
Analysis of FHSU Freshman and Senior Results for the 2002 - 2012 NSSE Benchmarks

A Multi-Year Comparison of
Institutional Performance
Relative to the NSSE Benchmarks
for Freshman and Senior
Students

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1. Analytic Parameters

These analyses are predicated on the following parameters, unless otherwise indicated:

Dependent measures:	NSSE benchmark mean scores and selected individual questions
Independent variable:	Institutional and national NSSE performance
Sample\Population:	Students with class rank of freshman or senior

2. Results

Annually, the National Survey of Student Engagement (NSSE) collects information from samples of freshman and senior students about the nature and quality of their undergraduate experience. The survey is a powerful tool that assesses the extent to which undergraduate students are “engaged” in effective educational practices. NSSE concludes their analysis by calculating mean scores for each of its five benchmarks of effective educational practice. Fort Hays State University has participated in NSSE annually since 2002 and has used the information as a means of informing curriculum change and institutional strategy. FHSU is a noted “innovator” due, in large part, to the number of distance learners that we educate.

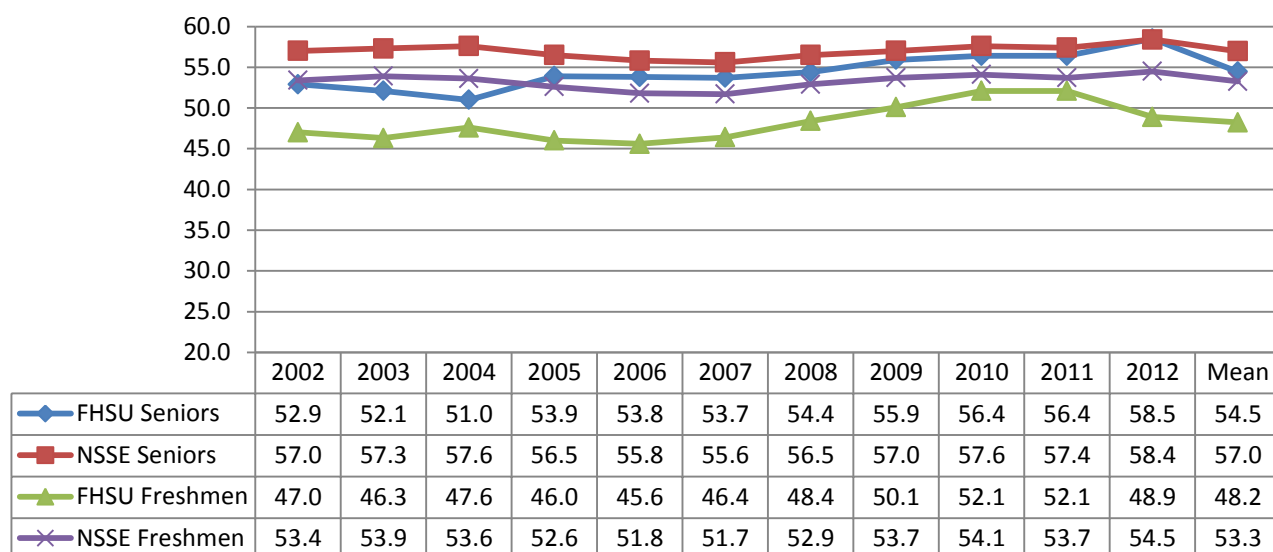
	2004	2005	2006	2007	2008	2009	2010	2011	2012
N Freshmen	697	769	790	593	1132	1186	1020	1099	1275
n returned	216	200	219	131	271	374	304	190	288
% Response	31%	26%	28%	22%	24%	32%	30%	18%	23%
% Virtual	NA	NA	17%	11%	17%	16%	15%	20%	

