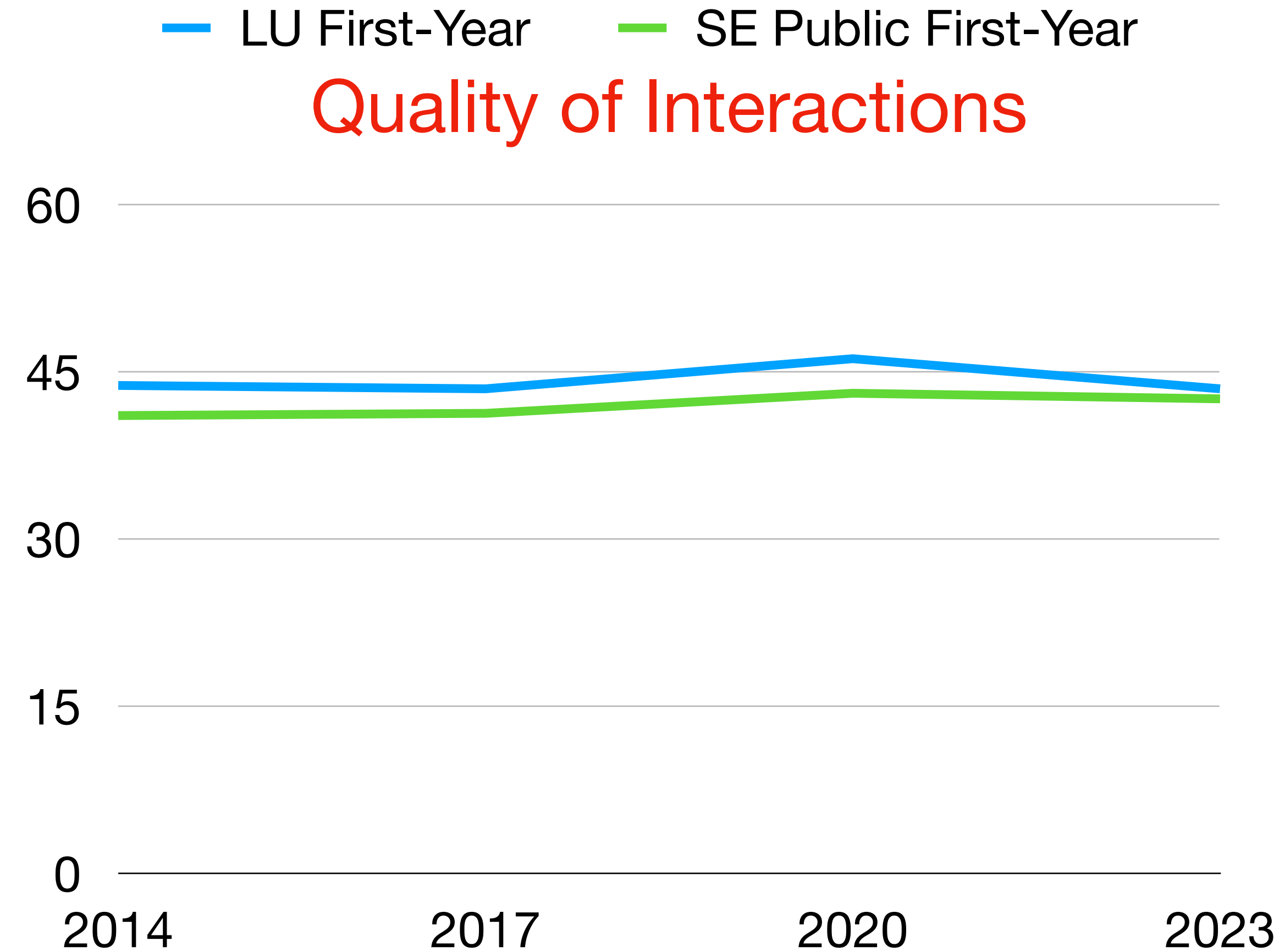


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Campus Environment***

Indicator	2014	2017	2020	2023
Quality of Interactions	△	△	△	---
Supportive Environment	△	---	---	---

