

NSSE

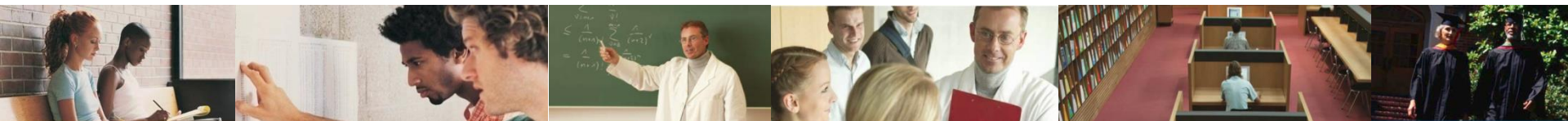
national survey of
student engagement

2018

Presentation Overview

- 1. NSSE and the Concept of Student Engagement**
- 2. Selected NSSE Results for LAU**
- 3. Engagement Indicators**
- 4. High-Impact Practices**
- 5. Overall Experience**

NSSE and the Concept of Student Engagement



What is Student Engagement?

What students do –

Time and energy devoted to studies and other educationally purposeful activities

What institutions do –

Using resources and effective educational practices to induce students to do the right things

Educationally effective institutions channel student energy toward the right activities

Seven Principles of Good Practice in Undergraduate Education

Student-faculty contact

Active learning

Prompt feedback

Time on task

High expectations

Experiences with diversity

Cooperation among students



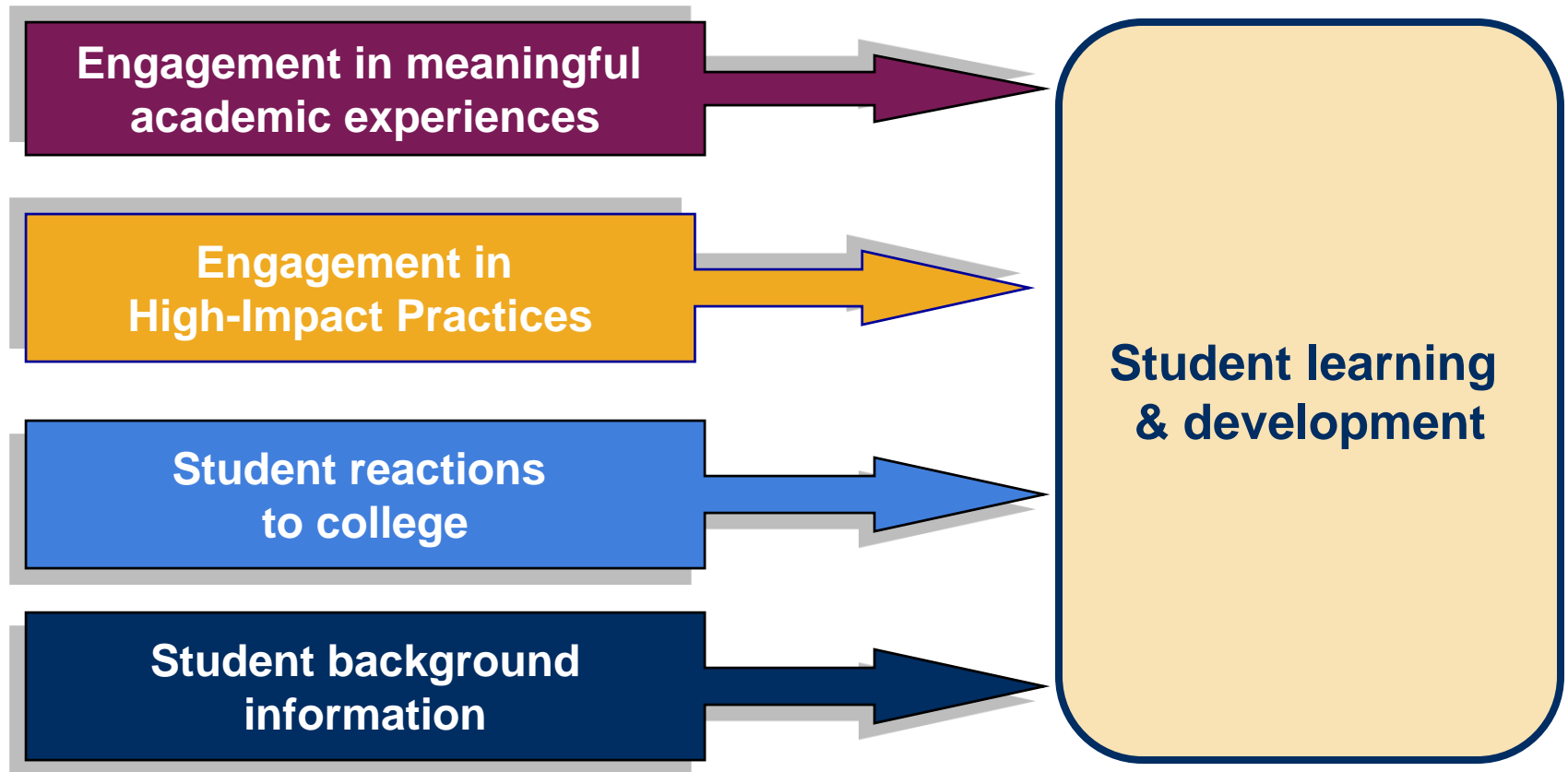
Chickering, A. W. & Gamson, Z. F. (1987). *Seven principles for good practice in undergraduate education*. AAHE: Bulletin, 39 (7), 3-7.

Goals of NSSE Project

- Focus conversations on undergraduate quality
- Enhance institutional practice and improvement initiatives
- Foster comparative and consortium activity
- Provide systematic national data on “effective educational practices”



NSSE Survey Content



Selected NSSE Results for LAU



NSSE 2018 Survey Population and Respondents

- Approximately 1.2 million students were invited to participate in NSSE 2018, with 289,867 responding
- 2,937 LAU students were invited to participate, with 1,244 responding



NSSE 2018 U.S. Institution Response Rates

LAU response rate = 42%

All NSSE 2018 institutions = 30%

**NSSE 2018
U.S. Average
Institutional
Response Rates
by Enrollment:**

Undergraduate Enrollment	Number of Institutions	Avg. Institutional Response Rate
2,500 or fewer	219	35%
2,501 to 4,999	109	28%
5,000 to 9,999	74	25%
10,000 or more	71	21%
All institutions	476	30%

Engagement Indicators

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.

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

Engagement Indicators Overview

First-year students

First-Year Students		Your first-year students compared with New England Region	Your first-year students compared with Carnegie Peers	Your first-year students compared with NSSE 2017 & 2018
Theme	Engagement Indicator			
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	▽	▽	▽

- ▲ 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.

Engagement Indicators Overview

Senior students

Seniors		Your seniors compared with New England Region	Your seniors compared with Carnegie Peers	Your seniors compared with NSSE 2017 & 2018
Theme	Engagement Indicator			
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	▲	--	▲

- ▲ 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.

Academic Challenge

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.

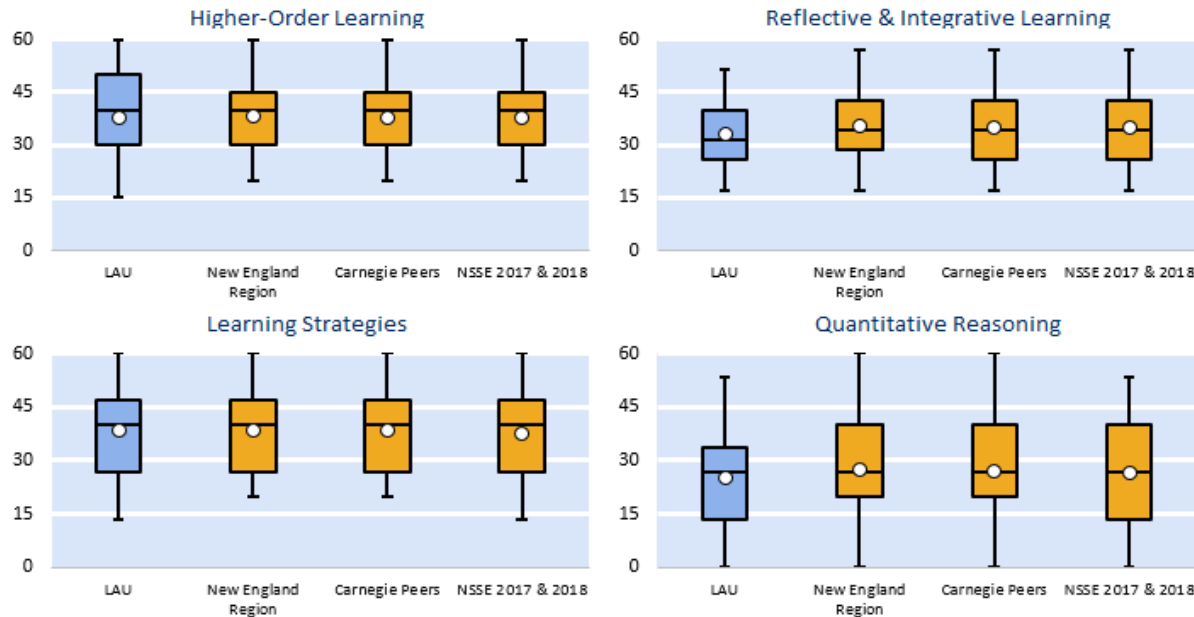
Academic Challenge: First-year Students

Mean Comparisons

Engagement Indicator	LAU Mean	Your first-year students compared with					
		New England Region		Carnegie Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.8	38.2	-.04	37.7	.00	37.6	.01
Reflective & Integrative Learning	33.1	35.4 ***	-.19	35.1 ***	-.17	34.9 ***	-.15
Learning Strategies	38.3	38.3	.00	38.5	-.01	37.6	.05
Quantitative Reasoning	24.9	27.5 ***	-.18	26.7 **	-.12	26.3 *	-.09

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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 Performance on Indicator Items

		Percentage point difference ^a between your FY students and		
	LAU	New England Region	Carnegie Peers	NSSE 2017 & 2018
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	68	 -4	 -2	 -4
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68	 -3	 -1	 -2
4d. Evaluating a point of view, decision, or information source	62	 -8	 -8	 -5
4e. Forming a new idea or understanding from various pieces of information	67	 -3	 -2	 -1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	47	 -6	 -5	 -6
2b. Connected your learning to societal problems or issues	49	 -6	 -3	 -3
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	28	 -25	 -23	 -21
2d. Examined the strengths and weaknesses of your own views on a topic or issue	56	 -7	 -7	 -6
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	70	 +1	 +0	 +1
2f. Learned something that changed the way you understand an issue or concept	70	 +3	 +3	 +2
2g. Connected ideas from your courses to your prior experiences and knowledge	76	 -2	 -1	 -2

Academic Challenge: First-year Students Performance on Indicator Items

		Percentage point difference ^a between your FY students and		
	LAU	New England Region	Carnegie Peers	NSSE 2017 & 2018
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	66	 -13	 -10	 -10
9b. Reviewed your notes after class	66	+1 	-1 	+4 
9c. Summarized what you learned in class or from course materials	66	+3 	+2 	+4 
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	50	 -2	+1 	+1 
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	33	 -6	 -4	 -3
6c. Evaluated what others have concluded from numerical information	30	 -9	 -6	 -6

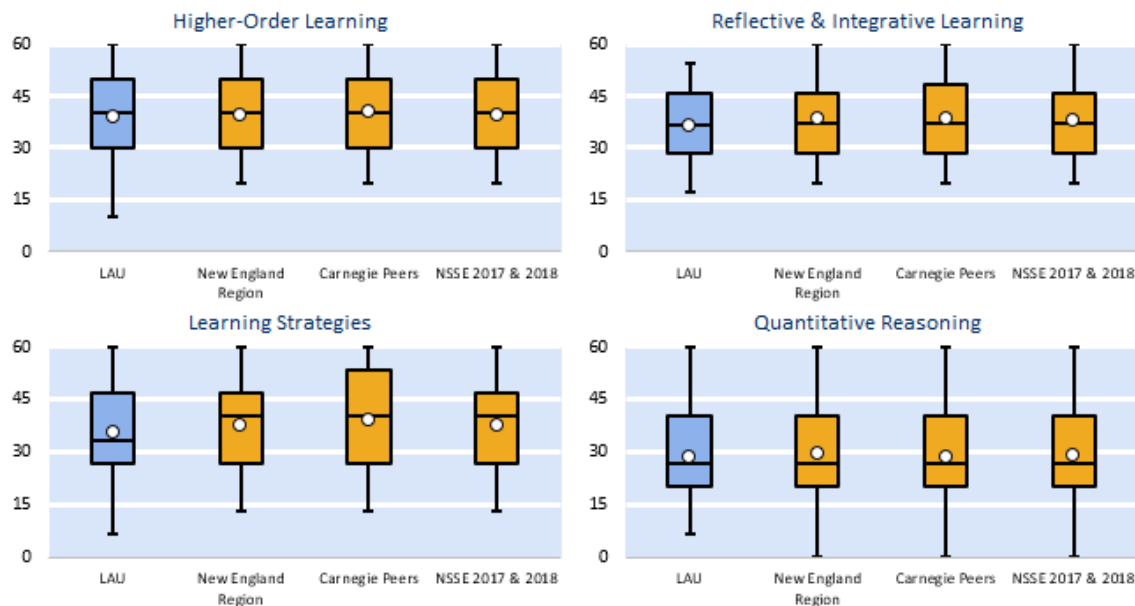
Academic Challenge : Senior Students

Mean Comparisons

Engagement Indicator	LAU Mean	Your seniors compared with					
		New England Region		Carnegie Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.0	39.5	-.04	40.5	-.11	39.6	-.04
Reflective & Integrative Learning	36.6	38.2 *	-.14	38.5 **	-.16	37.9 *	-.11
Learning Strategies	35.2	37.3 *	-.14	39.2 ***	-.27	37.7 **	-.17
Quantitative Reasoning	28.5	29.3	-.05	28.7	-.01	28.7	-.01

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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 : Senior Students Performance on Indicator Items

		Percentage point difference between your seniors and		
	LAU	England Region	Carnegie Peers	NSSE 2017 & 2018
Higher-Order Learning				
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...				
	%			
4b. Applying facts, theories, or methods to practical problems or new situations	71	<div><div></div><div></div></div> -6	<div><div></div><div></div></div> -8	<div><div></div><div></div></div> -7
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	72	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> -3
4d. Evaluating a point of view, decision, or information source	69	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> -0
4e. Forming a new idea or understanding from various pieces of information	72	<div><div></div><div></div></div> +0	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> +1
Reflective & Integrative Learning				
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	61	<div><div></div><div></div></div> -9	<div><div></div><div></div></div> -9	<div><div></div><div></div></div> -9
2b. Connected your learning to societal problems or issues	55	<div><div></div><div></div></div> -9	<div><div></div><div></div></div> -8	<div><div></div><div></div></div> -6
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	38	<div><div></div><div></div></div> -16	<div><div></div><div></div></div> -17	<div><div></div><div></div></div> -15
2d. Examined the strengths and weaknesses of your own views on a topic or issue	63	<div><div></div><div></div></div> -3	<div><div></div><div></div></div> -4	<div><div></div><div></div></div> -2
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	<div><div></div><div></div></div> -1	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -0
2f. Learned something that changed the way you understand an issue or concept	73	<div><div></div><div></div></div> +1	<div><div></div><div></div></div> +2	<div><div></div><div></div></div> +2
2g. Connected ideas from your courses to your prior experiences and knowledge	82	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -2	<div><div></div><div></div></div> -2

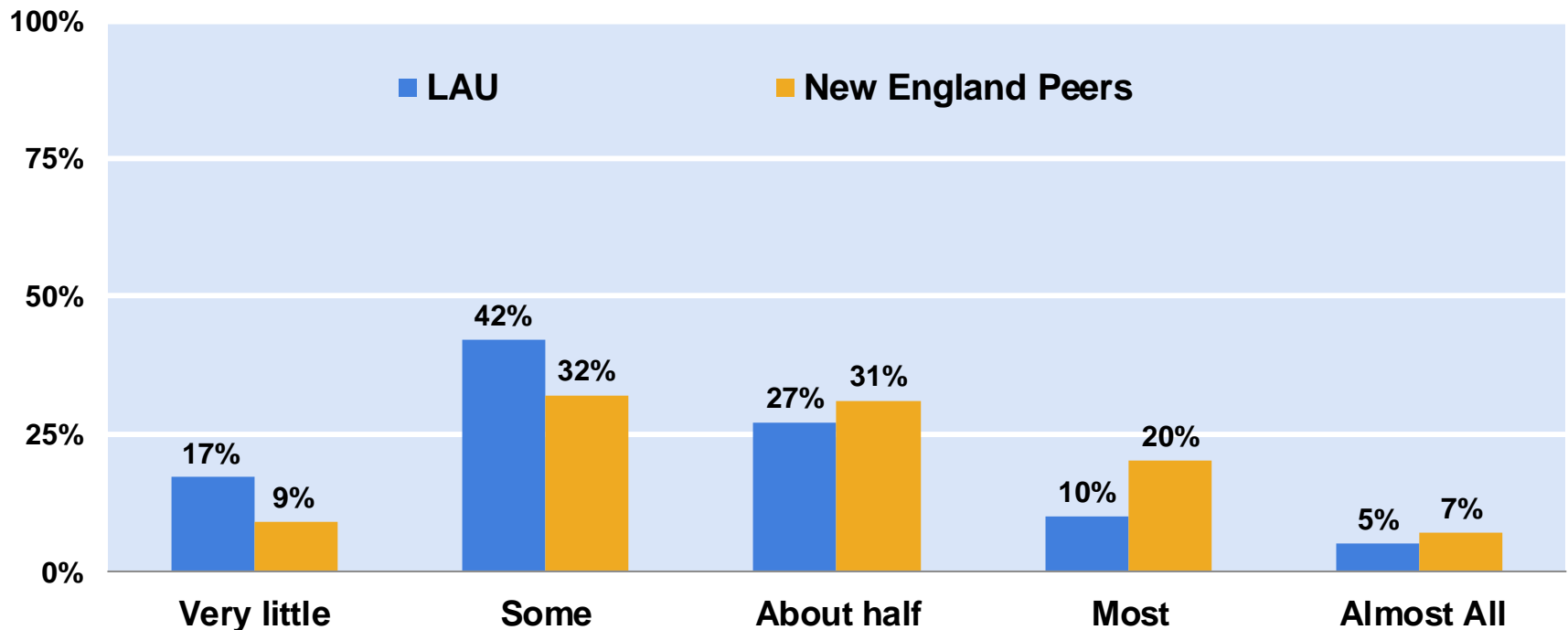
Academic Challenge : Senior Students Performance on Indicator Items

		Percentage point difference between your seniors and		
	LAU	England Region	Carnegie Peers	NSSE 2017 & 2018
Learning Strategies				
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	71	-9	-9	-8
9b. Reviewed your notes after class	49	-9	-16	-10
9c. Summarized what you learned in class or from course materials	64	+3	-2	+2
Quantitative Reasoning				
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	56	+3	+4	+4
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	-1	-0	+0
6c. Evaluated what others have concluded from numerical information	37	-8	-4	-5

Academic Challenge : Taking a Closer Look

First-year students

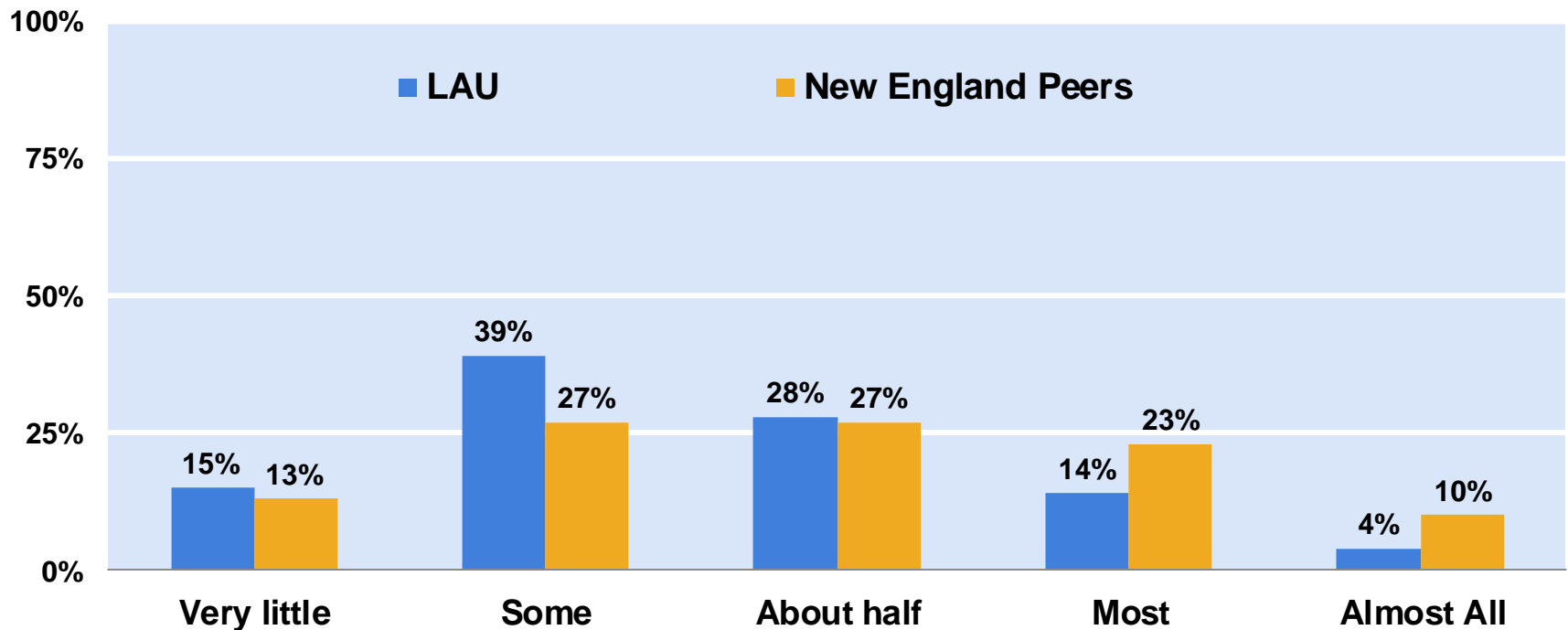
- Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?



Academic Challenge : Taking a Closer Look

Senior students

- Of the time you spend preparing for class in a typical 7-day week, about how much is on assigned reading?



Academic Challenge : Taking a Closer Look

How do students spend their time?

