

## National Survey of Student Engagement 2018 Executive Summary

The **National Survey of Student Engagement** (NSSE) is a survey that assesses student engagement in educational practices that are associated with high levels of learning and development.

Evergreen First Years and Seniors have participated since 2000. In 2018, 317 Evergreen students completed the NSSE; 147 were First Years (27% response rate) and 170 were Seniors (24% response rate). Compared to 2016, this year’s response rate is higher for First Years (up from 16% in 2016) and slightly higher for Seniors (up from 21% in 2016).<sup>1</sup>

### Engagement Indicators

NSSE has ten Engagement Indicators that are comprised of clusters of individual questions asked of students. NSSE then calculates an Engagement Score which is derived from the results of the items in each Engagement Indicator. To produce an indicator score, the response set for each item is converted to a 60-point scale (Never=0; Sometimes=20; Often=40; Very Often=60), the items are then averaged.

Evergreen’s engagement scores are similar or higher than peer groups for every Engagement Indicator for both First Years and Seniors.<sup>2</sup>

**Evergreen First Years AND Seniors are significantly higher than at least one peer group in five out of ten indicators. \***

- ▲ Higher-Order Learning
- ▲ Reflective and Integrative Learning
- ▲ Learning Strategies
- ▲ Discussions with Diverse Others
- ▲ Student-Faculty Interaction

**Evergreen First Years’ scores are significantly higher than at least one peer group in one other indicator. \***

- ▲ Effective Teaching Practices

**Evergreen Seniors’ scores are significantly higher than at least one peer group in two additional indicators: \***

- ▲ Quantitative Reasoning
- ▲ Collaborative Learning

Indicators with no significant difference between Evergreen and any peer group\* (First Years and Seniors):

- Quality of Interactions
- Supportive Environment

Evergreen’s Engagement score higher than at least one peer*		
	First Years	Seniors
Higher Order Learning	▲	▲
Reflective & Integrative Learning	▲	▲
Learning Strategies	▲	▲
Quantitative Reasoning		▲
Collaborative Learning		▲
Discussions with Diverse Others	▲	▲
Student Faculty Interactions	▲	▲
Effective Teaching Practices	▲	
Quality Interactions		
Supportive Environment		

<sup>1</sup> Response rates for First Years are higher than any year since 2012. However, Senior response rates are still lower than in the past (2014 response rate: 14% First Years, 22% Seniors - 2012: 20% First Years, 28% Seniors).

