

UNIVERSITY OF CENTRAL FLORIDA

2004 NSSE and FSSE

National Survey of Student Engagement
Faculty Survey of Student Engagement

Operational Excellence & Assessment Support

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Agenda



- NSSE and FSSE
- NSSE Benchmarks and FSSE Categories
 - benchmark scores
 - special analysis
- performance on each benchmark
 - relationship between NSSE items and academic performance
 - benchmark strengths and opportunities
 - comparison with FSSE
- UCF directions



Spring 2004 NSSE Overview



□ overview

- freshmen and seniors
- student report of activities and experiences provided at their colleges/universities

□ reports

- benchmark reports
- special analysis
 - Public Doctoral Intensive Universities
 - Peer Group (doctoral extensive and intensive)



Spring 2004 NSSE Overview



- 473 colleges and universities
- comparisons
 - Public Doctoral Intensive Universities
 - all NSSE participant schools
 - selected peer institutions

UCF NSSE Respondents



	response rate
overall	29% (n = 741)
freshmen	24% (n = 317)
seniors	34% (n = 424)

UCF NSSE Respondents

Gender



Gender	UCF NSSE Freshmen	UCF Freshmen*	UCF NSSE Seniors	UCF Seniors*
Female	62%	51%	58%	56%
Male	38%	49%	42%	44%

*data source: 2003 IPEDS Report, Office of Institutional Research

UCF NSSE Respondents

Race and Ethnicity



Race and Ethnicity	UCF NSSE Freshmen	UCF Freshmen*	UCF NSSE Seniors	UCF Seniors*
African American	8%	10%	8%	8%
Asian/Pacific Islander	5%	5%	5%	5%
Caucasian/White	71%	71%	70%	73%
Hispanic or Latino	11%	13%	11%	11%
Multi-racial	0.6%	N/A	2%	N/A
American Indian	0.3%	0.5%	1%	1%
Unknown	4%	N/A	3%	N/A
Non-Res. Alien	N/A	0.5%	N/A	2%

UCF NSSE Respondents

College



College	UCF NSSE Freshmen	UCF Freshmen*	UCF NSSE Seniors	UCF Seniors*
Arts & Sciences	29%	31%	28%	32%
Business Administration	14%	16%	21%	24%
Education	6%	5%	12%	10%
Engineering and CS	17%	15%	21%	14%
Health & Public Affairs	16%	15%	17%	16%
Hospitality Mgmt	3%	2%	1%	3%
Undeclared	15%	16%	0.5%	0.5%



Spring 2004 FSSE Overview



□ overview

- faculty teaching undergraduates in Fall 2003 and Spring 2004
- designed to compare faculty perceptions of student activities with student self-report of those activities
- designed to provide context for NSSE results

□ reports

- distribution of responses
- no special analysis or comparison groups



FSSE Item Categories



- importance of undergraduates doing particular activities (usually considered academic or intellectual)
- quality of student relationships (with peers and others)
- institutional emphasis
- perception of student academic and intellectual behavior in class (in terms of frequency of actions)
- reading and writing assignments



UCF FSSE Respondents



- distributed to 1281 faculty
- 3 requests for response
- response rate = 36% (n=459)

UCF FSSE Respondents

Gender



Gender	UCF FSSE Lower	UCF FSSE Upper	UCF FSSE Total	UCF Total*
Female	50%	56%	54%	41%
Male	50%	44%	46%	59%

*data source: 2003 IPEDS Report, UCF Office of Institutional Research



UCF FSSE Respondents *Status*



Status	UCF FSSE Lower	UCF FSSE Upper	UCF FSSE Total	UCF Total*
Full-time	66%	82%	77%	63%
Part-time	34%	18%	23%	37%

*data source: 2003 IPEDS Report, UCF Office of Institutional Research

UCF FSSE Respondents

Tenure Status



Tenure Status	UCF FSSE Lower	UCF FSSE Upper	UCF FSSE Total	UCF Total*
Tenured	22%	31%	28%	41%
Tenure Track	12%	27%	22%	26%
Not Tenure Track	67%	42%	50%	33%

*data source: 2003 IPEDS Report, UCF Office of Institutional Research

UCF FSSE Respondents

Rank



Rank	UCF FSSE Lower	UCF FSSE Upper	UCF FSSE Total	UCF Total*
Professor	13%	14%	14%	19%
Associate	13%	21%	19%	27%
Assistant	9%	30%	23%	26%
Instructor	45%	25%	31%	24%
Lecturer	2%	2%	2%	1%
Grad Ass't	1%	1%	1%	N/A
Other	17%	7%	10%	N/A
No rank				3%

UCF FSSE Respondents

Race and Ethnicity



Race and Ethnicity	UCF FSSE Lower	UCF FSSE Upper	UCF FSSE Total	UCF Total*
African American	3%	4%	4%	4%
Asian/Pacific Islander	6%	6%	6%	6%
Caucasian/White	75%	80%	79%	74%
Hispanic or Latino	5%	2%	3%	5%
Multi-racial	10%	7%	8%	N/A
Non-Res. Alien	N/A	N/A	N/A	11%
Other	2%	1%	1%	N/A

