

National Survey of Student Engagement (NSSE) 2001-2008: Trends, Highlights, and NSSE Accountability Performance Indicators

Introductory facts:

- Evergreen **first-year and senior students** have participated in NSSE annually since Spring 2000.
- For the second year in a row participation in the NSSE reached record levels, with 714 U.S. colleges and universities participating in 2008. These institutions comprise Evergreen's "All NSSE" comparison group. Participation within our peer groups increased as well, with **46 schools classified as Master's Colleges and Universities-Smaller Programs (Master's-Small)** participating, compared to 34 in 2007, and 17 participating Council of Public Liberal Arts Colleges (COPLAC) schools, up from 9 the previous year.
- NSSE 2008 provides our third year of comparison data with our new Master's-Smaller Programs Carnegie classification peer group which replaced the former Baccalaureate-Liberal Arts group.
- **440 Evergreen students completed the NSSE 2008**, compared to 368 in 2007. **The response rate of the random sample was 28%**, a bit lower than the 31% response rate in 2007. This year Evergreen participated through NSSE's "web+" mode for the third time. The web+ mode began with selection of a larger random sample than the previous "paper mode" for no additional cost. The first three contacts were via email (evergreen.edu email accounts) then non-respondents received a final outreach by mail at their home addresses.
- **Evergreen's 2008 survey responses represented 26% of all first-year students and 22% of all seniors enrolled.** Despite a slight drop in the response rate of the random sample, 2008 results are more representative of the population of first-years and seniors than the 2007 administration which included 24% of all enrolled first-years and 21% of enrolled seniors.
- The **comparison groups** presented in the following benchmark charts include "COPLAC" (the 17 participating Council of Public Liberal Arts Colleges), "**Master's-Small**" (the 46 participating Master's-Smaller Programs schools), "**Lib Arts**" (our historical Carnegie classification peers, not available after NSSE 2005), and "**All NSSE**" (all 714 participating U.S. institutions).

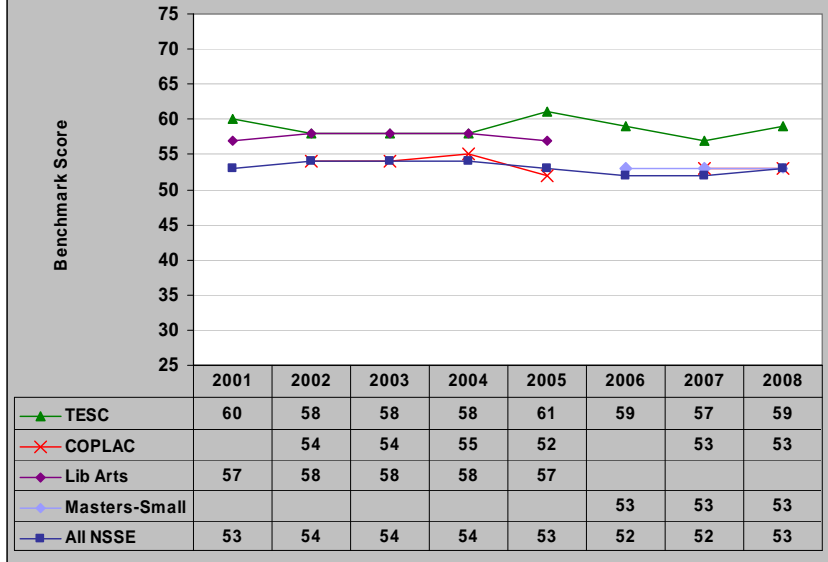
Level of Academic Challenge

High-performing (Evergreen first-years as engaged as top 10% of NSSE schools)

Compared to other first-year students, Evergreen first-year students:

- Spend more time preparing for class, synthesizing, analyzing, making judgments about the value of information, and applying theories to problems
- Read more assigned texts
- Write more short papers (<5 pages)
- Write fewer medium-length papers (5-19 pages).

