NSSE and FSSE 2004 – 2005
Results Comparisons

OEAS
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Overview

Background
- 2003: NSSE was selected as a measure of quality of undergraduate student experience for strategic planning
- Spring 2004 and 2005: NSSE administered to obtain baseline data
- November 2004 and 2005: benchmark results come to president

Utilization
- NSSE releases no individual institutional scores
- used for internal improvement
- results are shared with Provost, Deans, SDES, FCTL, and faculty
- several areas include engagement results in their reports
Overview

Comparison Groups

- slides: doctoral intensive group
- OEAS website: selected peers and public doctoral intensive

Findings

- UCF is about the same as peer institutions on some benchmarks and is lower on other benchmarks
- there are no significant differences between UCF students in Spring 2004 and Spring 2005 - we have baseline information to compare future administrations of the NSSE
  - scheduled next for Spring 2008 (every 3 years)
Supportive Campus Environment

Benchmark mean scores for First-Year and Senior years:

- First-Year:
  - UCF 2004: 58.7
  - UCF 2005: 57.7
  - 2005 Doctoral Intensive Institutions: 57.4

- Senior:
  - UCF 2004: 52.2
  - UCF 2005: 53.6
  - 2005 Doctoral Intensive Institutions: 55.7

benchmark mean score
Active & Collaborative Learning

First-Year
- UCF 2004: 38.9
- UCF 2005: 41.9
- 2005 Doctoral Intensive Institutions: 41.2

Senior
- UCF 2004: 47.5
- UCF 2005: 49.3
- 2005 Doctoral Intensive Institutions: 51.2

benchmark mean score
Enriching Educational Experiences

Benchmark mean score

First-Year
- UCF 2004: 26.0
- UCF 2005: 26.7
- 2005 Doctoral Intensive Institutions: 26.7

Senior
- UCF 2004: 34.6
- UCF 2005: 37.4
- 2005 Doctoral Intensive Institutions: 40.0

benchmark mean score
Student-Faculty Interaction

Benchmark mean score

First-Year
- UCF 2004: 27.2
- UCF 2005: 30.6
- 2005 Doctoral Intensive Institutions: 33.0

Senior
- UCF 2004: 35.8
- UCF 2005: 36.9
- 2005 Doctoral Intensive Institutions: 42.3
Academic Challenge

Benchmark mean score

First-Year
- UCF 2004: 48.8
- UCF 2005: 48.5
- 2005 Doctoral Intensive Institutions: 51.3

Senior
- UCF 2004: 53.0
- UCF 2005: 54.4
- 2005 Doctoral Intensive Institutions: 55.4

benchmark mean score
NSSE Benchmark Summary

Findings

- the same on benchmark areas:
  - Supportive Campus Environment
  - Active and Collaborative Learning

- lower on these benchmark areas:
  - Enriching Educational Experiences
  - Student-Faculty Interaction
  - Level of Academic Challenge
FSSE Overview

- designed to compare faculty perceptions of student activities with student self-report of those activities
- parallels some NSSE items
- designed to provide context for NSSE results
- no national comparison

Gap analysis

Compare companion NSSE - FSSE items
- similarities
- differences
Gap Analysis: Differences

Student Faculty Interaction:

Receive or give prompt feedback on academic performance

<table>
<thead>
<tr>
<th>Group</th>
<th>2004</th>
<th>2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-Year Students</td>
<td>48%</td>
<td>62%</td>
</tr>
<tr>
<td>Faculty Lower Division</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Senior Students</td>
<td>59%</td>
<td>70%</td>
</tr>
<tr>
<td>Faculty Upper Division</td>
<td>90%</td>
<td>92%</td>
</tr>
</tbody>
</table>

**Students:** Percent very often and often
**Scale:** Very often, Often, Sometimes, Never

**Faculty:** Percent very often and often
**Scale:** Very often, Often, Sometimes, Never
Gap Analysis: Similarities

Active and Collaborative Learning:

Work with other students on projects during class

<table>
<thead>
<tr>
<th></th>
<th>First-Year Students</th>
<th>Faculty Lower Division</th>
<th>Senior Students</th>
<th>Faculty Upper Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>34% 44%</td>
<td>57% 53%</td>
<td>39% 50%</td>
<td>58% 57%</td>
</tr>
<tr>
<td>Faculty</td>
<td>2004</td>
<td>2005</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students: Percent very often and often
Scale: Very often, Often, Sometimes, Never
Faculty: Percent very often and often
Scale: Very often, Often, Sometimes, Never
NSSE-FSSE Gap Analysis Summary

Findings

- areas of agreement between faculty and students
  - Academic Challenge
  - Active and Collaborative Learning
- areas of disagreement between faculty and students
  - Student - Faculty Interactions

Future Applications

- Quality Enhancement Plan
- faculty and staff focus groups on targeted issues
- FCTL work with faculty groups
QEP: Information Fluency

Academic Challenge:

Synthesizing and organizing ideas, information or experiences

Students: Percent very much or quite a bit
Scale: Very much, quite a bit, some, very little

Faculty: Percent very much or quite a bit
Scale: Very much, quite a bit, some, very little

<table>
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<tr>
<th></th>
<th>2004</th>
<th>2005</th>
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</thead>
<tbody>
<tr>
<td>First-Year Students</td>
<td>61%</td>
<td>65%</td>
</tr>
<tr>
<td>Faculty Lower Division</td>
<td>85%</td>
<td>80%</td>
</tr>
<tr>
<td>Senior Students</td>
<td>69%</td>
<td>71%</td>
</tr>
<tr>
<td>Faculty Upper Division</td>
<td>87%</td>
<td>88%</td>
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Summary

Benchmarking
- Consider the specific elements of student faculty interaction, enriching educational experience, and academic challenge to see which should be targeted for improvement efforts.

NSSE - FSSE Gap analyses
- Faculty expectations vs. student perceptions
- Information Fluency

Future initiatives: retention, Burnett Honors College, analyses of specific groups

For specific classes, disciplines, or colleges, consider using the CLASSE (Contact OEAS)
Survey Instruments and NSSE item level results compared to peers and public doctoral institutions:
http://oeas.ucf.edu/survey/survey_inventory.htm

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