

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

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

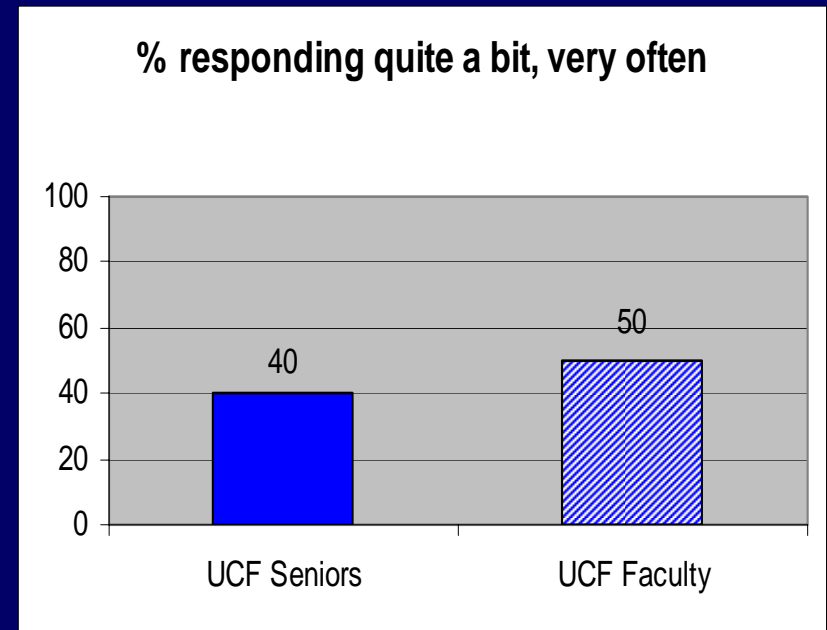
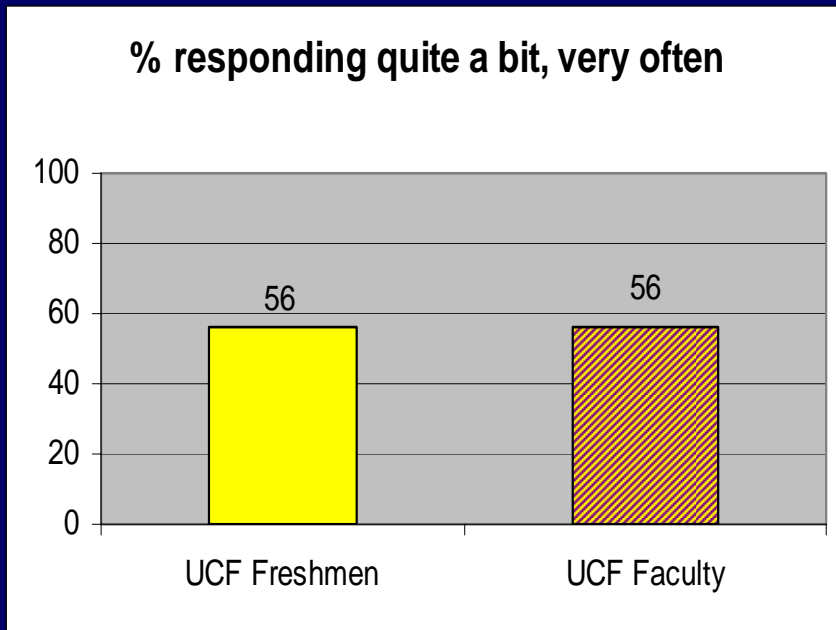
Seniors

