University of Central Florida

2004 NSSE and FSSE

National Survey of Student Engagement
Faculty Survey of Student Engagement

Operational Excellence & Assessment Support
Patrice Lancey
Merlyn Smart
Paula S. Krist
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
<table>
<thead>
<tr>
<th></th>
<th>response rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>overall</td>
<td>29% (n = 741)</td>
</tr>
<tr>
<td>freshmen</td>
<td>24% (n = 317)</td>
</tr>
<tr>
<td>seniors</td>
<td>34% (n = 424)</td>
</tr>
</tbody>
</table>
UCF NSSE Respondents

**Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>UCF NSSE Freshmen</th>
<th>UCF Freshmen*</th>
<th>UCF NSSE Seniors</th>
<th>UCF Seniors*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>62%</td>
<td>51%</td>
<td>58%</td>
<td>56%</td>
</tr>
<tr>
<td>Male</td>
<td>38%</td>
<td>49%</td>
<td>42%</td>
<td>44%</td>
</tr>
</tbody>
</table>

*Data source: 2003 IPEDS Report, Office of Institutional Research*
### UCF NSSE Respondents
#### Race and Ethnicity

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

### College

<table>
<thead>
<tr>
<th>College</th>
<th>UCF NSSE Freshmen</th>
<th>UCF Freshmen*</th>
<th>UCF NSSE Seniors</th>
<th>UCF Seniors*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>29%</td>
<td>31%</td>
<td>28%</td>
<td>32%</td>
</tr>
<tr>
<td>Business Administration</td>
<td>14%</td>
<td>16%</td>
<td>21%</td>
<td>24%</td>
</tr>
<tr>
<td>Education</td>
<td>6%</td>
<td>5%</td>
<td>12%</td>
<td>10%</td>
</tr>
<tr>
<td>Engineering and CS</td>
<td>17%</td>
<td>15%</td>
<td>21%</td>
<td>14%</td>
</tr>
<tr>
<td>Health &amp; Public Affairs</td>
<td>16%</td>
<td>15%</td>
<td>17%</td>
<td>16%</td>
</tr>
<tr>
<td>Hospitality Mgmt</td>
<td>3%</td>
<td>2%</td>
<td>1%</td>
<td>3%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>15%</td>
<td>16%</td>
<td>0.5%</td>
<td>0.5%</td>
</tr>
</tbody>
</table>
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**

<table>
<thead>
<tr>
<th>Gender</th>
<th>UCF FSSE Lower</th>
<th>UCF FSSE Upper</th>
<th>UCF FSSE Total</th>
<th>UCF Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>50%</td>
<td>56%</td>
<td>54%</td>
<td>41%</td>
</tr>
<tr>
<td>Male</td>
<td>50%</td>
<td>44%</td>
<td>46%</td>
<td>59%</td>
</tr>
</tbody>
</table>

*data source: 2003 IPEDS Report, UCF Office of Institutional Research*
## UCF FSSE Respondents Status

<table>
<thead>
<tr>
<th>Status</th>
<th>UCF FSSE Lower</th>
<th>UCF FSSE Upper</th>
<th>UCF FSSE Total</th>
<th>UCF Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>66%</td>
<td>82%</td>
<td>77%</td>
<td>63%</td>
</tr>
<tr>
<td>Part-time</td>
<td>34%</td>
<td>18%</td>
<td>23%</td>
<td>37%</td>
</tr>
</tbody>
</table>

*Data source: 2003 IPEDS Report, UCF Office of Institutional Research*
# UCF FSSE Respondents Tenure Status

<table>
<thead>
<tr>
<th>Tenure Status</th>
<th>UCF FSSE Lower</th>
<th>UCF FSSE Upper</th>
<th>UCF FSSE Total</th>
<th>UCF Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenured</td>
<td>22%</td>
<td>31%</td>
<td>28%</td>
<td>41%</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>12%</td>
<td>27%</td>
<td>22%</td>
<td>26%</td>
</tr>
<tr>
<td>Not Tenure Track</td>
<td>67%</td>
<td>42%</td>
<td>50%</td>
<td>33%</td>
</tr>
</tbody>
</table>

