



UNIVERSITY OF CENTRAL FLORIDA

***Engagement and Achievement:
Do NSSE data predict academic
performance?***

Using results from the
NSSE and FSSE

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Agenda

- NSSE and FSSE implementation Spring 2004
- NSSE Benchmarks
 - benchmark scores
 - special analysis
- self-report versus GPA
- performance on each benchmark
 - relationship between NSSE items and academic performance
 - peer comparisons
- Using NSSE results to improve student & faculty engagement



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)



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%



Results



- overall NSSE benchmark results
 - report sent to president
- recalculation with Institutional Engagement Index
- items within benchmarks
 - relationship to academic performance
 - comparisons
 - UCF peer group
 - Public Doctoral Intensive institutions



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

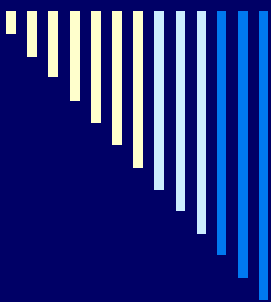
- Indiana University – Purdue University – Indianapolis
- San Diego State University
- University of Akron
- Wright State University



NSSE Self Report and GPA



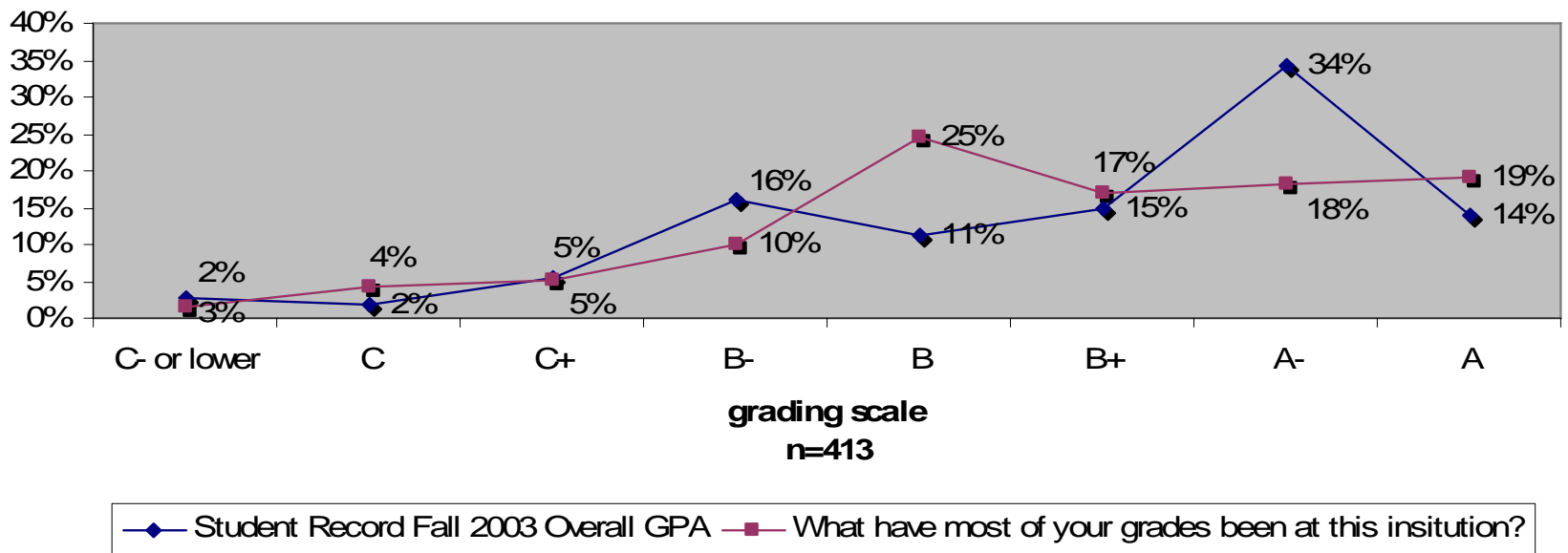
- measure of academic performance
 - grade related NSSE item (#26)
 - “What have most of your grades been up to now at this institution?” A A- B+ B B- C+ C C- or lower
 - student record
 - overall fall 2003 GPA



