

Understanding Student Engagement at Stetson University

Presentation of the 2010 NSSE Results

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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

Does engagement come “naturally”?

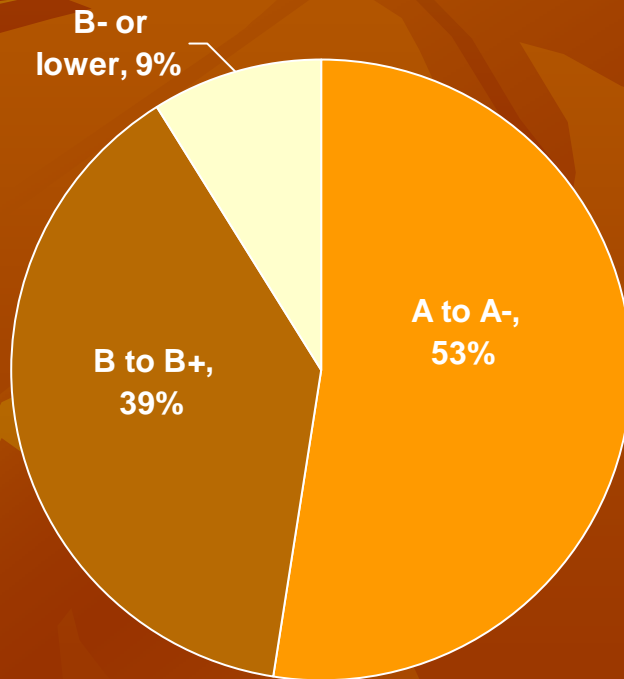
- We cannot assume that students will naturally become engaged in college. (*If we do assume this, it is at the institution's peril.*)
- Why do students go to college?
 - Ideally?
 - Practically?
- Are students today different from previous generations of students?
 - Entitlement mentality (e.g., hs grade inflation)
 - Cumulative deficit re: attitudes, study habits, academic skills
 - More diverse than previous cohorts

Students Today

- 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?

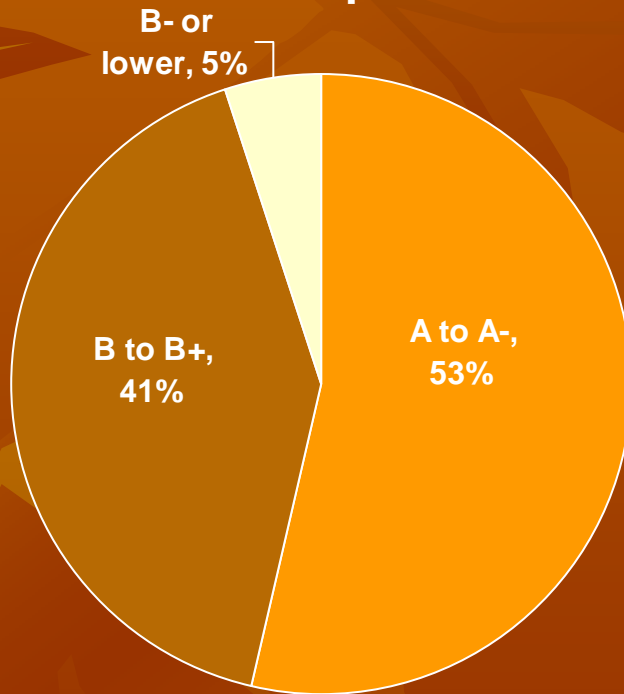
Fall 2009 new students high school grades



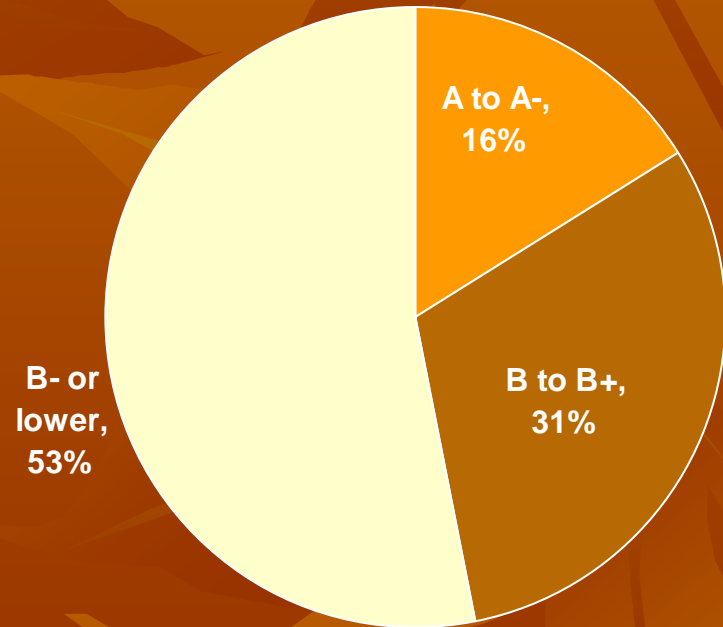
- Actual Stetson grades for Fall 2009:
 - 16% A to A-
 - 31% B to B+
 - 53% <3.0

What do you expect most of your grades at Stetson will be?