- independent study or self-designed major

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



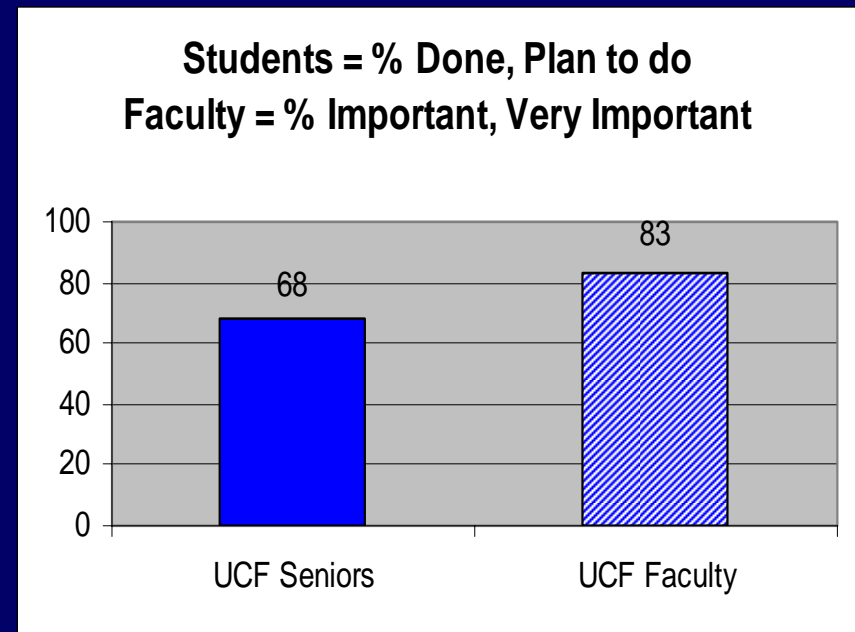
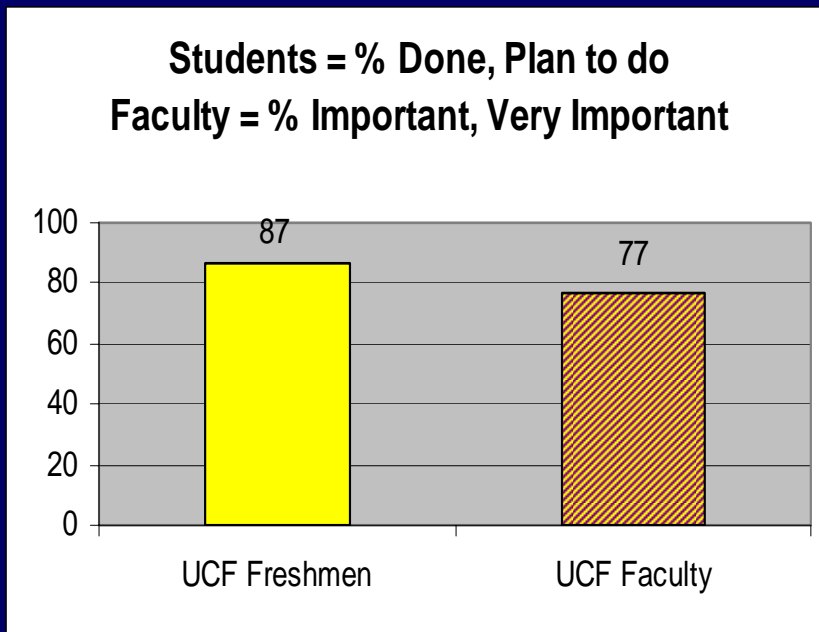
Encouraging contact among students from different economic, social and racial or ethnic backgrounds



