

Using NSSE to Understand Student Success: A Multi-Year Analysis

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Abstract – This research focuses on using NSSE (National Survey of Student Engagement) responses to predict student academic success. The analysis is based on 16,630 Indiana University - Bloomington first-year beginner students and seniors who completed the NSSE survey administered from 2006-2012. Logistic regression and linear regression on student background and pre-college information, financial aid, previous college academic performance, NSSE Benchmarks and individual NSSE items were conducted to predict academic success defined as: 1) first-year students' fall-to-fall retention and end-of-first-year cumulative GPA, 2) seniors number of terms taken to degree completion and 4-year graduation. Results show that certain student characteristics and earlier achievement are indicative of college success with higher levels of student engagement marginally contributing to the models. Analyses also highlighted elements of engagement that go counter to their expected effect on retention and performance.

Introduction

Student academic success and learning outcomes are of paramount importance to university educational goals. Institutional effectiveness in this context is often assessed in terms of retention rates, academic achievement, and timely graduation. According to Aud and colleagues (2013), among full-time, first-time students who enrolled in four-year baccalaureate degree-granting institutions, about 79 percent returned the following fall. In terms of graduation rates, approximately 57% of students who began their college career in fall 2005 at a four-year public institution with the intention of receiving a bachelor's degree actually received that degree in a six-year time frame. Academic success, in terms of retention and graduation, translates into better job and earning opportunities after graduation; i.e. those with a bachelor degree or higher have lower unemployment rates and higher average income (Aud et al., 2013).

College admission criteria include a variety of student pre-college characteristics that closely relate to student performance, retention and timely graduation. The Condition of Education reports have consistently shown that more selective institutions have higher rates of student retention and graduation (Aud et al., 2013, p.184 -185). Standard test scores (SAT or ACT) have been shown to be relevant predictors of college performance (DeBerard, Spielmans, & Julka, 2004). Students who entered college with higher test scores are more likely to persist in school (Alarcon & Edwards, 2013; Crede' & Niehorster, 2012), achieve higher Grade Point Averages, (Kuh, Cruce, Shoup, Kinzie, & Gonyea, 2008; Campbell and Cabrera, 2011; Crede' & Niehorster, 2012), particularly first-year students (Carini, Kuh, & Klein, 2006) and, to a certain degree, are more likely to progress to graduation (Blöse, 1999; Capaldi, Lomardi, & Yellen, 2006). High school GPA is also positively related to retention and completion (Haemmerlie & Montgomery, 2012; Hicks & Lerer, 2003; DeBerard et al. 2004; Sawyer, 2013;) as well

as academic performance in college (Alarcon & Edwards, 2013; Crede' & Niehorster, 2012; Sewyer, 2013; Campbell & Cabrera, 2011). In a study of 3,301 first-year university students, high school GPA was found to be the only independent significant predictor of university GPA for both sexes (Olani, 2009).

In addition to metrics of academic preparation, previous studies have shown that a few student characteristics may be related to student persistence and academic performance. Student gender relates to achievement in higher education in different ways, thus it is not consistent in predicting academic performance (DeBerard, & Julka, 2004). For example, various studies showed no difference in trajectories of persistence between males and females (Fike & Fike, 2008; Gilardi & Guglielmetti, 2011; Larose et al., 2008). In contrast, Alarcon and Edwards (2013, p.135) found gender to be a significant predictor of retention, with females more likely to leave the university than males. Regarding degree completion, Aud et al. (2013) reported a shift in baccalaureate degree attainment by gender, with a current female rate 7 points higher than the male rate, compared to the equal attainment rate in 1990. Gender differences have also been shown in college GPAs, with females achieving a higher final degree GPA (Sheard, 2009) which could be due to their higher levels of commitment, hardiness and attitude. There also appear to be gender differences in performance by academic discipline (De Berard et al., 2004).

Variation in performance is also displayed among minority students, reflecting a complexity that researchers are still struggling to grasp. Studies have shown lower levels of completion rates for minority students compared to non-minority students (Kuh et al., 2008). Others have shown that being African American is associated with lower rates of school persistence (Haemmerlie & Montgomery, 2012), possibly because of perceived lack of institutional support (Berger & Milem, 1999). Other works have not found differences between Whites, African American and Latino/a in attrition when controlling for academic preparation (Robbins et al., 2004). Minority groups benefit from the same activities but in different ways than Whites. For example, engagement in educational purposeful activities was related to a much higher increase in first-year GPA for Hispanic students than White students; in the same fashion, this engagement was also associated with higher second-year retention for African American students compared to their White counterparts (Kuh et al., 2008).