Expected grades from
BCSSE responses



ACTUAL grades at end of
Fall 2009 term at Stetson



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%

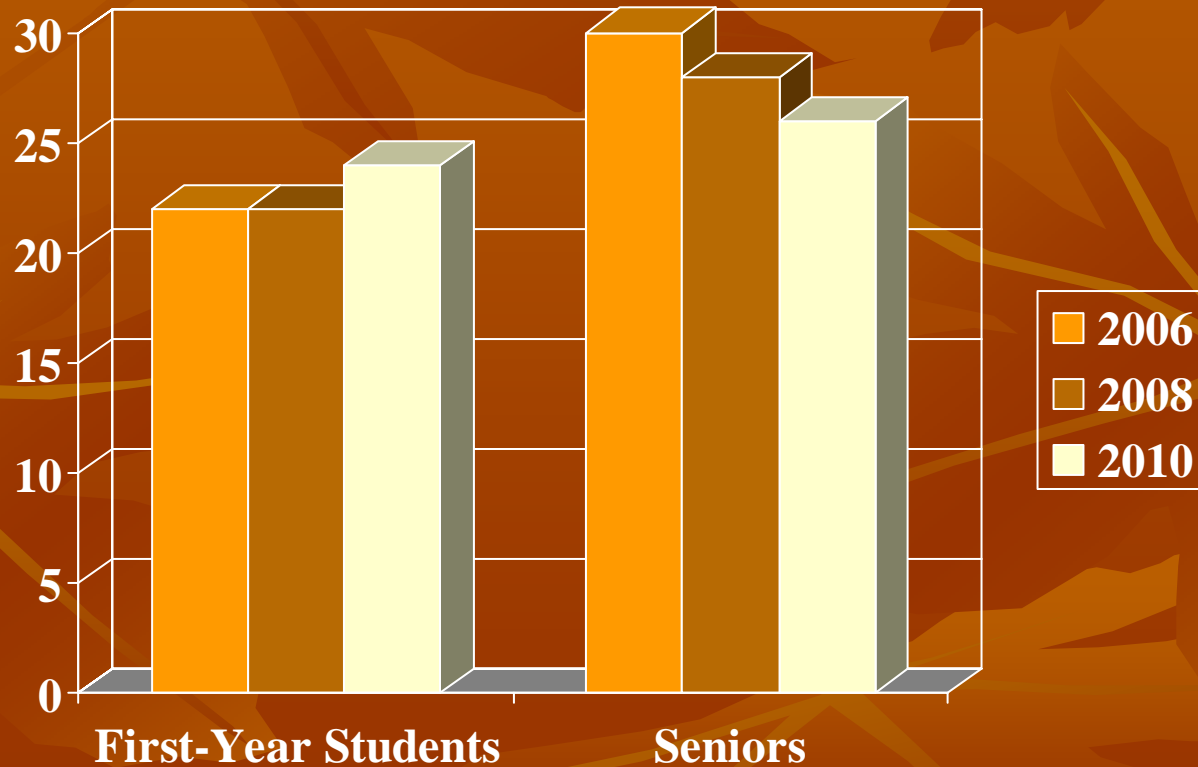
Student Engagement Quiz

- 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%

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%

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

Level of Academic Challenge (LAC)

Mean Comparisons

Stetson University compared with:

Class	Stetson	Selected Peers			Carnegie Class			NSSE 2010		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	58.8	59.0		-.01	53.6	***	.38	54.1	***	.35
Senior	59.6	61.6	*	-.15	57.9		.12	57.5	*	.14

^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.

Active and Collaborative Learning

Active and Collaborative Learning (ACL)

Mean Comparisons

Stetson University compared with:

Class	Stetson	Selected Peers			Carnegie Class			NSSE 2010		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	46.9	46.5		.03	44.4	*	.15	43.7	**	.19
Senior	54.7	56.1		-.09	53.2		.08	51.4	***	.19

^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.

Student-Faculty Interaction

Student-Faculty Interaction (SFI)

Mean Comparisons

Stetson University compared with:

Class	Stetson	Selected Peers			Carnegie Class			NSSE 2010		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	37.6	37.8		-.01	35.5		.11	35.2	*	.13
Senior	49.9	50.3		-.02	43.9	***	.29	42.4	***	.36

^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

Enriching Educational Experiences (EEE)

Mean Comparisons

Stetson University compared with:

Class	Stetson	Selected Peers			Carnegie Class			NSSE 2010		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	31.2	31.9		-.05	27.0	***	.32	27.9	***	.25
Senior	51.1	53.0		-.11	40.4	***	.59	40.5	***	.58

^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.

Supportive Campus Environment

Supportive Campus Environment (SCE)

Mean Comparisons

Stetson University compared with:

Class	Stetson	Selected Peers			Carnegie Class			NSSE 2010		
	Mean ^a	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c	Mean ^a	Sig ^b	Effect Size ^c
First-Year	67.8	66.3		.09	62.5	***	.28	62.5	***	.28
Senior	61.8	63.8		-.11	60.9		.05	59.6		.12

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

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

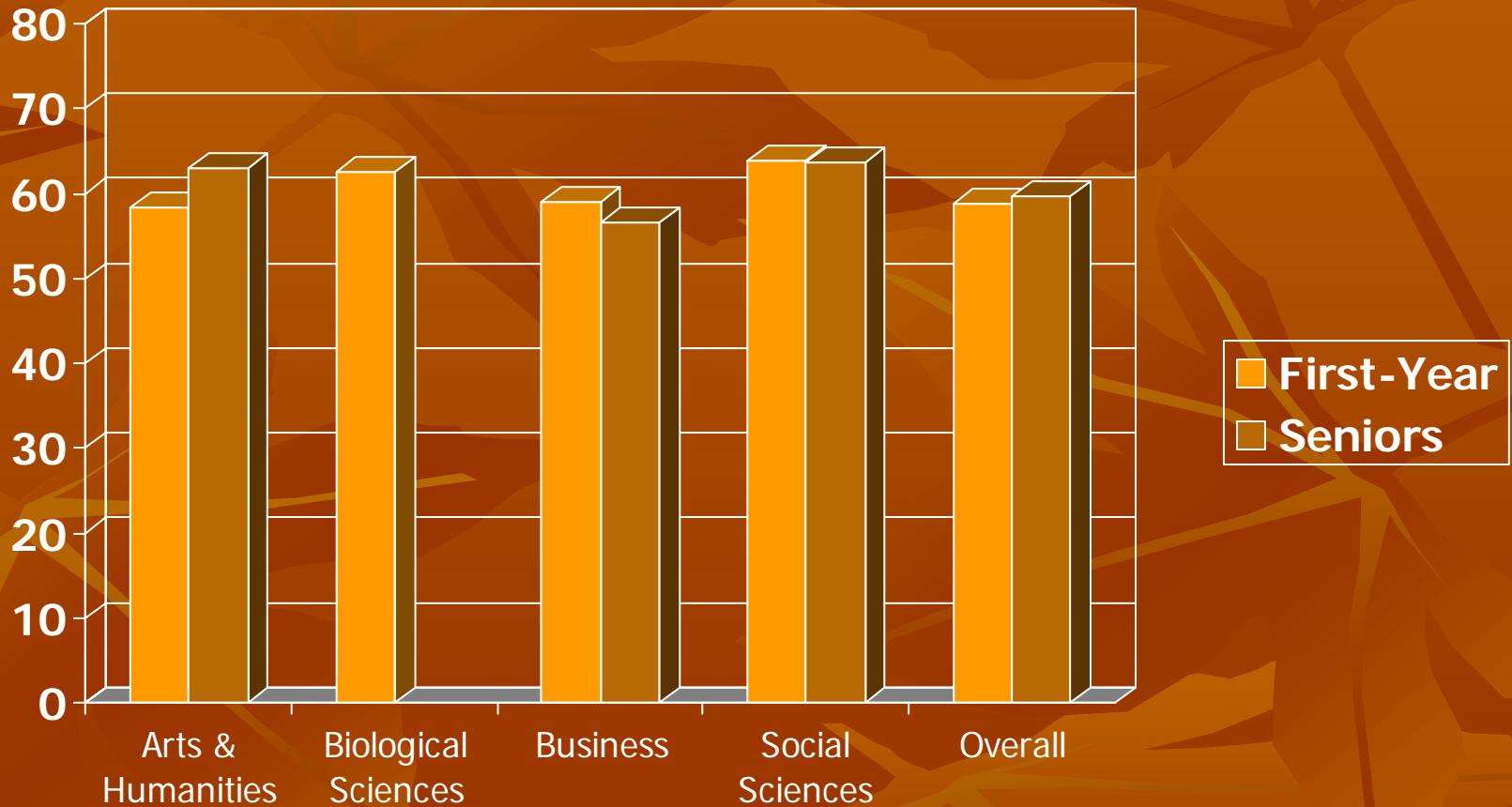
^c Mean difference divided by the pooled standard deviation.

