



University of Central Florida

*Student Engagement:  
SDES Contributions and  
Future Opportunities*

**SDES Winter Development Conference  
December 18, 2008**

**OEAS  
Patrice Lancey, Ph.D.**



# What is NSSE?

## Background

- 2003: NSSE was selected as a measure of quality of undergraduate student experience for strategic planning
- Spring 2004 and 2005: NSSE administered to obtain baseline data
- NSSE administered at UCF every three years

## Utilization

- NSSE releases no individual institutional scores
- used for internal improvement of educational practices
- results are shared with the President, Provost, Deans, Directors, Chairs, faculty, SDES, FCTL

# Purpose

- review NSSE results for 2008
  - institutional level - compare Benchmark mean scores
    - within UCF: across time
      - UCF 2005 baseline data
    - between universities: 2008 Research Universities (high research activity)
  - within UCF - 2008
    - First Year Students: compare students live on campus to students who live elsewhere
    - Senior Students: compare transfer students to native students
- begin conversation
  - what is meaningful to SDES?

## 5 NSSE Benchmarks of Effective Educational Practice

- Each Benchmark: consists of survey items associated in literature with higher levels of student engagement, learning and development
- Active and Collaborative Learning (ACL)
- Student-Faculty Interaction (SFI)
- Enriching Educational Experiences (EEE)
- Supportive Campus Environment (SCE)
- Level of Academic Challenge (LAC)

# BENCHMARK MEAN SCORES

Random Sample UCF Students:

First Year Students 2008 (n=434; response rate: 18% )

Senior Students 2008 (n=487; response rate: 20% )

Two Comparisons:

Within UFC - Over time: 2005 vs. 2008

With Peer Institutions:

Research Universities – Public and Private (High Research)

# UCF Benchmark Mean Scores

## Findings

- UCF over time
  - all UCF benchmark mean scores increased in 2008 compared to 2005
- UCF compares favorably to Research Universities  
(high research activity - **public and private**)
  - UCF is about the same as RU/H institutions on the benchmarks
  - no statistically significant differences

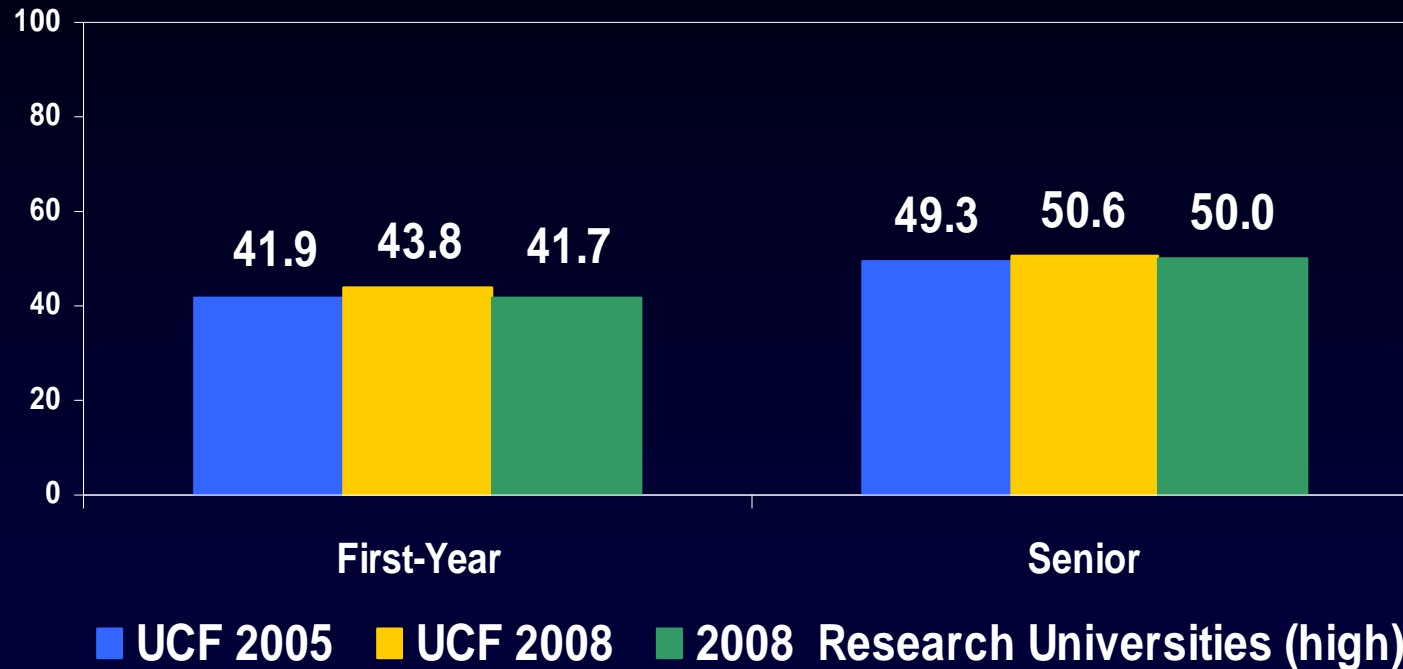
# NSSE Benchmark #1: *Active & Collaborative Learning*

## 7 items

- asked questions in class; contributed to class discussions
- made a class presentation
- worked with other students on projects during class
- worked with classmates outside of class to prepare class assignments
- tutored or taught other students
- participated in community-based project as part of a regular course
- discussed ideas from readings or classes outside of class



# Active & Collaborative Learning



benchmark mean score



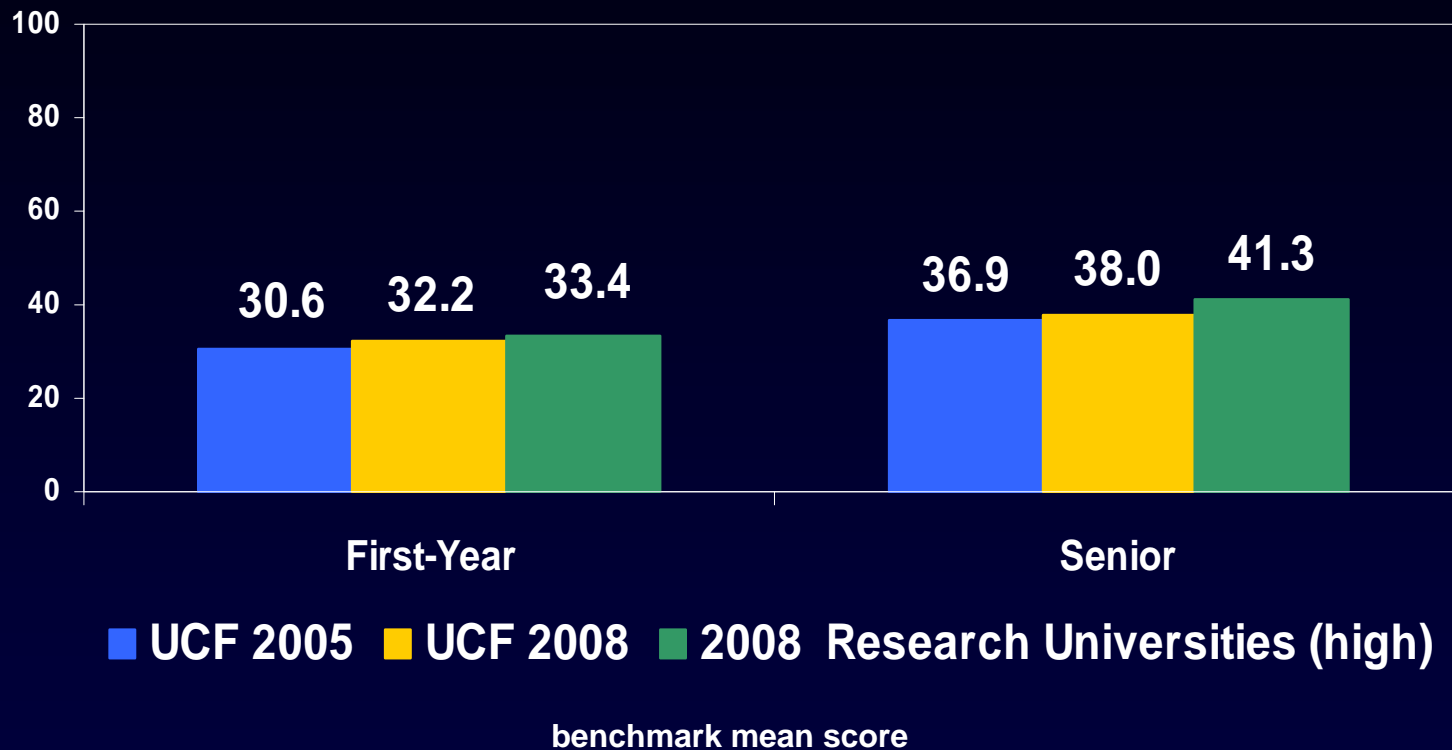
# **NSSE Benchmark #2: *Student-Faculty Interaction***

## **6 items**

- discussed grades or assignments with an instructor
- talked about career plans with a faculty member or advisor
- discussed ideas from your readings or classes with faculty members outside of class
- worked with faculty members on activities other than coursework (committees, orientation, etc.)
- received prompt feedback on your academic performance (written or oral)
- worked with a faculty member on a research project outside of course or program requirements



# Student-Faculty Interaction



## **NSSE Benchmark #3: *Enriching Educational Experiences***

### **5 of 11 items**

- serious conversations with students of different religious beliefs, political opinions, or personal values
- serious conversations with students of a different race or ethnicity
- using electronic technology to discuss or complete an assignment
- campus environment encouraging contact among students from different economic, social, and racial or ethnic backgrounds
- participate in a learning community or some other formal program where groups of students take two or more classes together

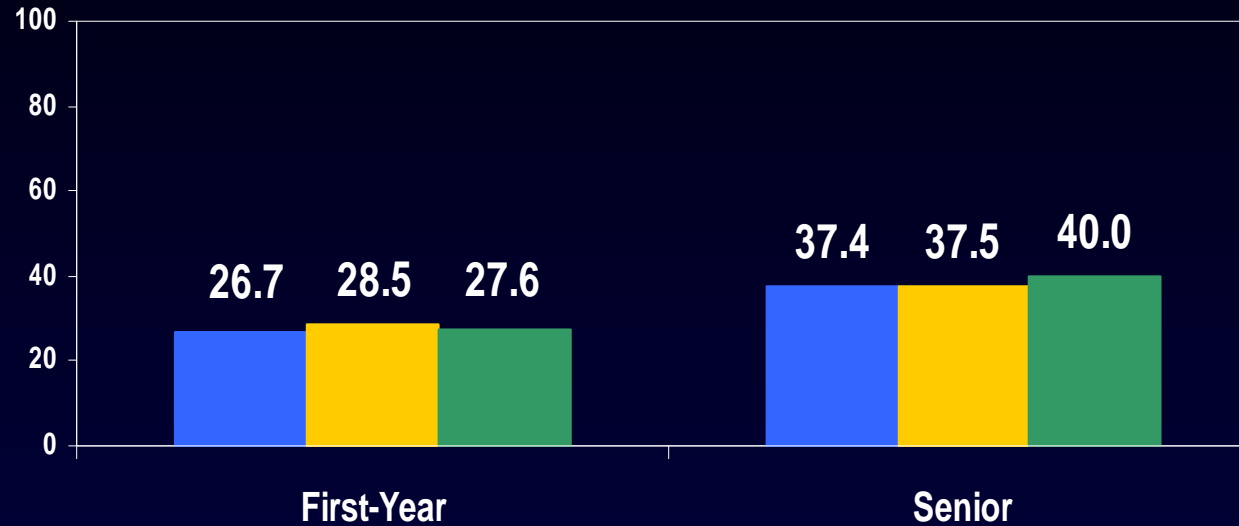
# **NSSE Benchmark #3: *Enriching Educational Experiences***

## **11 items *continued***

- participating in co-curricular activities
- practicum, internship, field, co-op, or clinical experience
- community service or volunteer work
- foreign language coursework & study abroad
- independent study or self-designed major
- culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)



# Enriching Educational Experiences



■ UCF 2005 ■ UCF 2008 ■ 2008 Research Universities (high)

benchmark mean score



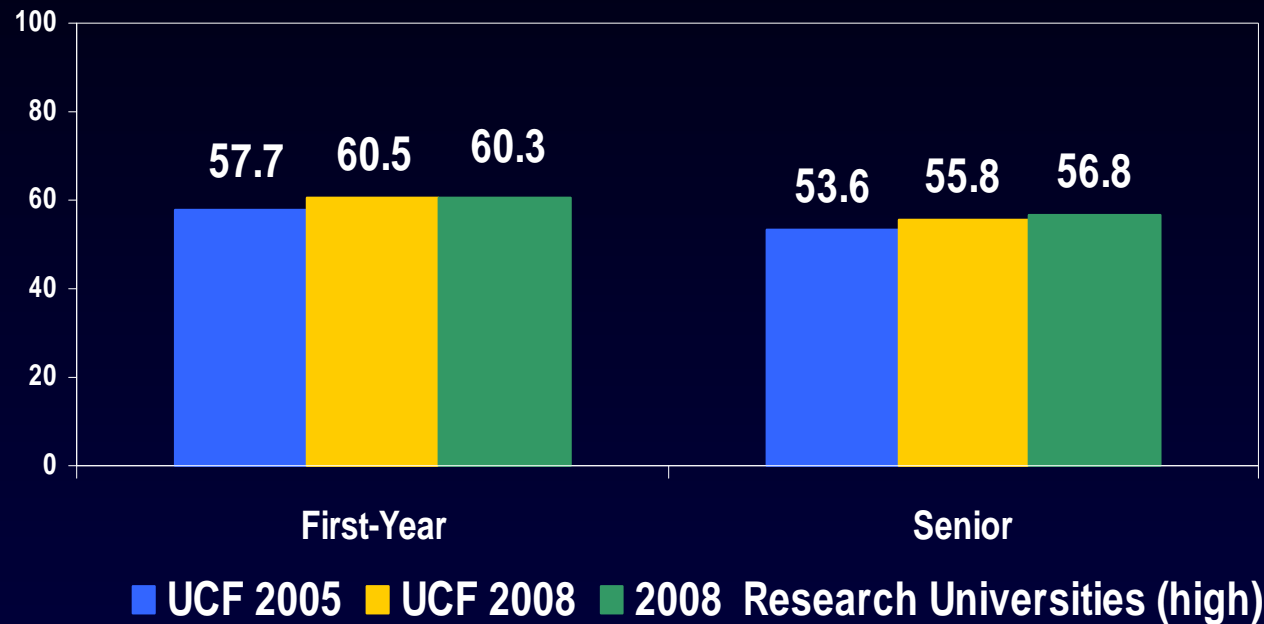
# NSSE Benchmark #4: *Supportive Campus Environment*

## 6 items

- ❑ campus environment provides support you need to help you succeed academically
- ❑ campus environment helps you cope with your non-academic responsibilities (work, family, etc.)
- ❑ campus environment provides the support you need to thrive socially
- ❑ quality of relationships with other students
- ❑ quality of relationships with faculty
- ❑ quality of relationships with administrative personnel & offices



