



University of Central Florida

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

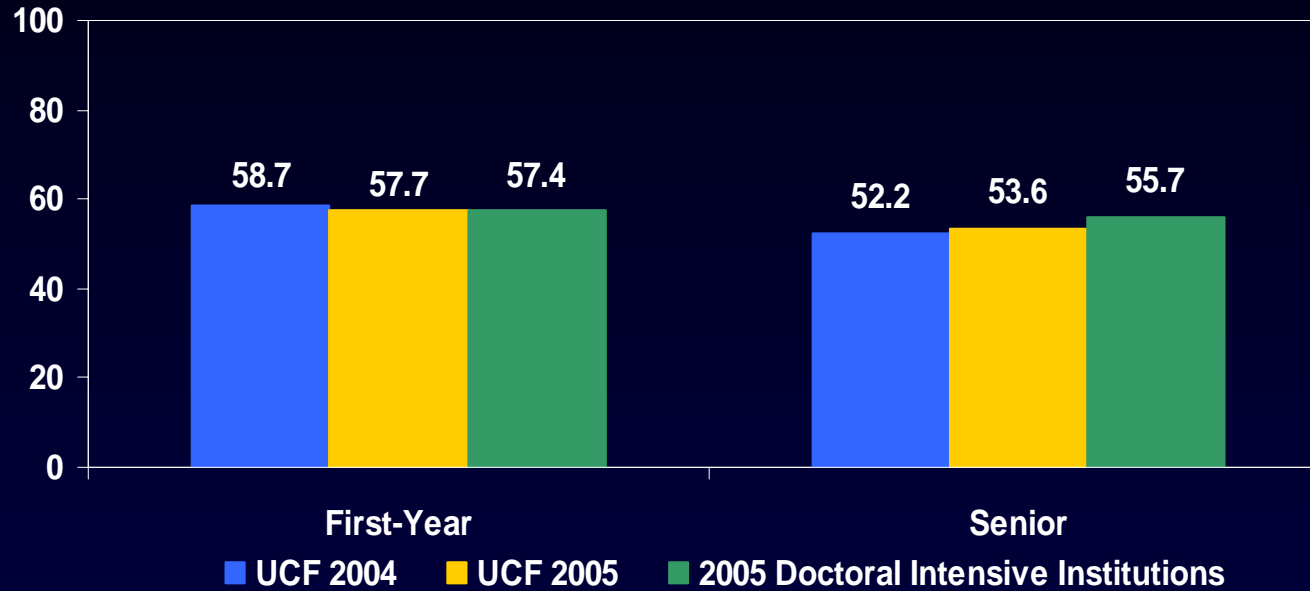
- slides: doctoral intensive group
- OEAS website: selected peers and public doctoral intensive

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)