Research has shown that a few indicators of financial status affect school retention. For example, family income plays a role in the development of positive peer relationships and subsequent institutional commitment and academic performance (Berger & Milem, 1999, Arum & Roksa, 2011), affecting retention and graduation. Financial aid also affects student retention and timely graduation. The provision of need- and merit-based aid significantly increases retention among students with financial need and affects a student's decision to drop out. Financial aid may reduce the probability of dropping out of college both directly by reducing the need to work, and indirectly by enhancing college performance (Singell, 2004, Fike et al., 2004).

In the midst of studies on student success, student engagement has become a focus for institutional researchers. A large body of research on student learning has concluded that students who are actively involved in academic and co-curricular activities gain more from their college experience than those who are less involved (Berger & Milem, 1999; Svanum & Bigatti, 2009). Studies have shown that above and beyond pre-college factors, student engagement provides incremental effects on student learning outcomes and school persistence. For example, in a study which used observed academic engagement in a particular course, the authors found that highly engaged students were not only more likely to attain a degree, but also earned it faster. In addition, engagement forecasted final cumulative degree GPA beyond what was accounted for by pre-college and previous college academic performance (Svanum & Bigatti, 2009).

Among theoretical models that explain education persistence, the integrated model (Tinto, 1993) has gained particular research evidence. Studies have shown that both behavioral involvement and perceptions of collegial experiences are predictive of student retention. Behaviors and perception interact with each other to influence the trajectories of student engagement and success. Later researchers advanced Tinto's model. Kuh et al. (1991) suggested that student involvement led to greater integration in the college social and academic systems and promoted institutional commitment. Astin (1996) furthered

the previous work based on Tinto's model by indicating that involvements with academics, faculty, and student peers were the most potent forms of positive involvement, while noninvolvement with campus life had a powerful negative impact on student outcomes. Berger & Milem further argued that student involvement, integration, and student outcomes were different components in a cyclical process. In their longitudinal study (Berger & Milem, 1999), early involvement in the fall semester positively predicted spring involvement and had significant indirect effects on social integration, academic integration, subsequent institutional commitment, and persistence. Early involvement at the beginning of a student's freshman year had a positive impact on strengthening the perceptions of the institution which ultimately had a positive impact on persistence. In contrast, early noninvolvement continued throughout the whole year and was related to attrition.

Built on previous theories (Astin, 1984; Kuh et al., 2001; Tinto, 1993) and on the "Seven Principles for Good Practice in Undergraduate Education" (Chickering & Gamson, 1987), the National Survey of Student Engagement (NSSE) has been a widely used measure of student engagement. NSSE was designed to measure student participation in educational practices that institutions provide for their learning and personal development in four-year colleges and universities (Kuh et al., 2001). NSSE was first administered in 2000 and has been widely used by different colleges and universities in North America (Indiana University Center for Postsecondary Research, 2004).

There are a few examples in the literature that attempted to use NSSE data to inform student outcomes. Hughes and Pace (2003) found that non-retained students reported lower levels of engagement. Popkess and McDaniel (2011) used NSSE responses to compare nursing students to other majors and found that nursing were more academically challenged, and engaged in more rigorous curricula; they engaged less in active and collaborative learning than other majors. Researchers have developed scales from NSSE items and found them to be more powerful measures than the benchmarks to inform student outcomes. For example, Zhao and Kuh (2004) used 47 items from the NSSE and constructed six scales to represent dimensions of student engagement, three measures of quality of campus, and three scales of student learning outcomes. Controlling for student and institutional characteristics, results from an OLS model showed that participating in a learning community was positively related to student engagement, student outcomes, and overall college satisfaction. Pike (2004) also developed a series of scalelets using NSSE items and established their validity in assessing student learning and associated institutional effectiveness. An alternative to benchmarks was developed for the new NSSE 2013.

The goal of this project was to conduct data analyses on associated NSSE responses and student academic records to advance our knowledge on how student perceptions of engagement in college relate to retention, academic performance, and timely graduation. Multiple studies have found that NSSE items, or combinations of items (see e.g. Pike, 2004), were more advantageous than the benchmarks to predict student outcomes (Gordon, Ludlum, & Hoey, 2008; Zhao & Kuh, 2004). Gordon et al. (Gorden et al., 2008) linked NSSE responses to freshman retention, GPA, pursuit of graduate education, and employment outcomes upon degree conferral. Their analysis of NSSE benchmarks provided minimum explanatory power in forward regression. Thus, in the current study, only analyses based on NSSE items are presented. The study was designed to identify actionable elements of student engagement that can be implemented via knowledge transfer, adjustment of existing programs and/or development of new programs. For these reasons item-based analyses are of particular importance as they allow for maintaining granularity in the representation of student experience.

