

National Survey of Student Engagement (NSSE) 2001-2004: Trends, Highlights, and Use of NSSE Performance Indicators

Introductory facts:

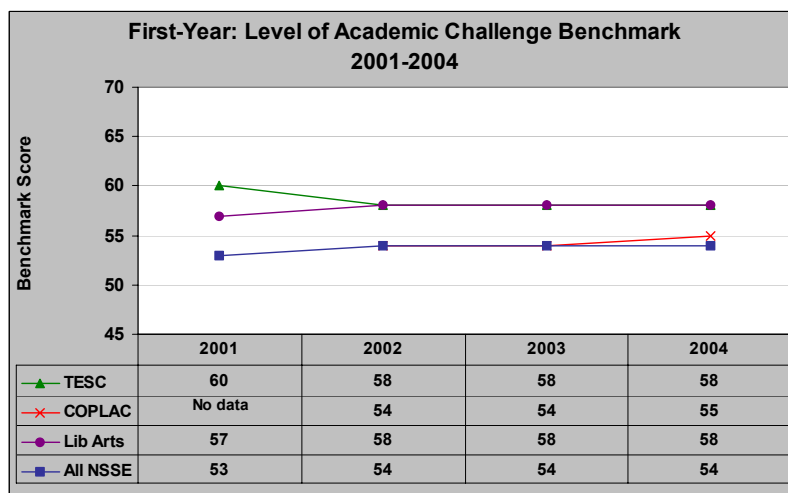
- Evergreen first-year and senior students have participated in NSSE annually since Spring 2000.
- 473 colleges and universities participated in NSSE 2004.
- 240 Evergreen students completed the NSSE 2004, the response rate of the random sample was 37%.
- Evergreen's 2004 survey responses represented 26% of all first-year students and 13% of all seniors enrolled.

Level of Academic Challenge

80th percentile compared to all NSSE schools

Compared to other freshmen, Evergreen first-year students:

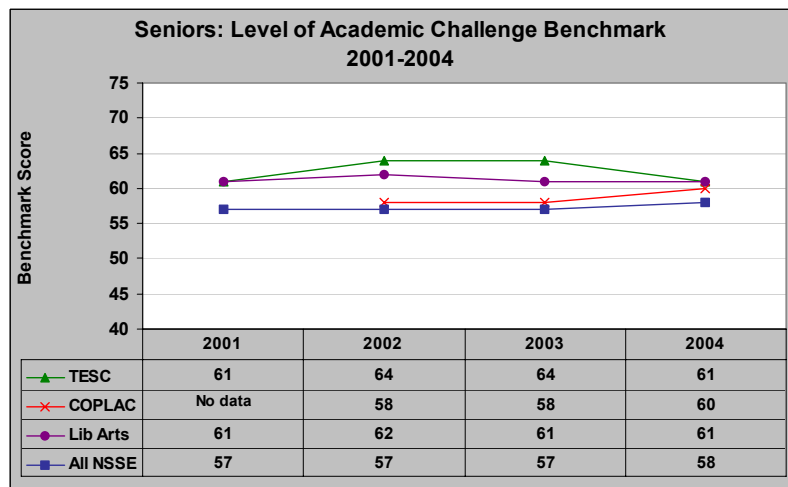
- Spend more time preparing for class, synthesizing, analyzing, and making judgements about the value of information
- Read more assigned texts
- Write more papers under 5 pages and those 20 or more pages
- Are less likely to report working harder than they thought they could to meet faculty expectations
- Perceive a lower campus emphasis on spending significant time on academic work