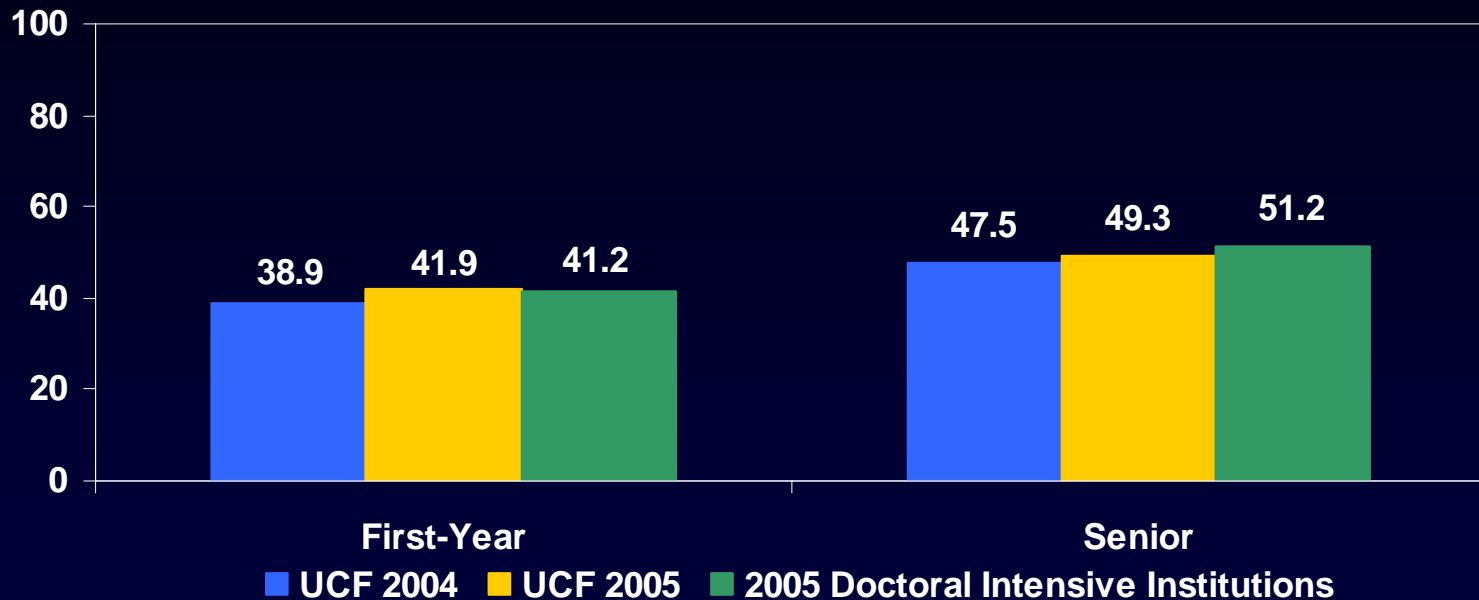
Supportive Campus Environment



benchmark mean score



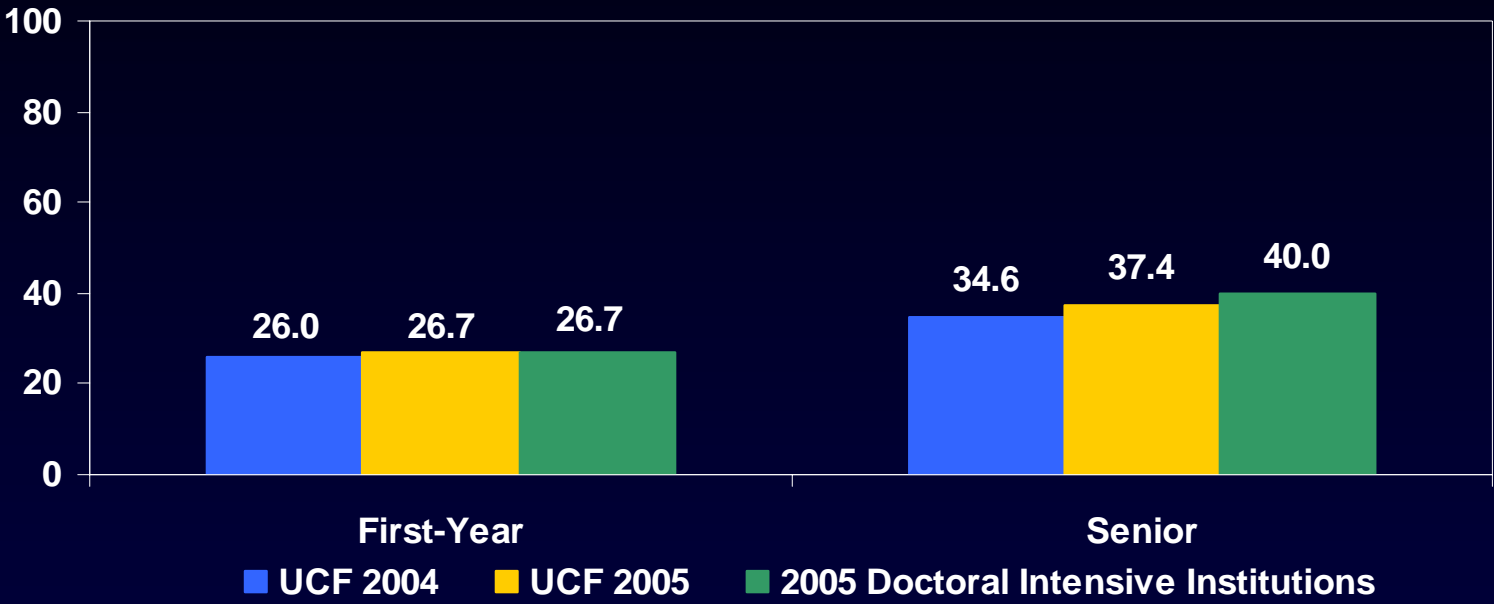
Active & Collaborative Learning



benchmark mean score