Our study was conducted based on the theoretical framework that student success is a cycle of engagement behaviors and perceptions and student outcomes, presented in the work of Bergar and Milem (1999): early student involvement enhances student perceptions of an institution which in turn facilitates later involvement, and all three components influence student persistence. Four student success measures are used: end-of-first-year retention, end-of-first-year GPA, senior students' time to degree completion and senior's on-time graduation. We hypothesized that these different stages of student success could be predicted by college entry characteristics and student engagement in their first year and senior year.

Guiding questions were the following: 1. Beyond what was accounted for by student characteristics and previous achievements, how do student engagement behaviors and perceptions

influence student outcomes in first-year fall-to-fall retention, first-year student cumulative GPA, senior on-time graduation and time of degree completion. 2. What and how well do individual NSSE items predict student outcomes?

Data and Methods

Data

Data consisted of 16,630 undergraduate first-year and senior students enrolled in a Midwest, public university who completed the NSSE survey in a spring semester from 2006-2012. Since transfer students differ from non-transfer students in academic background, demographic characteristics, and length of time to graduation, for the purpose of this project, transfer students were excluded from the analyses, which produced a final sample of 8,708 first-year students and 7,922 seniors. First-year and senior students were evenly distributed, with 48.32% of first-year students in the population. The ethnicity generally reflected the overall campus data, with 5.74% international students, 81.82% White students, 3.40% African Americans, 4.15% Asians, and 2.88% Hispanics. Approximately 61% of survey responders were female and 18.56% of the students were eligible to apply for a Pell Grant.

An analysis comparing the NSSE responders to the 2011 survey and the student population on the same year on campus found that responders tended to have higher cumulative and semester GPAs and SAT/ACT scores, and were more likely to be females and White (Bloomington Assessment and Research Internal Report). Patterns of responder bias are consistent with other studies (e.g. NSSE 2010 Overview).

Table 1 shows descriptive statistics of target and non-NSSE variables used in the analyses.

Table 1. Descriptives of Variables Used in Analyses

	First-Year Students		Seniors	
	Frequency	Percentage	Frequency	Percentage
Gender				
Male	3373	38.73%	3067	38.71%
Female	5535	61.27%	4855	61.29%
Ethnicity				
White	6872	79.35%	6894	87.25%
Ethnic Minority	1250	14.43%	845	10.69%
International Student	538	6.21%	162	2.05%
ACT/SAT				
Mean	1217.04		1187.01	
SD	146.78		155.77	
Unmet Financial Need				
\$0	5160	59.26%	3704	46.76%
Other	3548	40.74%	4218	53.24%
Pell Grant Eligibility				
Yes	1726	19.82%	1290	16.28%
No	6982	80.18%	6632	83.72%
Passing All Previous Classes				
Yes	8070	92.67%	6700	84.57%
No	638	7.33%	1222	15.43%
First-Year Retention				
Yes	8190	94.05%		
No	518	5.95%		
End-of-First-Year Cumulative GPA				
Mean	3.22			
SD	0.58			
0-1.99	632	7.25%		
2.00-4.00	8077	92.75%		
End-of-Fourth-Year Cumulative GPA				
Mean			3.34	
SD			0.41	
Number of Gaps Excluding Summer				
Yes			2291	28.92%
No			5631	71.08%
Mean			0.27	
SD			0.51	
Terms to Degree				
Mean			9.25	
Mode			8	
SD			2.99	
Four-Year Graduation				
Yes			4907	61.96%
No			3015	38.06%

Measures

Student Engagement

The National Survey of Student Engagement (NSSE) was used to measure student engagement. The survey used a well-developed, validated set of 85 items directed at a variety of student behaviors and experiences related to engagement. Students were asked to rate how often they engage in a variety of academic and extracurricular activities. Students rated the majority of the items on a 4-point Likert scale (1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often or 1 = Very little, 2 = Some, 3 = Quite a bit, 4 = Very much), with the exception of items measuring number of hours spent on activities.

Student Background and Pre-College Experiences

Student high-school GPA, ACT/SAT score, demographic background information (i.e., gender, race, ethnicity) were obtained from the registrar's office. Demographic background variables were dummy coded in the regression models.

Financial Aid

Student financial aid information refers to the information available for the student at the beginning of each fall semester of enrollment. The information used included expected family contribution, unmet financial need, and Pell Grant eligibility. This latter variable was identified as having a strong predictive value of student performance in other studies (Barber, 2013). Descriptive analysis

showed that unmet financial need was frequently reported as 0, creating an extremely positively skewed distribution. Thus, students were classified as either ‘having financial need’ or ‘not having need’.