Do they correlate? Freshmen Students NSSE Self Report and GPA



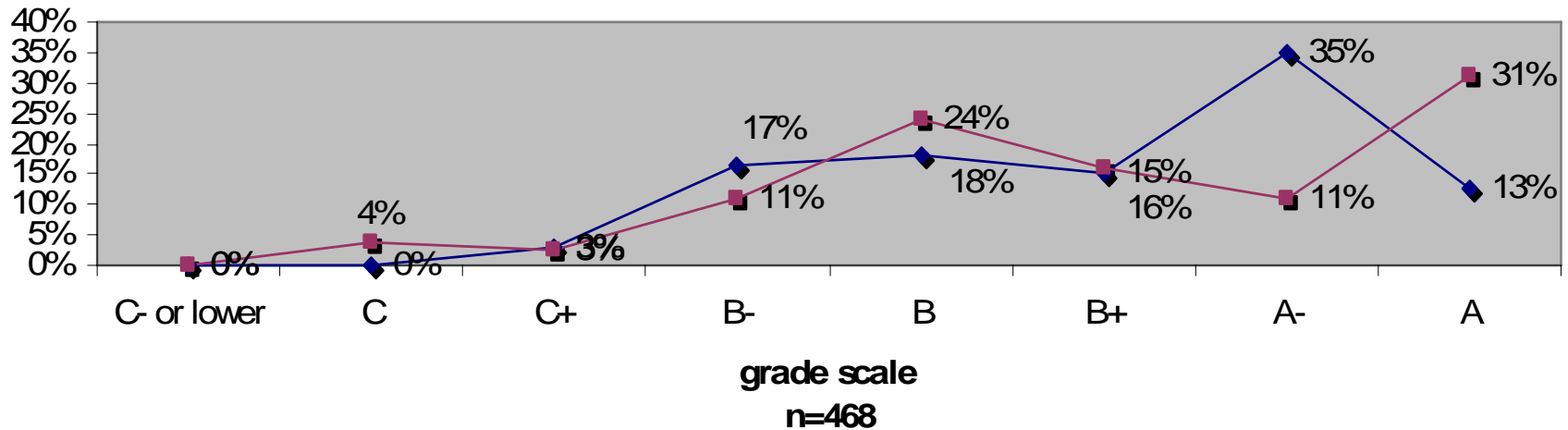
Freshmen Students
Self Reported Grades Compared to Student Record CGPA



Senior Students NSSE Self Report and GPA



Senior Students
Self Reported Grades Compared to Student Record CGPA



◆ Student Record Fall 2003 Overall GPA ■ What have most of your grades been at this insitution?

Choosing an Outcome Measure for Further Analysis



- moderately high correlations between NSSE item and actual GPA
 - first year respondents
 - Pearson correlation = .792**
 - senior respondents
 - Pearson correlation = .677**
- used actual Fall 2003 overall GPA in further analysis

** significant at the 0.01 level

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 #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

