

## National Survey of Student Engagement (NSSE) 2001-2012: Trends, Highlights, and NSSE Accountability Performance Indicators

### Introductory facts:

- The NSSE is a survey that assesses student engagement in educational practices that are associated with high levels of learning and development. NSSE developed five benchmarks of effective educational practice that are calculated based on the results of clusters of individual survey questions: **Level of Academic Challenge, Active and Collaborative Learning, Student Interaction with Faculty, Enriching Educational Experiences, and Supportive Campus Environment.**
- Evergreen **first-year and senior students** have participated in the NSSE annually since spring 2000. **Beginning with the 2010 administration of the NSSE, Evergreen transitioned to a new 2-year cycle and will participate in even-numbered years,** thus synchronizing with the COPLAC consortium schedule and permitting more time to analyze and share results.
- Evergreen participated through NSSE's "web+" administration mode, which means the four of the five potential survey contacts were delivered via email (evergreen.edu email accounts), and one reminder is mailed to non-respondents during the administration cycle. The survey was open from March 7-June 1, 2012.
- **370 Evergreen students completed the NSSE 2012,** compared to 497 in 2010. **The response rate of the random sample during 2012 was 25%,** which was lower than participation rates for the COPLAC (34%) and Carnegie Masters-Small (29%) comparison groups, but equal to the National response rate (25%). On average, over the prior three administrations the average response rates for first-years and seniors was 29%.
- **Evergreen's 2012 survey responses represented 16% of all first-year students and 22% of all seniors enrolled fall quarter.** 595 U.S. colleges and universities participated in NSSE 2012. The **comparison groups** presented in the following benchmark charts include "**COPLAC**" (the 14 other participating Council of Public Liberal Arts Colleges), "**Masters-Small**" (the 35 other participating institutions from our current Master's Colleges – Smaller Programs Carnegie classification), and "**All NSSE**" (all of the other 595 participating U.S. institutions).
- **The differences (or lack thereof) described in this summary report of highlights were found to be statistically significant at  $p < .01$ .**

## Level of Academic Challenge

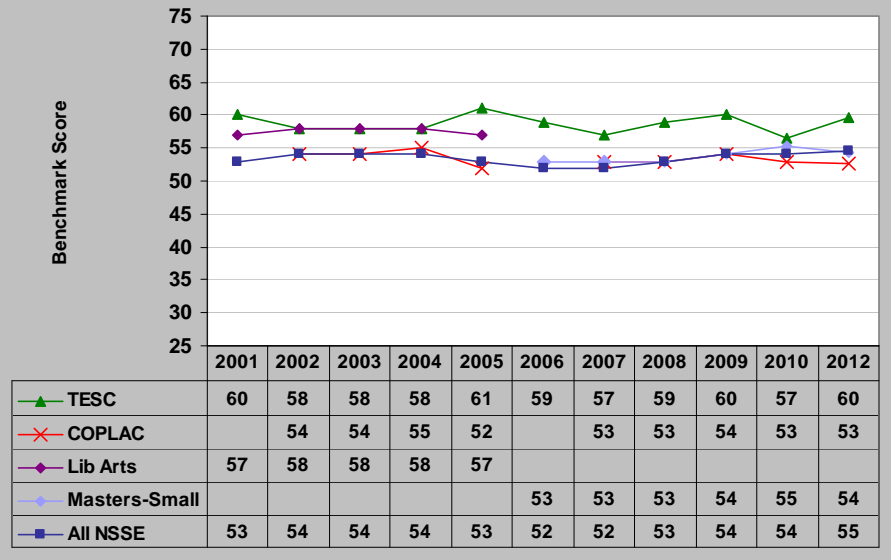
### High Performing

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

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

- Spend more time analyzing, synthesizing, evaluating, and applying learning
- Read more assigned texts
- Write more short papers (<5 pages)
  
- Feel the campus environment places less emphasis on spending significant time on academic work

