

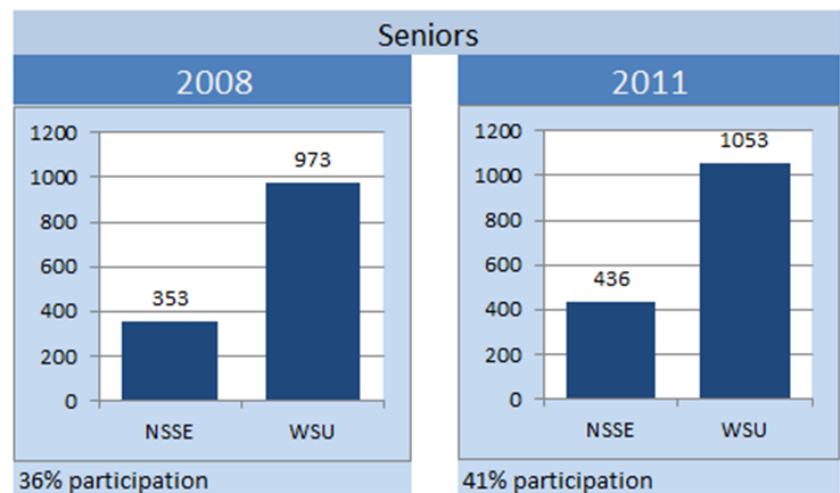
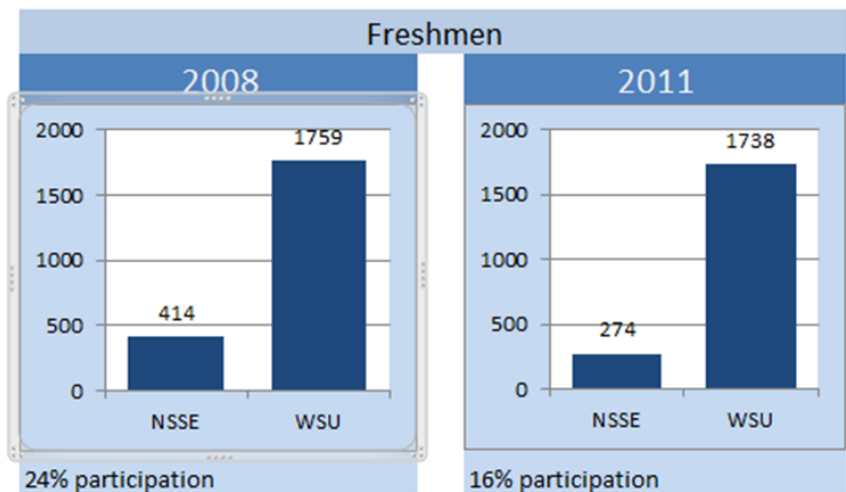
NSSE Data: Who Participated?

The NSSE survey was administered in 2008 and 2011 to self-selected groups of first-year and senior students. Here is a portrait of the participating students. In 2008, 767 students took the survey. Almost three-fourths of those students were females. In 2011, the majority of respondents were also female. Underwood, et. al., (2000), found that “among college students, women respond to both Web and paper surveys at higher rates than do men.

We also had a fairly low response rate, 24% of freshmen and 16% of seniors responded in 2008. We had a better response rate in 2011, with 36% of freshmen and 41% of seniors responding. When looking at the low response rates, we want to consider whether the respondents match, or closely match, the general population. According to Krosnick (1999) and Dillman (1991), a relatively close match helps to control for sample bias.

In the table below, the respondent characteristics are presented, along with those of the general population of freshmen and seniors for both survey years.

70% of the 2011 respondents were women, compared to 62% of the general population is female. 15.6% of the 2011 respondents identified themselves as ALANA students compared to 14.2% in the general population.



Special points of interest:

- NSSE data
- HIPs survey results
- Writing Assessment results
- AMCOA Assessment Experiment
- Upcoming events

Retention

NSSE data can be configured in many different ways. On the right is a chart showing the results for those first-year students who took the survey and did not return to WSU this fall. The data are aggregated under five general categories:

LAC = level of academic achievement, a measure of time spent preparing for class

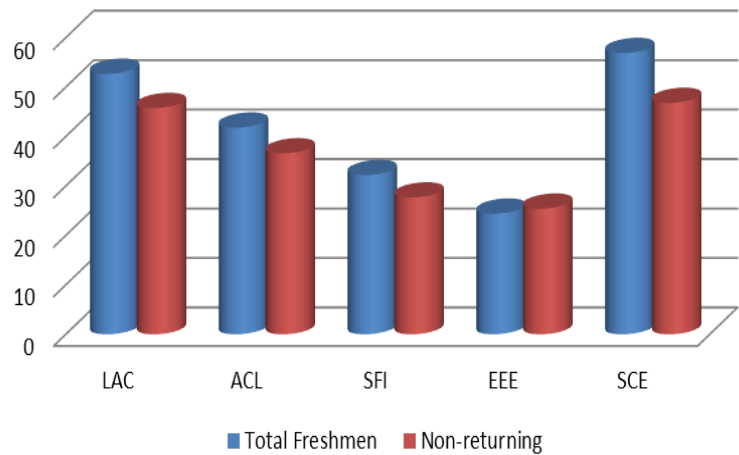
ACL = active and collaborative learning, class participation, working with other students in and out of class, community involvement

SFI = student-faculty interaction, discussions with faculty outside of class, prompt feedback on academic work, research projects with faculty.

