

Quick Summary of the 2014, 2017, and 2020 National Survey of Student Engagement (NSSE) and NSSE Pulse 2020 Results

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The *National Survey of Student Engagement* collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. On a three-year rotation, Longwood has used the NSSE to measure the extent to which Lancers engage in effective educational practices that are empirically linked with learning, personal development, persistence, satisfaction, and graduation.

All 2020, 2017, and 2014 Longwood-generated NSSE Reports feature comparisons to other participating Southeast Public Institutions and can be found on the Student Affairs Assessment website. (<http://solomon.longwood.edu/studentaffairs/assessment--evaluation/the-nsse/>)

Based on a total of 634 Longwood respondents (45% Response Rate) in 2020, 666 (41% Response Rate) in 2017, and 812 in 2014 (47% Response Rate), statistical comparisons of Longwood's results with those of the Southeast Public Institutions, are illustrated below. The key to the symbols used will assist interpretation of Longwood's performance on the ten Engagement Indicators over time.

Key for the Symbols:

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

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

-- No significant difference in 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 ($p < .05$) than that of the Southeast Public Institutions with an effect size less than .3 in magnitude.

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

Academic 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	--	--	△	--	△	△

Additionally, in fall of 2020, Longwood participated in the special COVID-19 inspired *NSSE Pulse 2020*. Approximately, 1,500 all-class, undergraduate Longwood students responded to a prompt that read, “What has been most satisfying and most disappointing about your experience so far at this institution?” The following tables illustrate the frequency with which certain words were used in the comments reflecting satisfaction as well as disappointment. An interpretation of the sentiment expressed by the student respondents also follows. These Longwood results were found to be very consistent with national student trends reported by the Educational Advisory Board. Various staffing groups are now meeting to determine the best possible response to these findings.

Actual Words Used when describing Satisfaction:	# times used positively	# times used negatively
<i>community; relationships; people; connection; relationship; friendly; environment; interaction; social; friendship; interaction; atmosphere; friends; home; family; peer; meet; group; welcome</i>	363	187
<i>advisor; faculty; professor; teacher</i>	239	132
<i>support; understanding; willing; help; nice; feeling; helpful; care; interact</i>	138	
<i>quality; satisfying; good; great; best; amazing; love</i>	113	
<i>involvement; club; join; organization; activity; involved; event</i>	81	53
<i>distance; mask; online; safety; safe; wearing; case; concern</i>	71	204

Longwood students...

- prefer to have the choice of taking classes online or in-person; flexibility is the key
- truly appreciate the sense of community on-campus
- appreciate the efforts made to ensure their safety
- express gratitude for the sense of freedom and independence that being on-campus affords
- repeatedly noted how faculty have taken interest in their individual success
- appreciated the effort to provide alternative forms of programming and events; clubs, organizations, intramurals, and campus recreation facilities are key
- can't get enough of Longwood campus traditions

Actual Words Used when describing Disappointment:	# times used negatively	# times used positively
<i>university; Longwood; institution; college; campus; school</i>	220	
<i>distance; mask; online; safety; safe; wearing; case; concern</i>	204	71
<i>COVID; 19; situation; pandemic</i>	198	
<i>community; relationships; people; connection; relationship; friendly; environment; interaction; social; friendship; interaction; atmosphere; friends; home; family; peer; meet; group; welcome</i>	187	363
<i>academic; class; education; major; program; course; department; learning; grade</i>	182	249
<i>student</i>	159	
<i>advisor; faculty; professor; teacher</i>	132	239

Actual Words Used when describing Disappointment:	# times used negatively	# times used positively
<i>stress; mental; hard; difficult; mental; disappointing; struggle</i>	130	
<i>lack</i>	103	
<i>food; dining hall; eating options</i>	88	
<i>RCL; hall; roommate; dorm; guest</i>	86	
<i>involvement; club; join; organization; activity; involved; event</i>	53	81
<i>construction; building</i>	37	
<i>money; pay; finances</i>	23	

Longwood students...

- claim that the guest policy is unreasonable given that LU continues to host outsiders on-campus
- resent the continued disruption and inconvenience of construction on-campus
- prefer to hear of cancellations with more-advance notice and student input
- resent the threatening, accusatory emails and finger-pointing at the Greek community
- express freely how stressful and mentally taxing this experience has been especially being separated from family, friends living across-campus, and with no academic breaks
- are displeased with the food choices and quality in the d-hall and overpriced campus eateries
- express discontent with LU’s pricing structure given the limited opportunities to do things on-campus and the high number of online classes they now have
- have voiced a need for increased accountability for COVID violations – for students, staff, and faculty, and especially, repeat offenders