First-Year: Level of Academic Challenge Benchmark 2001-2012



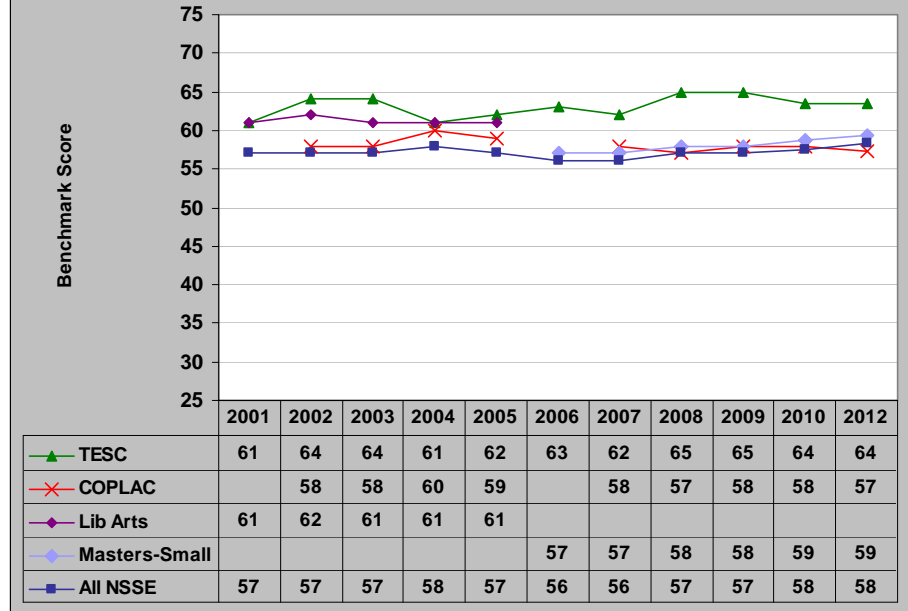
### High Performing

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

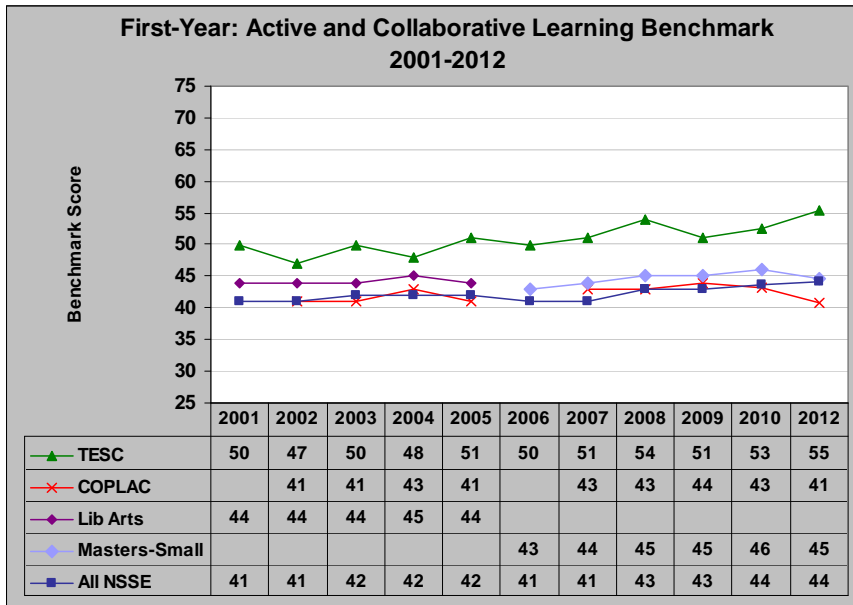
Compared to other seniors, Evergreen seniors:

- Spend more time preparing for class, synthesizing, analyzing, and evaluating information
- Read more assigned texts
- Write more short papers (<5 pages)
- More frequently work harder than they thought they could to meet instructor's expectations
  
- Feel the campus environment places less emphasis on spending significant time on academic work