Student Academic Information

Student academic performance in college was also obtained. Information included semester GPA and cumulative GPA for each year, first-year student fall-to-fall retention, the ratio of passed and taken classes (Barber, 2013), number of terms from first enrollment to degree completion without summer, number of gaps between semesters, and 4-year graduation. The distribution of the ratio of passed and taken classes warranted that this variable be dummy coded indicating that students either passed all classes or failed at least one class.

Analysis

The NSSE data files for each year were appended to create a single file for analyses. Some students participated in multiple years of survey with one class level (first-year or senior). Thus, in the analysis, only the most recent NSSE answer for each level was kept in the data and 677 repeating responses were removed from the analysis. Then the appended NSSE data was joined with student background and pre-college information, financial aid, and academic performance data relevant to the year of the survey.

For first-year students, two student outcomes were examined: fall-to-fall retention and end-of-first-year cumulative GPA using logistic and linear regression. Initially NSSE benchmarks were used as predictors resulting in limited significant results in this analysis and confirming findings in other studies (Gordon et al., 2008; Pike, 2004; Zhao & Kuh, 2004). Due to potential issues with generalizability of scalelets (Pike, 2004) and lack of successful results with other data reductions techniques, i.e. selecting items based on their resonance to theory and exploratory and confirmatory factor analysis, the authors decided to focus this paper on results that are based on the use of individual NSSE items.

As a much higher percentage (more than 40%) of students with lower GPAs depart from school than those with higher GPAs, a separate analysis was conducted on a split data set with students in two subgroups: those with a spring semester GPA lower than 2.0, and those with a GPA equal to or higher than 2.0 (this cut off reflects the threshold used to assign students to the probation category). Similarly, two student outcomes, four-year graduation and terms to degree completion, were examined for seniors by using logistic regression and multiple linear regression, respectively.

Results

First-Year Student Retention

Table 2 shows the result of the regression models using NSSE individual items to predict first-year retention using student demographics, end-of-first-year cumulative GPA, financial aid, and experience of failing a class. In the overall model that included all students, those who were male, who had higher end-of-first-year cumulative GPA, and who had unmet financial need were more likely to be retained. Being male was associated with a slightly higher likelihood of retention, with the odds ratio below 1.5 indicating no effect size for this variable. The history of failing a class did not have an impact on retention. The following seven NSSE items were positively contributing to the retention model: working with faculty on non-coursework activities, foreign language coursework, better relationship with other students, participating in co-curricular activities, spending more time commuting, using computers in academic work, and greater overall satisfaction with this university. In contrast, students who spent more hours on physical fitness activities, tried harder to understand other’s views that are different from one’s own, had better relationship with administrative staff and those who spent more hours providing care to dependents were less likely to be retained after the first year.

When classifying students into two subgroups based on first semester GPA, end-of-first-year cumulative GPA showed the largest contribution to retention for both groups. Even when considering the limited variation in the GPA range of the lower performing group, 1 point of increase in GPA would

make the student 22 times more likely to be retained. However, other variables showed different results. For students with GPA below 2.0, gender did not make any difference in fall-to-fall retention and only four NSSE engagement items positively predicted students' retention: tutoring other students, preparing for class, and time commuting to class, while discussing class-related ideas with others outside of class predicted dropping out. Among these four items, only tutoring other students had an effect size (odds ratio greater than 1.5) on retention. Conversely, for students with 2.0 GPA and higher, the trend of persistence was similar to the overall student body; students who were male and who had a higher first-year GPA were more likely to be retained. Students who had unmet financial need, did foreign language coursework, participated in more co-curricular activities, took more time to commute to school, used more computing and information technology, and reported higher satisfaction with the university were more likely to be retained. Participating in more physical fitness activities and taking care of dependents were negatively associated with student retention. For the higher performing students, only the NSSE item of overall satisfaction with the institution had a medium effect size.

First-Year Student Academic Performance

The explanatory power of individual NSSE items was further tested as predictors of end-of-first-year cumulative GPA (Table 3). Passing previous classes had the biggest impact on academic performance in this model. Other items showing strong a positive contribution were higher ACT/SAT score and more time spent preparing for class. Items that showed a weaker yet positive relationship with academic performance: asking questions or contributing to discussions in class, making class presentations, tutoring other students, working harder than expectations, participating in volunteer work, participating in spiritual activities, regarding college as acquiring a general education, and as gaining knowledge and skills for future employment, and a higher evaluation of overall college experience. Conversely, coming to class without completing requirements had the greatest negative effect on GPA, followed by items such as: reading for personal enjoyment or academic enrichment, number of problem sets that take more than an hour, perceived challenge of exams, working for pay off campus, relaxing and socializing, longer time commuting to class, perceiving spending longer time studying, and coping with non-academic responsibilities. The analysis also showed relationships that are less intuitive; for example, having serious conversations with diverse students, including diverse perspectives in course assignments, having a good relationship with students and administrative personnel, speaking clearly and effectively, and using computing and information technology were related to lower GPA.

