

NSF Engineering Study



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Study Update

Thank you!

We want to thank you for your participation in our study. Your responses have been invaluable and will help shed light on the experiences of engineering students and their career decision-making. In this newsletter, we would like to share some of the key findings from the study. Please contact us should you have any questions about these preliminary findings.



Key Findings

What the results show

- We found a positive relationship between engineering goals and engineering academic satisfaction. This relationship was stronger for men than for women.
- Almost 25% of the variance in college GPA was explained by ACT math/science scores, high school GPA, engineering self-efficacy, and engineering goals.
- Some differences were found between White and Latina/o students. Specifically, the relationship between engineering self-efficacy and engineering goals was significant for White students and nonsignificant for Latino/a students. Also, the relationship between math/science ACT scores and college GPA was not significant for White students but significant for Latino/a students.
- Higher levels of prior performance accomplishments and lower levels of physiological arousal at Time 1 were related to higher levels of perceived engineering-related self-efficacy at Time 2 for both men and women. With regard to gender differences, male engineering students reported higher levels of engineering-related self-efficacy than their female counterparts. Finally, female engineering students were more likely to increase engineering-related self-efficacy beliefs through engineering-related vicarious learning experiences than for their male peers.

Sharing our findings

We have shared findings from our study at:

- Women in Engineering Programs and Advocates Network
- American Psychological Association
- We are additionally preparing 3 manuscripts for publication in academic journals

If you have any questions or concerns about the study, please contact the Primary Investigators:



Lisa Flores, Ph.D., Associate Professor
University of Missouri
Floresly@missouri.edu (573) 884-9724

Rachel Navarro, Ph.D., Assistant Professor
University of North Dakota
Rachel.navarro@email.und.edu (701) 777-2635