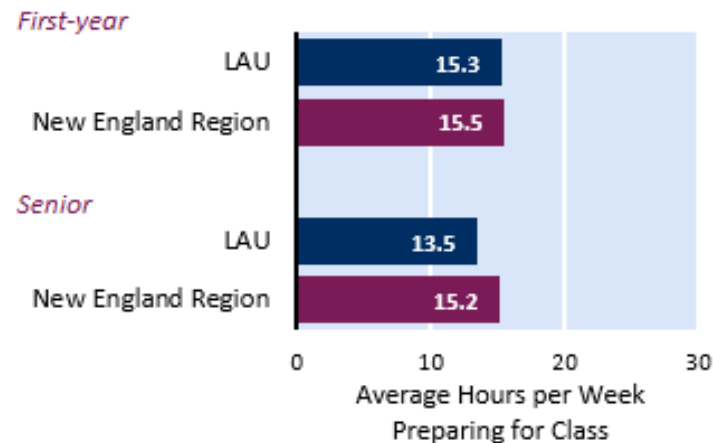
- Percentage spending more than 10 hours per week preparing for class

Class	LAU	New England Peers
First-Year	64%	70%
Senior	51%	64%

Academic Challenge : Taking a Closer Look

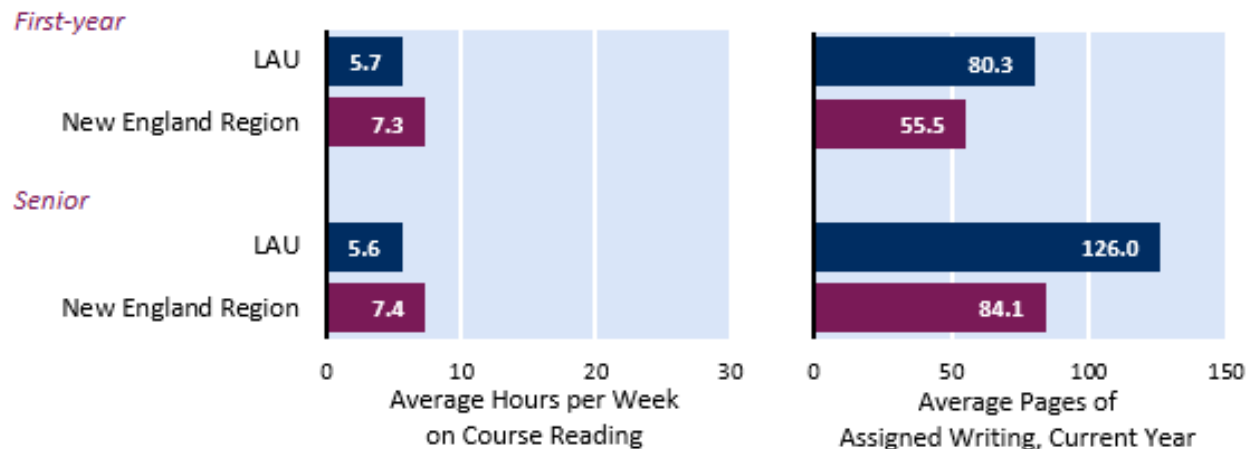
Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your students compared to students in your comparison group.



Reading and Writing

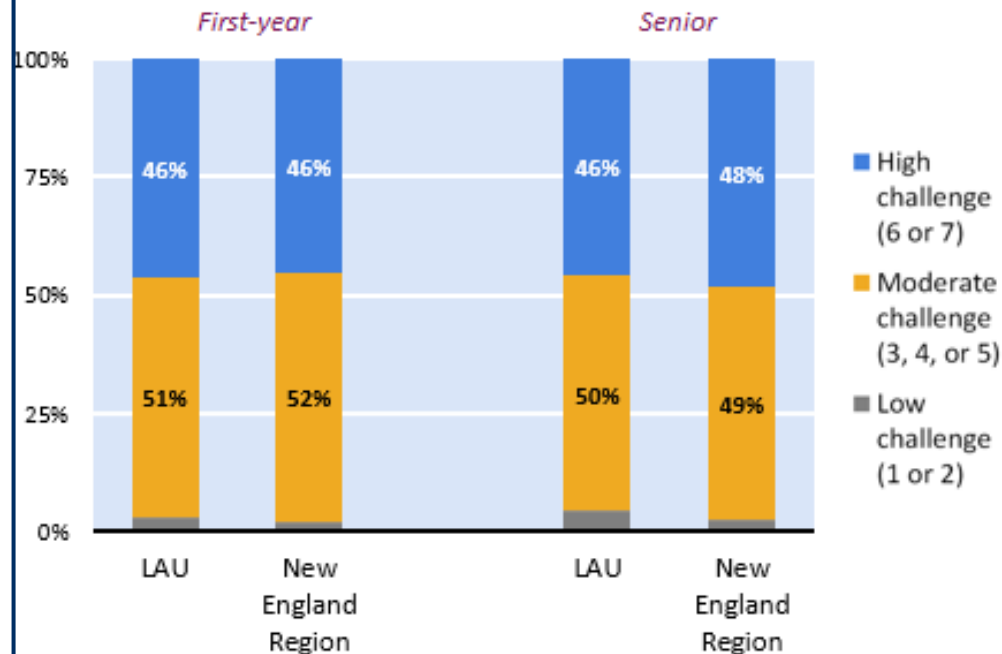
These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.



Academic Challenge : Taking a Closer Look

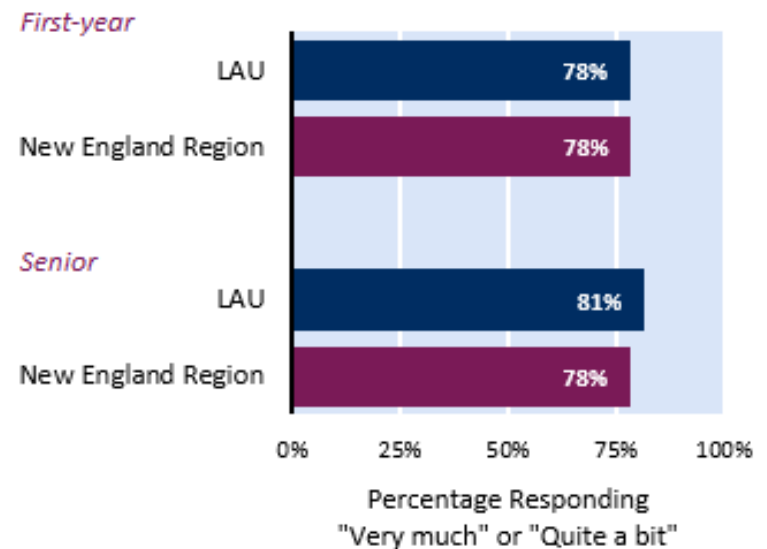
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."



Academic Emphasis

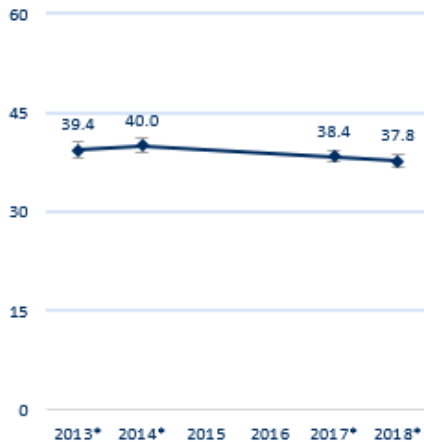
How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."



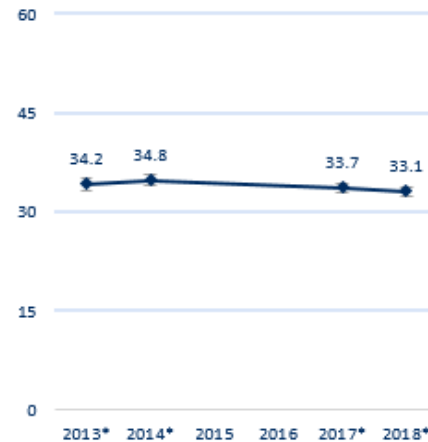
Academic Challenge-First year students: Across the years

Academic Challenge: First-year students

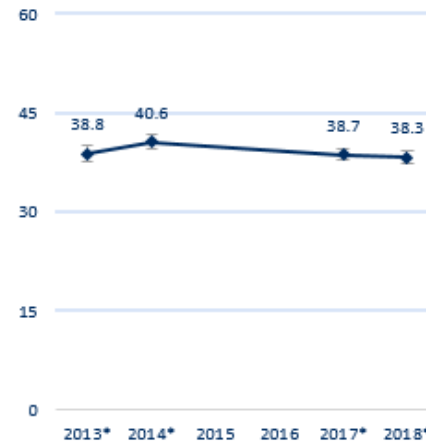
Higher-Order Learning



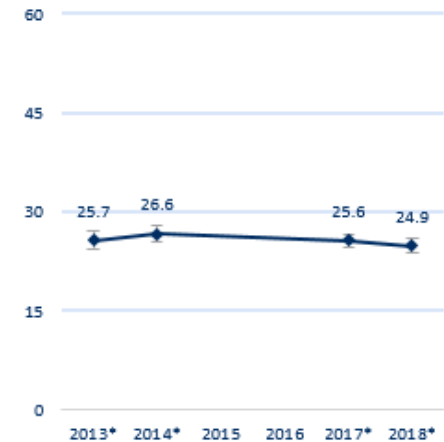
Reflective & Integrative Learning



Learning Strategies

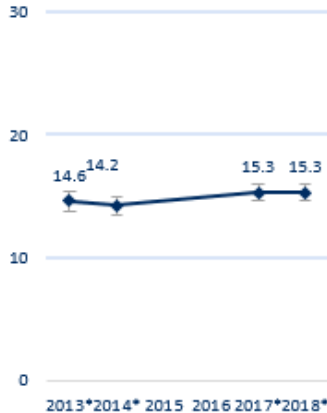


Quantitative Reasoning

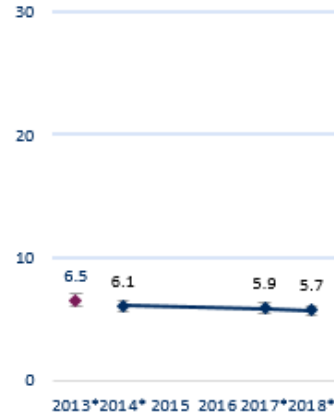


Academic Challenge (additional items): First-year students

Preparing for Class (hrs/wk)



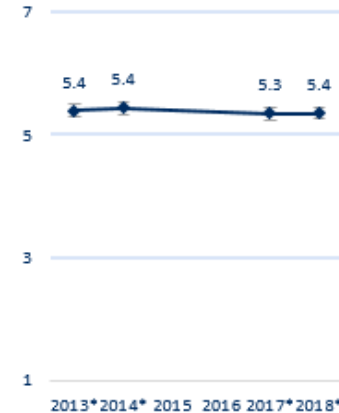
Course Reading (hrs/wk)^a



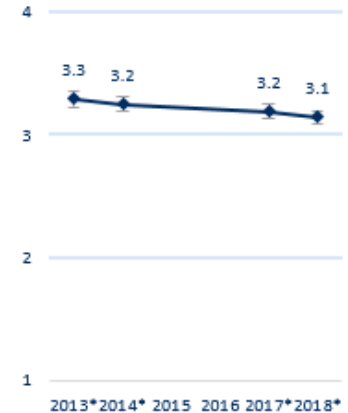
Assigned Writing (pages)^a



Course Challenge^b



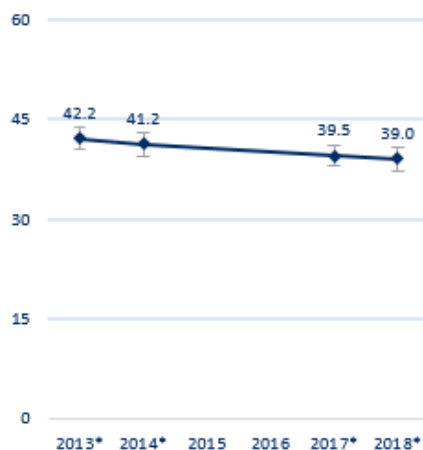
Academic Emphasis^c



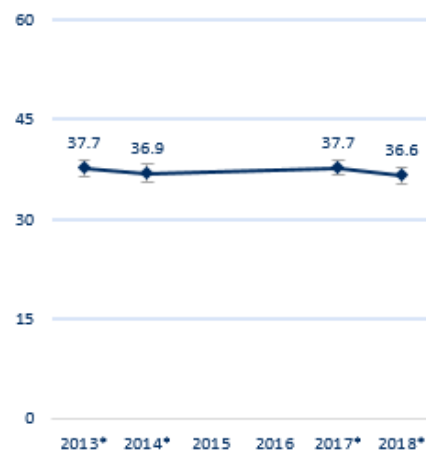
Academic Challenge-Senior students: Across the years

Academic Challenge: Seniors

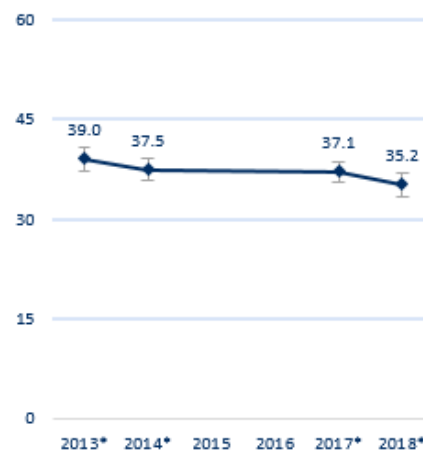
Higher-Order Learning



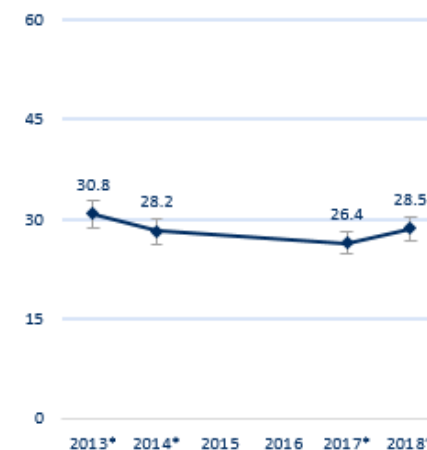
Reflective & Integrative Learning



Learning Strategies

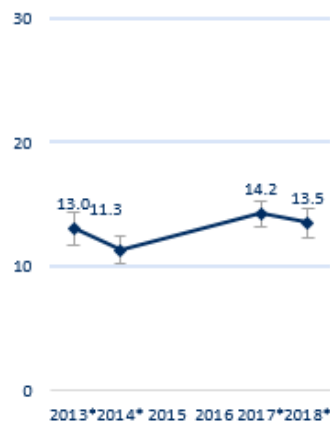


Quantitative Reasoning

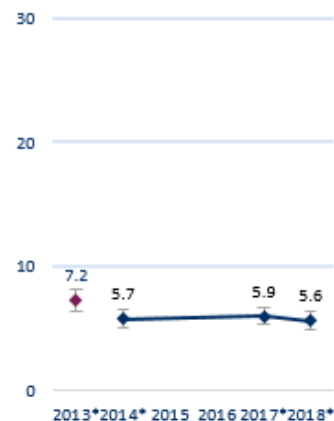


Academic Challenge (additional items): Seniors

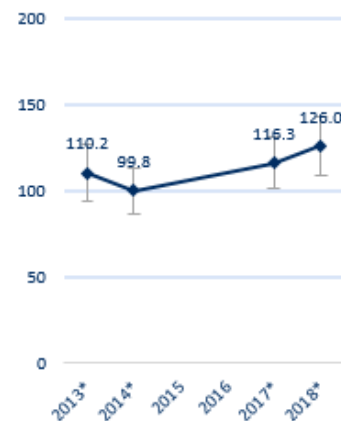
Preparing for Class (hrs/wk)



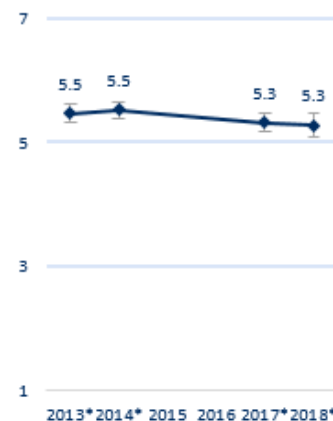
Course Reading (hrs/wk)^a



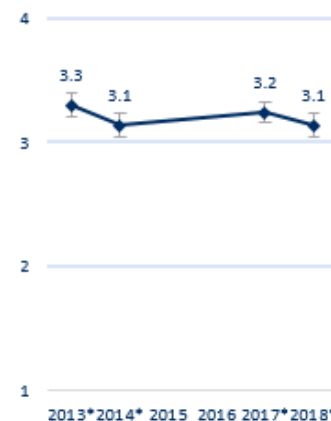
Assigned Writing (pages)^a



Course Challenge^b



Academic Emphasis^c



Learning with Peers

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.

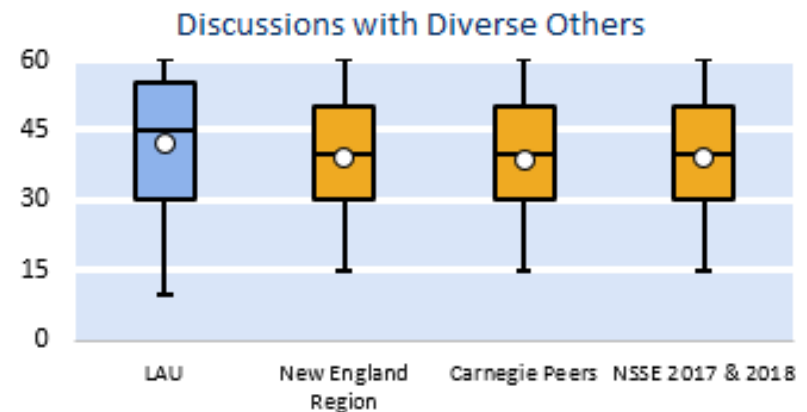
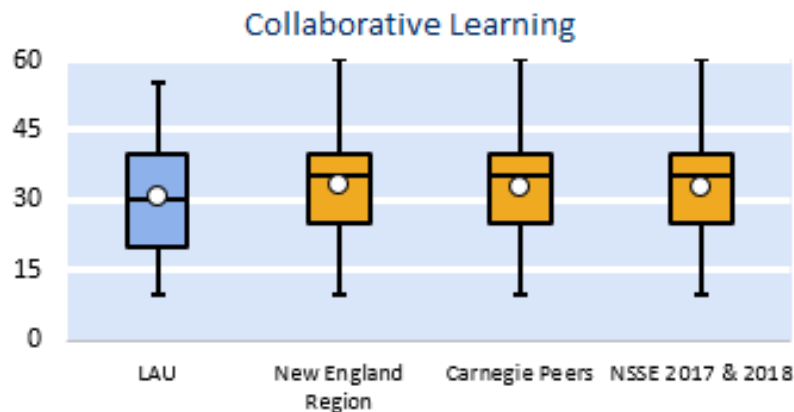
Learning with Peers: First-year Students

Mean Comparisons

Engagement Indicator	LAU Mean	Your first-year students compared with					
		New England Region		Carnegie Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	31.1	33.5 ***	-.18	33.2 ***	-.15	33.1 ***	-.14
Discussions with Diverse Others	42.0	39.2 ***	.19	38.7 ***	.21	39.2 ***	.18

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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.

Learning with Peers: First-year Students Performance on Indicator Items

Collaborative Learning

Percentage of students who responded that they "Very often" or "Often"...

1e. Asked another student to help you understand course material

1f. Explained course material to one or more students

1g. Prepared for exams by discussing or working through course material with other students

1h. Worked with other students on course projects or assignments

Discussions with Diverse Others

Percentage of students who responded that they "Very often" or "Often" had discussions with...

8a. People from a race or ethnicity other than your own

8b. People from an economic background other than your own

8c. People with religious beliefs other than your own

8d. People with political views other than your own

LAU

35

61

51

53

64

77

80

74

Percentage point difference between your FY students and

England
Region

Carnegie
Peers

NSSE 2017
& 2018

-20

+1

-2

-6

-6

+4

+12

+14

-20

+2

-1

-4

-5

+6

+18

+9

-20

+2

-1

-3

-7

+6

+13

+11

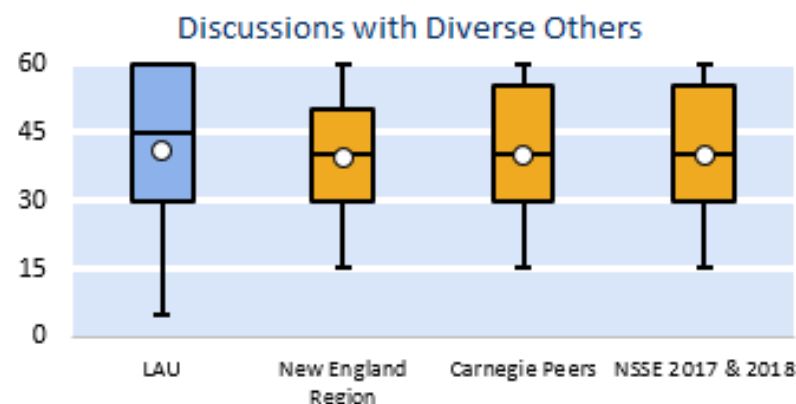
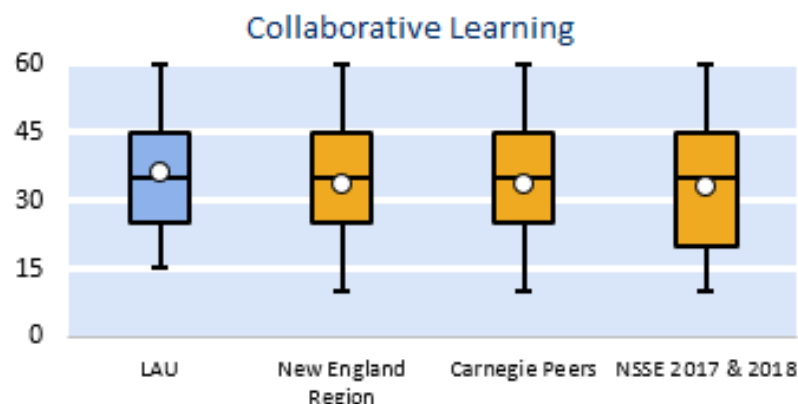
Learning with Peers : Senior Students

Mean Comparisons

Engagement Indicator	LAU Mean	Your seniors compared with					
		New England Region		Carnegie Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	36.1	33.7 **	.17	33.5 ***	.18	33.1 ***	.21
Discussions with Diverse Others	41.2	39.1	.14	39.8	.09	40.1	.07

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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.