# Supportive Campus Environment



benchmark mean score



# NSSE Benchmark #5

## *Academic Challenge*

### 4 of 9 items

- hours/week preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other activities related to academic program)
- number of assigned textbooks
- number of written assignments of certain lengths (<5 pages; 5-19 pages; 20+ pages)
- campus environment emphasizing time studying & academic work



# NSSE Benchmark #5

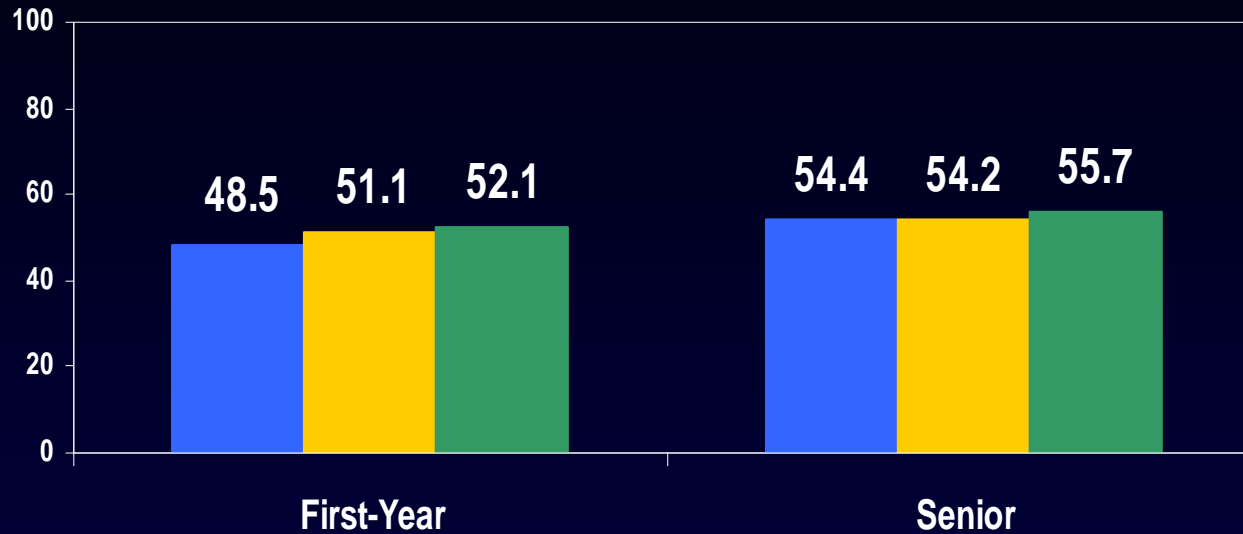
## *Academic Challenge*

### 9 items *continued*

- application
- analysis
- synthesis
- making judgments (evaluation)
- working harder than you thought you could to meet an instructor's standards or expectations



# Academic Challenge



■ UCF 2005 ■ UCF 2008 ■ 2008 Research Universities (high)

benchmark mean score



# UCF Communities of Learners

Are there statistically significant differences in engagement?

UCF Senior Students: random sample (n=437)

Comparison Groups:

Upper division - Burnett Honors College Students (n=50)

Upper division - Undergraduate Research Students (n=103)

Conclusion:

NSSE provides evidence of increased engagement for students in enriched UCF educational experiences

# Seeking Signs of Engagement

Document SDES contributions and explore opportunities:

What patterns of UCF student engagement are notable for SDES professionals as we take a holistic view to:

reframe roles

reinvent strategies

document impact

# Use NSSE Results as a Lens

Build Communities of Learners, Enriching Educational Experiences, and Supportive Campus Environment

Infuse the UCF Creed

**UCF First Year Students:**

Live in campus housing vs. Live off-campus

**UCF Senior Students:**

Transfer students vs. Native students

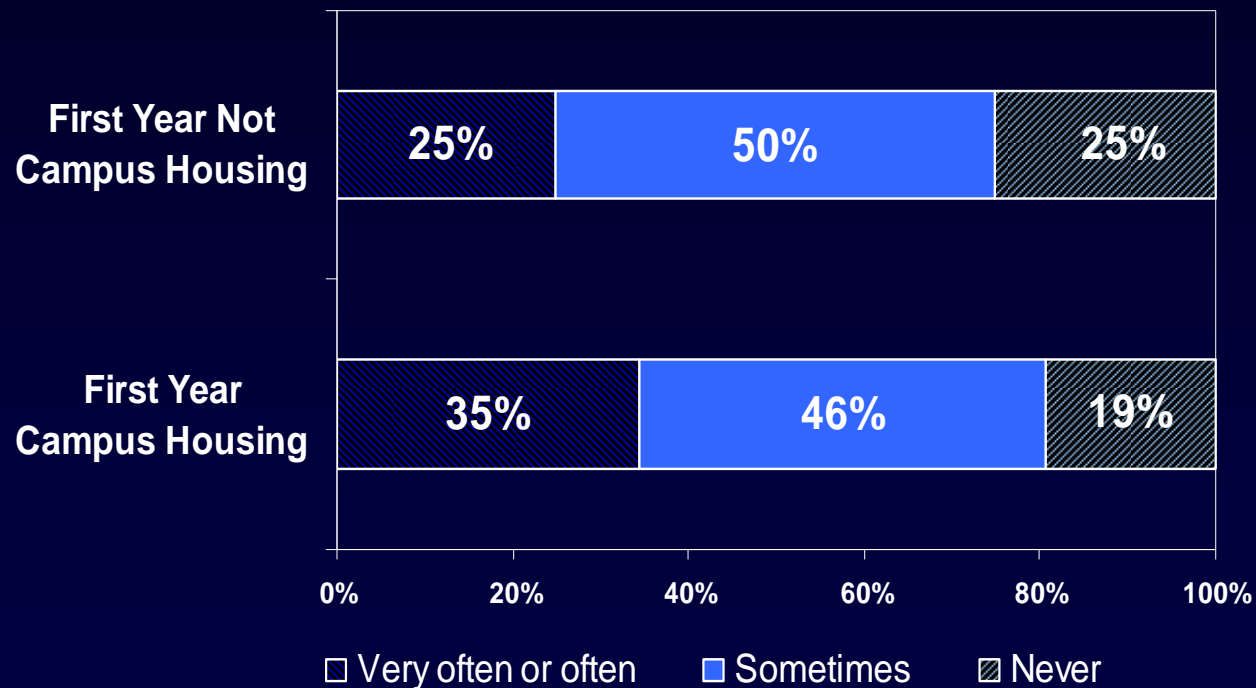
		First Year Student Campus Housing n=225	First Year Student Not Campus Housing n=157
<b>Gender</b>	Female	40%	36%
	Male	60%	64%
<b>Age</b>	Non-traditional (24 or older)	0%	1%
	Traditional (less than 24)	100%	99%
<b>Race/Ethnicity</b>	Minority	21%	41%
	Not minority	72%	56%
	No response	7%	3%
<b>Enrollment status (Spring 2008)</b>	Full-time	99%	95%
	Part-time	1%	5%
<b>Hours work off-campus</b>	21 or more	3%	15%
	6 to 11	16%	26%
	0 to 5	81%	59%
<b>Hours caring for dependents living with you</b>	21 or more	0%	1%
	6 to 11	2%	11%
	0 to 5	98%	87%

		<b>Native Student</b>	<b>Transfer Student</b>
		<b>n=141</b>	<b>n=297</b>
<b>Gender</b>	Female	43%	37%
	Male	57%	63%
<b>Age</b>	Non-traditional (24 or older)	11%	58%
	Traditional (less than 24)	89%	42%
<b>Race/Ethnicity</b>	Minority	26%	22%
	Not minority	72%	71%
	No response	2%	7%
<b>Enrollment status (Spring 2008)</b>	Full-time	84%	35%
	Part-time	16%	65%
<b>Hours work off-campus</b>	21 or more	3%	15%
	6 to 11	16%	26%
	0 to 5	81%	59%
<b>Hours caring for dependents living with you</b>	21 or more	0%	1%
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# Scholarship, Creativity and Excellence

Talked about career plans with a faculty member or advisor

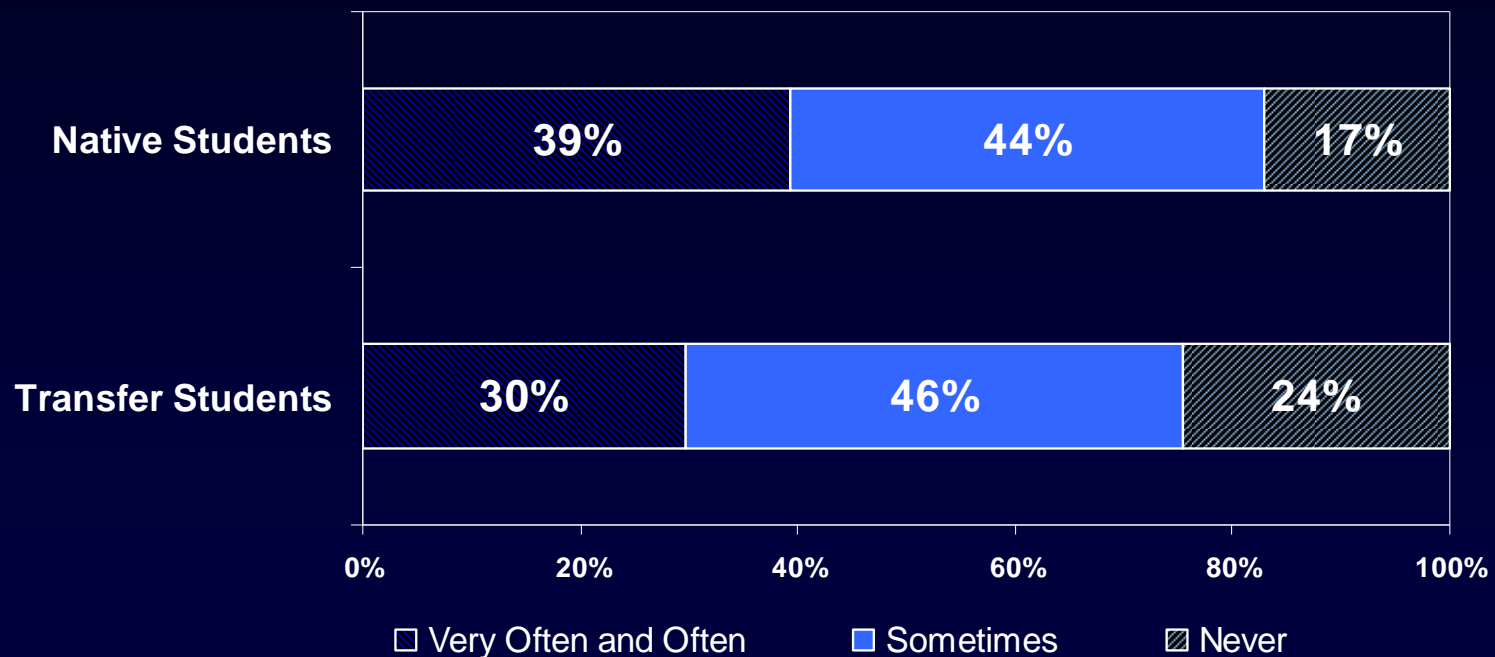






# Scholarship, Creativity and Excellence

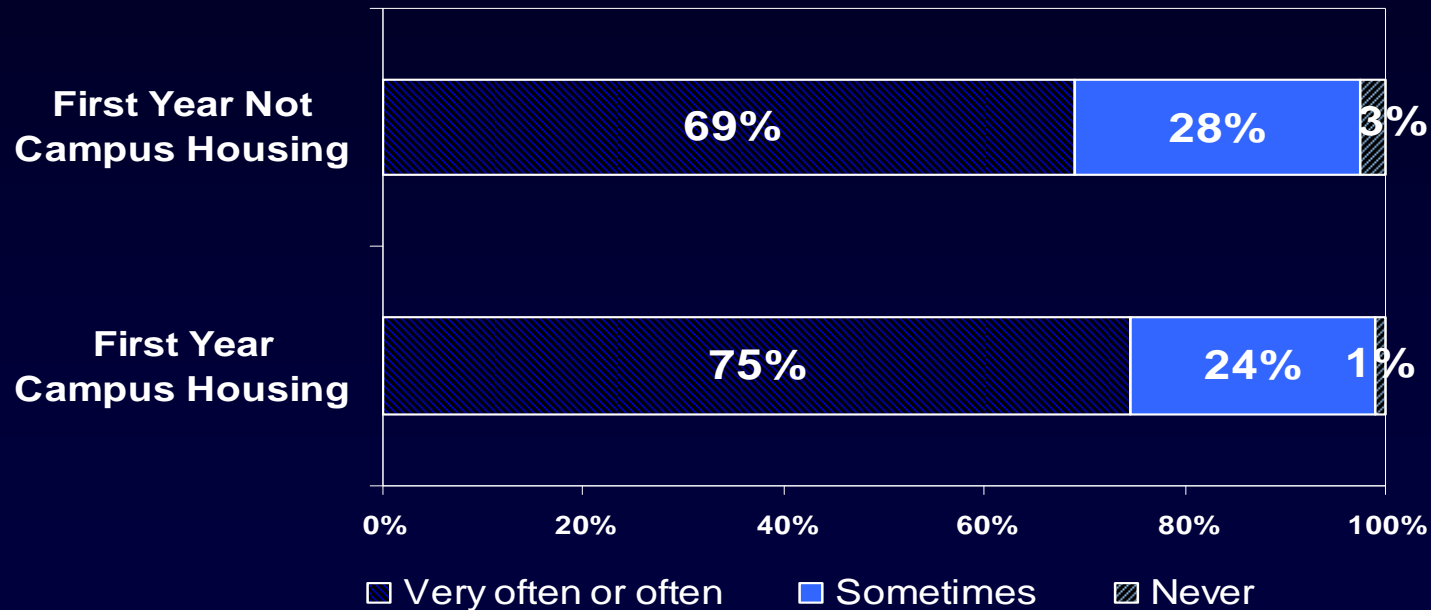
Talked about career plans with a faculty member or advisor





