



NSSE 2020

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 Quantitative Reasoning
<i>Learning with Peers</i>	Collaborative Learning Discussions with Diverse Others
<i>Experiences with Faculty</i>	Student-Faculty Interaction Effective Teaching Practices
<i>Campus Environment</i>	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 2019 and 2020 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, 2018). 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 and your *Major Field Report* (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students' engagement in depth.

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

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

<i>Theme</i>	<i>Engagement Indicator</i>	Your first-year students compared with Southeast Public	Your first-year students compared with Carnegie Class	Your first-year students compared with NSSE 2019 & 2020
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	△	△	△
	Learning Strategies	--	△	△
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	△	△	△
	Discussions with Diverse Others	--	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	△	△	▲
	Effective Teaching Practices	△	△	△
<i>Campus Environment</i>	Quality of Interactions	△	△	△
	Supportive Environment	--	△	△

Seniors

<i>Theme</i>	<i>Engagement Indicator</i>	Your seniors compared with Southeast Public	Your seniors compared with Carnegie Class	Your seniors compared with NSSE 2019 & 2020
	Higher-Order Learning	--	--	--
<i>Academic Challenge</i>	Reflective & Integrative Learning	△	--	△
	Learning Strategies	--	--	--
	Quantitative Reasoning	--	--	--
<i>Learning with Peers</i>	Collaborative Learning	△	△	▲
	Discussions with Diverse Others	--	△	--
<i>Experiences with Faculty</i>	Student-Faculty Interaction	▲	▲	▲
	Effective Teaching Practices	△	--	△
<i>Campus Environment</i>	Quality of Interactions	--	--	--
	Supportive Environment	--	--	△

Academic Challenge: First-year students

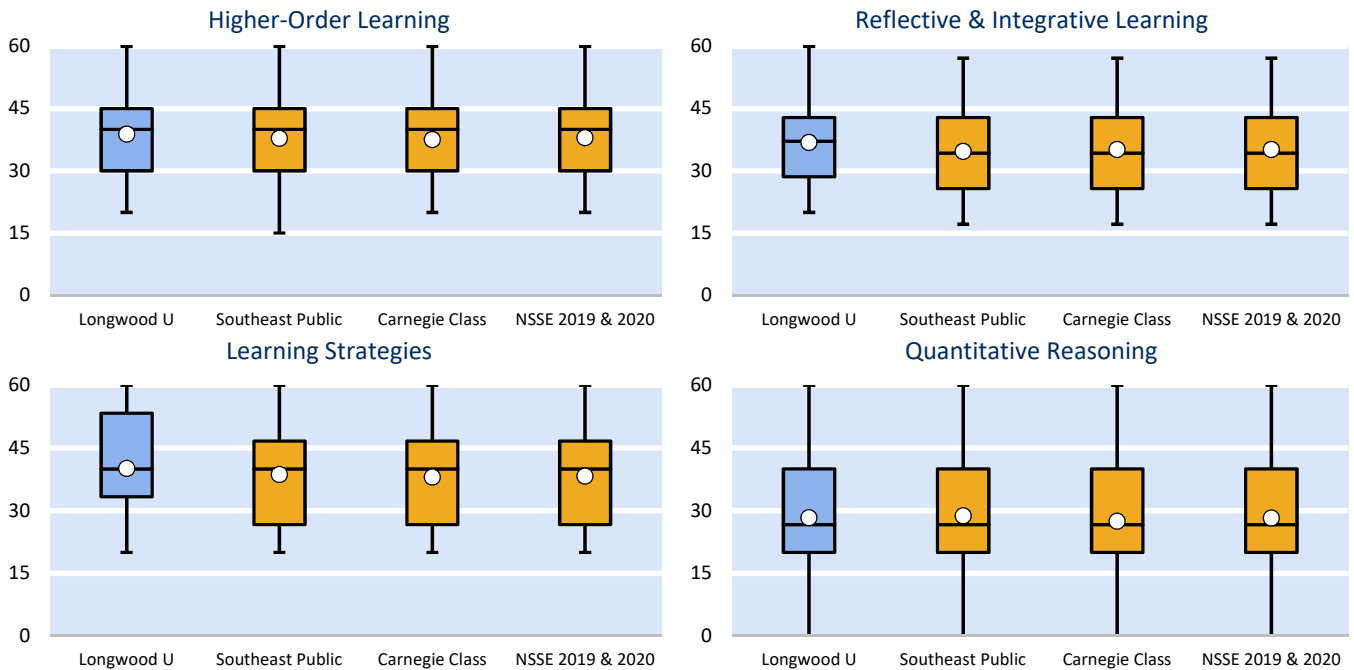
Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning*, *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		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	38.9	37.9	.08	37.6	.10	38.1	.06
Reflective & Integrative Learning	36.8	34.7 **	.18	35.2 *	.14	35.2 **	.14
Learning Strategies	40.1	38.7	.11	38.1 **	.15	38.3 *	.14
Quantitative Reasoning	28.3	28.8	-.03	27.5	.06	28.2	.01

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: First-year students (continued)

Performance 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.