Seniors: Level of Academic Challenge Benchmark 2001-2012



## Active and Collaborative Learning

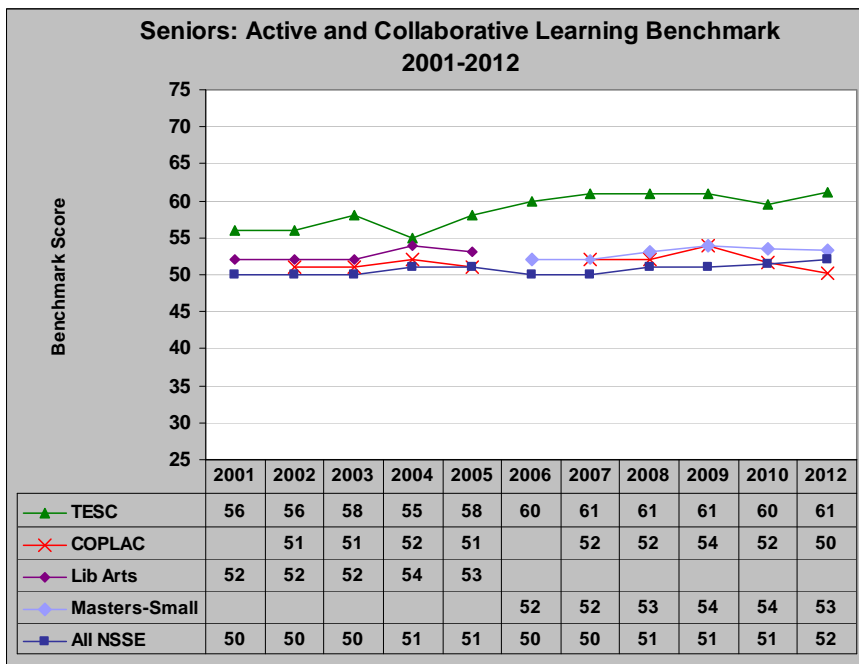


### High-performing

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

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

- 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 as part of a course
- There are no items for which Evergreen first-years are lower than any other comparison group



### High-performing

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

Compared to other seniors, Evergreen seniors:

- More frequently ask questions and contribute to class discussions in class
- More often work with other students on projects during class and outside of class
- Tutored or taught other students
- More often discuss ideas from class with others outside of class
- More frequently participate in a community-based project as part of a course
- **In 2012, Evergreen seniors scored significantly higher than at least one comparison group on all seven measures of active and collaborative learning**
- There are no items for which Evergreen seniors are lower than any other comparison group

## Student-Faculty Interaction

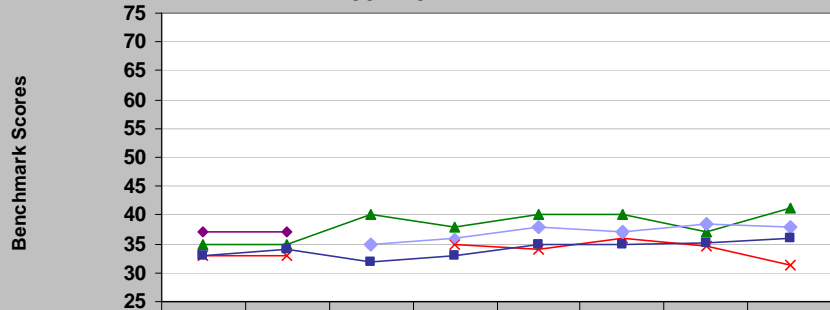
### High Performing

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

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

- More often discuss ideas from class with faculty members outside of class
- More frequently receive prompt feedback on academic performance
- More often discussed grades, assignments with faculty
- More often talked about career plans with faculty or advisor
- **Highest performance on record**
- There are no items for which Evergreen first-years are lower than any other comparison group

First-Year: Student-Faculty Interaction Benchmark  
2004-2012\*



	2004	2005	2006	2007	2008	2009	2010	2012
—▲— TESC	35	35	40	38	40	40	37	41
—×— COPLAC	33	33		35	34	36	35	31
—◆— Lib Arts	37	37						
—◆— Masters-Small			35	36	38	37	38	38
—■— All NSSE	33	34	32	33	35	35	35	36

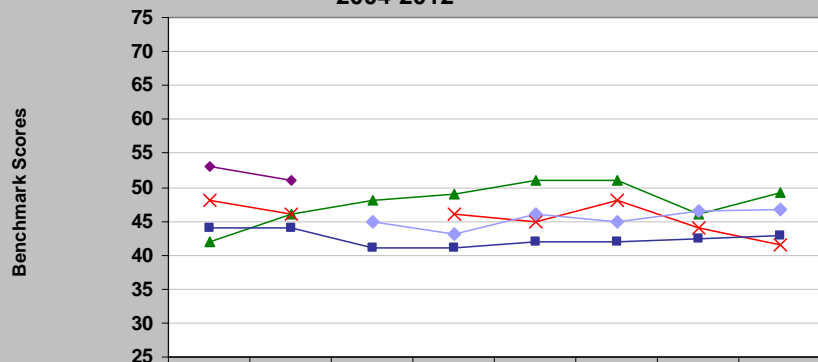
\*NSSE reconfigured one of the questions in this benchmark in 2004, thus the benchmark cannot be compared to performance prior to that year.