UCF FSSE Respondents Discipline



	UCF FSSE Lower	UCF FSSE Upper	UCF FSSE Total
Arts & Humanities	43%	18%	25%
Bio Science	3%	4%	4%
Business	6%	14%	11%
Education	7%	11%	10%
Engineering	4%	6%	6%
Physical Science	10%	4%	6%
Professional	2%	11%	8%
Social Science	7%	17%	14%
Other	18%	14%	15%



Results



- overall NSSE benchmark results
- items within benchmarks
 - relationship to academic performance
 - comparisons
 - UCF peer group
 - Public Doctoral Intensive institutions
 - some FSSE comparisons



2004 NSSE UCF Peer Group



□ Doctoral Extensive

- Florida International University
- University of Texas at Arlington
- University of Toledo
- University of Wisconsin – Milwaukee
- Virginia Commonwealth University

□ Doctoral Intensive

- Indiana University – Purdue University – Indianapolis
- San Diego State University
- University of Akron
- Wright State University

5 NSSE Benchmarks of Effective Educational Practice



- Enriching Educational Experiences (EEE)
- Active and Collaborative Learning (ACL)
- Student-Faculty Interaction (S-FI)
- Supportive Campus Environment (SCE)
- Academic Challenge (AC)



NSSE Benchmarks

Freshmen Engagement



1. Enriching Educational Experiences (EEE)
2. Active and Collaborative Learning (ACL)
3. Student-Faculty Interaction (S-FI)
4. *Supportive Campus Environment (SCE)*
5. *Academic Challenge (AC)*

at or above 50th percentile
below 50th percentile



NSSE Benchmarks

Senior Engagement



1. Enriching Educational Experiences (EEE)
2. Active and Collaborative Learning (ACL)
3. Student-Faculty Interaction (S-FI)
4. Supportive Campus Environment (SCE)
5. *Academic Challenge (AC)*

at or above 50th percentile
below 50th percentile



NSSE Benchmark #1: *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 #1: *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.)



NSSE Benchmark #1: *Enriching Educational Experiences*



items significantly related to academic performance

Freshmen

- community service or volunteer work 

Seniors

- practicum, internship, field experience, co-op experience, or clinical assignment 
- independent study or self-designed major 



NSSE Benchmark #1: *Enriching Educational Experiences*



Strengths (higher than one or more comparison group)

Freshmen

- participating in co-curricular activities
- community service or volunteer work
- had serious conversations with students of a different race or ethnicity than your own
- had serious conversations with students who are very different from you in terms of religious beliefs, political opinions, or personal values
- used an electronic medium (listserv, chat group, internet, etc.) to discuss or complete an assignment



NSSE Benchmark #1: *Enriching Educational Experiences*



Strengths (higher than one or more comparison group)

Freshmen

- participating in co-curricular activities
- ✓ community service or volunteer work
- had serious conversations with students of a different race or ethnicity than your own
- had serious conversations with students who are very different from you in terms of religious beliefs, political opinions, or personal values
- used an electronic medium (listserv, chat group, internet, etc.) to discuss or complete an assignment



NSSE Benchmark #1: *Enriching Educational Experiences*



Strengths (higher than one or more comparison group)

Seniors

- had serious conversations with students of a different race or ethnicity than your own
- used an electronic medium (listserv, chat group, internet, etc.) to discuss or complete an assignment



NSSE Benchmark #1: *Enriching Educational Experiences*



Opportunities (lower than one or more comparison group)