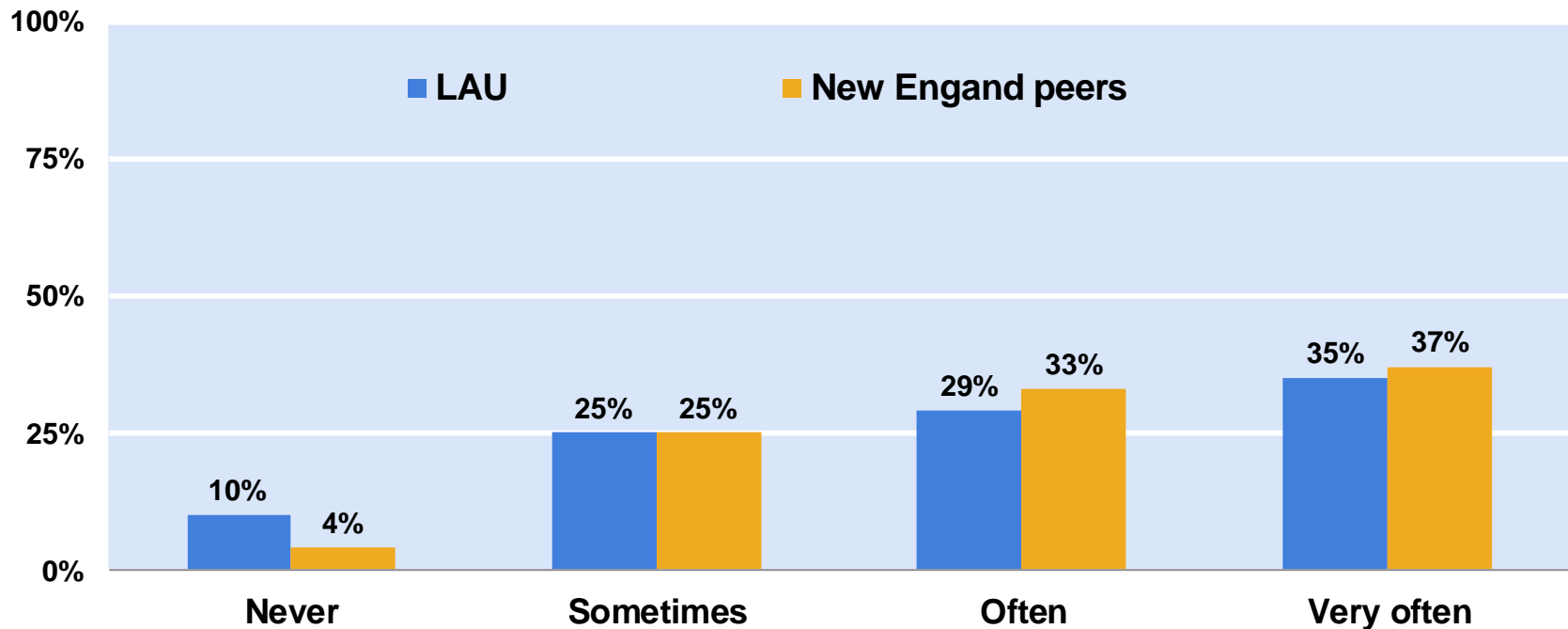
Learning with Peers : Senior Students Performance on Indicator Items

		Percentage point difference between your seniors and		
	LAU	England Region	Carnegie Peers	NSSE 2017 & 2018
Collaborative Learning				
Percentage of students who responded that they "Very often" or "Often" ...				
1e. Asked another student to help you understand course material	37	-10	-9	-9
1f. Explained course material to one or more students	65	+3	+4	+5
1g. Prepared for exams by discussing or working through course material with other students	62	+11	+11	+13
1h. Worked with other students on course projects or assignments	78	+12	+13	+12
Discussions with Diverse Others				
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	57	-13	-13	-15
8b. People from an economic background other than your own	75	+2	+2	+3
8c. People with religious beliefs other than your own	76	+9	+11	+9
8d. People with political views other than your own	77	+17	+10	+12

Discussions with Diverse Others: Taking a Closer Look

First year students

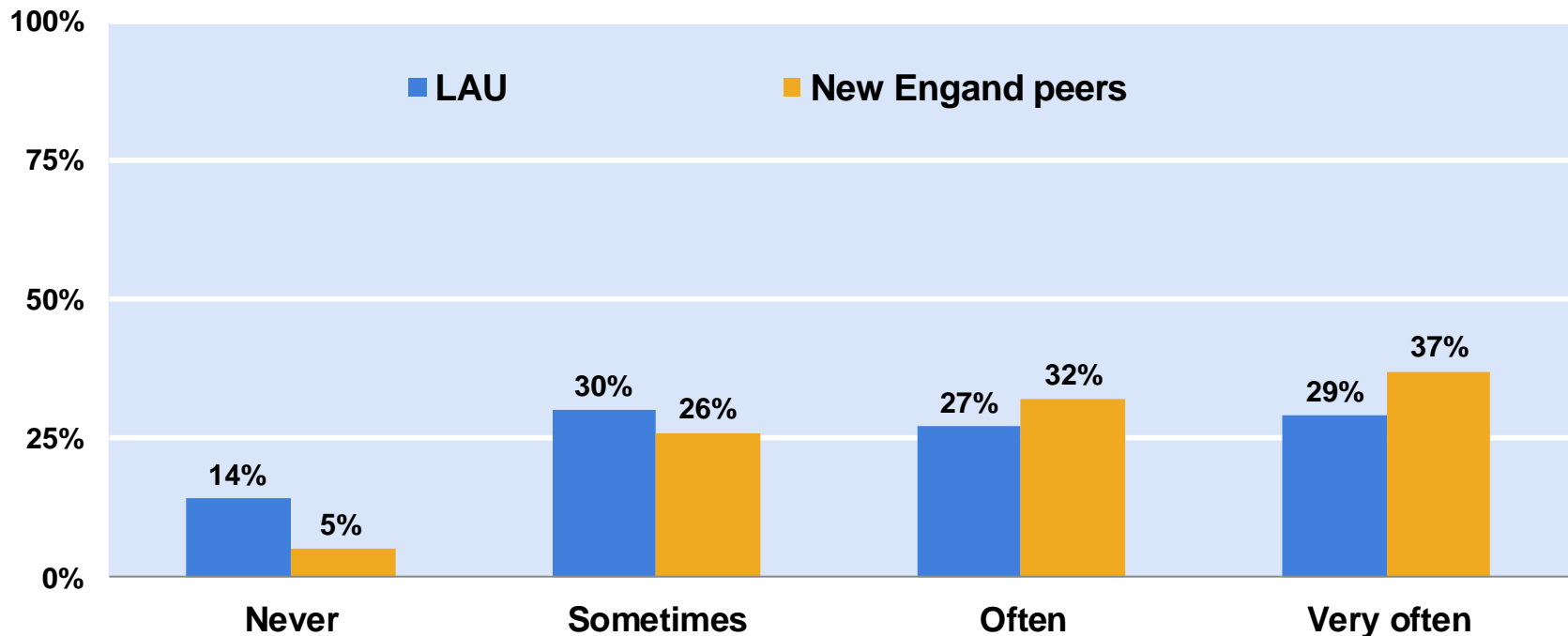
- How often have you had discussions with people from the following groups?
- People of a race or ethnicity rather than your own**



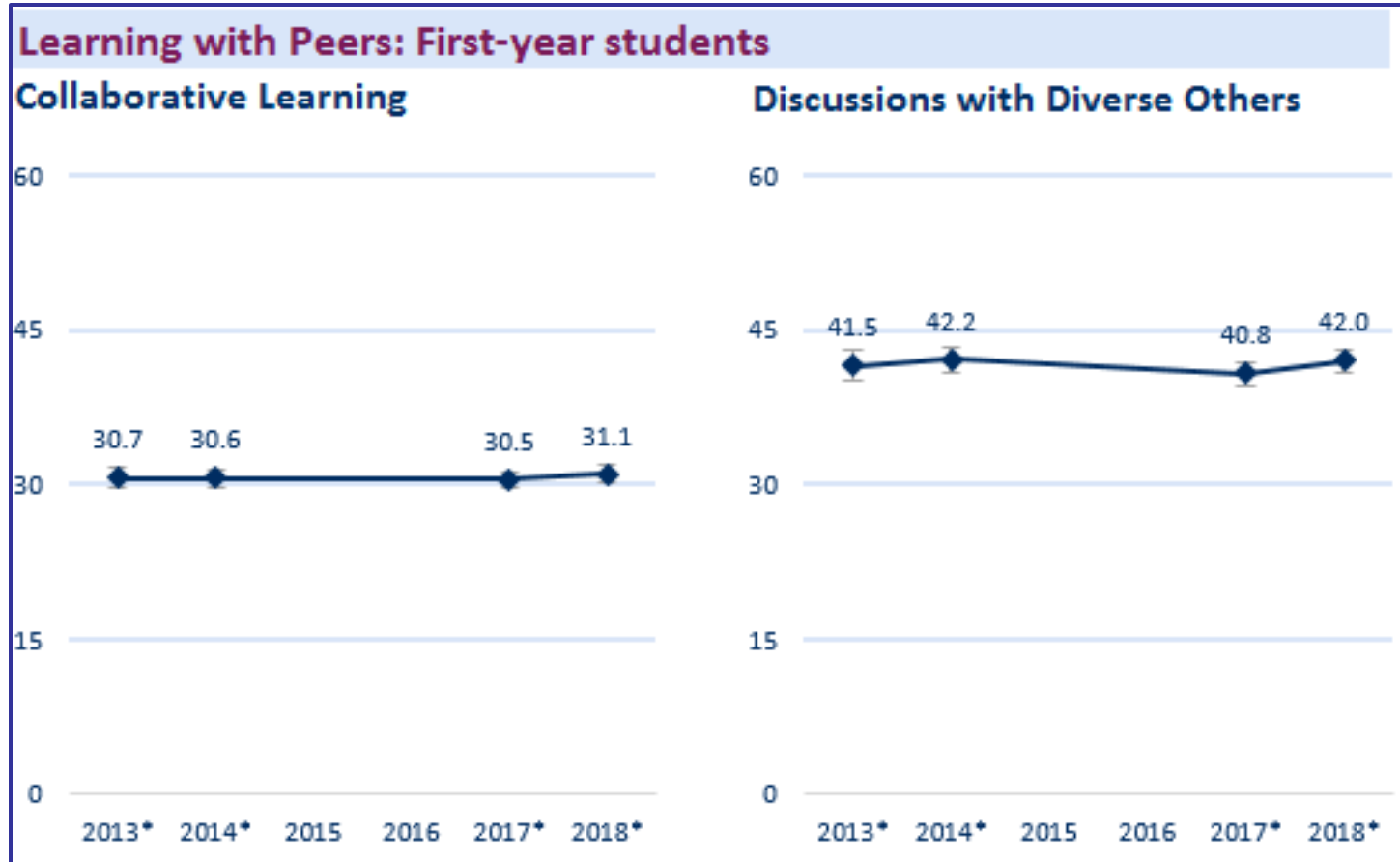
Discussions with Diverse Others: Taking a Closer Look

Senior students

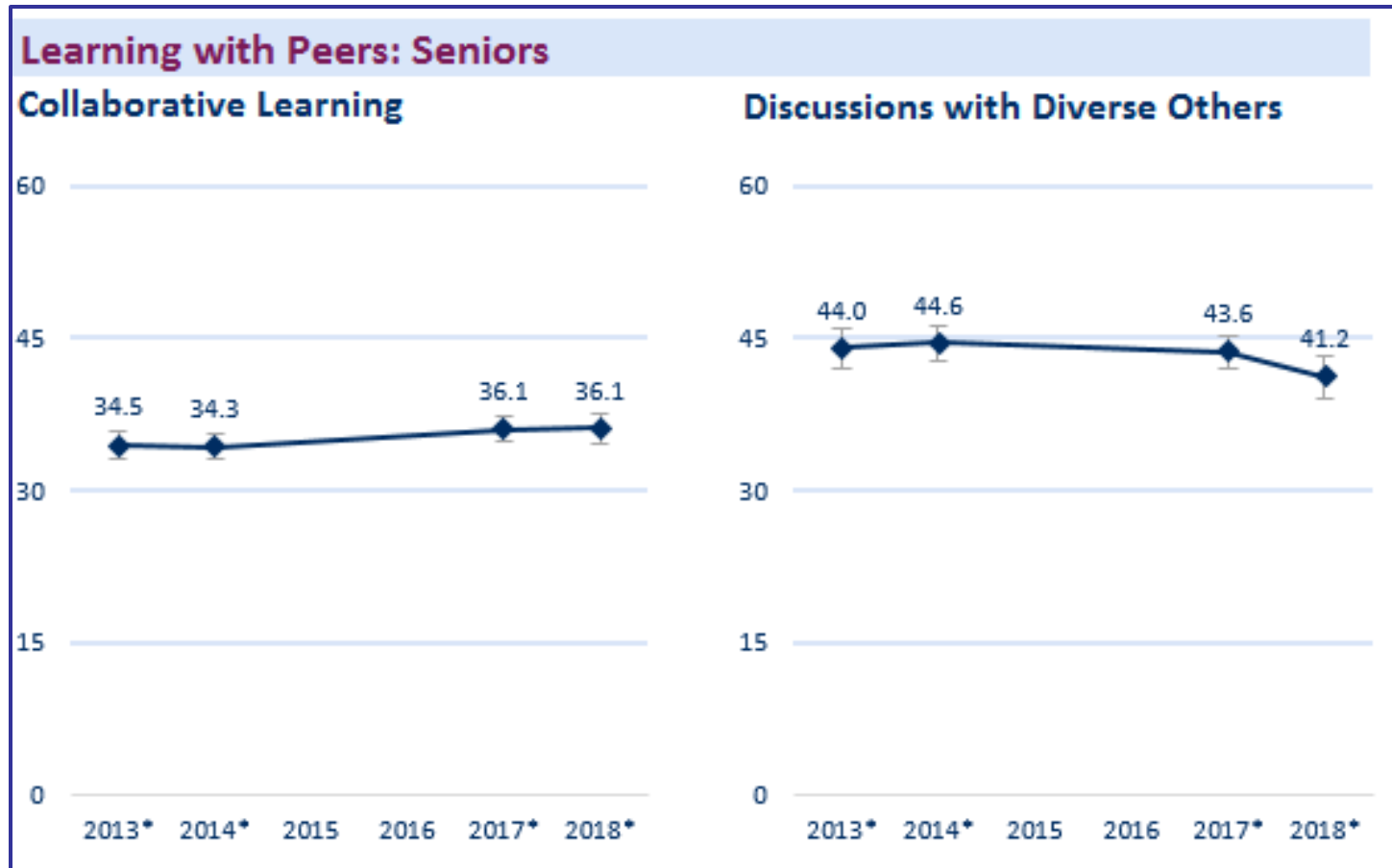
- How often have you had discussions with people from the following groups?
- People of a race or ethnicity rather than your own**



Learning with Peers- First-year students: Across the years



Learning with Peers- Senior students: Across the years



Experience with Faculty

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.

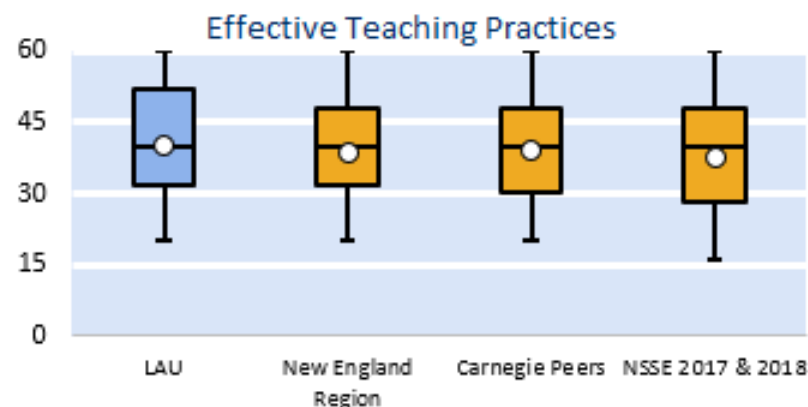
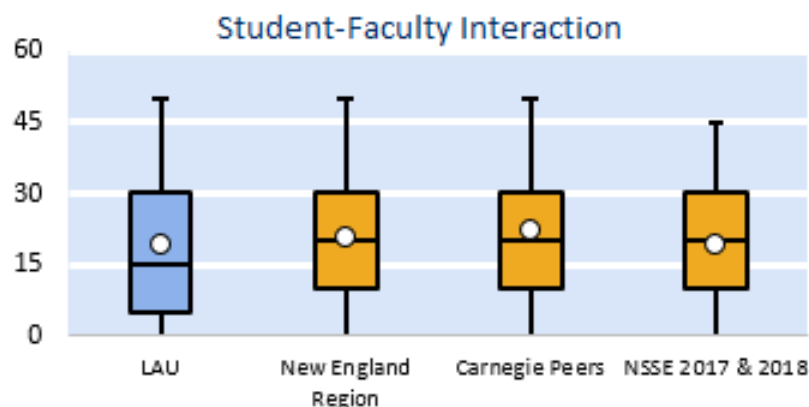
Experience with Faculty: First-year Students

Mean Comparisons

Engagement Indicator	LAU Mean	Your first-year students compared with					
		New England Region		Carnegie Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	19.4	20.9 **	-.10	22.3 ***	-.20	19.5	-.01
Effective Teaching Practices	40.3	38.5 ***	.15	38.9 **	.11	37.7 ***	.20

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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.

Experience with Faculty: First-year Students Performance on Indicator Items

		Percentage point difference between your FY students and		
	LAU	England Region	Carnegie Peers	NSSE 2017 & 2018
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	33	-0	-7	+0
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc)	18	-2	-4	-0
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	32	+5	+4	+7
3d. Discussed your academic performance with a faculty member	29	-0	-4	+2
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	80	+2	+2	+3
5b. Taught course sessions in an organized way	78	+2	+2	+2
5c. Used examples or illustrations to explain difficult points	84	+9	+9	+9
5d. Provided feedback on a draft or work in progress	59	-6	-7	-0
5e. Provided prompt and detailed feedback on tests or completed assignments	56	-4	-6	-1

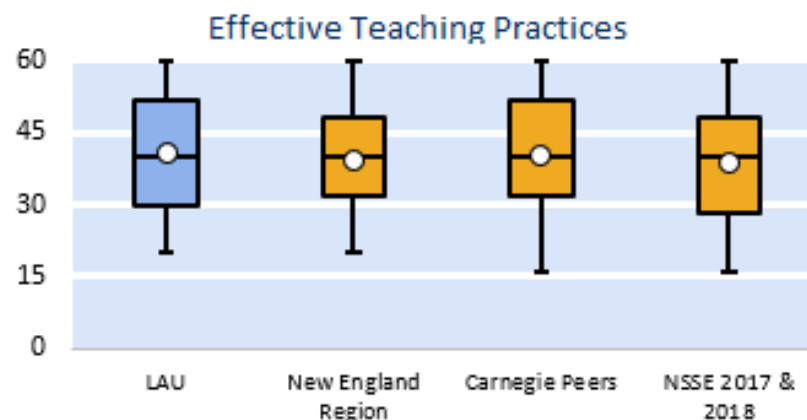
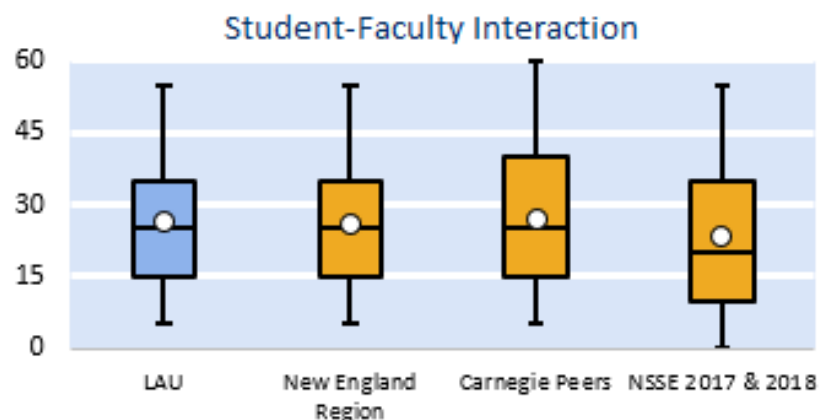
Experience with Faculty : Senior Students

Mean Comparisons

Engagement Indicator	LAU Mean	Your seniors compared with					
		New England Region		Carnegie Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.4	25.9	.03	26.8	-.02	23.6 **	.18
Effective Teaching Practices	40.6	39.4	.09	40.2	.03	38.9 *	.13

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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.