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

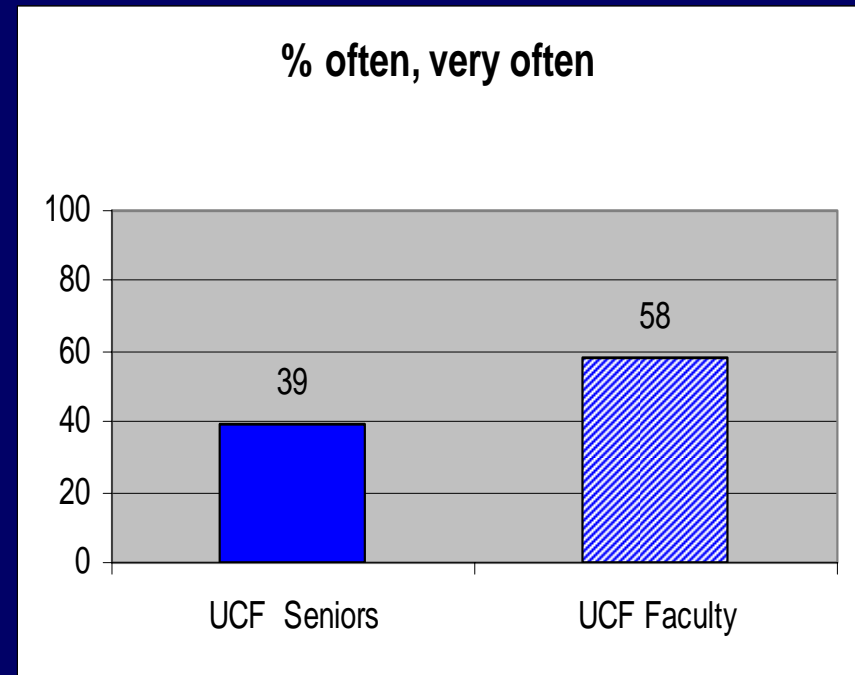
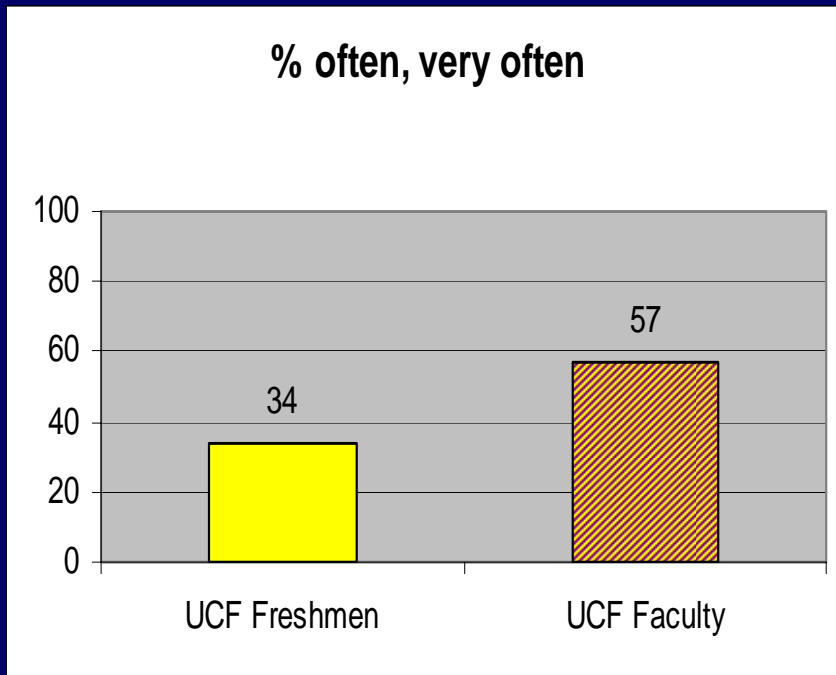
Seniors