Freshmen

- none

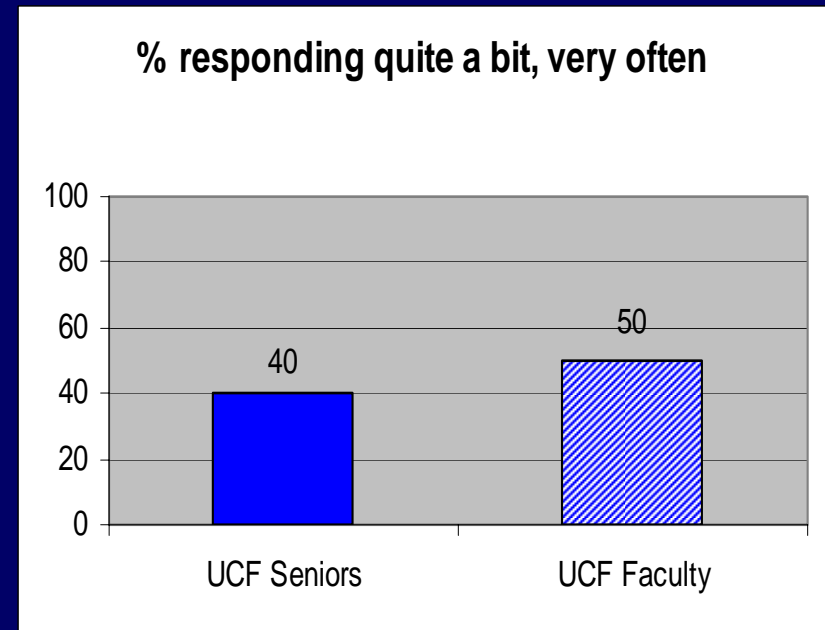
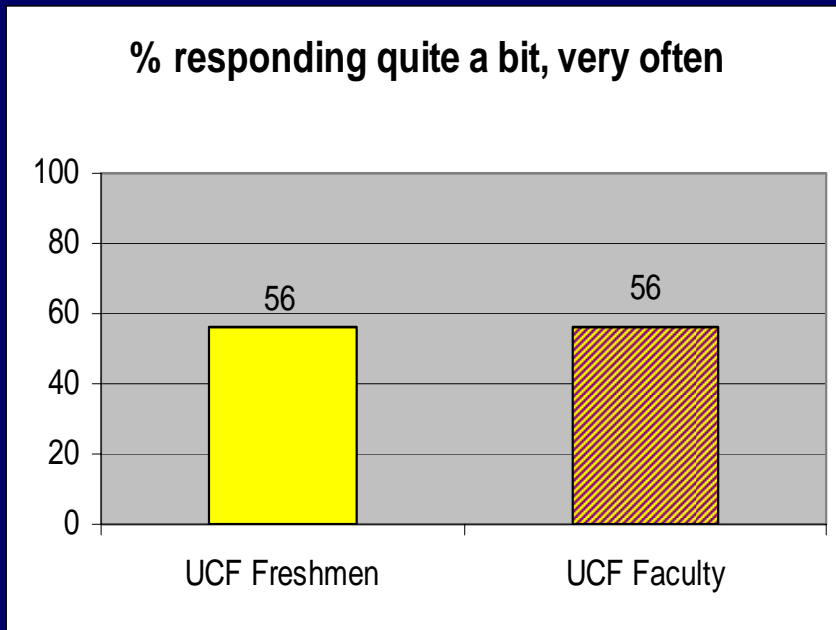
Seniors

- independent study or self-designed major

NSSE-FSSE Comparison #1: *Enriching Educational Experiences*



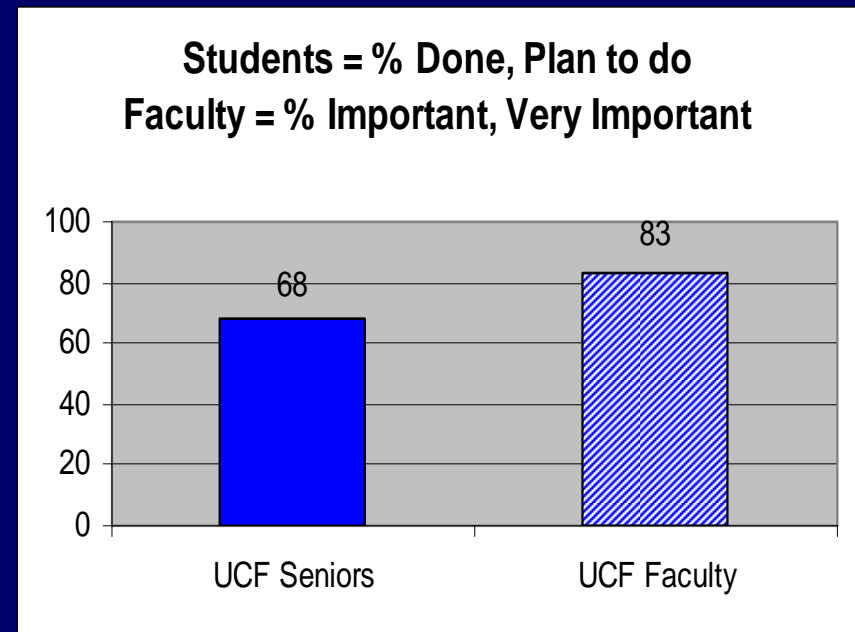
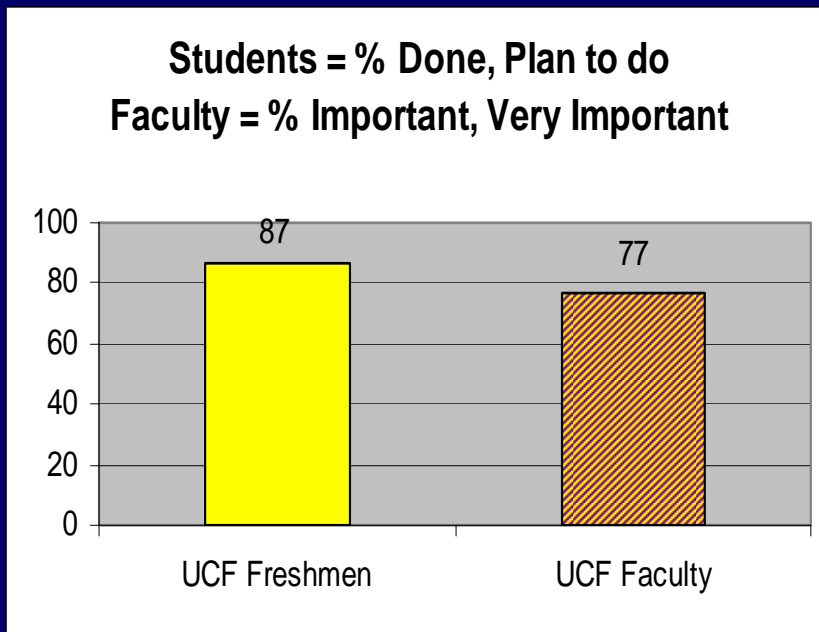
Encouraging contact among students from different economic, social and racial or ethnic backgrounds



