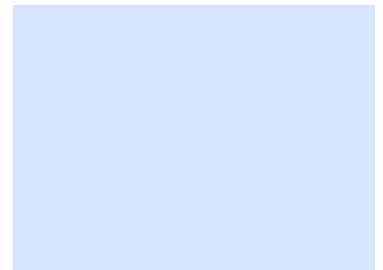


A Summary of Student Engagement Results



Engagement Indicators

Theme

Engagement Indicator

Higher Order Learning

Reflective & Integrative Learning

Learning Strategies

Quantitative Reasoning

Learning with

Collaborative Learning

Discussions with Diverse Others

-- No significant difference.

Student Faculty Interaction

Effective Teaching Practices

--

Quality of Interactions

Supportive Environment

High Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your report.

First-year

Service-Learning, Learning Community, and Research w/Faculty

Senior

Service-Learning, Learning Community, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience



NSSE 2018 Snapshot

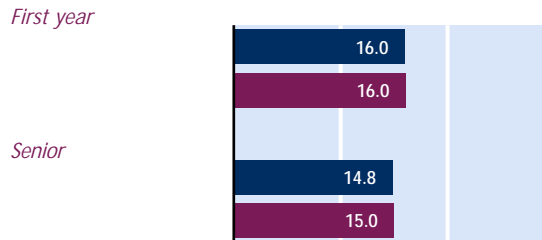
Loyola University Maryland

Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your report. To further explore individual item results, see your the report. To further explore individual item results, see your the report. To further explore individual item results, see your the report.

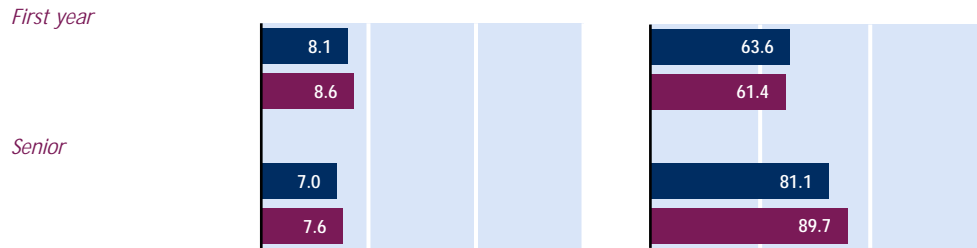
Time Spent Preparing for Class

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



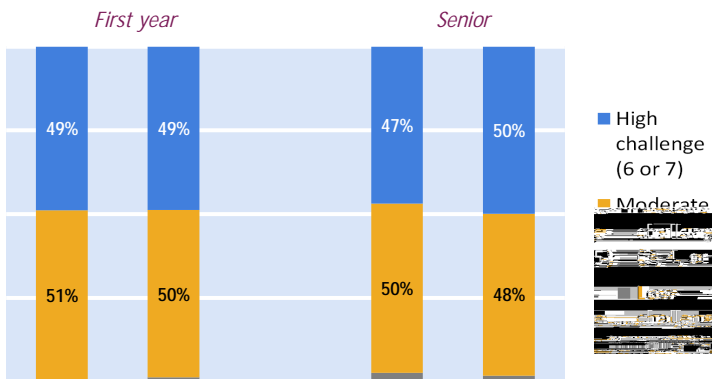
Reading and Writing

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.



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."



NSSE 2018 Snapshot

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Item Comparisons

First-year

Highest Performing Relative to Comparison 2012

- Institution emphasis on helping you manage your non-academic responsibilities () ^c (SE)
- About how many courses have included a community-based project (service-learning)? ^e (HIP)
- Institution emphasis on attending campus activities and events () ^c (SE)
- Institution emphasis on attending events that address important social/econ./polit. issues ^c (SE)
- Prepared for exams by discussing or working through course material w/other students ^b (CL)

Lowest Performing Relative to Comparison 2012

- Discussions with People from an economic background other than your own ^b (DD)
- Worked with other students on course projects or assignments ^b (CL)
- Connected your learning to societal problems or issues ^b (RI)
- Discussions with People with religious beliefs other than your own ^b (DD)
- Discussions with People of a race or ethnicity other than your own ^b (DD)

Senior

Highest Performing Relative to Comparison 2012

- Participated in a study abroad program (HIP)
- Participated in a learning community or some other formal program where (HIP)
- Talked about career plans with a faculty member ^b (SF)
- Institution emphasis on attending campus activities and events () ^c (SE)
- Prepared for exams by discussing or working through course material w/other students ^b (CL)

Lowest Performing Relative to Comparison 2012

- Quality of interactions with students ^d (QI)
- Learned something that changed the way you understand an issue or concept ^b (RI)
- Connected your learning to societal problems or issues ^b (RI)
- Examined the strengths and weaknesses of your own views on a topic or issue ^b (RI)
- Discussions with People with religious beliefs other than your own ^b (DD)

Percentage Point Difference with Comparison 2012

NSSE 2018 Snapshot

Loyola University Maryland

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution useful evidence of their educational experiences. For more details, see your Frequencies and Statistical Comparisons reports

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains
(Sorted highest to lowest)

Percentage of Seniors Responding
"Very much" or "Quite a bit"

Thinking critically and analytically

87%

Working effectively with others

82%

Writing clearly and effectively

77%

*Developing or clarifying a personal code
of values and ethics*

76%

Speaking clearly and effectively

73%

Being an informed and active citizen

68%

*Understanding people of other backgrounds
(econ., racial/ethnic, polit., relig., nation., etc.)*

66%

*Acquiring job- or work-related knowledge
and skills*

Analyzing numerical and statistical information

Satisfaction with Loyola-Maryland

Students rated their overall experience at the institution, and whether or not they would choose it again.

Percentage Rating Their Overall Experience
as "Excellent" or "Good"

First-year

Senior

Percentage Who Would "Definitely" or
"Probably" Attend This Institution Again

First-year

Senior

Administration Details

Response Summary

Additional Questions

What is NSSE?