# Community, Excellence and Creativity

Used email to communicate with an instructor\*

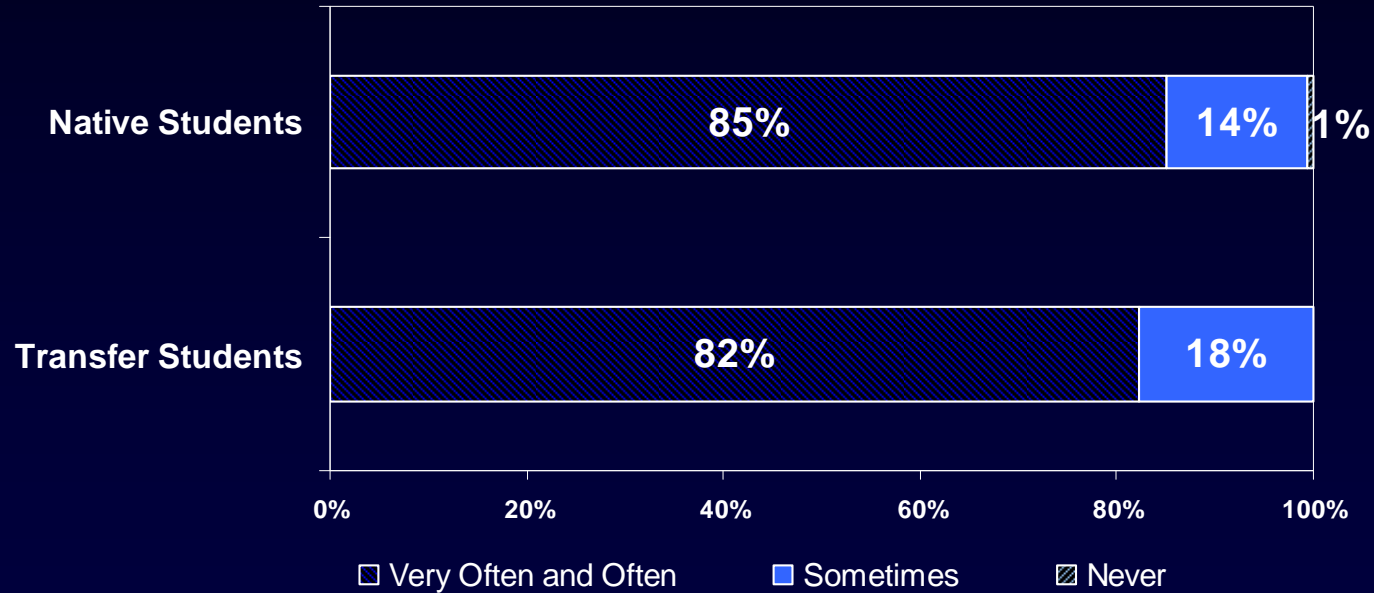


\*Statistically significant  $p < .05$



# Community, Excellence and Creativity

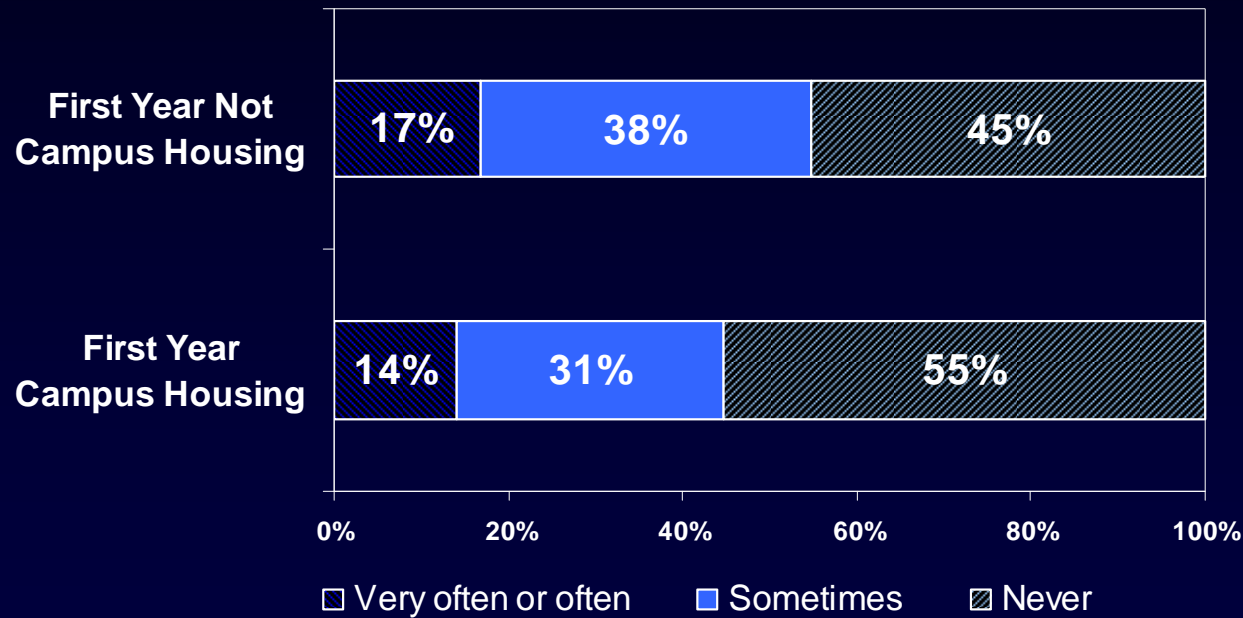
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# Scholarship, Creativity and Excellence

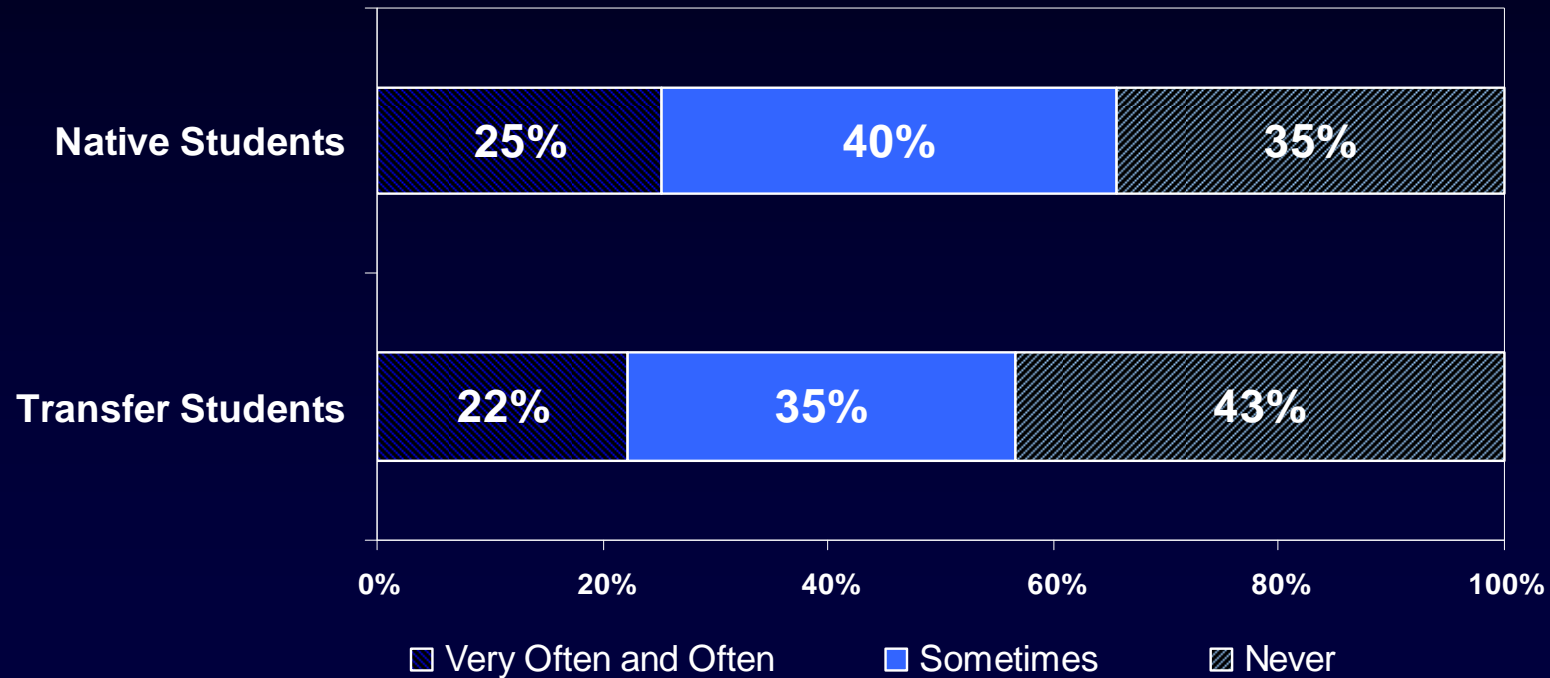
Tutored or taught other students





# Scholarship, Creativity and Excellence

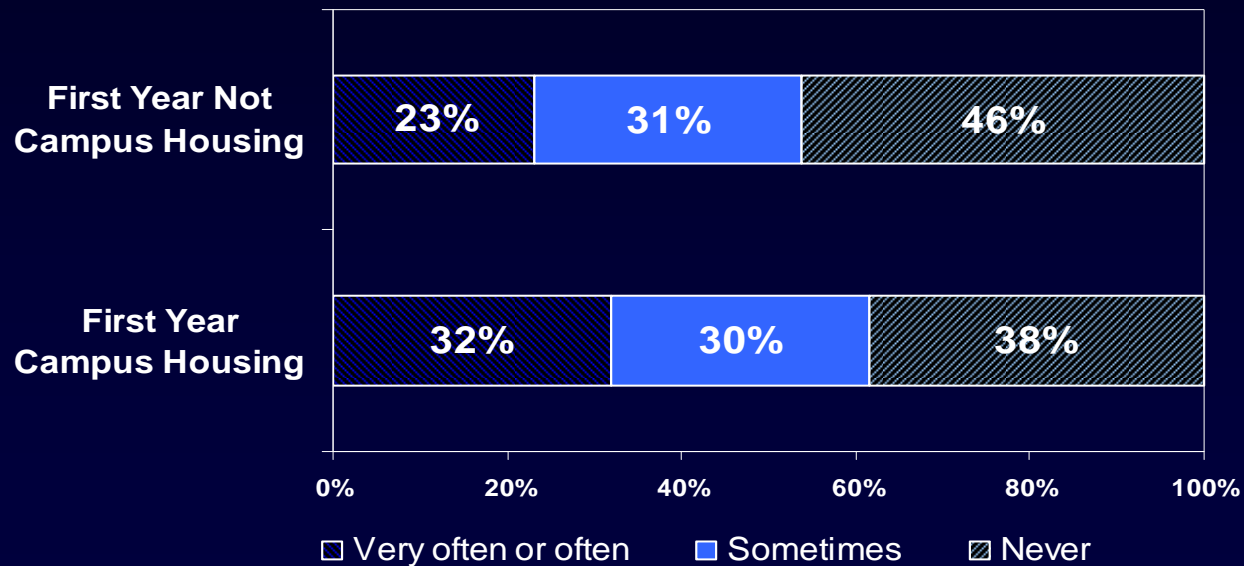
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# Scholarship and Community

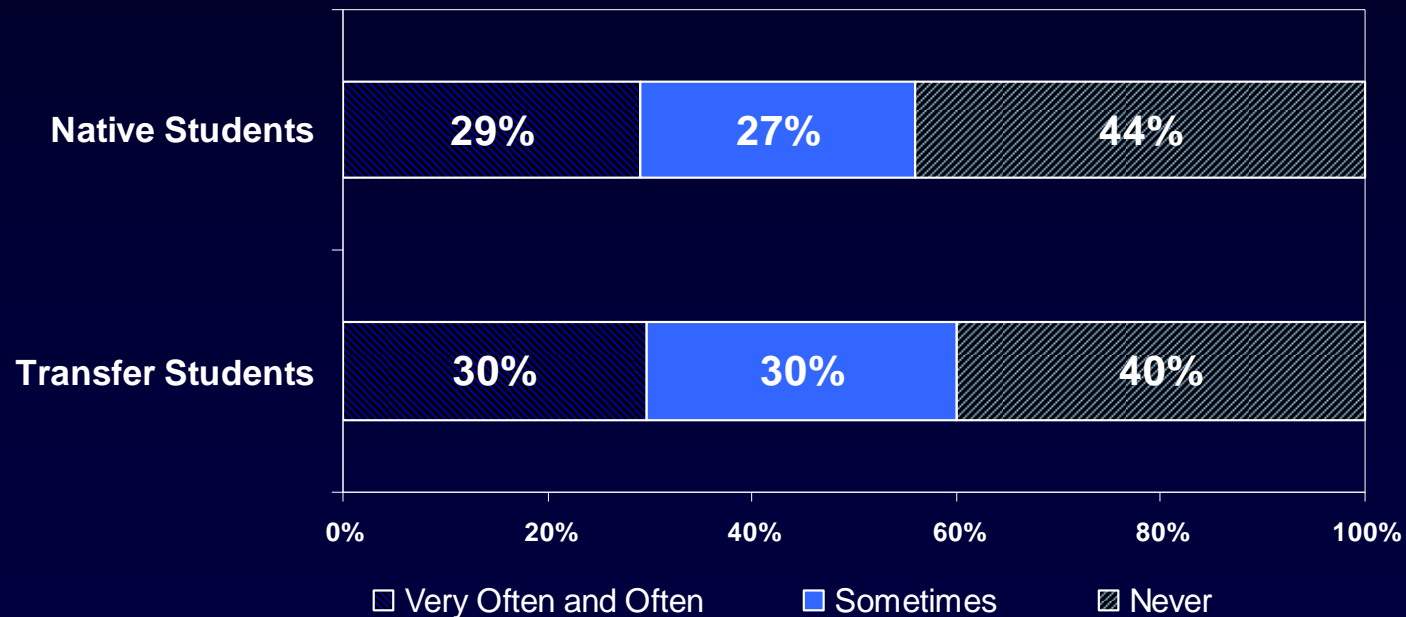
Participated in community-based project as part of a regular class





# Scholarship and Community

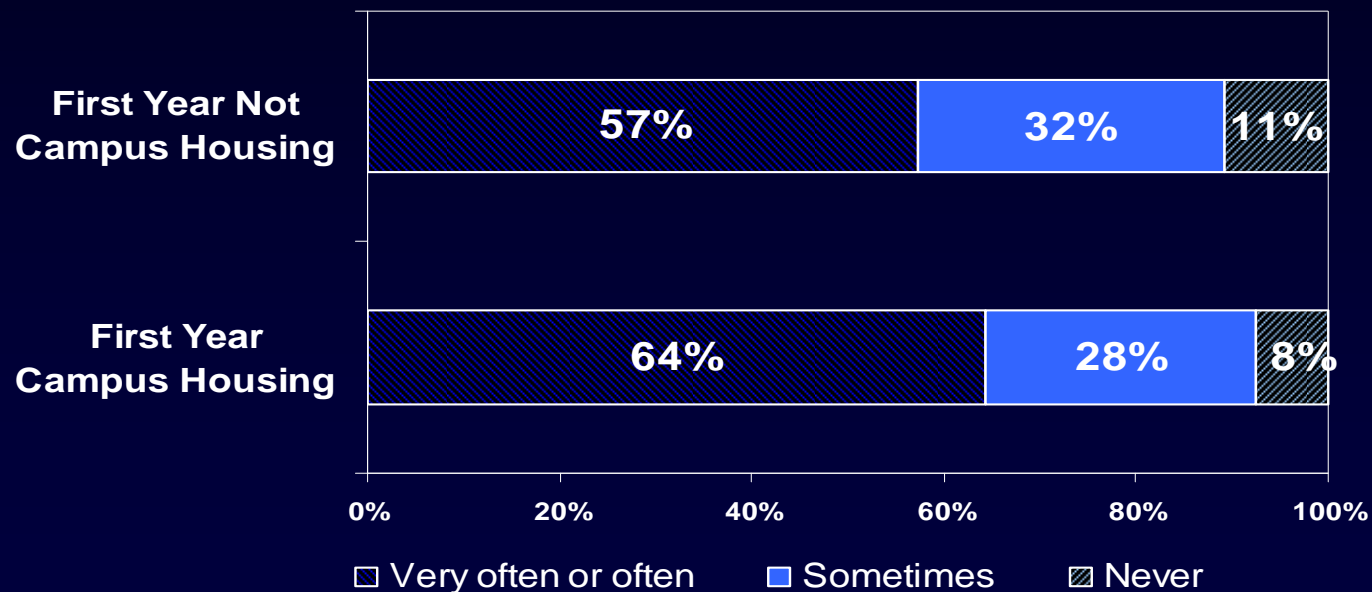
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## Community and Integrity

