Understanding Student Engagement at Stetson University

Presentation of the 2010 NSSE Results

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Director of Institutional Research
Fall 2010
What is Student Engagement?

- What students do -- time and energy devoted to educationally purposeful activities

- What institutions do -- using effective educational practices to induce students to do the right things

- Educationally effective institutions channel student energy toward the right activities

Source: www.nsse.iub.edu
Does engagement come “naturally”? 

- We cannot assume that students will naturally become engaged in college. *(If we do assume this, it is at the institution’s peril.)*

- Why do students go to college?
  - Ideally?
  - Practically?

- Are students today different from previous generations of students?
  - Entitlement mentality (e.g., hs grade inflation)
  - Cumulative deficit re: attitudes, study habits, academic skills
  - More diverse than previous cohorts
Jillian Kinzie from NSSE says, “Student success in college may require that professors explain more things to students today that were once taken for granted.”

- Example: “You must buy the book, you must read it and come to class, you must observe deadlines or make special arrangements when you miss one” Prof. Richard Turner (1998, p.4)

- Approximately 40% of Stetson students are first generation college students (i.e., neither parent earned bachelors degree)
What were most of your high school grades?

- Actual Stetson grades for Fall 2009:
  - 16% A to A-
  - 31% B to B+
  - 53% <3.0
What do you expect most of your grades at Stetson will be?

**Expected grades from BCSSE responses**
- B- or lower, 5%
- B to B+, 41%
- A to A-, 53%

**ACTUAL grades at end of Fall 2009 term at Stetson**
- A to A-, 16%
- B to B+, 31%
- B- or lower, 53%

**Conclusion:** There is a major disjuncture between students’ expectations and students’ reality. There are also financial ramifications of lower-than-expected grades.
NSSE at Stetson

- Stetson participated in the National Survey of Student Engagement (NSSE) in 2006, 2008, and 2010
- All first-year and senior students are surveyed in the spring term
- Stetson’s response rates have been 50% or better for each implementation
  - Spring 2010 Senior response rate = 59%
  - Spring 2010 First-year response rate = 50%
Student Engagement Quiz

What percent of Stetson seniors prepare for class, on average, more than 20 hours per week?

A) 12%
B) 16%
C) 26%
D) 39%
E) 50%

Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
Student Engagement Quiz

- What percent of Stetson seniors prepare for class, on average, more than 20 hours per week?
  
  A) 12%
  B) 16%
  C) 26%
  D) 39%
  E) 50%
Student Engagement Quiz

- What percent of Stetson First-Year students prepare for class, on average, more than 20 hours per week?
  
  A) 12%
  B) 24%
  C) 36%
  D) 42%
  E) 50%
What percent of Stetson First-Year students prepare for class, on average, more than 20 hours per week?

A) 12%
B) 24%
C) 36%
D) 42%
E) 50%
Percent responding that they spend more than 20 hours per week preparing for class
How do we compare to other schools

- **Selected Peers (n=9 schools)**
  - Drake University (Des Moines, IA)
  - Eckerd College (St. Petersburg, FL)
  - Elon University (Elon, NC)
  - Loyola University New Orleans
  - Rollins College
  - University of Richmond
  - University of Tulsa
  - Valparaiso University (Valparaiso, IN)
  - Xavier University (Cincinnati, OH)

- **Carnegie Class (n=66 schools)** all participating schools in Stetson’s basic classification as a Master’s College/University – medium program

- **NSSE 2010 (n=595 schools)** ALL participants (393,630 students)
Five Benchmarks of Effective Educational Practice

- Level of Academic Challenge
- Active and Collaborative Learning
- Student-Faculty Interaction
- Enriching Educational Experiences
- Supportive Campus Environment
Level of Academic Challenge (LAC)

- Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

- LAC Items
  - Hours spent preparing for class (studying, reading, writing, doing homework or lab work, etc. related to academic program)
  - Number of assigned textbooks, books, or book-length packs of course readings
  - Number of written papers or reports of 20 pages or more, between 5 and 19 pages, and fewer than 5 pages
  - Coursework emphasizes: Analysis of the basic elements of an idea, experience or theory
  - Coursework emphasizes: Synthesis and organizing of ideas, information, or experiences into new, more complex interpretations and relationships
  - Coursework emphasizes: Making of judgments about the value of information, arguments, or methods
  - Coursework emphasizes: Applying theories or concepts to practical problems or in new situations
  - Working harder than you thought you could to meet an instructor's standards or expectations
  - Campus environment emphasizes: Spending significant amount of time studying and on academic work
## Level of Academic Challenge (LAC)