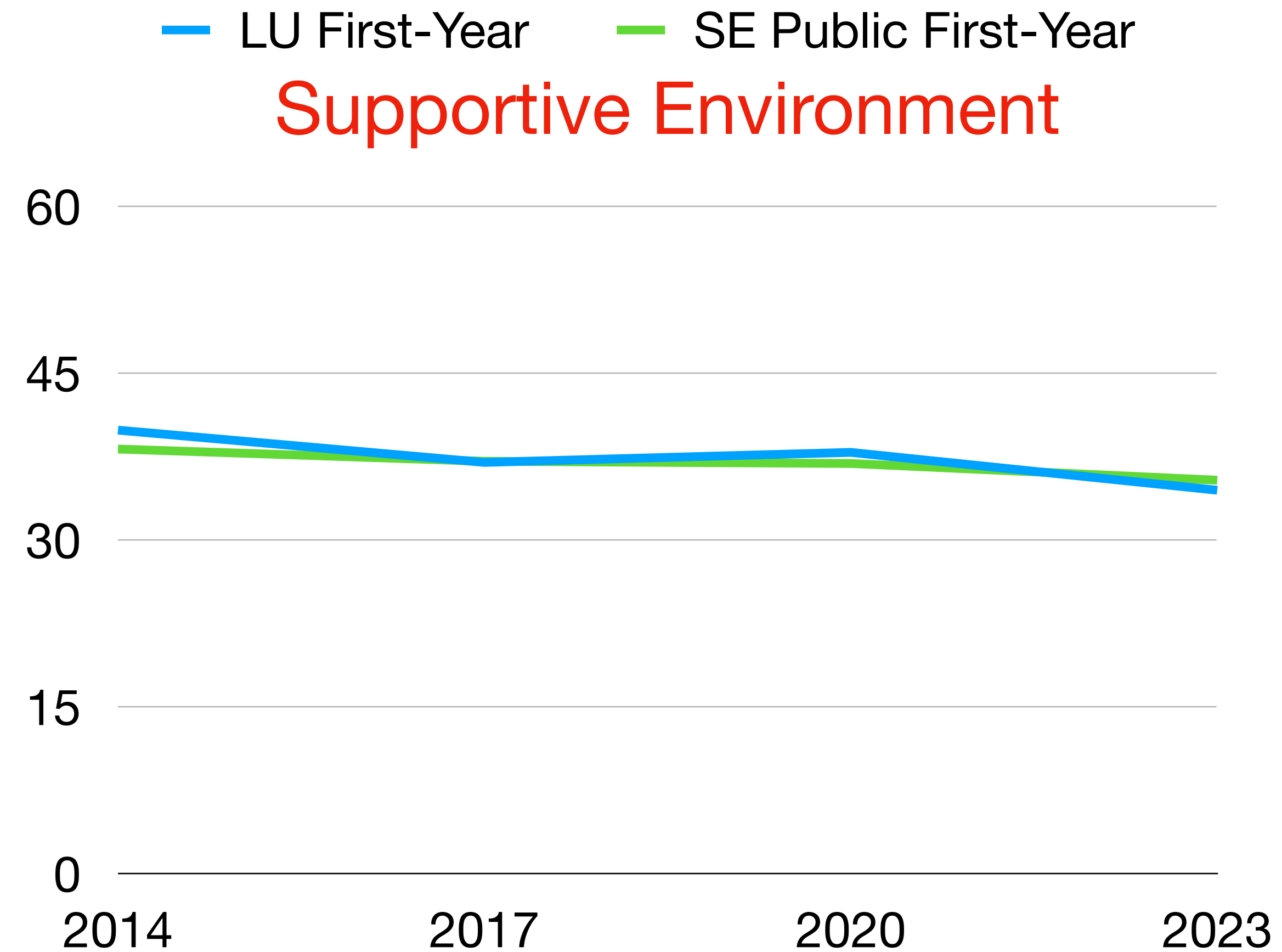


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (First-Year)

- Campus Environment***

First-Year	2014	2017	2020	2023
Quality of Interactions	△	△	△	---
Supportive Environment	△	---	---	---

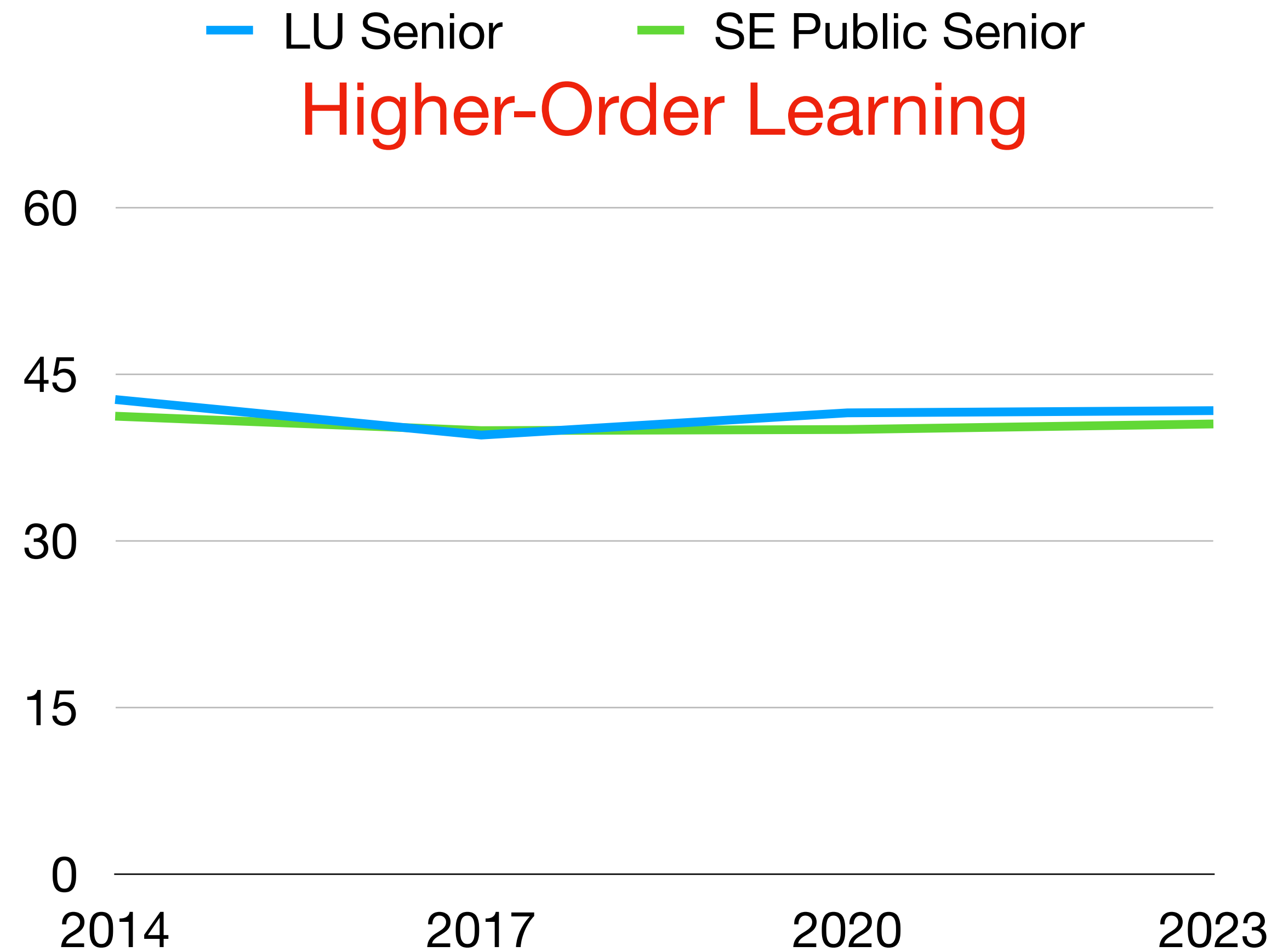


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Academic Challenge**

Indicator	2014	2017	2020	2023
Higher-Order Learning	▲	----	----	----
Reflective & Integrative Learning	▲	----	▲	▲
Learning Strategies	▼	----	----	----
Quantitative Reasoning	▼	----	----	----