	2004	2005	2006	2007	2008	2009	2010	2011	2012
N Seniors	694	708	1761	1790	1254	1670	1770	1890	2010
n returned	199	178	510	440	413	710	640	409	451
% Response	29%	25%	29%	25%	33%	43%	36%	22%	22%
% Virtual	NA	NA	33%	36%	40%	41%	50%	52%	

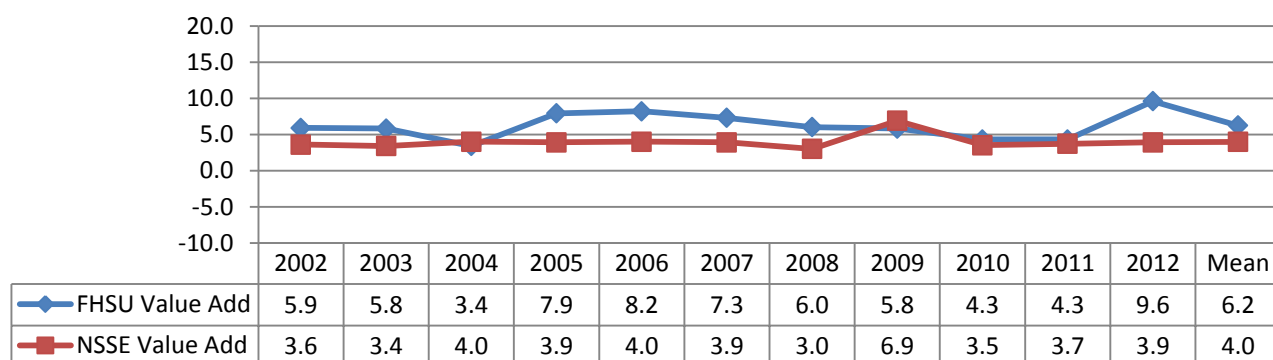
Analysis 2.1: Level of Academic Challenge. This analysis explored the performance differences on the Level of Academic Challenge benchmark between senior students at FHSU and all NSSE institutions from 2002 through 2012. The Level of Academic Challenge index considers the following elements:

- Challenging intellectual and creative work is central to student learning and collegiate quality.
- Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

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FHSU seniors have historically reported lower than peer and overall NSSE performance on this critical benchmark. Performance since 2005 tends to reflect significant sustained improvement relative to peers and overall NSSE mean scores, with 2010 through 2012 showing the best FHSU performance across our longevity in NSSE. FHSU freshmen have consistently reported lower than peer and overall NSSE performance on this critical benchmark. Performance since 2006 reflects some improvement, but relative to peers and overall NSSE mean scores, a large gap still exists. The 2010 and 2011 results reveal the best FHSU performance in “Level of Academic Challenge” for freshmen across our ten year history with NSSE, with 2012 results showing a marked decline.