Table 2. Binary Logistic Regression on 06-12 NSSE Individual Items Estimating First-Year Retention

Code	Label	Forward Regression					GPA 0-1.59 Forward Regression					GPA 2.0-4.0 Forward Regression						
		B	SE	Wald χ^2	OR	95% C.I.	B	SE	Wald χ^2	OR	95% C.I.	B	SE	Wald χ^2	OR	95% C.I.		
	(Constant)	-5.26***	0.55	90.64			-5.28***	1.0807	23.8403			-4.09***	0.6598	38.4644				
	Gender	0.15*	0.0679	4.8339	1.348	1.033	0.0926	0.1518	0.3723	1.203	0.664	2.182	0.0782	5.0463	1.421	1.046	1.93	
	Ethnicity	-0.088	0.1227	0.5138	0.762	0.42	-0.3171	0.3059	1.0749	0.674	0.14	3.251	-0.00687	0.1325	0.0027	0.829	0.441	1.561
	White	-0.096	0.1474	0.4277	0.755	0.391	0.2402	0.3504	0.47	1.177	0.22	6.297	-0.0732	0.1642	1.1128	0.702	0.344	1.433
	Ethnic Minority	1.44*** ^b	0.0948	229.9499	4.208	3.495	2.98*** ^c	0.3909	58.1996	19.729	9.17	42.445	0.82*** ^d	0.141	33.405	2.259	1.714	2.979
	Unmet Financial Need	0.15*	0.0641	5.3802	1.347	1.047	1.732						0.15*	0.0728	4.184	1.347	1.013	1.792
	NSSE Items																	
	Label																	
	Name																	
1j.	Tutored or taught other students (paid or voluntary)							0.41* ^e	0.2052	3.9873	1.506	1.008	2.252					
1k.	Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	0.22*	0.0965	5.0762	1.243	1.502												
1l.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)							-0.52*** ^e	0.1854	7.8729	0.594	0.413	0.855					
6b.	Exercised or participated in physical fitness activities	-0.19**	0.0695	7.0861	0.831	0.952												
6c.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	-0.21**	0.0764	7.5102	0.811	0.942												
7e.	Foreign language coursework	0.21***	0.0601	12.2299	1.234	1.388												
8a.	Relationships with other students	0.13**	0.0496	7.0177	1.141	1.035												
8c.	Relationships with administrative personnel and offices	-0.13***	0.0447	8.4372	0.878	0.959												
9a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)							0.25*	0.1072	5.5311	1.287	1.043	1.588					
9d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	0.14**	0.051	8.0374	1.156	1.046												
9f.	Providing care for dependents living with you (parents, children, spouse, etc.)	-0.20*	0.0831	5.5836	0.822	0.967												
9g.	Commuting to class (driving, walking, etc.)	0.29***	0.0843	11.6783	1.334	1.131												
11g.	Using computing and information technology	0.19**	0.0721	6.977	1.21	1.05												
14	If you could start over again, would you go to the same institution you are now attending?	0.83*** ^b	0.0805	106.5107	2.294	1.96												
	Overall model evaluation																	
	Likelihood Ratio Test																	
	Score Test																	
	Wald Test																	
	-2 Log Likelihood																	
	Goodness-of-fit test																	
	Hosmer & Lemeshow																	

* p < .05 ** p < .01 *** p < .001 ^a = small effect size, ^b = medium effect size, ^c = large effect size.

Gender and ethnicity were dummy coded in the regression models. For gender, males are compared with females. For ethnicity, White are compared to ethnic minorities and international students.