Experience with Faculty : Senior Students

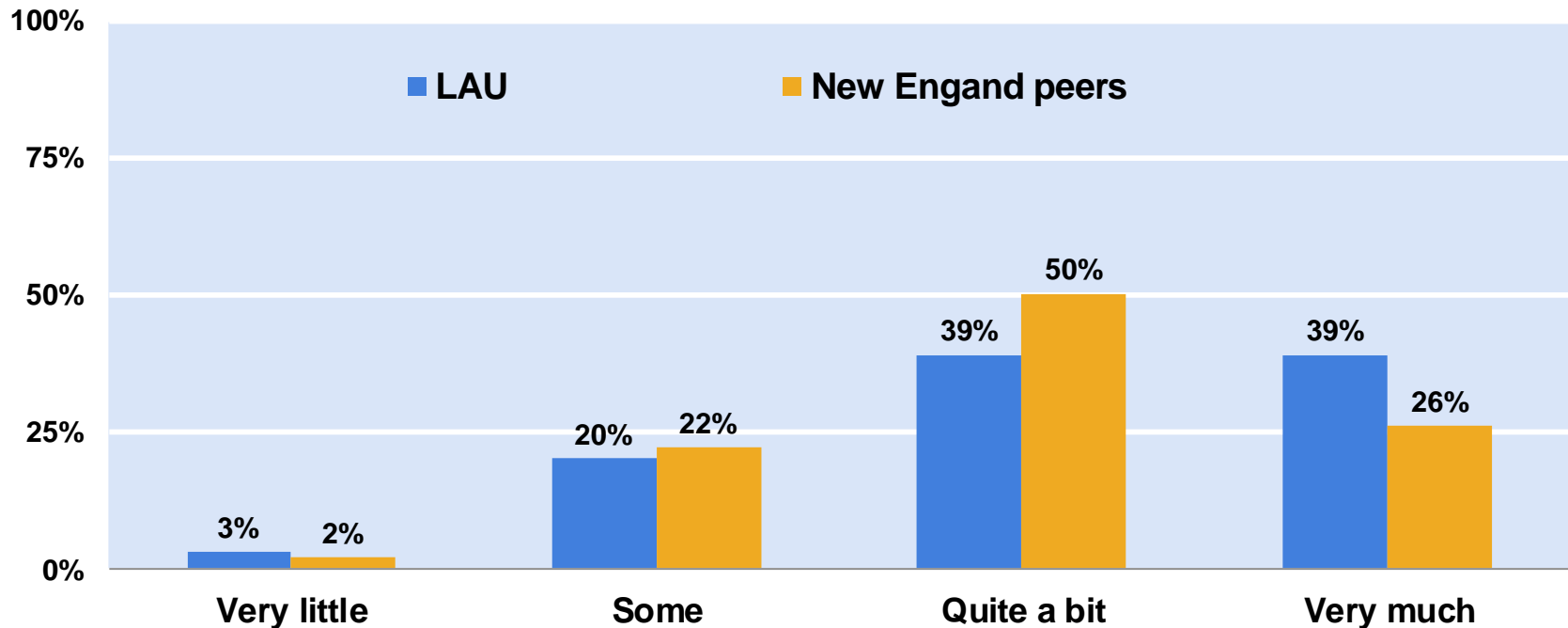
Performance on Indicator Items

		Percentage point difference between your seniors and		
	LAU	England Region	Carnegie Peers	NSSE 2017 & 2018
Student-Faculty Interaction				
Percentage of students who responded that they "Very often" or "Often"...				
3a. Talked about career plans with a faculty member	47	-1	-4	+4
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc)	29	-1	-2	+2
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	43	+6	+5	+10
3d. Discussed your academic performance with a faculty member	40	+4	+0	+8
Effective Teaching Practices				
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	-2	-1	-0
5b. Taught course sessions in an organized way	78	-1	-0	+0
5c. Used examples or illustrations to explain difficult points	86	+8	+9	+9
5d. Provided feedback on a draft or work in progress	63	+2	-2	+4
5e. Provided prompt and detailed feedback on tests or completed assignments	61	-2	-5	-0

Effective Teaching Practices: Taking a Closer Look

First-year students

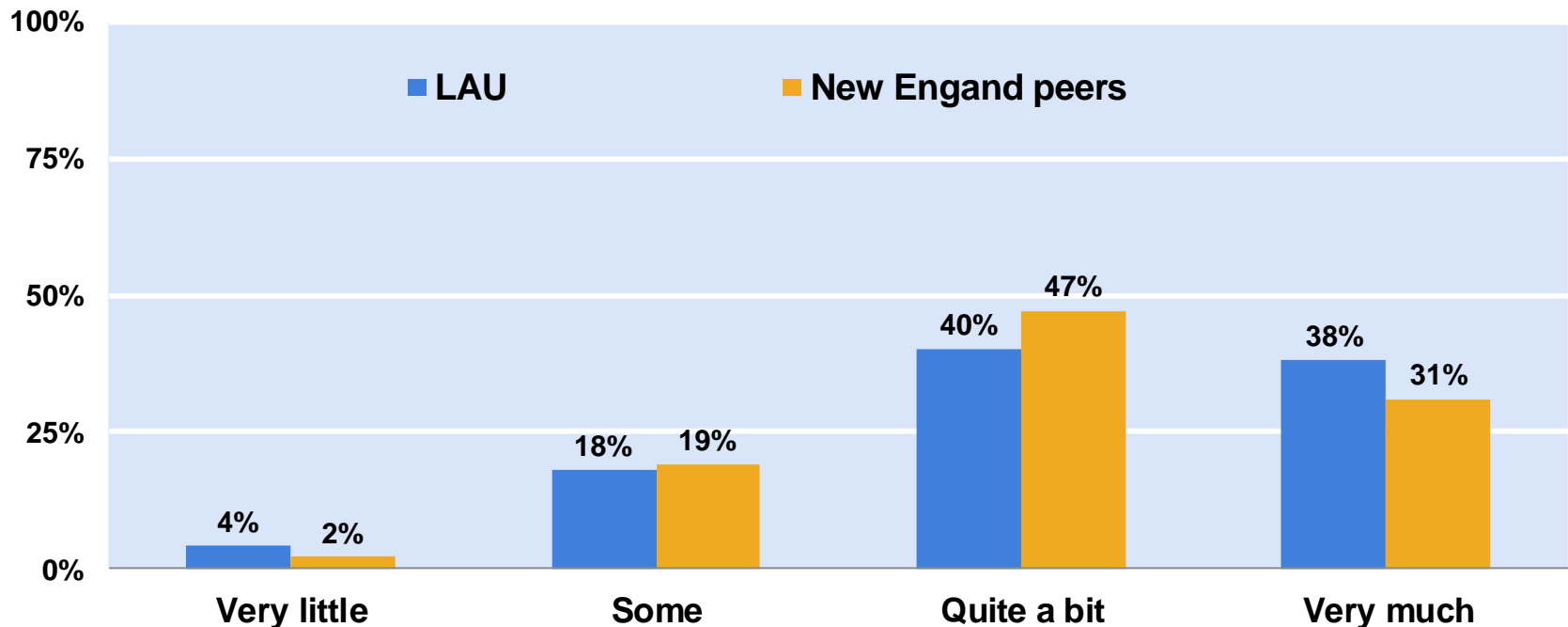
- During the current school year, to what extent have your instructors done the following?
- **Taught course sessions in an organized way**



Effective Teaching Practices: Taking a Closer Look

Senior students

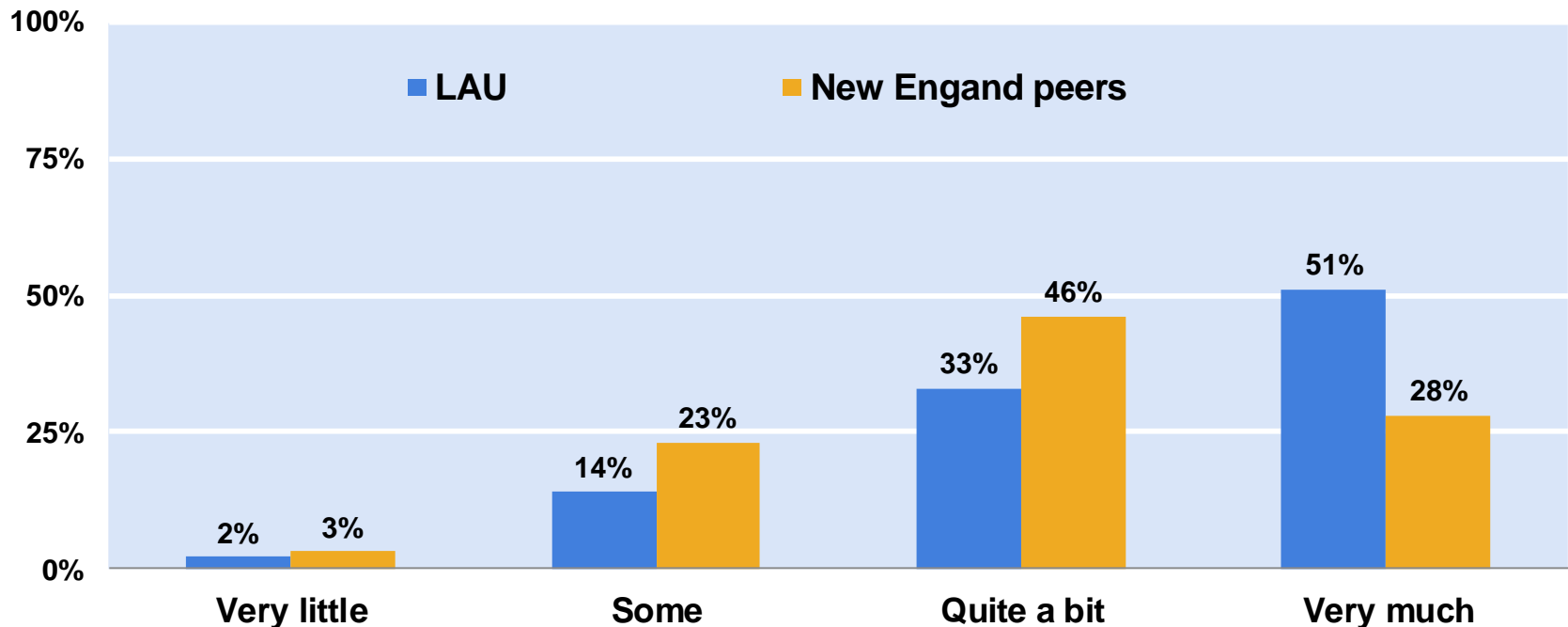
- During the current school year, to what extent have your instructors done the following?
- Taught course sessions in an organized way**



Effective Teaching Practices: Taking a Closer Look

First-year students

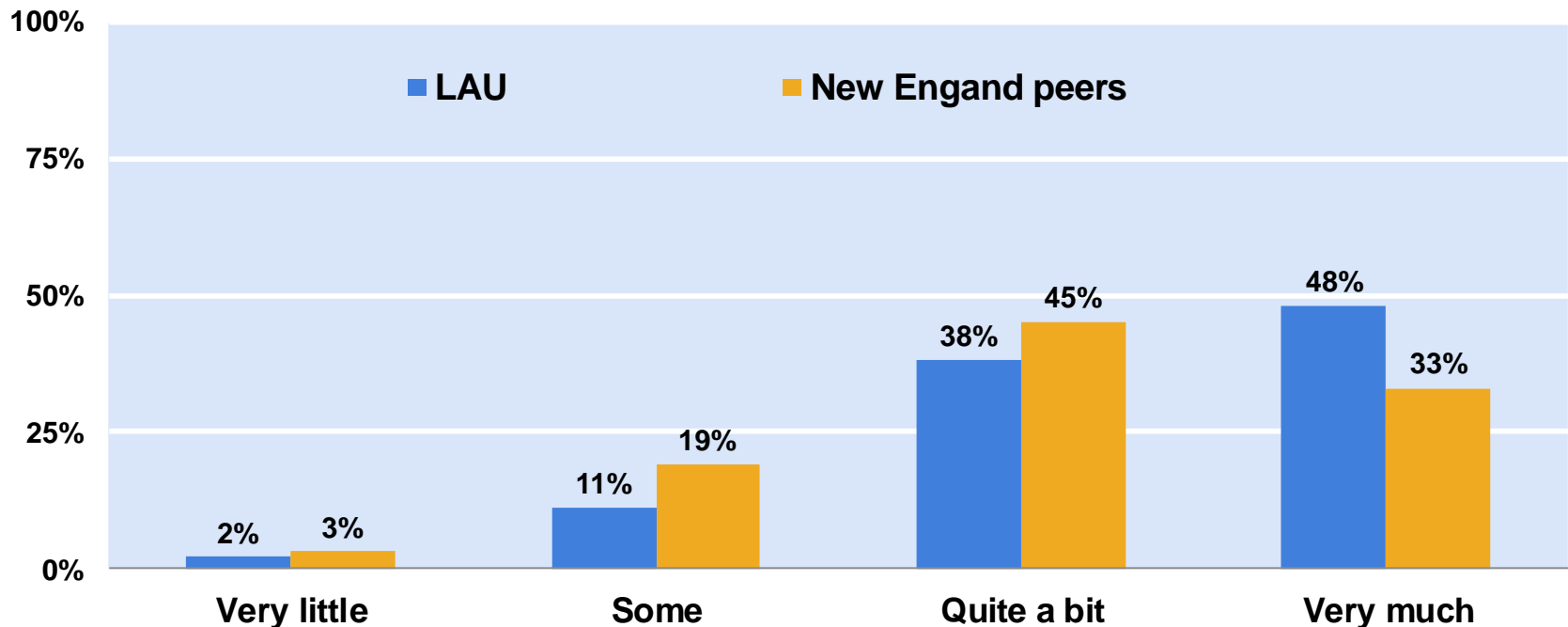
- During the current school year, to what extent have your instructors done the following?
- **Used examples or illustrations to explain difficult points**



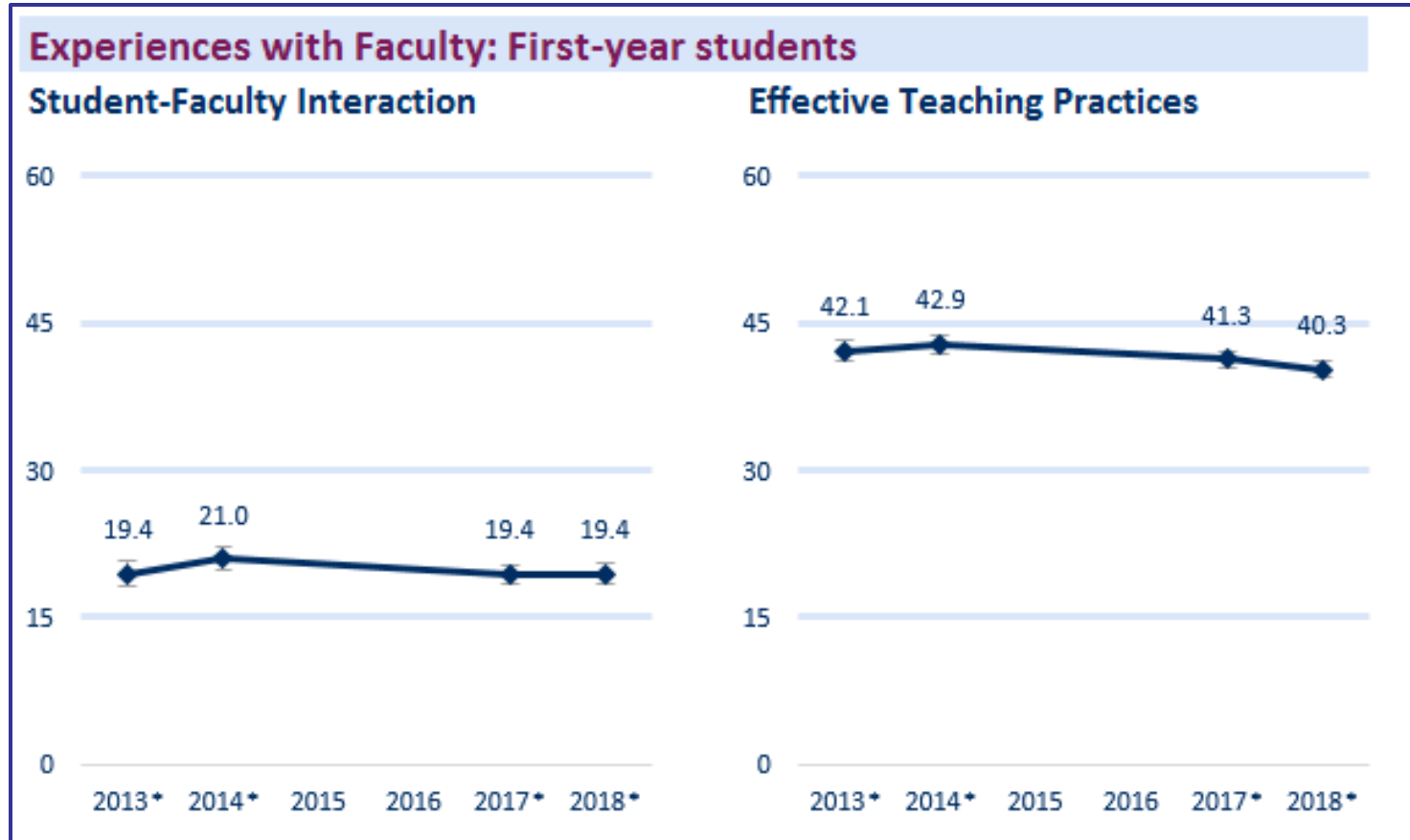
Effective Teaching Practices: Taking a Closer Look

Senior students

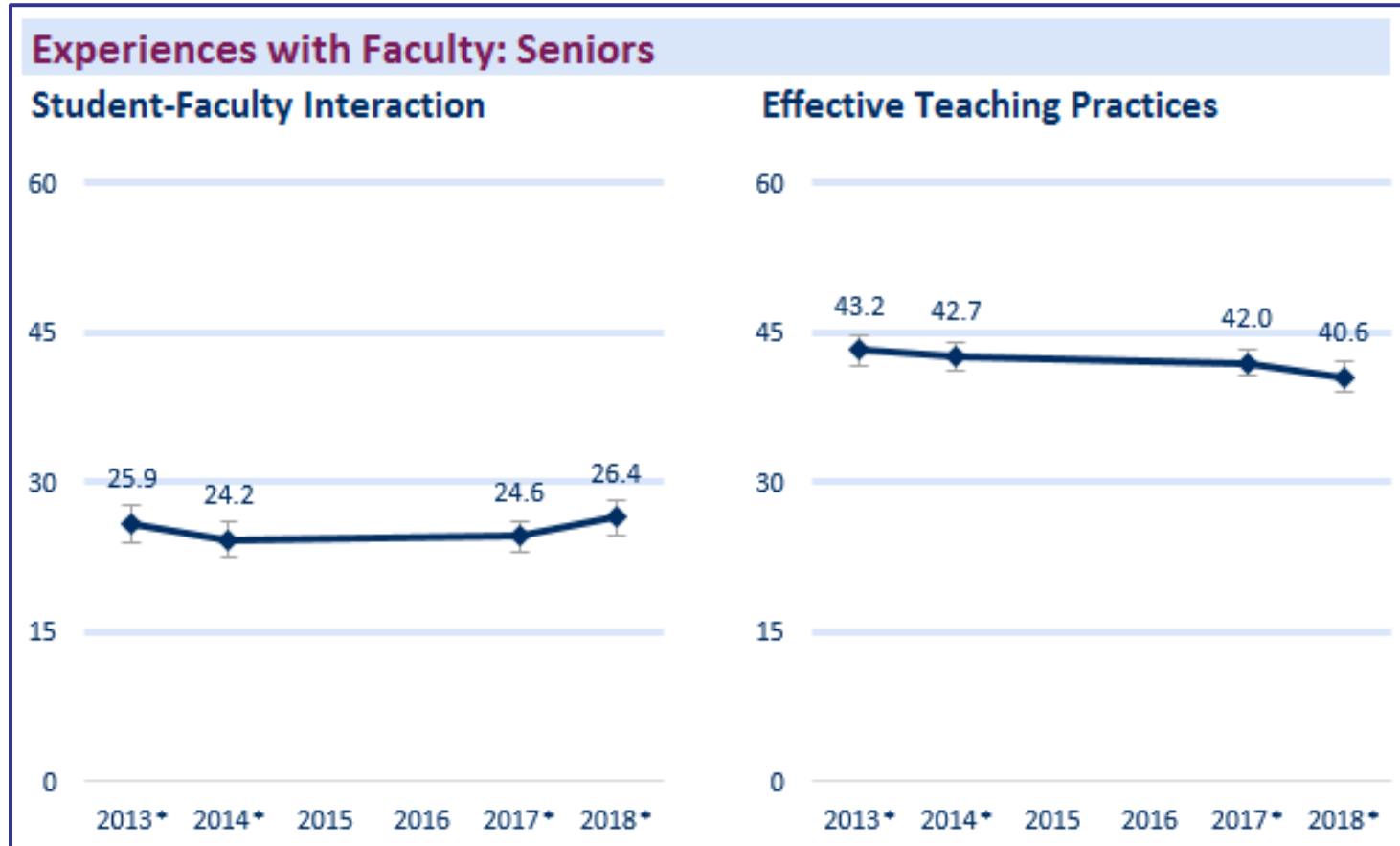
- During the current school year, to what extent have your instructors done the following?
- **Used examples or illustrations to explain difficult points**



Experience with faculty-First-year students: Across the years



Experience with faculty-Senior students: Across the years



Campus Environment

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.

Campus Environment: First-year Students

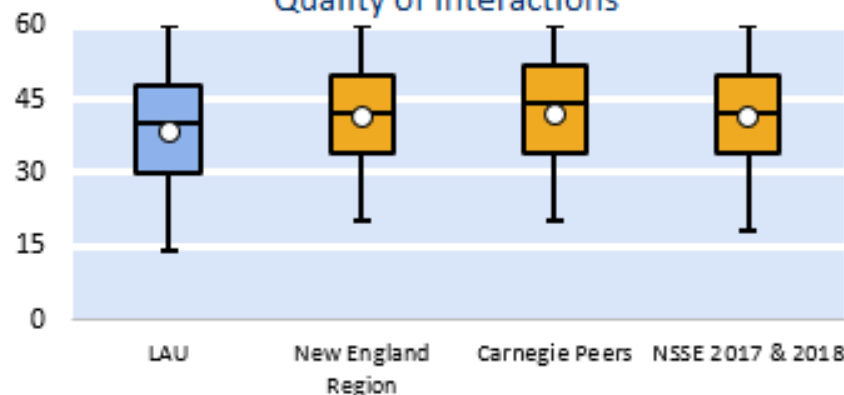
Mean Comparisons

Engagement Indicator	LAU Mean	Your first-year students compared with					
		New England Region		Carnegie Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	38.3	41.6 ***	-.29	42.2 ***	-.32	41.2 ***	-.24
Supportive Environment	33.6	36.1 ***	-.19	36.4 ***	-.21	35.3 **	-.12

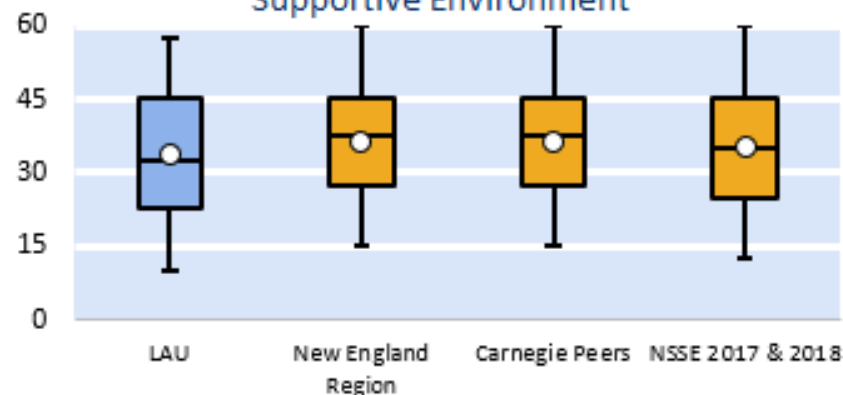
Notes: Due to nonstandard sampling or response issues, all results are unweighted; Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (2-tailed).

Score Distributions

Quality of Interactions



Supportive Environment



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.

Campus Environment: First-year Students Performance on Indicator Items

Quality of Interactions

Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...

	LAU	Percentage point difference between your FY students and		
	%	England Region	Carnegie Peers	NSSE 2017 & 2018
13a. Students	53	+3	+3	+3
13b. Academic advisors	35	-11	-15	-11
13c. Faculty	36	-12	-14	-10
13d. Student services staff (career services, student activities, housing, etc.)	37	-6	-8	-5
13e. Other administrative staff and offices (registrar, financial aid, etc.)	37	-3	-7	-4

Supportive Environment

Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...