### Mean Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>Stetson</th>
<th>Selected Peers</th>
<th>Carnegie Class</th>
<th>NSSE 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Mean</td>
<td>Effect Size</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>a</td>
<td>b</td>
<td>c</td>
<td>a</td>
</tr>
<tr>
<td>First-Year</td>
<td>58.8</td>
<td>59.0</td>
<td>-.01</td>
<td>53.6</td>
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<tr>
<td>Senior</td>
<td>59.6</td>
<td>61.6</td>
<td>*</td>
<td>57.9</td>
</tr>
</tbody>
</table>

*Weighted by gender and enrollment status (and by institution size for comparison groups).  

b * p<.05 ** p<.01 ***p<.001 (2-tailed).  

c Mean difference divided by the pooled standard deviation.
# Active and Collaborative Learning (ACL)

## Mean Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>Stetson Mean</th>
<th>Selected Peers Mean</th>
<th>Effect Size</th>
<th>Carnegie Class Mean</th>
<th>效果大小</th>
<th>NSSE 2010 Mean</th>
<th>效果大小</th>
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</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>46.9</td>
<td>46.5</td>
<td>.03</td>
<td>44.4</td>
<td>*</td>
<td>43.7</td>
<td>**</td>
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<tr>
<td>Senior</td>
<td>54.7</td>
<td>56.1</td>
<td>-.09</td>
<td>53.2</td>
<td>.08</td>
<td>51.4</td>
<td>***</td>
</tr>
</tbody>
</table>

* Weighted by gender and enrollment status (and by institution size for comparison groups).

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* Mean difference divided by the pooled standard deviation.
# Student-Faculty Interaction (SFI)

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<th>Stetson Mean</th>
<th>Selected Peers Mean</th>
<th>Effect Size</th>
<th>Carnegie Class Mean</th>
<th>Effect Size</th>
<th>NSSE 2010 Mean</th>
<th>Effect Size</th>
<th>Stetson University compared with:</th>
</tr>
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<tbody>
<tr>
<td>First-Year</td>
<td>37.6</td>
<td>37.8</td>
<td>-.01</td>
<td>35.5</td>
<td>.11</td>
<td>35.2</td>
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<td>Stetson Selected Peers</td>
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<tr>
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<td>49.9</td>
<td>50.3</td>
<td>-.02</td>
<td>43.9</td>
<td>***</td>
<td>42.4</td>
<td>***</td>
<td>Carnegie Class</td>
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<td></td>
<td></td>
<td></td>
<td>NSSE 2010</td>
</tr>
</tbody>
</table>

*a* Weighted by gender and enrollment status (and by institution size for comparison groups).

*b* *p*<.05 ** *p*<.01 *** *p*<.001 (2-tailed).

*c* Mean difference divided by the pooled standard deviation.
# Enriching Educational Experiences (EEE)

## Mean Comparisons

<table>
<thead>
<tr>
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<th>Stetson Mean</th>
<th>Selected Peers Mean</th>
<th>Effect Size</th>
<th>Carnegie Class Mean</th>
<th>Effect Size</th>
<th>NSSE 2010 Mean</th>
<th>Effect Size</th>
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</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>31.2</td>
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<td>-.05</td>
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<td>27.9</td>
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<tr>
<td>Senior</td>
<td>51.1</td>
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<td>40.4</td>
<td>***</td>
<td>40.5</td>
<td>***</td>
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</table>

*Weighted by gender and enrollment status (and by institution size for comparison groups).

* p<.05  ** p<.01  ***p<.001 (2-tailed).

Mean difference divided by the pooled standard deviation.
### Supportive Campus Environment (SCE)

#### Mean Comparisons

<table>
<thead>
<tr>
<th>Class</th>
<th>Stetson Mean</th>
<th>Selected Peers Mean</th>
<th>Effect Size <em>c</em></th>
<th>Carnegie Class Mean</th>
<th>Effect Size <em>c</em></th>
<th>NSSE 2010 Mean</th>
<th>Effect Size <em>c</em></th>
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</thead>
<tbody>
<tr>
<td>First-Year</td>
<td>67.8</td>
<td>66.3</td>
<td>.09</td>
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<tr>
<td>Senior</td>
<td>61.8</td>
<td>63.8</td>
<td>-.11</td>
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<td>.05</td>
<td>59.6</td>
<td>.12</td>
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c Mean difference divided by the pooled standard deviation.
## Summary of Benchmark Performance

