

National Survey of Student Engagement Participation in selected pedagogical experiences

The National Survey of Student Engagement (NSSE) is a national survey of first-year students and seniors that assesses students' experiences with educational practices that are associated with high levels of student engagement and deep learning. The subset of measures from the NSSE presented in this summary were chosen because they are among the survey items that align with pedagogies and learning activities that are considered "high-impact" learning practices by the American Association of Colleges and Universities (AACU).

As part of their work, the Long-range Curriculum DTF is exploring students' experiences with Evergreen pedagogical approaches. This set of results is provided to help illustrate how common pedagogical approaches at Evergreen, (such as seminar, working in groups, project-based learning, coordinated interdisciplinary study, etc.), might be contributing to differences in the Evergreen student engagement indicators compared to other institutions.

The first two tables present the percent of first-year students (table 1) and seniors (table 2) who reported *frequent* participation in experiences that encourage active, collaborative, integrative, and reflective learning. Evergreen's results are shown alongside comparison data from other Council of Public Liberal Arts institutions (COPLAC) and the national data from all participating U.S. colleges (nearly 600 institutions participate each year). Evergreen first-year students only lag behind peers in two of these measures: participation in community-based projects as part of a regular course and preparing multiple drafts of assignments. The first-year experience at Evergreen is most distinctive compared to other colleges in the frequency and nature of academic interactions with other students, active participation in class discussion, inclusion of diverse perspectives, and reflective learning. None of the selected indicators are lagging behind peer groups for Evergreen's seniors. Evergreen seniors are most different from seniors elsewhere, in terms of higher levels of participation in class discussion, in-class work with other students, serious conversations across differences, integration of diverse perspectives, preparing multiple drafts of assignments, and reflective learning.

The third table shows the percentage of seniors who participate (or plan to participate) in a set of enriching educational experiences before graduation, (e.g. study abroad, internships, culminating experiences, etc.). Evergreen students are less likely to participate in community service, internships, foreign language studies, and culminating senior experiences than students at other colleges and universities; they are more likely to do independent study or have a self-defined major, participate in a learning community, study abroad, and participate in undergraduate research.

Gray shading with a thicker border around specific results in the tables is used to denote the indicators in which Evergreen students report less frequent engagement than at least one of the peer groups. A ★ highlights areas where Evergreen has been consistently at least 10% higher than both the national and COPLAC peer groups in at least two of the three survey administrations presented in this report.

The table below presents the percentage of first-year students who reported doing each activity frequently (combined responses of “very often” and “often”) during the current school year.

Table 1

First-Year Students		2008	2010	2012
★ Asked questions in class or contributed to class discussions	Evergreen	78%	77%	79%
	COPLAC	62%	62%	50%
	National	60%	62%	63%
★ Made a class presentation	Evergreen	46%	41%	57%
	COPLAC	34%	31%	27%
	National	34%	35%	36%
★ Worked with other students on projects during class	Evergreen	64%	65%	68%
	COPLAC	41%	40%	38%
	National	42%	45%	45%
★ Worked with classmates outside of class to prepare class assignments	Evergreen	62%	67%	63%
	COPLAC	45%	48%	48%
	National	44%	46%	47%
★ Had serious conversations with students of a different race or ethnicity	Evergreen	62%	69%	74%
	COPLAC	50%	52%	53%
	National	52%	52%	53%
★ Had serious conversations with students who are very different from you in terms their religious beliefs, political opinions, or personal values	Evergreen	69%	68%	73%
	COPLAC	59%	61%	56%
	National	56%	56%	55%
Participated in a community-based project as part of a regular course	Evergreen	13%	13%	13%
	COPLAC	13%	13%	14%
	National	16%	16%	17%
Prepared two or more drafts of a paper or assignment before turning it in	Evergreen	52%	49%	59%
	COPLAC	50%	50%	49%
	National	55%	57%	57%
Worked on a paper or project that required integrating ideas or information from various sources	Evergreen	83%	85%	88%
	COPLAC	78%	77%	73%
	National	78%	79%	80%
Put together ideas or concepts from different course when completing assignments or during class discussions	Evergreen	67%	62%	59%
	COPLAC	55%	54%	52%
	National	55%	56%	57%
★ Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Evergreen	78%	78%	79%
	COPLAC	63%	62%	57%
	National	62%	63%	62%
★ Examined the strengths and weaknesses of your own views on a topic or issue	Evergreen	84%	78%	74%
	COPLAC	52%	54%	49%
	National	53%	54%	54%
★ Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective	Evergreen	84%	80%	84%
	COPLAC	62%	64%	62%
	National	61%	63%	63%
★ Learned something that changed the way you understand an issue or concept	Evergreen	87%	79%	87%
	COPLAC	65%	66%	66%
	National	65%	67%	67%

Note: Gray shading is used to denote the indicators in which Evergreen students report less frequent engagement than at least one peer group. A ★ highlights areas where Evergreen has been at least 10% higher than both peer groups in at least two of the three survey administrations presented in this report.