EEE = enriching educational experiences, interaction with diverse student population, using technology, participation activities identified as high impact practices (HIPs).

SCE = supportive campus environment, whether the students perceive that the campus helps them succeed academically and socially, supportive relationships with other students, faculty, staff and administrators.

Averages for Non-returning vs Returning Freshmen



“Effective educational practices (HIPs) are correlated with positive educational results for students from widely varying backgrounds”

George Kuh

Davis Grant

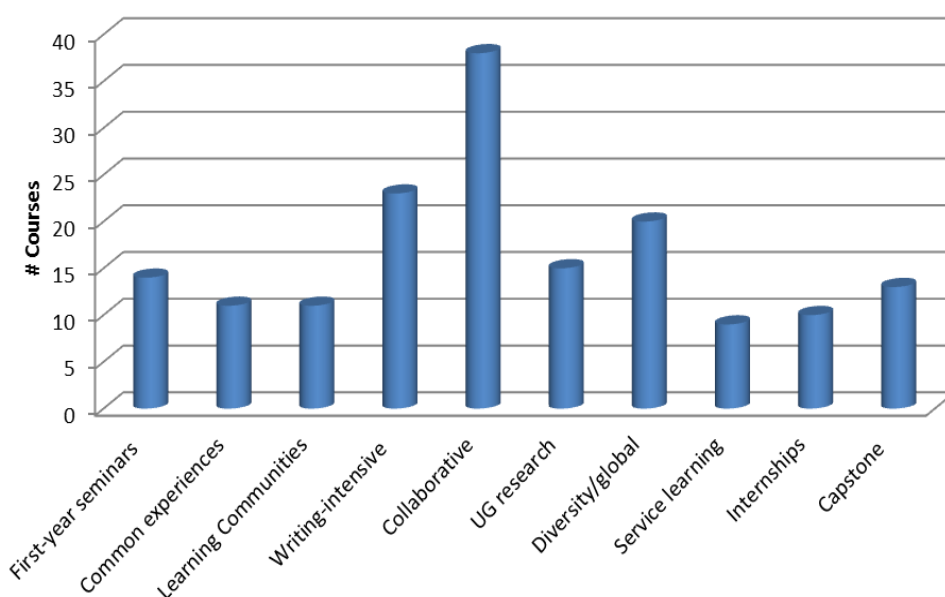
Dr. Andrea Bilics and Dr. Bonnie Orcutt received support from the Davis Foundation to work on a three-year initiative *Strengthening Our Educational Mission: A Focus on Integrative Learning and Assessment*. The focus of the initiative is to “create a campus-wide culture of, and experiences for, the practices of integrative learning” (Davis Grant, 2011).

A survey was administered to gauge faculty perceptions about their using HIPs in their classes.

Of the 25 surveys that were returned, 164 courses are using at least one of the HIPs.

23% of courses employ some form of collaboration as part of the course pedagogy.