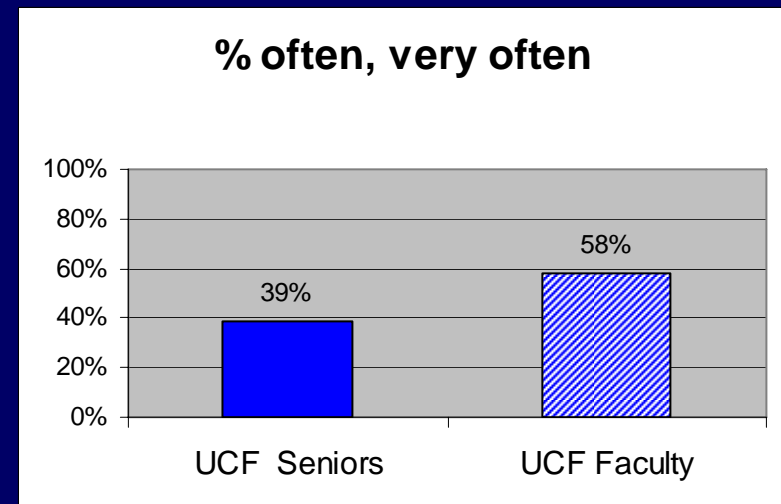
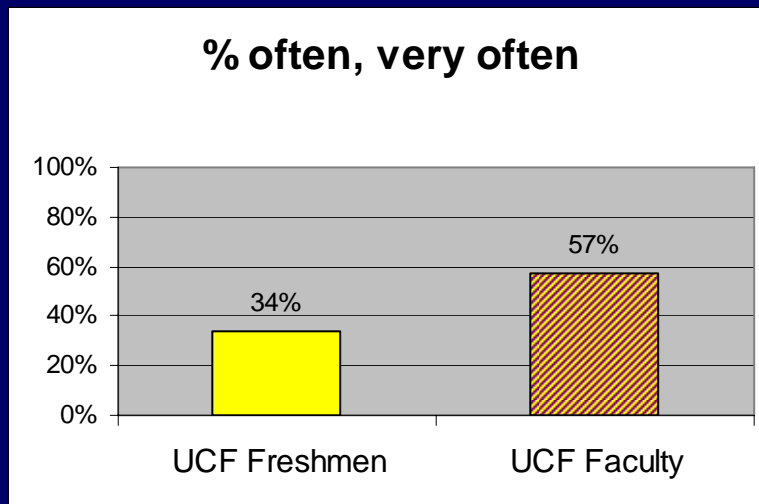
Seniors

none

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



Worked with other students on projects during class





NSSE Benchmark #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

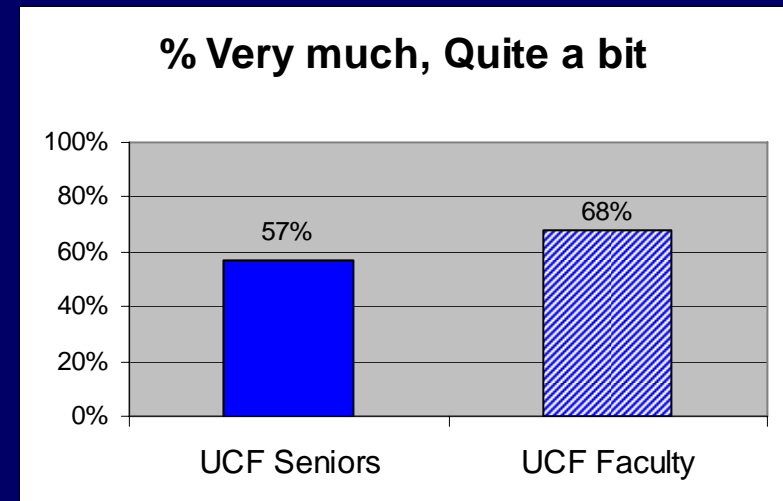
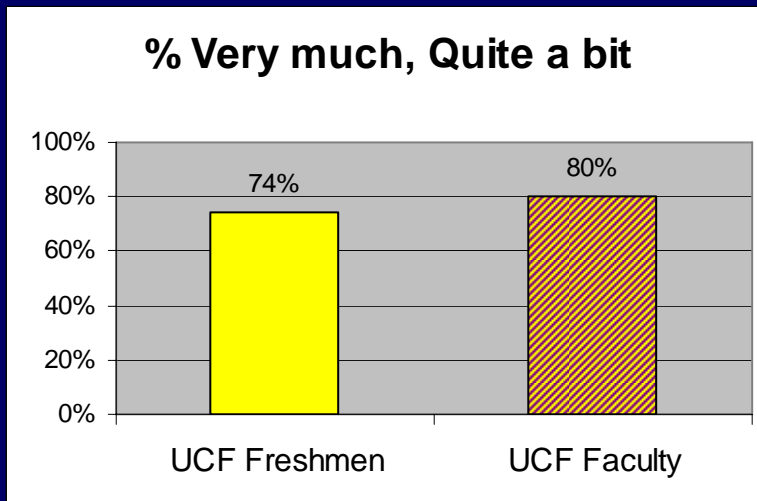
- ✓ number of written papers or reports of various lengths

