

# Leadership Development Learning Community NSSE Report 2019

**Table 1: LDC Community Demographics**

				Headcount	Female	Resident	Racially Minoritized	First Generation	Pell Recipient
NSSE Year	2016	Arts and Creative Expression	PLP non-LC student	18	77.8%	61%	44.4%	44.4%	27.8%
	2019	Arts and Creative Expression	LDC LC	14	71.4%	64%	21.4%	42.9%	35.7%
			PLP non-LC student	22	77.3%	73%	22.7%	22.7%	27.3%

## Academic Challenge

### Higher-Order Learning

**Table 2: Coursework Emphasized Higher-Order Learning (% Quite a bit/Very Much)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Higher-Order Learning Total Score	39.7	42.1	44.0
Coursework emphasized: Applying facts, theories, or methods to practical problems or new situations	62.5%	64.3%	95.2%
Coursework emphasized: Analyzing an idea, experience, or line of reasoning in depth by examining its parts	68.7%	71.4%	81.0%
Coursework emphasized: Evaluating a point of view, decision, or information source	66.7%	78.6%	85.7%
Coursework emphasized: Forming a new idea or understanding from various pieces of information	81.3%	85.7%	95.2%

## Learning Strategies

**Table 3: Use of Learning Strategies (% Often/Very Often)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Learning Strategies Total Score	33.8	47.3	41.6
Identified key information from reading assignments	68.8%	75.0%	90.5%
Reviewed your notes after class	43.8%	83.3%	90.5%
Summarized what you learned in class or from course materials	50.0%	91.7%	52.4%

## Reflective and Integrative Learning

**Table 4: % Often/Very Often Engagement in Reflective & Integrative Learning (% Often/Very Often)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Reflective and Integrative Learning Total Score	42.4	47.1	45.7
Combined ideas from different courses when completing assignments	82.4%	85.7%	76.2%
Connected your learning to societal problems or issues	75.0%	78.6%	90.5%
Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	80.0%	85.7%	90.5%
Examined the strengths and weaknesses of your own views on a topic or issue	68.8%	92.9%	85.7%
Tried to better understand someone else	75.0%	85.7%	95.2%
Learned something that changed the way you understand an issue or concept	86.7%	78.6%	100.0%
Connected ideas from your courses to your prior experiences and knowledge	85.7%	92.9%	100.0%

## Quantitative Reasoning

**Table 5: Quantitative Reasoning (% Often/Very Often)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Quantitative Reasoning Total Score	22.9	27.2	31.0
Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	37.5%	41.7%	57.1%
Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	25.0%	50.0%	38.1%
Evaluated what others have concluded from numerical information	37.5%	45.5%	42.9%

## Learning with Peers

### Collaborative Learning

**Table 6: Engagement in Collaborative Learning (% Often/Very Often)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Collaborative Learning Total Score	35.9	36.8	39.8
Asked another student to help you understand course material	62.5%	57.1%	66.7%
Explained course material to one or more students	56.2%	71.4%	76.2%
Prepared for exams by discussing or working through course material with other students	43.8%	64.3%	76.2%
Worked with other students on course projects or assignments	62.5%	71.4%	61.9%

## Discussions with Diverse Others

**Table 7: Discussions with Diverse Others (% Often/Very Often)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Discussions with Diverse Others Total Score	47.2	48.3	46.2
Had discussions with people of a race or ethnicity other than your own	81.3%	83.3%	71.4%
Had discussions with people from an economic background other than your own	81.3%	83.3%	90.5%
Had discussions with people with religious beliefs other than your own	93.8%	91.7%	85.7%
Had discussions with people with political views other than your own	75.0%	83.3%	71.4%

## Experiences with Faculty

### Student-Faculty Interaction

**Table 8: Engagement with Faculty (% Often/Very Often)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Student-Faculty Interaction Total Score	25.3	26.4	28.3
Talked about career plans with a faculty member	43.8%	35.7%	47.6%
Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	43.8%	42.9%	42.9%
Discussed course topics, ideas, or concepts with a faculty member outside of class	31.3%	42.9%	38.1%
Discussed your academic performance with a faculty member	25.0%	14.3%	38.1%

## Effective Teaching Practices

**Table 9: Instructor Use of Effective Teaching Practices (% Quite a bit/Very Much)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Effective Teaching Practices Total Score	38.5	36.9	39.4
Instructors: Clearly explained course goals and requirements	81.3%	78.6%	81.0%
Instructors: Taught course sessions in an organized way	93.8%	71.4%	81.0%
Instructors: Used examples or illustrations to explain difficult points	81.3%	50.0%	90.5%
Instructors: Provided feedback on a draft or work in progress	46.7%	57.1%	57.1%
Instructors: Provided prompt and detailed feedback on tests or completed assignments	53.3%	42.9%	81.0%