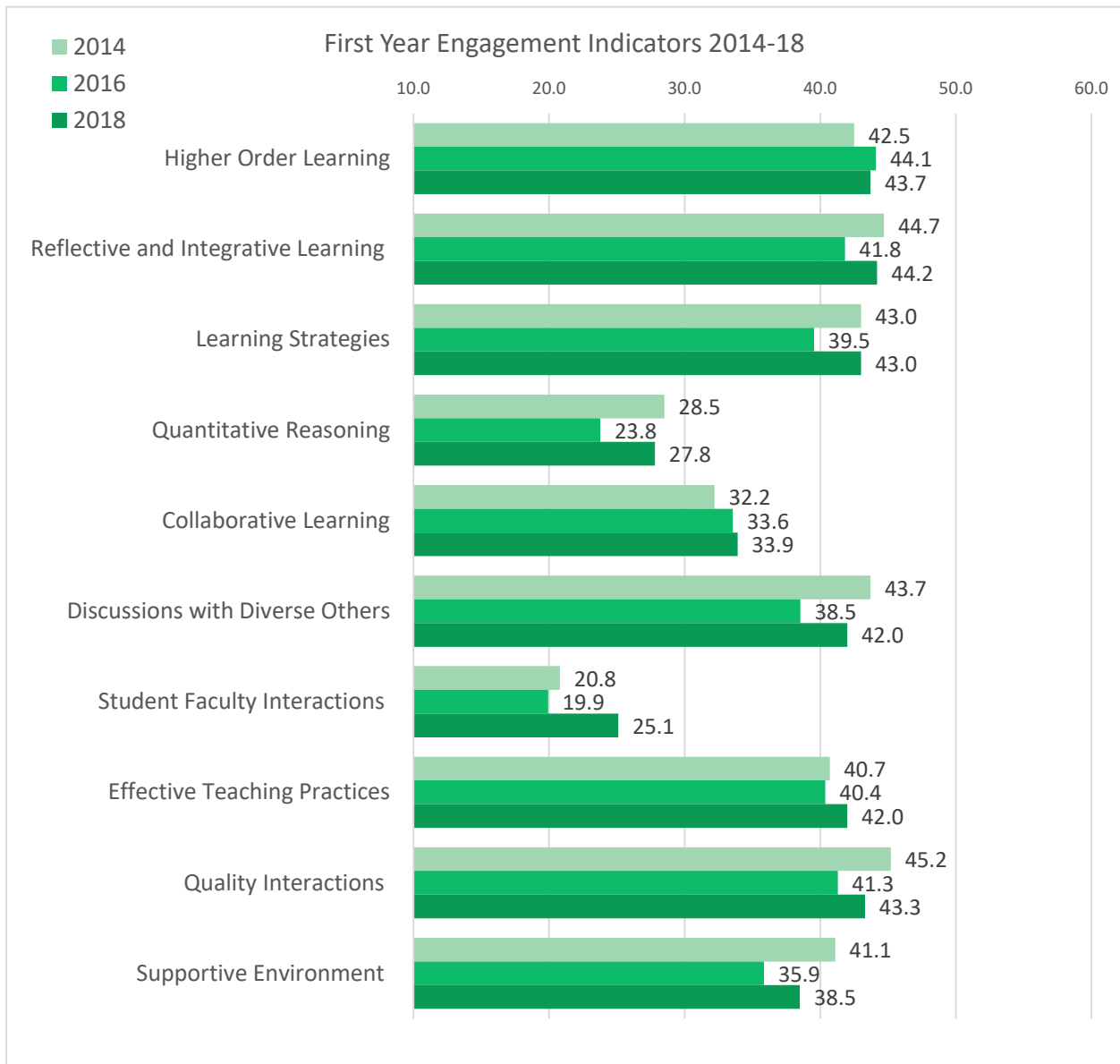
<sup>2</sup> Peer groups include the 19 other participating Council of Public Liberal Arts Colleges (COPLAC), 69 participating institutions from our current Carnegie class, Master's Colleges-smaller programs (Carnegie), and 943 National NSSE participating institutions from 2017 and 2018 (NSSE).

**Nine out of ten First Year Engagement Indicators (FYEI) increased between 2016 and 2018.**

**One FYEI increased more than 25% - Student Faculty Interaction.** The Student Faculty Interaction FYEI is now significantly higher\* than one peer group (NSSE) for the first time since its inception in 2014. This growth is driven by an increase in the percent of FYs who talked with a faculty member often or very often about their career plans and their academic performance.

Six FYEIs rebounded after precipitous drops in 2016; Reflective and Integrative Learning, Learning Strategies, Quantitative Reasoning, Supportive Environment, Discussions with Diverse Others, and Quality Interactions. However, most of these Engagement Indicators still lag behind their original 2014 levels.

Higher Order Learning was the only FYEI that was slightly lower in 2018, propelled by a 7% decrease in the percent of students whose coursework emphasizes evaluating a point of view, decision, or information source.