**2006 vs. 2010**

### First-Year Comparisons

<table>
<thead>
<tr>
<th>NSSE Benchmark</th>
<th>2006</th>
<th></th>
<th>Carnegie Class</th>
<th>NSSE 2006</th>
<th>2010</th>
<th>Selected Peers</th>
<th>Carnegie Class</th>
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<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>55</td>
<td>-</td>
<td></td>
<td>+</td>
<td>59</td>
<td>+</td>
<td></td>
<td>+</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>43</td>
<td>-</td>
<td></td>
<td></td>
<td>47</td>
<td>+</td>
<td></td>
<td>+</td>
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<tr>
<td>Student-Faculty Interaction</td>
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<td></td>
<td></td>
<td>38</td>
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<td></td>
<td>+</td>
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<tr>
<td>Enriching Educational Experiences</td>
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<td></td>
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<td>31</td>
<td>+</td>
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<td>+</td>
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<tr>
<td>Supportive Campus Environment</td>
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<td></td>
<td></td>
<td>68</td>
<td>+</td>
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<td>+</td>
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</table>

- signif below peers + signif above

### Senior Comparisons

<table>
<thead>
<tr>
<th>NSSE Benchmark</th>
<th>2006</th>
<th></th>
<th>Carnegie Class</th>
<th>NSSE 2006</th>
<th>2010</th>
<th>Selected Peers</th>
<th>Carnegie Class</th>
<th>NSSE 2010</th>
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</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>59</td>
<td></td>
<td></td>
<td>+</td>
<td>60</td>
<td>-</td>
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<td>+</td>
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<tr>
<td>Active and Collaborative Learning</td>
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<td>+</td>
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<tr>
<td>Student-Faculty Interaction</td>
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<td>51</td>
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<td></td>
<td></td>
<td>62</td>
<td></td>
<td></td>
<td>+</td>
</tr>
</tbody>
</table>

- signif below peers + signif above
Level of Academic Challenge (LAC) by Division

- Arts & Humanities
- Biological Sciences
- Business
- Social Sciences
- Overall

First-Year vs. Seniors
Active and Collaborative Learning (ACL) by Division

First-Year

- Arts & Humanities
- Biological Sciences
- Business
- Social Sciences
- Overall

Seniors

- Arts & Humanities
- Biological Sciences
- Business
- Social Sciences
- Overall

First-Year

Overall
Student-Faculty Interaction (SFI) by Division

- Arts & Humanities
- Biological Sciences
- Business
- Social Sciences
- Overall

First-Year vs. Seniors
Enriching Educational Experiences (EEE) by Division

- Arts & Humanities
- Biological Sciences
- Business
- Social Sciences
- Overall

Legend:
- Orange: First-Year
- Brown: Seniors
Supportive Campus Environment (SCE) by Division

First-Year

Seniors

Arts & Humanities
Biological Sciences
Business
Social Sciences
Overall
Percent responding that they spend more than 20 hours per week preparing for class
Faculty Perspectives on Student Engagement

- The Faculty Survey of Student Engagement (FSSE) asks faculty about various aspects of student engagement.
- Stetson participated in FSSE in 2008 and 2010.
- Do faculty and students agree on different aspects of student engagement?
Do students and faculty agree on how often students use an electronic medium (e.g., listserv, chat group, Internet, etc.) to discuss or complete an assignment?
Percent who used electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment “often” or “very often”

First-Year Students

Seniors

Faculty Perception

Student Responses
Do students and faculty agree on how they communicate with each other via e-mail?
Percent who used e-mail to communicate with an instructor “often” or “very often”

First-Year Students

Seniors

Faculty Perception

Student Responses
Do students and faculty agree on how often students come to class prepared?
Percent of students who came to class without completing readings or assignments “often” or “very often”
Do students and faculty agree on how promptly students receive feedback on academic work?
Received prompt written or oral feedback from faculty on academic performance “often” or “very often”
Do students and faculty agree on how often students interact with students who are different from them in race/ethnicity, beliefs, etc.?
Had serious conversations with students of a different race or ethnicity than his or her own “often” or “very often”
Had serious conversations with students who are very different in terms of religious beliefs, political opinions, or personal values “often” or “very often”
Thanks!

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