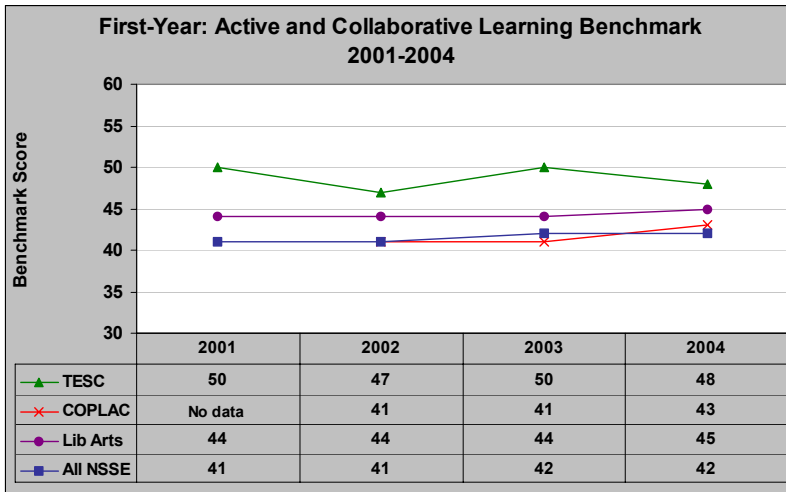
80th percentile compared to all NSSE schools

Compared to other seniors, Evergreen seniors:

- Spend more time preparing for class, synthesizing, and analyzing
- Read more assigned texts
- Are less likely to write mid-length papers (5-19 pages) and those over 20 pages.



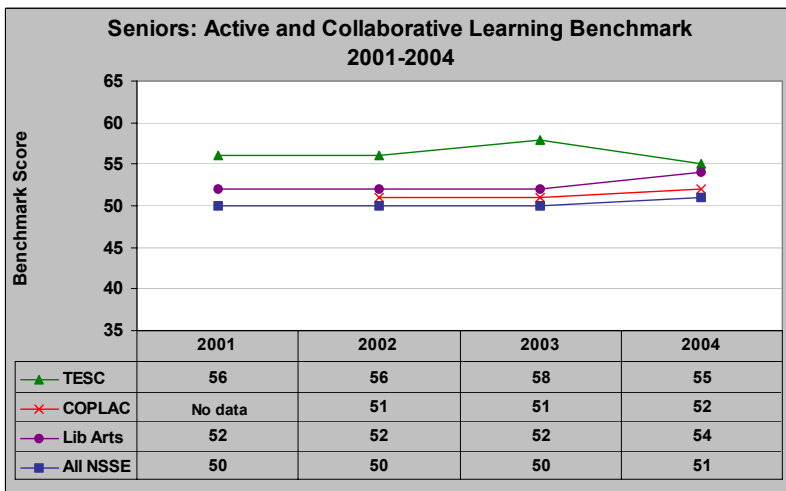
Active and Collaborative Learning



80th percentile compared to all NSSE schools

Compared to other freshmen, Evergreen first-year students:

- **Are more likely to ask questions in class or contribute to class discussions**
- **More often work with other students on projects during class**
- **More often discuss ideas from class with others outside of class.**
- Are less likely to tutor or teach other students



70th percentile compared to all NSSE schools

Compared to other seniors, Evergreen seniors:

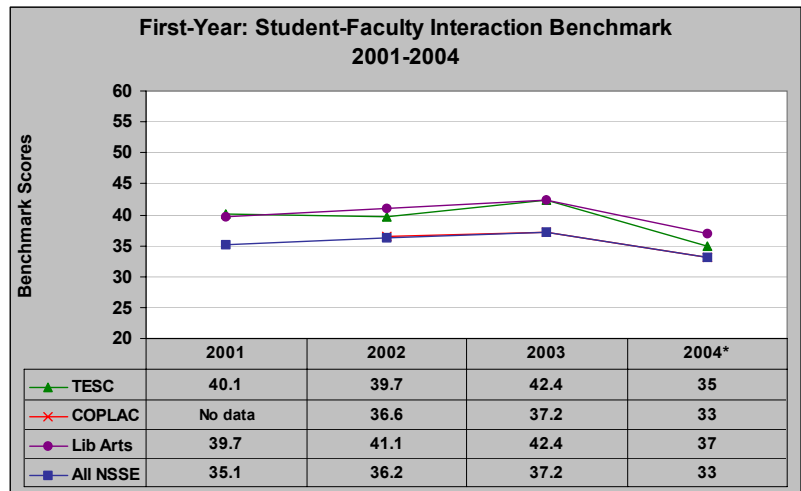
- **More often work with other students on projects during class**
- **More often discuss ideas from class with others outside of class**

