National Survey of Student Engagement (NSSE) 2008 Results

Deans, Academic Directors, and Chairs
Professional Development Workshop
November 14, 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: compare 2008 UCF seniors to two other groups
    - UCF Honors and UCF Undergraduate Research

- seek your input on how to use these results
  - begin conversation
    - what is meaningful to UCF?
  - dissemination
  - actions
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 Mean Benchmark 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

First-Year

UCF 2005: 41.9
UCF 2008: 43.8
2008 Research Universities (high): 41.7

Senior

UCF 2005: 49.3
UCF 2008: 50.6
2008 Research Universities (high): 50.0

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

First-Year Senior

UCF 2005  UCF 2008  2008 Research Universities (high)

benchmark mean score

30.6  32.2  33.4  36.9  38.0  41.3
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

Benchmark Mean Score

First-Year
- UCF 2005: 26.7
- UCF 2008: 28.5
- 2008 Research Universities (high): 27.6

Senior
- UCF 2005: 37.4
- UCF 2008: 37.5
- 2008 Research Universities (high): 40.0

UCF 2005
UCF 2008
2008 Research Universities (high)
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

UCF 2005  UCF 2008  2008 Research Universities (high)

First-Year:
- UCF 2005: 57.7
- UCF 2008: 60.5
- 2008 Research Universities (high): 60.3

Senior:
- UCF 2005: 53.6
- UCF 2008: 55.8
- 2008 Research Universities (high): 56.8
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
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

First-Year Senior

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)
Active and Collaborative Learning

As asked questions in class or contributed to class discussion

- **Not Honors**
  - Very often or often: 64%
  - Sometimes: 33%
  - Never: 3%

- **Honors**
  - Very often or often: 84%
  - Sometimes: 14%
  - Never: 2%
Active and Collaborative Learning

As asked questions in class or contributed to class discussions

- Not Undergraduate Research:
  - 61% Very often or often
  - 36% Sometimes
  - 4% Never

- Undergraduate Research:
  - 77% Very often or often
  - 21% Sometimes
  - 2% Never
Active and Collaborative Learning

Worked with other students on projects during class

- Not Undergraduate Research: 61% Very often or often, 36% Sometimes, 4% Never
- Undergraduate Research: 77% Very often or often, 21% Sometimes, 2% Never

bar chart with percentages for 'Very often or often', 'Sometimes', and 'Never' for students engaged in undergraduate research and not engaged in undergraduate research.
Active and Collaborative Learning

Tutored or taught other students

- Not Undergraduate Research:
  - Very often or often: 23%
  - Sometimes: 36%
  - Never: 41%

- Undergraduate Research:
  - Very often or often: 37%
  - Sometimes: 40%
  - Never: 23%
Student-Faculty Interaction

Talked about career plans with a faculty member or advisor

- Not Honors:
  - 33% Never
  - 45% Sometimes
  - 22% Very often or often

- Honors:
  - 56% Never
  - 40% Sometimes
  - 4% Very often or often

- Very often or often
- Sometimes
- Never
Student-Faculty Interaction

Talked about career plans with a faculty member or advisor

- Undergraduate Research:
  - Very often or often: 66%
  - Sometimes: 23%
  - Never: 11%

- Not Undergraduate Research:
  - Very often or often: 45%
  - Sometimes: 22%
  - Never: 33%
Student-Faculty Interaction

Discussed ideas from your readings or classes with faculty members outside of class

Not Undergraduate Research

- 24% Very often or often
- 43% Sometimes
- 33% Never

Undergraduate Research

- 52% Very often or often
- 33% Sometimes
- 15% Never
Student-Faculty Interaction

Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

- Not Undergraduate Research:
  - Never: 17%
  - Sometimes: 27%
  - Very often or often: 58%

- Undergraduate Research:
  - Never: 17%
  - Sometimes: 28%
  - Very often or often: 55%
Student-Faculty Interaction

Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

Not Honors:
- Very often or often: 17%
- Sometimes: 27%
- Never: 57%

Honors:
- Very often or often: 26%
- Sometimes: 40%
- Never: 34%
Enriching Educational Experiences