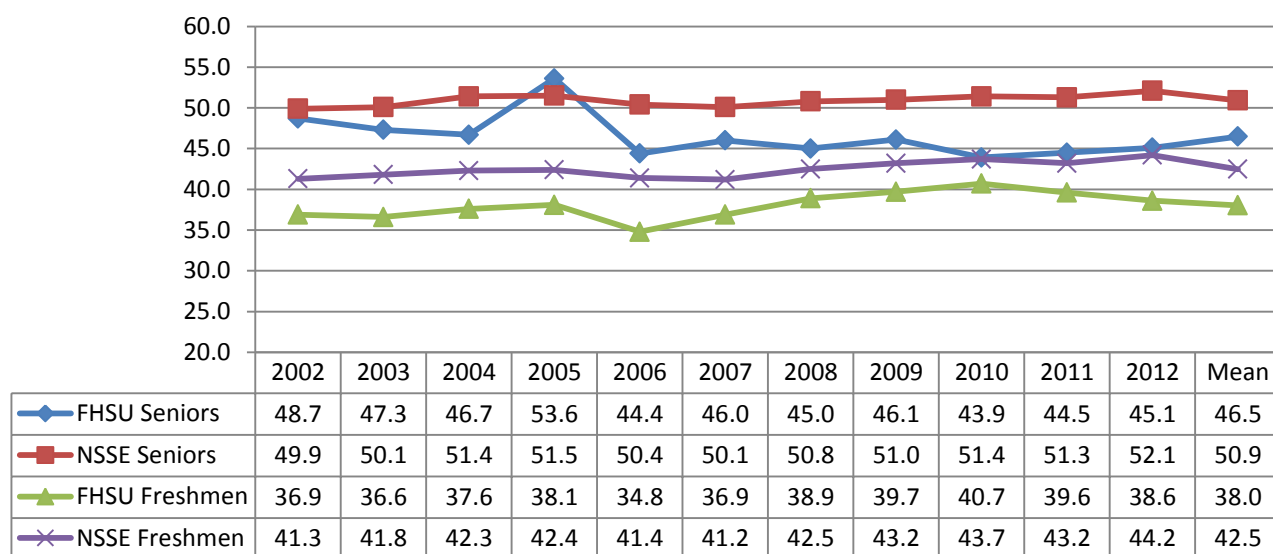


FHSU students’ levels of academic challenge could be elevated with the following activities:

- Set higher expectations related to preparing for class.
- Assign more readings and written assignments.
- Require more time studying and on academic work.
- Emphasize analysis, synthesis, application, and value judgment in coursework.

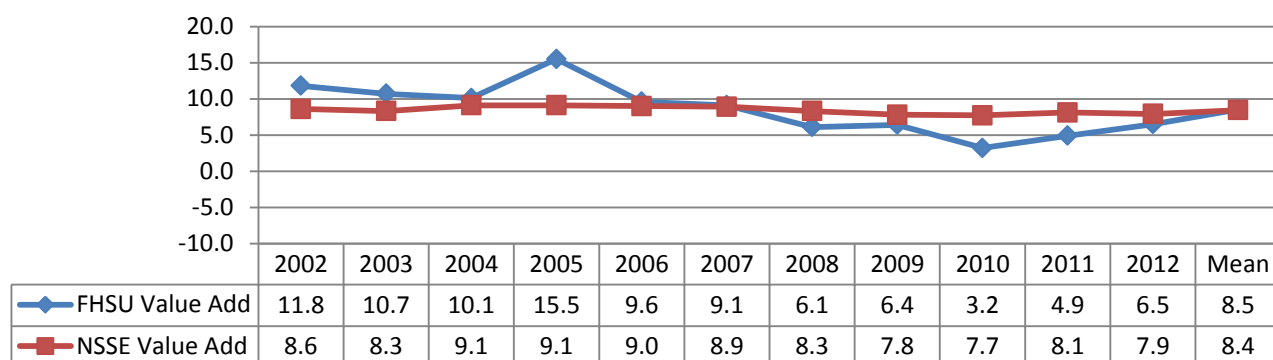
Analysis 2.2: Active and Collaborative Learning. This analysis explored the performance differences on the Active and Collaborative Learning benchmark between senior students at FHSU and all NSSE institutions from 2002 through 2012. The Active and Collaborative Learning index considers the following:

- Students learn more when they are intensely involved in their education and asked to think about what they are learning in different settings.
- Collaborating with others in solving problems or mastering difficult material prepares students for the messy, unscripted problems they encounter daily during and after college.



FHSU seniors have consistently reported lower than peer and overall NSSE performance on this benchmark, with a notable spike in 2005. Performance since 2006 reflects minor improvement, but relative to peers and overall NSSE mean scores, a large gap still exists. The 2012 results reveal a below average FHSU performance in “Active and Collaborative Learning” for seniors across our ten year history with NSSE, but improved since 2010. FHSU freshmen have consistently reported lower than peer and overall NSSE performance on this benchmark. Performance since 2006 reflects some improvement, but relative to peers and overall NSSE mean scores, a large gap still exists. The 2010 results reveal the best FHSU performance in “Active and Collaborative Learning” for freshmen since 2005, with 2012 results slipping, but still above the FHSU average.