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

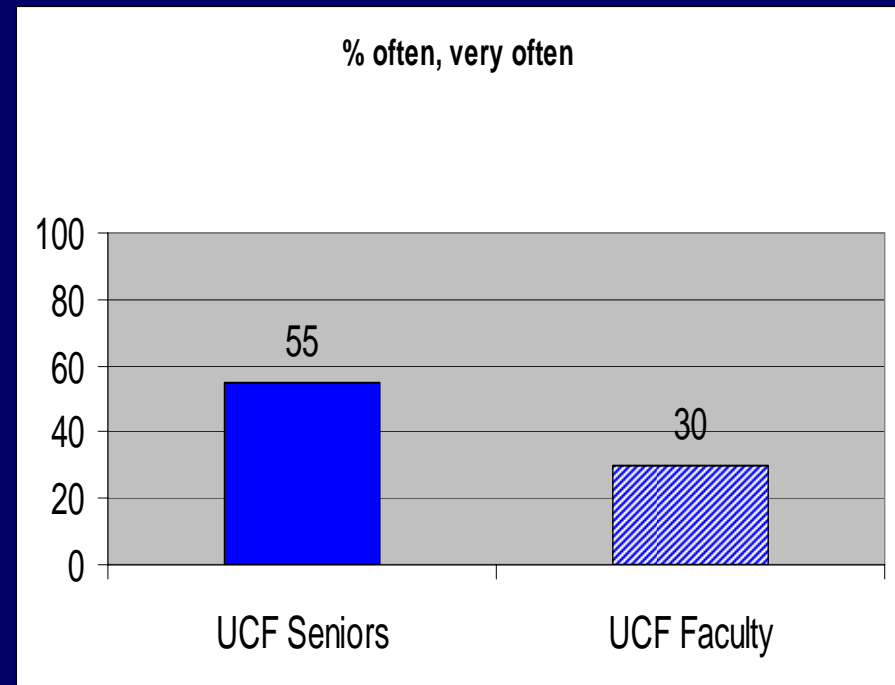
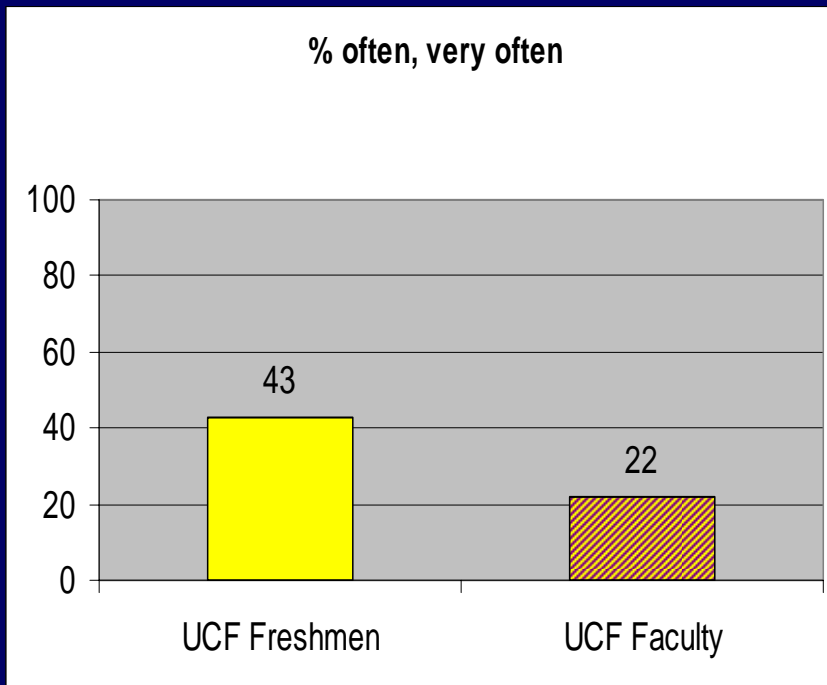
Seniors