Had serious conversations with students of different religious beliefs, political opinions, or personal values

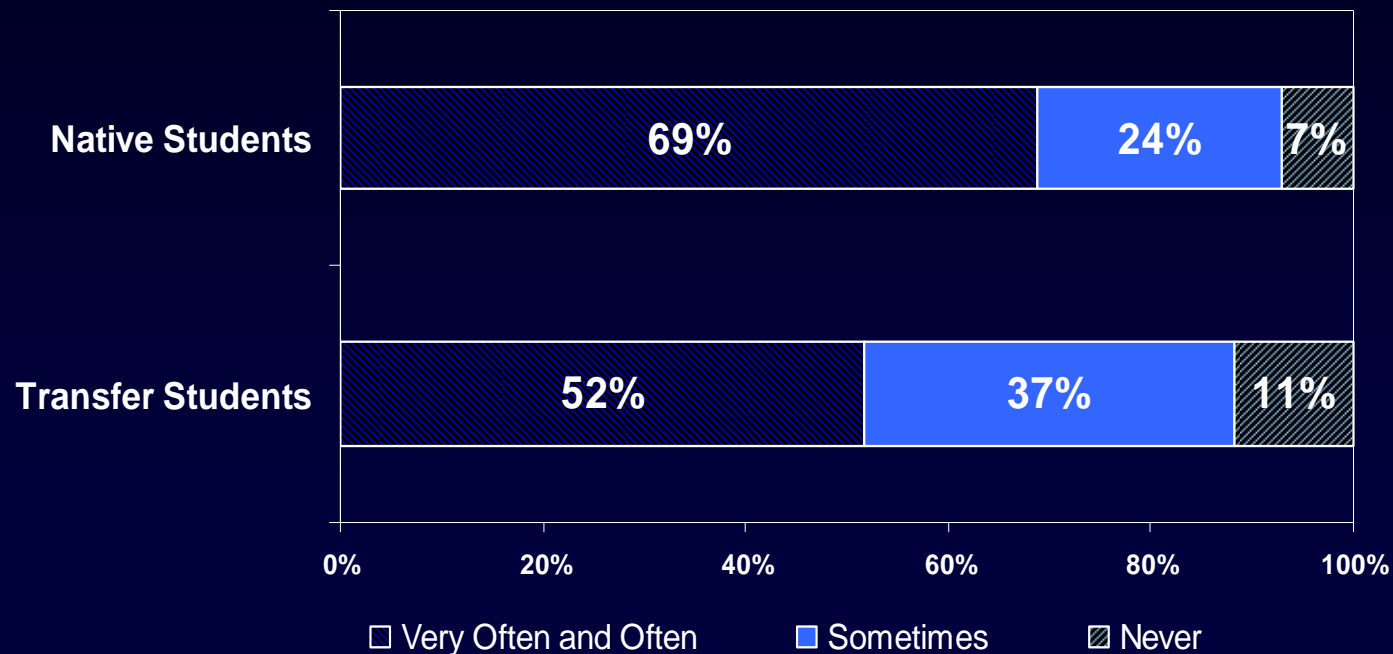






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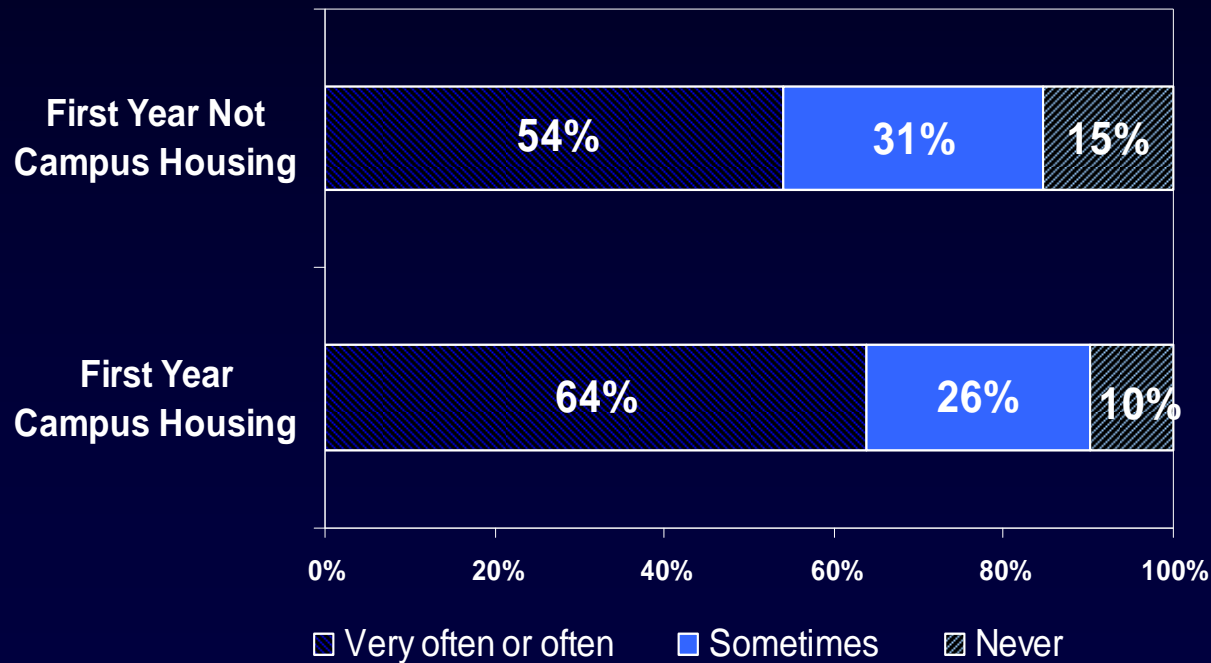


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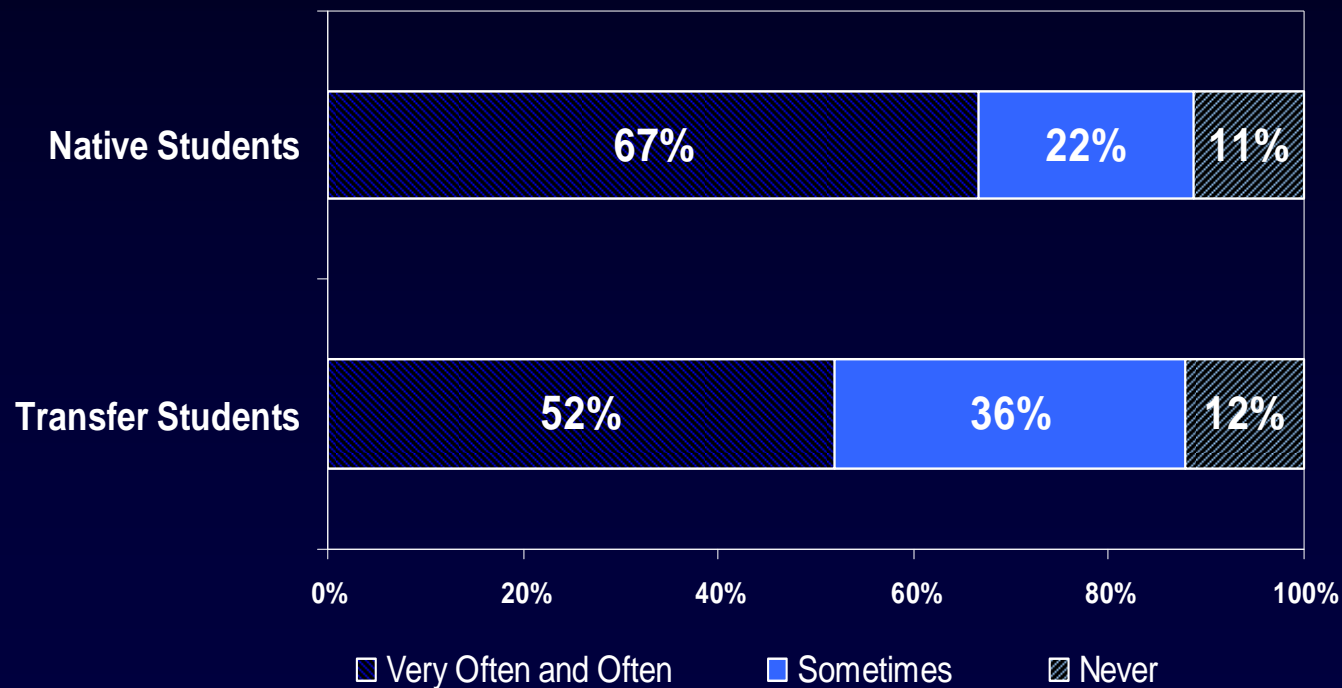
Had serious conversations with students of different race or ethnicity than your own





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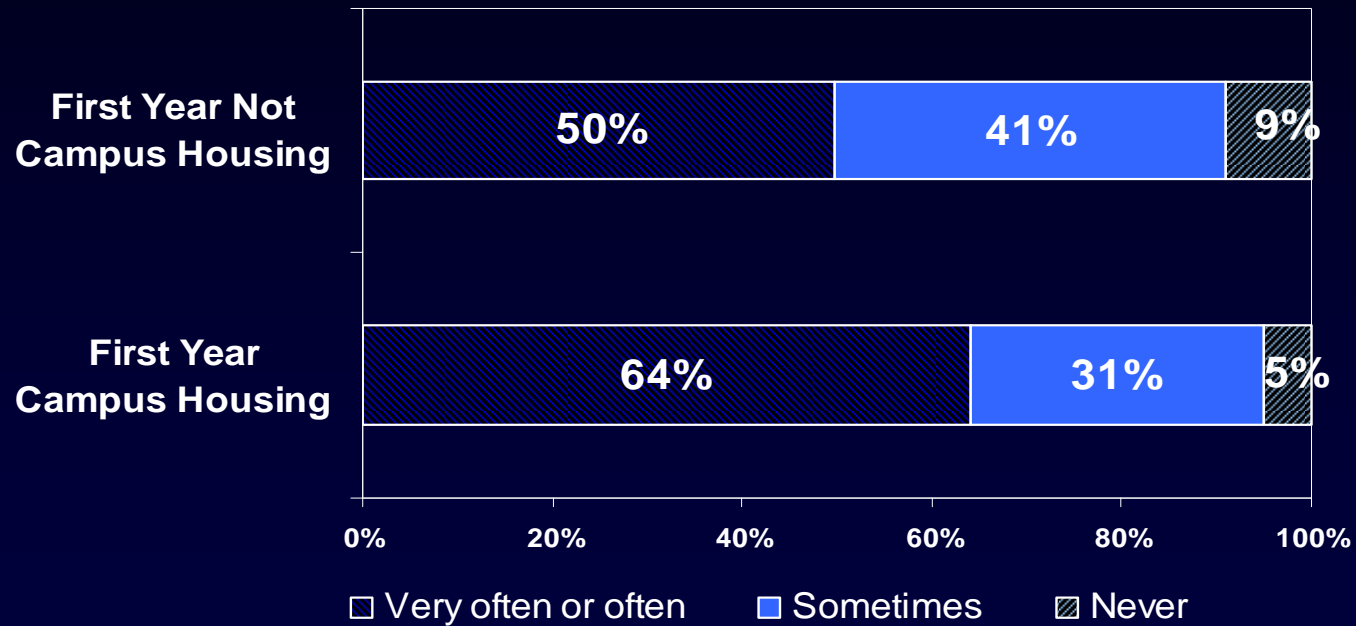