First-Year: Level of Academic Challenge Benchmark 2001-2008

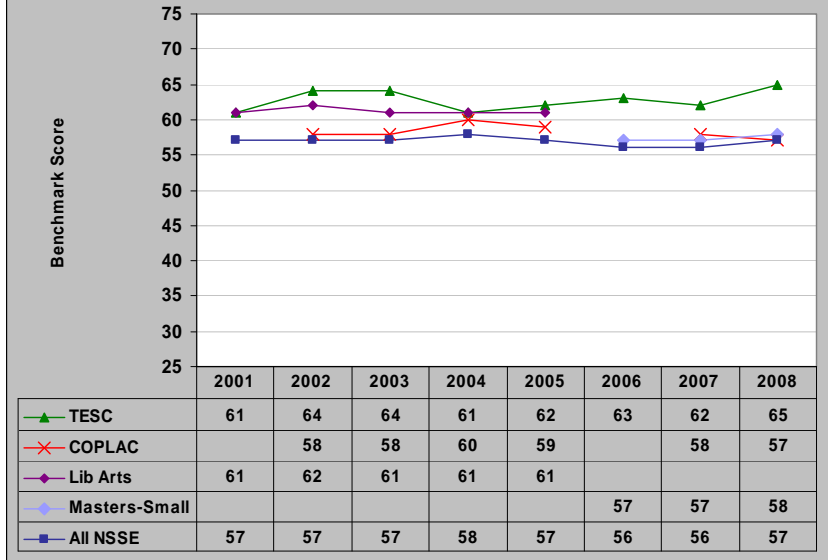


High-performing (Evergreen seniors as engaged as top 10% of NSSE schools)

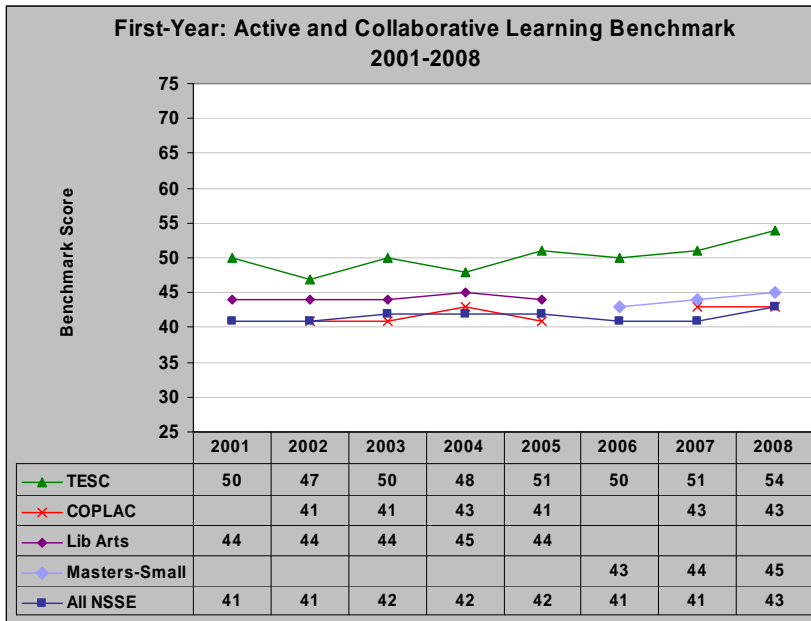
Compared to other seniors, Evergreen seniors:

- Spend more time preparing for class, synthesizing, analyzing, making judgments about the value of information, and applying theories to problems
- Read more assigned texts
- Write more short papers (<5 pages)
- More frequently work harder than thought they could to meet expectations
- There are no items for which Evergreen seniors are lower than one of our comparison groups.