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

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



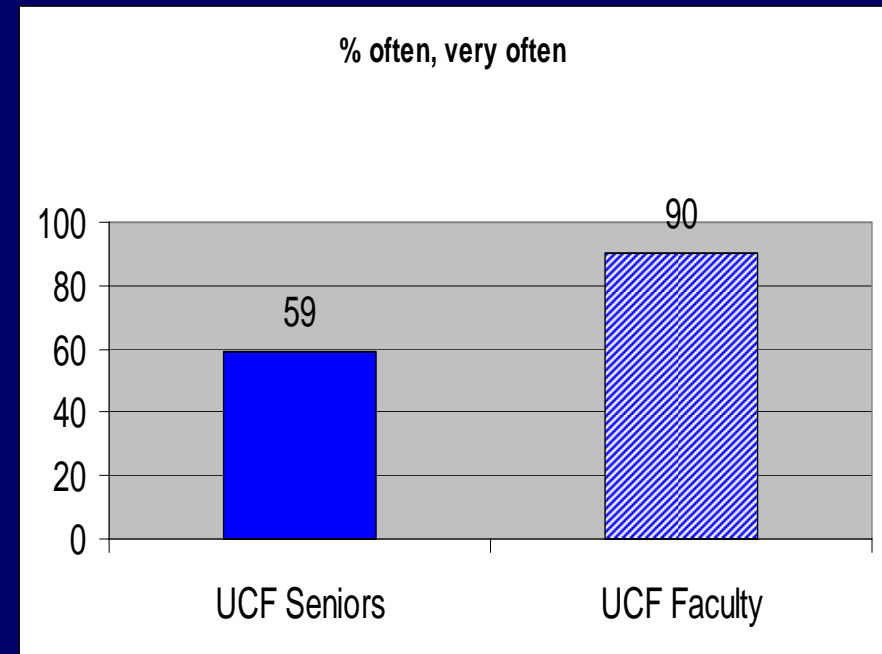
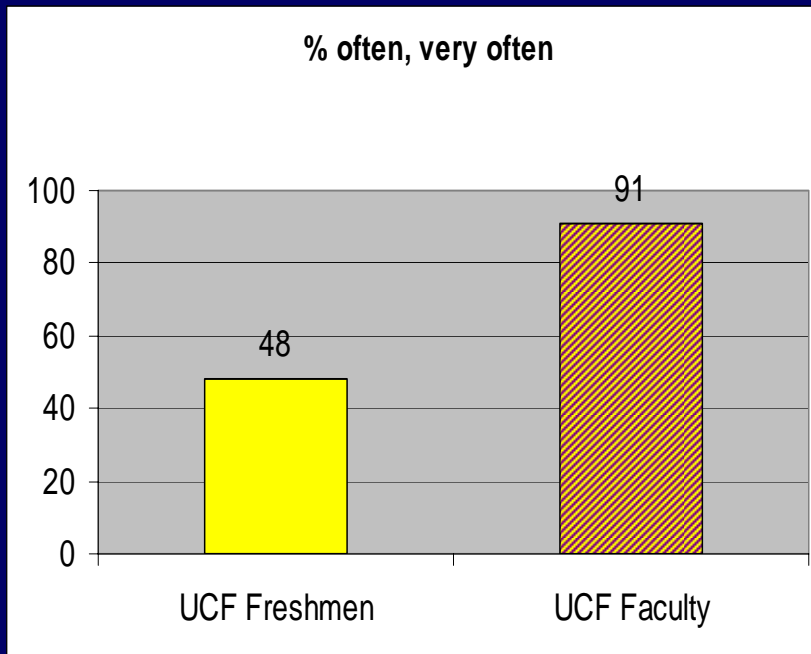
Discussed grades or assignments with an instructor