14b. Providing support to help students succeed academically	69	-7	-8	-6
14c. Using learning support services (tutoring services, writing center, etc.)	66	-10	-10	-8
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	-3	-2	-0
14e. Providing opportunities to be involved socially	65	-6	-7	-4
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	60	-9	-9	-8
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	37	-4	-6	-3
14h. Attending campus activities and events (performing arts, athletic events, etc.)	55	-9	-10	-6
14i. Attending events that address important social, economic, or political issues	48	-7	-3	-1

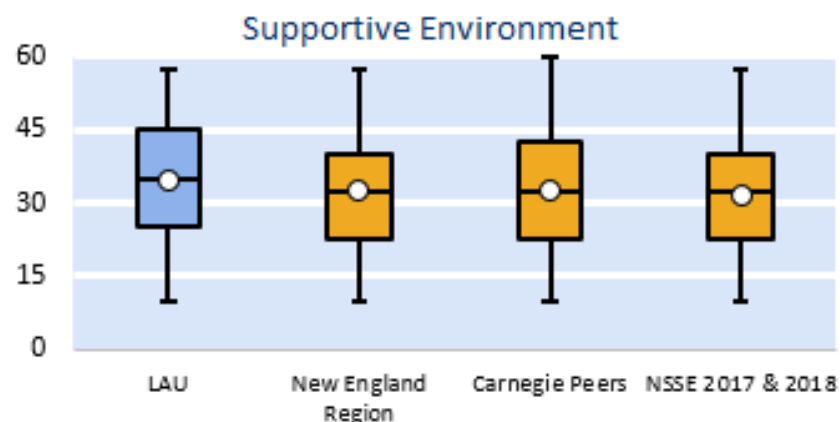
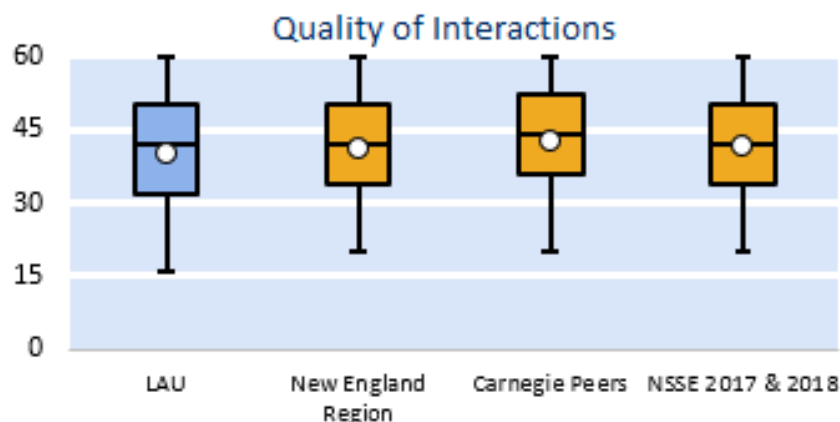
Campus Environment : Senior Students

Mean Comparisons

Engagement Indicator	LAU Mean	Your seniors compared with					
		New England Region		Carnegie Peers		NSSE 2017 & 2018	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	40.1	41.1	-.08	42.9 **	-.22	41.6	-.12
Supportive Environment	34.4	32.3 *	.16	32.8	.12	31.6 **	.20

Notes: Due to nonstandard sampling or response issues, all results are unweighted; 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.

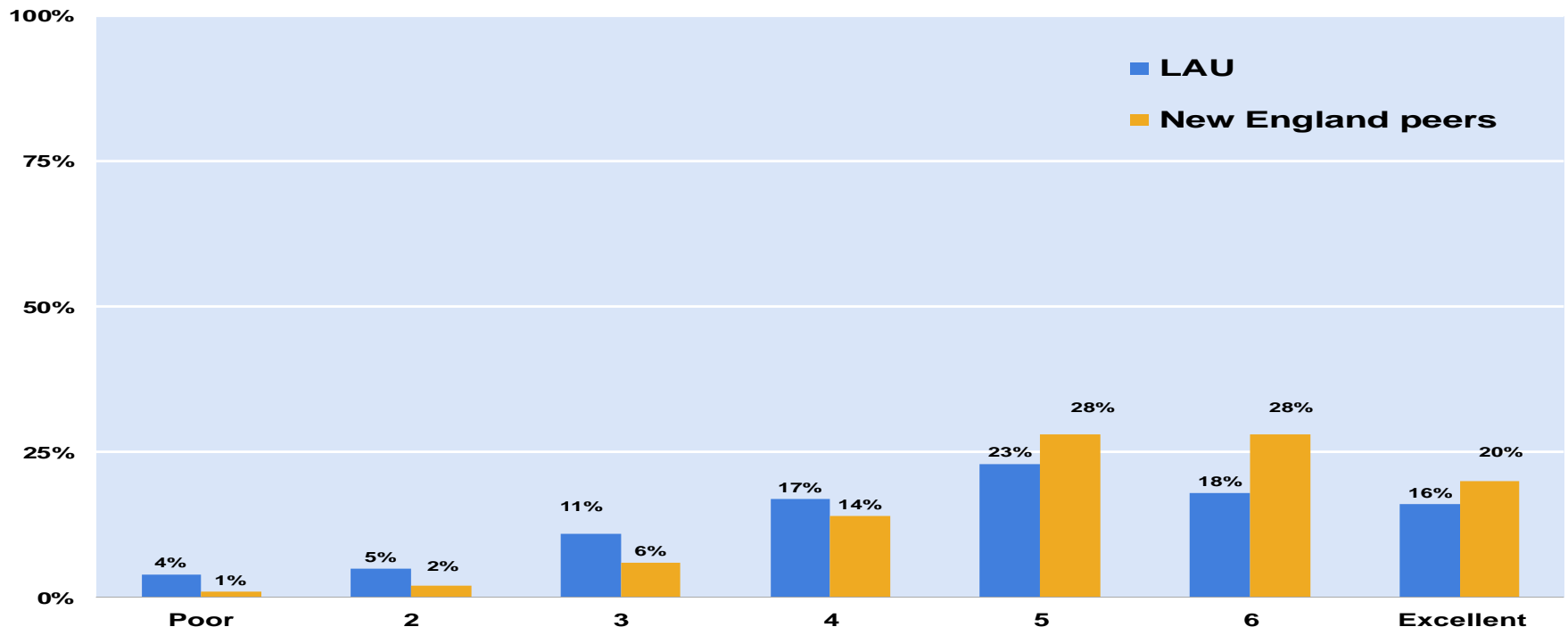
Campus Environment : Senior students Performance on Indicator Items

		Percentage point difference between your seniors and		
	LAU	England Region	Carnegie Peers	NSSE 2017 & 2018
Quality of Interactions				
<i>Percentage rating their interactions a 6 or 7 (on a scale from 1="Poor" to 7="Excellent") with...</i>				
	%			
13a. Students	58	+5	+1	+2
13b. Academic advisors	41	-6	-14	-7
13c. Faculty	44	-9	-13	-9
13d. Student services staff (career services, student activities, housing, etc.)	40	+3	-3	+0
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	+8	-1	+3
Supportive Environment				
<i>Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...</i>				
14b. Providing support to help students succeed academically	68	-1	-4	-0
14c. Using learning support services (tutoring services, writing center, etc.)	62	-3	-5	-1
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	65	+13	+10	+12
14e. Providing opportunities to be involved socially	69	+4	+3	+6
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	63	+2	+2	+3
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	36	+6	+4	+6
14h. Attending campus activities and events (performing arts, athletic events, etc.)	58	+4	+5	+7
14i. Attending events that address important social, economic, or political issues	58	+10	+14	+16

Quality of Interactions: Taking a Closer Look

First-year students

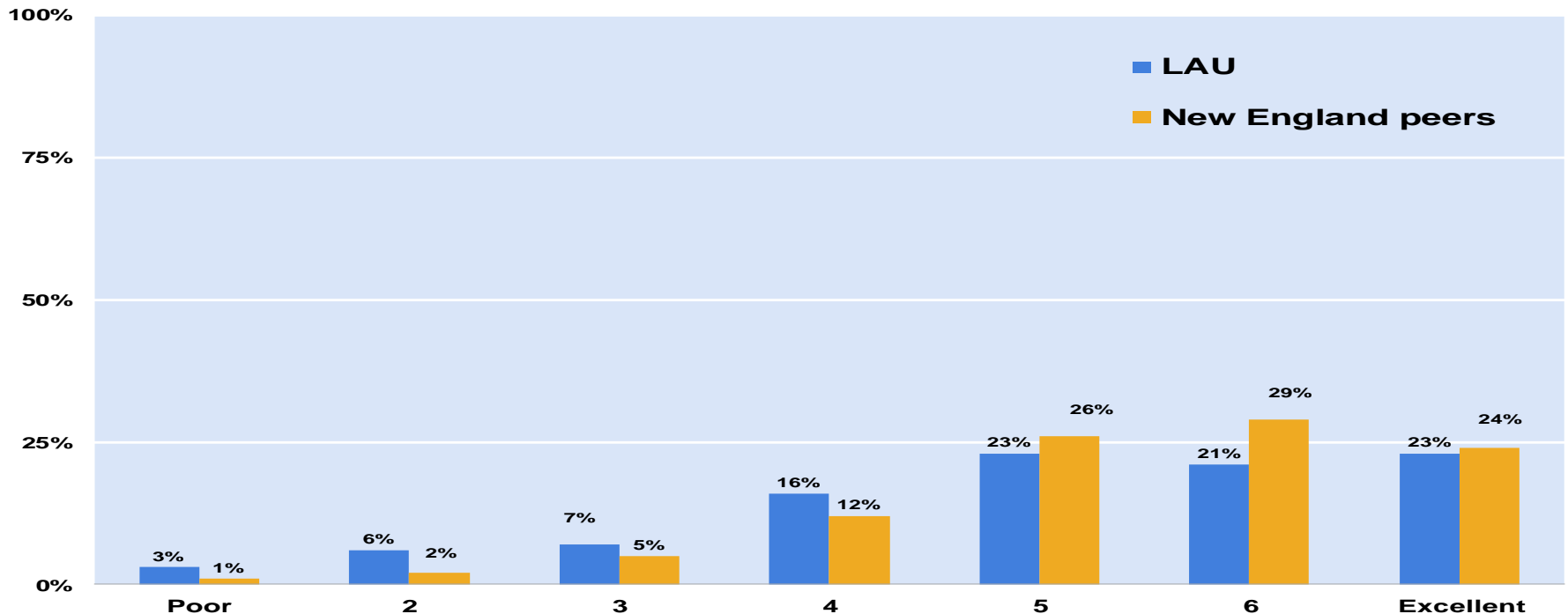
- Indicate the quality of your interactions with the following people at your institution.
- **Faculty**



Quality of Interactions: Taking a Closer Look

Senior students

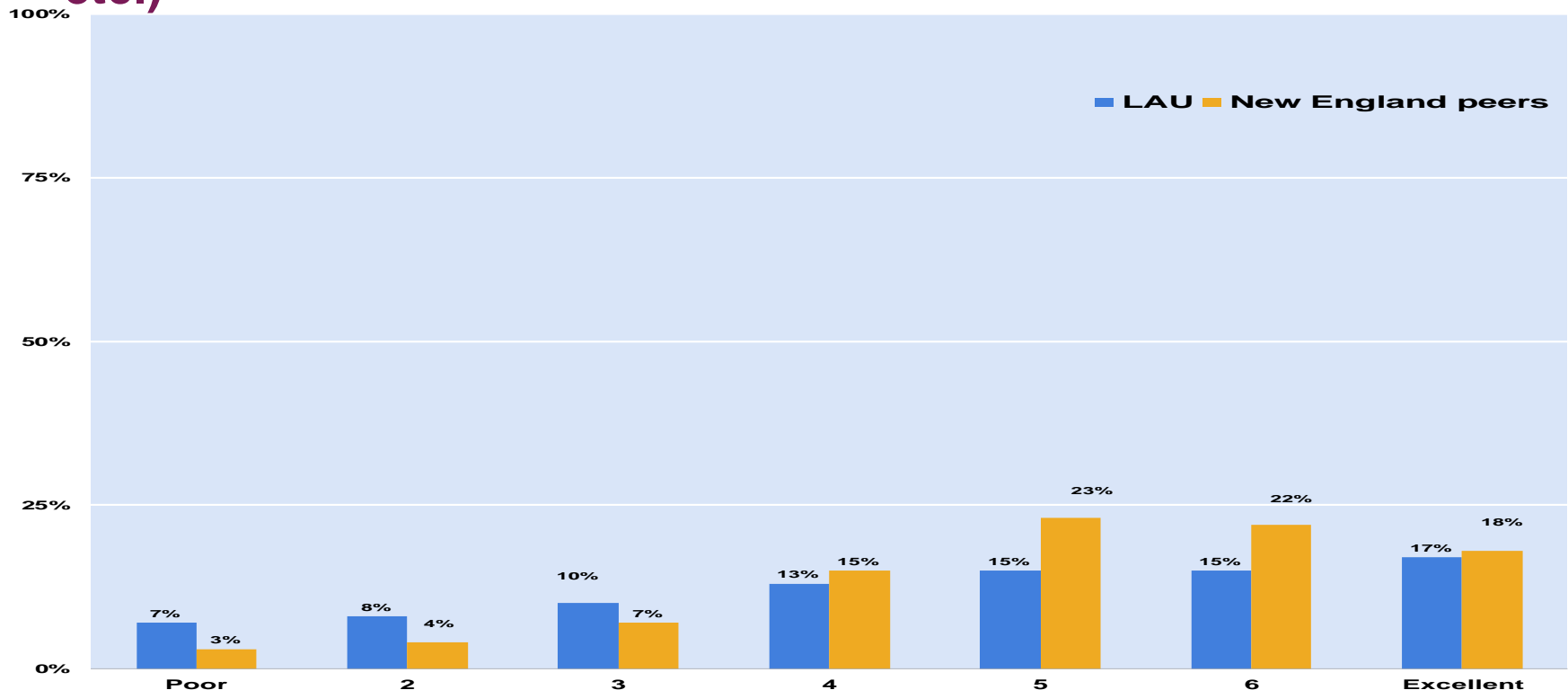
- Indicate the quality of your interactions with the following people at your institution
- **Faculty**



Quality of Interactions: Taking a Closer Look

First-year students

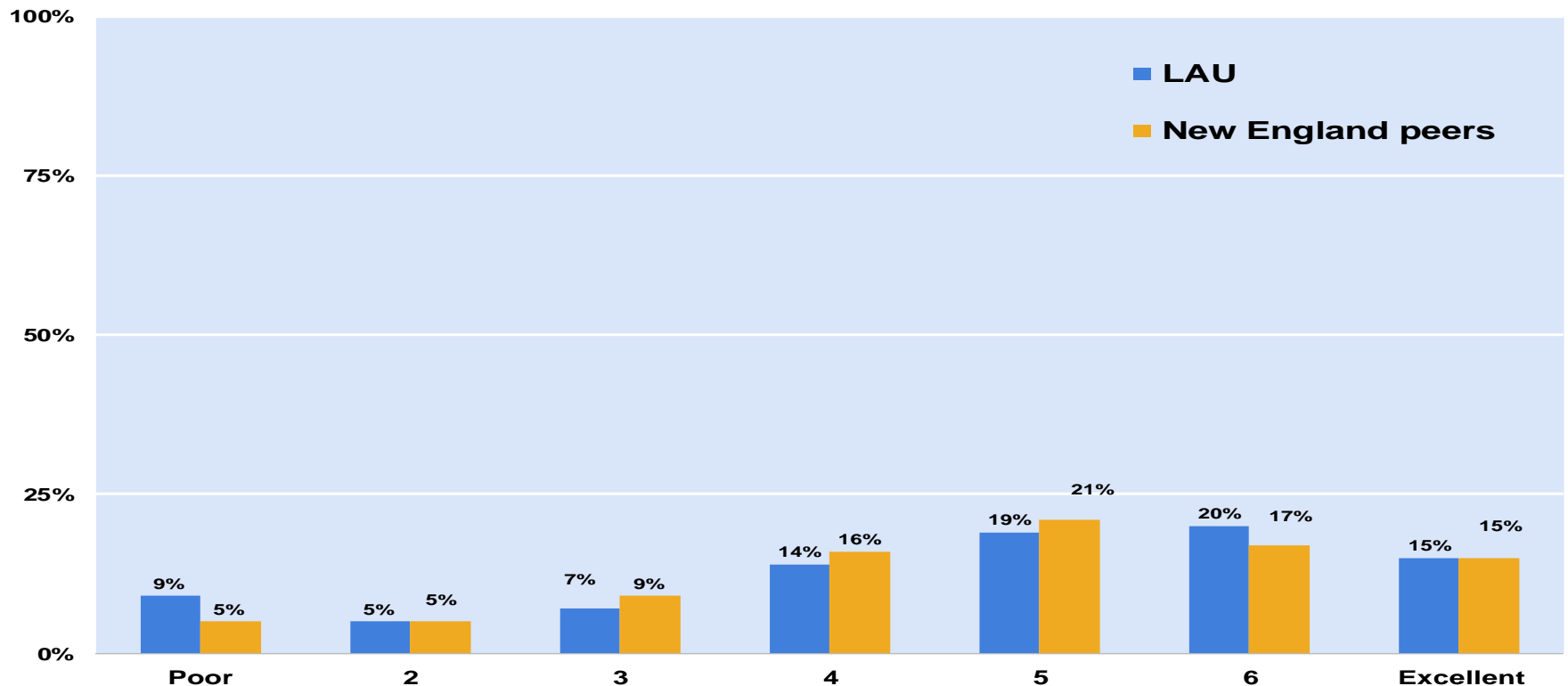
- Indicate the quality of your interactions with the following people at your institution.
- **Student services staff (career services, student activities, housing, etc.)**



Quality of Interactions: Taking a Closer Look

Senior students

- Indicate the quality of your interactions with the following people at your institution.
- **Student services staff (career services, student activities, housing, etc.)**



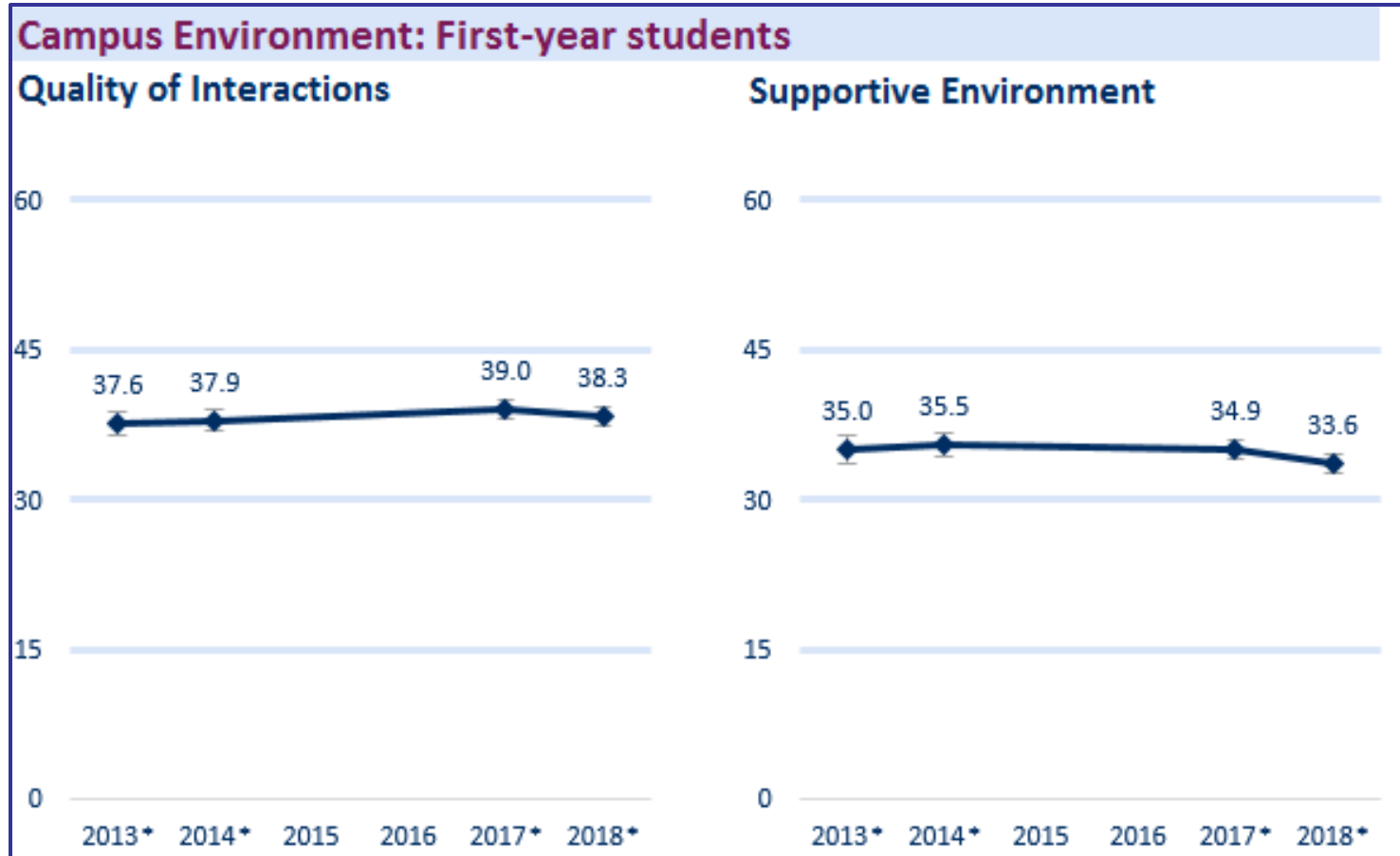
Supportive Environment: Taking a Closer Look

How do students spend their time?