Seniors: Level of Academic Challenge Benchmark 2001-2008



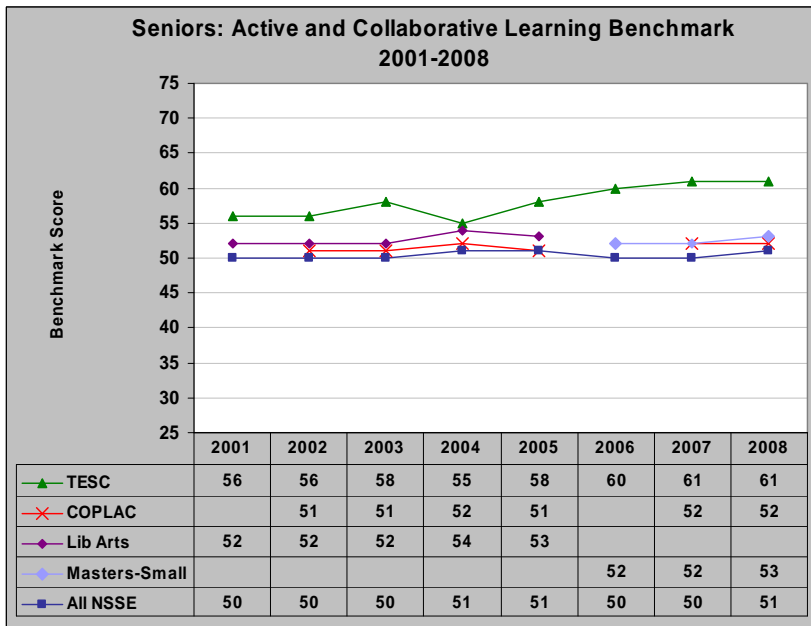
Active and Collaborative Learning



High-performing (Evergreen first-years as engaged as top 10% of NSSE schools)

Compared to other first-year students, Evergreen first-year students:

- **Are more likely to ask questions and contribute to discussions in class and give class presentations**
- **More often work with other students on projects during class and outside of class**
- **More often discuss ideas from reading and classes with others outside of class**
- **More frequently participate in a community-based project**
- There are no elements of active and collaborative learning for which Evergreen first-years are lower than one of our comparison groups.
- **In 2008, Evergreen first years were significantly higher than at least one comparison group on 6 out of 7 measures of active and collaborative learning. The only exception was their average level of tutoring other students.**



High-performing (Evergreen seniors as engaged as top 10% of NSSE schools)

Compared to other seniors, Evergreen seniors:

- **More often work with other students on projects during class and outside of class**
- **More frequently ask questions in class and participate in class discussions**
- **More frequently participate in a community-based project**
- **More often discuss ideas from class with others outside of class**
- There are no items for which Evergreen seniors are lower than one of our comparison groups.

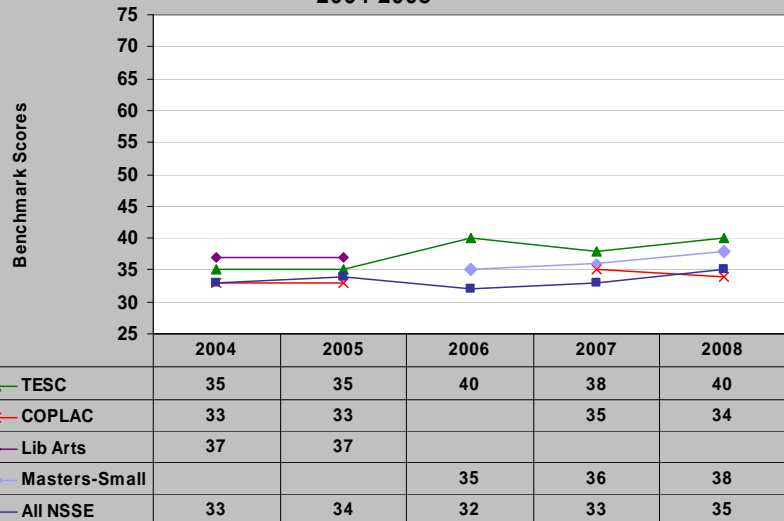
Student-Faculty Interaction

High-performing (Evergreen first-years as engaged as top 10% of NSSE schools)

Compared to other first-year students, Evergreen first-year students:

- More often discuss ideas from class with faculty members outside of class
- More frequently receive prompt feedback on academic performance
- More often discuss grades or assignments with faculty
- Less likely to talk about career plans with a faculty member or advisor.

First-Year: Student-Faculty Interaction Benchmark
2004-2008*



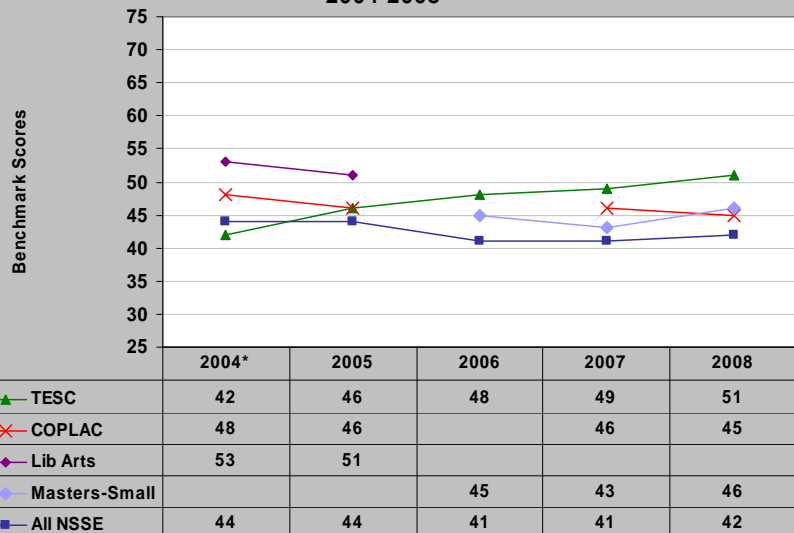
*NSSE reconfigured one of the questions in this benchmark in 2004, thus the benchmark cannot be compared to earlier performance.