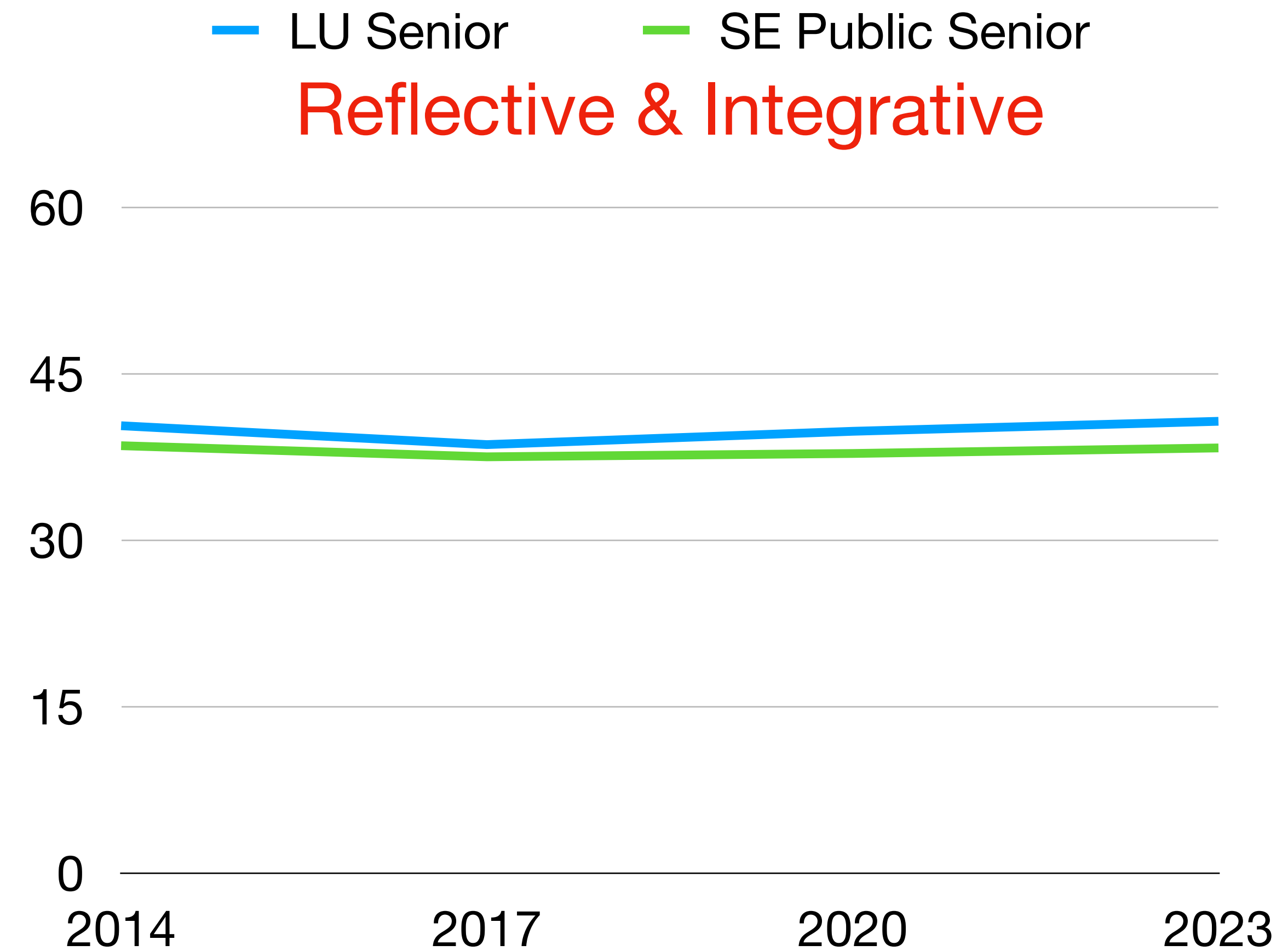


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Academic Challenge**

Indicator	2014	2017	2020	2023
Higher-Order Learning	△	---	---	---
Reflective & Integrative Learning	△	---	△	△
Learning Strategies	▽	---	---	---
Quantitative Reasoning	▽	---	---	---