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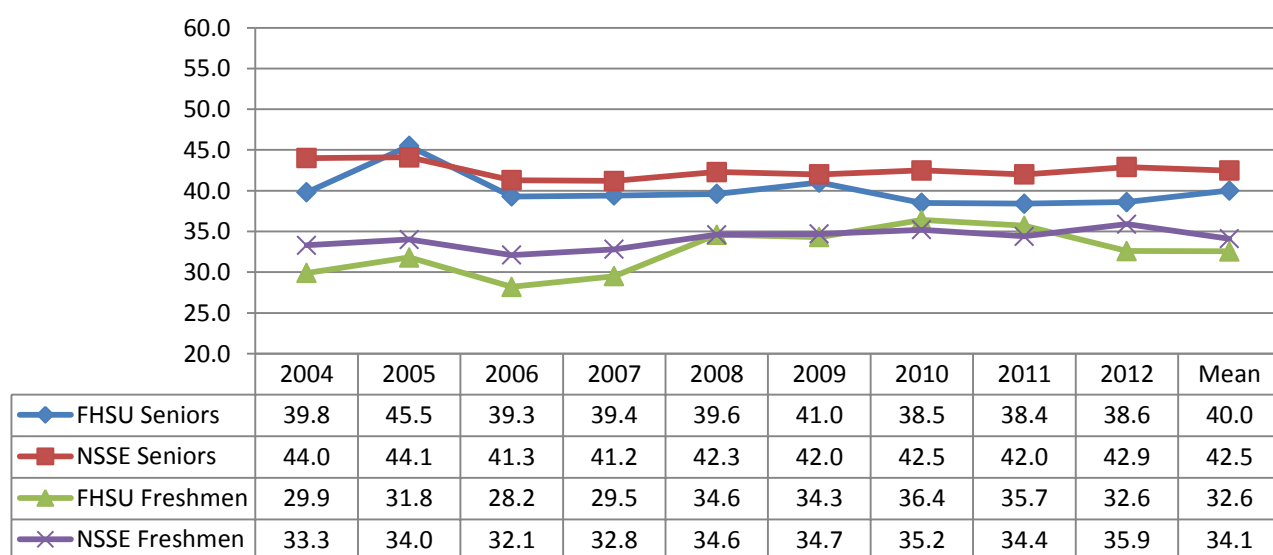


FHSU students' active and collaborative learning could be improved with the following activities:

- Require class discussion, class presentations, or a community-based project.
- Work with other students during class or outside class, or tutor other students.
- Discuss ideas from class with others.

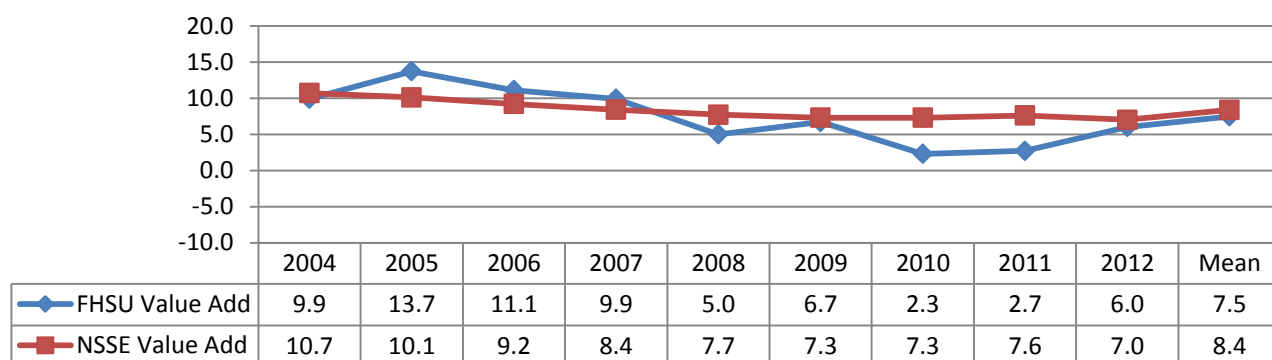
Analysis 2.3: Student-Faculty Interaction. This analysis explored the performance differences on the Student-Faculty Interaction benchmark between senior students at FHSU and all NSSE institutions from 2004 through 2012. The Student-Faculty Interaction index considers the following:

- Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom.
- As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.



FHSU seniors have consistently reported lower than peer and overall NSSE performance on this benchmark, with the exception of a marked spike in 2005. The 2010 through 2012 results still reveal a

below average FHSU performance in “Student/Faculty Interaction” for seniors. FHSU freshmen have consistently reported lower than peer and overall NSSE performance on this benchmark, until 2008. Performance since 2006 reflects improvement. The 2010 results reveal the best FHSU performance in “Student/Faculty Interaction” for freshmen across our history with NSSE, exceeding the national NSSE average and our Carnegie peer average. 2012 results show a significant decline, but still well above the FHSU average.

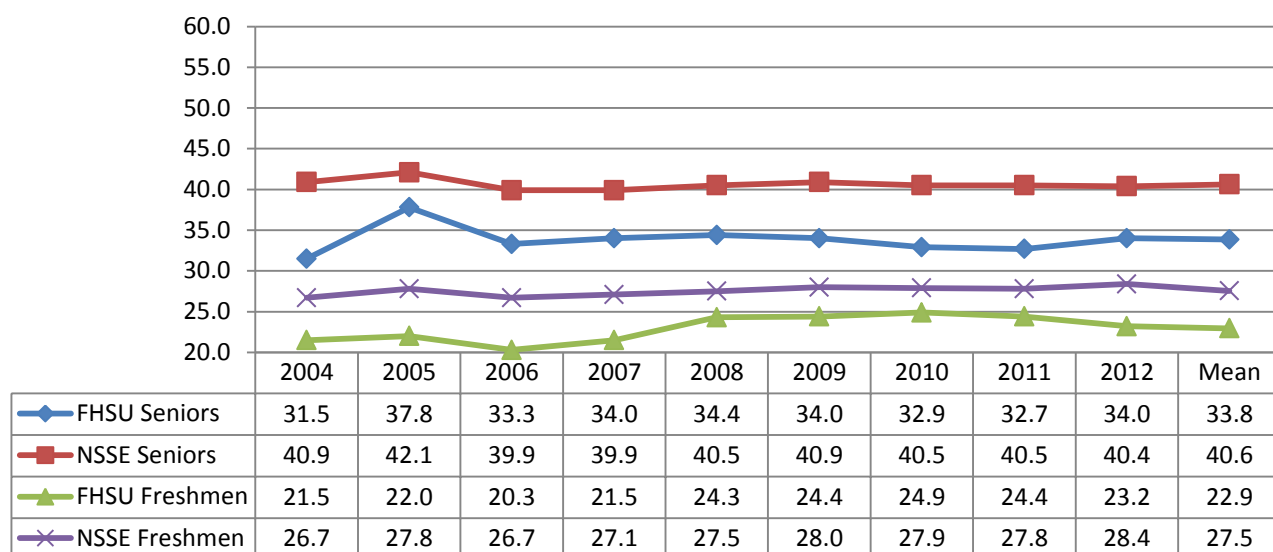


FHSU students’ interaction with faculty could be enhanced with the following activities:

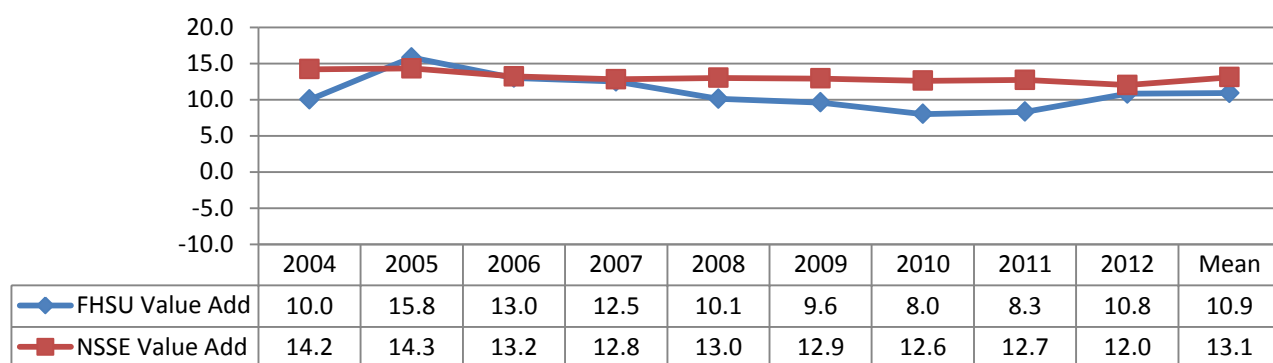
- Discuss grades, assignments, or class content with students.
- Provide prompt written or oral feedback on assignments.
- Discuss career plans or other co-curricular activities with students.
- Work with students on a research project outside course requirements.

Analysis 2.4: Enriching Educational Experiences. This analysis explored the performance differences on the Enriching Educational Experiences benchmark between senior students at FHSU and all NSSE institutions from 2004 through 2012. The Enriching Educational Experiences index includes the following elements:

- Complementary learning opportunities enhance academic programs.
- Diversity experiences teach students valuable things about themselves and others.
- Technology facilitates collaboration between peers and instructors.
- Internships, community service, and senior capstone courses provide opportunities to integrate and apply knowledge.



FHSU seniors have consistently reported lower than peer and overall NSSE performance on this benchmark. Performance since 2006 reflects some improvement, but relative to peers and overall NSSE mean scores, a large gap still exists. The 2005 results reveal the best FHSU performance in “Enriching Educational Experiences” for freshmen with a marked spike, but 2010 performance is below the FHSU average, and 2012 results improved marginally from 2011. FHSU freshmen have consistently reported lower than peer and overall NSSE performance on this benchmark. Performance since 2006 reflects some improvement, but relative to peers and overall NSSE mean scores, a large gap still exists. The 2010 results reveal the best FHSU performance in “Enriching Educational Experiences” for freshmen across our ten year history with NSSE, with 2011 and 2012 results slipping slightly.