NSSE-FSSE Comparison #1: *Enriching Educational Experiences*



Participate in a practicum, internship, field experience, co-op experience, or clinical assignment





NSSE Benchmark #2: *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



NSSE Benchmark #2: *Active & Collaborative Learning*



items significantly related to academic performance

Freshmen

- asked questions in class or contributed to class discussions
- tutored or taught other students

Seniors

- asked questions in class or contributed to class discussions
- tutored or taught other students



NSSE Benchmark #2: *Active & Collaborative Learning*



Strengths (higher than one or more comparison group)

Freshmen

- made a class presentation
- worked with classmates outside of class to prepare class assignments
- participated in community-based project as part of a regular course

Seniors

- none



NSSE Benchmark #2: *Active & Collaborative Learning*



Opportunities (lower than one or more comparison group)

Freshmen

none

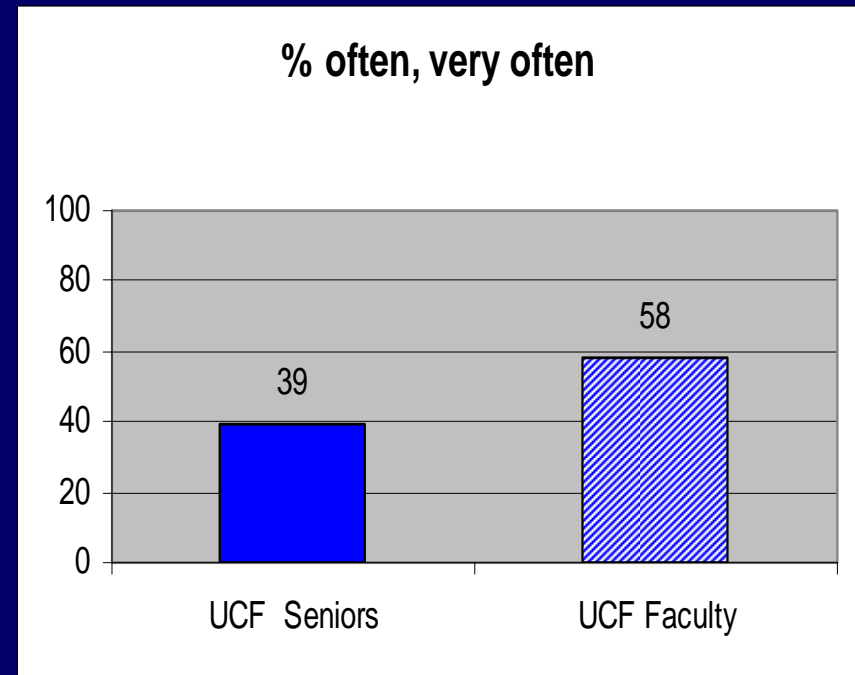
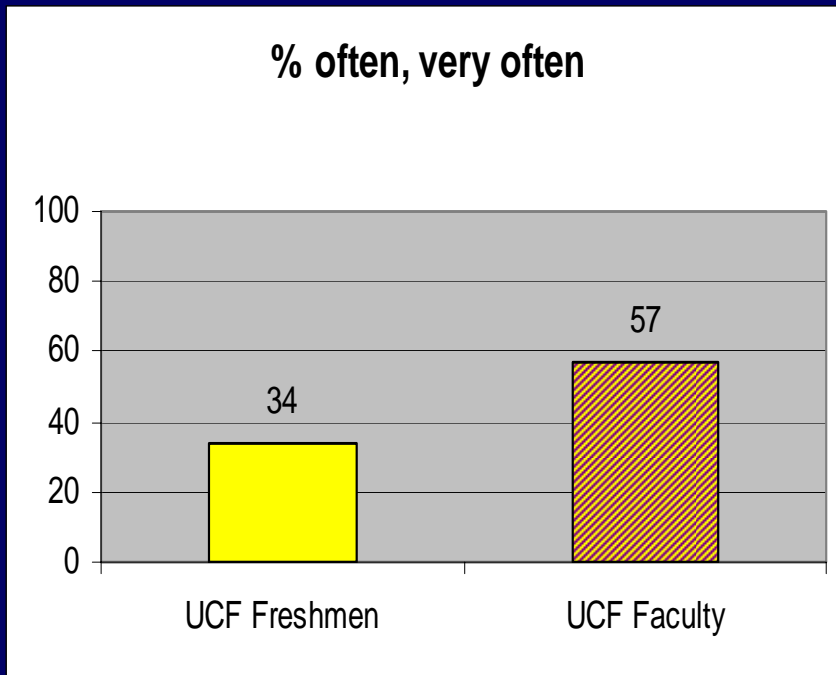
Seniors

none

NSSE-FSSE Comparison #2: *Active & Collaborative Learning*



Worked with other students on projects during class





NSSE Benchmark #3: *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



NSSE Benchmark #3: *Student-Faculty Interaction*



items significantly related to academic performance

Freshmen

- none

Seniors

- talked about career plans with a faculty member or advisor





NSSE Benchmark #3: *Student-Faculty Interaction*



Strengths (higher than one or more comparison group)