	Longwood U	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2019 & 2020
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	74	+4 	+6 	+3 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	71	+2 	+4 	+2 
4d. Evaluating a point of view, decision, or information source	75	+7 	+5 	+5 
4e. Forming a new idea or understanding from various pieces of information	72	+4 	+3 	+3 
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	62	+13 	+11 	+11 
2b. Connected your learning to societal problems or issues	57	+9 	+6 	+6 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	52	+3 	+1 	+2 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	65	+3 	+2 	+2 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	75	+6 	+5 	+5 
2f. Learned something that changed the way you understand an issue or concept	67	+3 	+1 	+1 
2g. Connected ideas from your courses to your prior experiences and knowledge	78	+2 	+1 	+0 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	79	+6 	+5 	+4 
9b. Reviewed your notes after class	75	+7 	+9 	+9 
9c. Summarized what you learned in class or from course materials	66	+1 	+2 	+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.)	46	-9 	-4 	-7 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	43	+2 	+4 	+2 
6c. Evaluated what others have concluded from numerical information	42	+1 	+4 	+2 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

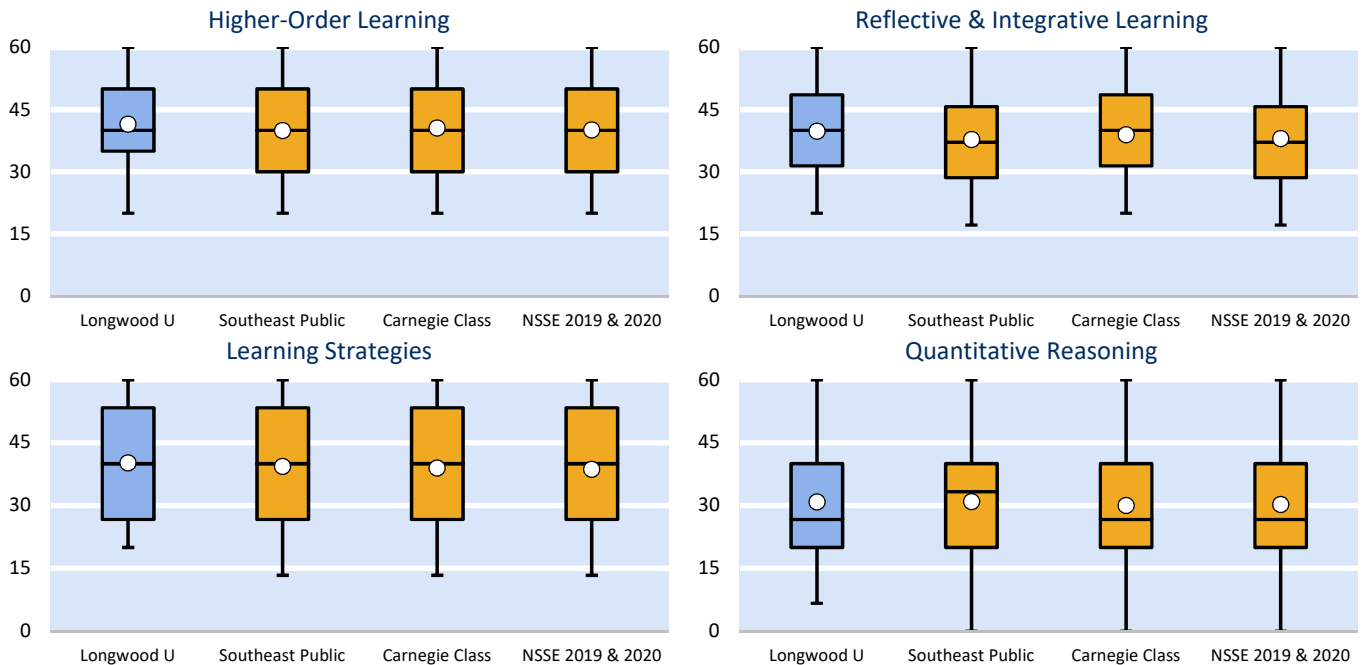
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Mean Comparisons

Engagement Indicator	Longwood U Mean	Your seniors compared with					
		Southeast Public Mean	Southeast Public Effect size	Carnegie Class Mean	Carnegie Class Effect size	NSSE 2019 & 2020 Mean	NSSE 2019 & 2020 Effect size
Higher-Order Learning	41.5	40.0	.11	40.6	.07	40.1	.10
Reflective & Integrative Learning	39.8	37.8 **	.16	38.9	.07	38.1 *	.14
Learning Strategies	40.1	39.3	.05	39.0	.08	38.6	.10
Quantitative Reasoning	30.8	31.0	-.01	30.0	.05	30.2	.04

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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Academic Challenge: Seniors (continued)

Performance 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.