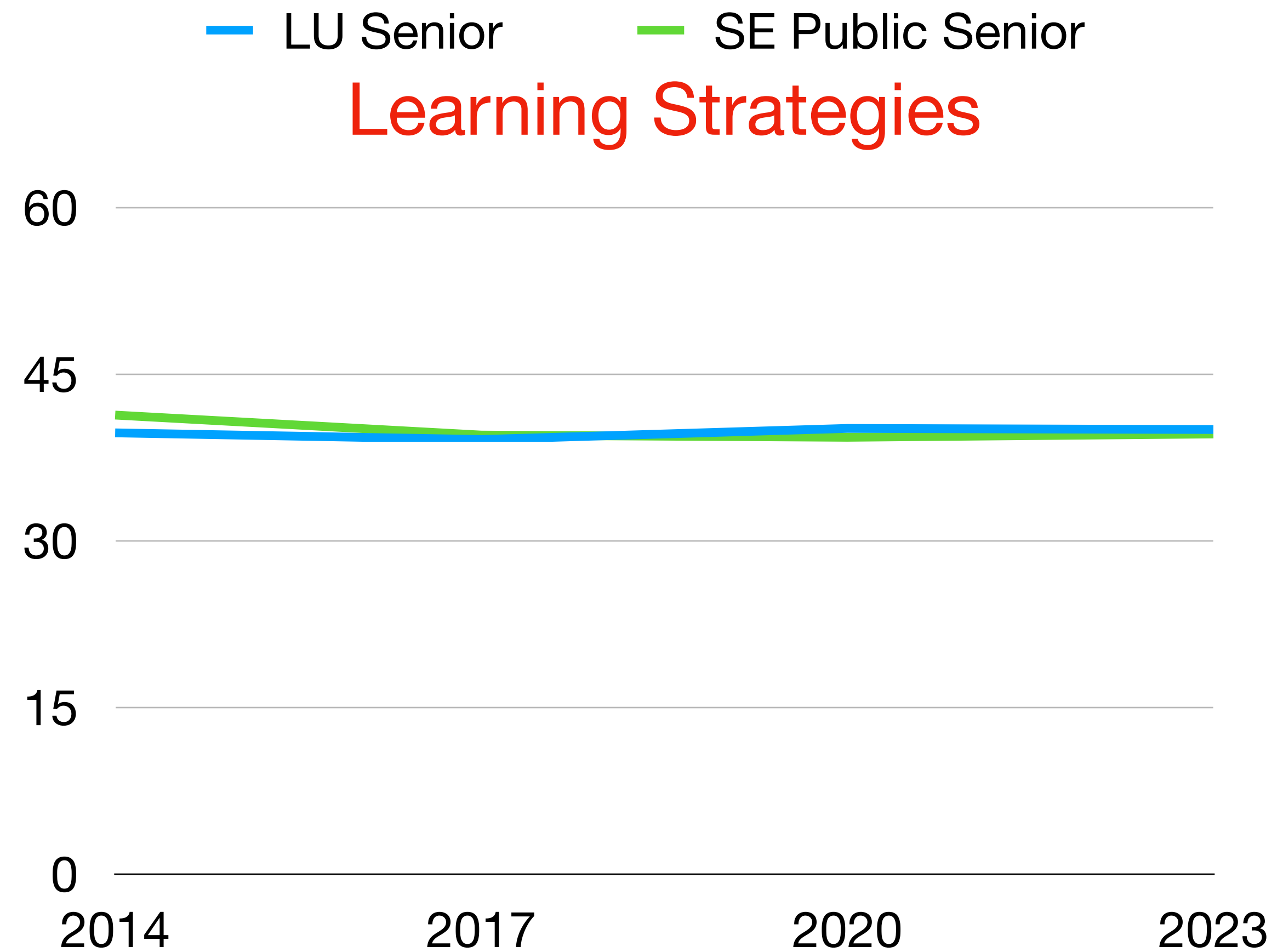


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Academic Challenge**

Indicator	2014	2017	2020	2023
Higher-Order Learning	△	---	---	---
Reflective & Integrative Learning	△	---	△	△
Learning Strategies	▽	---	---	---
Quantitative Reasoning	▽	---	---	---

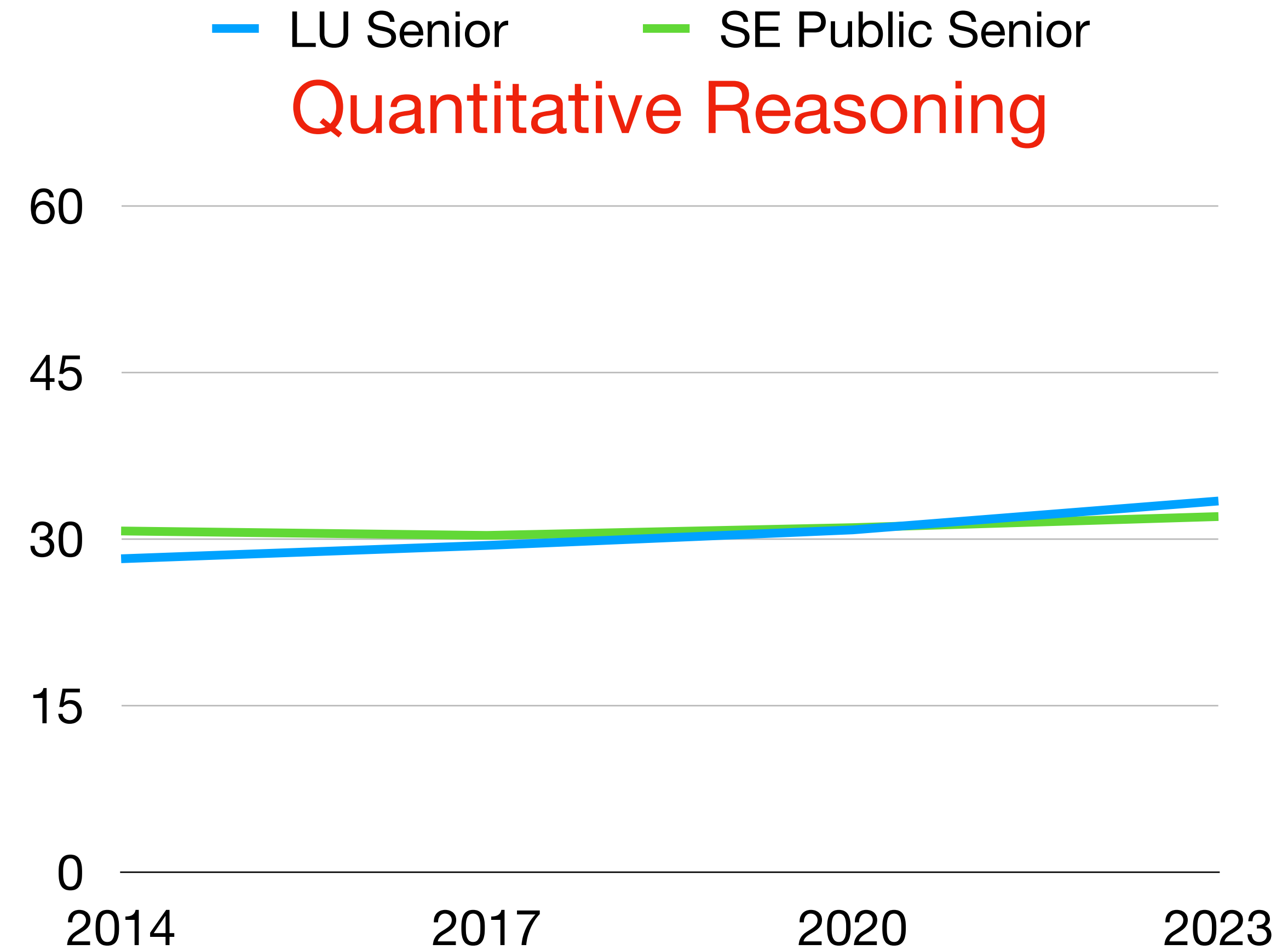


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Academic Challenge**

Indicator	2014	2017	2020	2023
Higher-Order Learning	△	---	---	---
Reflective & Integrative Learning	△	---	△	△
Learning Strategies	▽	---	---	---
Quantitative Reasoning	▽	---	---	---