Freshmen

none

Seniors

none



NSSE Benchmark #3: *Student-Faculty Interaction*



Opportunities (lower than one or more comparison group)

Freshmen

- talked about career plans with a faculty member or advisor

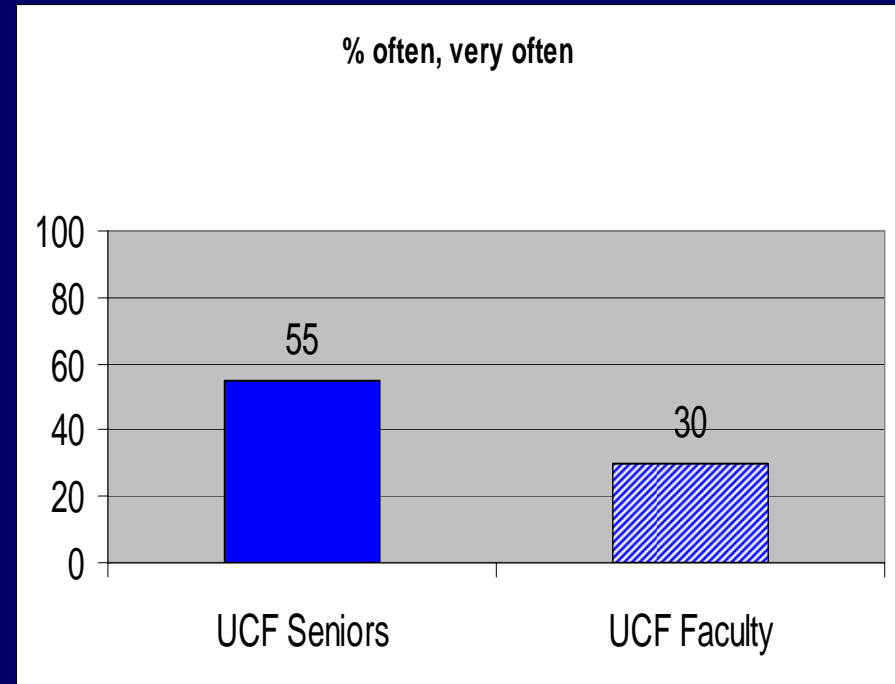
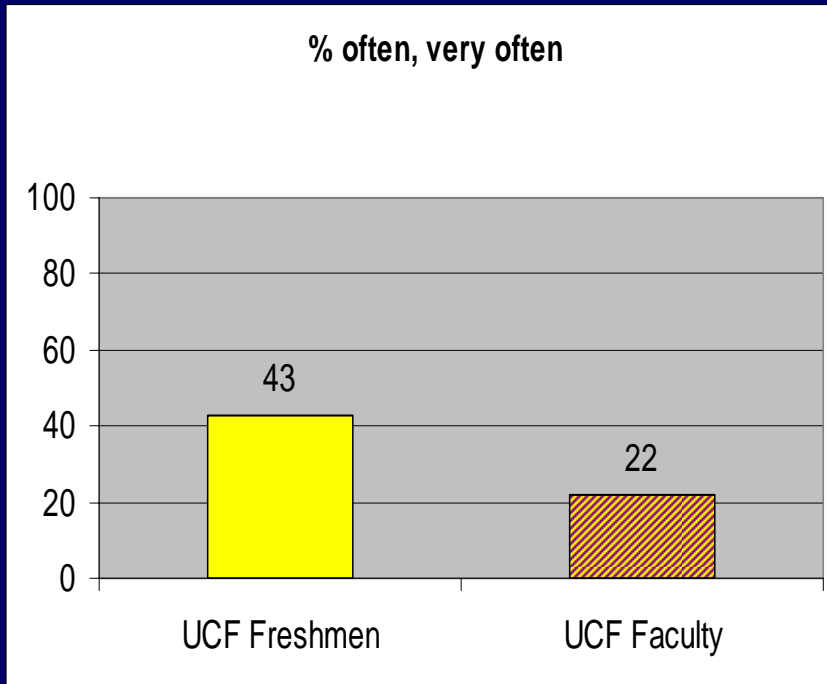
Seniors

- worked with faculty members on activities other than coursework (committees, orientation, etc.)