	Longwood U	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2019 & 2020
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	81	+3 	+4 	+4 
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	73	-2 	-2 	-2 
4d. Evaluating a point of view, decision, or information source	81	+11 	+7 	+10 
4e. Forming a new idea or understanding from various pieces of information	78	+7 	+5 	+6 
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	80	+12 	+11 	+12 
2b. Connected your learning to societal problems or issues	68	+9 	+4 	+8 
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	58	+7 	-1 	+5 
2d. Examined the strengths and weaknesses of your own views on a topic or issue	66	+1 	-2 	+0 
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	78	+6 	+4 	+5 
2f. Learned something that changed the way you understand an issue or concept	77	+6 	+5 	+5 
2g. Connected ideas from your courses to your prior experiences and knowledge	86	+3 	+2 	+2 
Learning Strategies				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
9a. Identified key information from reading assignments	80	+3 	+1 	+2 
9b. Reviewed your notes after class	68	+2 	+5 	+5 
9c. Summarized what you learned in class or from course materials	62	-4 	-3 	-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.)	58	-0 	+3 	+2 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	47	-0 	+1 	+1 
6c. Evaluated what others have concluded from numerical information	44	-3 	-1 	-2 

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

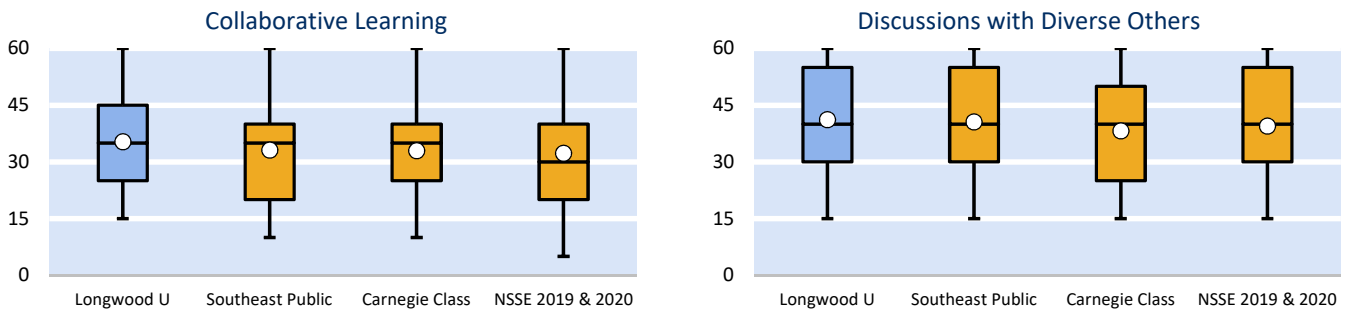
Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions 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		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.3	33.1 **	.15	32.9 ***	.17	32.3 ***	.21
Discussions with Diverse Others	41.2	40.6	.04	38.2 ***	.19	39.5	.11

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 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.

	Longwood U %	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2019 & 2020
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	58	+4	+5	+5
1f. Explained course material to one or more students	62	+3	+4	+5
1g. Prepared for exams by discussing or working through course material with other students	52	+0	+1	+2
1h. Worked with other students on course projects or assignments	71	+15	+12	+16
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	73	+1	+6	+3
8b. People from an economic background other than your own	75	+1	+5	+3
8c. People with religious beliefs other than your own	69	+1	+7	+2
8d. People with political views other than your own	73	+6	+11	+9

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Learning with Peers: Seniors

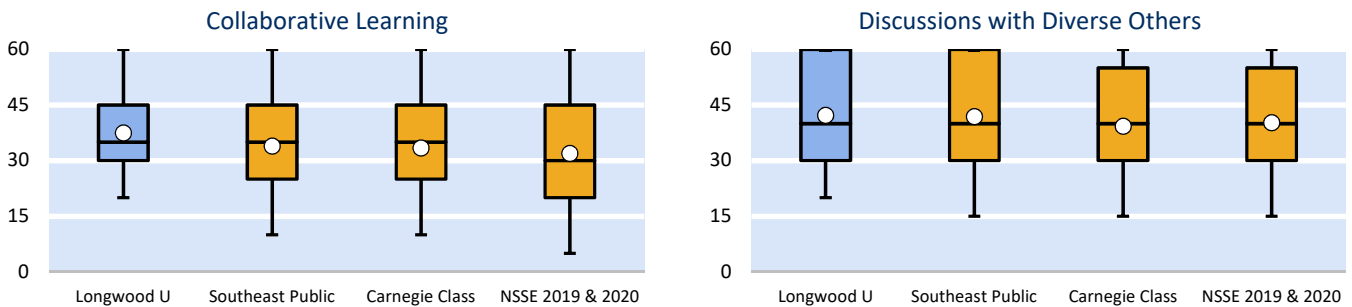
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Mean Comparisons

Engagement Indicator	Longwood U Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	37.5	34.0 ***	.24	33.4 ***	.28	32.0 ***	.35
Discussions with Diverse Others	42.2	41.9	.02	39.3 **	.19	40.2	.13

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	Longwood U %	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2019 & 2020
Collaborative Learning				
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
1e. Asked another student to help you understand course material	53	+6	+8	+10
1f. Explained course material to one or more students	72	+11	+11	+15
1g. Prepared for exams by discussing or working through course material with other students	63	+12	+13	+16
1h. Worked with other students on course projects or assignments	79	+13	+13	+17
Discussions with Diverse Others				
<i>Percentage of students who responded that they "Very often" or "Often" had discussions with...</i>				
8a. People of a race or ethnicity other than your own	75	-0	+6	+3
8b. People from an economic background other than your own	77	+1	+5	+4
8c. People with religious beliefs other than your own	65	-7	+0	-3
8d. People with political views other than your own	73	+3	+8	+8