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# Excellence and Creativity

Exercised or participated in physical fitness activities\*

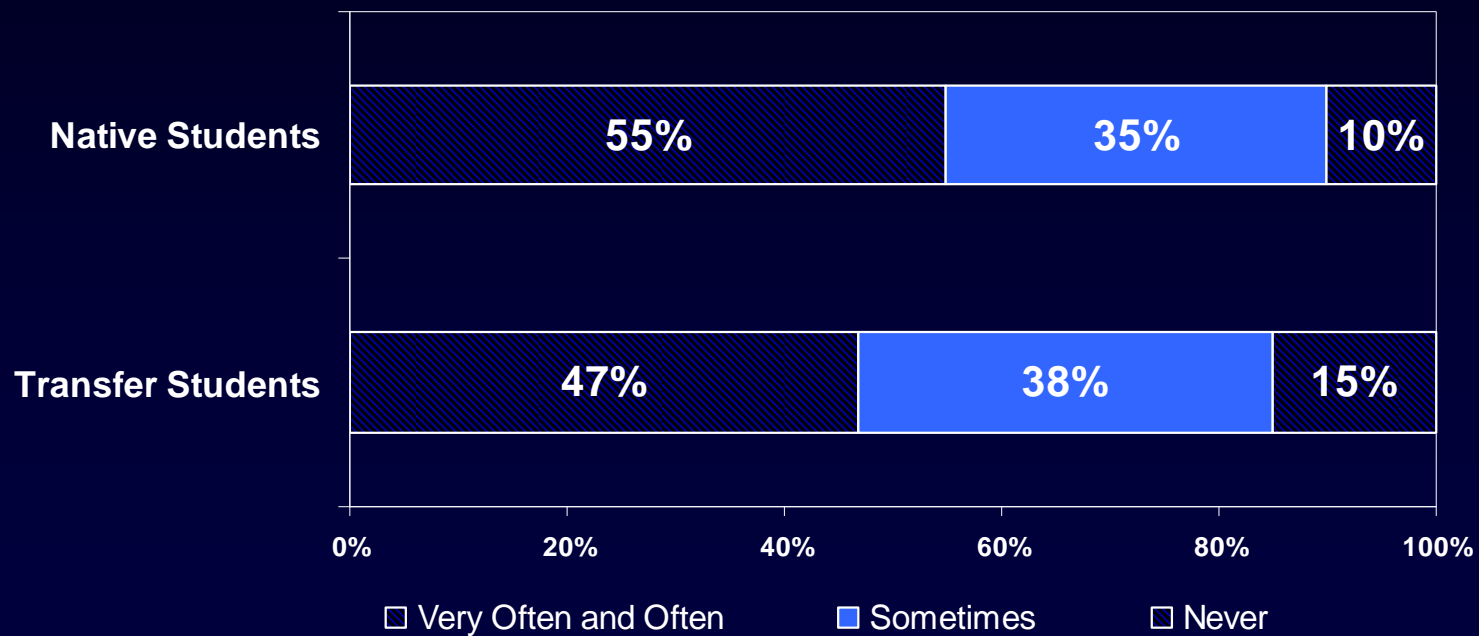


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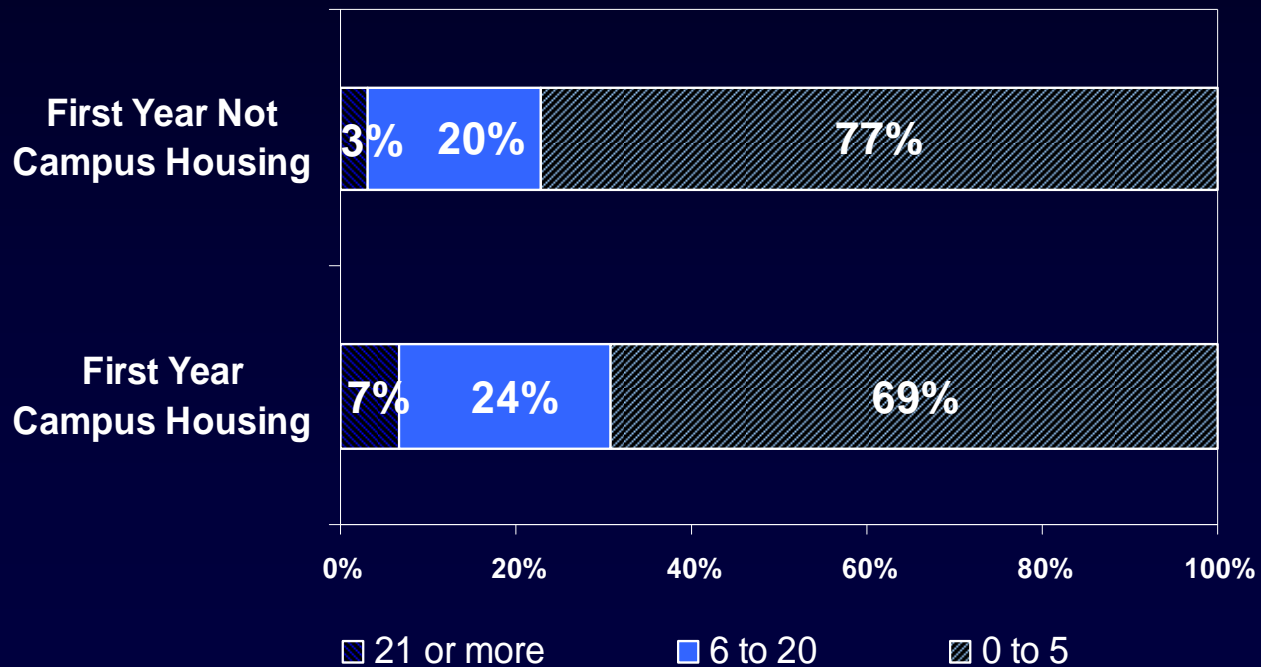
Exercised or participated in physical fitness activities





# Community, Creativity and Excellence

Number of hours per week participating in co-curricular activities (organizations, campus publications, student government, social fraternity, or sorority, etc.)\*

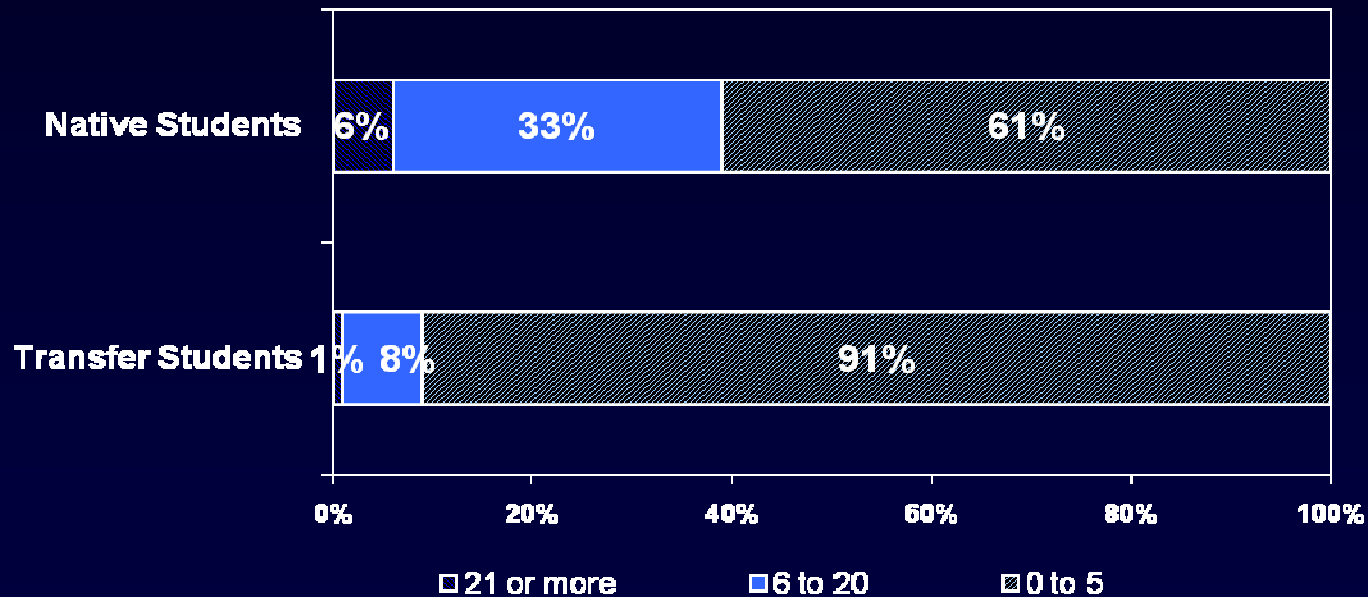


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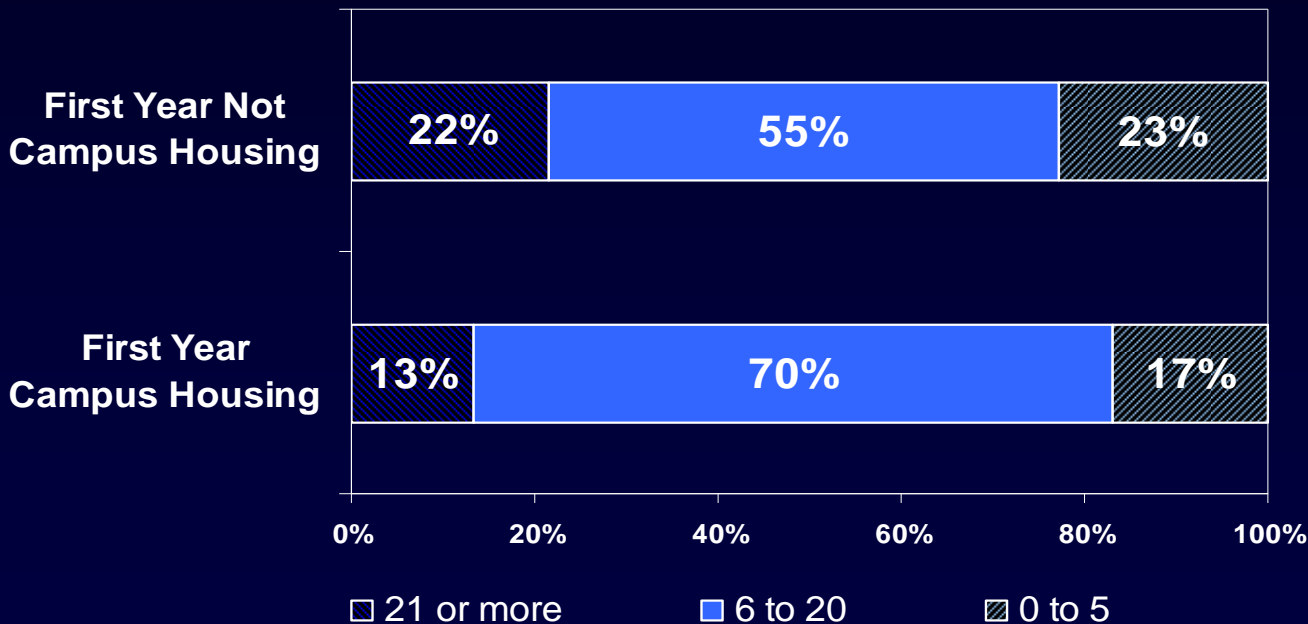


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# Scholarship and Excellence

Number of hours per week preparing for class ( studying, reading, writing, doing homework or lab work, etc. related to academic program)\*



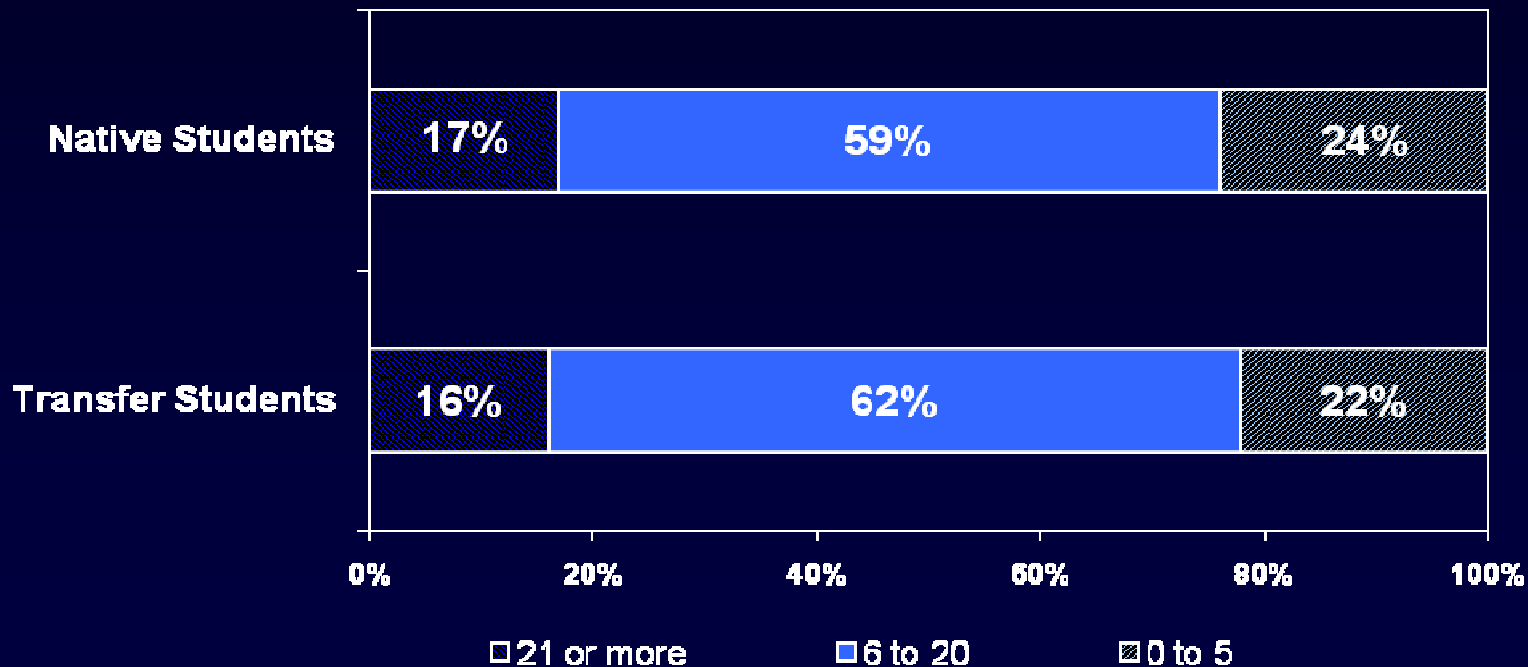
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# Scholarship and Excellence

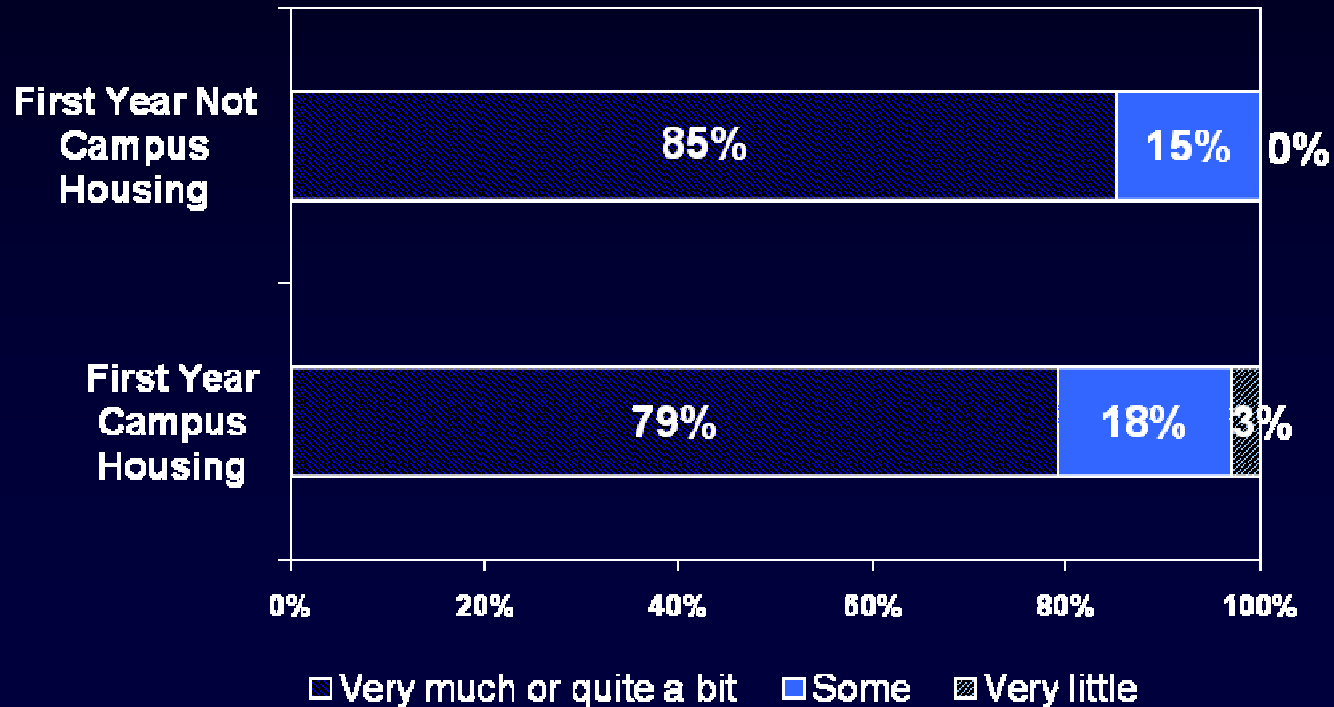
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# Scholarship and Excellence