## High Impact Practices

**Table 10: Engage in High Impact Practices (% Plan to do/Done or in Progress)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Number of high-impact practices for first-year students marked	1.7	2.1	1.6
Internship, co-op, field experience, student teaching, or clinical placement	93.8%	91.7%	95.2%
Learning community or some other formal program where groups of students take two or more classes together	68.8%	100.0%	66.7%
Study abroad program	68.7%	83.3%	71.4%
Work with a faculty member on a research project	50.0%	58.3%	40.0%
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	68.7%	83.3%	71.4%
About how many of your courses at this institution have included a community-based project (service-learning)?	0.0%	16.7%	4.8%

**Table 11: Number of High-Impact Practices Completed**

		NSSE Year						
		2016			2019			
		LDC LC	Other LC	PLP non-LC student	LDC LC	Other LC	PLP non-LC student	
Number of high-impact practices for first-year students marked	0	0	0	0	0	0	1	
		0.0%	0.0%	0.0%	0.0%	0.0%	4.8%	
	1	0	0	6	1	0	8	
		0.0%	0.0%	37.5%	8.3%	0.0%	38.1%	
	2	0	0	9	9	0	11	
		0.0%	0.0%	56.3%	75.0%	0.0%	52.4%	
	3	0	0	1	2	0	1	
		0.0%	0.0%	6.3%	16.7%	0.0%	4.8%	
	Completed 1 or more HIP		.	.	100.0%	100.0%	.	95.2%

## Campus Environment

### Quality of Interactions

**Table 12: Quality of Interactions (% Good, Very Good, Excellent)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Quality of Interactions Total Score	42.6	42.7	44.5
Quality of interactions with students	81.2%	75.0%	81.0%
Quality of interactions with academic advisors	100.0%	66.7%	80.0%
Quality of interactions with faculty	81.2%	75.0%	95.2%
Quality of interactions with student services staff	85.7%	50.0%	76.2%
Quality of interactions with other administrative staff and offices	57.1%	70.0%	80.0%

## Supportive Environment

**Table 13: How much does your institution emphasize: (% Quite a bit/Very Much)**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
Supportive Environment Total Score	39.7	39.3	42.9
Institutional emphasis: Providing support to help students succeed academically	93.8%	90.9%	95.0%
Institutional emphasis: Using learning support services (tutoring services, writing center, etc.)	93.8%	81.8%	90.5%
Institutional emphasis: Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	60.0%	63.6%	81.0%
Institutional emphasis: Providing opportunities to be involved socially	81.3%	63.6%	80.0%
Institutional emphasis: Providing support for your overall well-being (recreation, health care, counseling, etc.)	93.8%	72.7%	85.7%
Institutional emphasis: Helping you manage your non-academic responsibilities (work, family, etc.)	37.5%	36.4%	60.0%
Institutional emphasis: Attending campus activities and events (performing arts, athletic events, etc.)	62.5%	63.6%	81.0%
Institutional emphasis: Attending events that address important social, economic, or political issues	68.7%	63.6%	71.4%

## Student Satisfaction

**Table 14: Overall Satisfaction**

	NSSE Year		
	2016	2019	
	PLP non-LC student	LDC LC	PLP non-LC student
Headcount	18	14	22
How would you evaluate your entire educational experience at this institution?	93.3%	72.7%	85.7%
If you could start over again, would you go to the SAME INSTITUTION you are now attending?	3.5%	3.0%	3.4%

## First Year Experiences

**Table 15: During the current school year, about how often have you done the following? (% Quite a bit/Very Much)**

	LDC LC	PLP non-LC student
Headcount	14	22
Coursework engagement total score	3.0	3.0
Studied when there were other interesting things to do	63.6%	75.0%
Found additional information for course assignments when you didn't	72.7%	85.0%
Participated in course discussions, even when you didn't feel like it	63.6%	70.0%
Asked instructors for help when you struggled with course assignments	45.5%	70.0%
Finished something you had started when you encountered challenges	100.0%	95.0%
Stayed positive, even when you did poorly on a test or assignment	72.7%	80.0%

**Table 16: During the current school year, how difficult have the following been for you? (% Quite a bit/Very Much)**

	LDC LC	PLP non-LC student
Headcount	14	22
Difficulty total score	3.3	2.9
How difficult: Learning course material	36.4%	55.0%
How difficult: Managing your time	45.5%	55.0%
How difficult: Getting help with school work	36.4%	10.0%
How difficult: Interacting with faculty	27.3%	5.0%

**Table 17: During the current school year, about how often have you sought help with coursework from the following sources? (% Quite a bit/Very Much)**

	14	22
Headcount		
Help-seeking total score	2.2	2.2
Sought help from: Faculty members	27.3%	50.0%
Sought help from: Academic advisors	18.2%	35.0%
Sought help from: Learning support services (tutoring, writing center, success coaching, etc.)	27.3%	30.0%
Sought help from: Friends or other students	81.8%	75.0%
Sought help from: Family members	36.4%	20.0%
Sought help from: Other persons or offices	18.2%	10.0%



**Table 18: During the current school year, have you seriously considered leaving this institution?**

	LDC LC	PLP non-LC student
Headcount	14	22
During the current school year, have you seriously considered leaving this institution?	54.5%	25.0%