NSSE-FSSE Comparison #5

Academic Challenge



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

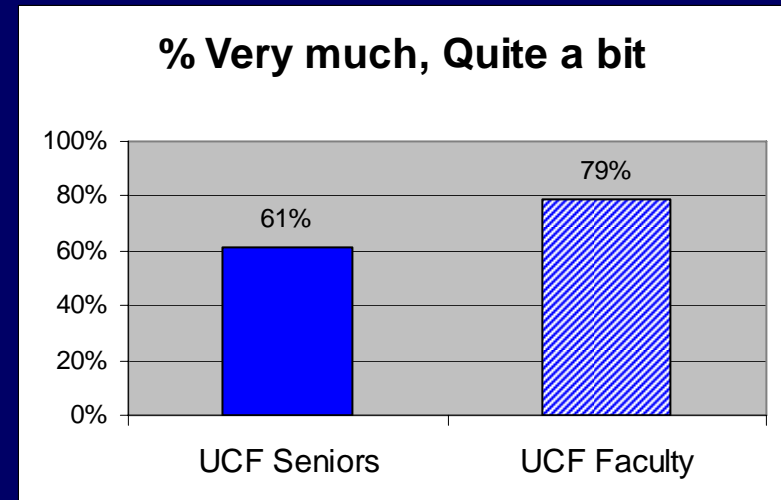
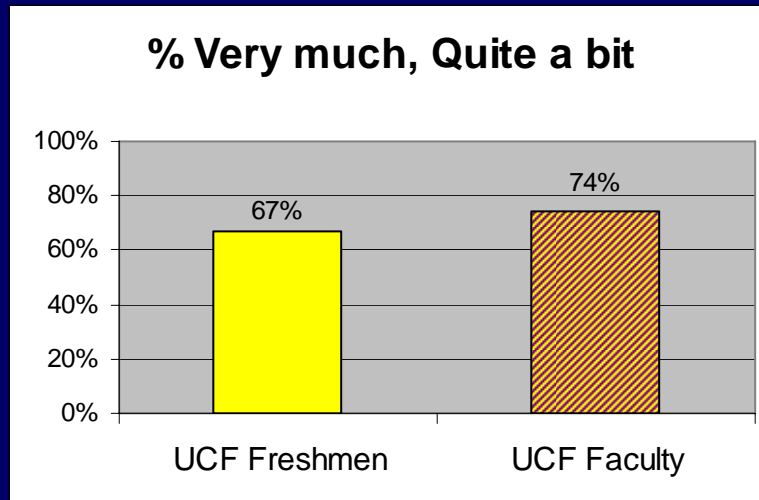


NSSE-FSSE Comparison #5

Academic Challenge



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



Using NSSE Results to Improve Student Engagement



- What does this information tell us?
- What are the areas we want to address as an institution?
- What do we do next?
 - university level initiatives
 - college level initiatives
 - department or program level initiatives



Using NSSE Results The UCF Story



- strategic plan
- “champion” for administering and using NSSE
- results presented to internal groups: provost, QEP, UCF Experience
- preliminary focus topics (action items) identified via survey of faculty

Begin the Conversation with Faculty Members



- NSSE Regional Workshop, February 2005
 - UCF faculty track
- action plan:
 - university level initiatives: president's support for faculty leading targeted efforts; relationship with QEP
 - college level initiatives: Honors' College closer look, accreditation responses (Education), GEP
 - department or program level initiatives: tie to IE plans, interest in engagement



Continue the conversation



- presentation will be posted on our website
 - <http://www.oemas.ucf.edu/>