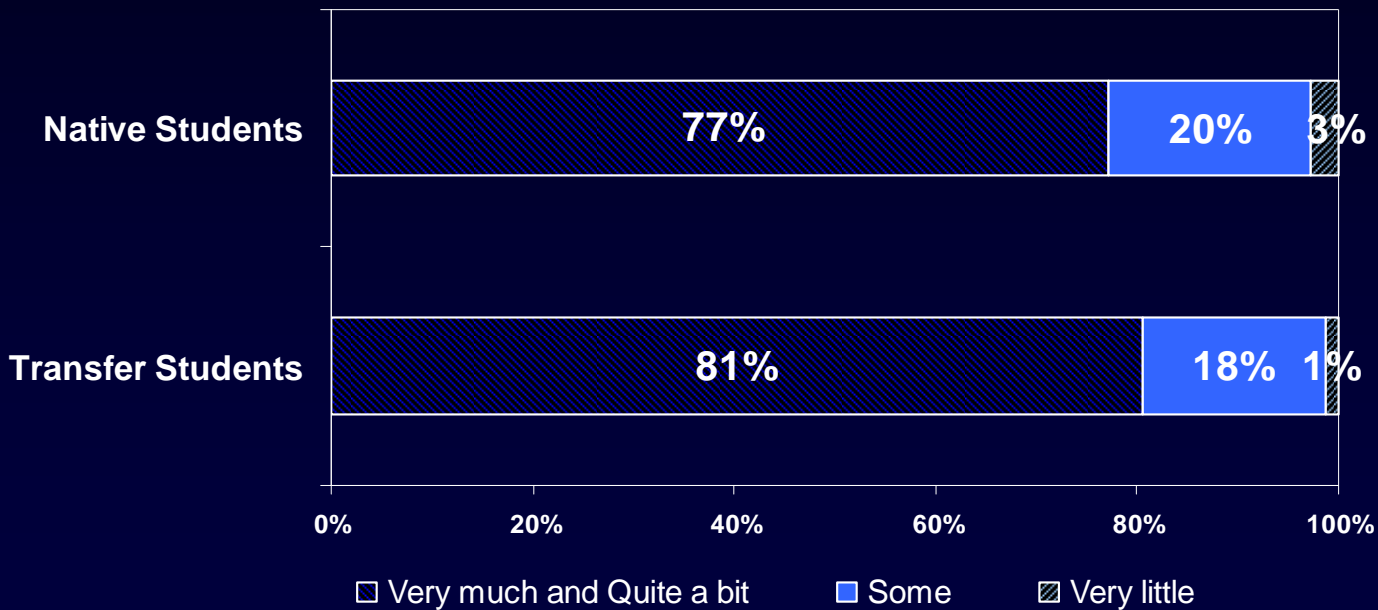
Institutional emphasis: Spending significant amounts of time studying and on academic work





# Scholarship and Excellence

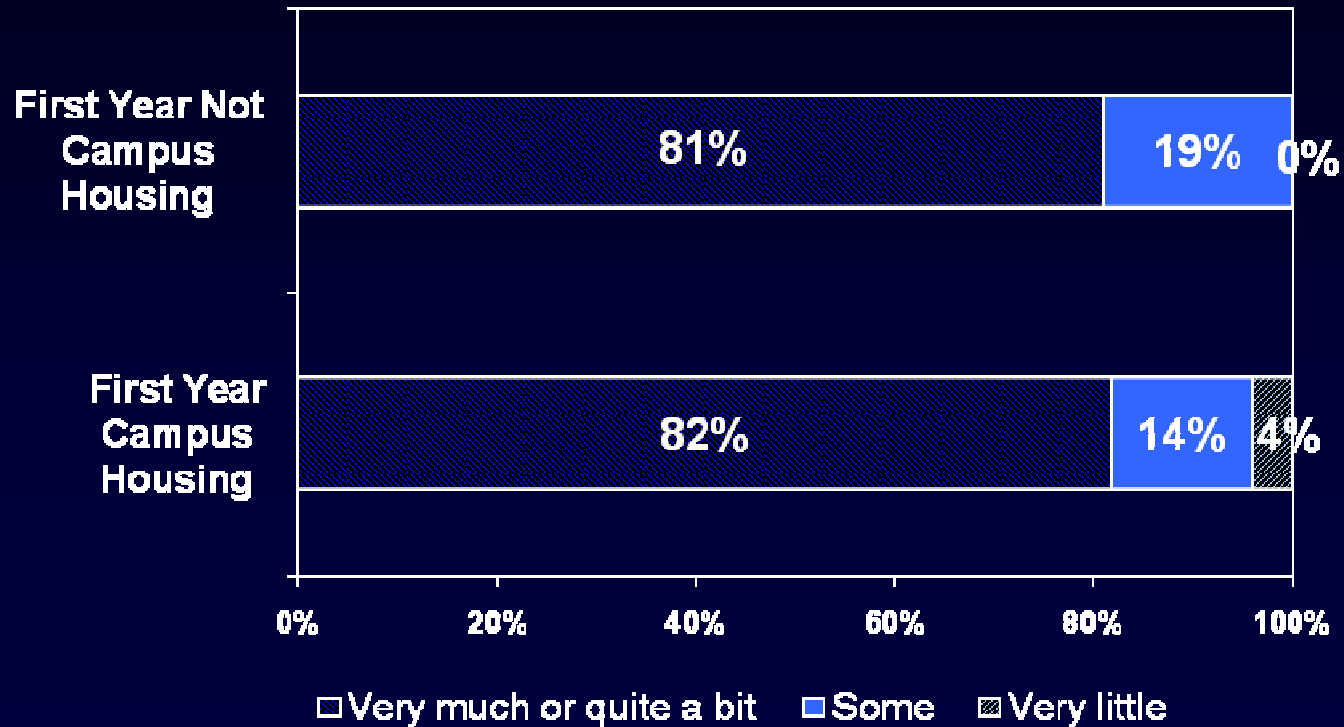
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# Scholarship and Excellence

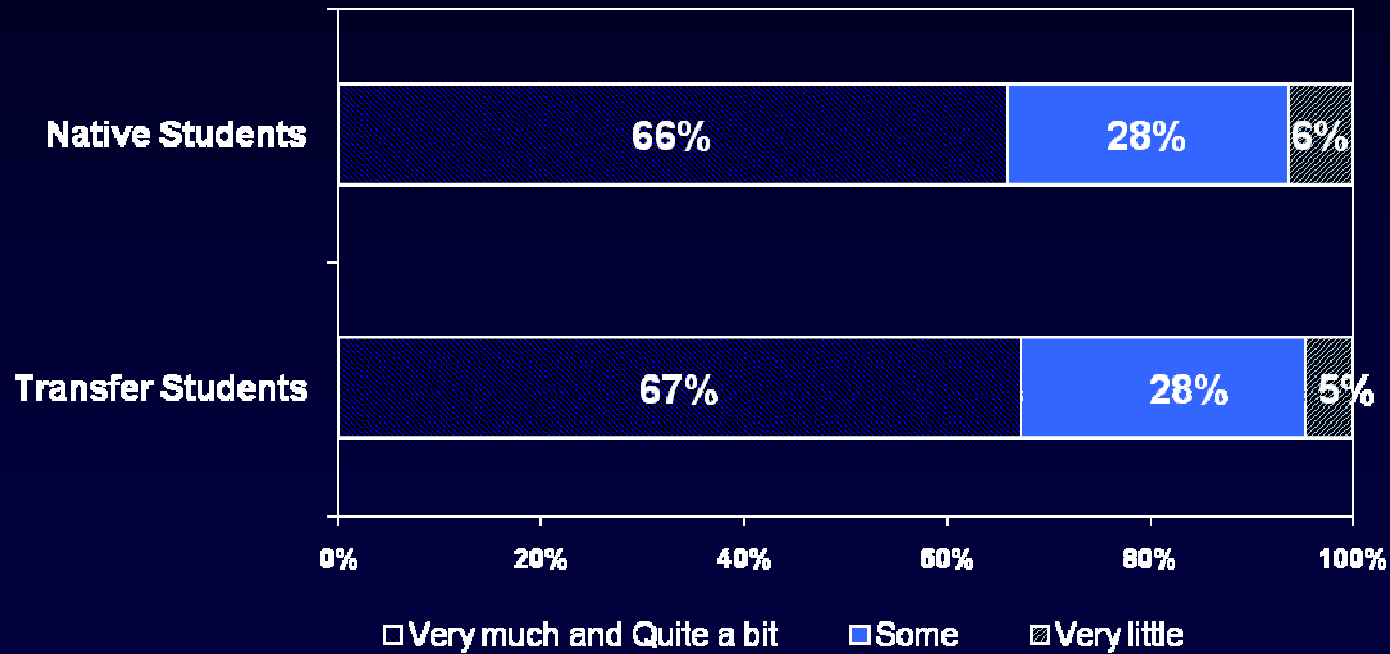
Institutional Emphasis: Provides the support you need to help you succeed academically





# Scholarship and Excellence

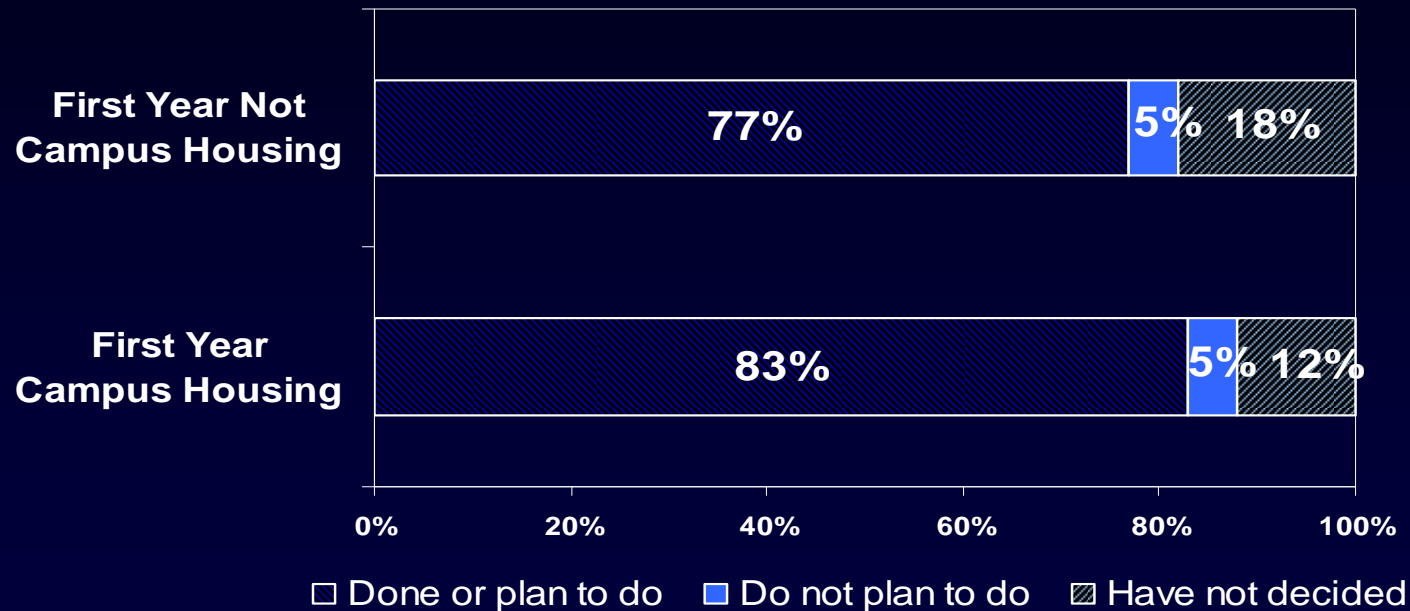
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# Community, Integrity and Creativity