*Data source: 2003 IPEDS Report, UCF Office of Institutional Research*
<table>
<thead>
<tr>
<th>Rank</th>
<th>UCF FSSE Lower</th>
<th>UCF FSSE Upper</th>
<th>UCF FSSE Total</th>
<th>UCF Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>13%</td>
<td>14%</td>
<td>14%</td>
<td>19%</td>
</tr>
<tr>
<td>Associate</td>
<td>13%</td>
<td>21%</td>
<td>19%</td>
<td>27%</td>
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<tr>
<td>Assistant</td>
<td>9%</td>
<td>30%</td>
<td>23%</td>
<td>26%</td>
</tr>
<tr>
<td>Instructor</td>
<td>45%</td>
<td>25%</td>
<td>31%</td>
<td>24%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>2%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
</tr>
<tr>
<td>Grad Ass’t</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>N/A</td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
<td>7%</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td>No rank</td>
<td></td>
<td></td>
<td></td>
<td>3%</td>
</tr>
</tbody>
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*data source: 2003 IPEDS Report, UCF Office of Institutional Research
UCF FSSE Respondents

Race and Ethnicity

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

*data source: 2003 IPEDS Report, UCF Office of Institutional Research
## UCF FSSE Respondents Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>UCF FSSE Lower</th>
<th>UCF FSSE Upper</th>
<th>UCF FSSE Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Humanities</td>
<td>43%</td>
<td>18%</td>
<td>25%</td>
</tr>
<tr>
<td>Bio Science</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Business</td>
<td>6%</td>
<td>14%</td>
<td>11%</td>
</tr>
<tr>
<td>Education</td>
<td>7%</td>
<td>11%</td>
<td>10%</td>
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<tr>
<td>Engineering</td>
<td>4%</td>
<td>6%</td>
<td>6%</td>
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<tr>
<td>Physical Science</td>
<td>10%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Professional</td>
<td>2%</td>
<td>11%</td>
<td>8%</td>
</tr>
<tr>
<td>Social Science</td>
<td>7%</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>18%</td>
<td>14%</td>
<td>15%</td>
</tr>
</tbody>
</table>
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 and assignment
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 and 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

% responding quite a bit, very often

![Graph showing comparison between UCF Freshmen and Faculty](image)

% responding quite a bit, very often

![Graph showing comparison between UCF Seniors and Faculty](image)

February 13, 2005
NSSE-FSSE Comparison #1: 
**Enriching Educational Experiences**

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

**Students = % Done, Plan to do**
**Faculty = % Important, Very Important**

<table>
<thead>
<tr>
<th></th>
<th>UCF Freshmen</th>
<th>UCF Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>87</td>
<td>77</td>
</tr>
<tr>
<td>Faculty</td>
<td>68</td>
<td>83</td>
</tr>
</tbody>
</table>

February 13, 2005
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

UCF Freshmen: 34% often, very often
UCF Faculty: 57% often, very often

UCF Seniors: 39% often, very often
UCF Faculty: 58% often, very often
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.)
Discussed grades or assignments with an instructor

NSSE-FSSE Comparison #3: Student-Faculty Interaction

% often, very often

- UCF Freshmen: 43
- UCF Faculty: 22

% often, very often

- UCF Seniors: 55
- UCF Faculty: 30
NSSE-FSSE Comparison #3: Student-Faculty Interaction

Prompt feedback (written or oral) on academic performance

UCF Freshmen

- % often, very often: 48

UCF Faculty

- % often, very often: 91

UCF Seniors

- % often, very often: 59

UCF Faculty

- % often, very often: 90
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

% responding very often, quite a bit

UCF Freshmen: 73%
UCF Faculty: 80%

UCF Seniors: 57%
UCF Faculty: 68%
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
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
Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings

UCF Freshmen: 74, UCF Faculty: 80
UCF Seniors: 57, UCF Faculty: 68
NSSE-FSSE Comparison #5
Academic Challenge

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

% Very much, Quite a bit

UCF Freshmen: 67
UCF Faculty: 74

% Very much, Quite a bit

UCF Seniors: 61
UCF Faculty: 79
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