Table 3. Linear Regression on 06-12 NSSE Items Predicting End-of-First-Year Cumulative GPA

Variables	Forward Regression		
	B	SE	Standardized B
(Constant)	0.84***	0.10	
Gender			
Female	0.13***	0.01	0.11
Ethnicity			
Ethnic Minority	-0.067***	0.02	-0.04
International Student	0.15***	0.04	0.05
SAT/ACT score	0.0014***	0.00	0.34
Passing All Previous Classes	0.84***	0.03	0.35
NSSE ITEMS			
Code	Label	Name	
1a.	Asked questions in class or contributed to class discussions	CLQUEST	0.051***
1b.	Made a class presentation	CLPRESEN	0.030**
1e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	-0.021*
1f.	Come to class without completing readings or assignments	CLUNPREP	-0.079***
1j.	Tutored or taught other students (paid or voluntary)	TUTOR	0.038***
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	0.045***
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	-0.045***
3b.	Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	READOWN	-0.043***
4a.	Number of problem sets that take you more than an hour to complete	PROBSETA	-0.027***
5	The extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	-0.036***
6c.	Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHPO5	0.025***
7b.	Community service or volunteer work	VOLNTR04	0.024**
8a.	Relationships with other students	ENVSTU	-0.022***
8c.	Relationships with administrative personnel and offices	ENVADM	-0.012*
9a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPRO1	0.045***
9c.	Working for pay off campus	WORKOF01	-0.031***
9e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	-0.022***
9g.	Commuting to class (driving, walking, etc.)	COMMUTE	-0.019*
10a.	Spending significant amounts of time studying and on academic work	ENVSCHOL	-0.034**
10d.	Helping you cope with your non-academic responsibilities (work, family, etc.)	ENVNACAD	-0.034***
11a.	Acquiring a broad general education	GNGENLED	0.032**
11b.	Acquiring job or work-related knowledge and skills	GNWORK	0.031**
11d.	Speaking clearly and effectively	GNSPEAK	-0.031**
11g.	Using computing and information technology	GNCMPTS	-0.024**
13	How would you evaluate your entire educational experience at this institution?	ENTIREXP	0.051***
	Model R Square		0.46
	Adjusted R Square		0.46

* p < .05 ** p < .01 *** p < .001

Gender and ethnicity were dummy coded in the regression models. For gender, females are compared with males. For ethnicity, White are compared to ethnic minorities and international students.

Senior Students Time to Graduation

The number of summer and spring terms taken from first enrollment to degree completion was used as the dependent measure in a linear regression model (Table 4). Among the non NSSE items, the greatest predictor of time to graduation was number of non-summer gaps taken and passing all previous classes. Among the student engagement measures, caring for dependents had the greatest impact on lengthening the time to graduation. Other items that were related to prolonged time to graduation include: discussing course content with others, perceiving higher challenges for school, conducting independent study or self-designed major, and working for pay on- and off-campus. On the other hand, writing more short and long length papers and having better relationships with other students, participating in co-curricular activities, and developing a personal code of ethics were related to shortened time to

graduation. Contrary to the values of the higher education community (e.g., high impact practices), having good relationships with faculty members is related to longer time from enrollment to graduation, whereas coming to class without completing readings or assignments, doing practicum or field experiences, foreign language coursework, are all related to shortened time to degree completion. Competing goals of shortened time to degree completion and valued educational experiences should be explored more fully.

Table 4. Linear Regression Analysis on 06-12 NSSE Items Predicting Time to Graduation

			Forward Regression		
			B	SE	Standardized B
(Constant)			10.80***	0.47	22.95
<i>Gender</i>					
	<i>Female</i>		-0.19**	0.07	-2.64
<i>Ethnicity</i>					
	Ethnic Minority		-0.14416	0.11	-1.27
	International Student		0.11306	0.25	0.45
Senior Cumulative GPA			-0.00998	0.10	-0.1
<i>Number of Gaps Excluding Summer</i>			1.89***	0.07	26.83
Pell Grant Eligibility			0.25**	0.10	2.64
<i>Passing All Previous Classes</i>			-1.38***	0.12	-11.66
NSSE Items					
Code	Label	Name			
1f.	Come to class without completing readings or assignments	CLUNPREP	-0.10*	0.04	-2.35
1m.	Used e-mail to communicate with an instructor	EMAIL	-0.15**	0.05	-2.9
1t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOIDEAS	0.13**	0.04	3.09
3c.	Number of written papers or reports of 20 pages or more	WRITEMOR	-0.16**	0.05	-3.19
3e.	Number of written papers or reports of fewer than 5 pages	WRITESML	-0.077*	0.03	-2.45
5.	The extent to which your examinations during the current school year have challenged you to do your best work.	EXAMS	0.062*	0.03	1.99
7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	INTERN04	-0.085*	0.04	-2.19
7g.	Independent study or self-designed major	INDSTD04	0.12*	0.05	2.29
8a.	Relationships with other students	ENVSTU	-0.14***	0.03	-4.17
8b.	Relationships with faculty members	ENVFAC	0.081*	0.03	2.47
9b.	Working for pay on campus	WORKON01	0.092***	0.02	4.11
9c.	Working for pay off campus	WORKOF01	0.11***	0.02	5.81
9d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	-0.072***	0.02	-3.48
9f.	<i>Providing care for dependents living with you (parents, children, spouse, etc.)</i>	CAREDE01	0.32***	0.04	7.93
11n.	Developing a personal code of values and ethics	GNETHICS	-0.10**	0.04	-2.74
Model R Square				0.23	
Adjusted R Square				0.23	

* p < .05 ** p < .01 *** p < .001

Dependent variable is number of terms from registration to graduation excluding summer. Gender and ethnicity were dummy coded in the regression models. For gender, females are compared with males. For ethnicity, White are compared to ethnic minorities and international students.