Enriching Educational Experiences

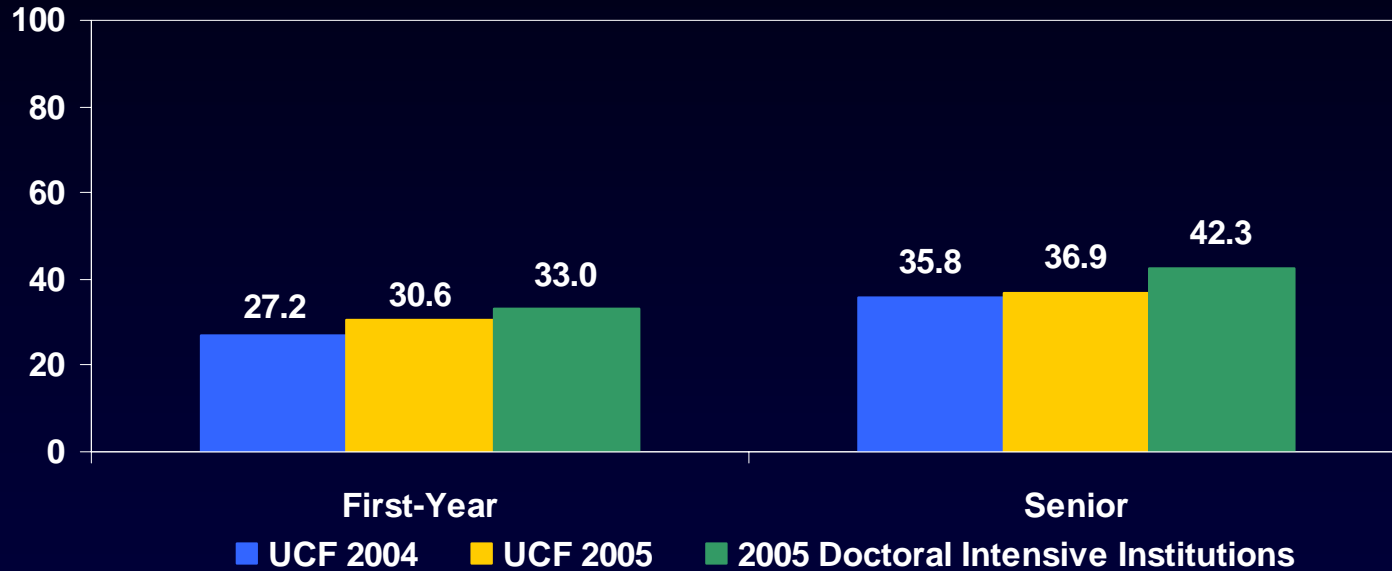


benchmark mean score





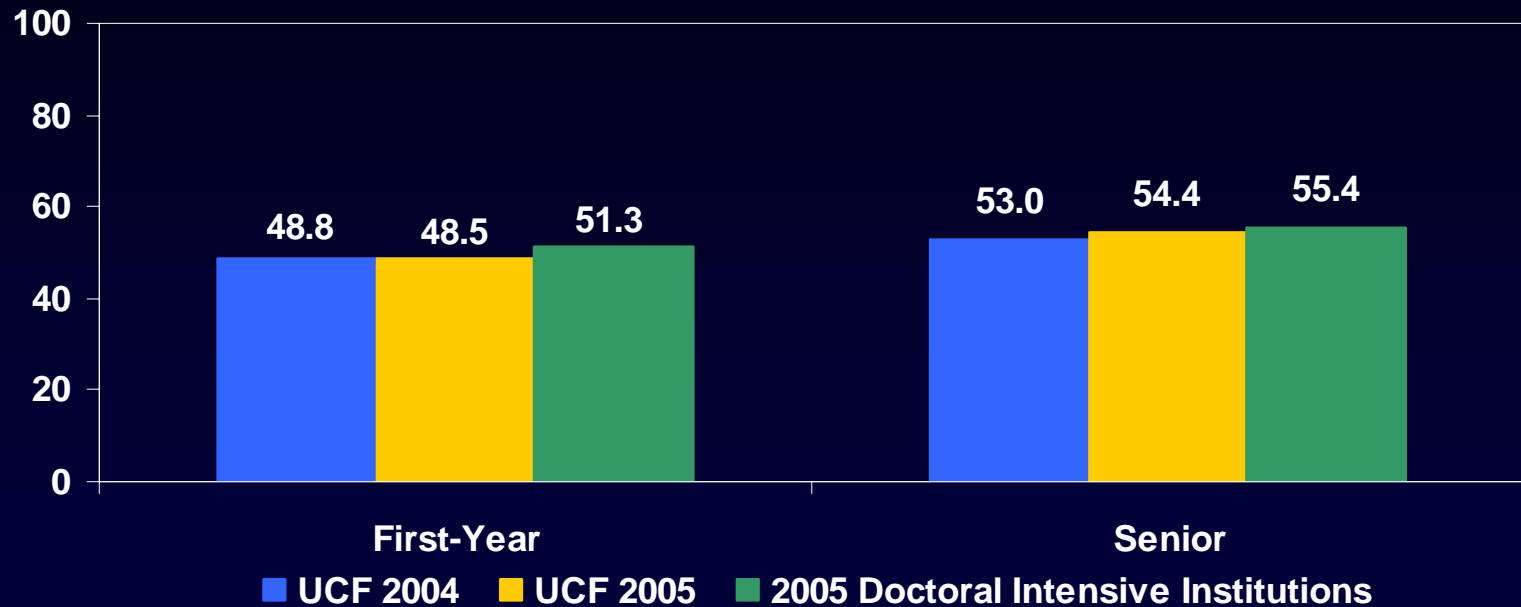
Student-Faculty Interaction