Above Average (Evergreen seniors as engaged as top 50% of NSSE schools)

Compared to other seniors, Evergreen seniors:

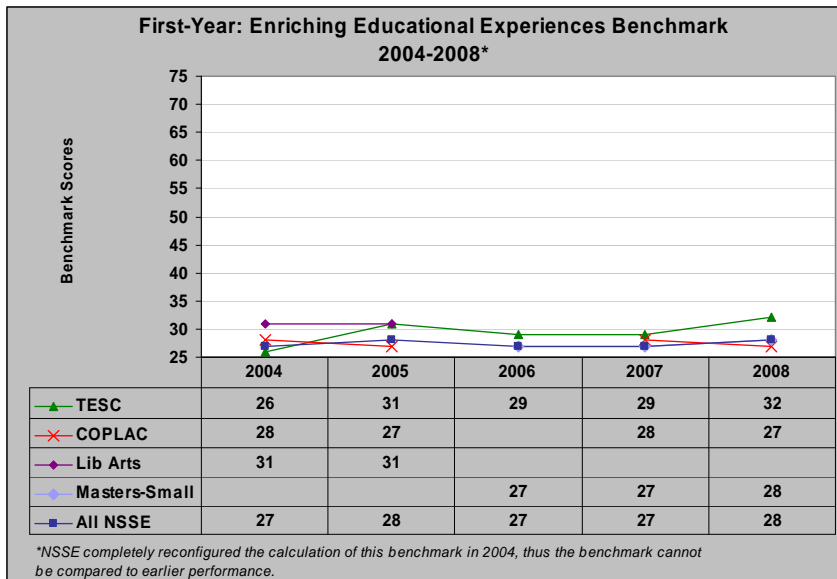
- More often discuss ideas from class with faculty members outside of class
- More often discuss grades or assignments with faculty
- More frequently receive prompt feedback on academic performance
- More often participate in research with faculty outside of program requirements
- More often talk about career plans with a faculty member or advisor.
- There are no items for which Evergreen seniors are lower than one of our comparison groups.

Seniors: Student-Faculty Interaction Benchmark
2004-2008*



*NSSE reconfigured one of the questions in this benchmark in 2004, thus the benchmark cannot be compared to earlier performance.

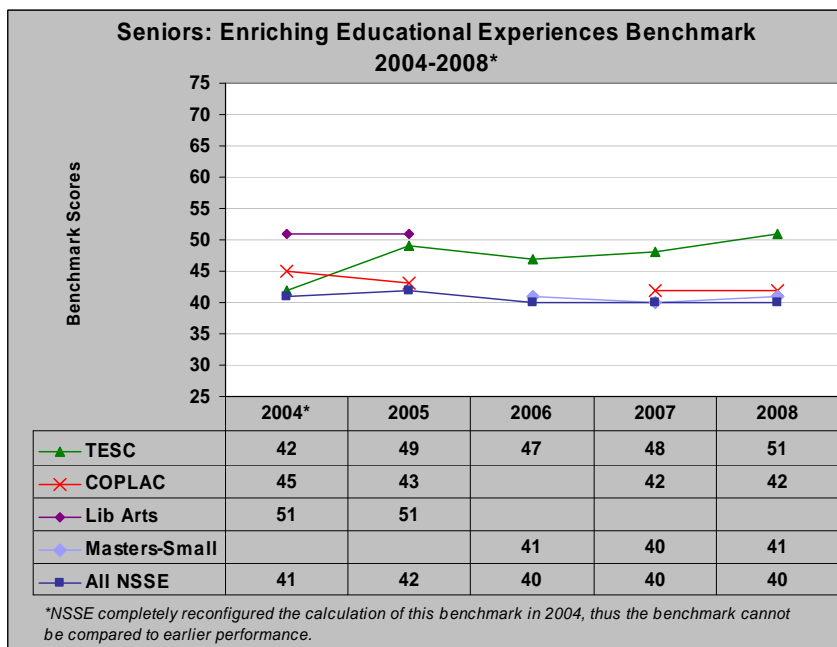
Enriching Educational Experiences



High-performing (Evergreen seniors as engaged as top 10% of NSSE schools)