Summary of Benchmark Performance 2006 vs. 2010

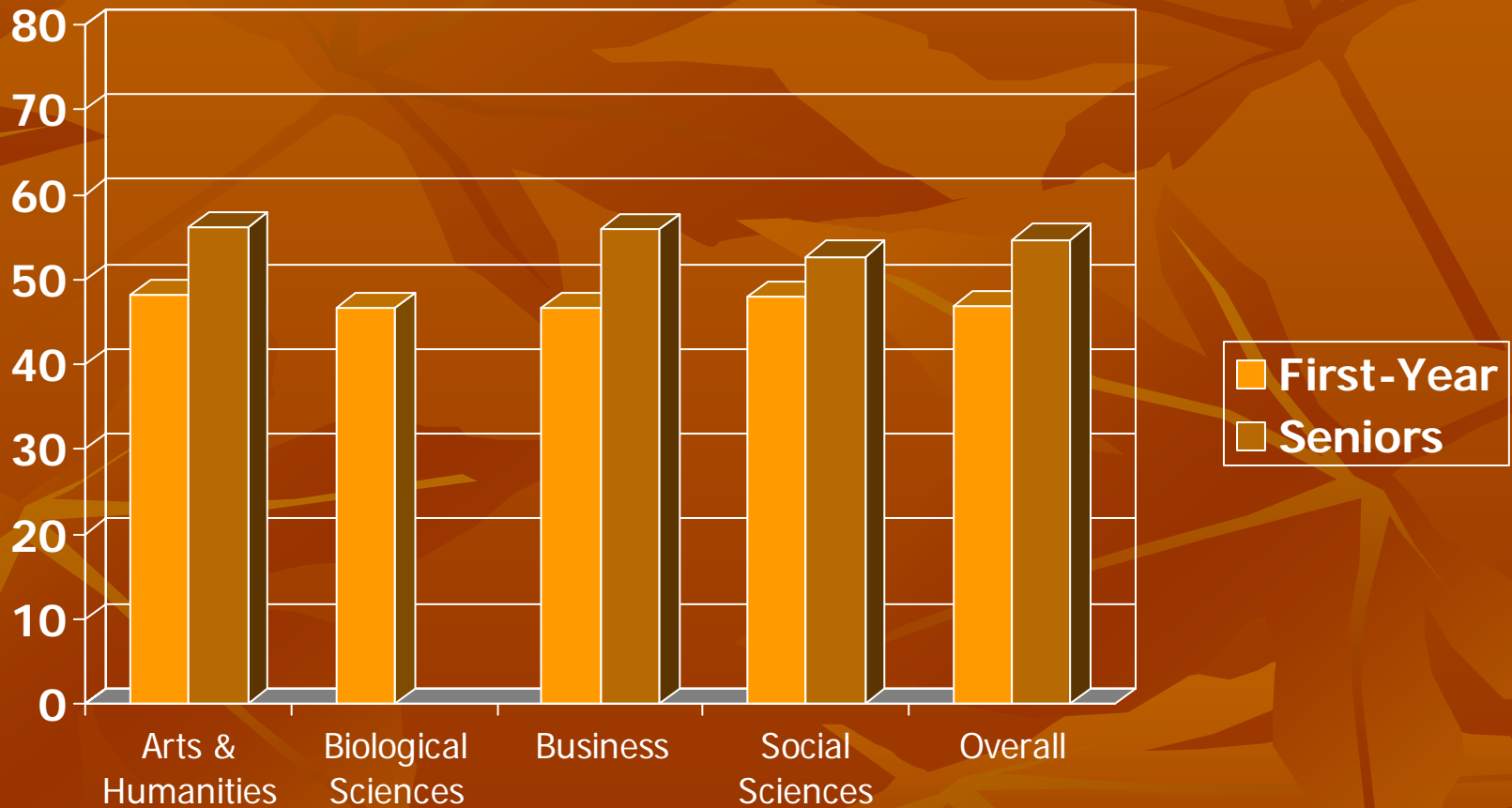
	First-Year Comparisons								
	2006					2010			
NSSE Benchmark	Benchmark Score	Selected Peers	Carnegie Class	NSSE 2006	Benchmark Score	Selected Peers	Carnegie Class	NSSE 2010	
Level of Academic Challenge	55	-		+	59		+	+	
Active and Collaborative Learning	43	-			47		+	+	
Student-Faculty Interaction	34				38			+	
Enriching Educational Experiences	31			+	31		+	+	
Supportive Campus Environment	61				68		+	+	
	- signif below peers		+ signif above		- signif below peers		+ signif above		

	Senior Comparisons								
	2006					2010			
NSSE Benchmark	Benchmark Score	Selected Peers	Carnegie Class	NSSE 2006	Benchmark Score	Selected Peers	Carnegie Class	NSSE 2010	
Level of Academic Challenge	59			+	60	-		+	
Active and Collaborative Learning	54			+	55			+	
Student-Faculty Interaction	49			+	50		+	+	
Enriching Educational Experiences	50			+	51		+	+	
Supportive Campus Environment	59				62				
	- signif below peers		+ signif above		- signif below peers		+ signif above		

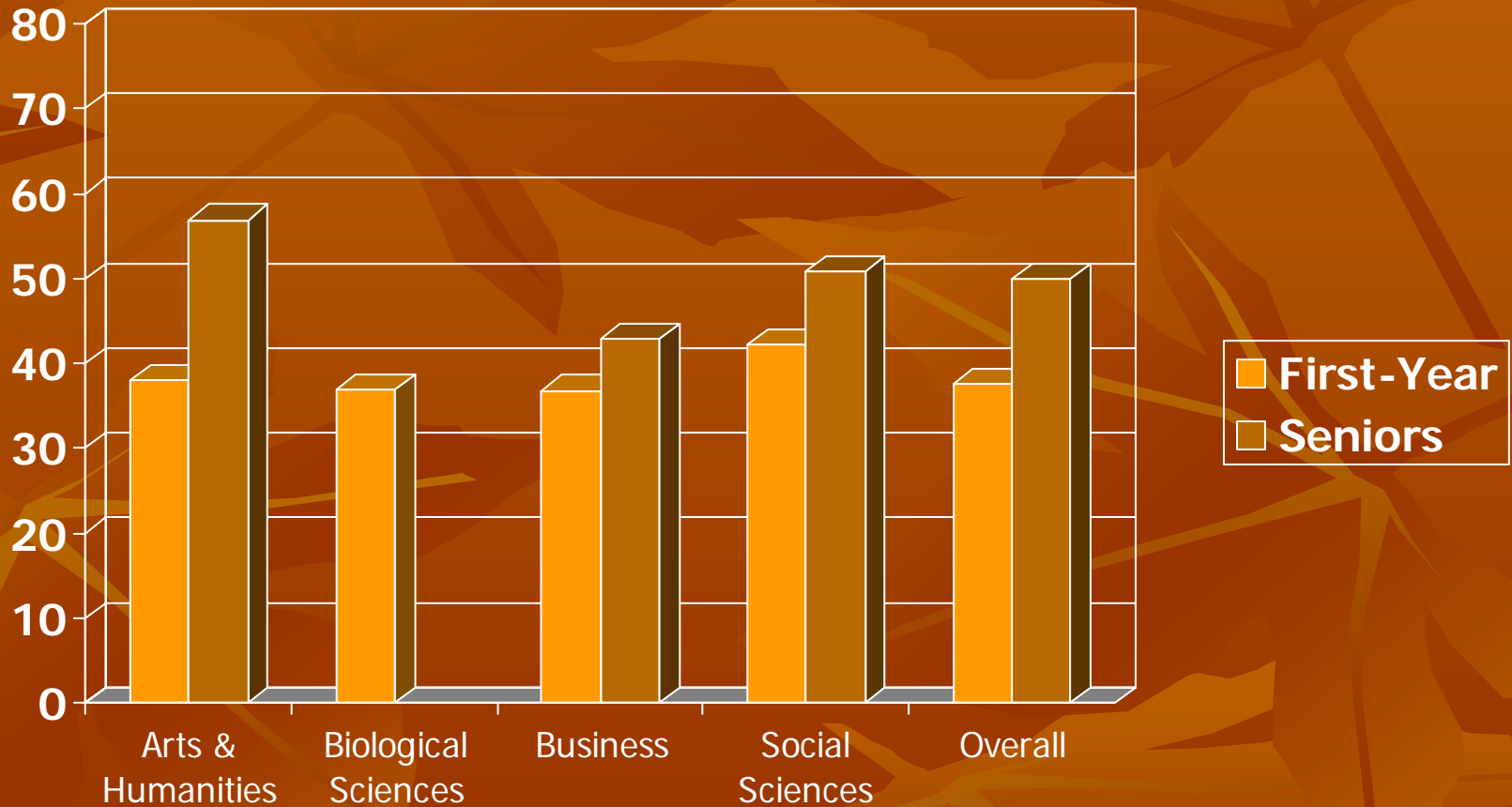
Level of Academic Challenge (LAC) by Division