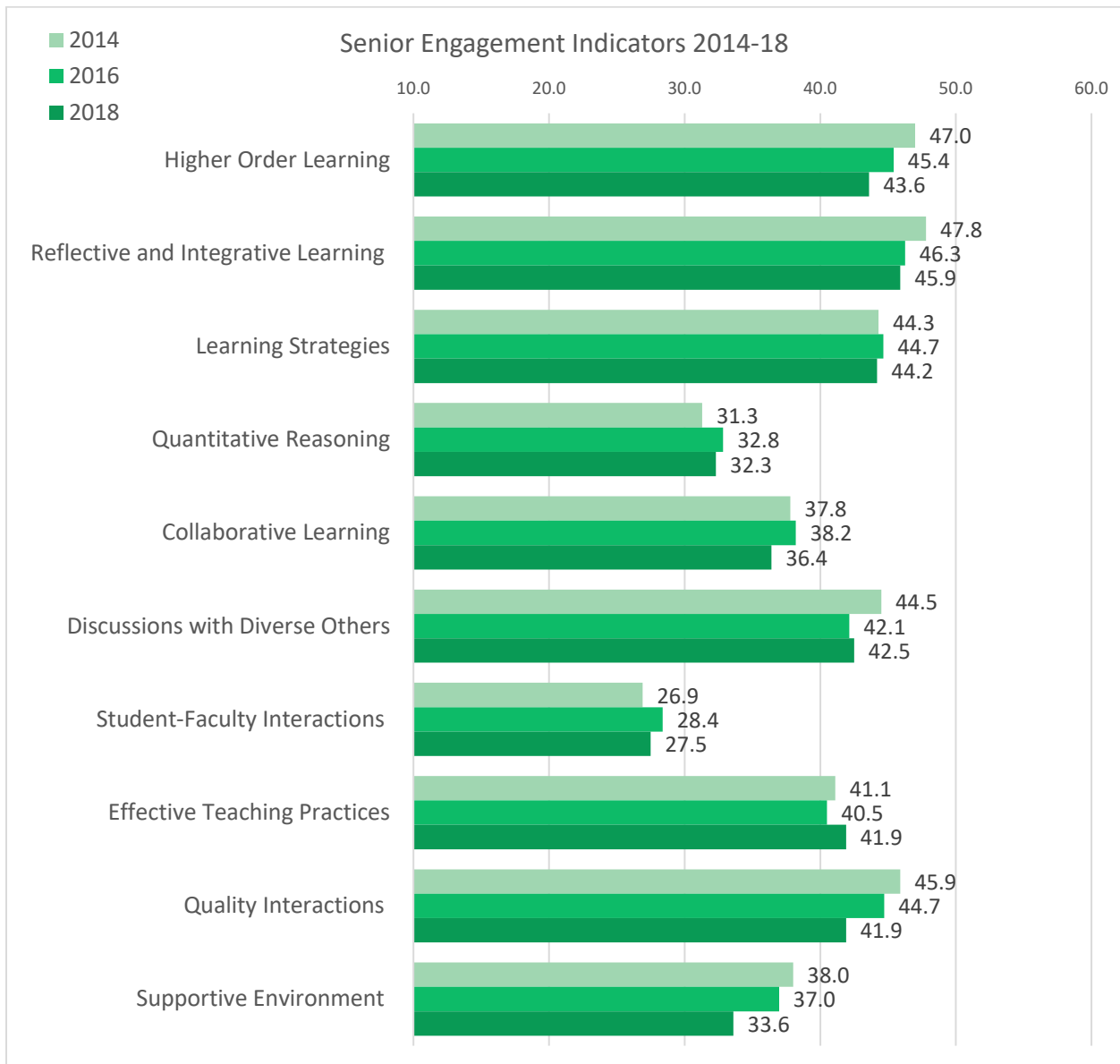


**Eight of the 10 Senior Engagement Indicators stayed within 5 percent of their 2016 engagement score.**

**There were two Senior Engagement Indicators that decreased more than 5%.**

- ▼ Supportive Environment – No longer significantly higher than COPLAC, Carnegie, or NSSE. Driven by a substantial decrease in the percent of Seniors who say that Evergreen emphasizes:
  - Attending events that address important social, economic, or political issues
  - Using learning support services (tutoring services, writing center, etc.)
  - Providing support for your overall well-being (health care, counseling, recreation)
- ▼ Quality Interactions – The decrease in this indicator was driven by drops in the quality of interactions with Students, Faculty, and Student Services Staff (all down 10+ percentage points from 2016).

Although not a dramatic shift, the Higher Order Learning Engagement Indicator has been incrementally decreasing since 2014, driven by declines in each question within that indicator: synthesis, evaluation, critical thinking, and theory to practice. Evergreen is still significantly higher than peers.\*



**Item Comparisons Relative to COPLAC**

In addition to Engagement Indicators, results were analyzed for each item individually; here are the highest and lowest performing items relative to COPLAC for First Years and Seniors.