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Experiences with Faculty: First-year students

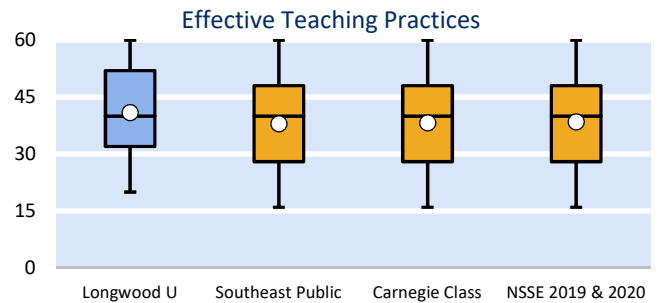
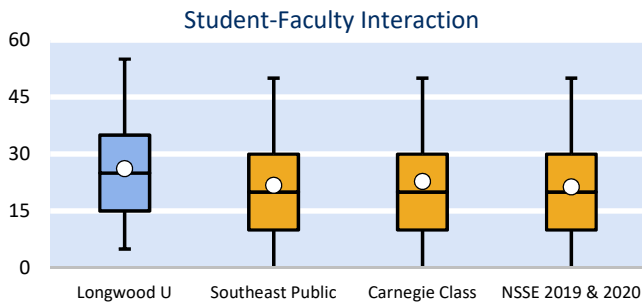
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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		Carnegie Class		NSSE 2019 & 2020	
	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.1	21.7 ***	.29	22.7 ***	.23	21.4 ***	.32
Effective Teaching Practices	40.9	38.0 ***	.22	38.2 ***	.21	38.4 ***	.19

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Student-Faculty Interaction	Longwood U %	Percentage point difference ^a between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	46	+6	+5	+8
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	27	+5	+3	+6
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	36	+10	+8	+10
3d. Discussed your academic performance with a faculty member	44	+13	+11	+14
<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	76	+0	+1	-1
5b. Taught course sessions in an organized way	75	+2	+2	+1
5c. Used examples or illustrations to explain difficult points	79	+5	+6	+5
5d. Provided feedback on a draft or work in progress	75	+14	+11	+12
5e. Provided prompt and detailed feedback on tests or completed assignments	71	+14	+10	+11

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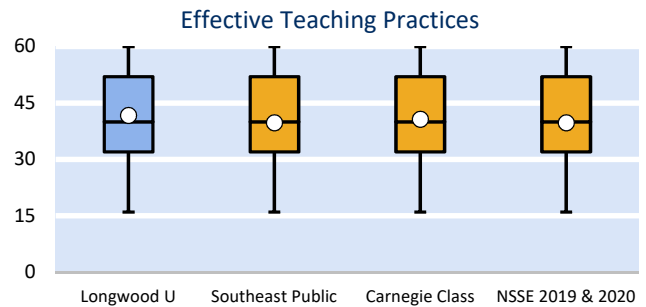
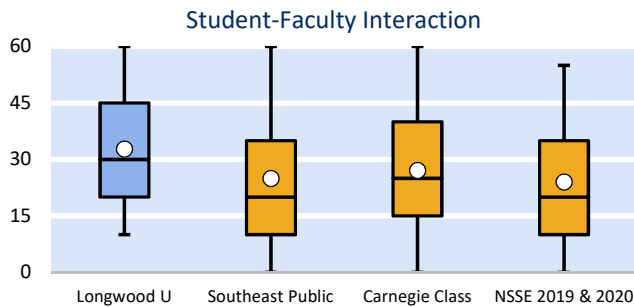
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Student-Faculty Interaction	32.7	24.9 ***	.48	27.1 ***	.35	23.9 ***	.55
Effective Teaching Practices	41.6	39.7 *	.14	40.6	.08	39.7 *	.14

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Student-Faculty Interaction	Longwood U %	Percentage point difference ^a between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2019 & 2020
<i>Percentage of students who responded that they "Very often" or "Often"...</i>				
3a. Talked about career plans with a faculty member	62	+18	+11	+19
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	44	+14	+11	+17
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	54	+20	+15	+22
3d. Discussed your academic performance with a faculty member	52	+16	+12	+18
<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	78	-2	-2	-2
5b. Taught course sessions in an organized way	77	+0	-1	-0
5c. Used examples or illustrations to explain difficult points	73	-4	-5	-4
5d. Provided feedback on a draft or work in progress	79	+17	+13	+17
5e. Provided prompt and detailed feedback on tests or completed assignments	68	+5	+1	+4