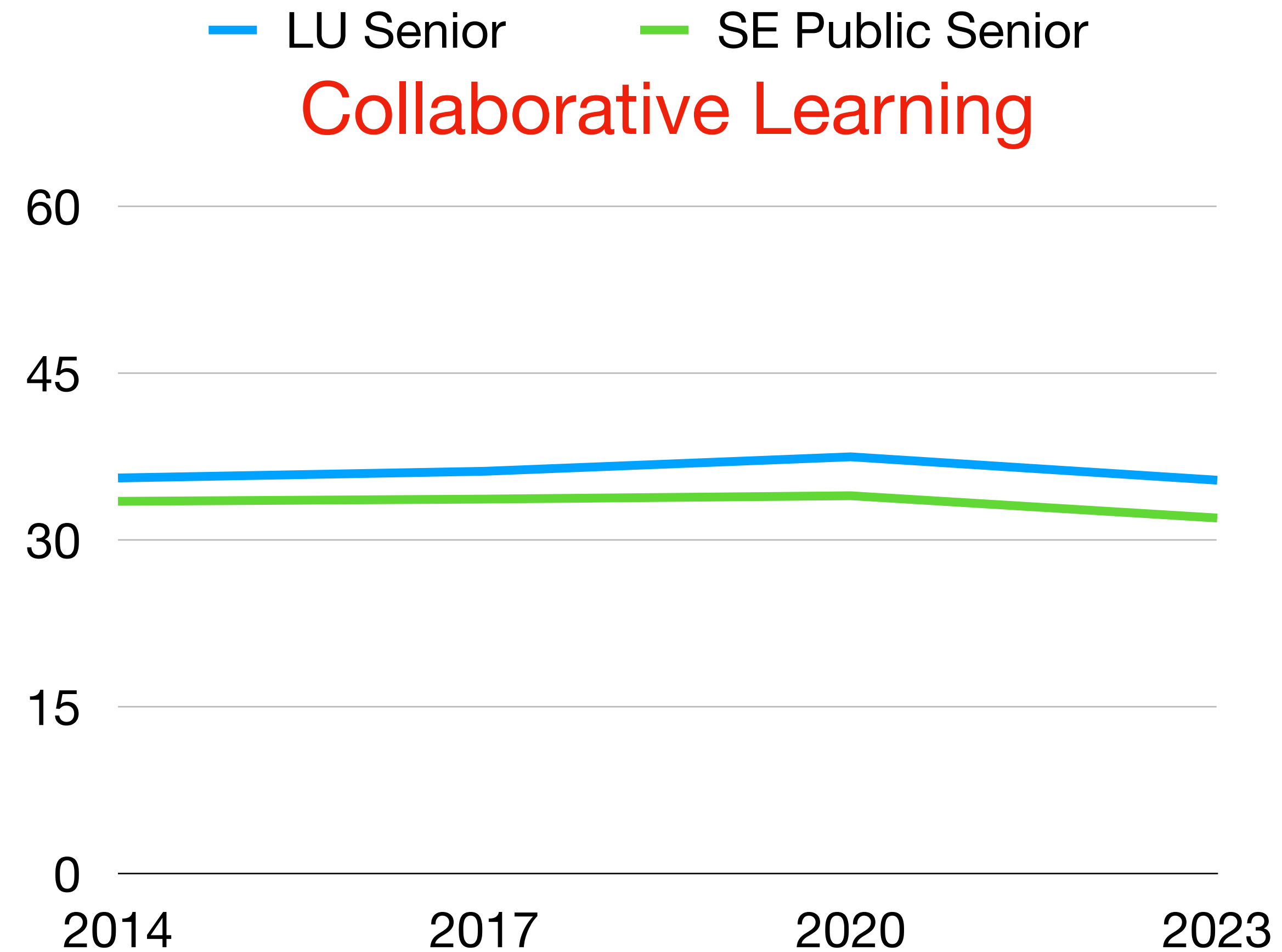


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Learning w/ Peers***

Indicator	2014	2017	2020	2023
Collaborative Learning	△	△	△	△
Discussions w/ Diverse Others	△	---	---	---