The table below presents the percentage of seniors who reported doing each activity frequently (combined responses of “very often” and “often”) during the current school year.

Table 2

Seniors		2008	2010	2012
★ Asked questions in class or contributed to class discussions	Evergreen	87%	82%	86%
	COPLAC	75%	76%	66%
	National	73%	74%	76%
Made a class presentation	Evergreen	70%	67%	68%
	COPLAC	64%	63%	57%
	National	63%	62%	63%
★ Worked with other students on projects during class	Evergreen	69%	69%	69%
	COPLAC	47%	46%	42%
	National	46%	49%	50%
Worked with classmates outside of class to prepare class assignments	Evergreen	64%	70%	66%
	COPLAC	60%	61%	62%
	National	59%	61%	60%
★ Had serious conversations with students of a different race or ethnicity	Evergreen	66%	59%	65%
	COPLAC	50%	52%	54%
	National	53%	54%	54%
Had serious conversations with students who are very different from you in terms their religious beliefs, political opinions, or personal values	Evergreen	66%	62%	69%
	COPLAC	59%	59%	58%
	National	56%	56%	56%
Participated in a community-based project as part of a regular course	Evergreen	27%	29%	30%
	COPLAC	22%	22%	21%
	National	23%	22%	23%
★ Prepared two or more drafts of a paper or assignment before turning it in	Evergreen	65%	66%	66%
	COPLAC	43%	44%	42%
	National	45%	47%	48%
Worked on a paper or project that required integrating ideas or information from various sources	Evergreen	96%	93%	95%
	COPLAC	88%	89%	88%
	National	87%	88%	88%
Put together ideas or concepts from different course when completing assignments or during class discussions	Evergreen	77%	73%	81%
	COPLAC	71%	71%	71%
	National	72%	71%	73%
★ Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	Evergreen	82%	76%	76%
	COPLAC	65%	66%	59%
	National	63%	64%	65%
★ Examined the strengths and weaknesses of your own views on a topic or issue	Evergreen	76%	77%	79%
	COPLAC	56%	59%	55%
	National	57%	59%	59%
★ Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective	Evergreen	82%	79%	82%
	COPLAC	64%	67%	64%
	National	65%	67%	68%
★ Learned something that changed the way you understand an issue or concept	Evergreen	83%	81%	84%
	COPLAC	67%	69%	68%
	National	67%	69%	70%

Note: Gray shading is used to denote the indicators in which Evergreen students report less frequent engagement than at least one peer group. A ★ highlights areas where Evergreen has been at least 10% higher than both peer groups in at least two of the three survey administrations presented in this report.

High-Impact Learning Experiences

The following table provides the percentage of seniors who reported they “have done” or “plan to do” these high-impact practices prior to graduation. Evergreen students are most different from students elsewhere in terms of how many Evergreen students participate in learning communities and independent study or self-defined major, and how few Evergreen students complete culminating senior experiences.

Table 3

Seniors		2008	2010	2012
Community service or volunteer work	Evergreen	72%	67%	73%
	COPLAC	76%	78%	78%
	National	77%	78%	78%
Practicum, internship, field experience, co-op experience, or clinical assignment	Evergreen	74%	72%	74%
	COPLAC	77%	76%	74%
	National	78%	77%	77%
★ Participated in a learning community or some other formal program where groups of students take two or more classes together	Evergreen	63%	54%	50%
	COPLAC	30%	30%	31%
	National	35%	37%	38%
Study abroad	Evergreen	37%	28%	29%
	COPLAC	26%	26%	27%
	National	26%	25%	24%
Foreign language coursework	Evergreen	47%	48%	45%
	COPLAC	57%	59%	51%
	National	52%	51%	49%
★ Independent study or self-designed major	Evergreen	79%	74%	73%
	COPLAC	29%	27%	26%
	National	29%	26%	27%
Worked on a research project with a faculty member outside of course or program requirements	Evergreen	36%	39%	43%
	COPLAC	35%	36%	35%
	National	33%	33%	34%
Culminating senior experience (comprehensive exam, capstone course, thesis, project, etc.)	Evergreen	48%	43%	53%
	COPLAC	72%	74%	65%
	National	66%	67%	69%

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