NSSE-FSSE Comparison #3: *Student-Faculty Interaction*



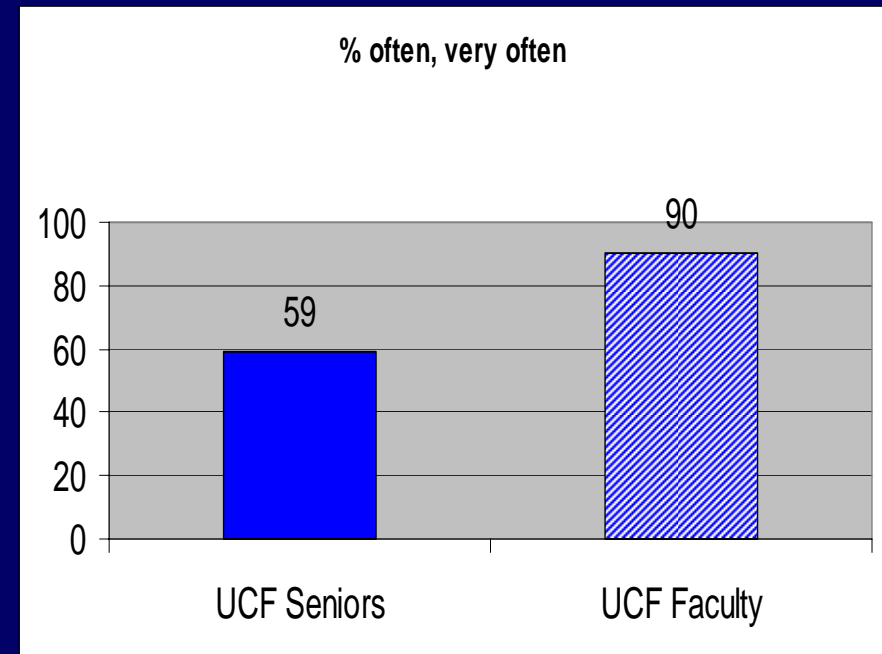
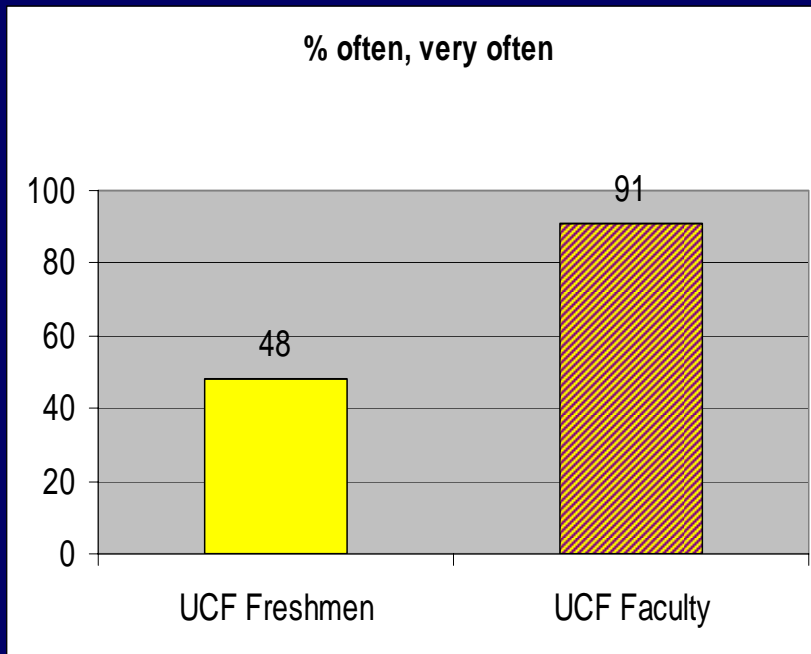
Discussed grades or assignments with an instructor



NSSE-FSSE Comparison #3: *Student-Faculty Interaction*



Prompt feedback (written or oral) on academic performance





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



NSSE Benchmark #4: *Supportive Campus Environment*



items significantly related to academic performance

Freshmen

none

Seniors

none



NSSE Benchmark #4: *Supportive Campus Environment*



Strengths (higher than one or more comparison group)

Freshmen

- helping you cope with your non-academic responsibilities (work, family, etc.)
- providing the support you need to thrive socially

Seniors

- relationships with other students



NSSE Benchmark #4: *Supportive Campus Environment*



Opportunities (lower than one or more comparison group)