The **highest performing items** relative to COPLAC are:

First Years

- Connected your learning to societal problems or issues (+29 percentage points compared to COPLAC)
- Discussed your academic performance with a faculty member (+29)
- Included diverse perspectives in course discussions or assignments (+22)
- Spent more than 10 hours per week on assigned reading (+22)
- Instructors provided prompt and detailed feedback on tests or completed assignment (+20)

Seniors

- Examined the strengths and weaknesses of your own views on a topic or issue (+20)
- Connected your learning to societal problems or issues (+19)
- Spent more than 10 hours per week on assigned reading (+18)
- Summarized what you learned in class or from course materials (+18)
- Participated in a learning community (+17)

The **lowest performing items** relative to COPLAC are:

First Years

- Instructors taught course sessions in an organized way (-8 percentage points compared to COPLAC)
- Institution emphasis on studying and academic work (-8)
- Quality of interactions with student services staff (-9)
- Institution emphasis on attending campus activities and events (-11)
- Discussions with people with political views other than your own (-11)

Seniors

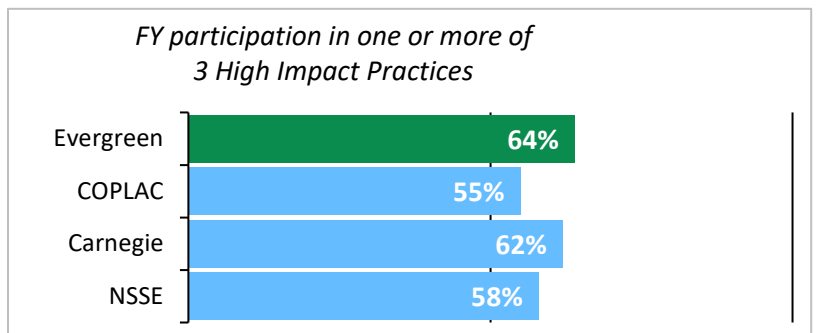
- Institution emphasis on providing support for your overall well-being (-8)
- Quality of interactions with students (-8)
- Worked with a faculty member on activities other than coursework (-10)
- Institution emphasis on attending campus activities and events (-18)
- Completed a culminating senior experience (-19)

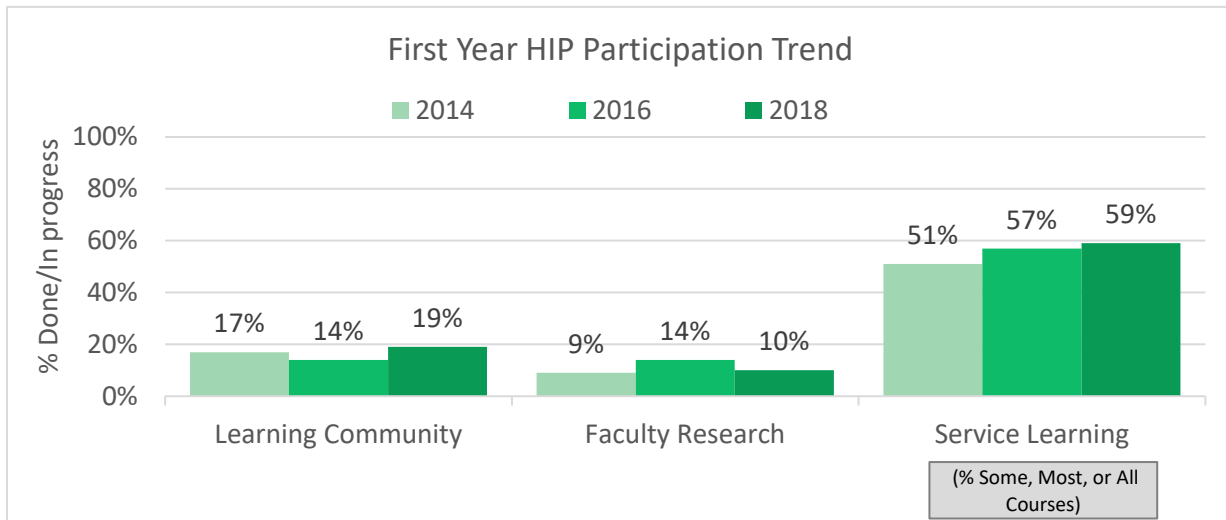
**High Impact Practices**

NSSE asks students about student participation in six High Impact Practices (HIPs): Learning Community, Service-Learning, Research with Faculty, Internship, Study Abroad, and Culminating Senior Experience.