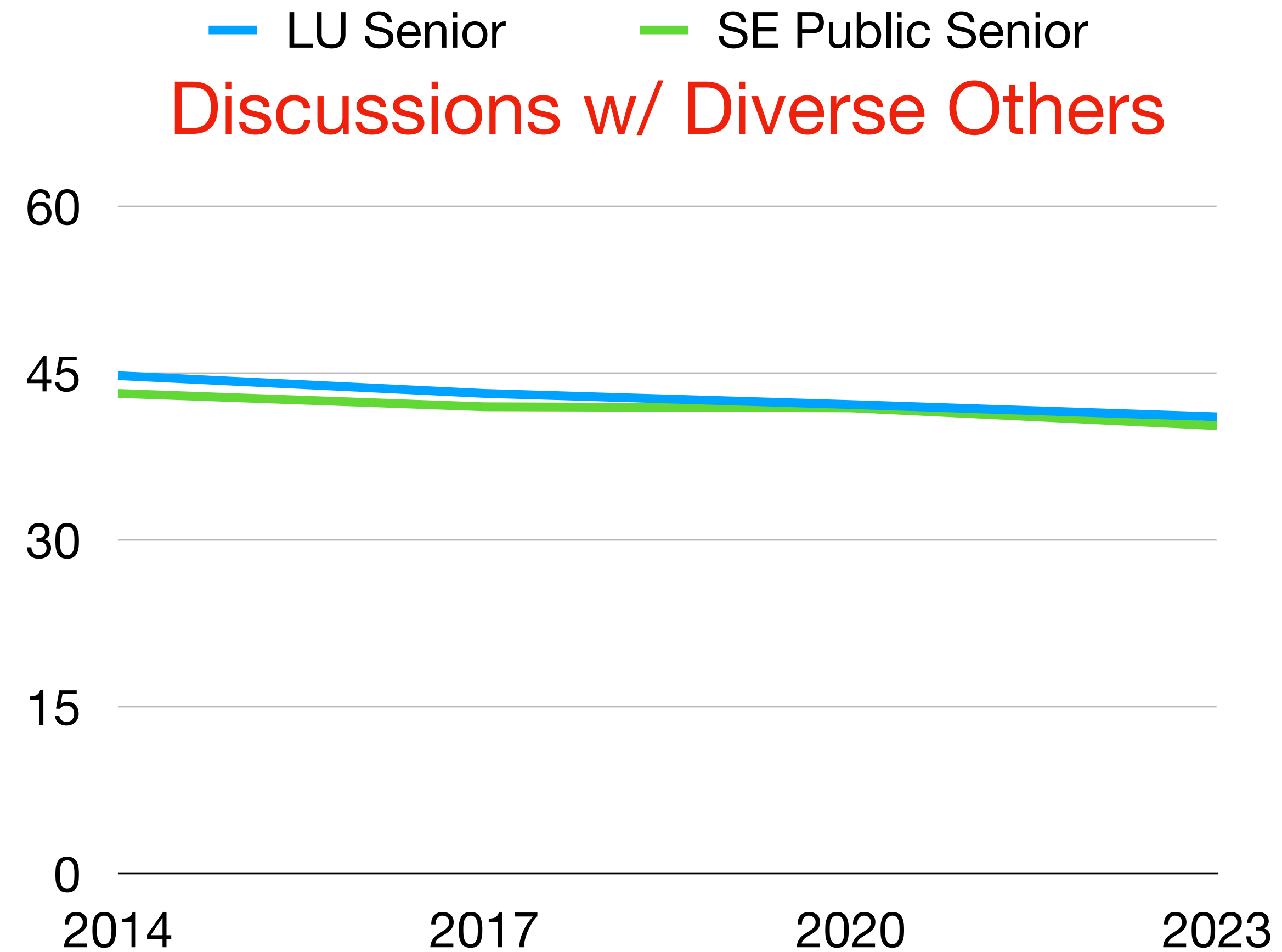


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Learning w/ Peers***

Indicator	2014	2017	2020	2023
Collaborative Learning	△	△	△	△
Discussions w/ Diverse Others	△	---	---	---

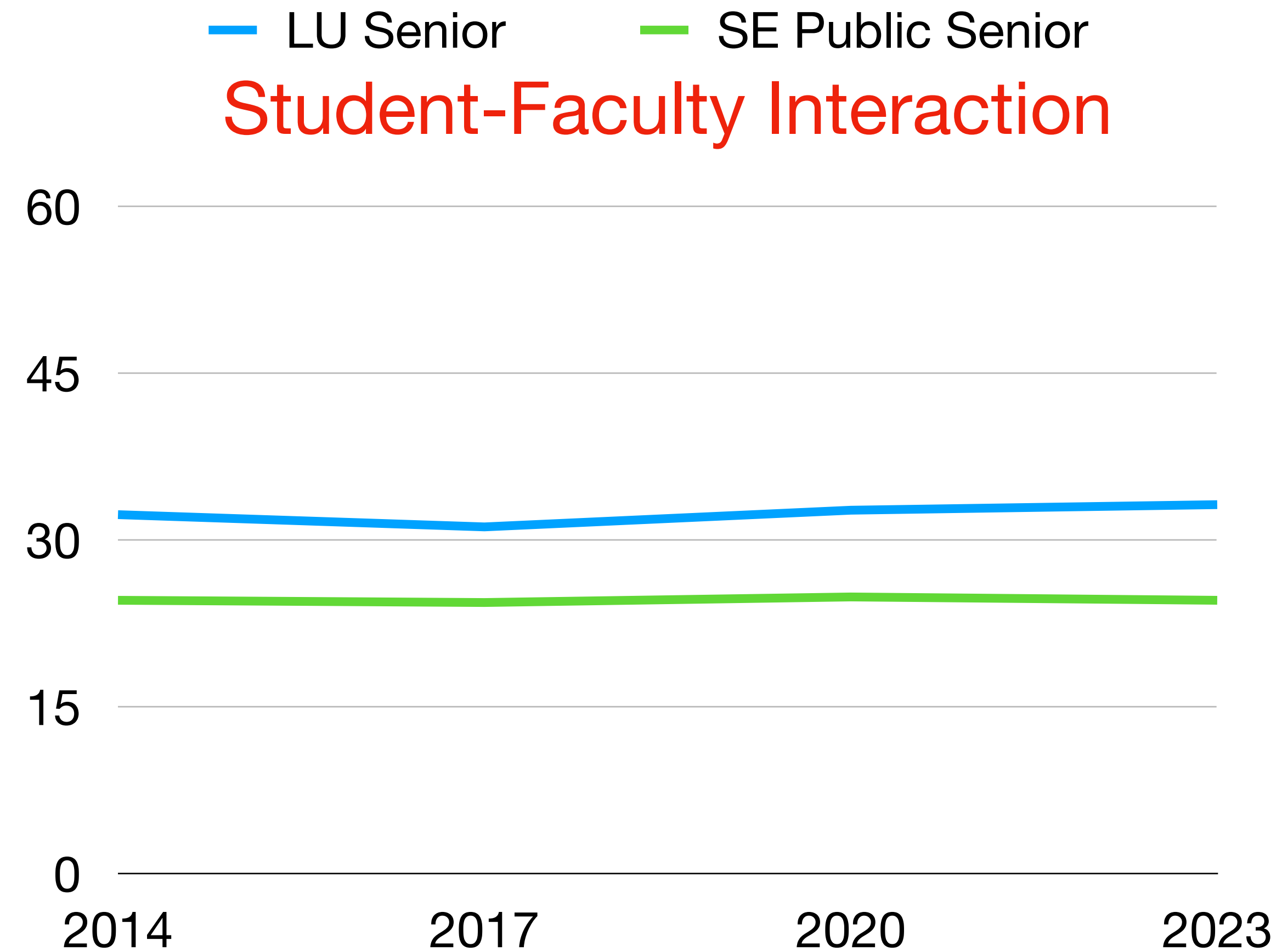


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Experiences w/ Faculty***

Indicator	2014	2017	2020	2023
Student-Faculty Interaction	▲	▲	▲	▲
Effective Teaching Practices	△	---	△	△