Senior Students Four-Year Graduation

Senior students were coded into two groups: those who graduated within 4 years and those who took longer than four years. Logistic regression was performed using on-time graduation as the criterion and NSSE items and other student data as the predictors (Table 5). Number of academic non-summer gaps had the greatest impact on on-time graduation. The results showed that males were more likely to graduate on time than female students. There was no difference among white, ethnic minorities and international students in their 4-year graduation. Higher GPA and Pell Grant eligibility both predicted higher likelihood of finishing a degree on time. Out of the 42 NSSE items, 15 items were significant predictors of on-time graduation and the results were similar to those in the linear regression model for time to graduation discussed in the previous section: caring for dependents and preparing for class had the greatest impact on on-time graduation, with both related to less likelihood of on-time graduation. In

addition to these items, working harder than one's own expectations, writing papers or reports that are between 5-19 pages or 20 pages or more, foreign language coursework, studying abroad, participating in co-curricular activities, relaxing and socializing, speaking clearly and effectively and greater overall satisfaction of educational experiences were positively related to four-year graduation; however, perceiving greater challenges from exams, and working on- or off-campus, were related to less likelihood of on-time graduation. A couple of NSSE items that did not behave as expected based on the literature are: having serious conversation with diverse people and preparing for class being related to less likelihood to graduation on time. However, it is worth noting that among all the NSSE predictors, none of them show any practical effect size (odds ratio > 1.5) in the regression models.

Table 5. Logistic Regression on 06-12 NSSE Items Predicting 4-Year Graduation

Code	Label	Item Name	Forward Regression					
			B	SE	Wald χ^2	OR	95% C.I.	
(Constant)			-2.36***	0.39	36.15			
Gender	Male		0.09*	0.03	8.69	1.22	1.07	1.39
Ethnicity	White		0.020	0.09	0.05	1.08	0.68	1.71
	Ethnic Minority		0.038	0.10	0.13	1.10	0.67	1.81
	Senior Cumulative GPA		0.76*** ^a	0.09	79.45	2.14	1.81	2.53
	Number of Gaps Excluding Summer		-1.03*** ^b	0.07	225.84	0.36	0.31	0.41
	Pell Grant Eligibility		0.26*** ^a	0.04	35.79	1.69	1.42	2.00
NSSE Items								
Code	Label	Name	B	SE	Wald χ^2	OR	95% C.I.	
1r.	Worked harder than you thought you could to meet an instructor's standards or expectations	WORKHARD	0.10**	0.0428	5.56	1.106	1.017	1.203
1u.	Had serious conversations with students of a different race or ethnicity than your own	DIVRSTUD	-0.092**	0.0351	6.8591	0.912	0.851	0.977
3c.	Number of written papers or reports of 20 pages or more	WRITEMOR	0.11*	0.0503	4.6655	1.115	1.01	1.23
3d.	Number of written papers or reports between 5 and 19 pages	WRITEMID	0.11*	0.037	8.0661	1.111	1.033	1.194
5.	The extent to which your examinations during the current school year have challenged you to do your best work	EXAMS	-0.10**	0.0305	10.8645	0.904	0.852	0.96
7e.	Foreign language coursework	FORLNG04	0.11***	0.0332	10.0727	1.111	1.041	1.186
7f.	Study abroad	STDABR04	0.073*	0.0354	4.2424	1.076	1.004	1.153
9a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ACADPR01	-0.12***	0.0209	31.739	0.889	0.853	0.926
9b.	Working for pay on campus	WORKON01	-0.057**	0.021	7.425	0.944	0.906	0.984
9c.	Working for pay off campus	WORKOF01	-0.095***	0.018	28.004	0.909	0.878	0.942
9d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	COCURR01	0.057**	0.0195	8.4578	1.058	1.019	1.1
9e.	Relaxing and socializing (watching TV, partying, etc.)	SOCIAL05	0.059**	0.0201	8.7736	1.061	1.02	1.104
9f.	Providing care for dependents living with you (parents, children, spouse, etc.)	CAREDE01	-0.20***	0.0416	22.1658	0.822	0.758	0.892
11d.	Speaking clearly and effectively	GNSPEAK	0.12**	0.0389	9.455	1.127	1.044	1.216
12.	Overall, how would you evaluate the quality of academic advising you have received at your institution?	ADVISE	0.074*	0.036	4.2476	1.077	1.004	1.156
Overall Model Evaluation								
					Likelihood Ratio Test	717.26***		
					Score Test	680.37***		
					Wald Test	566.25***		
-2 Log Likelihood						5844.25		
Goodness-of-fit test								
Hosmer & Lemeshow						15.32		