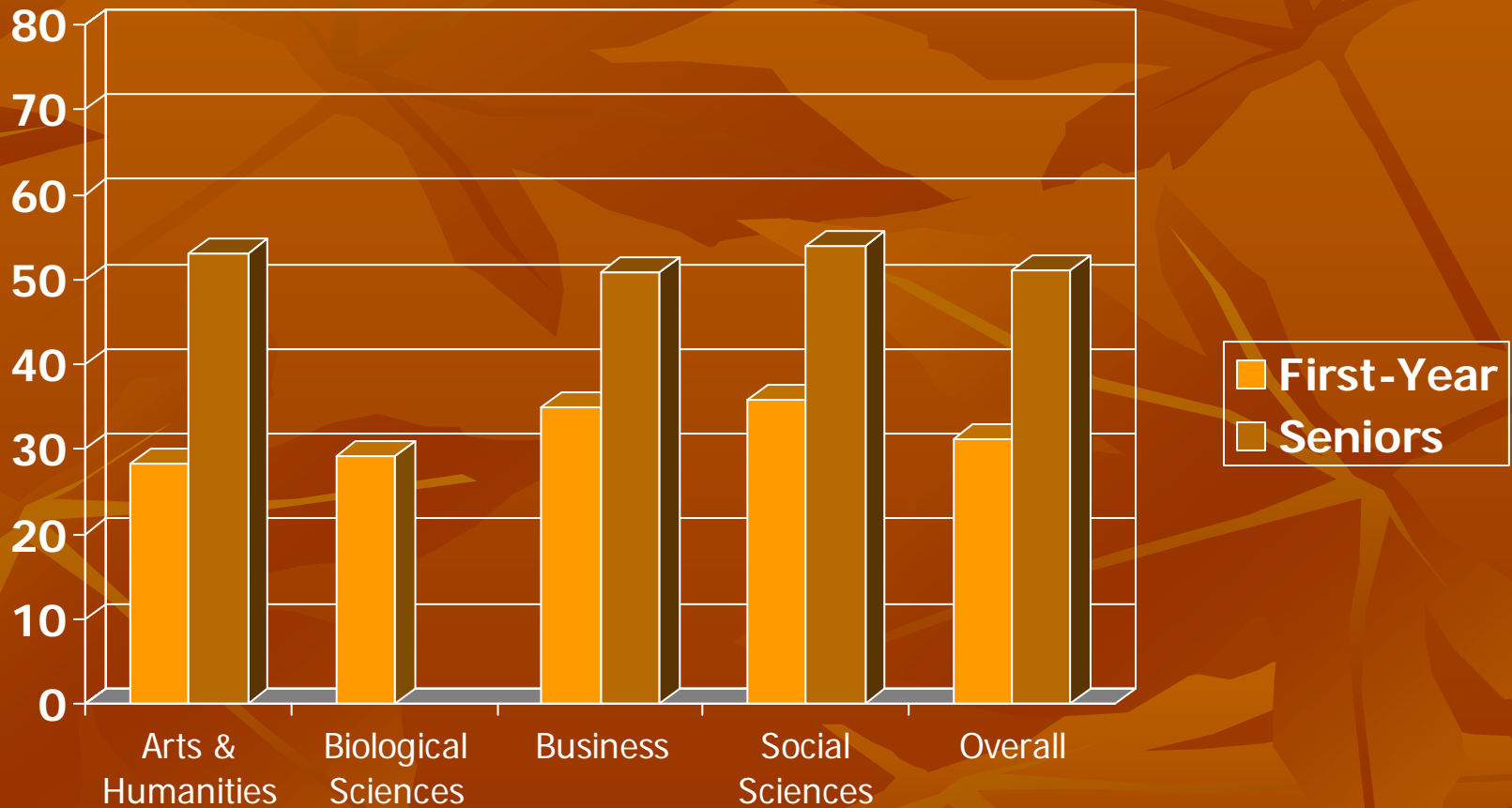
Active and Collaborative Learning (ACL) by Division