Student-Faculty Interaction

60th percentile compared to all NSSE schools

Compared to other freshmen, Evergreen first-year students:

- **More often discuss ideas from class with faculty members outside of class**
- **More frequently receive prompt feedback from faculty on academic performance**
- Less frequently talk about career plans with a faculty member or advisor
- Are less likely to work with faculty on activities other than coursework

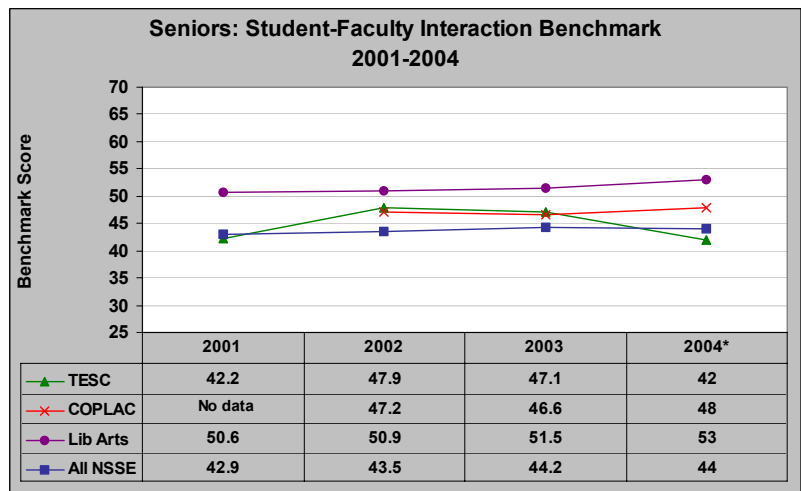


*The format of one question in the student-faculty interaction benchmark was altered in 2004, which resulted in lower scores for most institutions on this benchmark.

40th percentile compared to all NSSE schools

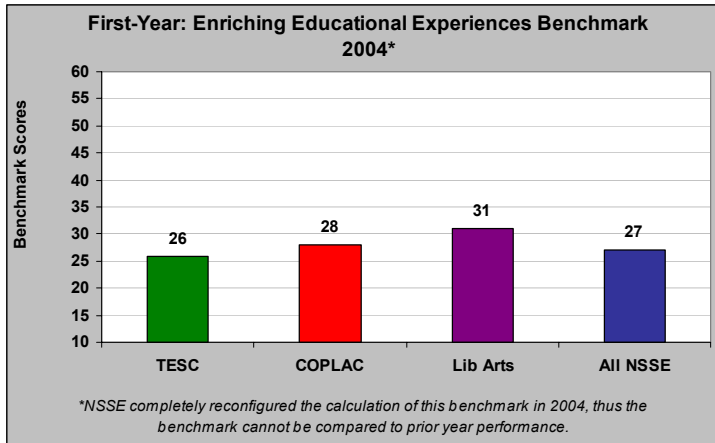
Compared to other seniors, Evergreen seniors:

- **More often discuss ideas from class with faculty members outside of class**
- Less frequently talk about career plans with a faculty member or advisor
- Are less likely to work with faculty on activities other than coursework.
- Are less likely to work on a research project with a faculty member outside of course/program requirements.



*The format of one question in the student-faculty interaction benchmark was altered in 2004, which resulted in lower scores for most institutions on this benchmark.