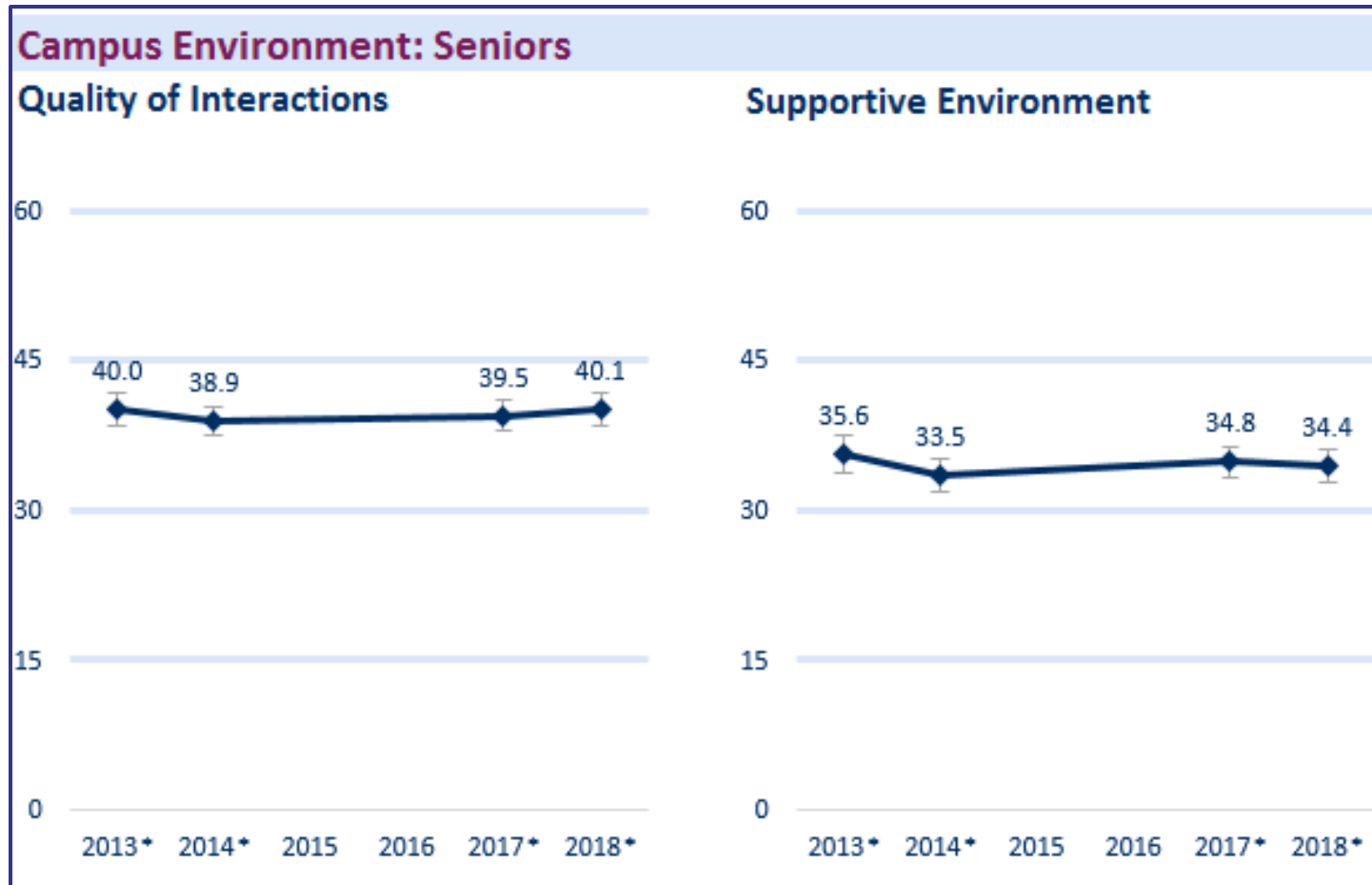
- Percentage of students spending more than 5 hours per week **participating in co-curricular activities**

Class	LAU	New England Peers
First-Year	26%	38%
Senior	30%	36%

Campus environment-First-year students: Across the years



Campus environment- Senior students: Across the years



Comparison to Top 50% and Top 10% Institutions

First-Year Students		LAU Mean	Your first-year students compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.8	39.1 **	-.10		40.8 ***	-.24	
	Reflective and Integrative Learning	33.1	36.7 ***	-.30		38.5 ***	-.46	
	Learning Strategies	38.3	39.6 **	-.10		41.7 ***	-.25	
	Quantitative Reasoning	24.9	28.3 ***	-.23		30.2 ***	-.35	
Learning with Peers	Collaborative Learning	31.1	35.4 ***	-.32		37.6 ***	-.49	
	Discussions with Diverse Others	42.0	41.4	.04	✓	43.9 **	-.13	
Experiences with Faculty	Student-Faculty Interaction	19.4	24.3 ***	-.33		27.3 ***	-.51	
	Effective Teaching Practices	40.3	40.3	.00	✓	42.1 ***	-.14	
Campus Environment	Quality of Interactions	38.3	43.9 ***	-.50		46.0 ***	-.66	
	Supportive Environment	33.6	38.3 ***	-.36		40.1 ***	-.50	
Seniors		LAU Mean	Your seniors compared with					
Theme	Engagement Indicator		NSSE Top 50%			NSSE Top 10%		
			Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.0	41.5 **	-.19		42.9 ***	-.29	
	Reflective and Integrative Learning	36.6	39.8 ***	-.27		41.5 ***	-.40	
	Learning Strategies	35.2	40.3 ***	-.35		42.8 ***	-.54	
	Quantitative Reasoning	28.5	30.5	-.12		32.5 ***	-.26	
Learning with Peers	Collaborative Learning	36.1	35.9	.02	✓	38.3 **	-.16	
	Discussions with Diverse Others	41.2	42.1	-.06	✓	44.1 **	-.19	
Experiences with Faculty	Student-Faculty Interaction	26.4	29.5 **	-.20		33.8 ***	-.46	
	Effective Teaching Practices	40.6	41.4	-.06	✓	43.5 ***	-.21	
Campus Environment	Quality of Interactions	40.1	44.4 ***	-.37		46.6 ***	-.53	
	Supportive Environment	34.4	34.6	-.01	✓	37.0 **	-.19	

High-Impact Practices

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits:

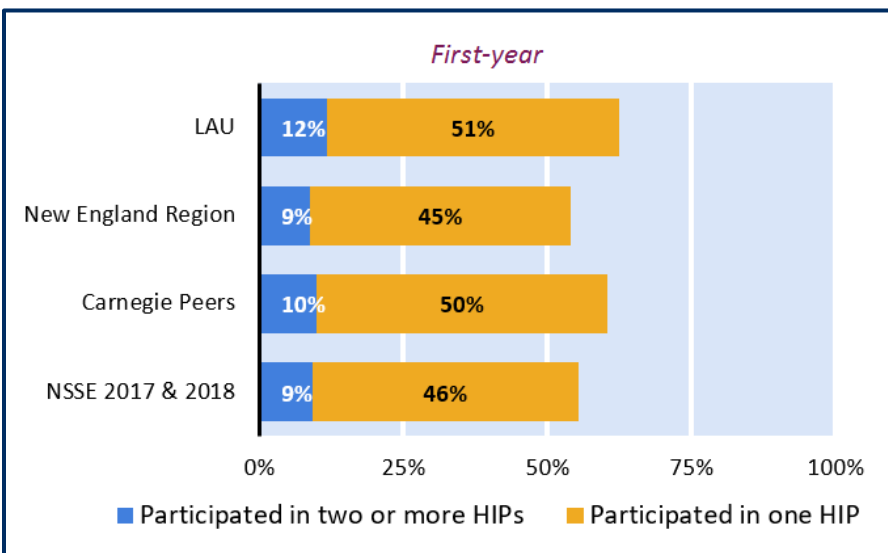
- They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback.
- As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in six HIPs. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, senior students' responses include participation from prior years.

Service learning	Courses that included a community-based project
Learning Community	Formal program where groups of students take two or more classes together
Research with Faculty	Work with a faculty member on a research project
Internship or Field Experience	Internship, co-op, field experience, student teaching, or clinical placement
Study Abroad	Study abroad experience
Culminating Senior Experience	Capstone course, senior project or thesis, comprehensive exam, portfolio, etc.

High-Impact Practices Overview

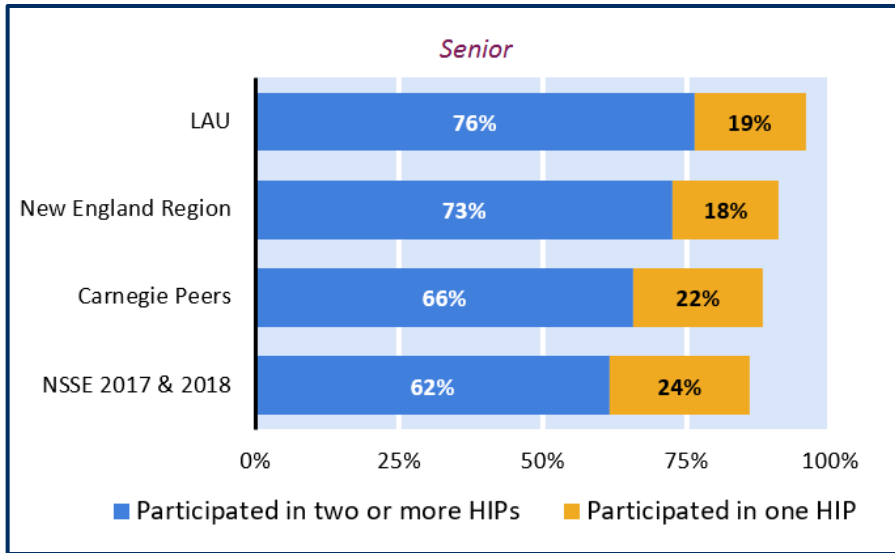
First-year students



<i>Your students' participation compared with:</i>								
	LAU	New England Region		Carnegie Peers		NSSE 2017 & 2018		
<i>First-year</i>	%	Difference	ES	Difference	ES	Difference	ES	
Service-Learning	59	+12	*** .24	+3	.06	+9	*** .19	
Learning Community	11	-1	-.04	-0	-.01	-1	-.03	
Research with Faculty	6	+2	* .07	+2	* .07	+2	* .09	
<i>Participated in at least one</i>	62	+8	*** .17	+2	.04	+7	*** .14	
<i>Participated in two or more</i>	12	+3	** .10	+2	.06	+3	* .09	

High-Impact Practices Overview

Senior students

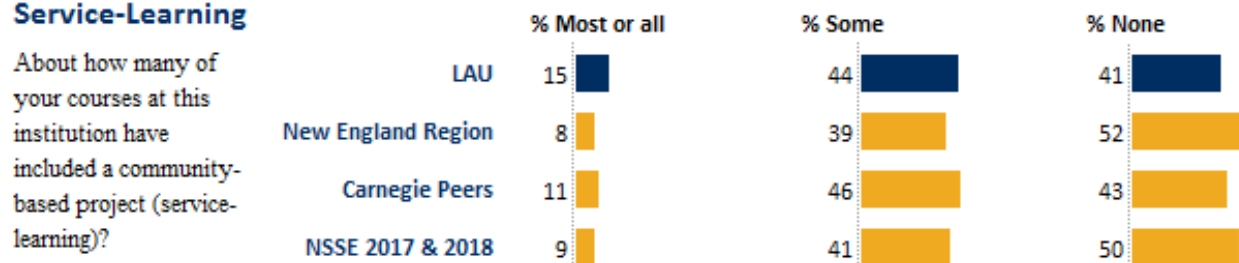


<i>Your students' participation compared with:</i>								
	LAU	New England Region		Carnegie Peers		NSSE 2017 & 2018		
<i>Senior</i>	%	Difference	ES	Difference	ES	Difference	ES	
Service-Learning	80	+21	***	+11	***	+19	***	.43
Learning Community	21	-5		-6	*	-2		-.06
Research with Faculty	22	-8	**	-2		-2		-.04
Internship or Field Exp.	54	-10	***	+1		+3		.05
Study Abroad	9	-16	***	-4		-6	**	-.20
Culminating Senior Exp.	62	+6	*	+12	***	+17	***	.35
<i>Participated in at least one</i>	96	+5	**	+7	***	+10	***	.35
<i>Participated in two or more</i>	76	+4		+11	***	+15	***	.32

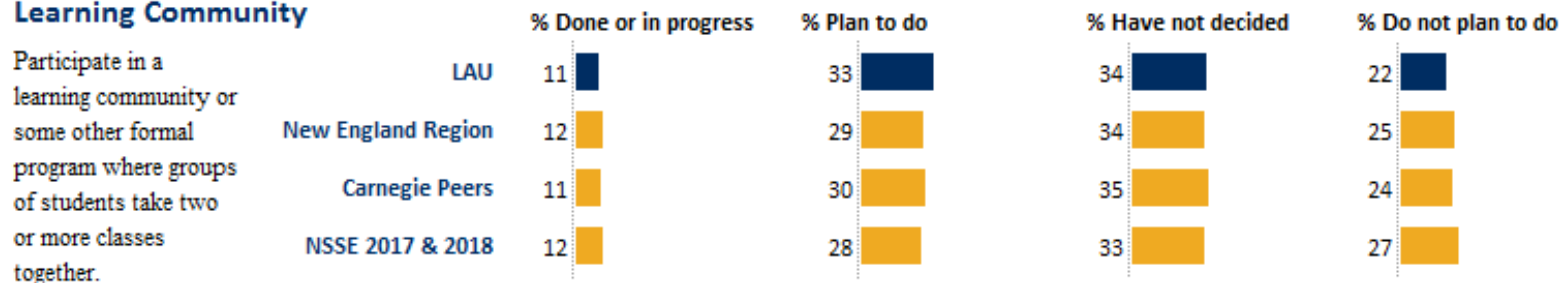
First-year Students

First-Year Students

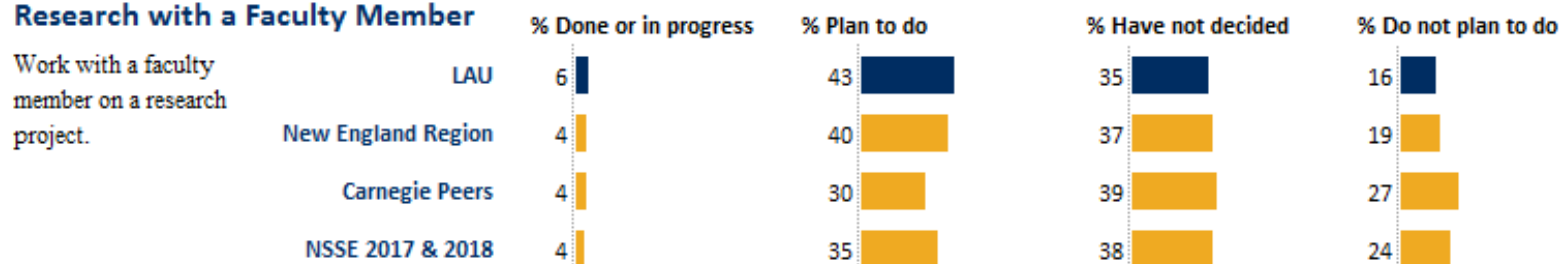
Service-Learning



Learning Community



Research with a Faculty Member



First-year Students

Plans to Participate

Knowing whether first-year students *plan* to participate in upper-division HIPs can reveal insights about HIP demand, awareness of opportunities, and the clarity of institutional information. These results might also point to topics for additional exploration, such as what contributes to students' expectations, their assumptions about who can participate, or why other students are undecided or have no plans to participate in the activity.

Percentage responding "Plan to do"

Internship or Field Experience

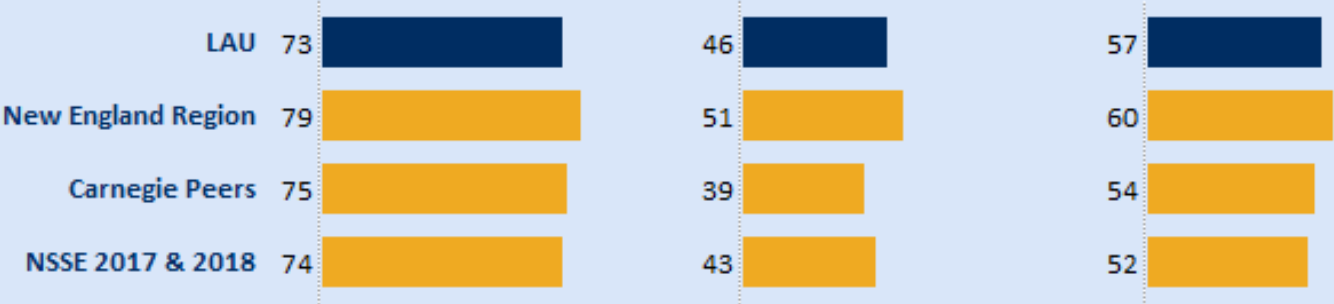
Participate in an internship, co-op, field experience, student teaching, or clinical placement.

Study Abroad

Participate in a study abroad program.

Culminating Senior Experience

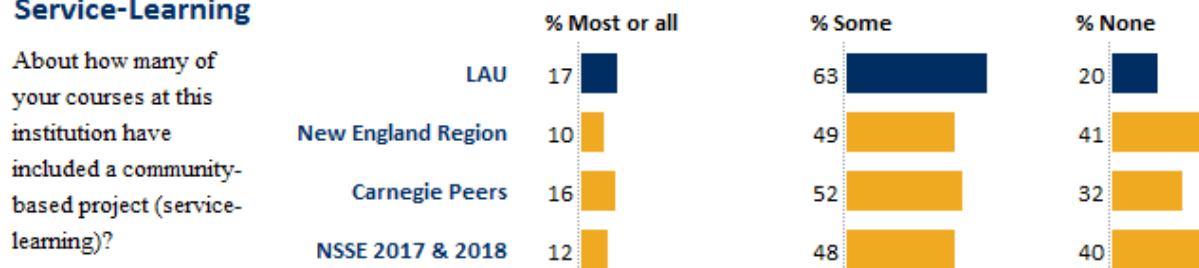
Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



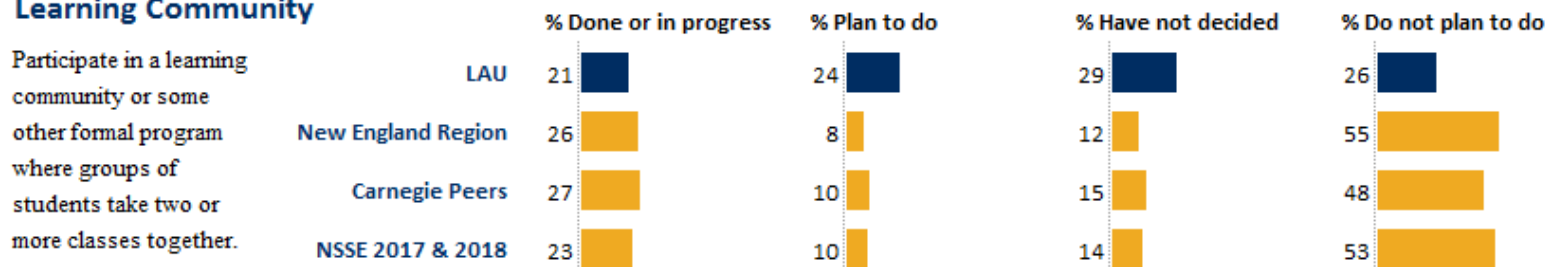
Senior Students

Seniors

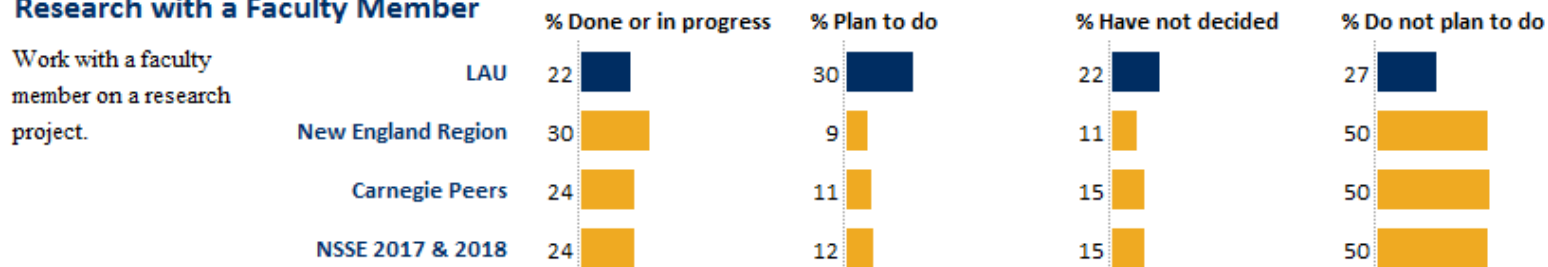
Service-Learning



Learning Community



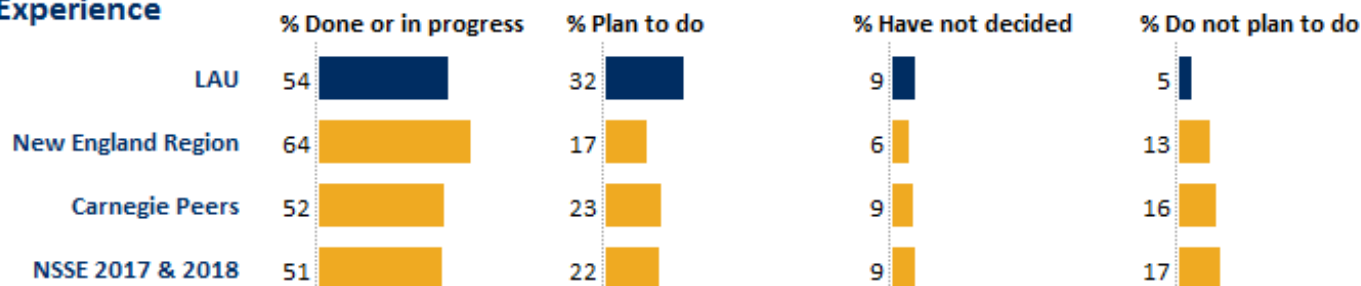
Research with a Faculty Member



Senior Students

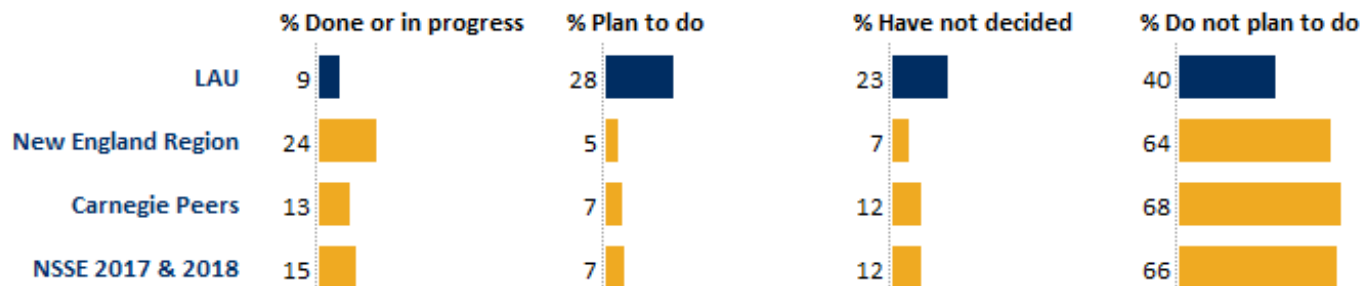
Internship or Field Experience

Participate in an internship, co-op, field experience, student teaching, or clinical placement.



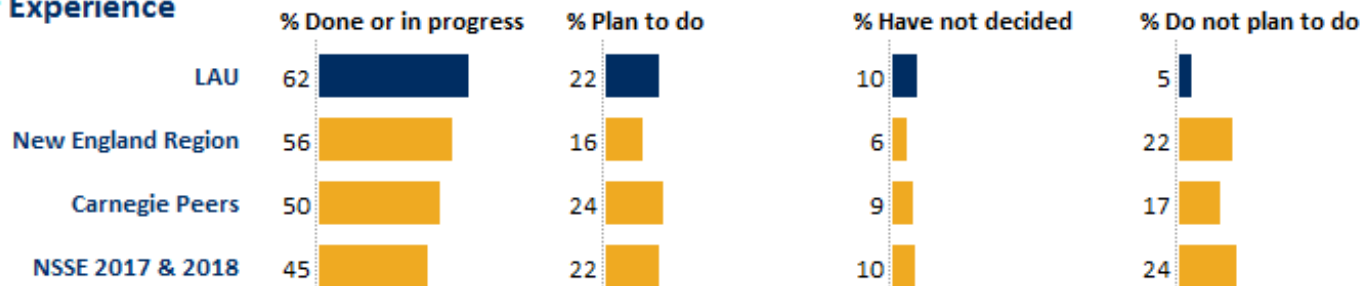
Study Abroad

Participate in a study abroad program.