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

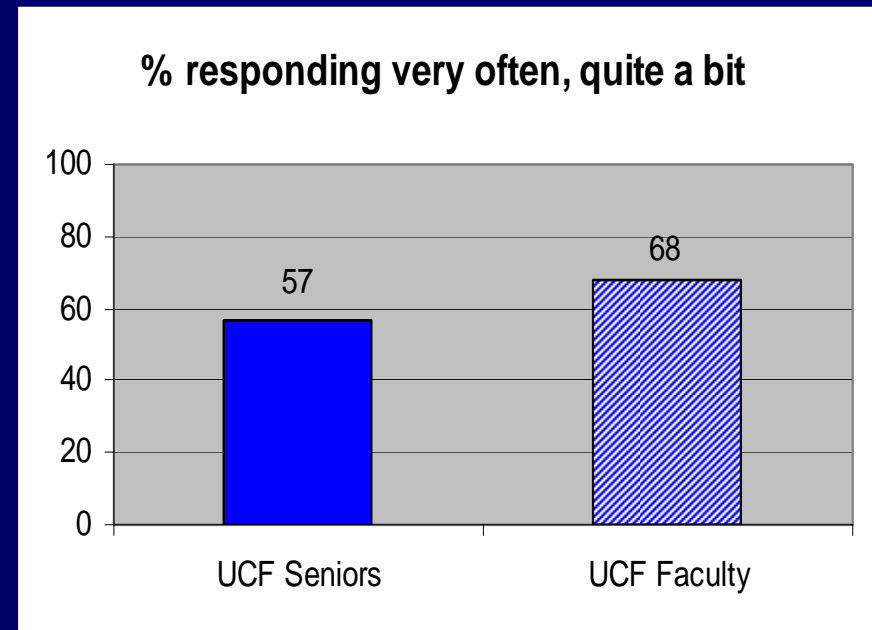
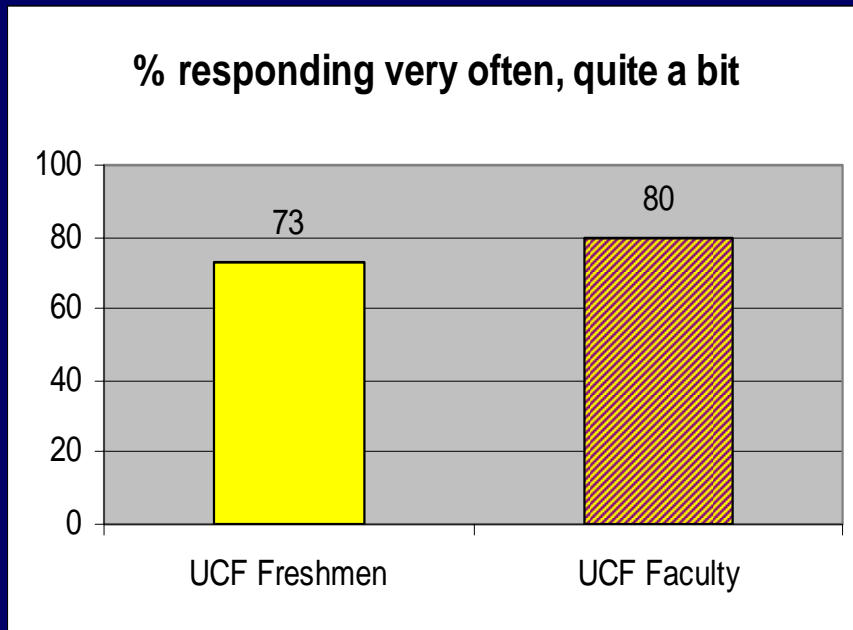
Seniors