**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 frequently receive prompt feedback on academic performance
- More often discussed grades or assignments with instructors
- There are no items for which Evergreen seniors are lower than any other comparison group

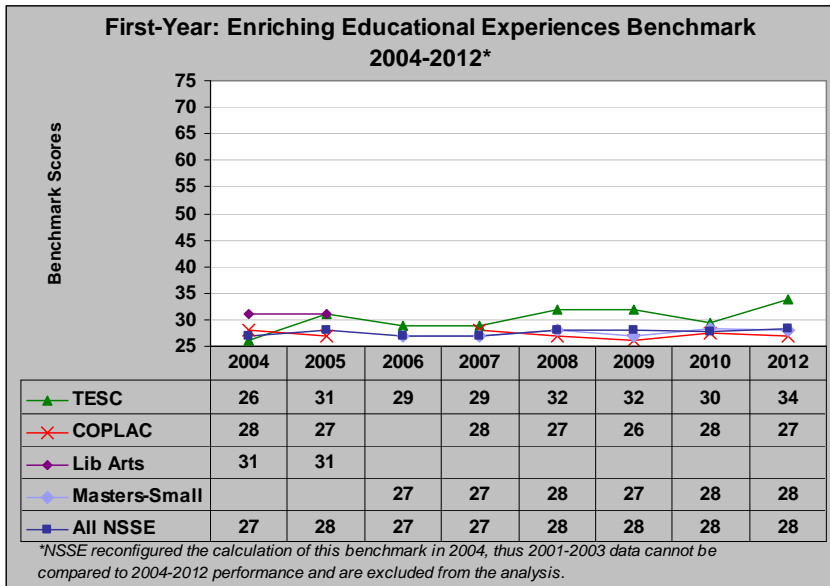
Seniors: Student-Faculty Interaction Benchmark  
2004-2012\*



	2004	2005	2006	2007	2008	2009	2010	2012
—▲— TESC	42	46	48	49	51	51	46	49
—×— COPLAC	48	46		46	45	48	44	42
—◆— Lib Arts	53	51						
—◆— Masters-Small			45	43	46	45	47	47
—■— All NSSE	44	44	41	41	42	42	42	43

\*NSSE reconfigured one of the questions in this benchmark in 2004, thus the benchmark cannot be compared to performance prior to that year.