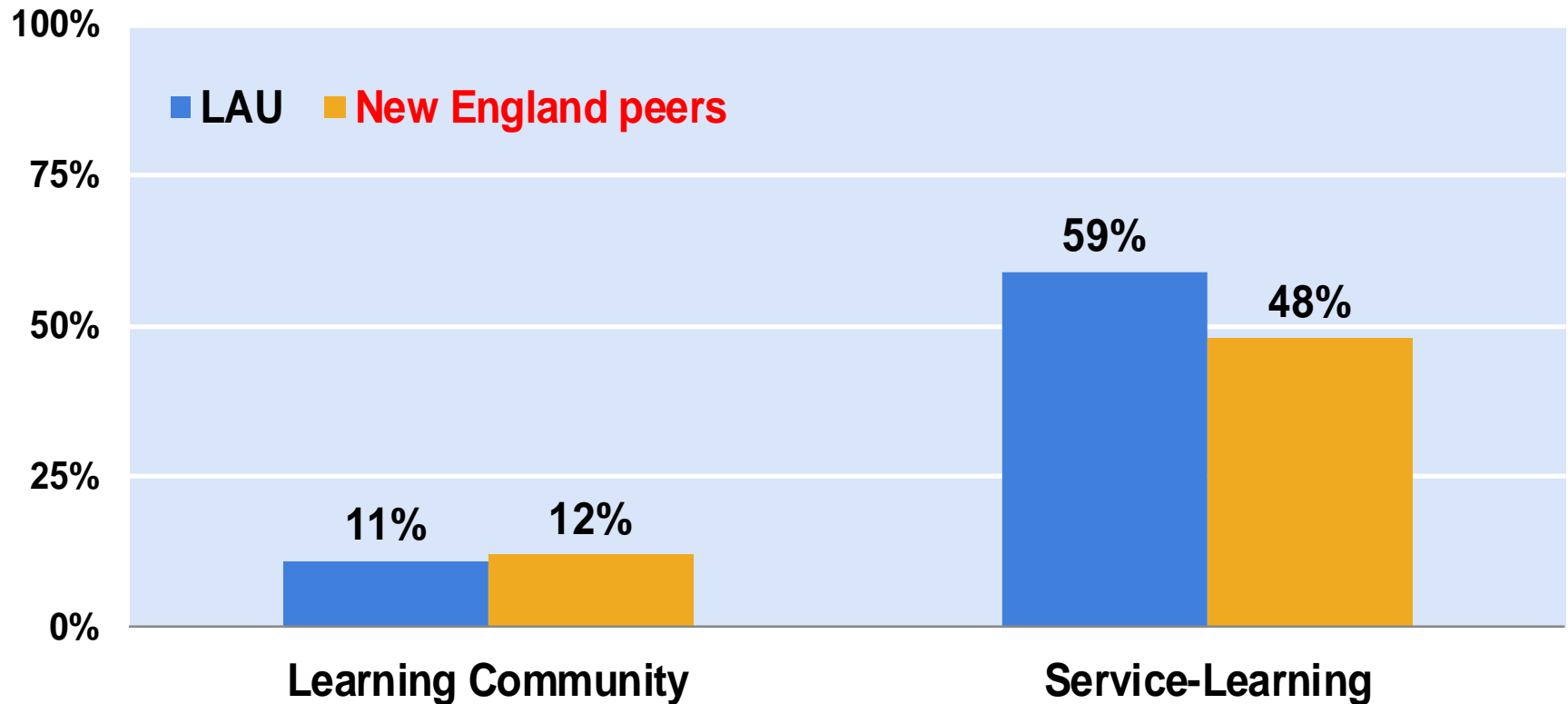
Culminating Senior Experience

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).



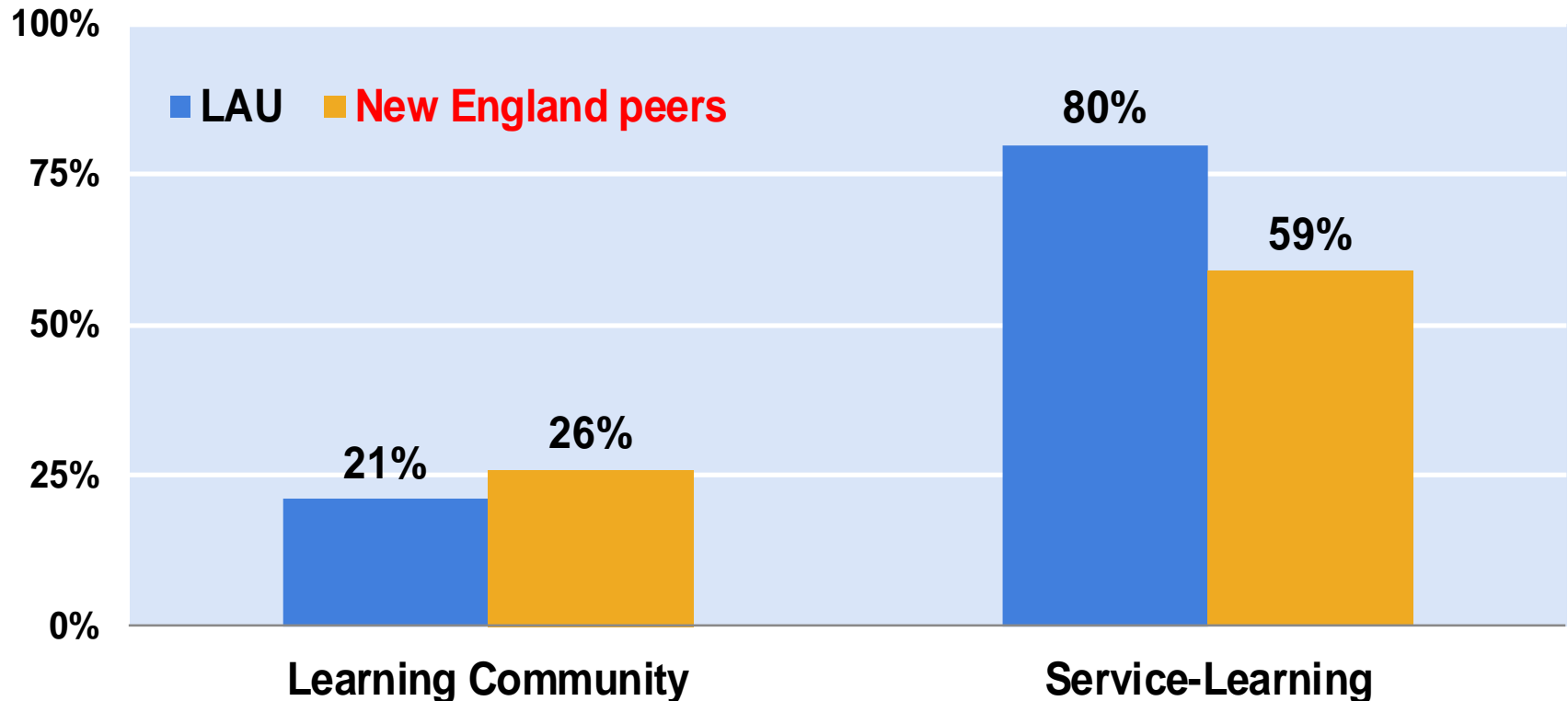
Learning Community and Service Learning: Taking a Closer Look

- Percentage of first-year students who participated in a learning community and in course-based service-learning.



Learning Community and Service Learning: Taking a Closer Look

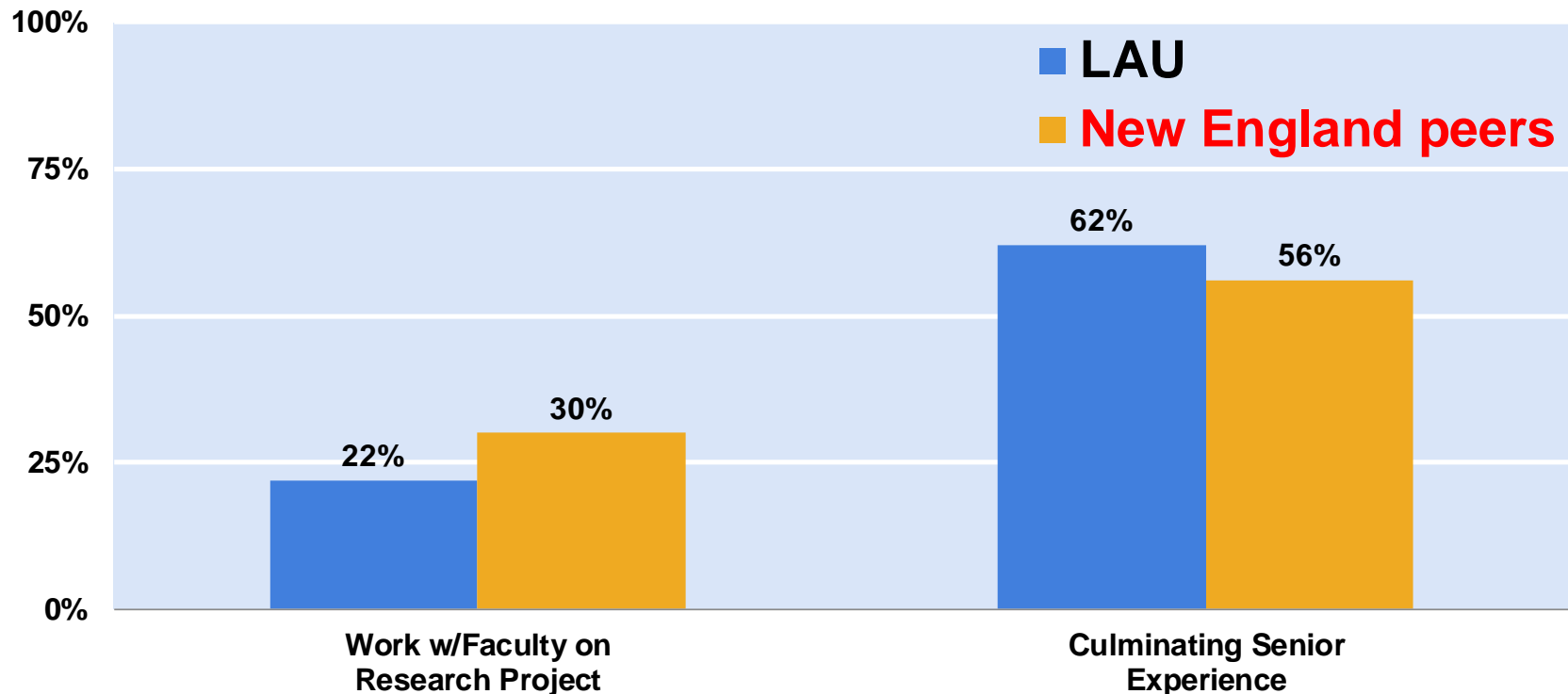
- Percentage of senior students who participated in a learning community and in course-based service-learning.



Work with Faculty on Research Project and Culminating Senior Experience: Taking a Closer Look

Senior students

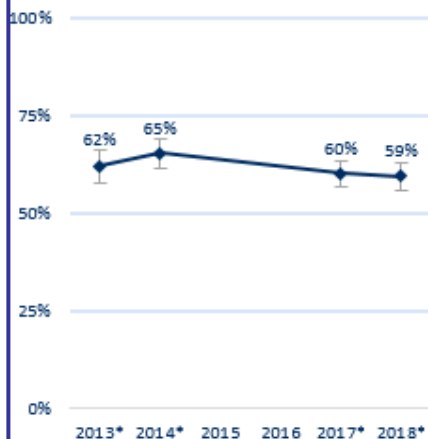
- Percentage of seniors who worked on a research project with a faculty member, and who did a culminating senior experience.



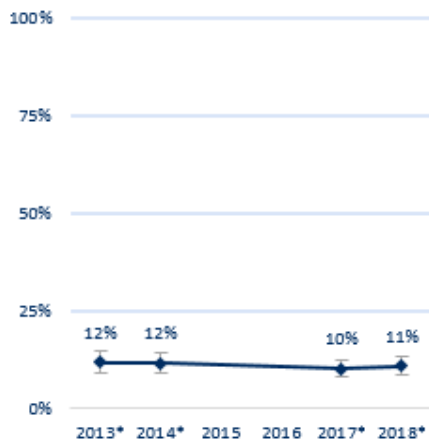
High-Impact Practices- First-year students: Over the years

High-Impact Practices: First-year students

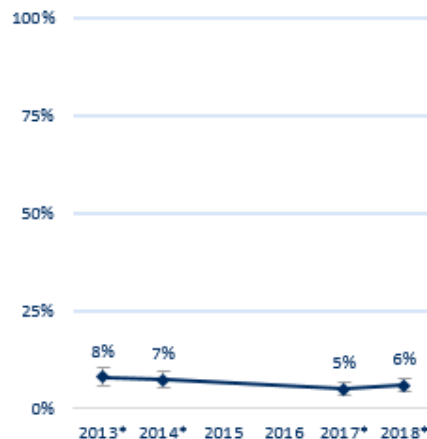
Service-Learning (Some, most, or all courses)



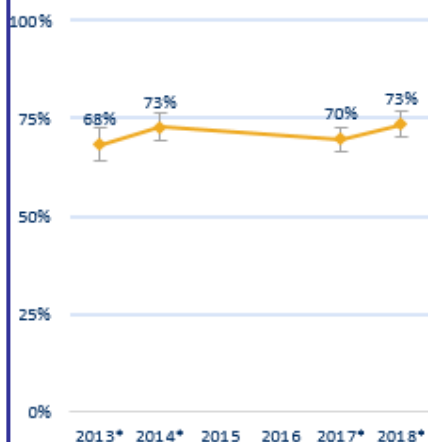
Learning Community (Done or in progress)



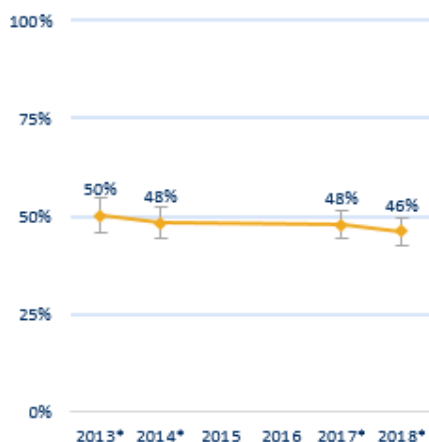
Research with Faculty (Done or in progress)



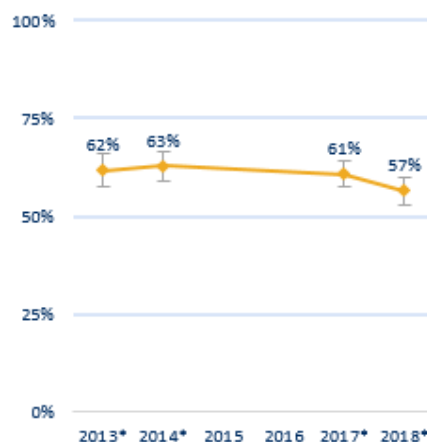
Internship/Field Experience (Plan to do)



Study Abroad (Plan to do)

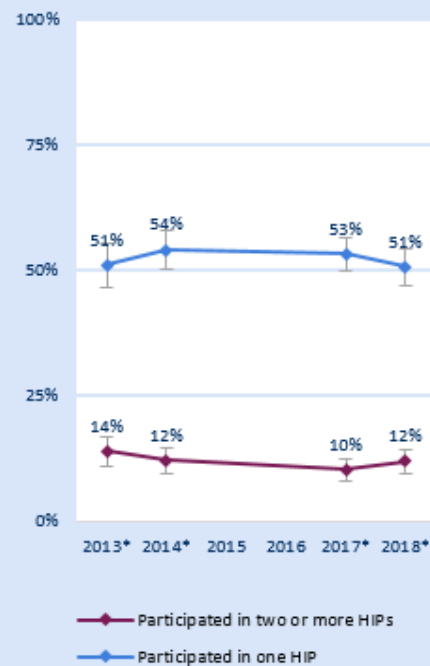


Culminating Senior Experience (Plan to do)



Overall first-year HIP participation

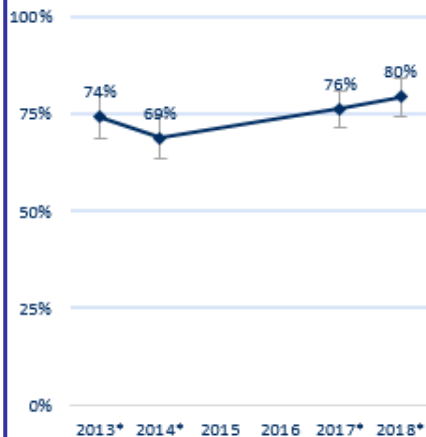
The figure below displays the percentages of first-year students who participated in one, and two or more, HIPs. The figure is limited to participation in a learning community, service-learning, and research with faculty.



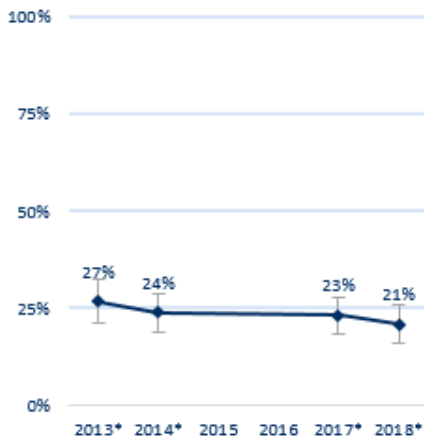
High-Impact Practices- Senior students: Over the years

High-Impact Practices: Seniors

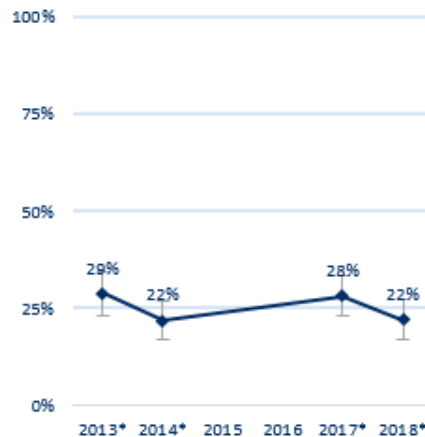
Service-Learning (Some, most, or all courses)



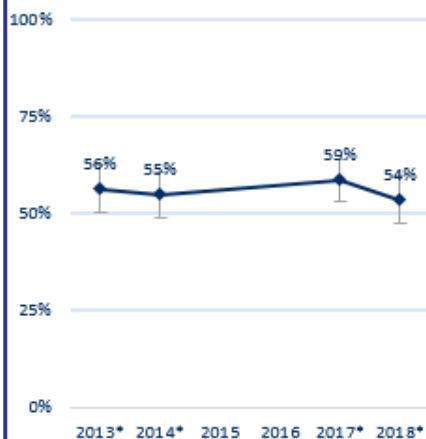
Learning Community (Done or in progress)



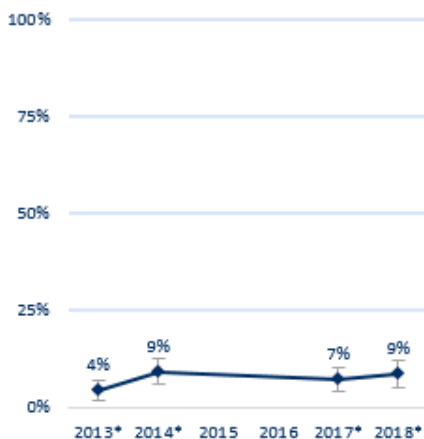
Research with Faculty (Done or in progress)



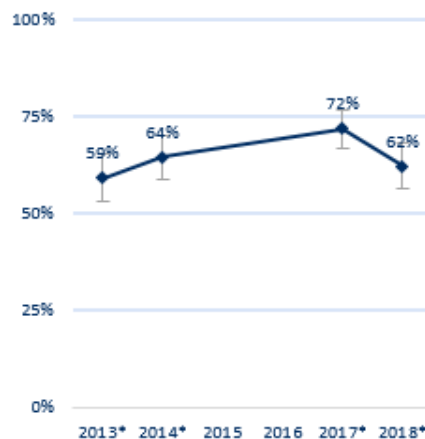
Internship/Field Experience (Done or in progress)



Study Abroad (Done or in progress)

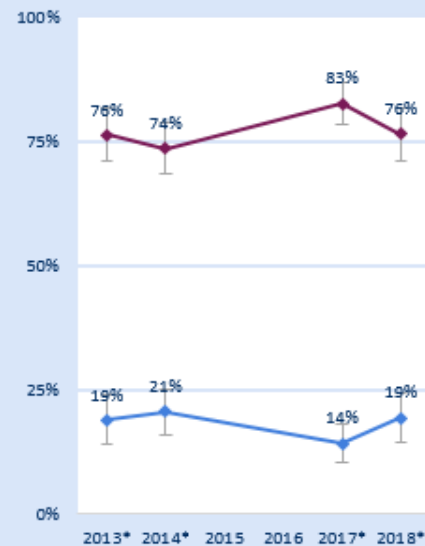


Culminating Senior Experience (Done or in progress)



Overall senior HIP participation

The figure below displays the percentages of seniors who participated in one, and two or more, HIPs. The figure includes all six HIPs.