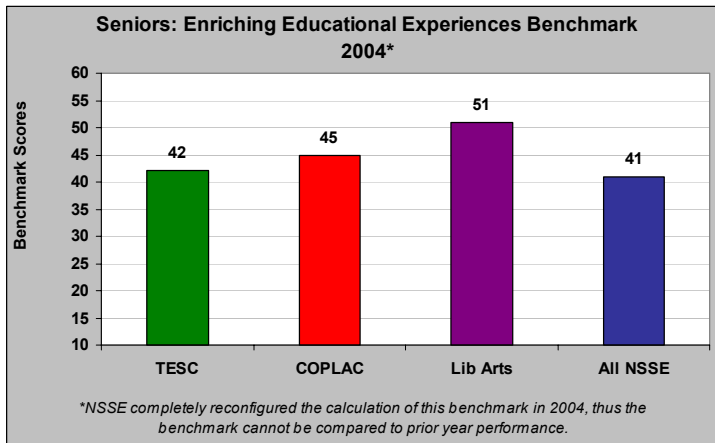
Enriching Educational Experiences



40th percentile compared to all NSSE schools

Compared to other freshmen, Evergreen first-year students:

- **Are more likely to have participated in a learning community**
- Are less likely to have participated in co-curricular activities, foreign language studies, study abroad, community service/volunteer work, and culminating senior experience.
- Less frequently use an electronic medium to discuss or complete an assignment.



50th percentile compared to all NSSE schools

Compared to other seniors, Evergreen seniors:

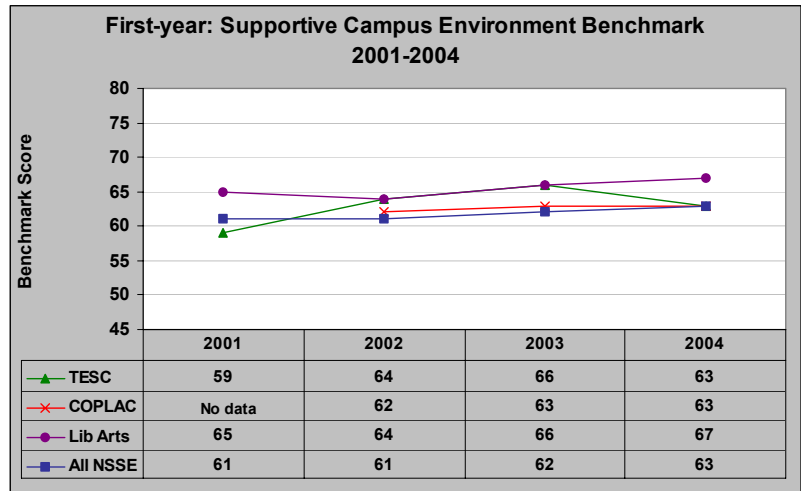
- **Are more likely to have participated in a learning community and independent study.**
- **Perceive a stronger campus emphasis on encouraging contact among students from different economic, social, and racial backgrounds.**
- Are less likely to have participated in co-curricular activities, foreign language studies, community service/volunteer work, internship/practicum/field experience, and culminating senior experience.
- Less frequently have serious conversations with students of a different race/ethnicity.

Supportive Campus Environment

40th percentile compared to all NSSE schools

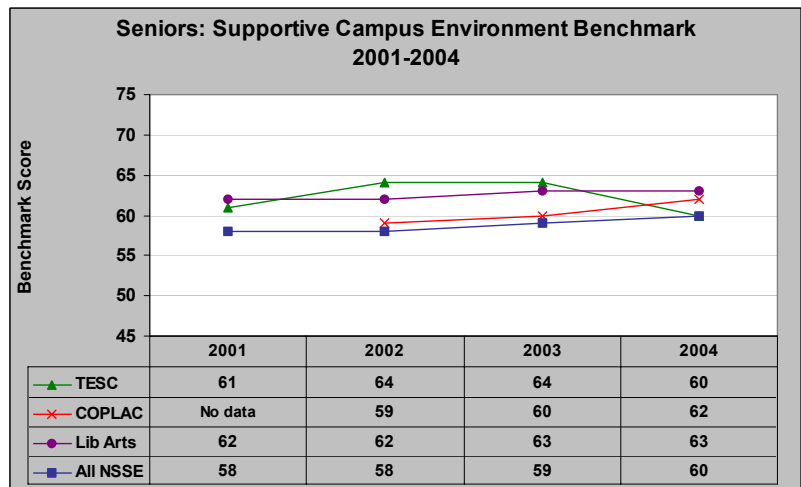
Compared to other freshmen, Evergreen first-year students:

- Report a higher quality of relationships with faculty members
- Feel the campus provides less support for them to thrive socially.