Compared to other first-year students, Evergreen first-year students:

- Perceive a stronger campus emphasis on encouraging contact among students from different backgrounds
- Are more likely to have participated in a learning community and independent study/self-designed major
- More frequently have serious conversations with students of a different race or ethnicity and with students who are very different in terms of religious beliefs, political or personal values
- Are more likely to have done a practicum or internship
- Spend less time on co-curricular activities
- Are less likely to have participated in foreign language studies



High-performing (Evergreen seniors as engaged as top 10% of NSSE schools)

Compared to other seniors, Evergreen seniors:

- Perceive a stronger campus emphasis on encouraging contact among students from different economic, social, and racial backgrounds
- Are more likely to have participated in a learning community, independent study, and study abroad
- More frequently have serious conversations with students of a different race or ethnicity and with students who are very different in terms of religious beliefs, political or personal values
- Spend less time on co-curricular activities
- Less likely to have participated in a culminating senior experience.

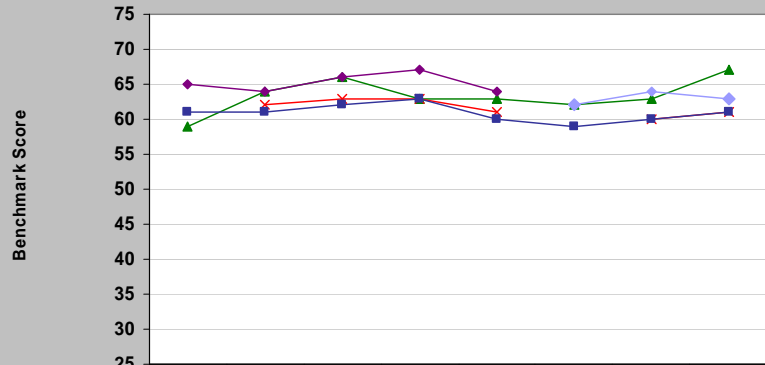
Supportive Campus Environment

High-performing (Evergreen seniors as engaged as top 10% of NSSE schools)

Compared to other first-year students, Evergreen first-year students:

- **Report a higher quality of relationships with faculty members and with administrative personnel and offices**
- **Are more likely to feel their campus environment provides the support they need to succeed academically**
- **Are more likely to feel their campus environment helps them cope with their non-academic responsibilities**
- There are no items for which Evergreen first-year students are lower than one of our comparison groups.

First-year: Supportive Campus Environment Benchmark 2001-2008

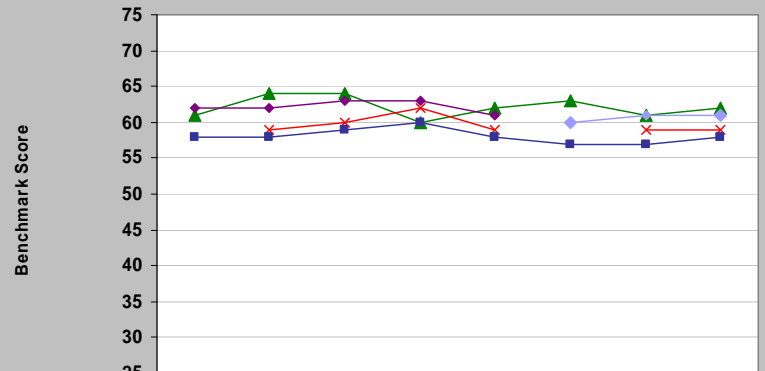


Above Average (Evergreen seniors as engaged as top 50% of NSSE schools)

Compared to other seniors, Evergreen seniors:

- **Are more likely to feel their campus environment provides the support they need to succeed academically**
- **Report a higher quality of relationships with faculty members**
- There are no items for which Evergreen seniors are lower than one of our comparison groups.