* p < .05 ** p < .01 *** p < .001

^a = small effect size, ^b = medium effect size, ^c = large effect size.

Gender and ethnicity were dummy coded in the regression models. For gender, males are compared with females. For ethnicity, White and ethnic minority students are compared with international students.

Conclusions & Implementations

This analysis revealed the potential to use NSSE results to inform program development and monitor performance in areas of student engagement that significantly impact student academic success. In this article, we conducted a series of studies based on the National Survey of Student Engagement and student records. First, we compiled the 6 year results of NSSE from 2006 to 2012 together with student

records. Then we conducted regression analysis on NSSE results and student data and examined how student engagement was related to various student outcomes, i.e., first-year student retention, first-year student GPA, senior time to graduation and on-time graduation.

The study supports previous research that shows that pre-college characteristics are strong predictors of student academic success. Being male was associated with a slightly higher likelihood of retention after first-year in college and graduation within four years. Gender was related to GPA, with females showing higher GPAs. Ethnicity did not relate to first-year retention and senior on-time graduation, but it did relate to performance: ethnic minorities achieved lower GPAs after first year in college compared to their white counterparts, while international students achieved higher GPAs than whites. Besides demographic factors, SAT/ACT scores accounted for a large percentage of variance of first-year student GPA. The results are consistent with the literature that admission criteria and previous academic preparation are still some of the most important predictors of student success (Truell & Woosley, 2008). This study also shows that academic success was strongly dependent on the individual's academic trajectories: early success facilitates later success. Higher ACT/SAT scores predicted higher first-year GPA, student engagements were predictive of better performance, previous GPA and successfully passing classes also predicted shorter time to degree completion and on-time graduation. This is consistent with previous research (Berger & Milem, 1999) that earlier academic success promoted later higher achievement. This study showed how continuity in student enrollments, i.e. not taking non-summer gaps, was associated with shorter time or greater likelihood of four year graduation.

Another interesting finding of the study is that when separating students into two groups based on their spring semester GPA, different variables predicted retention for the two student groups. For students with lower GPA, having an unmet financial need did not impact retention. Conversely, for higher performing students (those with 2.0 GPA and higher), having an unmet financial need decreased the likelihood of dropping out. Satisfaction with school also functioned differently for these two groups: it did not affect lower performing students' departure of school, but for higher performing students, higher levels of satisfaction of college experience significantly increased their likelihood of retention. This was the only NSSE item that showed any effect size, with none of the other NSSE engagement items having a meaningful effect size. This result suggests that the reasons for persisting in college could be different depending on the student performance and that an array of engagements and activities could be provided that positively impact each individual student. In future studies that focus on predicting the retention of first-year students, it would be prudent to conduct separate analysis for different student groups based on their academic performance and characteristics.

This study demonstrated that greater financial need does not directly impede student success. Having an unmet financial need increased both the likelihood of first-year retention and four-year graduation. While Pell Grant eligibility showed a more complex result: students who were eligible for this grant generally took a longer time to graduate, but were also more likely to graduate in four years. It is possible that students with unmet financial needs treasure the educational experiences more than students from more wealthy families, and they are spending great efforts to stay in college. Greater financial needs may mean that they are spending more time to make ends meet, but they are also aware that they need to graduate in as short a time as possible to get out of the financial strain.

This study suggested that both behavioral engagement and perception of college experiences were related to student outcomes. Among the NSSE items, a few appeared to have significant impact on multiple measures of student achievement, e.g., working harder than one thought to meet the faculty's expectations, writing medium and long papers, doing foreign language coursework, studying abroad, and participating in co-curricular activities. In contrast, working for pay either on-campus or off-campus, taking care of dependents, and coming to class without completing assignments or readings were associated with more undesirable outcomes: students who are engaged in these behaviors are less likely to perform well or graduate on time. In terms of perception, the more positively students evaluated their overall experience and the less challenge they perceived of exams and academic requirements, the more likely it was for students to achieve higher GPA, and graduate on time. This is consistent with Berger & Milem (1999) that engagement and perception influence each other to foster student success.

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