Freshmen

- relationships with administrative personnel and offices

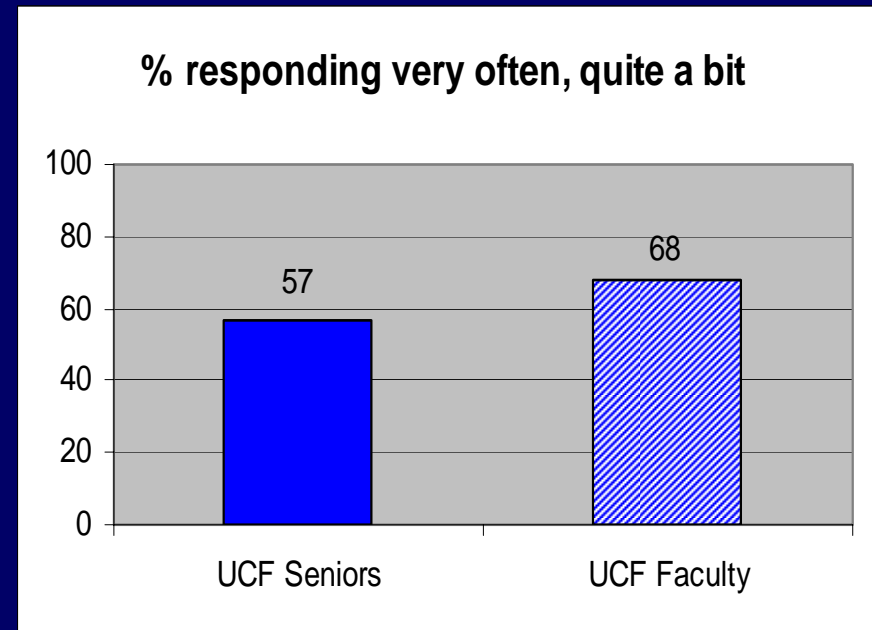
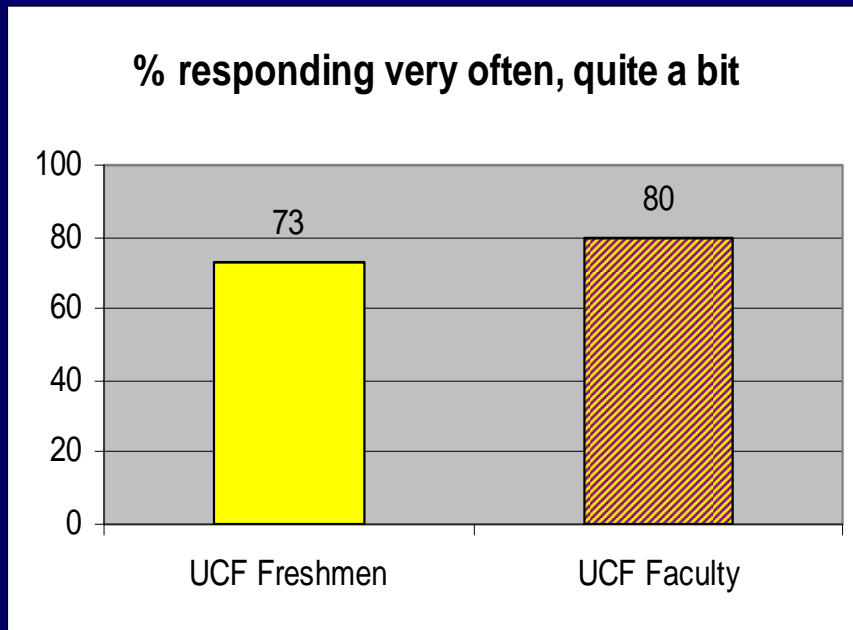
Seniors

- none

NSSE-FSSE Comparison #4: *Supportive Campus Environment*



Institution provides the support needed to succeed academically





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



NSSE Benchmark #5

Academic Challenge



items significantly related to academic performance

Freshmen

- hours per 7-day week spent preparing for class
- number of papers of 20 or more pages

Seniors

- synthesizing, organizing information
- number of papers between 5 and 19 pages



NSSE Benchmark #5

Academic Challenge



Strengths (higher than one or more comparison group)

Freshmen

none

Senior

none



NSSE Benchmark #5

Academic Challenge



Opportunities (lower than one or more comparison group)

Freshmen

- number of assigned textbooks, etc.
- number of written papers or reports of various lengths

Seniors

- number of written papers or reports of various lengths



NSSE Benchmark #5

Academic Challenge



Opportunities (lower than one or more comparison group)

Freshmen

- number of assigned textbooks, etc.
- ✓ number of written papers or reports of various lengths