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

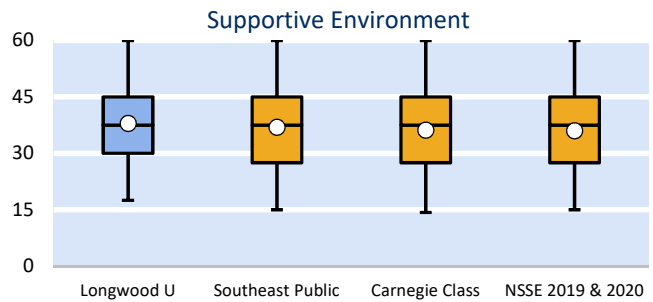
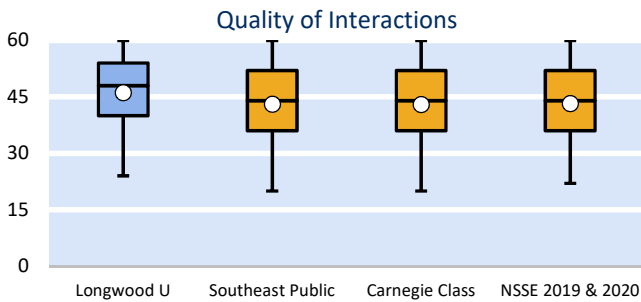
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Longwood U Mean	Your first-year students compared with					
		Southeast Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	46.2	43.1 ***	.26	43.0 ***	.26	43.2 ***	.25
Supportive Environment	37.9	36.9	.08	36.2 *	.13	36.0 **	.14

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 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 ^a between your FY students and		
		Southeast Public	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
13a. Students	63	+10	+11	+10
13b. Academic advisors	58	+3	+5	+4
13c. Faculty	63	+13	+10	+10
13d. Student services staff (career services, student activities, housing, etc.)	59	+11	+11	+11
13e. Other administrative staff and offices (registrar, financial aid, etc.)	62	+16	+15	+15
<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	77	+2	+3	+2
14c. Using learning support services (tutoring services, writing center, etc.)	79	+2	+3	+3
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-1	-1	-1
14e. Providing opportunities to be involved socially	80	+7	+9	+9
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	74	+3	+6	+5
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	46	+3	+3	+4
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	-1	+4	+5
14i. Attending events that address important social, economic, or political issues	49	+0	-0	+2

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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

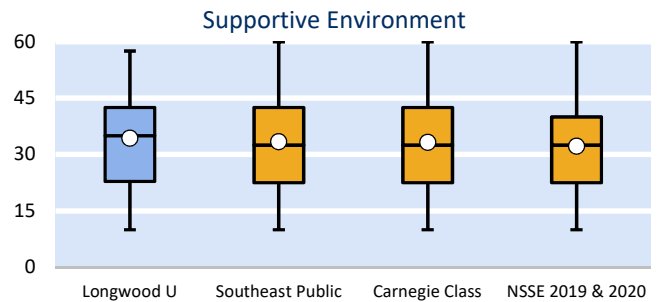
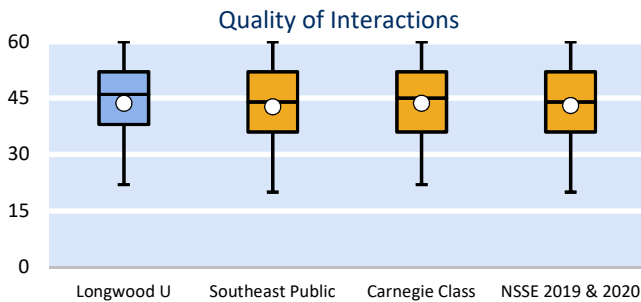
Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment*. Below are three views of your results alongside those of your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

Mean Comparisons

Engagement Indicator	Longwood U Mean	Your seniors compared with					
		Southeast Public		Carnegie Class		NSSE 2019 & 2020	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	43.7	42.7	.08	43.7	.00	43.0	.05
Supportive Environment	34.4	33.5	.06	33.3	.08	32.2 *	.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



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 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 ^a between your seniors and		
		Southeast Public	Carnegie Class	NSSE 2019 & 2020
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>	%			
13a. Students	59	+0	-0	+0
13b. Academic advisors	60	+8	+3	+6
13c. Faculty	63	+7	+2	+5
13d. Student services staff (career services, student activities, housing, etc.)	45	+0	+0	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	41	-2	-5	-4
<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	+5	+3	+5
14c. Using learning support services (tutoring services, writing center, etc.)	73	+7	+5	+7
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	54	-2	-1	-1
14e. Providing opportunities to be involved socially	72	+4	+5	+8
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	66	+2	+5	+6
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	31	-2	-3	-1
14h. Attending campus activities and events (performing arts, athletic events, etc.)	62	+1	+6	+10
14i. Attending events that address important social, economic, or political issues	45	+3	-0	+5

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.