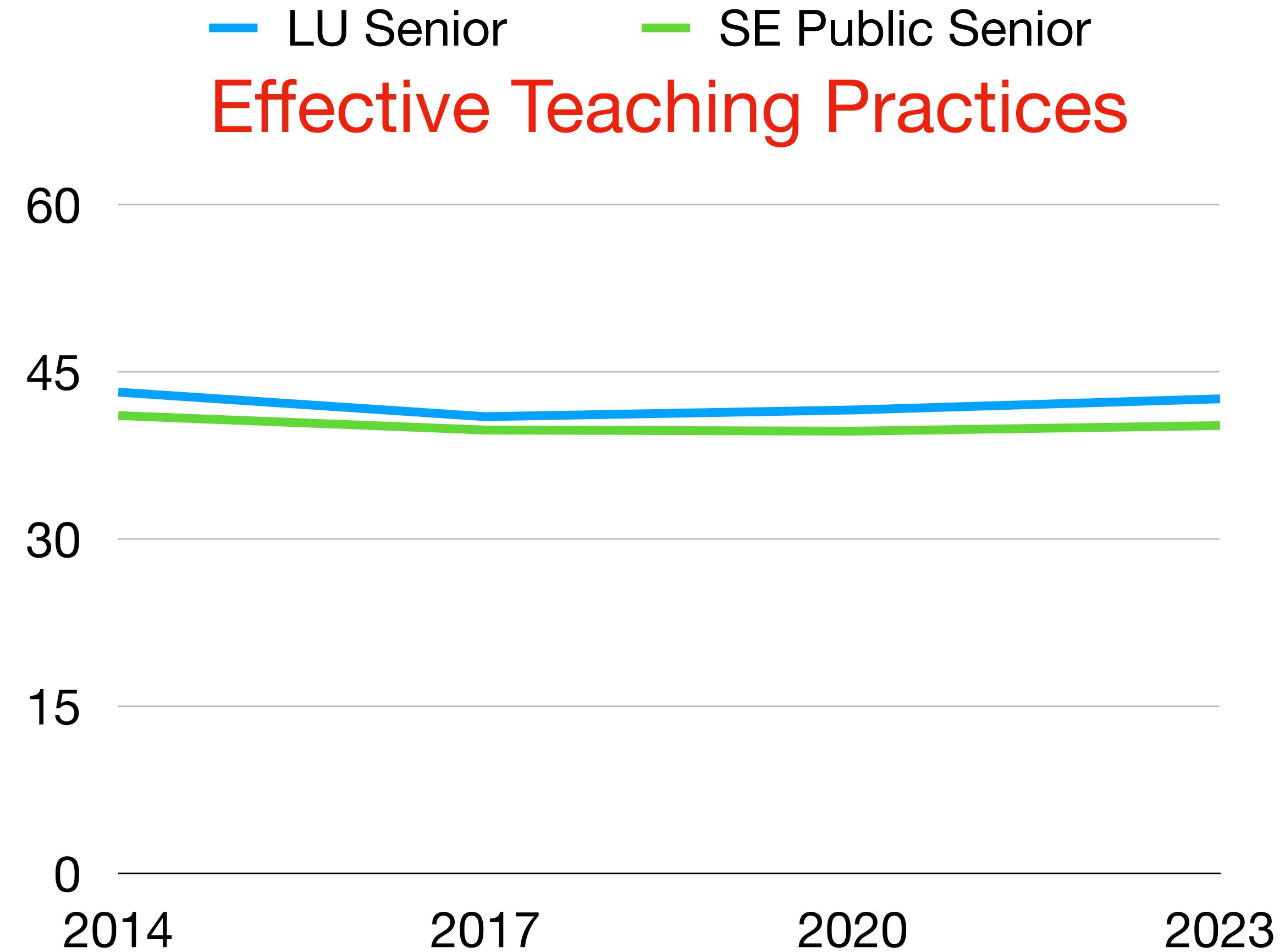


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Experiences w/ Faculty***

Indicator	2014	2017	2020	2023
Student-Faculty Interaction	▲	▲	▲	▲
Effective Teaching Practices	△	---	△	△