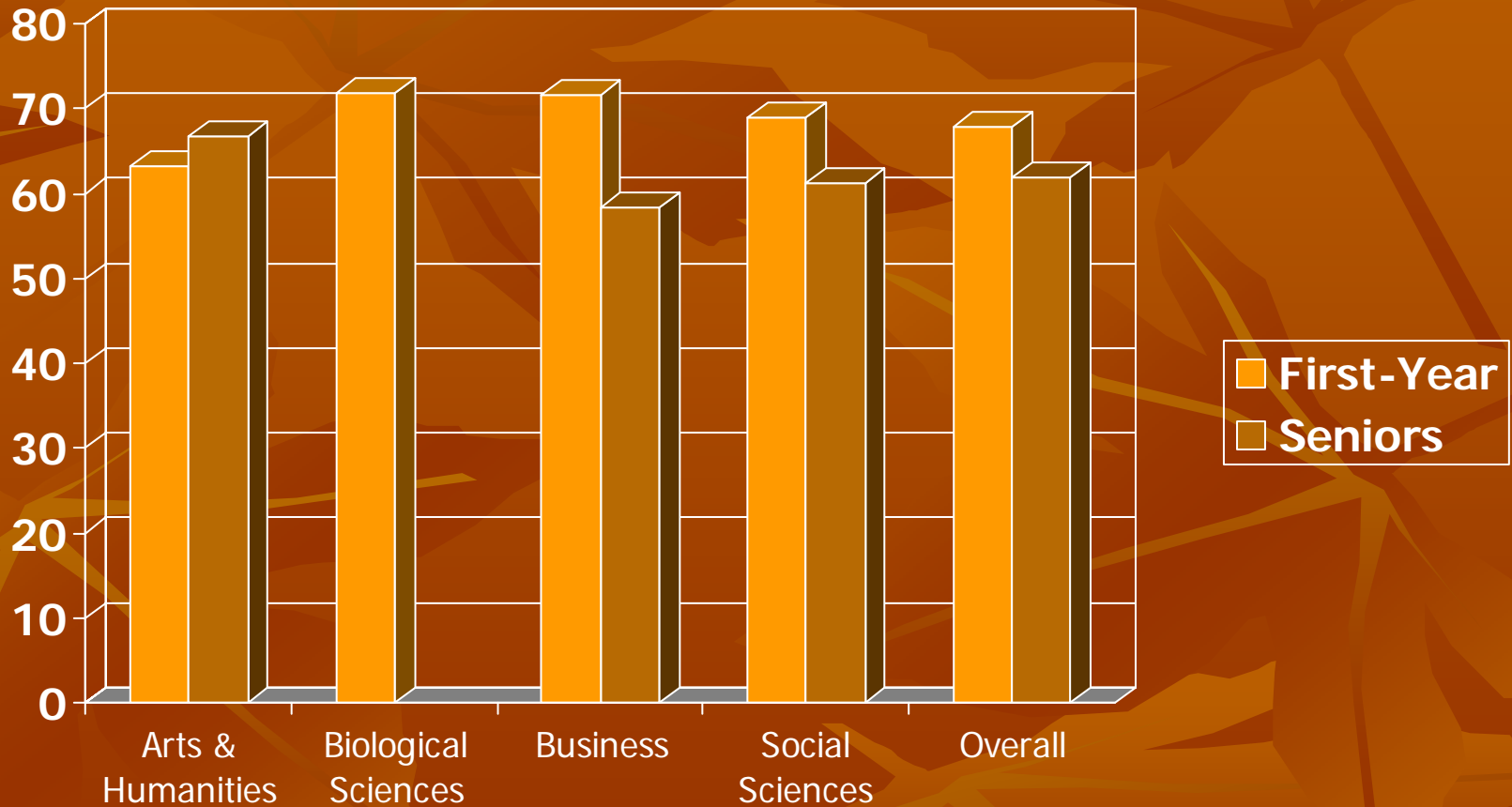
Student-Faculty Interaction (SFI) by Division



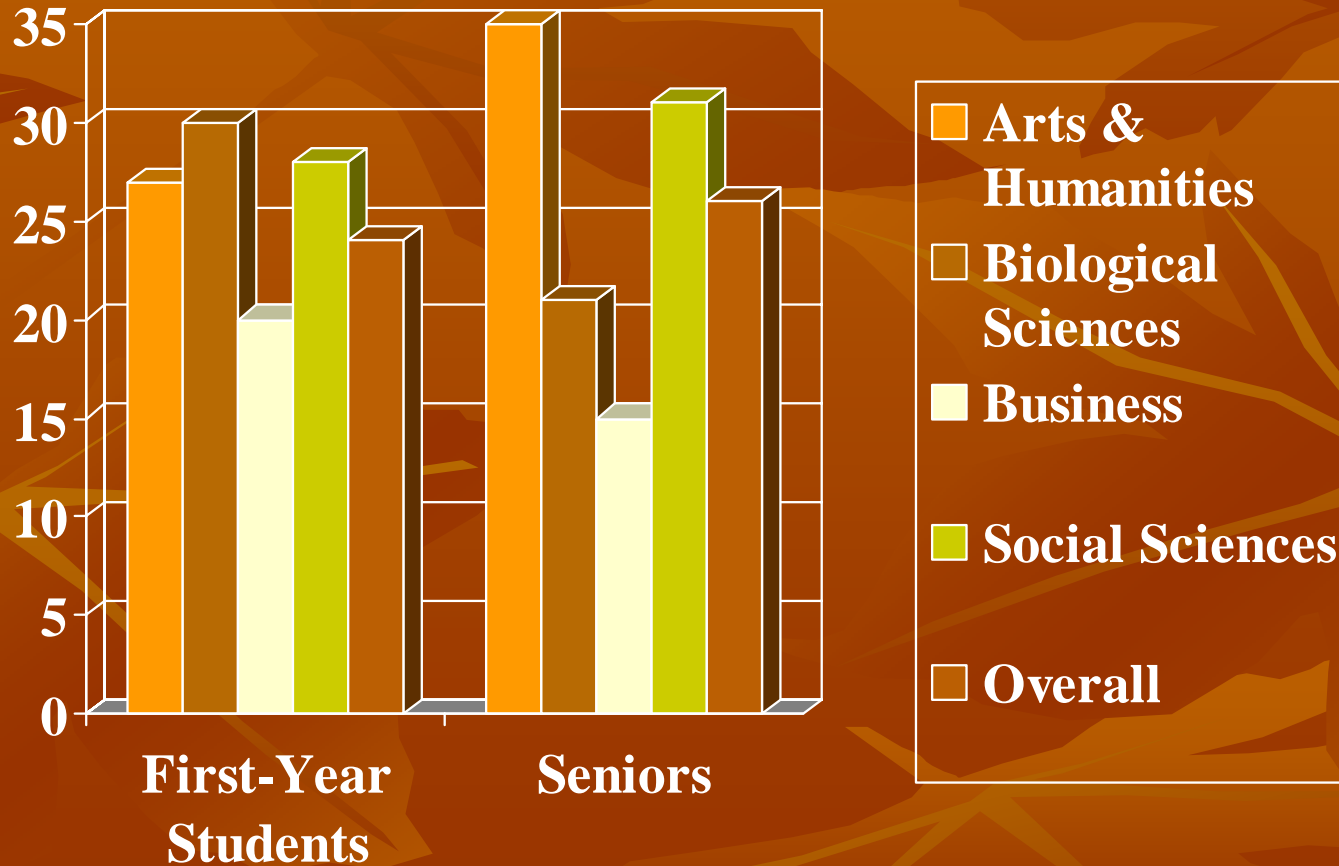
Enriching Educational Experiences (EEE) by Division



Supportive Campus Environment (SCE) by Division



Percent responding that they spend more than 20 hours per week preparing for class