**Table 19: If yes, why did you consider leaving? (Select all that apply)**

	LDC LC	PLP non-LC student
Headcount	14	22
Considered leaving: Academics are too difficult	16.7%	0.0%
Considered leaving: Academics are too easy	50.0%	0.0%
Considered leaving: Other academic issues (major not offered, course availability, advising, credit transfer, etc.)	33.3%	0.0%
Considered leaving: Financial concerns (costs or financial aid)	66.7%	40.0%
Considered leaving: To change your career options (transfer to another school or program, military service, etc.)	0.0%	0.0%
Considered leaving: Difficulty managing demands of school and work	33.3%	0.0%
Considered leaving: Too much emphasis on partying	0.0%	0.0%
Considered leaving: Not enough opportunities to socialize and have fun	0.0%	20.0%
Considered leaving: Relations with faculty and staff	50.0%	0.0%
Considered leaving: Relations with other students	16.7%	20.0%
Considered leaving: Campus climate, location, or culture	33.3%	40.0%
Considered leaving: Unsafe or hostile environment	0.0%	0.0%
Considered leaving: Personal reasons (family issues, physical or mental health, homesickness, stress, etc.)	0.0%	20.0%
Considered leaving: A reason not listed above, please specify:	50.0%	20.0%

**Table 20: How important is it to you that you graduate from this institution? (Somewhat important, important, very important)**

	LDC LC	PLP non-LC student
Headcount	14	22
How important is it to you that you graduate from THIS INSTITUTION?	63.6%	100.0%

## Inclusiveness and Engagement with Cultural Diversity

**Table 21: During the current school year, how much has your coursework emphasized the following? (% Quite a bit/Very Much)**

	LDC LC	PLP non-LC student
Headcount	14	22
Coursework emphasis total score	2.7	3.2
Coursework emphasis: Developing the skills necessary to work effectively with people from various backgrounds	63.6%	90.0%
Coursework emphasis: Recognizing your own cultural norms and biases	45.5%	85.0%
Coursework emphasis: Sharing your own perspectives and experiences	45.5%	85.0%
Coursework emphasis: Exploring your own background through projects, assignments, or programs	45.5%	75.0%
Coursework emphasis: Learning about other cultures	45.5%	80.0%
Coursework emphasis: Discussing issues of equity or privilege	63.6%	85.0%
Coursework emphasis: Respecting the expression of diverse ideas	54.5%	95.0%

**Table 22: How much does your institution emphasize the following? (% Quite a bit/Very Much)**

	LDC LC	PLP non-LC student
Headcount	14	22
Institutional emphasis total score	3.1	3.2
Institutional emphasis: Demonstrating a commitment to diversity	80.0%	85.0%
Institutional emphasis: Providing students with the resources needed for success in a multicultural world	63.6%	85.0%
Institutional emphasis: Creating an overall sense of community among students	81.8%	85.0%
Institutional emphasis: Ensuring that you are not stigmatized because of your identity (racial/ethnic, gender, religious affiliation, sexual orientation, etc.)	63.6%	80.0%
Institutional emphasis: Providing information about anti-discrimination and harassment policies	100.0%	85.0%
Institutional emphasis: Taking allegations of discrimination or harassment seriously	81.8%	85.0%
Institutional emphasis: Helping students develop the skills to confront discrimination and harassment	54.5%	75.0%

**Table 23: How much does your institution provide a supportive environment for the following forms of diversity? (% Quite a bit/Very Much)**

	LDC LC	PLP non-LC student
Headcount	14	22
Supportive environment total score	3.2	3.1
Supportive environment: Racial/ethnic identity	63.6%	85.0%

	LDC LC	PLP non-LC student
Supportive environment: Gender identity	100.0%	84.2%
Supportive environment: Economic background	54.5%	63.2%
Supportive environment: Political affiliation	45.5%	55.0%
Supportive environment: Religious affiliation	60.0%	70.0%
Supportive environment: Sexual orientation	90.9%	85.0%
Supportive environment: Disability status	90.9%	70.0%

**Table 24: To what extent do you agree or disagree with the following statements? (% Agree/Strongly Agree)**

	LDC LC	PLP non-LC student
Headcount	14	22
Belongingness total score	3.0	3.3
Agree/Disagree: I feel comfortable being myself at this institution.	81.8%	95.0%
Agree/Disagree: I feel valued by this institution.	72.7%	80.0%
Agree/Disagree: I feel like part of the community at this institution.	72.7%	90.0%

**Table 25: During the current school year, about how often have you done the following? (% Often/Very Often)**

	LDC LC	PLP non-LC student
Headcount	14	22
Diversity participation total score	2.4	2.4
Attended events, activities, or presentations that reflect an appreciation for diverse groups of people	45.5%	65.0%
Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.)	45.5%	45.0%
Participated in a diversity-related club or organization	45.5%	25.0%
Participated in a demonstration for a diversity-related cause (rally, protest, etc.)	30.0%	5.0%
Reflected on your cultural identity	63.6%	70.0%