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Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see go.iu.edu/NSSE-PnP), 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 2019 and 2020 NSSE institutions, and
- (b) institutions with average scores placing them in the top 10% of all 2019 and 2020 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		Longwood U Mean	Your first-year students compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	38.9	39.3	-.03	✓	41.4 ***	-.19	
	Reflective and Integrative Learning	36.8	36.7	.01	✓	39.0 ***	-.18	
	Learning Strategies	40.1	39.9	.02	✓	42.3 **	-.15	
	Quantitative Reasoning	28.3	29.4	-.07	✓	31.4 ***	-.20	
<i>Learning with Peers</i>	Collaborative Learning	35.3	35.2	.01	✓	37.4 **	-.16	
	Discussions with Diverse Others	41.2	41.5	-.02	✓	43.6 **	-.17	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	26.1	24.5 *	.11	✓	28.1 *	-.13	
	Effective Teaching Practices	40.9	40.5	.03	✓	42.3 *	-.10	
<i>Campus Environment</i>	Quality of Interactions	46.2	45.2	.09	✓	47.2	-.09	✓
	Supportive Environment	37.9	37.9	.00	✓	40.0 **	-.16	
Seniors		Longwood U Mean	Your seniors compared with					
			NSSE Top 50%			NSSE Top 10%		
Theme	Engagement Indicator		Mean	Effect size	✓	Mean	Effect size	✓
<i>Academic Challenge</i>	Higher-Order Learning	41.5	41.7	-.02	✓	43.2	-.13	
	Reflective and Integrative Learning	39.8	39.8	.00	✓	41.8 *	-.16	
	Learning Strategies	40.1	40.7	-.04	✓	42.7 **	-.18	
	Quantitative Reasoning	30.8	31.4	-.04	✓	33.4 *	-.16	
<i>Learning with Peers</i>	Collaborative Learning	37.5	35.9 *	.11	✓	38.4	-.06	✓
	Discussions with Diverse Others	42.2	42.1	.01	✓	43.8	-.10	
<i>Experiences with Faculty</i>	Student-Faculty Interaction	32.7	29.7 **	.19	✓	33.2	-.03	✓
	Effective Teaching Practices	41.6	41.8	-.01	✓	43.7 *	-.15	
<i>Campus Environment</i>	Quality of Interactions	43.7	45.2 *	-.13		47.4 ***	-.31	
	Supportive Environment	34.4	34.6	-.02	✓	36.8 *	-.17	

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 2019 and 2020 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	SE ^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 = 320)	38.9	12.3	.69	20	30	40	45	60				
Southeast Public	37.9	13.6	.04	15	30	40	45	60	321	1.0	.141	.075
Carnegie Class	37.6	13.2	.08	20	30	40	45	60	327	1.3	.059	.100
NSSE 2019 & 2020	38.1	13.2	.02	20	30	40	45	60	431,387	.9	.246	.065
Top 50%	39.3	13.1	.03	20	30	40	50	60	244,131	-.4	.569	-.032
Top 10%	41.4	12.8	.06	20	35	40	50	60	47,108	-2.5	.001	-.194
Reflective & Integrative Learning												
Longwood U (N = 340)	36.8	11.4	.62	20	29	37	43	60				
Southeast Public	34.7	12.2	.04	17	26	34	43	57	102,075	2.2	.001	.176
Carnegie Class	35.2	12.0	.07	17	26	34	43	57	30,365	1.7	.011	.139
NSSE 2019 & 2020	35.2	12.0	.02	17	26	34	43	57	466,862	1.7	.010	.140
Top 50%	36.7	11.8	.02	17	29	37	46	57	238,378	.2	.812	.013
Top 10%	39.0	11.7	.06	20	31	40	49	60	37,773	-2.1	.001	-.182
Learning Strategies												
Longwood U (N = 309)	40.1	13.3	.76	20	33	40	53	60				
Southeast Public	38.7	13.9	.05	20	27	40	47	60	86,852	1.5	.062	.107
Carnegie Class	38.1	13.8	.09	20	27	40	47	60	26,411	2.1	.009	.150
NSSE 2019 & 2020	38.3	13.8	.02	20	27	40	47	60	407,789	1.9	.018	.135
Top 50%	39.9	13.7	.03	20	33	40	53	60	206,915	.2	.774	.016
Top 10%	42.3	14.1	.07	20	33	40	53	60	312	-2.2	.005	-.154
Quantitative Reasoning												
Longwood U (N = 310)	28.3	15.0	.85	0	20	27	40	60				
Southeast Public	28.8	15.6	.05	0	20	27	40	60	88,615	-.4	.631	-.027
Carnegie Class	27.5	15.4	.09	0	20	27	40	60	26,835	.8	.336	.055
NSSE 2019 & 2020	28.2	15.3	.02	0	20	27	40	60	414,692	.1	.893	.008
Top 50%	29.4	15.2	.03	7	20	27	40	60	269,109	-1.1	.200	-.073
Top 10%	31.4	15.3	.06	7	20	33	40	60	57,081	-3.1	.000	-.200
Learning with Peers												
Collaborative Learning												
Longwood U (N = 351)	35.3	12.7	.68	15	25	35	45	60				
Southeast Public	33.1	14.3	.04	10	20	35	40	60	353	2.2	.002	.152
Carnegie Class	32.9	14.0	.08	10	25	35	40	60	360	2.4	.001	.169
NSSE 2019 & 2020	32.3	14.7	.02	5	20	30	40	60	351	3.0	.000	.206
Top 50%	35.2	13.7	.02	15	25	35	45	60	351	.1	.871	.008
Top 10%	37.4	13.5	.05	15	30	40	45	60	65,329	-2.1	.004	-.156
Discussions with Diverse Others												
Longwood U (N = 308)	41.2	15.1	.86	15	30	40	55	60				
Southeast Public	40.6	15.7	.05	15	30	40	55	60	87,731	.6	.498	.039
Carnegie Class	38.2	15.5	.10	15	25	40	50	60	26,583	3.0	.001	.192
NSSE 2019 & 2020	39.5	15.6	.02	15	30	40	55	60	410,775	1.7	.058	.108
Top 50%	41.5	15.0	.03	20	30	40	55	60	275,597	-.3	.758	-.018
Top 10%	43.6	14.5	.06	20	35	45	60	60	57,367	-2.4	.003	-.167