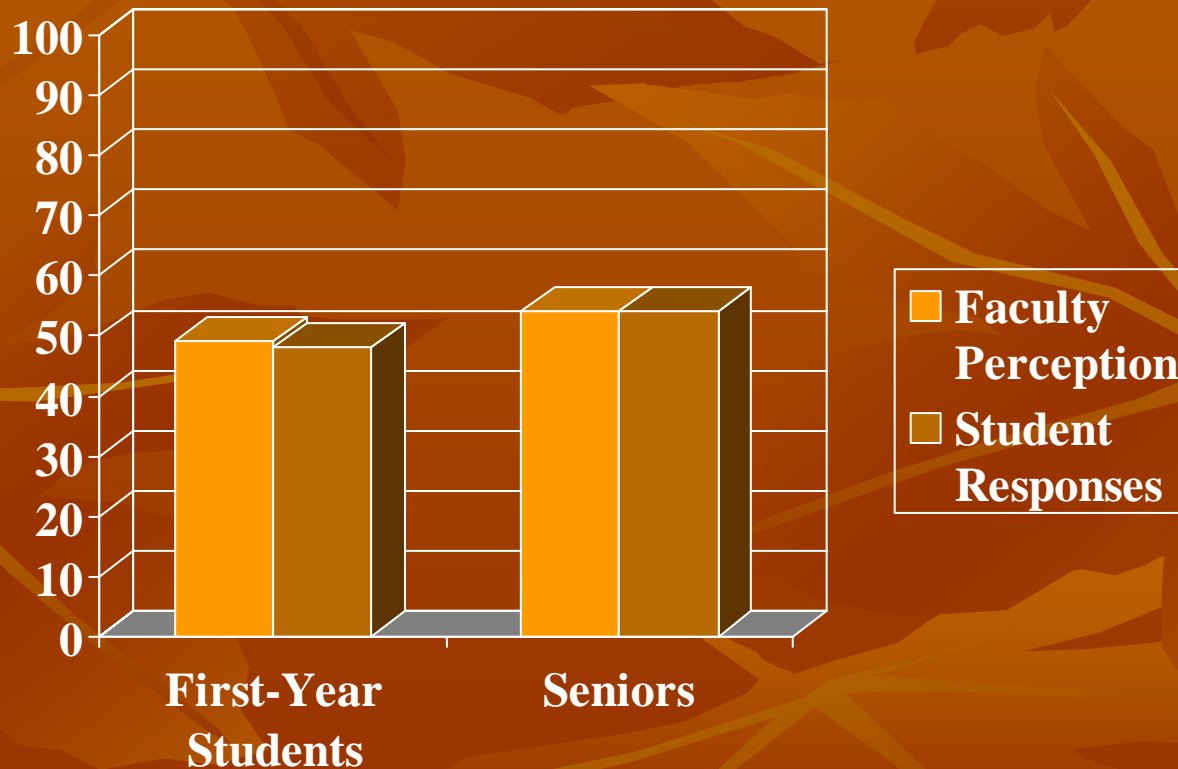


Faculty Perspectives on Student Engagement

- 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?

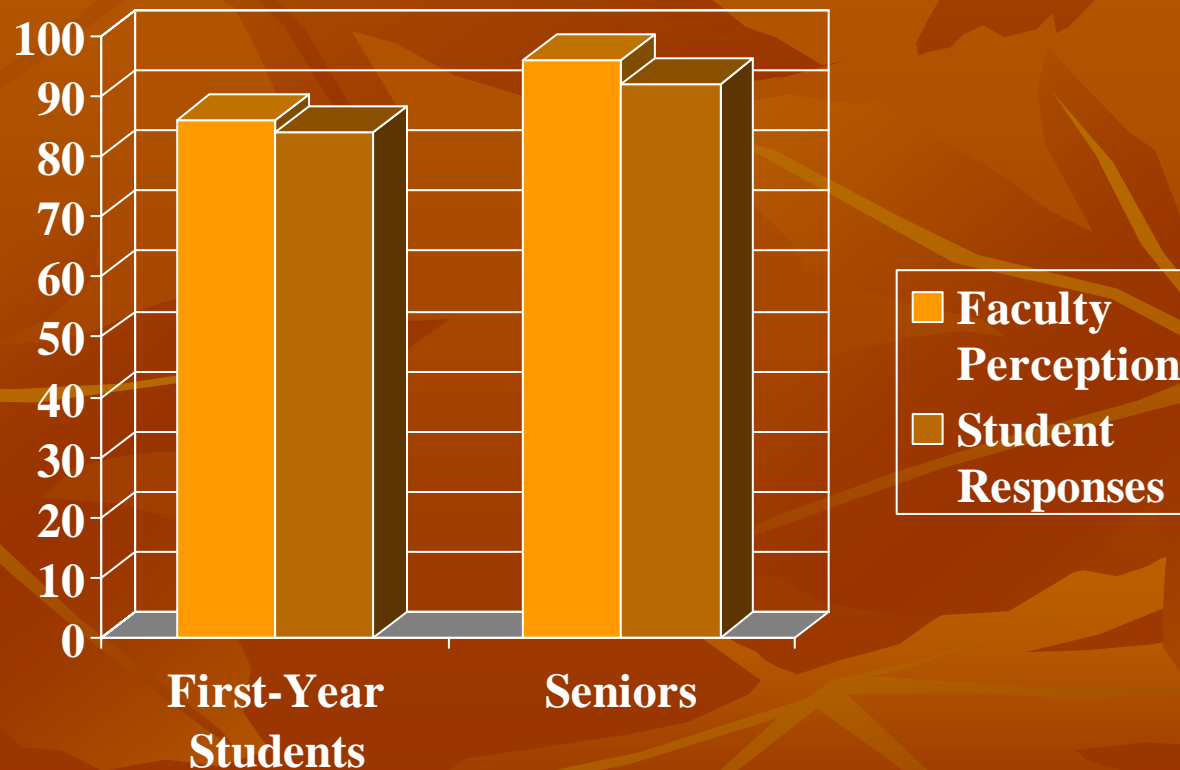
Do students and faculty agree on how often students use an electronic medium (e.g., listserv, chat group, Internet, etc.) to discuss or complete an assignment?

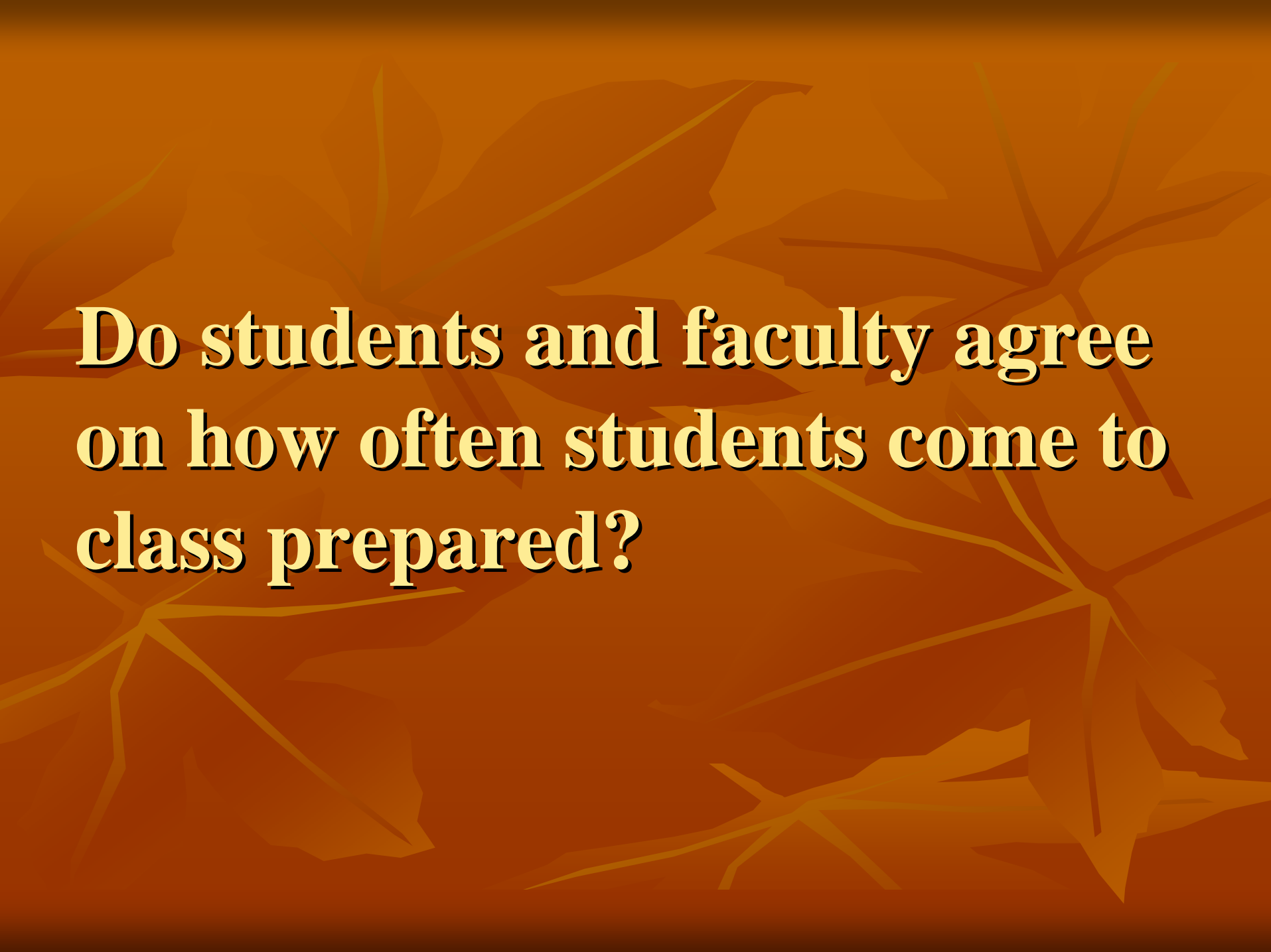
Percent who used electronic medium (listserv, chat group, Internet, etc.) to discuss or complete an assignment “often” or “very often”