50th percentile compared to all NSSE schools

Compared to other seniors, Evergreen seniors had no significant differences from any comparison group.



Institutional Assessment Using NSSE Data

Institutional Assessment and Accreditation

The annual NSSE administration, analysis, and subsequent campus dialogue are an integral part of Evergreen's institutional assessment plan as required by our accrediting organization. The NSSE reports are made available on the college web site annually, with an all-campus email announcing their posting and highlights from the results. Each year different members of our campus community have engaged in dialogue about the results and implications for their own practice.

Analysis of NSSE responses for various subsets of students have also informed our understanding of the experiences of first-generation college students, students living on-campus vs. off-campus, and students eligible to be served by the TRIO-KEY program.

A number of NSSE items are tracked as part of the annual assessment of general education at Evergreen. Survey items addressing the quality of academic advising and growth in various learning areas that correspond to the Expectations of an Evergreen Graduate are tracked over time and reported annually.

The campus response to NSSE 2004 is an example of the effectiveness of this ongoing assessment practice. Because we participate annually, we were able to quickly note when benchmark scores slipped somewhat. We are engaged in community dialogue about the results with Deans, Senior Staff, SASS, and other community members to help us reflect on the results and whether there are implications for our core practices and values. For the first time since Evergreen began its participation, two of our benchmark scores in NSSE 2004 were below predicted levels given our institutional characteristics (senior scores for Student-Faculty Interaction and Enriching Educational Experiences).

HECB Accountability

As part of the ongoing revision of statewide HECB accountability performance for higher education, Evergreen has proposed to use indicators from the NSSE as our institution-specific measures. Using the NSSE measures allows Evergreen to benchmark performance against national performance.

- Maintain higher than predicted benchmark scores for each of the NSSE benchmarks
- Time spent preparing for class
- Frequency of participation in community-based project as part of a regular course
- Percent of seniors who have done community service or volunteer work
- Percent of seniors who have done practicum, internship, field experience, co-op experience, or clinical assignment

Performance Contract

In our draft Performance Contract for Evergreen, we are also proposing to use NSSE benchmarks as performance indicators of Academic Quality. Thus, if the performance contract process becomes a reality, we will incorporate our annual NSSE assessment to help us articulate our performance.

NSSE items regarding seniors who have participated in community service or volunteer work; seniors who have participated in internship, practicum, or field experiences; and frequency with which first-year students and seniors participate in community-based projects as part of regular program work are also being considered as indicators for Economic/Community Development.

Peer Comparison

In addition to the peer comparison data provided by the NSSE administrators for all participating colleges and for all Liberal-Arts Baccalaureate Colleges, Evergreen has participated in some years as part of a consortium of Council of Public Liberal Arts Colleges. Although Evergreen will not be formally participating in a NSSE-COPLAC consortium in the near future, we proposed a new process for sharing NSSE benchmark scores through our annual data-sharing process with our COPLAC colleagues. It appears that the other colleges have accepted this idea, and that sharing NSSE benchmark scores will begin with the 2004/05 data-sharing process.

Next Steps: The Institutional Research and Assessment Office is further exploring the NSSE results from 2004 and prior years to more clearly identify areas where Evergreen's performance may be in decline. It is particularly important to identify any declining trends as opposed to one-year anomalies in our level of student engagement. It is also important to expand faculty engagement in the NSSE results by identifying new ways to summarize the information and new venues to discuss the results.

This spring Evergreen's faculty will participate in the Faculty Survey of Student Engagement, a companion survey to the NSSE. The aggregate results will allow us to compare faculty perceptions of their program activities and their expectations of their students with how students experience the learning environment.