- 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

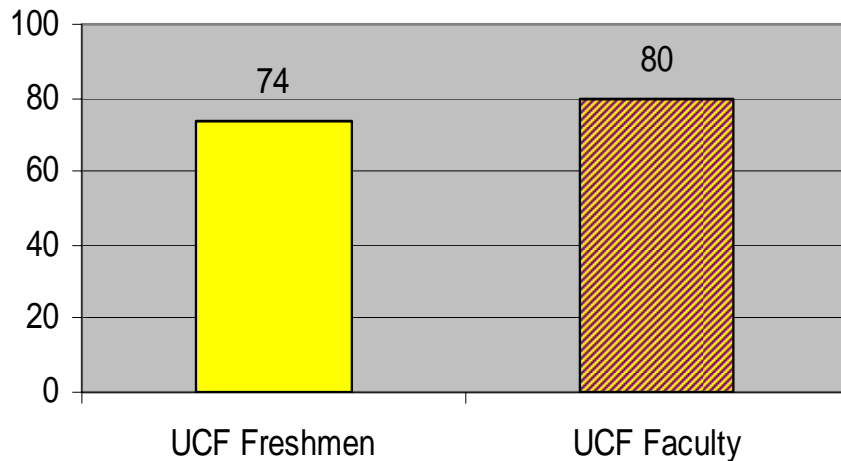
NSSE-FSSE Comparison #5

Academic Challenge

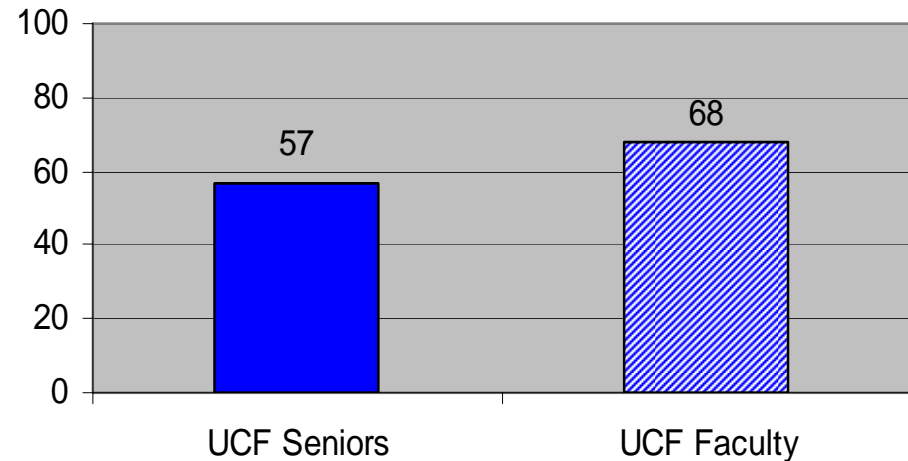


Coursework emphasizes: Memorizing facts, ideas, or methods from your course and readings

% Very much, Quite a bit



% Very much, Quite a bit



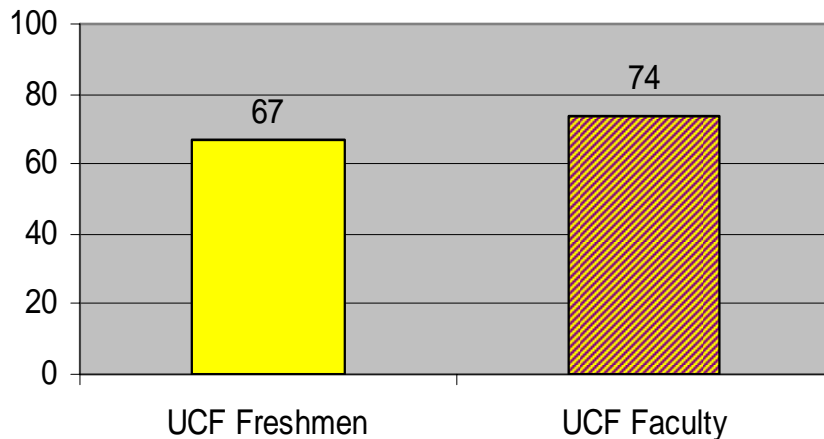
NSSE-FSSE Comparison #5

Academic Challenge

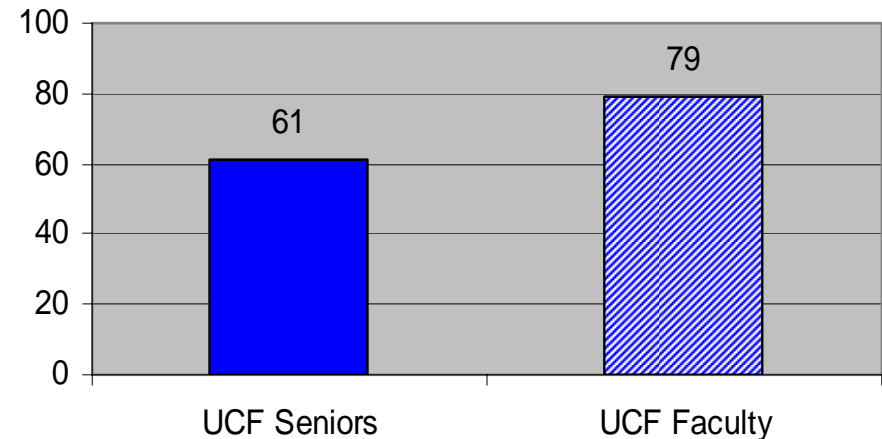


Coursework emphasizes: Making judgments about the value of information, arguments, or methods

% Very much, Quite a bit



% Very much, Quite a bit



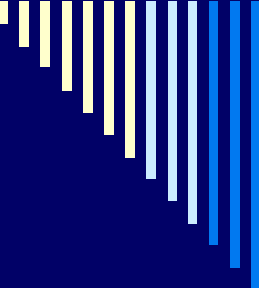


Using NSSE and FSSE to improve student engagement



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