**Do students and faculty agree
on how they communicate
with each other via e-mail?**

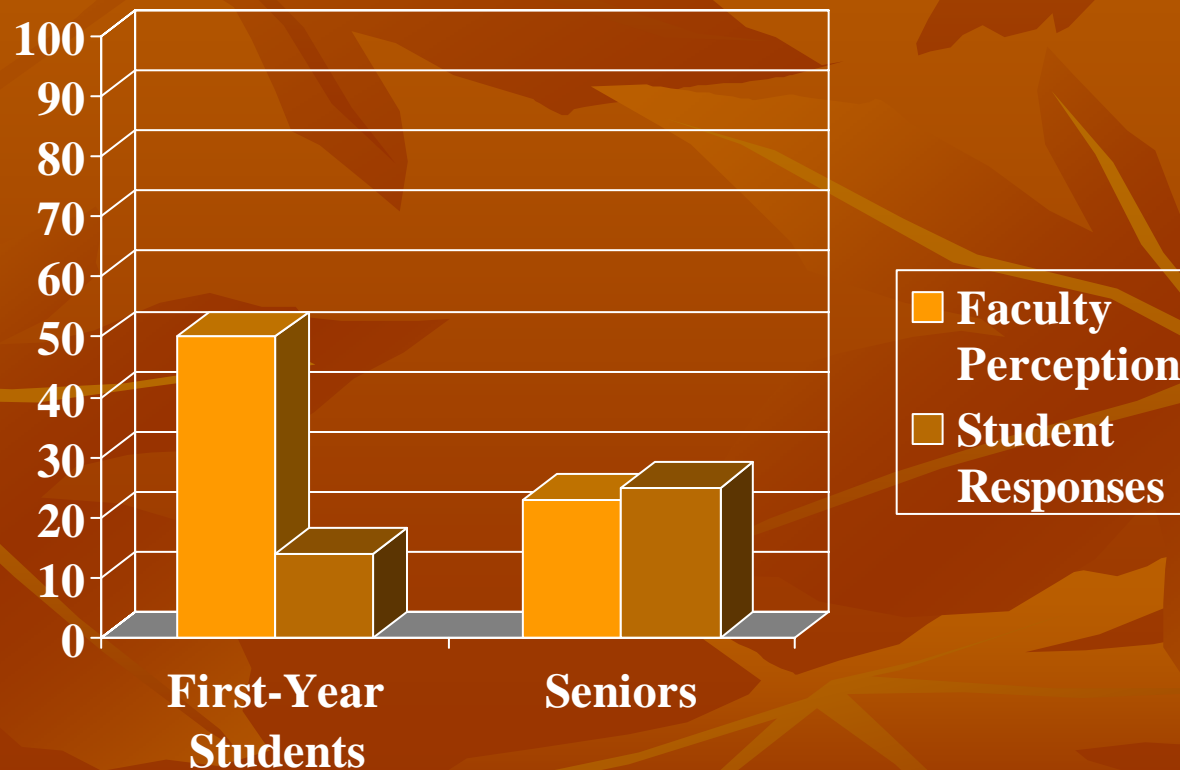
Percent who used e-mail to communicate with an instructor “often” or “very often”





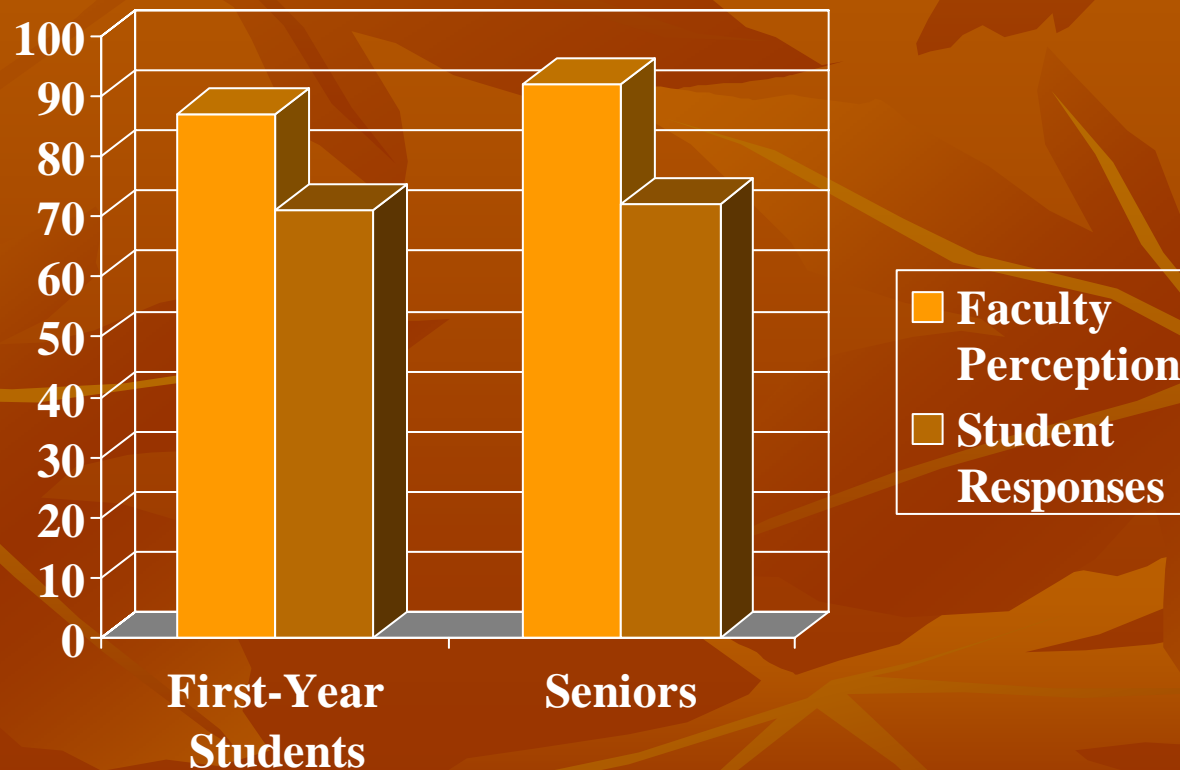
**Do students and faculty agree
on how often students come to
class prepared?**