Detailed Statistics: First-Year Students

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Longwood U (N = 328)	26.1	14.7	.81	5	15	25	35	55				
Southeast Public	21.7	15.0	.05	0	10	20	30	50	96,887	4.4	.000	.293
Carnegie Class	22.7	14.8	.09	0	10	20	30	50	28,998	3.4	.000	.227
NSSE 2019 & 2020	21.4	14.6	.02	0	10	20	30	50	446,755	4.7	.000	.324
Top 50%	24.5	14.7	.04	5	15	20	35	55	157,629	1.6	.045	.111
Top 10%	28.1	15.5	.11	5	15	25	40	60	21,166	-2.0	.020	-.130
Effective Teaching Practices												
Longwood U (N = 318)	40.9	12.3	.69	20	32	40	52	60				
Southeast Public	38.0	13.4	.04	16	28	40	48	60	320	2.9	.000	.219
Carnegie Class	38.2	13.3	.08	16	28	40	48	60	27,904	2.7	.000	.205
NSSE 2019 & 2020	38.4	13.2	.02	16	28	40	48	60	429,757	2.5	.001	.187
Top 50%	40.5	13.2	.03	20	32	40	52	60	178,675	.4	.609	.029
Top 10%	42.3	14.1	.06	16	32	44	56	60	322	-1.4	.050	-.097
Campus Environment												
Quality of Interactions												
Longwood U (N = 299)	46.2	10.6	.61	24	40	48	54	60				
Southeast Public	43.1	11.9	.04	20	36	44	52	60	301	3.1	.000	.260
Carnegie Class	43.0	12.1	.08	20	36	44	52	60	308	3.2	.000	.265
NSSE 2019 & 2020	43.2	11.8	.02	22	36	44	52	60	299	2.9	.000	.247
Top 50%	45.2	11.2	.03	24	38	46	54	60	166,990	1.0	.131	.087
Top 10%	47.2	11.6	.06	25	40	50	58	60	304	-1.1	.087	-.091
Supportive Environment												
Longwood U (N = 297)	37.9	12.5	.72	18	30	38	45	60				
Southeast Public	36.9	13.5	.05	15	28	38	45	60	299	1.0	.161	.075
Carnegie Class	36.2	13.6	.09	14	28	38	45	60	305	1.8	.015	.131
NSSE 2019 & 2020	36.0	13.5	.02	15	28	38	45	60	297	1.9	.008	.144
Top 50%	37.9	13.1	.03	18	30	38	48	60	201,490	.0	.948	.004
Top 10%	40.0	12.9	.07	18	33	40	50	60	35,839	-2.1	.005	-.162