◆ Participated in two or more HIPs
◆ Participated in one HIP

Engagement Indicators and High Impact Practices: Highest and Lowest Questions

Highest and lowest performing items compared to New England peer group

First-year

Highest Performing Relative to New England Region

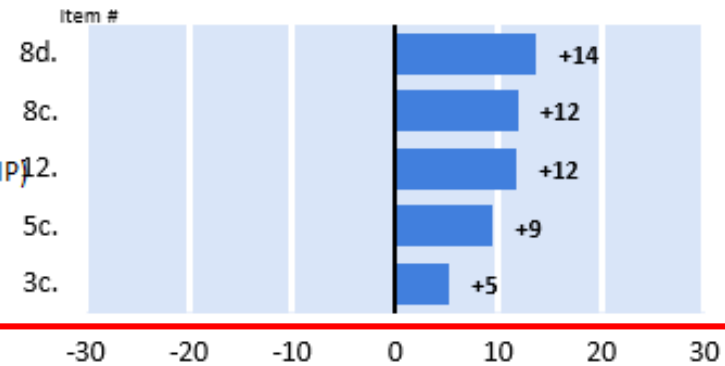
Discussions with... People with political views other than your own^b (DD)

Discussions with... People with religious beliefs other than your own^b (DD)

About how many courses have included a community-based project (service-learning)?^e (HIP)

Instructors used examples or illustrations to explain difficult points^c (ET)

Discussed course topics, ideas, or concepts with a faculty member outside of class^b (SF)



Lowest Performing Relative to New England Region

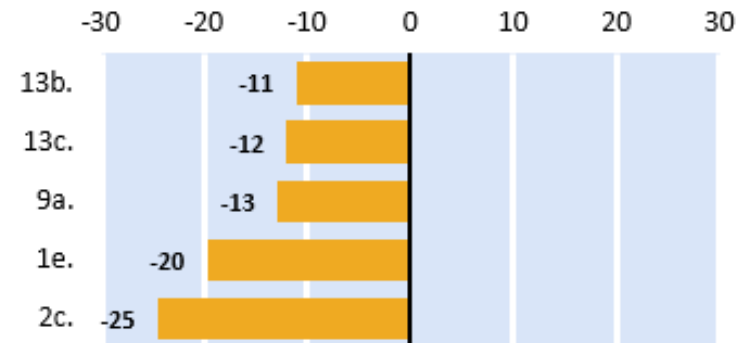
Quality of interactions with academic advisors^d (QI)

Quality of interactions with faculty^d (QI)

Identified key information from reading assignments^b (LS)

Asked another student to help you understand course material^b (CL)

Included diverse perspectives (...) in course discussions or assignments^b (RI)



Percentage Point Difference with New England Region

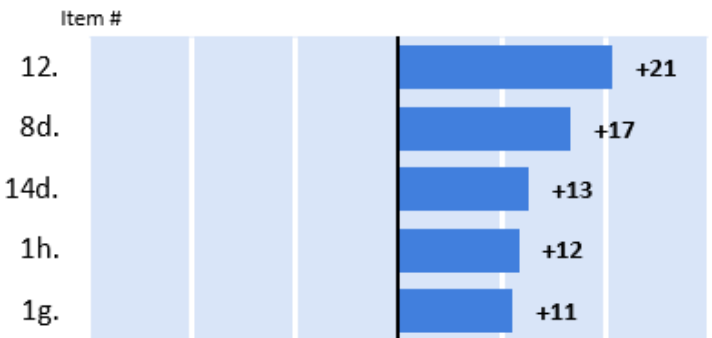
Engagement Indicators and High Impact Practices: Highest and Lowest Questions

Highest and lowest performing items compared to New England Peer group

Senior

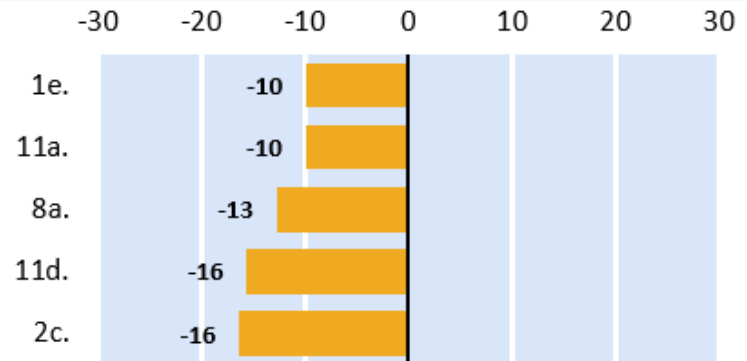
Highest Performing Relative to New England Region

- About how many courses have included a community-based project (service-learning)?^a (HIP)
- Discussions with... People with political views other than your own^b (DD)
- Institution emphasis on encouraging contact among students from different backgrounds...^c (SE)
- Worked with other students on course projects or assignments^b (CL)
- Prepared for exams by discussing or working through course material w/other students^b (CL)



Lowest Performing Relative to New England Region

- Asked another student to help you understand course material^b (CL)
- Participated in an internship, co-op, field exp., student teach., clinical placemt. (HIP)
- Discussions with... People of a race or ethnicity other than your own^b (DD)
- Participated in a study abroad program (HIP)
- Included diverse perspectives (...) in course discussions or assignments^b (RI)

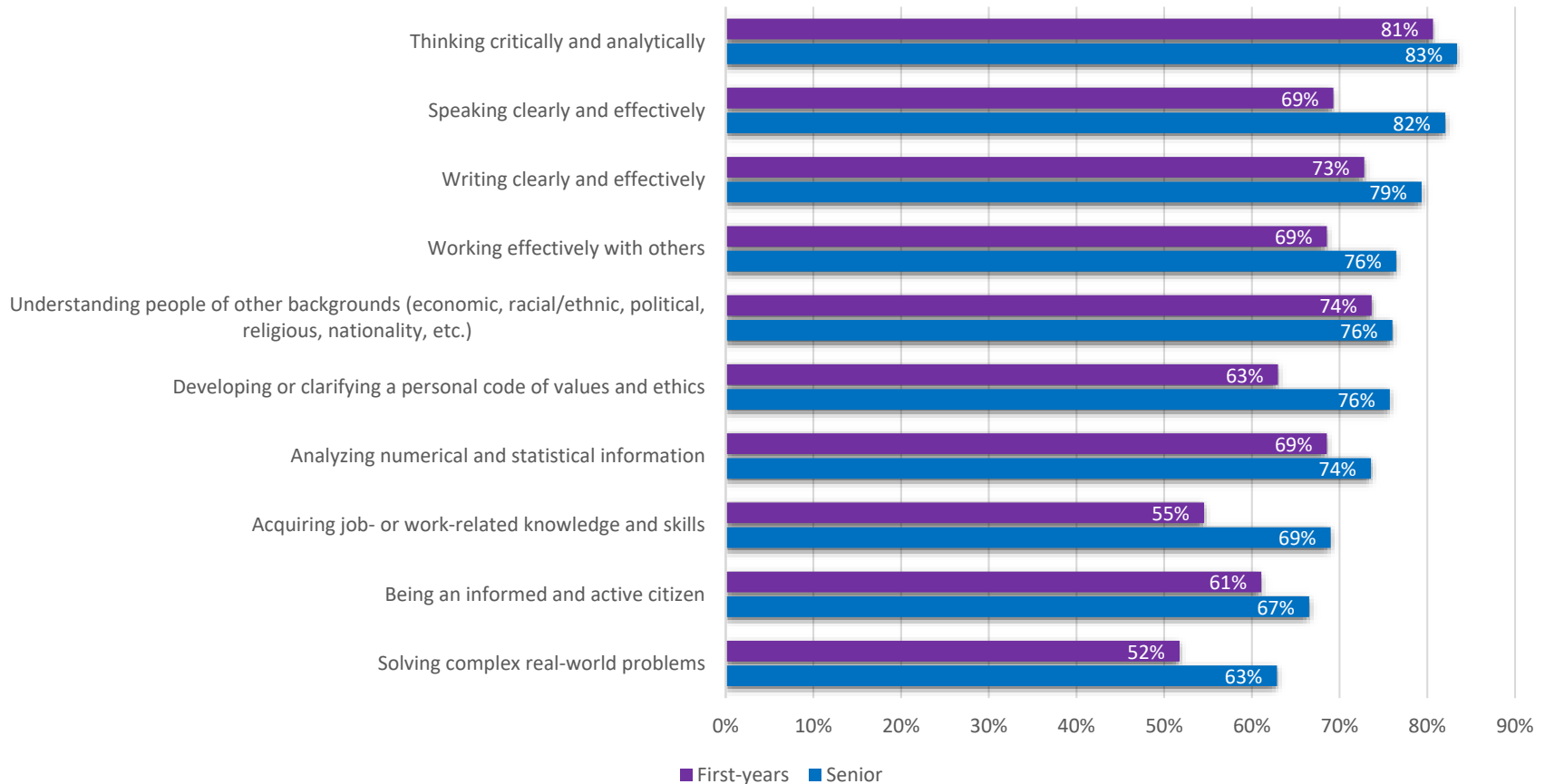


Overall Experience

Perceived gains: Results for LAU

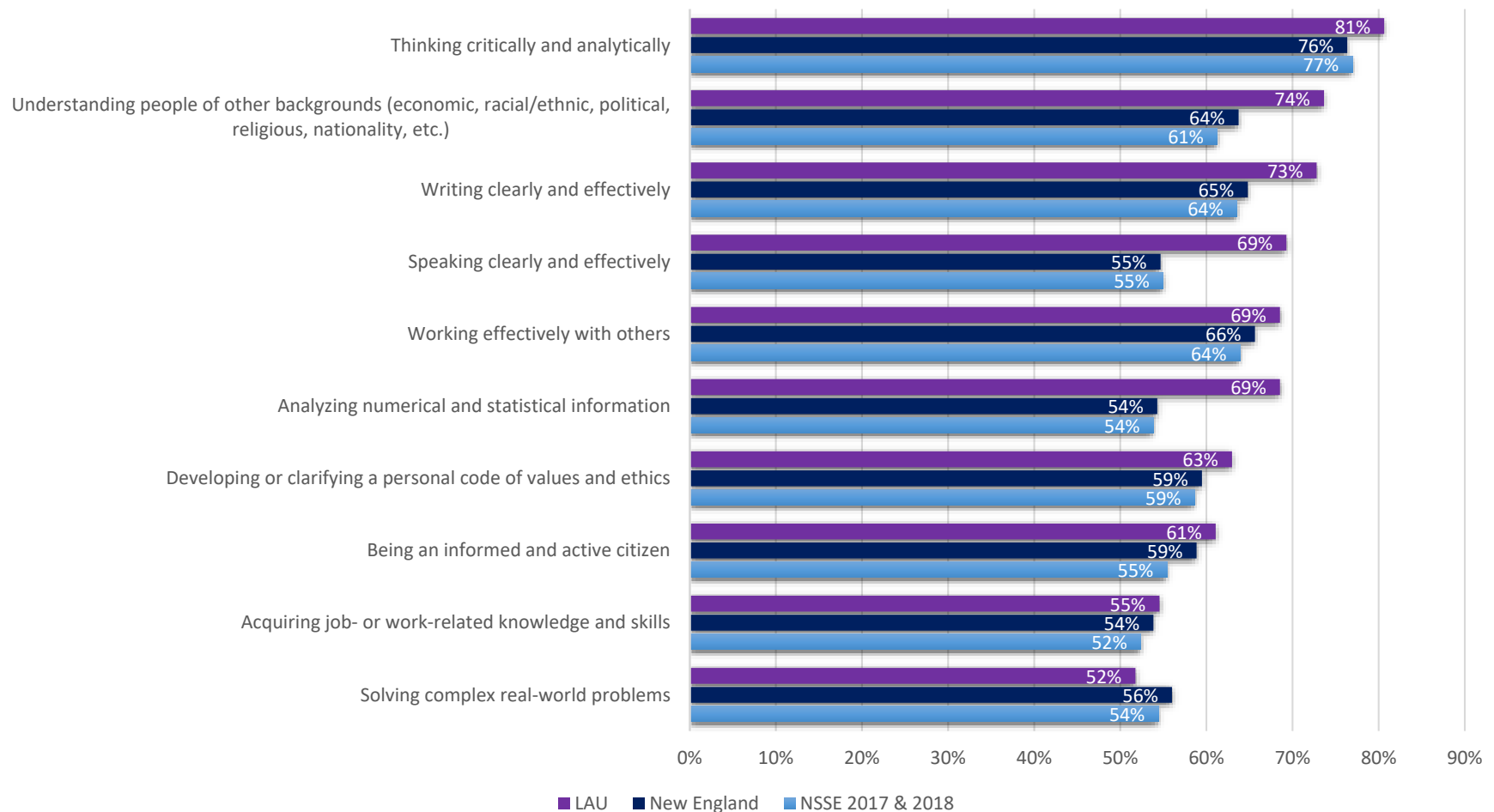
Students reported how much their experience at LAU contributed to their knowledge, skills and personal development in ten areas:

Perceived Gains: Percentage of LAU responding "very much" and "quite a bit"



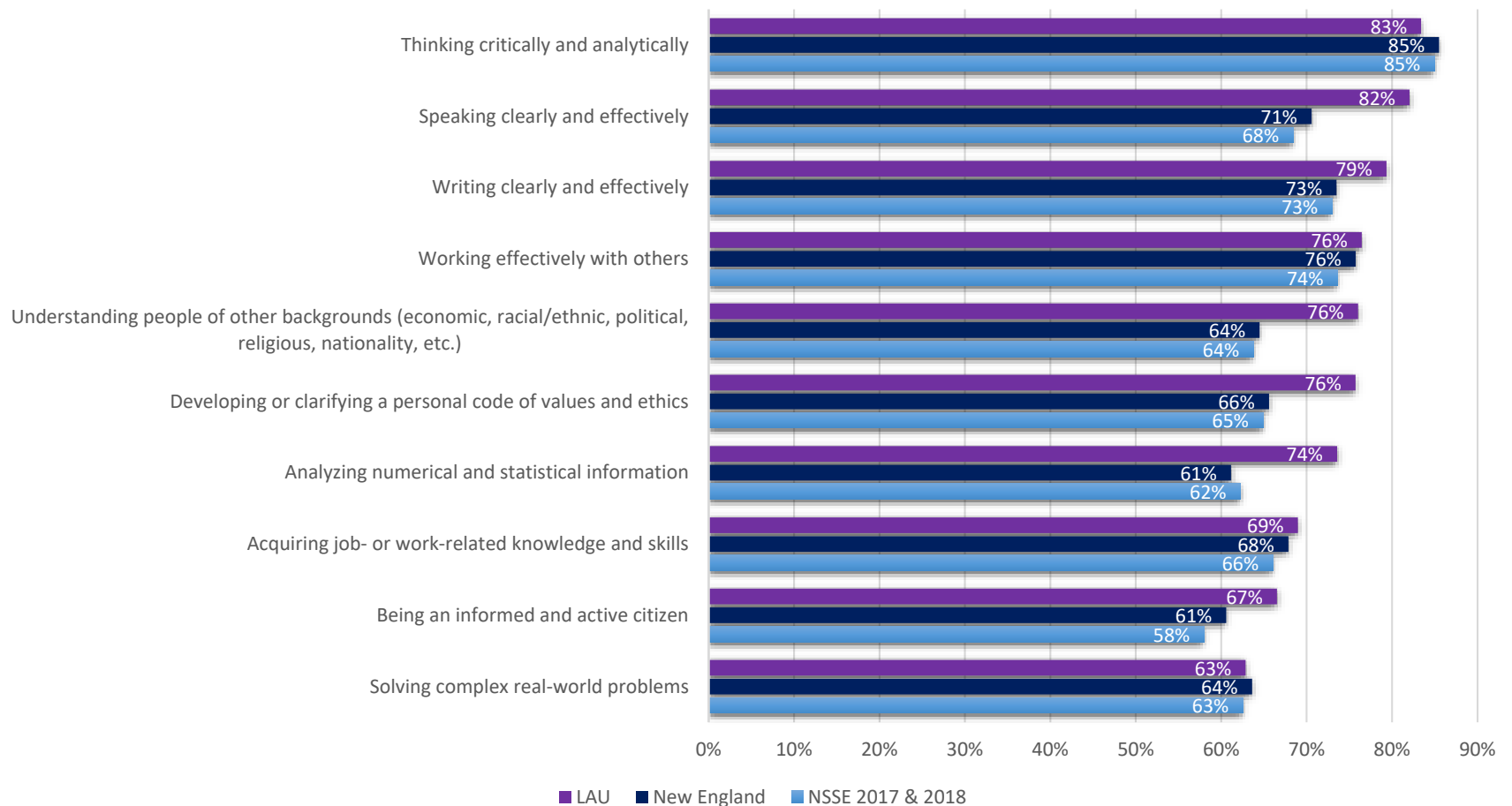
Perceived gains: First-year Students

Perceived Gains: Percentage of First-years responding "very much" and "quite a bit"



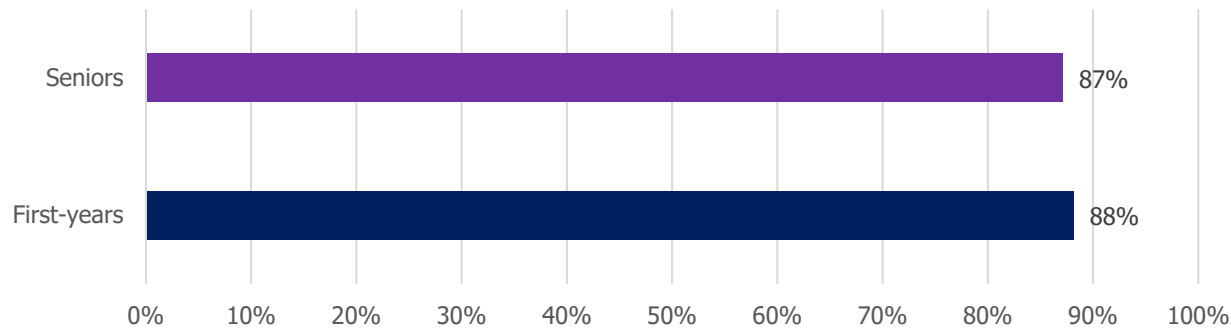
Perceived gains: Senior Students

Perceived Gains: Percentage of Seniors responding "very much" and "quite a bit"

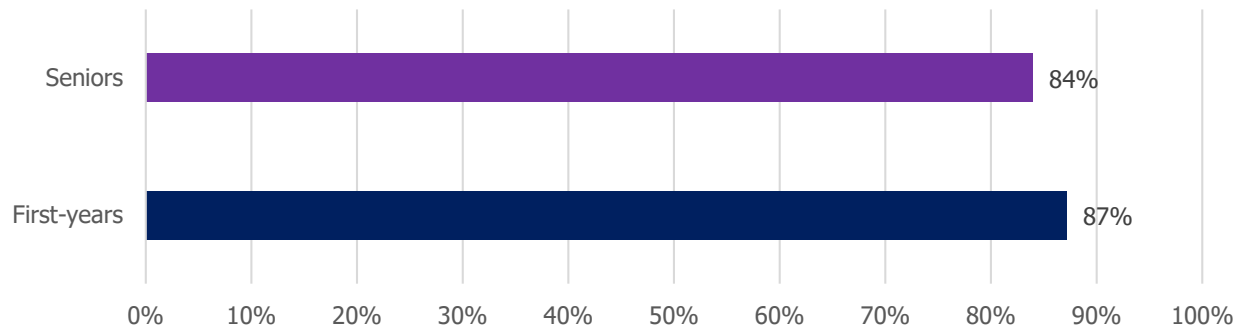


Student Satisfaction: Results for LAU

Percentage of LAU rating their overall experience as "Excellent or Good"

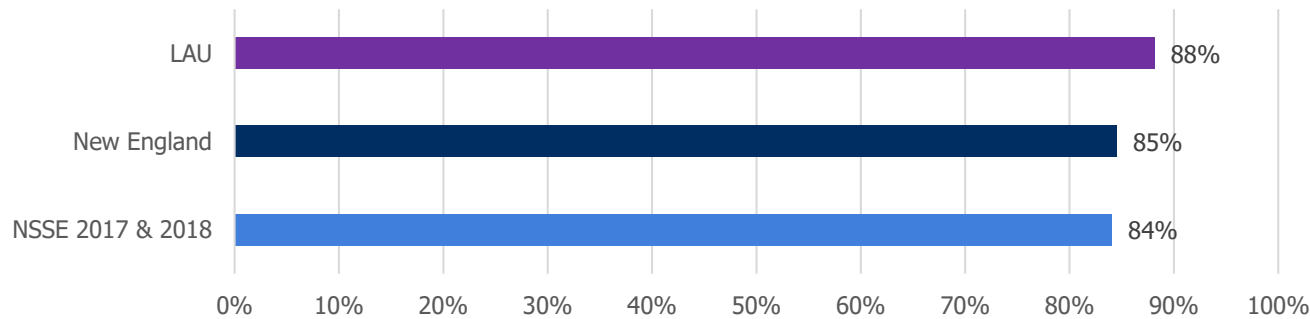


Percentage of LAU who would "Definitely" or "Probably" attend this institution again

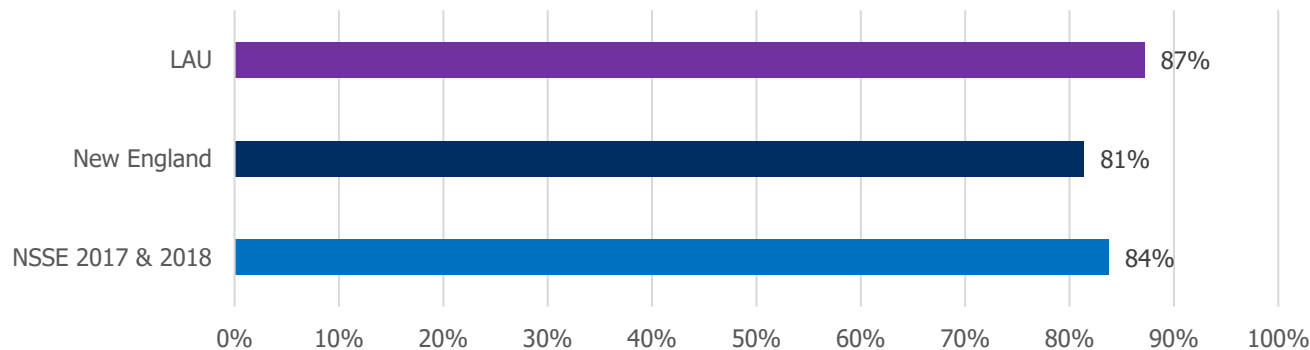


Student Satisfaction: First-year Students

Percentage of First-years rating their overall experience as "Excellent or Good"

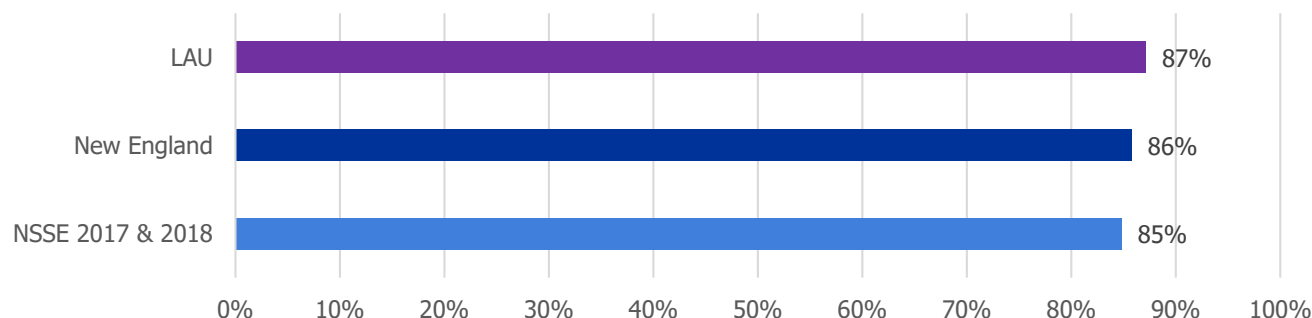


Percentage of First-years who would "Definitely" or "Probably" attend this institution again



Student Satisfaction: Senior Students

Percentage of Seniors rating their overall experience as "Excellent or Good"



Percentage of Seniors who would "Definitely" or "Probably" attend this institution again