Percent of students who came to class without completing readings or assignments “often” or “very often”



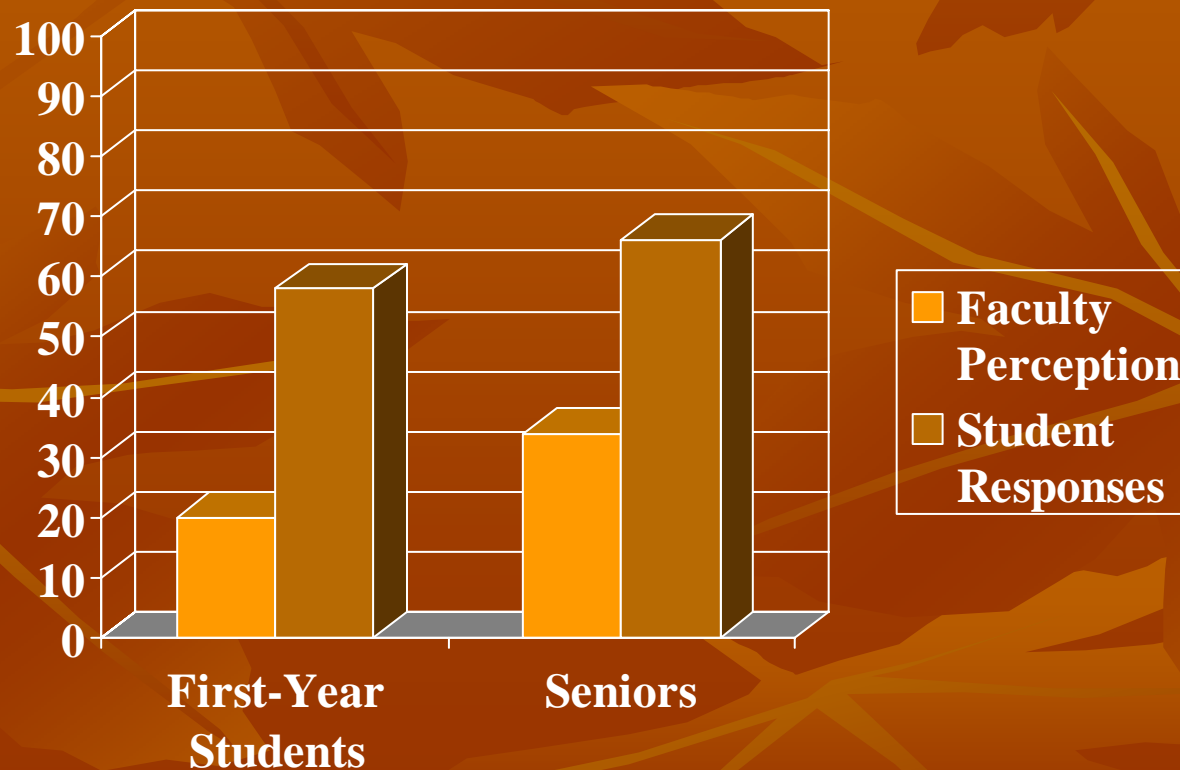
**Do students and faculty agree
on how promptly students
receive feedback on academic
work?**

Received prompt written or oral feedback from faculty on academic performance “often” or “very often”

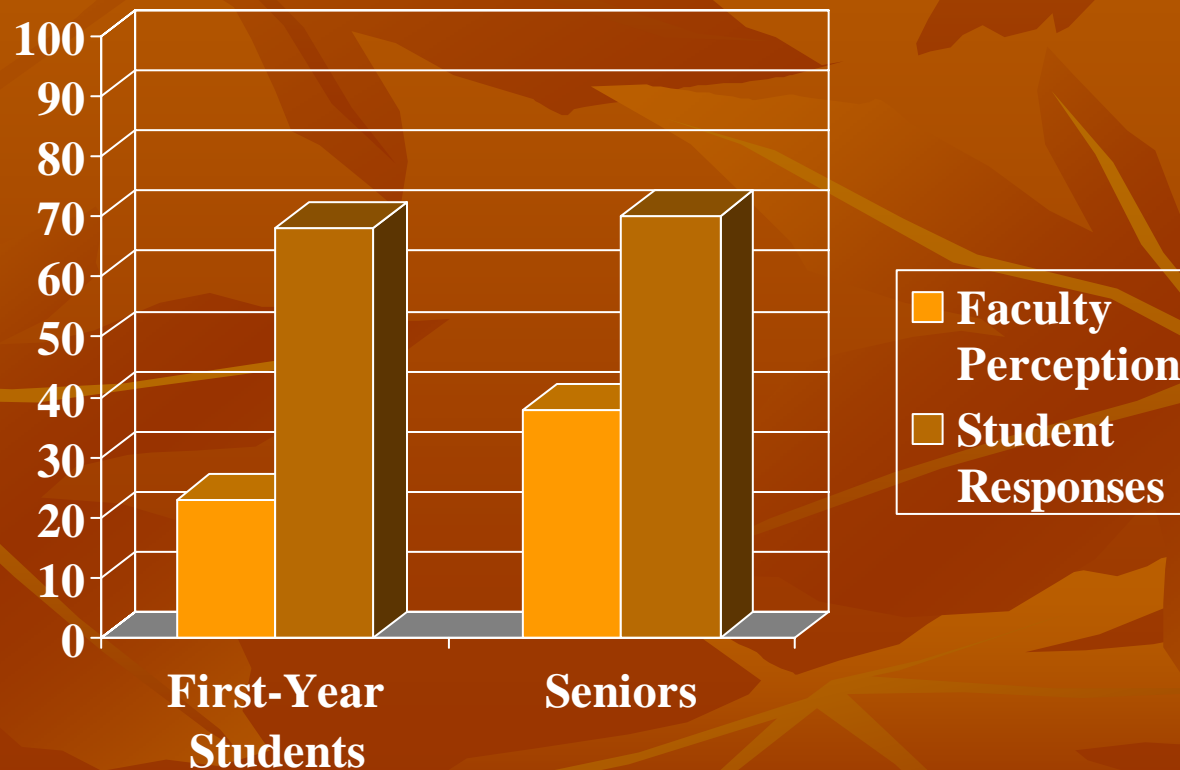


Do students and faculty agree on how often students interact with students who are different from them in race/ethnicity, beliefs, etc.?

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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