High Impact Practices

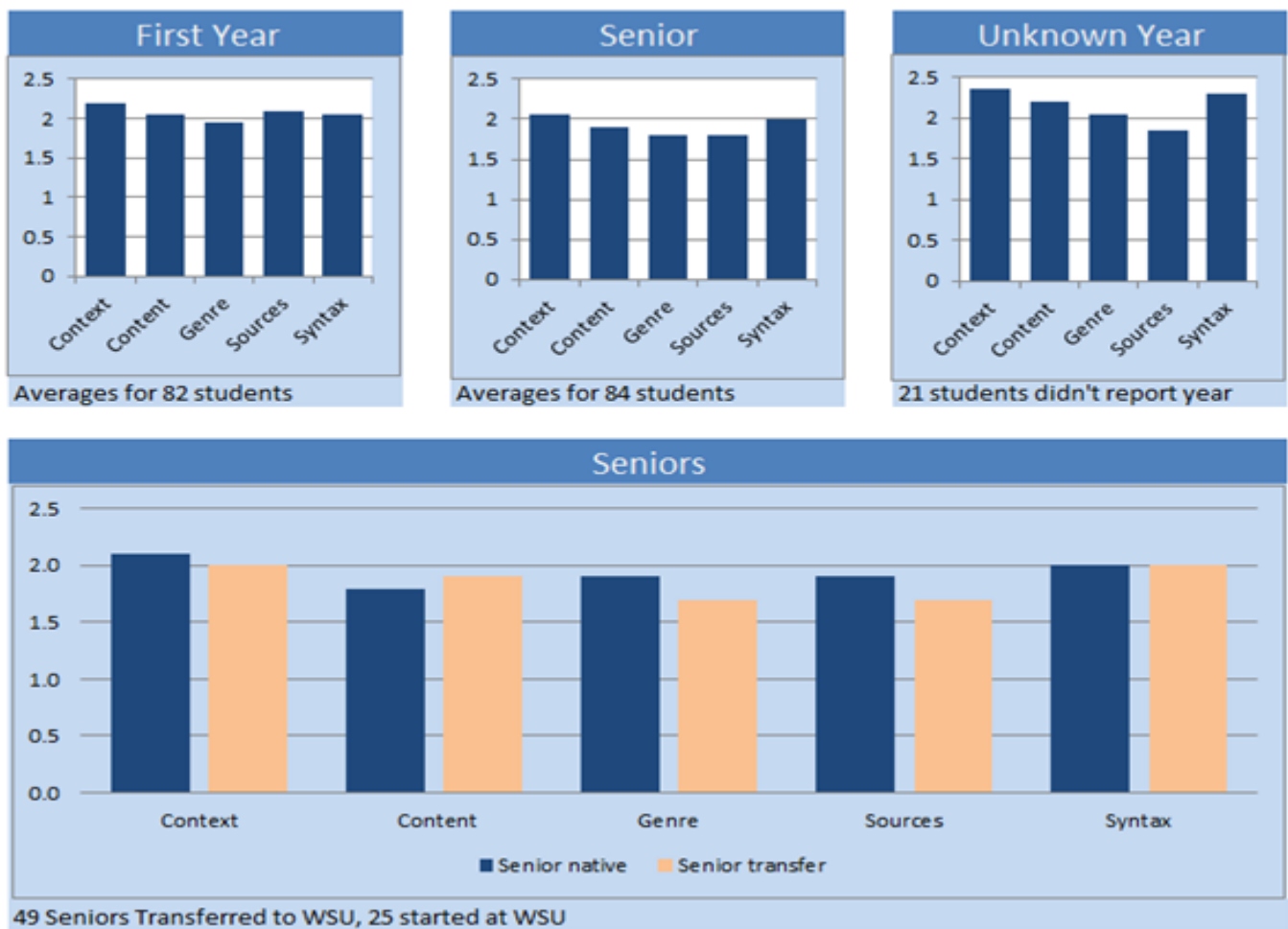


2010 Writing Assessment

During the summer of 2010, a group of faculty members gathered to assess a sample of student writing. The Leap VALUE Rubric for written communication was used to evaluate the samples. The rubrics are based on a 4-point scale, ranging from Benchmark (1), Milestone (2 & 3), and Capstone (4). The samples were assessed by teams of raters; a third rater was used in case of a discrepancy in the results. The samples were scored on context of and purpose for writing, content development, genre and disciplinary conventions, sources and evidence, and control of syntax and mechanics.

One of the demographics included in the student information sheet was whether the student was a transfer or native (started at WSU) student. The bottom chart compares the results for these two groups of seniors.

Writing Assessment 2010



AMCOA Assessment Experiment

The work on assessing writing will continue this coming summer. WSU will be partnering with Fitchburg State University, Mt. Watchusett and Quinsigamond Community Colleges through the Central Massachusetts Partnership to Assess Written Communication. Teams of faculty from each institution will evaluate student work using four different rubrics. Three of the rubrics have been developed by the individual institutions while the fourth rubric will be the VALUE Rubric from the AAC&U. A secondary purpose of the experiment is to determine if altering the VALUE rubric to reflect the specific needs of an institution can still be used to compare results across institutions.

A pair of workshops this spring will bring WSU faculty together to discuss the VALUE rubric and formulate our participation in the AMCOA Assessment Experiment.

January	1. Winter Institute—syllabus development, aligning SLOs
February	1. NSSE Roundtable—student-faculty interaction 2. Session 1—Written Communication VALUE Rubric
March	1. Session 2—Written Communication VALUE Rubric 2. NSSE Roundtable—enriching & engaging experiences
April	1. Developing a workable program review cycle of assessment 2. Aligning program SLOs to LEAP and LASC

Myth or Fact

Assessment results will be used to evaluate my performance as a teacher.

Myth Assessment is done to evaluate student learning, not faculty teaching. Student artifacts are identified and sampled from a group of courses, providing an overall picture of student learning on a specific outcome. Results should be used to enhance learning by adopting pedagogically-based techniques.

Assessment is a waste of time.

Myth “One of the benefits of assessment is that rigorous analysis of data about student engagement and learning is showing precisely what works and what doesn’t” (Connor, W.R., 2012, A22)

References

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NSSE Respondents

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Kenny Smith has joined the Office of Institutional Assessment. Institutional research is a key component of the assessment process and it will be good to have him working with us.

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