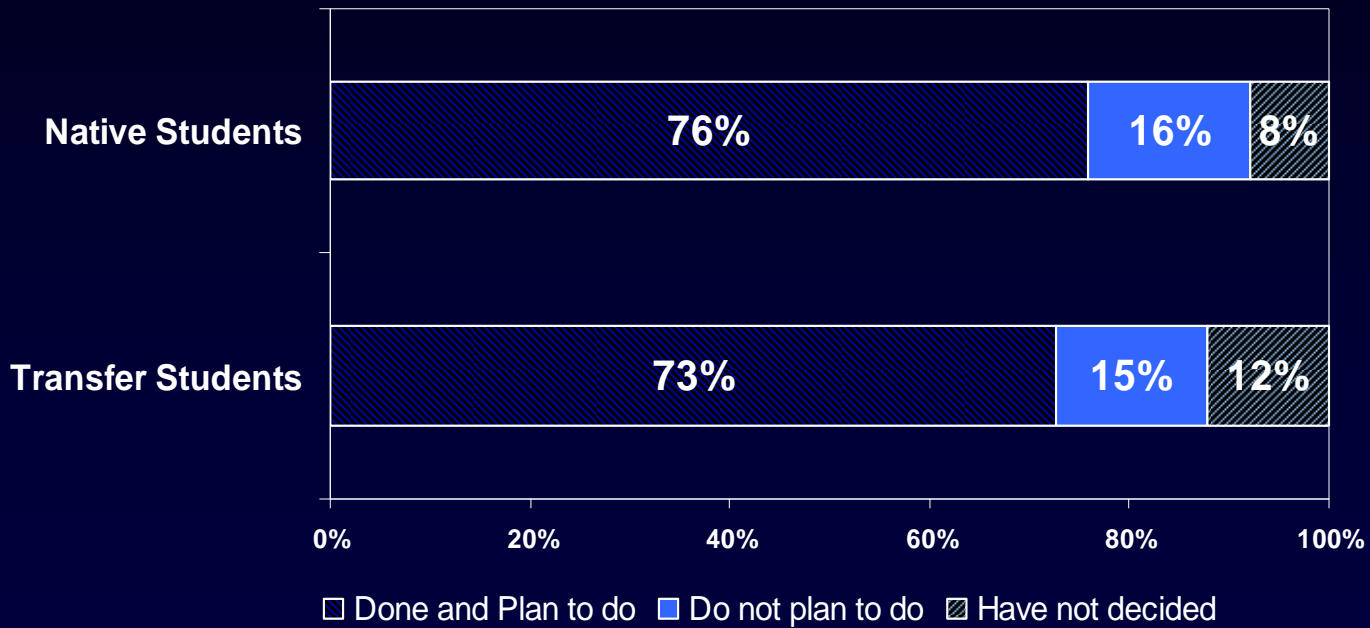
## Community service or volunteer work





# Community, Integrity and Creativity

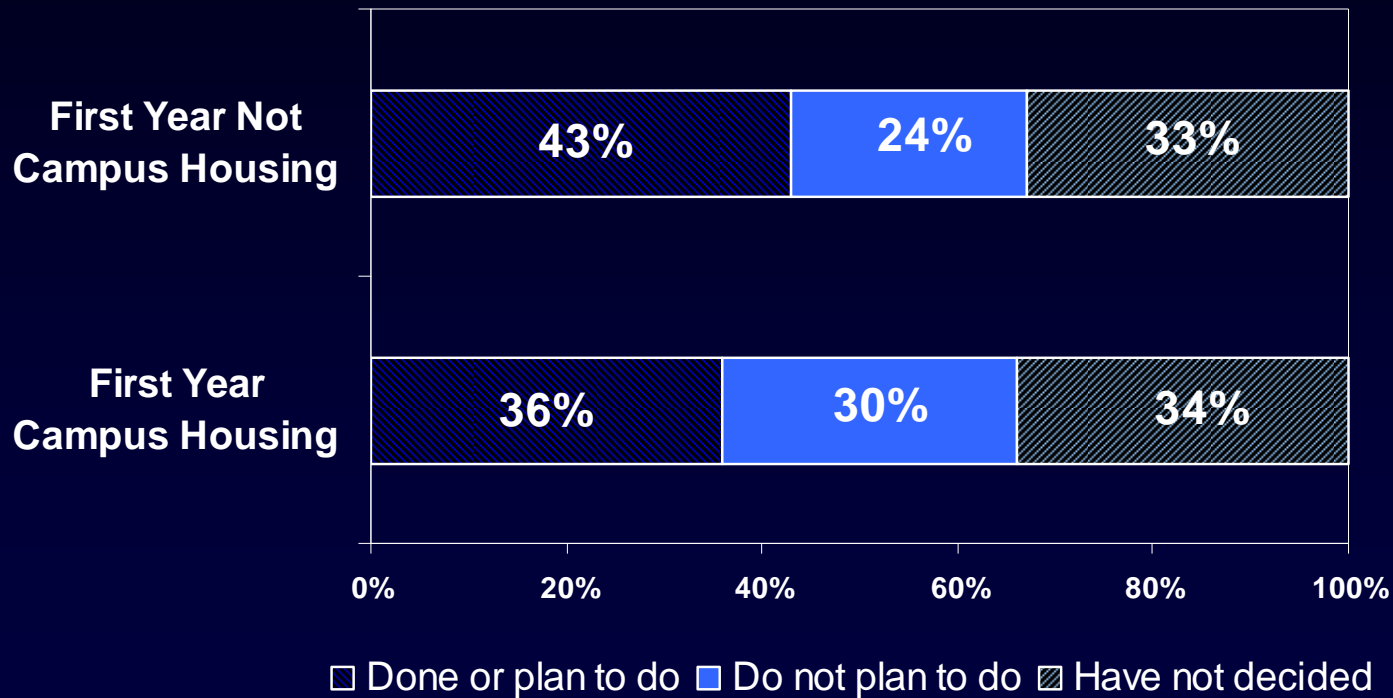
## Community service or volunteer work





# Community, Excellence and Integrity

Participate in a learning community

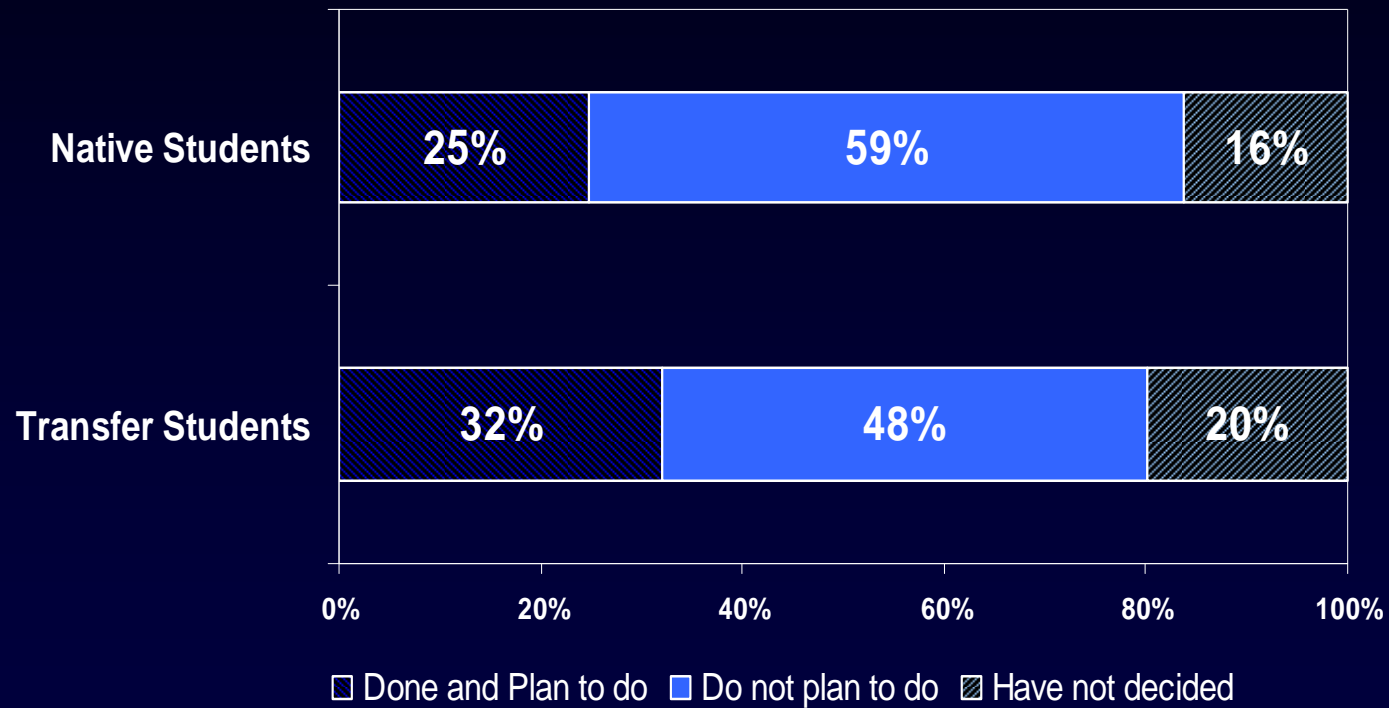






# Community, Excellence and Integrity

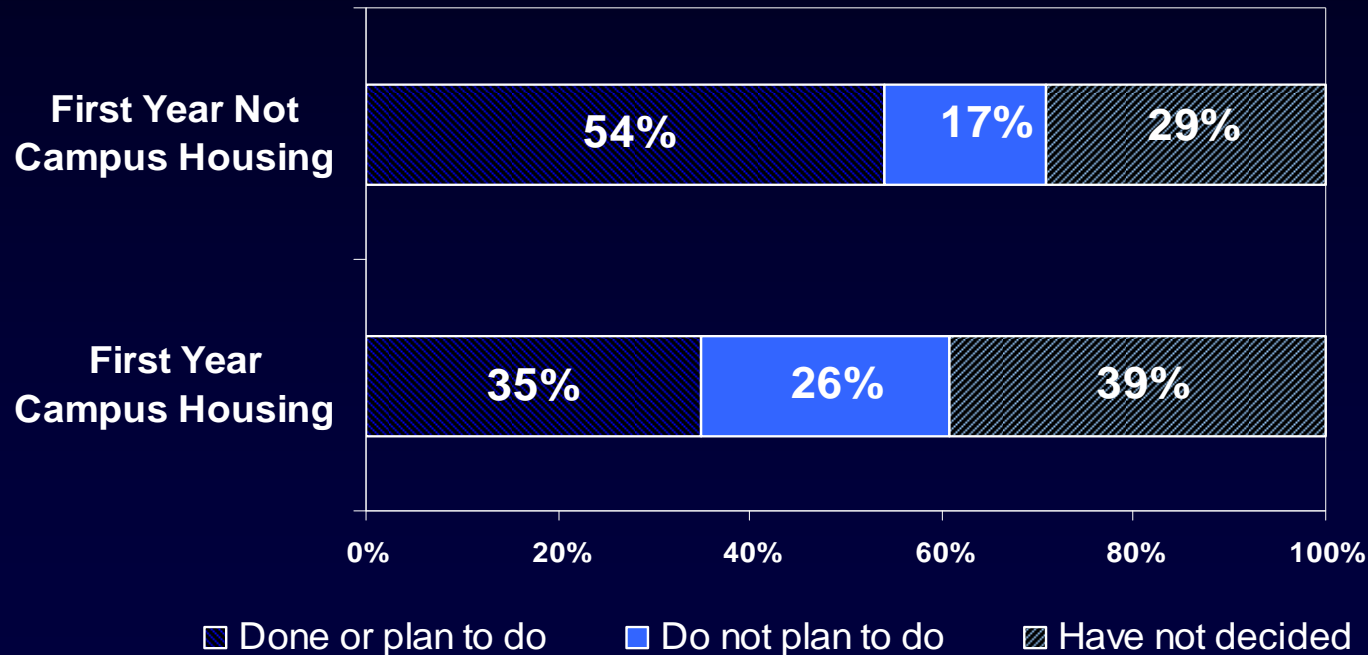
Participate in a learning community





# Scholarship, Integrity and Creativity

Work on a research project with a faculty member outside of course requirements\*

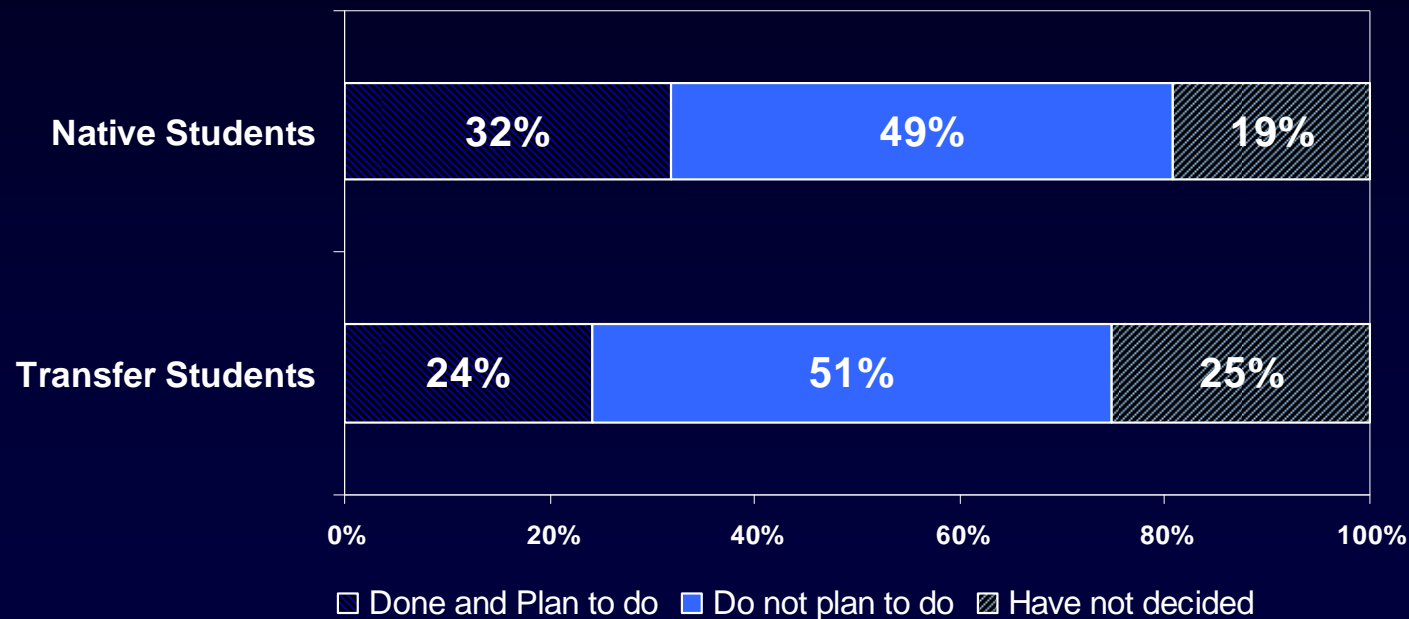


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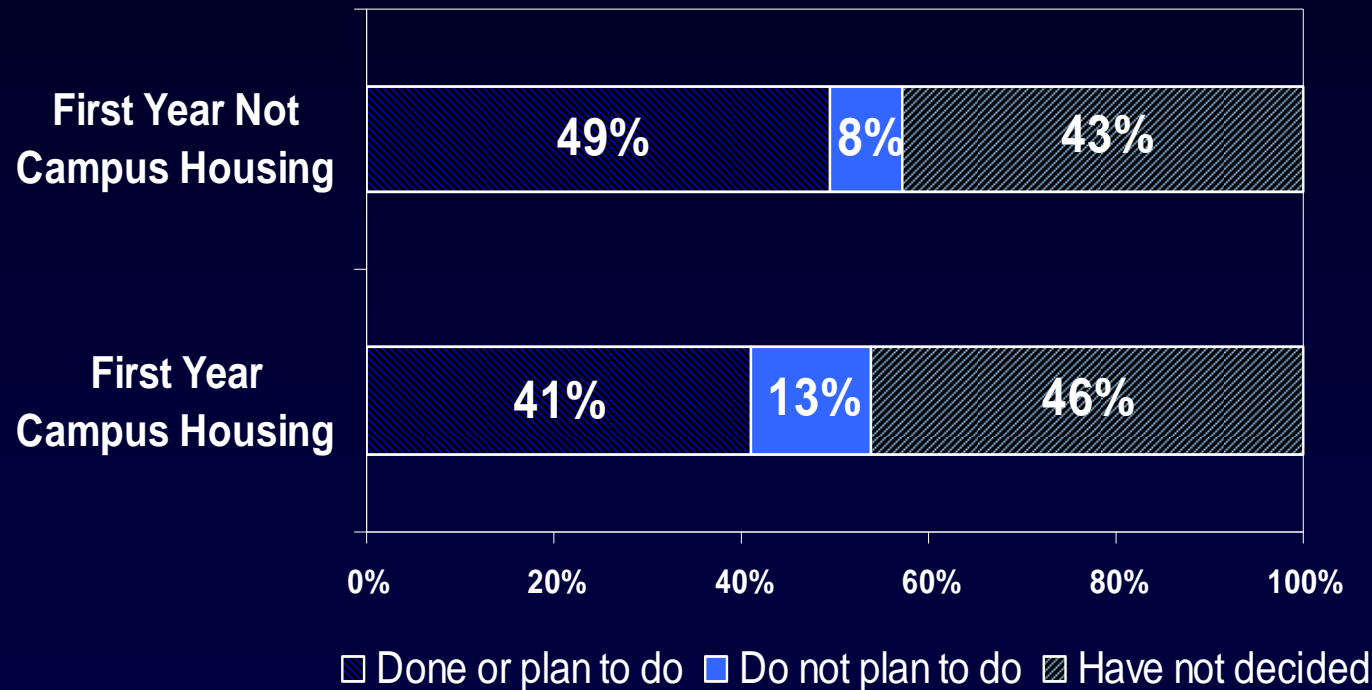


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# Scholarship, Integrity and Creativity