Seniors

- ✓ number of written papers or reports of various lengths

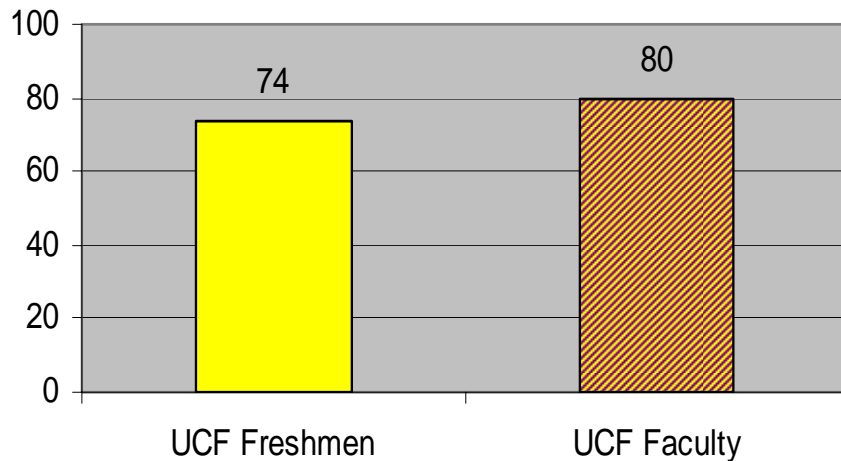
NSSE-FSSE Comparison #5

Academic Challenge

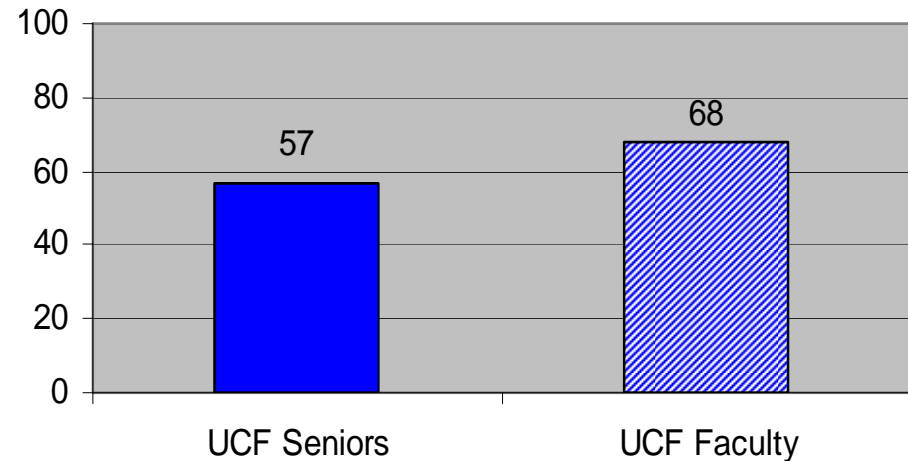


Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings

% Very much, Quite a bit



% Very much, Quite a bit



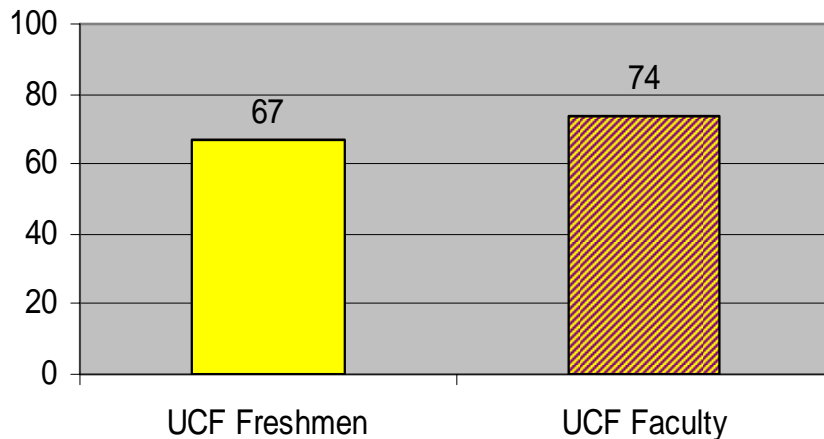
NSSE-FSSE Comparison #5

Academic Challenge

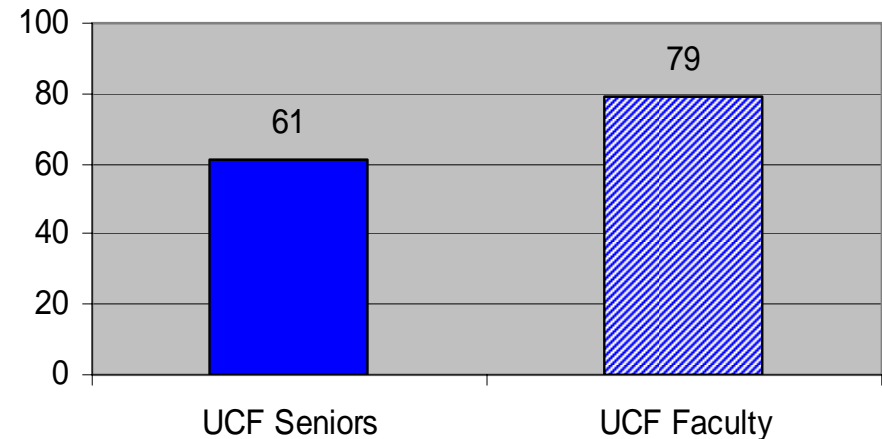


Coursework emphasizes: Making judgments about the value of information, arguments, or methods

% Very much, Quite a bit



% Very much, Quite a bit



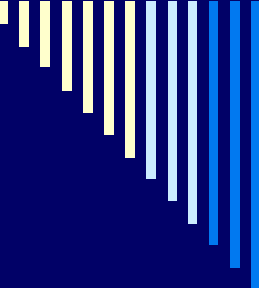


Using NSSE and FSSE to improve student engagement



UCF Charge:

- What does this information tell us?
- What are the areas we want to address as an institution?



Using FSSE & NSSE *further study*



- data available within college
- special analyses
- developing strategies for targeting NSSE areas: FCTL and OEAS