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

- Not Honors:
  - 2% 0 to 5
  - 16% 6 to 20
  - 82% 21 or more

- Honors:
  - 4% 0 to 5
  - 22% 6 to 20
  - 74% 21 or more
Enriching Educational Experiences

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

- Not Undergraduate Research:
  - 2%: 21 or more
  - 16%: 6 to 20
  - 82%: 0 to 5

- Undergraduate Research:
  - 3%: 21 or more
  - 30%: 6 to 20
  - 66%: 0 to 5
Enriching Educational Experiences

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

- Not Honors:
  - 19% Done
  - 36% Plan to do
  - 45% Do not plan/undecided

- Honors:
  - 58% Done
  - 6% Plan to do
  - 36% Do not plan/undecided
Enriching Educational Experiences

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

Bar chart showing:
- **Not Undergraduate Research**:
  - 19% Done
  - 36% Plan to do
  - 45% Do not plan/undecided

- **Undergraduate Research**:
  - 59% Done
  - 25% Plan to do
  - 16% Do not plan/undecided
Enriching Educational Experiences

Had serious conversations with students of different religious beliefs, political opinions, or personal values.
Enriching Educational Experiences

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

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<thead>
<tr>
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<th>Very often or often</th>
<th>Sometimes</th>
<th>Never</th>
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<tbody>
<tr>
<td>Not Undergraduate Research</td>
<td>57%</td>
<td>31%</td>
<td>12%</td>
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<tr>
<td>Undergraduate Research</td>
<td>71%</td>
<td>25%</td>
<td>4%</td>
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Supportive Campus Environment

Quality of relationships with other students

- **Not Honors**
  - Friendly, Supportive, Sense of Belonging: 90%
  - Unfriendly, Unsupportive, sense of Alienation: 10%

- **Honors**
  - 100%

- Friendly, Supportive, Sense of Belonging
- Unfriendly, Unsupportive, sense of Alienation
Supportive Campus Environment

Quality of relationships with administrative personnel and offices

- Not Honors:
  - Helpful, Considerate, Flexible: 70%
  - Unhelpful, Inconsiderate, Rigid: 30%

- Honors:
  - Helpful, Considerate, Flexible: 88%
  - Unhelpful, Inconsiderate, Rigid: 12%
Supportive Campus Environment

Campus environment provides the support you need to help you succeed academically

- **Not Undergraduate Research**
  - Very much or quite a bit: 67%
  - Some: 28%
  - Very little: 5%

- **Undergraduate Research**
  - Very much or quite a bit: 79%
  - Some: 16%
  - Very little: 5%
Level of Academic Challenge
Number of hours per week preparing for class (studying, reading, writing, doing homework or lab work, etc.)
Level of Academic Challenge

Number of assigned textbooks, books, or book-length packs of course readings

- Not Undergraduate Research:
  - 10%: more than 20
  - 50%: 5 to 20
  - 40%: 0 to 4

- Undergraduate Research:
  - 14%: more than 20
  - 63%: 5 to 20
  - 23%: 0 to 4
Student Overall Experience

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

Not Undergraduate Research
- 36% Excellent
- 49% Good
- 15% Fair and Poor

Undergraduate Research
- 47% Excellent
- 45% Good
- 8% Fair and Poor
How would you evaluate your entire educational experience at this institution?

- **Not Honors**
  - Excellent: 36%
  - Good: 49%
  - Fair or Poor: 15%

- **Honors**
  - Excellent: 57%
  - Good: 41%
  - Fair or Poor: 2%
Conclusion

- NSSE provides good evidence of student engagement for improvement initiatives at UCF.
- NSSE provides evidence of increased engagement for students in enriched UCF educational experiences.
- Future initiatives:
  - Analysis of Incoming Student Survey and NSSE.
  - Analyses of other specific groups:
    - Regional Campuses students.
How Can You Use NSSE?

- evidence for:
  - academic program assessment
  - program review
  - grant submission
  - grant assessment
  - accreditation
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

Patrice Lancey, Director, OEAS
plancey@mail.ucf.edu