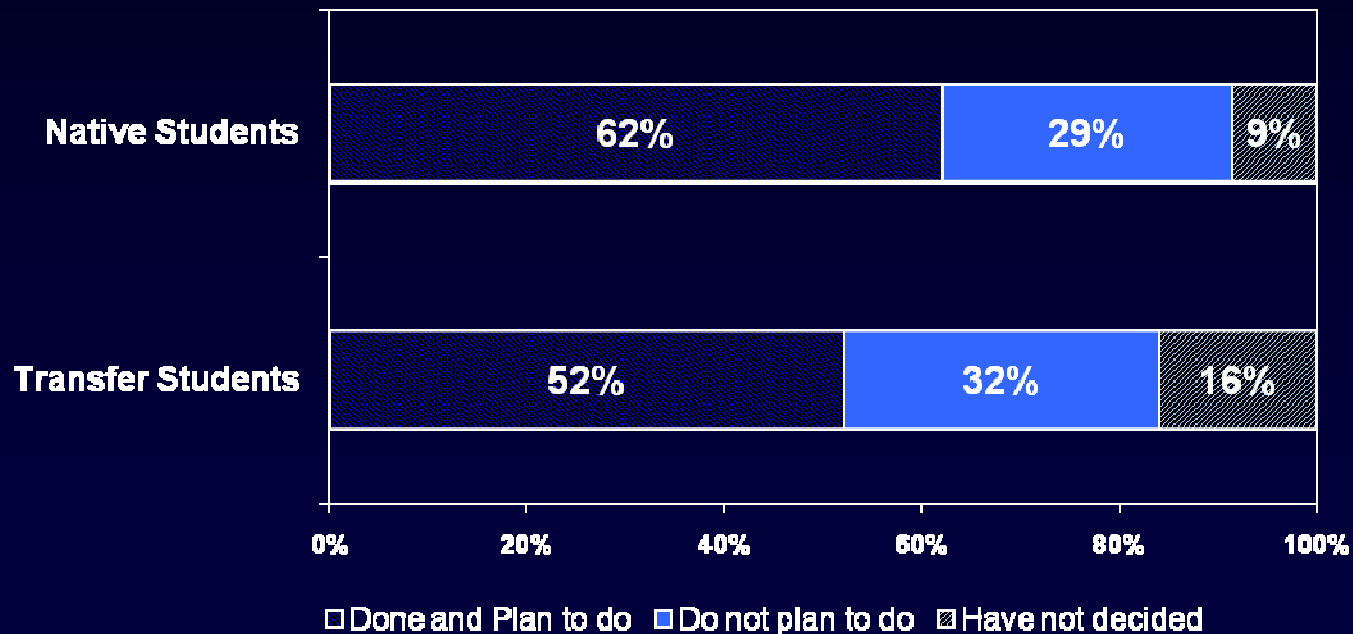
Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)





# Scholarship, Integrity and Creativity

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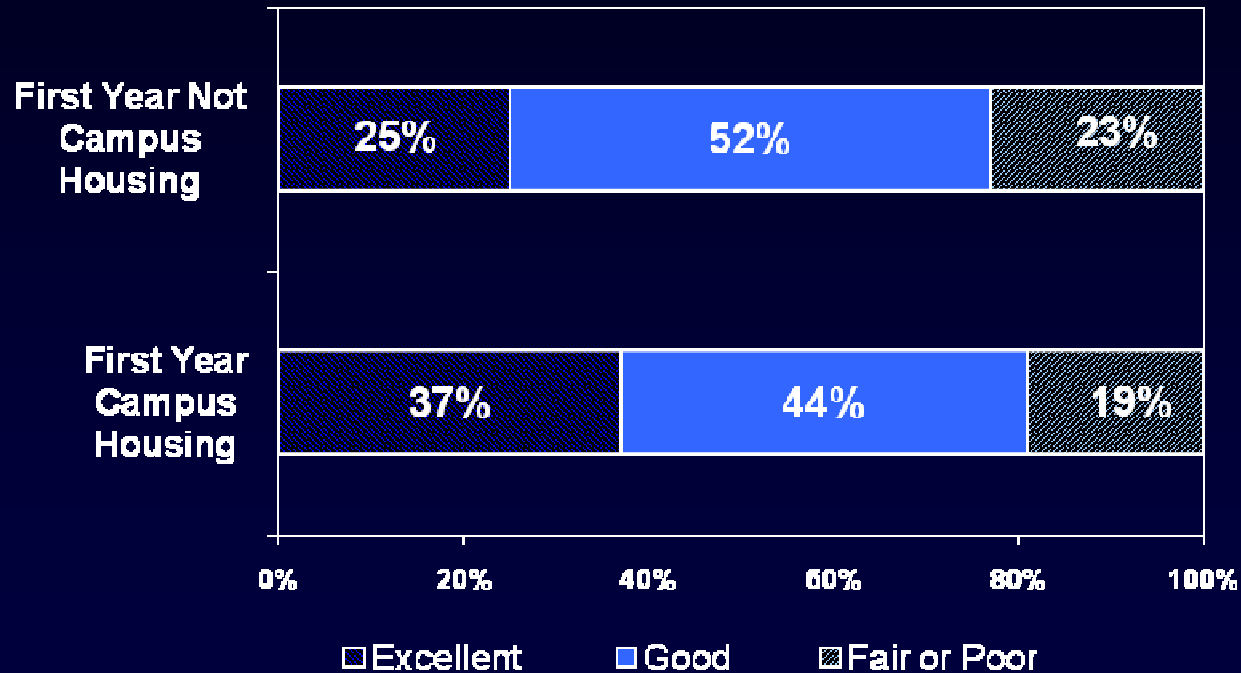


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# Student Overall Academic Advising Experience

How would you evaluate the quality of academic advising you received at your institution?\*

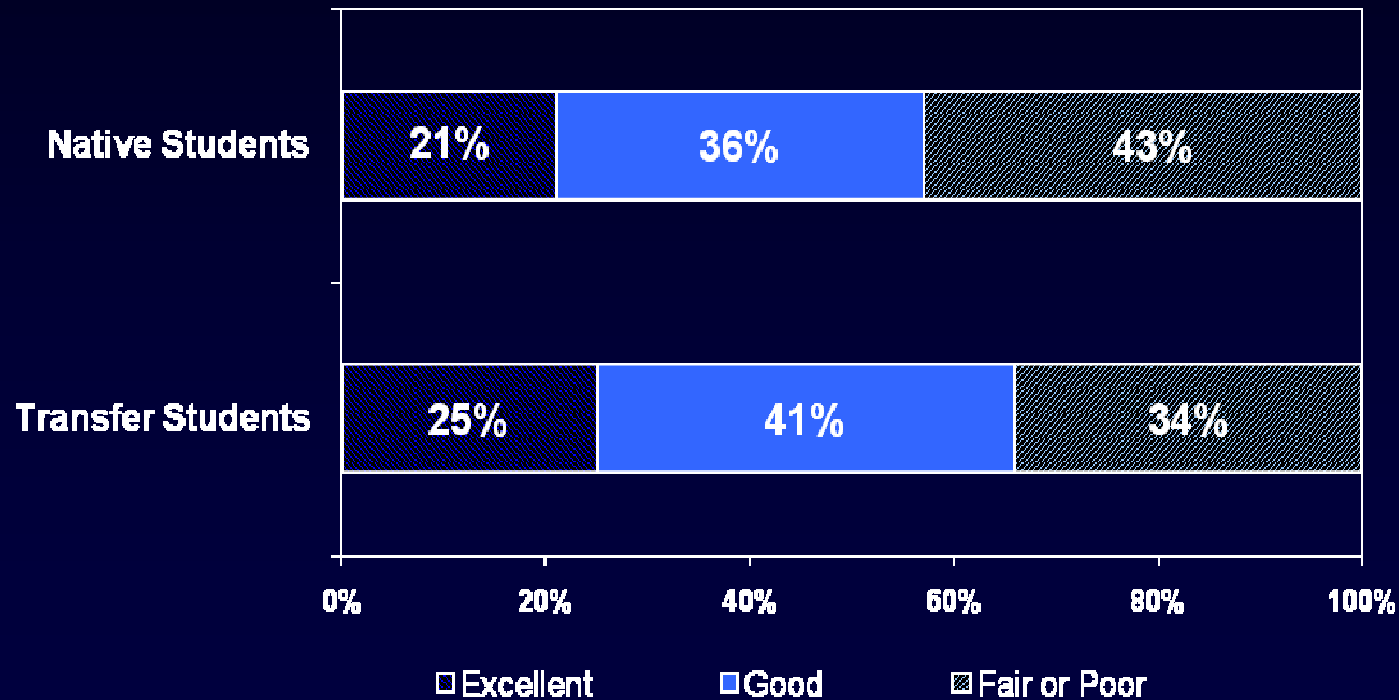


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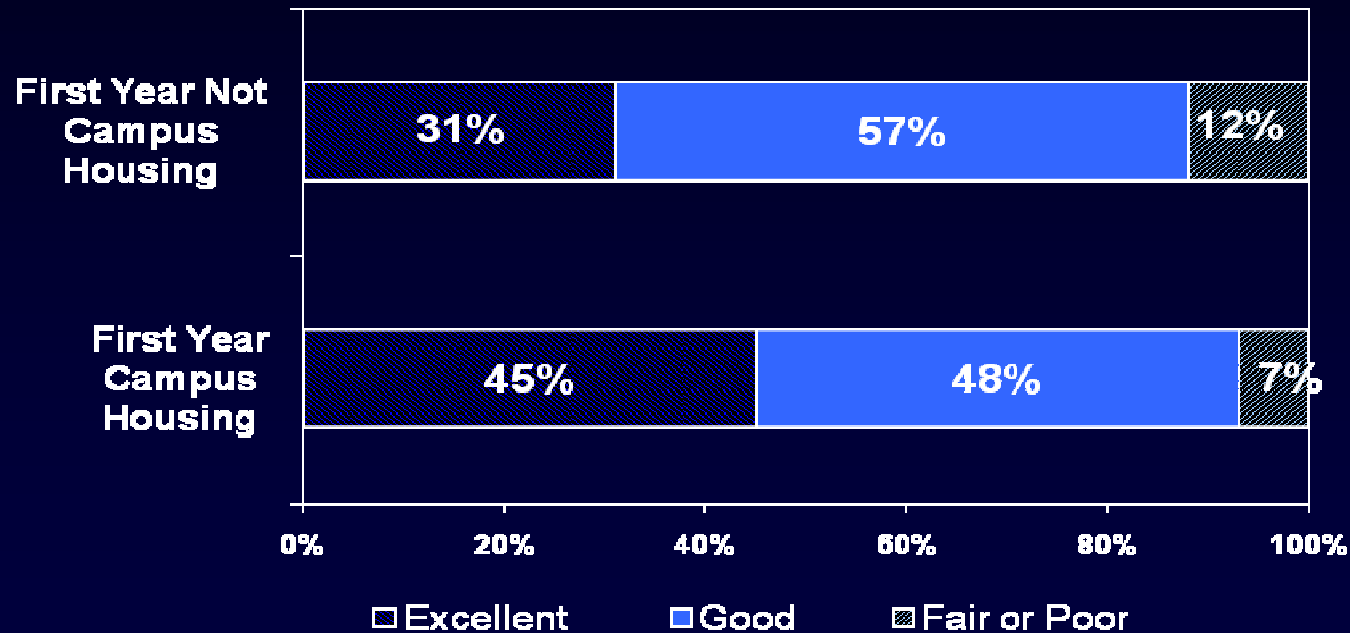


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# Student Overall Experience

How would you evaluate your entire educational experience at this institution?\*



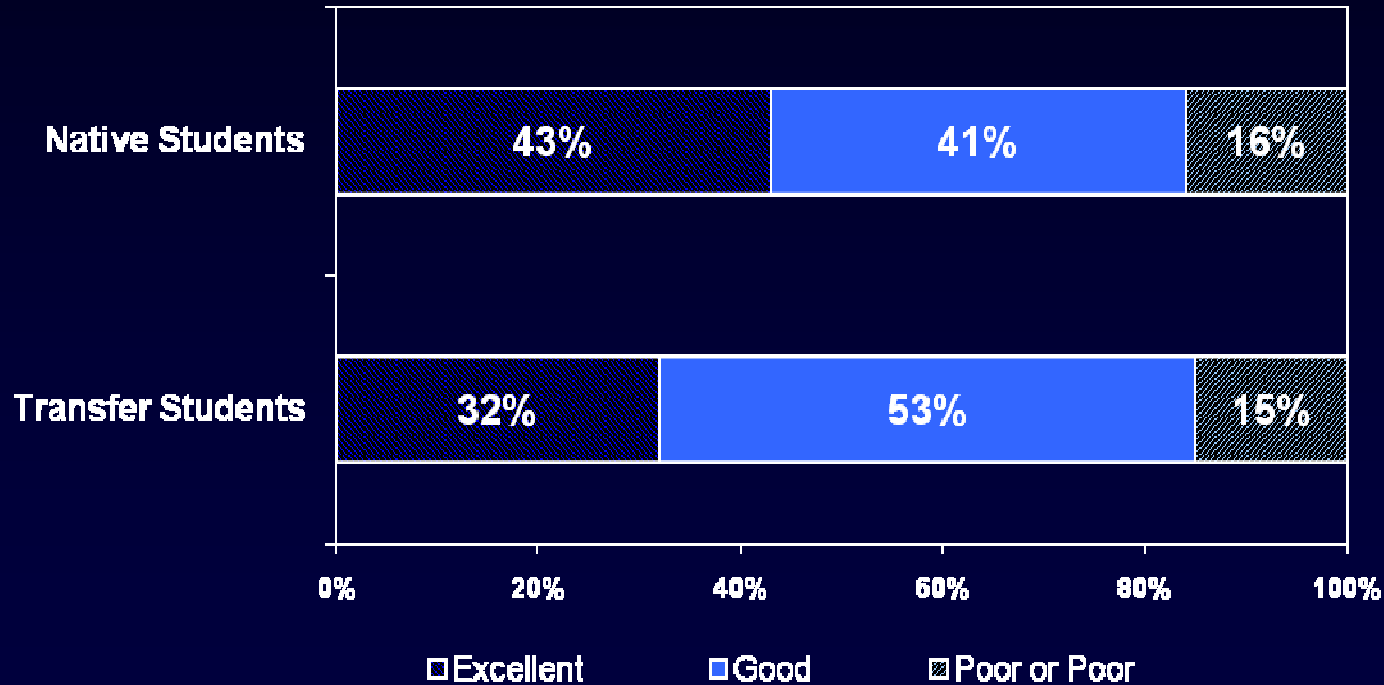
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# Student Overall Experience

How would you evaluate your entire educational experience at this institution?



# How Can You Use NSSE?

- evidence for:
  - creating or enhancing
    - student learning communities
    - enriched educational opportunities
    - supportive campus environment
  - SDES horizontal team initiatives
    - infusing the UCF Creed
- assessment
- grant submission and assessment
- strategic planning

## For More Information

- **Survey Instruments and NSSE item level results compared to peers and Research Universities (high research activity - public only)**

[http://oeas.ucf.edu/survey/survey\\_inventory.htm](http://oeas.ucf.edu/survey/survey_inventory.htm)

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