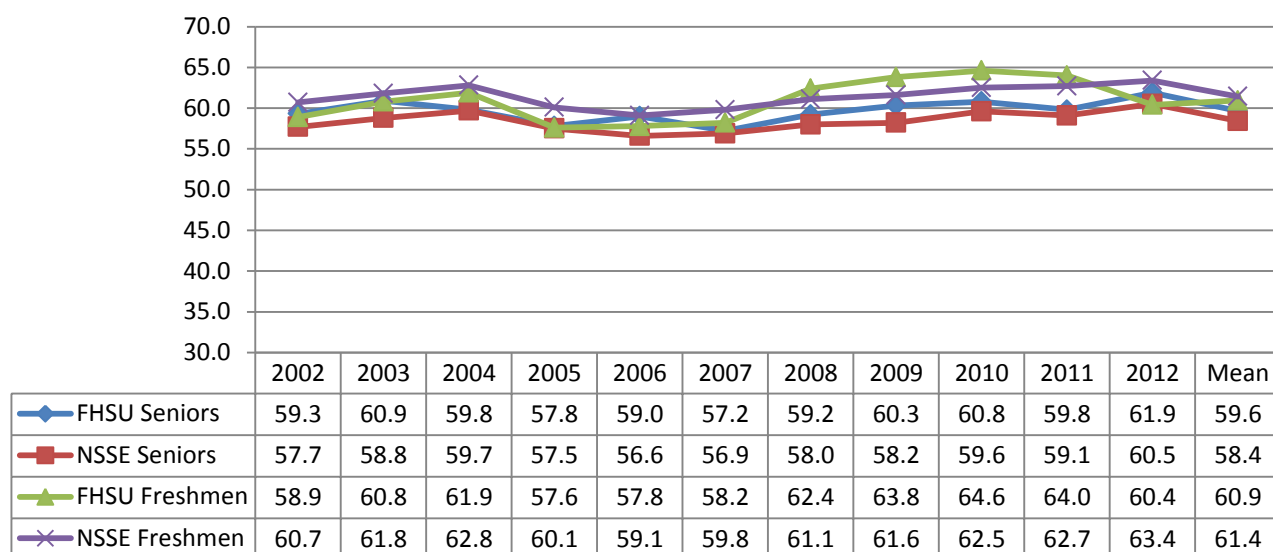


FHSU students’ educational experiences could be enriched with the following activities:

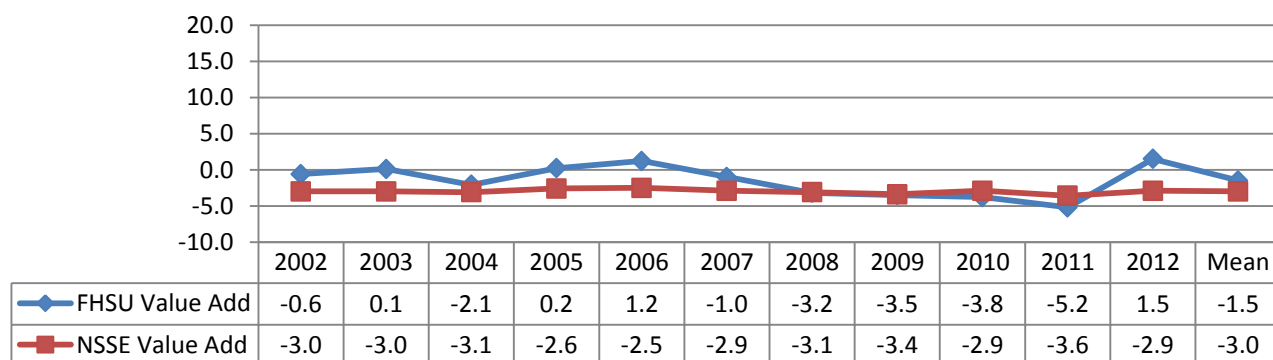
- Participation in co-curricular activities.
- Major capstone experience.
- Conversations with diverse populations.
- Community service, foreign language coursework, or independent study.

Analysis 2.5: Supportive Campus Environment. This analysis explored the performance differences on the Supportive Campus Environment benchmark between seniors at FHSU and all NSSE institutions from 2002 through 2011. The Supportive Campus Environment index considers the following elements:

- Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.



FHSU seniors have consistently reported higher than peer and overall NSSE performance on this benchmark. The 2012 FHSU results reveals above average performance in “Supportive Campus Environment” for seniors across our ten year history with NSSE. FHSU freshmen have consistently reported lower than peer and overall NSSE performance on this benchmark, but the trend has been markedly improved over the last four years. Performance since 2005 reflects significant improvement after a steep decline. The 2010 and 2011 results reveal the best FHSU performance in “Supportive Campus Environment” for freshmen across our ten year history with NSSE, with a significant decline in 2012.



Students' satisfaction with the FHSU campus environment could be enriched with the following activities:

- Campus support for academic, non-academic, and social issues.
- Improved relationships between students, faculty, support services, and administrative personnel.