Seniors: Supportive Campus Environment Benchmark 2001-2008



HECB Accountability Indicators from NSSE

In Spring 2006, the HECB adopted another revision to the state accountability framework. At that time, they decided to allow institutions to select up to three institution-specific indicators related to *quality* instead of restricting the institutions to indicators of economic contribution and degree-production. The following NSSE indicators were selected by Evergreen as institution-specific performance accountability measures related to educational quality. Selecting indicators from the NSSE allows Evergreen to understand student experience in the context of other similar colleges and national trends.

One of our quality indicators showed marked improvement this year. The percentage of first-year students who report often or very often having **serious conversations with students of a different race or ethnicity** increased to 62% from 53% in 2007. This places Evergreen above the five-year historical baseline for this measure and sets us apart from the comparison groups, all of which stayed at the previous year's level of performance. Another of the indicators, **development in solving complex real-world problems**, remains strong for senior respondents despite a 4% decrease this year. Performance on this measure continues to outpace the various peer groups and remains within one percentage point of Evergreen's five-year baseline. The third indicator, percentage of seniors who **have done/plan to do community service** prior to graduation remained steady at 72% this year, still above our baseline. However, performance on this measure continues to lag slightly behind all three peer groups.

Evergreen-specific Quality Indicators	2000-01 Performance	2001-02 Performance	2002-03 Performance	2003-04 Performance	2004-05 Performance	Five-year Average Baseline	2005-06 Performance	2006-07 Performance	2007-08 Performance
Percentage of seniors who have done or plan to do community service or volunteer work prior to graduation	TESC 01 = 67% Peers 01: National = 63%	TESC 02 = 62% Peers 02: COPLAC = 66% National = 63%	TESC 03 = 60% Peers 03: COPLAC = 67% National = 66%	TESC 04 = 67% Peers 04: COPLAC = 73% National = 71%	TESC 05 = 79% Peers 05: COPLAC = 76% National = 76%	TESC = 67% Peers: COPLAC = 71% National = 68%	TESC 06 = 76% Peers: National = 75% Carnegie Masters-Small = 75%	TESC 07 = 72% Peers: COPLAC = 74% National = 75% Carnegie Masters-Small = 76%	TESC 08 = 72% Peers: COPLAC = 76% National = 77% Carnegie Masters-Small = 76%
Percentage of seniors reporting that Evergreen contributed “quite a bit” or “very much” to their development in solving complex real-world problems	<i>No data available - question not added until 2002 administration</i>	TESC 02 = 78% Peers 02: COPLAC = 54% National = 58%	TESC 03 = 76% Peers 03: COPLAC = 55% National = 57%	TESC 04 = 75% Peers 04: COPLAC = 57% National = 58%	TESC 05 = 72% Peers 05: COPLAC = 57% National = 59%	TESC = 75% Peers: COPLAC = 56% National = 58%	TESC 06 = 78% Peers: National = 60% Carnegie Masters-Small = 60%	TESC 07 = 78% Peers: COPLAC = 59% National = 61% Carnegie Masters-Small = 62%	TESC 08 = 74% Peers: COPLAC = 57% National = 62% Carnegie Masters-Small = 64%
Percentage of first-year students who report having serious conversations with students of a different race or ethnicity “often” or “very often.”	TESC 01 = 63% Peers 01: National = 53%	TESC 02 = 55% Peers 02: COPLAC = 48% National = 50%	TESC 03 = 73% Peers 03: COPLAC = 47% National = 51%	TESC 04 = 49% Peers 04: COPLAC = 50% National = 49%	TESC 05 = 62% Peers 05: COPLAC = 48% National = 50%	TESC = 60% Peers: COPLAC = 48% National = 51%	TESC 06 = 59% Peers: National = 49% Carnegie Masters-Small = 47%	TESC 07 = 53% Peers: COPLAC = 50% National = 50% Carnegie Masters-Small = 48%	TESC 08 = 62% Peers: COPLAC = 50% National = 52% Carnegie Masters-Small = 51%

Notes: Source of all institution-specific indicators is the annual administration of the National Survey of Student Engagement (NSSE). NSSE scores for the COPLAC comparison group represent the results for participating Council of Public Liberal Arts Colleges. The national comparison group includes all participating colleges and universities. Carnegie Masters-Small are the participating colleges who share Evergreen's 2005 Carnegie basic classification.