**64% of First Years have participated in one or more of three HIPs** (Learning Community, Service-Learning, and Research with Faculty).

Evergreen First Years have significantly higher participation than peers in Research with Faculty, Learning Communities, and Service Learning.\*

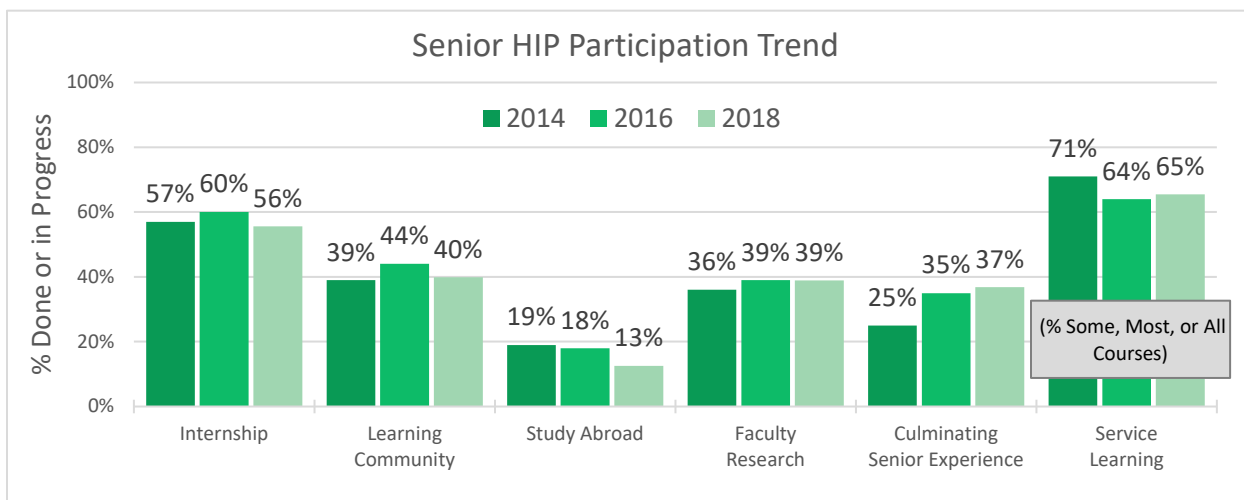
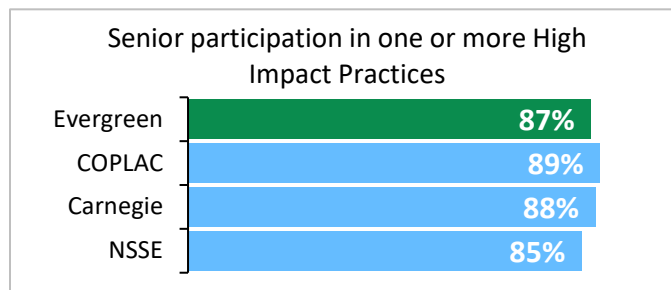




First Year student participation increased in Learning Communities and Service Learning, and decreased in Faculty Research.

**87% of Evergreen Seniors have participated in one or more of the six High Impact Practices.**

- Seniors are significantly *higher* than at least one peer group for two HIPs:\*
  - Learning Community
  - Faculty Research
- Seniors are significantly *lower* than peers for participating in a:
  - Culminating Senior Experience\*



Senior participation in Faculty Research and Seniors reporting that some, most, or all of their classes had Service learning stayed flat. Senior participation decreased in three HIPs: Learning Community, Study Abroad, and Faculty Research. Participation in a Culminating Senior Experience increased two percentage points from 2016, and twelve percentage points since 2014.