benchmark mean score



Academic Challenge



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

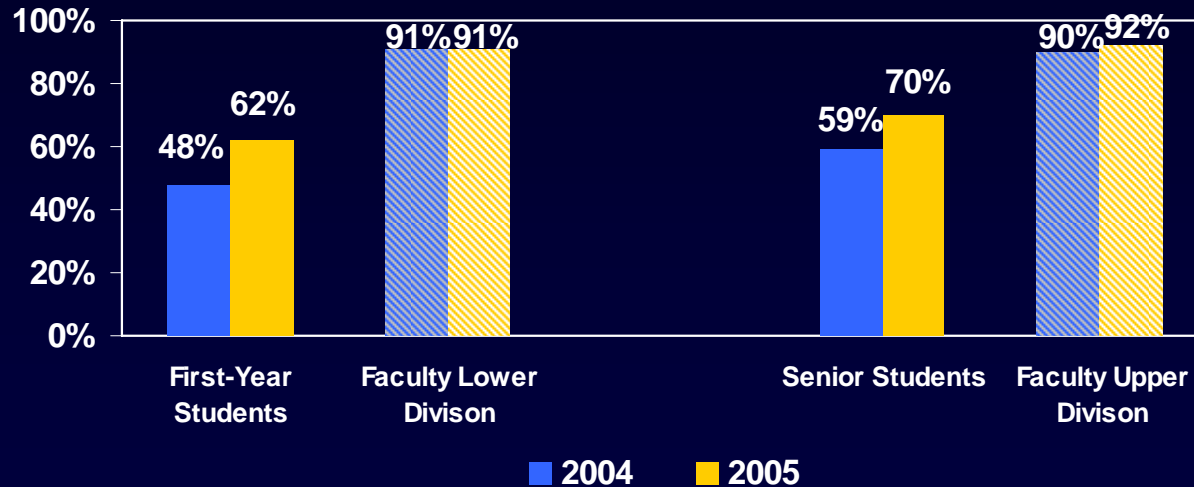


Gap Analysis: Differences



Student Faculty Interaction:

Receive or give prompt feedback on academic performance



Students: Percent very often and often

Scale: Very often, Often, Sometimes, Never

Faculty: Percent very often and often

Scale: Very often, Often, Sometimes, Never



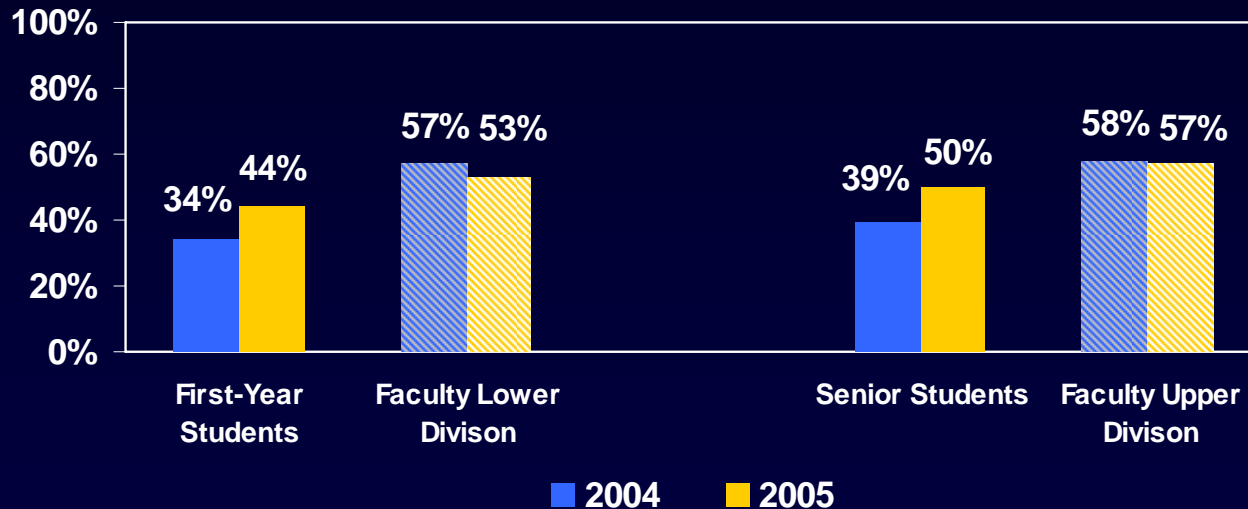


Gap Analysis: Similarities



Active and Collaborative Learning:

Work with other students on projects during class



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

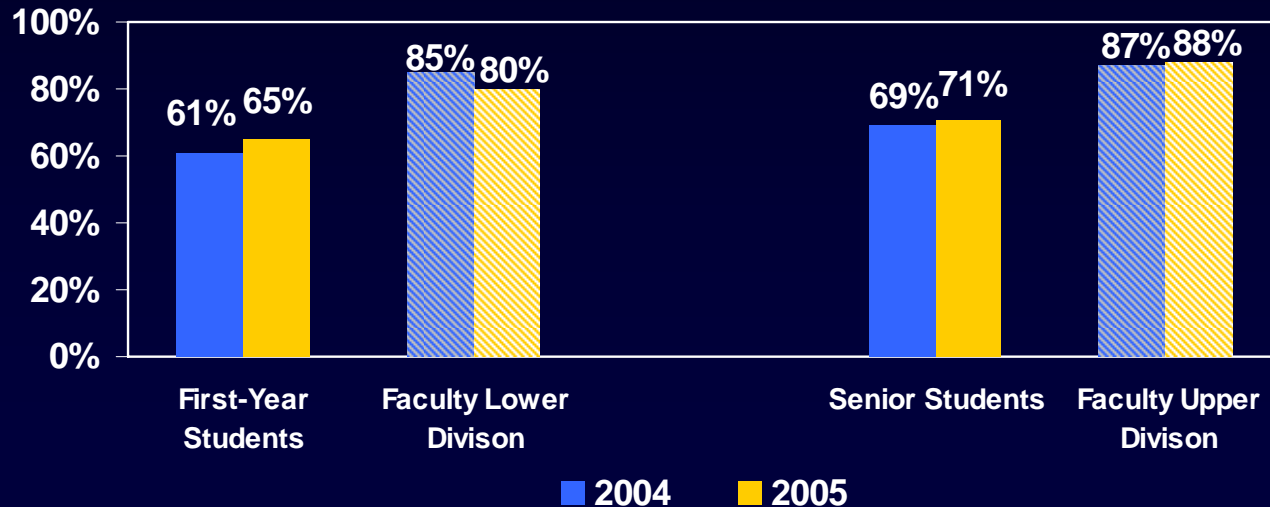


QEP: Information Fluency



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





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)



For More Information



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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