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 SE) 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	SE ^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 = 238)	41.5	12.6	.81	20	35	40	50	60				
Southeast Public	40.0	13.8	.05	20	30	40	50	60	93,421	1.5	.086	.111
Carnegie Class	40.6	13.5	.09	20	30	40	50	60	23,873	.9	.287	.069
NSSE 2019 & 2020	40.1	13.5	.02	20	30	40	50	60	458,670	1.4	.107	.105
Top 50%	41.7	13.4	.03	20	35	40	55	60	202,188	-.2	.817	-.015
Top 10%	43.2	13.3	.06	20	35	40	55	60	49,402	-1.7	.054	-.125
Reflective & Integrative Learning												
Longwood U (N = 253)	39.8	11.5	.72	20	31	40	49	60				
Southeast Public	37.8	12.6	.04	17	29	37	46	60	254	2.0	.005	.161
Carnegie Class	38.9	12.3	.08	20	31	40	49	60	25,251	.9	.251	.073
NSSE 2019 & 2020	38.1	12.5	.02	17	29	37	46	60	486,224	1.8	.024	.142
Top 50%	39.8	12.2	.03	20	31	40	49	60	200,766	.0	.984	.001
Top 10%	41.8	12.0	.07	20	34	40	51	60	32,632	-1.9	.011	-.161
Learning Strategies												
Longwood U (N = 230)	40.1	14.3	.94	20	27	40	53	60				
Southeast Public	39.3	14.6	.05	13	27	40	53	60	88,705	.8	.408	.055
Carnegie Class	39.0	14.5	.10	13	27	40	53	60	22,817	1.2	.219	.081
NSSE 2019 & 2020	38.6	14.6	.02	13	27	40	53	60	439,201	1.5	.116	.104
Top 50%	40.7	14.5	.03	20	33	40	53	60	224,024	-.5	.570	-.038
Top 10%	42.7	14.4	.05	20	33	40	60	60	72,333	-2.5	.008	-.176
Quantitative Reasoning												
Longwood U (N = 230)	30.8	16.1	1.06	7	20	27	40	60				
Southeast Public	31.0	16.2	.05	0	20	33	40	60	89,903	-.1	.921	-.007
Carnegie Class	30.0	16.3	.11	0	20	27	40	60	23,172	.9	.425	.053
NSSE 2019 & 2020	30.2	16.2	.02	0	20	27	40	60	444,733	.6	.575	.037
Top 50%	31.4	16.1	.03	0	20	33	40	60	286,478	-.6	.589	-.036
Top 10%	33.4	15.9	.07	7	20	33	40	60	56,294	-2.5	.016	-.158
Learning with Peers												
Collaborative Learning												
Longwood U (N = 267)	37.5	12.1	.74	20	30	35	45	60				
Southeast Public	34.0	15.0	.05	10	25	35	45	60	268	3.5	.000	.237
Carnegie Class	33.4	14.5	.09	10	25	35	45	60	274	4.1	.000	.281
NSSE 2019 & 2020	32.0	15.6	.02	5	20	30	45	60	266	5.5	.000	.353
Top 50%	35.9	14.0	.03	15	25	35	45	60	266	1.6	.035	.112
Top 10%	38.4	13.6	.06	15	30	40	50	60	270	-.9	.237	-.065
Discussions with Diverse Others												
Longwood U (N = 231)	42.2	14.6	.96	20	30	40	60	60				
Southeast Public	41.9	15.7	.05	15	30	40	60	60	89,222	.4	.730	.023
Carnegie Class	39.3	15.3	.10	15	30	40	55	60	22,994	2.9	.004	.189
NSSE 2019 & 2020	40.2	15.9	.02	15	30	40	55	60	441,102	2.0	.053	.127
Top 50%	42.1	15.5	.03	15	30	40	60	60	284,777	.2	.862	.011
Top 10%	43.8	15.3	.06	20	35	45	60	60	71,717	-1.5	.126	-.101

Detailed Statistics: Seniors

	Mean statistics			Percentile ^d scores					Comparison results			
	Mean	SD ^b	SE ^c	5th	25th	50th	75th	95th	Deg. of freedom ^e	Mean diff.	Sig. ^f	Effect size ^g
Experiences with Faculty												
Student-Faculty Interaction												
Longwood U (N = 244)	32.7	15.0	.96	10	20	30	45	60				
Southeast Public	24.9	16.4	.05	0	10	20	35	60	96,455	7.8	.000	.476
Carnegie Class	27.1	16.4	.11	0	15	25	40	60	24,412	5.7	.000	.345
NSSE 2019 & 2020	23.9	16.1	.02	0	10	20	35	55	470,912	8.8	.000	.548
Top 50%	29.7	15.9	.05	5	20	30	40	60	106,362	3.1	.003	.193
Top 10%	33.2	16.0	.12	10	20	35	45	60	18,531	-.5	.618	-.032
Effective Teaching Practices												
Longwood U (N = 235)	41.6	13.6	.89	16	32	40	52	60				
Southeast Public	39.7	14.0	.05	16	32	40	52	60	93,113	1.9	.036	.137
Carnegie Class	40.6	13.9	.09	16	32	40	52	60	23,859	1.1	.247	.076
NSSE 2019 & 2020	39.7	13.8	.02	16	32	40	52	60	458,142	1.9	.032	.139
Top 50%	41.8	13.7	.03	20	32	40	52	60	172,529	-.1	.891	-.009
Top 10%	43.7	13.4	.07	20	36	44	56	60	38,105	-2.1	.019	-.154
Campus Environment												
Quality of Interactions												
Longwood U (N = 222)	43.7	11.0	.74	22	38	46	52	60				
Southeast Public	42.7	12.1	.04	20	36	44	52	60	82,585	.9	.246	.078
Carnegie Class	43.7	11.8	.08	22	36	45	52	60	21,722	.0	.988	.001
NSSE 2019 & 2020	43.0	12.1	.02	20	36	44	52	60	406,609	.6	.425	.054
Top 50%	45.2	11.7	.03	24	38	48	54	60	182,079	-1.5	.050	-.132
Top 10%	47.4	12.0	.05	24	40	50	58	60	58,461	-3.7	.000	-.307
Supportive Environment												
Longwood U (N = 223)	34.4	13.6	.91	10	23	35	43	58				
Southeast Public	33.5	14.2	.05	10	23	33	43	60	86,344	.9	.336	.065
Carnegie Class	33.3	14.1	.09	10	23	33	43	60	22,399	1.1	.233	.080
NSSE 2019 & 2020	32.2	14.2	.02	10	23	33	40	60	428,814	2.2	.023	.153
Top 50%	34.6	14.0	.03	13	25	35	45	60	189,720	-.2	.813	-.016
Top 10%	36.8	14.1	.08	13	28	38	48	60	34,189	-2.4	.011	-.172

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 SE) 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.