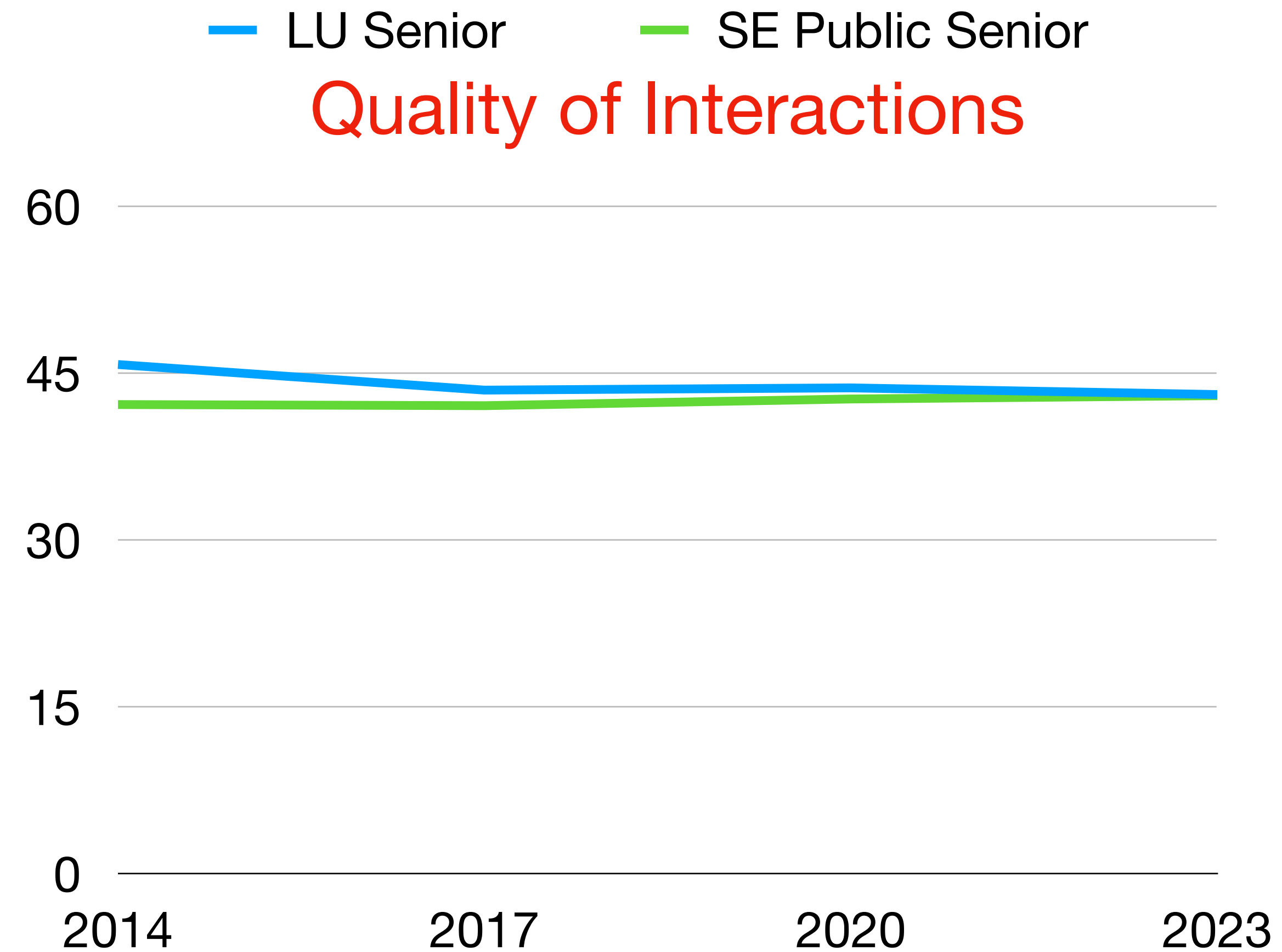


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Campus Environment***

Indicator	2014	2017	2020	2023
Quality of Interactions	▲	▲	---	---
Supportive Environment	▲	▲	---	---

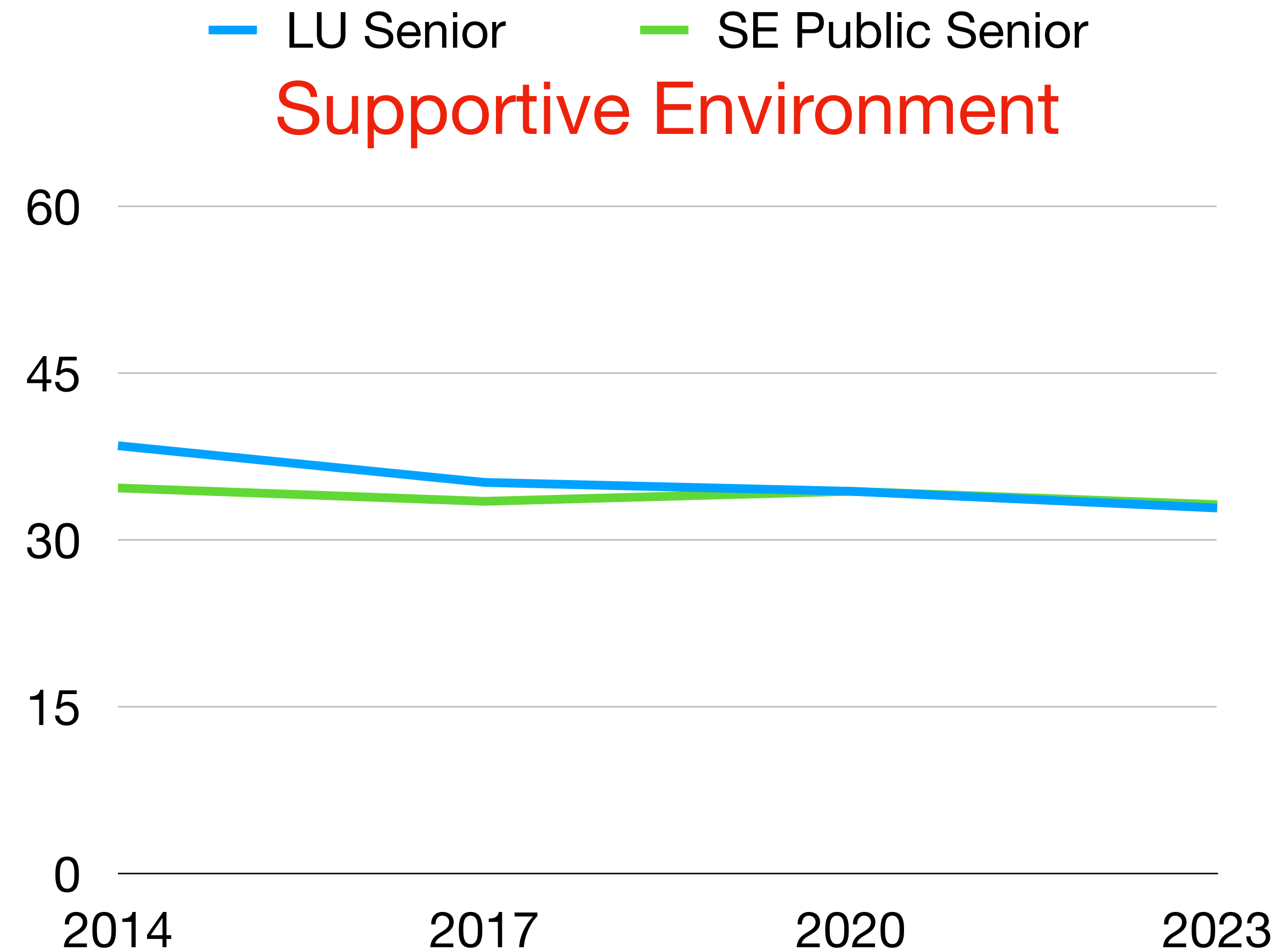


Engagement Indicators

Longer Term Trends at LU and vs. SE Public (Senior)

- Campus Environment***

Indicator	2014	2017	2020	2023
Quality of Interactions	△	△	---	---
Supportive Environment	△	△	---	---



Additional Materials

- ***Topical Modules:*** Longwood has choice of two topical modules per administration of NSSE
 - 2014 and 2017: Writing Experiences and Information Literacy
 - 2020: Civic Engagement and Inclusiveness & Engagement w/ Cultural Diversity
 - **2023: Civic Engagement and Career & Workforce Preparation**
- 2023 choices focused on Civic Engagement (mission statement) and QEP

Additional Materials

- ***High Impact Practices:***
 - Service Learning
 - Learning Community
 - Research w/ Faculty
 - Internship for Field Experience
 - Study Abroad
 - Culminating Senior Experience