## Enriching Educational Experiences

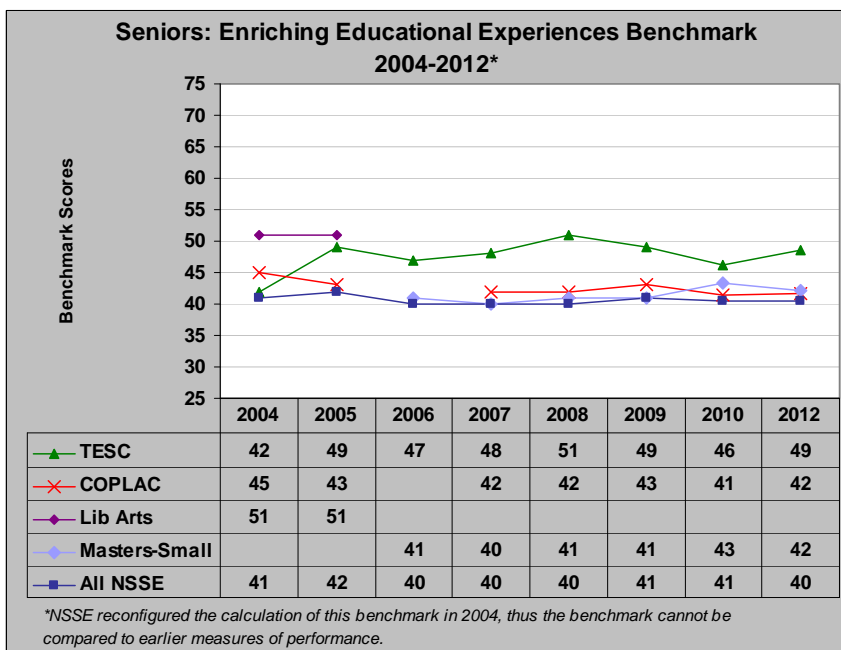


### High Performing

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

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

- Perceive a stronger campus emphasis on encouraging contact among students from different backgrounds
- More frequently have serious conversations with students who are of a different race or have different religious beliefs, political or personal values
- Are more likely to have participated in a learning community, independent study or self-designed major, and internship/field experience
- There were no items for which Evergreen first-years were significantly lower than comparison groups



### Above Average

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

Compared to other seniors, Evergreen seniors:

- Perceive a stronger campus emphasis on encouraging contact among students from different backgrounds
- More frequently engage with students of a different race or ethnicity and with those of very different religious beliefs, political, or personal values
- Are more likely to have participated in a learning community, independent study or self-designed major, and study abroad
- Less likely to engage in co-curricular activities
- Less likely to participate in a culminating senior experience (e.g. senior project, thesis, capstone, etc.)

## Supportive Campus Environment

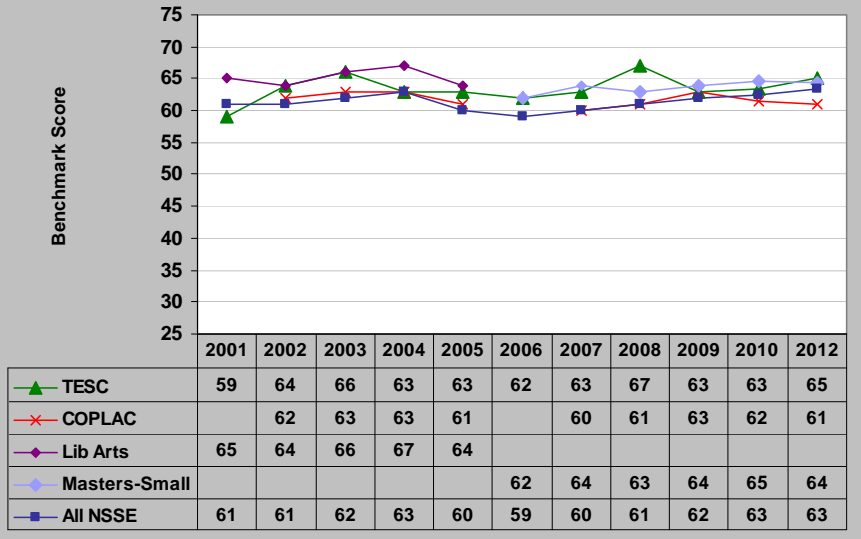
### Above Average

(Evergreen first-years as engaged as top 50% of NSSE schools)

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

- Report a higher quality of relationships with faculty members
- There are no items for which Evergreen first-years are lower than one of our comparison groups.

First-year: Supportive Campus Environment Benchmark 2001-2012



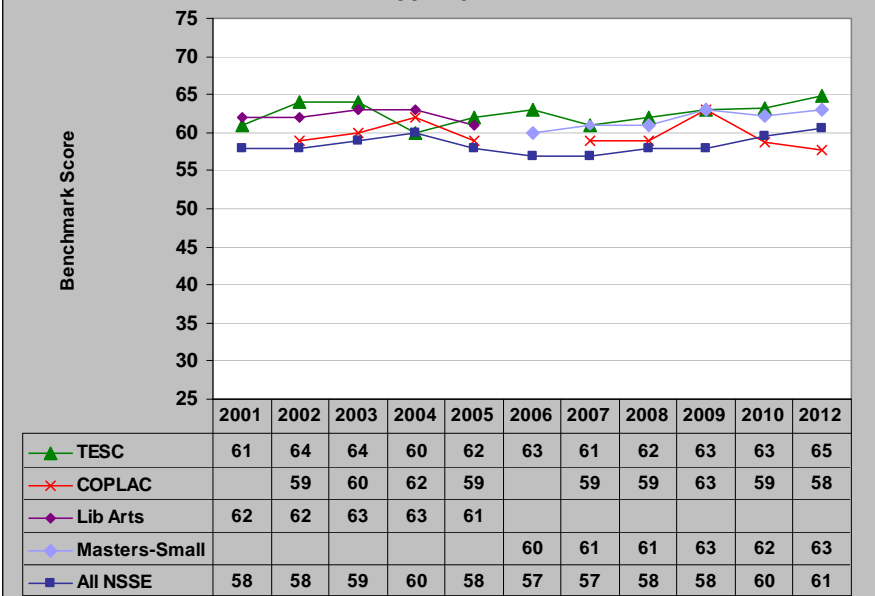
### Above Average

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

Compared to other seniors, Evergreen seniors:

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

Seniors: Supportive Campus Environment Benchmark 2001-2012



## Overall Satisfaction Questions

The tables below show the average scores of Evergreen students and students in the comparison groups on responses to overall satisfaction questions.

Evergreen first-years' satisfaction with the quality of academic advising and their educational experience was not significantly different than the comparison groups. However, Evergreen first-years were significantly more likely than first-years from the Masters-Small comparison group ( $p < .001$ ) to report that they would choose the same institution again if they could start over.

Overall Satisfaction Questions First-year student responses	Evergreen	COPLAC	Masters- Small	All NSSE
Overall, how would you evaluate the quality of academic advising you have received at your institution? <sup>1</sup>	3.07	3.05	3.13	3.11
How would you evaluate your entire educational experience at this institution? <sup>1</sup>	3.35	3.23	3.22	3.25
If you could start over again, would you go to the same institution you are now attending? <sup>2</sup>	3.46	3.27	3.17*	3.26

\*Item showed significant difference for Evergreen vs. this comparison group of institutions at  $p < .01$ .

Evergreen seniors' satisfaction with the quality of academic advising was significantly lower than the Masters-Small group ( $p < .01$ ), but not significantly different than scores for the COPLAC or All NSSE groups. Evergreen seniors' were significantly more satisfied with their entire educational experience and more likely to choose Evergreen again if they could start college over than seniors in all three comparison groups ( $p < .001$ ).

Overall Satisfaction Questions Senior student responses	Evergreen	COPLAC	Masters- Small	All NSSE
Overall, how would you evaluate the quality of academic advising you have received at your institution? <sup>1</sup>	2.89	2.94	3.11*	3.00
How would you evaluate your entire educational experience at this institution? <sup>1</sup>	3.54	3.20*	3.27*	3.25*
If you could start over again, would you go to the same institution you are now attending? <sup>2</sup>	3.49	3.18*	3.17*	3.23*

\*Item showed significant difference for Evergreen vs. this comparison group of institutions at  $p < .01$ .

<sup>1</sup> 4-point scale: 1=poor, 2=fair, 3=good, 4=excellent

<sup>2</sup> 4-point scale: 1=definitely no, 2=probably no, 3=probably yes, 4=definitely yes

## Learning and Growth Indicators

### Compared to other first-year students (items ranked in order of highest to lowest average score)

Evergreen first-years reported significantly **higher** ( $p < .01$ ) levels of growth in the following:

- **Thinking critically and analytically**
- **Working effectively with others**
- **Understanding yourself**
- **Learning effectively on your own**
- **Speaking clearly and effectively**
- **Understanding people of other racial and ethnic backgrounds**
- **Solving complex, real-world problems**
- **Developing a personal code of values and ethics**
- **Contributing to the welfare of your community**

Evergreen first-years reported significantly **lower** ( $p < .01$ ) levels of:

- Analyzing quantitative problems
- Using computing and information technology

### Compared to other senior students (items ranked in order of highest to lowest average score)

Evergreen seniors reported significantly **higher** ( $p < .01$ ) levels of growth in the following:

- **Thinking critically and analytically**
- **Learning effectively on your own**
- **Working effectively with others**
- **Understanding yourself**
- **Writing clearly and effectively**
- **Speaking clearly and effectively**
- **Solving complex, real-world problems**
- **Developing a personal code of values and ethics**
- **Understanding people of other racial and ethnic backgrounds**
- **Contributing to the welfare of your community**
- **Voting in local, state, and national elections**
- **Developing a deepened sense of spirituality**

Evergreen seniors reported significantly **lower** ( $p < .01$ ) levels of:

- Using computing and information technology
- Acquiring job or work-related knowledge skills
- Analyzing quantitative problems